



# Political Science 2

## Introduction to American Government & Politics

### Course Sections, Reedley College:

53758: TTh, 9:30 A.M. – 10:45 A.M. (Zoom)

**Advisory: Eligibility for ENG 1 or ENG 1AH**

### Professor: Dr. Tellalian

Email: bryan.tellalian@reedleycollege.edu

Office Hours (Zoom): Thursdays: 11:00 A.M.,  
1:00 P.M.; Fridays: 10:00 A.M.

Office: Forum 7

### Required Texts:

Wilson, James Q., DiIulio, Jr., John J., Bose, Monica, and Levendusky, Matthew. *American Government: Institutions and Policies*, 16<sup>th</sup> ed. Boston: Cengage, 2019.

Gerston, Larry N., and Christensen, Terry. *California Politics and Government: A Practical Approach*, 14<sup>th</sup> ed. Boston: Cengage, 2018.

Textbooks are also available as eBooks. You can access them by purchasing the e-version in the Bookstore or using the links below.

*American Government: Institutions and Policies*, 16<sup>th</sup> ed.:

<https://www.cengage.com/c/american-government-institutions-and-policies-16e-wilson/9781337568395PF/>

*California Politics and Government*, 14<sup>th</sup> ed.:

<https://www.cengage.com/c/california-politics-and-government-a-practical-approach-14e-gerston/9781305953499PF/>

Reading supplements will be provided by the instructor and are required reading for this course. To see what supplemental materials will be assigned, please see page eight (8) of this syllabus. You can retrieve the supplemental materials on your PolSci 2 Canvas page unless otherwise indicated. The supplemental materials that will be assigned are subject to change at any time at the discretion of the instructor.

### Exams, Grades, & Make-Up Exam Policy

*Assigned readings are the starting point for understanding political science, not the end.* As such, students will be tested on the assigned reading, lecture, and handouts. If a topic is covered during lecture but not in the assigned reading or handouts, that topic can be tested in an exam. If a topic is covered in the assigned reading but not in lecture or the handouts, that topic can be tested in an exam. If a topic is covered in a handout but not in the assigned reading or lecture, that topic can be tested in an exam.

## Exams, Grades, & Make-Up Exam Policy, cont.:

All exams will be administered through Canvas. Each exam consists of fifty (50) multiple choice questions. Correspondingly, each exam is worth fifty (50) points.

Exam 1: 50 points	Exam 5: 50 points	A = 315 - 350	F = 209 & Below
Exam 2: 50 points	Final: 50 points	B = 280 - 314	
Exam 3: 50 points	Paper: 50 points	C = 245 - 279	
Exam 4: 50 points		D = 210 - 244	

**Make-up exams will only be given under special circumstances.** In order for a student to qualify for taking a make-up exam, the student must give the instructor **prior notice** (*no later than 24 hours before class*), **a valid reason** (e.g. illness, medical emergency, court appearance, car trouble), **AND verifying documentation** (e.g. a letter from a doctor on the doctor's letterhead, a letter from the court clerk on the court's letterhead, an invoice from an auto repair shop) **at the next class period**. Failure to follow the make-up exam requirements will result in a "zero" on the exam.

Once a student meets the qualifications above, the student will be notified by the professor. Once a student is notified, the student has **one week from the date of notice** to schedule the make-up exam with the professor **and** take the make-up exam. If a qualified student fails to schedule and complete the make-up exam within one week from the date of notice, the student will receive a "zero" on the exam.

**There will be no make-up exam for the final** due to the time constraints placed on the instructor at the end of the semester.

**The professor reserves the right to give pop quizzes at any time.** For example, if students consistently demonstrate that they have not done the reading or reviewed their notes from the previous class when called on during lecture, students could be subject to a pop quiz.

*For students who will require an accommodation due to disability, please see the section below regarding academic adjustments.*

### Final Exam Dates:

**53758:** TTh, 9:30 A.M. – 10:45 A.M.: **Thursday, December 10, 2020, 9:00 A.M. – 10:50 A.M.**

### Homework Assignments, In-Class Activities, Papers, & Late Work:

Homework assignments will be posted on Canvas for **twenty-four hours** following the class session on which the homework is assigned. After the twenty-four-hour period has elapsed, the homework assignment will be **removed** and will not be posted again. Please note the distinction between homework assignments and in-class activities and papers.

