

**Fall 2021**

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# Political Science 110

## **Course Overview:**

Welcome to the Political Science-110 class at Reedley College!

Political Science is the study of politics, government institutions, and the bureaucratic process. This class is an introductory study of American Government at the federal, state, and local level. As well as examining the institutions, processes, and policies of the United States political systems.

The course will enable students to study and understand how political and governmental institutions make laws, implement decisions, and how the effects of those decisions impact the individual and societal behavior. The course instructor will strive to present the material in an interesting and exciting way, which shall lead you to successfully complete this course.

Political Science is an ideal stepping stone to many careers, including: Teaching, Law, Government work, and Public Advocacy. This class is designed to be an opportunity to take lower division courses that can be later applied to a degree at a four-year college or university.

## **Free Expression and Thought:**

Colleges have historically been a place where new and controversial ideas are proposed, tested, and deliberated. This class is committed to the values of academic freedom and the open expression of ideas. There will be times when discussions of diverse opinions and insights will be shared, with the intent of initiating candid thought and debate.

For this reason, the class will not restrict comments from any participant, or require humble apologies; unless there is a clear violation of school rules, an intent to do harm, or provoking any legal violations. We are free adults who have the right to agree/disagree without being subject to discipline, reprimand, humiliation, or any other form of punishment.

Therefore, this class has the responsibility to not only to promote energetic dialog, but will also protect that freedom if others attempt to restrict it.

## **Course Outline:**

Upon completion of this course, students will be able to:

1. Formulate and examine various political values and beliefs.
2. Research contemporary political issues drawing on diverse sources.

3. Assess and distinguish between factual and opinionated sources of information.
4. Examine the origins of America's political institutions and their evolution over time.
5. Evaluate different forms of political communication and the methods employed to shape public opinion.
6. Assess the influence of politics on the American population and the methods in which citizens participate in the process.

**Supplies:**

1. Course Textbooks (*Optional Purchases*).  
(*PDF Copies are provided online in Canvas*).
  - a. Lenz and Holman. "AMERICAN GOVERNMENT".
  - b. Wilson and DiIulio, Jr. "AMERICAN GOVERNMENT: INSTITUTIONS and POLICIES".
2. Binder, with white lined paper.
3. Calendar.
4. Sharpened pencils and/or pens.
  - a. Preferably **BLACK** or **BLUE** ink.
  - b. DO NOT use **RED** ink.
5. Highlighter.
6. Eraser.

**Student Learning Objectives (SLOs):**

Student Learning Outcomes are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to do these things lies with you, the student.

In addition, the assessment of Student Learning Outcomes is done by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.

**SLO1:** Identify the basic constitutional principles and characteristics of democracy in the United States.

**SLO2:** Outline the structure, roles, and powers of the national, state, and local levels of government in the United States.

**SLO3:** Describe the various processes and influences that impact policy-making--both domestic and foreign--in the United States.

Additional learning expectations outlined by the instructor include:

- Students will differentiate between federal and state governments.
- Students will identify founding principles of the country.
- Students will explain how the three branches of government interact with each other.
- Students will examine the opinions regarding the 10 Amendments within the Bill of Rights.

- Students will debate the Constitutional and legal issues might be at violated when confronting potential national security crises.
- Students will learn the three components of the iron triangle and how they interact with functions of the government.

### **Student Expectations:**

**BE RESPONSIBLE**—You are responsible for your choices and behavior. You are no longer in middle or high school.

**BE PREPARED**—Assignment and test dates will be provided and it the student's responsibility to know these dates.

**BE RESPECTFUL**—Show that you care enough about yourself, people, and property to do the right thing.

**BE CONFIDENT**—90% of achievement is Attitude, 10% is Ability. Be willing to Try. Do everything to the best of your ability.

### **Course Requirements:**

**Participation:** Participate positively in class activities and contribute to discussions.

**Tardy Policy:** Roll is taken at the start of class. BE ON TIME!

**Activities:** Course activities will include: reading textbooks, note taking, writing assignments, class discussions, and assessments.

**Assignments:** Students are responsible to obtain and complete missing class/homework and turning it in when completed.

**Testing:** Quizzes will take place periodically during the course of the semester. An essay-based final will be given at the end of the semester.

### **Videos:**

There will be short videos and social documentaries shown to the class. Many of these videos may contain mature subject matter, violence, and/or profanity.

Although difficult and sometimes insensitive, the visual learning serves as a proper learning tool of the past to demonstrate how and why many current laws and norms came to be.

### **Grading:**

All grading will be done on a basic Points system based on the value of the assignments that are turned-in: **A**-(100-90%--*Outstanding*); **B**-(89-80%--*Exceptional*); **C**-(79-70%--*Average*); **D**-(69-60%--*Subpar*); **F**-(59-0%--*Failed*).

### **Analytical Critiques:**

This will require students to select, organize and explain ideas in writing. Assessment tools requiring problem solving that demonstrate competence in computational or non-computational problem-solving skills.

**Assessments:**

All skill-based and physical demonstrations used for assessment purposes including: Class participation, Oral presentations, Discussions, Argumentative essays, as well as formal written testing and exams.

**Participation:**

Student participation is encouraged. By contributing to peer discussions helps enlighten the class to fresh ideas will remaining informed and relevant.

**Attendance:**

Attendance is taken that start of every class. A voice rollcall maybe conducted to ensure accuracy of the individual headcount of those “PRESENT”. Normally a “checking in” will be done before class due to the large class population. Otherwise, students will be marked “TARDY” or “ABSENT” accordingly. Attendance is factored into the overall grade. So therefore: ***Be on Time.***

Students are expected to attend all lectures and discussions during the course of the semester. If unable to attend a class, it is the responsibility of the student to contact the instructor, or to follow-up on any missing lessons. Failure to do so will result in a marked absence, and the risk of falling behind the rest of the class.

Students that miss more than FOUR (4) classes, without contacting the instructor of their predicament, will be dropped from the course.

**Discipline/Behavior Policy:**

All established school rules will be fully enforced.

Defiance of rules and discipline will result in the immediately removal of the student, and the possibility of being dropped from the class at the instructor’s discretion.

**Plagiarism:**

Plagiarism, copying answers, and cheating are NEVER allowed. Plagiarism is when you take ideas, words, or writings and claim them as your own. Any ideas you did not know before, or any uncommon facts, must be cited—give credit to the author.

Copying ideas and/or works from another student, book, Internet, magazines/newspapers, or other sources is cheating/plagiarizing and will not be allowed without proper citation. Allowing someone to use or copy your work is cheating, and you will face the same consequences as the student who used your work.

Violation of this policy will result in a zero on the entire assignment and possible referral to the office.

### **Libations:**

No food should be consumed in the classroom. All drinks should be in containers with lids. If you make a mess, be an adult and clean up after yourself. If students do not clean up after themselves then the instructor will have the right to restrict or forbid any further beverages.

Should we return to online Covid classes, please be courteous and not eat in front of your webcam, nor chew and slurp within earshot of the computer's microphone. So be alert to "situational awareness"!

### **Technology:**

Cellphones, tablets, and music devices should be turned off, or muted, and remain in each individual's bags during class time. Be courteous and show respect. If a call must be taken, quietly step out of the class and quickly handle your business.

Personal computers and phones can be used to follow along with the class lecture by accessing the PowerPoint notes on Canvas. If these tools become a problem it is the instructor's discretion to restrict their use, and even confiscate the items; if necessary.

### **Calendar:**

Aug. 9	(M)	Fall 2021 Semester begins.
Aug. 20	(F)	Last day to drop for full refund.
Aug. 27	(F)	Last day to register for classes.
Aug. 27	(F)	Last day to drop to avoid a "W".
Sept. 6	(M)	Labor Day (no class).
Oct. 1	(F)	Deadline to apply for Fall 2021 graduation.
Oct. 8	(F)	Last Day to drop, letter grades will be assigned after this date.
Nov. 11	(Th)	Veterans Day (no class).
Nov. 25-26	(Th-F)	Thanksgiving holiday (no classes)
Dec. 6-10	(M-F)	Finals week
Dec. 10	(F)	Fall 2021 Semester ends.