Late work is not eligible to receive full credit. For each day the assignment is late, the maximum amount of credit will be reduced by one grade level. At the same time, the student will still be graded on the original point scale. Additionally, if the student's performance warrants a lower score, that score will be assigned. For example, assume a student would have received ten points on a ten-point assignment but turned in the assignment one day late. The maximum amount of points the student is eligible to receive is eight points (a "B") out of ten. However, if the student's performance shows that he or she deserves a

lower score than the maximum available points, he or she will receive that score. For example, if the student turns in an assignment one day late, the most the student would be able to receive is eight points. However, if the student deserves only six points (a “D”), the student’s grade will be six out of ten points. A student has **five calendar days** (Saturdays and Sundays are considered “calendar days”) from the due date to turn in a late assignment, otherwise the student will receive a “zero” on the assignment.

In order for a student to submit an assignment or paper without penalty, the student must give the instructor **prior notice** (*no later than 24 hours before the due date*), **a valid reason** (e.g. illness, medical emergency, court appearance, car trouble), **AND a written letter from the appropriate individual on the individual’s letterhead by the next class meeting** (e.g. a letter from a doctor on the doctor’s letterhead, a letter from the court clerk on the court’s letterhead, an invoice from an auto repair shop). Failure to follow these requirements will result in a “zero” on the assignment or paper.

If a student is absent for an in-class activity, the student must give prior notice, a valid reason, and verifying documentation by the next class period. Otherwise, the student will receive a “zero” for the in-class activity. Please note the distinction between homework assignments and in-class activities and papers.

*For students who will require an accommodation due to disability, please see the section below regarding academic adjustments.*

### **Academic Dishonesty:**

With regard to **cheating**, the Student Conduct Standards in the *2020-21 Catalog* for Reedley College states:

“Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.”<sup>1</sup>

Concerning **plagiarism**, the *2020-21 Catalog* states:

“Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights [.]”<sup>2</sup>

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<sup>1</sup> *2020-21 Catalog* (Reedley: Reedley College), p. 47.

<sup>2</sup> *Id.* at p. 48.

*Academic dishonesty, including, but not limited to, cheating and plagiarism, constitute serious offenses that are subject to the disciplinary procedures of the State Center Community College District (the District).*<sup>3</sup> As such, engaging in academic dishonesty, including but not limited to, cheating and plagiarism, will result in the following disciplinary process:

1. First Offence – The student will receive a “zero” on the assessment (e.g. exam, quiz, assignment, or activity) and referred to the Dean of Instruction for Division A.
2. Second Offence – The student will receive a “zero” on the assessment, referred to the Dean of Instruction for Division A, and removed from class (one or two days at the discretion of the instructor).
3. Third Offence – The student will receive a “zero” on the assessment, referral to the Dean of Instruction for Division A, and a recommendation by the professor for a short-term suspension, long-term suspension, failure in the course, or expulsion. Students may be subject to further disciplinary action by the College or the District.

Please see pages forty-seven and forty-eight of the *2020-21 Catalog* for more on academic dishonesty, cheating, and plagiarism.

### **Attendance Requirements:**

Since “lecture-based” classes are being offered online this semester, students will attend class using Zoom. Please be sure to create a “Basic” account on Zoom and download the software. To participate in a lecture, click on the “Class Links” module on Canvas. Next, click on the link for the appropriate day. For instance, if you have class at 12:00 P.M. on Monday, click on the “Monday Classes” link. This should take you right to the lecture. Once you enter the lecture, engage the video function on Zoom. It should be a button on the bottom left-hand corner of the toolbar. **Engaging the video function on Zoom is required for attending class. Otherwise, you will be marked absent. This absence will count towards being dropped from the course. Before coming to class via Zoom, please be sure to minimize all distractions, e.g. friends, relatives, internet, cell phone, television, radio, etc.** If this is not possible, you can use one of the hotspots on campus:

[https://www.reedleycollege.edu/documents/campus-life/20200313\\_accessible-parking.pdf](https://www.reedleycollege.edu/documents/campus-life/20200313_accessible-parking.pdf).

For more on attending class through Zoom, see the “Student Conduct” section below.

Pursuant to the California Education Code and SCCCDC regulations, attendance records must be kept.<sup>4</sup> Due to the online format of this course, attendance will be taken through Canvas. Specifically, students will be required to complete a weekly assignment (usually in the form of a quiz or discussion). Weekly assignments will appear in the module corresponding to each week of the semester. Further, weekly assignments will be available between 8:00 A.M. every Wednesday through midnight every Friday. Students will have this time to complete the assignment.

During the first week of instruction, a student who fails to complete the first assignment by midnight on Friday, August 21, 2020 will be dropped as a “no show.” After the first week, a student who misses two weeks of instruction will be dropped from the course. Please note that students cannot be dropped after the ninth week (Friday, October 9, 2020). As such, a letter grade will be assigned after this date.

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<sup>3</sup> AR § 5500(11); See AR §5520.

<sup>4</sup> Cal. Ed. Code § 84500.

**To have an absence excused**, a student must provide prior notice, a valid reason, and verifying documentation. Ideally, prior notice must be given at least twenty-four hours before the absence. At a minimum, the student must notify the instructor before class begins. Absent extraordinary circumstances, notification after the fact (e.g. after class starts) will disqualify a student from having an absence excused. Here, “extraordinary circumstances” include, but are not limited to, the unexpected onset of illness, the unexpected onset of illness by a student’s family member, or an unexpected family crisis.

Examples of valid reasons for having an absence excused include illness, assisting a family member with illness, jury duty, the death of a family member, car trouble, or some other extraordinary circumstance.

Verifying documentation to have the absence excused must be provided by the student by the next class period. Examples of verifying documentation include a doctor’s note, court document, a note from a parent or guardian (in the case of a death of a family member), an invoice, or a receipt. Once a student meets the criteria for an excused absence, the student will be allowed to complete the weekly assignment without penalty to his attendance or the score on his weekly assignment. If the excused absence requires the student to make-up the weekly quiz, the student must follow up with the professor and take the weekly quiz within one week of having the absence excused. Failure to do so will result in a “zero” on the weekly quiz.

### **Participation:**

Students will be called on randomly during lecture in order to respond to questions related to the material being covered. Therefore, students should complete the required reading **before** to coming to class. To maximize retention of the material, it is recommended that students review their notes prior to class. During the course of lecture, if students repeatedly demonstrate they are unprepared, the entire class will be subject to a pop quiz.

### **Student Conduct:**

Conduct in the classroom that detracts from the instructor’s ability to deliver the course material and/or a student’s ability to receive the course material may trigger the removal procedure outlined in the Student Conduct Code (available at the campus library, Admissions office, Dean of Students office, Student Activities office, and Office of Instruction). Such conduct includes, but is not limited to, reading unrelated material, talking, sleeping, writing letters, text messaging, not engaging the video function on Zoom, etc., during class, or failure to treat one’s classmates or the instructor with respect. Those who engage in such actions can be asked to leave the classroom at the instructor’s discretion and subject you to the disciplinary process outlined below.

Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of authority or persistent abuse of college personnel is prohibited.

*Since classes are being delivered at their regular class time through Zoom this semester, students should make every effort to minimize distractions during class.* For instance, if you are participating in class through your computer at home, please be sure to close the door to your room. If you have infant children, please make sure that they are being watched by another family member or trusted adult. In the event that minimizing distractions is not possible at home, wireless hotspots are available in parking lots throughout campus. For your convenience, here is a hyperlink to available hotspots:

[https://www.reedleycollege.edu/documents/campus-life/20200313\\_accessible-parking.pdf](https://www.reedleycollege.edu/documents/campus-life/20200313_accessible-parking.pdf).

*Due to the unique circumstances of this semester, please note the following actions constitute disruptive behavior: failure to mitigate distractions, the persistent failure to mitigate distractions, and failure to engage the video function on Zoom during class.*

Failure to treat the instructor with respect, including, but not limited to, talking back in a disrespectful tone and emotional outbursts, are prohibited.

Engaging in the prohibited conduct detailed in the syllabus is not permitted before, during, or after class. Additionally, such conduct is not permitted via email, during office hours, or any other time a student interacts with the instructor.

**Cell phones, iPads, televisions, radios, and any other digital or electronic devices should be turned off and put away during class.** *“Turned Off” is defined as pressing the power button on your device so that it does not function and excludes “vibrate,” “silent,” and other modes. “Put Away” is defined as zipped up in your backpack, purse, or other piece of luggage and out of the view of the instructor.* However, if there is an exceptional circumstance that requires you to leave your phone on during class, please notify me before class so that the situation may be judged accordingly. If your request to leave your phone on is granted, please switch your ring setting to the “vibrate” or “silent” mode. **On examination days, all digital and electronic devices must be turned off and put away.** Failure to adhere to these policies will trigger the disciplinary process outlined below.

**Absent verified accommodations from DSP&S, recording the lectures in any way is prohibited.**

**Distribution of the lectures in any way is also prohibited.**

***Engaging in the prohibited conduct listed above will trigger the following:***

1. First incident – Written or verbal reprimand by the instructor.
2. Second incident – (1) Referral and meeting with the Dean of Instruction for Division A or the Dean of Student Services and (2) removal from class for one or two days at the discretion of the instructor. Removal from class will activate the process to remove the student from the class for 10 or more days if appropriate.
3. Third incident – (1) Referral and conference with the Dean of Instruction for Division A or the Dean of Student Services, (2) removal from class for one to two days at the discretion of the instructor, and (3) a recommendation by the instructor for a short-term suspension, long-term suspension, permanent removal from the class, or expulsion. Students may also be subject to further disciplinary action by the College or the District.

**In spite of the three-step process listed on the previous page, for student behavior that is severe, which includes, but is not limited to, the aforementioned conduct, the instructor reserves the right to remove the student from class immediately for one or more days or drop the student from the course.** The Dean of Instruction for Division A or the Dean of Student Services will be notified. If the student is removed from class, this will subject to the student to a short-term suspension, long-term suspension, or expulsion. Students may also be subject to further disciplinary action by the College or the District.

## **Communication Policy & Office Hours:**

Students are encouraged to reach out to the professor when they have questions. In particular, students can either send a direct message to the professor through Canvas or email him at [bryan.tellalian@reedleycollege.edu](mailto:bryan.tellalian@reedleycollege.edu). If you choose to send an email, please email the professor through your campus email address. This helps to verify that it is you. Students sending emails from their private email addresses will be notified to email the professor using their campus email address or message me through Canvas. If the professor cannot discern that the private email address is from a student, the email will not receive a response.

While student inquiries usually receive a timely response (within twenty-four hours), please allow up to one week for a reply. If you don't hear from the professor by the end of the week, please email him again. He will be sure to reply to your email.

Please see the first page of the course syllabus for the specific office hours. Due to the unique situation with COVID-19 this semester, all office hours will take place through Zoom. A link for each office hour will be posted in the "Office Hour" module in Canvas. If you cannot meet with me during my office hours, please contact me to schedule an appointment.

## **Canvas:**

**You will find important resources for this class on Canvas.** To use Canvas, go to the Reedley College website. Under "Quick Links," select "Canvas." Enter your user ID, password, and role (select "student"). Once you have gained access to your Canvas account, you can then click on any of your classes. You should also seriously consider changing your password to better secure your account. For this political science class, you will see a number of tabs, including, but not limited to Announcements, Course Syllabus, Assignments, and others.

**You should check your Canvas account at least once a day for important announcements, assignments, and course documents.** The course syllabus will be available under the Course Syllabus tab. If you do not have a computer or access to one, you can use the media center/library at Reedley College. **It is critical that you get access to a computer since you will want to avoid missing important assignments and announcements that are found online.** Should you have any questions regarding Canvas, contact Reedley Canvas Support at (559) 629-6837 or search the Canvas Guides.

## **Academic Adjustment due to Disability:**

If you have a verified need for an accommodation or accommodations due to disability as described in the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101-12213; 42 U.S.C. §§ 225, 611) and/or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701, et seq.), please notify your instructor as soon as possible (before or after class, email). All reasonable requests will be considered, and efforts will be made to accommodate your needs

## **Instructions for the Research Paper**

Instructions detailing all of the requirements for the research paper will be passed out at a later date. These handouts are incorporated by reference into the course syllabus and upon distribution, will be effective immediately. What follows are general guidelines for you to keep in mind in anticipation of the

paper and any additional assignments. Please note that the instructor reserves the right to change these guidelines at any time.

All papers **must** include a “Bibliography” page noting the materials used to derive the content and arguments. All citations must be formatted according to the Chicago Manual of Style specifications. When submitted, these materials should be typed in 12-point Times New Roman font, double spaced, and have 1” margins. Students must use complete sentences and paragraphs in response to all questions. These materials will be graded primarily on content, clarity, and completeness. However, a portion of your grade will be based on grammar, spelling, word choice, and use of slang or colloquial language. **Please note that papers and assignments must be turned in on the dates they are due during class or the work will be considered late.** With respect to late papers and assignments, unexpected medical situations or other valid reasons for submitting late work, please see the above-mentioned section entitled “Homework Assignments, In-Class Activities, Papers, & Late Work.” Regarding submitting work after a deadline due to a preexisting medical or psychological condition, please see the section entitled “Academic Adjustment due to Disability” above.

### **Children and Guests in Class:**

Children and guests are **not** allowed in class. However, if you cannot find a babysitter for your infant child, please contact or notify Dr. Tellalian before class.

### **Add/Drop Dates:**

*Friday, August 21, 2020* – Last day to drop a full-term class for a full refund.

*Friday, August 28, 2020* – Last day to drop a full-term class to avoid a “W” in person. Last day to register for a full-term class for Spring, 2019 in person.

*Sunday, August 30, 2020* – Last day to drop a full-term class on WebAdvisor to avoid a “W” for Fall, 2020.

Beginning with the fourth week of full-term classes, students wishing to add classes must complete a Student Petition for Exception to Enrollment Deadline Due to Extenuating Circumstances form (SPEEDEC), secure the instructor’s approval and explanation for adding beyond the add deadline, secure the Dean’s approval, and present the petition to the registration desk for processing.

*Friday, September 11, 2020* – Last day to change a class to or from “Pass/No Pass.”

*Friday, October 9, 2020* – Last day to drop a full-term class in person. Letter grades will be assigned after this date.

*Monday, December 7, 2020 – Friday, December 11, 2020* – Finals Week

*Friday, December 11, 2020* – End of Spring, 2020 semester.

### **Holidays:**

*Monday, September 7, 2020* – Labor Day, no class, campus closed.

*Wednesday, November 11, 2020* – Veterans’ Day, no class, campus open.

*Thursday, November 26, 2020 – Friday, November 27, 2020* – Thanksgiving, no class, campus closed.



Saturday, December 12, 2020 – Sunday, January 10, 2020 – Christmas Holiday. No classes held.

**Caveat:**

**This syllabus is subject to change at any time at the instructor’s discretion.**

**Course Readings, Assignments, & Exam Dates:**

*Assigned readings are the starting point for understanding political science, not the end.* As such, students will be tested on the assigned reading, lecture, and handouts. If a topic is covered during lecture but not in the assigned reading or handouts, that topic can be tested in an exam. If a topic is covered in the assigned reading but not in lecture or the handouts, that topic can be tested in an exam. If a topic is covered in a handout but not in the assigned reading or lecture, that topic can be tested in an exam

I - 1	V - 5	VIV - 9	XIII - 13	XVII - 17	XXI - 21	XXIV - 25	Art. = Article
II - 2	VI - 6	X - 10	XIV - 14	XVIII - 18	XXII - 22	XXV - 26	§ = Section
III - 3	VII - 7	XI - 11	XV - 15	XIV - 19	XXIII - 23	XXVII - 27	§§ = Sections
IV - 4	VIII - 8	XII - 12	XVI - 16	XX - 20	XXIV - 24	Amend. = Amendment	¶ = Paragraph ¶¶ = Paragraphs

*The United States Constitution is in the Appendix of your textbook on pp. A3 – A17.* Please note that even though multiple sections of the Constitution have been assigned, the reading itself is light as there may be only one sentence, a few sentences, or a few paragraphs associated with each section. In order to have mastery of the material, it will help you to have familiarity with the primary documents.

**Week 1 (8/10 – 8/14) – Order: The First Need of All; Before Church and State**

**Assignment:** *PolSci 2 Supplement (retrieve from Canvas):*

Kirk, Russell. *The Roots of American Order*. Wilmington: ISI Books, 2003. See esp. Chap. 1, “Order, The First Need of All.”

Jefferson, Thomas. Thomas Jefferson to Henry Lee, May 8, 1825. From Founders Online, National Archives. <https://founders.archives.gov/?q=Cicero&s=1211311111&r=5>.

Aquinas, St. Thomas, *De regno ad regem Cypri*. Translated by Gerald B. Phelan. Revised by I. Th. Eschmann, O.P. Reedited by Joseph Kenny, O.P. Toronto: The Pontifical Institute of Medieval Studies, 1949 (1267 A.D.). See esp. Bk. 1, Ch. 1 – 3, Ch. 13 – 16.

**Week 2 (8/17 – 8/21) – The Isolation of the Soul**

**Assignment:** *PolSci 2 Supplement:*

Locke, John, *Second Treatise on Government*, in *Classics of Moral and Political Philosophy*. Edited by Michael L. Morgan. Indianapolis: Hackett Publishing Company, Inc., 1980 (1690 A.D.). See esp. chaps. II – III; chap. IX, chap. XIII, §§ 149 – 150, chap. XIV.

**Week 3 (8/24 – 8/28) – The Founding & The U.S. Constitution**

**Assignment:** Wilson, et al.: Chap. 2, pp. 22 – 44; *Declaration of Independence*, A1 – A2, *Preamble of the U.S. Constitution*, A3.

**Week 4 (8/31 – 9/4) – The U.S. Constitution & Federalism**

**Exam 1: Thursday, September 3, 2020 – Order, Before Church & State, and the Isolation of the Soul**

**Assignment:** *Federalism*, Chap. 3, pp. 50 - 73, Art. I, §§ 1, 7, 8, 10, ¶¶ 1 – 3; Art. II, §§ 1 – 2; Art. III, 1; Art. IV, § 1 – 2, ¶ 1; Art. IV, § 4, Art. VI, ¶ 6; Amend. I – X; Amend. XIV, § 1.

**Week 5 (9/7 – 9/11) – The Legislative Branch (U.S. & CA)**

**Assignment:** *Congress*, Chap. 13, pp. 291 - 299, 301 – 320; Art. I, § 1; Art. I, § 2, ¶¶ 1-7; Art. I, § 3, ¶¶ 1-5; Art. I, § 8; Art. I, § 5, ¶¶ 1-3; Art. I, § 6; Art. I, § 7; Amend. XXVII, § 1. *California Government and Politics*, Chap. 5, pp. 63 – 77.

**Week 6 (9/14 – 9/18) – Domestic Policy: Social Policy**

**Exam 2: Thursday, September 17, 2020 – The Founding, The U.S. Constitution, & Federalism**

**Assignment:** *Domestic Policy*, Chap. 17, pp. 423 – 436.

**Week 7 (9/21 – 9/25) – Domestic Policy: Economic Policy**

**Assignment:** *Economic Policy*, Chap. 18, pp. 454 – 470.

**Week 8 (10/5 – 10/9) - The Executive Branch (U.S. & CA) & Exam 3**

**Exam 3: Thursday, October 8, 2020 - The Legislative Branch, Social Policy, & Economic Policy**

*The Presidency*, Chap. 13, pp. 519 – 552; Art. I, § 2, ¶ 5; Art. I, § 3, ¶ 6-7; Art. II, Amend. XIV, § 3; Amend. XX; Amend. XXII, § 1; Amend. XXV, §§ 1 – 2. *California Politics and Government*, Chap. 7, pp. 95 – 109.

**Week 9 (10/12 – 10/16) – The Federal Bureaucracy**

**Assignment:** *The Bureaucracy*, Chap. 15, pp. 365 - 389; Art. I, § 1, ¶ 1; Art. II, § 2, ¶ 1; Art. II, § 3, ¶ 3.

**Week 10 (10/19 – 10/23) – Foreign Policy**

**Assignment:** *Foreign and Military Policy*, Chap. 19, pp. 474 – 500; Art. I, § 8, ¶¶ 10 – 17; Art. I, § 10; Art. II, §§ 2 – 3.

**Week 11 (10/26 – 10/30) – The Judiciary (U.S. & CA) & Exam 4**

**Exam 4: Thursday, October 29, 2020, The Executive Branch, The Federal Bureaucracy, & Foreign Policy**

**Assignment:** *The Judiciary*, Chap. 16, pp. 392 – 418; Art. II, § 2, ¶ 2; Art. III, Amend. XI. *California Politics and Government*, Chap.6, pp. 81 - 93.

**Week 12 (11/2 – 11/6) – Civil Liberties**

**Assignment:** *Civil Liberties*, Chap. 5, pp. 96 - 111; Amend. I-X, Amend. XIV, § 1.

**Week 13 (11/9 – 11/13) – Civil Rights**

**Assignment:** *Civil Rights*, Chap. 5, pp. 111 – 119; Chap. 6, 123 – 136, 139 – 148; Art. I, § 2, ¶ 3; Amend. XIII-XV.

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### **Week 14 (11/16 – 11/20) – Voting, Campaigns, & Elections (U.S. & CA)**

#### **Exam 5: Thursday, November 19, 2020 - The Judiciary, Civil Liberties, & Civil Rights**

**Assignment:** *Political Participation*, Chap. 8, pp. 171 – 185; *Elections and Campaigns*, Chap. 10, 212 – 237; Art. I, § 2, ¶¶ 1-5; Art. II, § 3, ¶¶ 1-3, Art. I, § 4, ¶ 1; Art. I, § 5, ¶ 1; Art. II, § 1, ¶¶ 2-5; Art. VI, ¶ 3; Amend. XIII-XV; Amend. XVII; Amend. XIX - XX; Amend. XXII; Amend. XXVI. *California Politics and Government*, Chap. 2, pp. 19 – 30; Chap. 3, pp. 33 – 45.

### **Week 15 (11/23 – 11/25) – Political Parties, Interest Groups**

**Assignment:** *Political Parties*, Chap. 9, pp. 189 – 209; *Interest Groups*, Chap. 11, pp. 241- 261 *California Politics and Government*, Chap. 4, pp. 49 – 60.

### **Week 16 (11/30 – 12/4) –, Mass Media & Public Opinion**

**Assignment:** *Mass Media*, Chap. 12, pp. 264 – 286; *Public Opinion*, Chap. 7, pp. 153 – 168.

### **FINALS WEEK:**

**53758: TTh, 9:30 A.M. – 10:45 A.M.: Thursday, December 10, 2020, 9:00 A.M. – 10:50 A.M.**

### **Course Objectives:**

*In the process of completing this course, students will have the opportunity to:*

1. Study both the theory and practice of “democracy.”
2. Research the forces and political philosophies that influenced the founding fathers of the United States and the framers of the Constitution.
3. Compare and contrast the Articles of Confederation with the Constitution of the United States of America, including a discussion of the Federalist and Anti-Federalist factions.
4. Review the role played by the U. S. Constitution in (a) creating our federal system of government, with its subsequent divided responsibilities, and (b) establishing the separation of powers and checks and balances principles at the national level, as well as the implications of such.
5. Examine the federal system as a practical device to accommodate—within one government—national and local needs unique to the United States.
6. Evaluate the relationship between the Bill of Rights, the government, and the concept of “civil liberty,” noting that liberty is both the absence of governmental intrusion and the result of a set of guarantees that protect the individual against the excesses of government.
7. Assess the idea of civil rights as the rights of all citizens to equal protection of the law, as provided in the 14th Amendment of the Constitution. Students will also explore the development of civil rights, using the evolving civil rights of African-Americans and other groups as examples.
8. Consider his/her role as a voter in the United States political system, and survey the varying forms and systems of elections used in the United States, including primary elections, general elections, California referendum and initiative elections, California recall elections, and the electoral college.
9. Gain an understanding of the characteristics of the American political party system and the functions parties serve in the process of governing.
10. Analyze the issues surrounding the development of public opinion, and its influence on the formation of public policy.
11. Examine the influence of different means of mass communication (media)—both news-based and entertainment-based—on the development of public policy, and the techniques employed by each.
12. Evaluate the positive and negative effects of the countervailing influences of interest groups in American politics, the tactics of interest groups, and the means employed for keeping them honest.
13. Appraise the powers and limitations of the office of the President of the United States, and examine the roles he/she plays as a ceremonial, political, administrative, military, and legislative leader.
14. Examine the various powers/roles of Congress, different theories of representation, and the strengths and weaknesses of the legislative, or lawmaking, process.

15. Study the role of the national courts in interpreting the Constitution, shaping individual rights, and determining the distribution of governmental power. Students will also consider the subtleties of constitutional interpretation, noting that the Constitution is a living document that adapts to changing needs.
16. Explore the vastness and complexity of the bureaucracy. Students will investigate the different national departments and agencies, the characteristics of their growth and evolution and the mechanics of reorganization and reform; and to comprehend the difficulties of effective reform.
17. Examine the programs in the area of domestic policy intended to promote “the general welfare.”
18. Investigate the forces that shape American foreign and defense policy.
19. Study the structure, major functions, and significant powers of both the State of California and local governmental entities. Additionally, students will examine the relationship of state and local institutional powers to the concept of Federalism and survey various examples of direct and indirect democracy at the state and local levels.

**While good faith efforts will be made to present the students with the opportunities listed above, students are ultimately responsible for their level of preparation and the achievement of these objectives.**