### **Available Resources:**

The instructor is always available to assist with any questions or concerns. The course instructor is available before and after class, or can be contacted at the email provided.

In addition, ulterior on-campus resources that are also available for students:

**Counseling & Advising:** Counselors help promote student development and success by coordinating quality services and programs that are focused on student's needs. The programs are designed to provide students with assistance in evaluating personal interests and abilities, while resolving any personal issues that arise during the adjustment to college life.

**Library:** Library faculty provide services to students and enhance student engagement through partnerships with faculty and the development of directed learning activities which extend classroom instruction and develop information literacy skills.

**Tutoring Services:** Tutoring is available in most classes by appointment and on a drop-in basis. Sessions are a mix of small group or one-on-one sessions. Tutoring is free to all registered students.

- The Math Center, the Reading/Writing Center, and the Learning Center are all using the same online tutor matching service.
- Additionally, all Math and English Courses, as well as many other high demand courses have embedded tutors; enabling students to message their embedded tutor via Canvas in each course.
- If a student needs to search for a tutor, they should go to:  
[www.tutormatchingservice.com/reedley](http://www.tutormatchingservice.com/reedley)
- A tutorial video on how to use Tutor Matching Service:  
<https://www.youtube.com/watch?v=xvRD7kSJNhs&feature=youtu.be>
- Signup for a free account, and begin searching for RC tutors from all three Centers.

**Career Center:** Career and employment services in which students and alumni receive one-on-one counseling and coaching. Whether an undeclared major, interested in switching major, job searching, or need help resume building.

**Health Services:** A nurse-run clinic available to currently enrolled students. The campus nurse provides treatment for serious illnesses and injuries, preventative screening services, health education, and medical referrals to local health care providers.

**Disabled Students Services:** Provides specialized services and accommodations that assist students with documented disabilities to reach their full potential in their pursuit of achieving their individual academic goals. Staff interacts with all areas of the campus to eliminate physical, academic and attitudinal barriers.

**Child Development Center:** Childcare services are available for students, faculty, staff, and community members as space allows. The Child Development Center receives and accepts funds from private pay tuition fee and grants.

## Class Schedule Outline:

### **I. Foundations of U.S. Government.**

- A. What is Political Science?
  - a. Assumptions, methodology, tools
- B. Core concepts.
  - a. Liberty
  - b. Theories of democracy

### **II. The Enlightenment and Founding.**

*Lenz/Holman pgs. 2-18*  
*Wilson and DiIulio pgs. 2-14*

- A. The legacy of British Rule
- B. Philosophical influences
  - 1. John Locke
  - 2. Adam Smith
  - 3. Lord Montesquieu
  - 4. Aristotle
  - 5. English Bill of Rights
  - 6. Bible
- C. The Declaration of Independence
- D. The Articles of Confederation
- E. The Constitutional Convention

### **III. The U.S. Constitution.**

*Lenz/Holman pgs. 21-46*  
*Wilson and DiIulio pgs. 16-45*

- A. The Preamble
  - 1. The goals of government
- B. The Articles.
  - 1. Government institutions
  - 2. Federalism
  - 3. Amending
- C. The Bill of Rights
  - 1. Speech, press, religion
  - 2. Gun Ownership
  - 3. Legal Rights.
  - 4. States' Rights
  - 5. Taxes?
- D. The Federalist Papers
  - 1. "selling" the document
  - 2. aka the constitutional "users' manual".
- E. Federalism.
  - 1. Constitutional provisions
    - a. Definitions and rationale
  - 2. Historical evolution from the Founders to the present

3. Advantages and disadvantages of a federal system
  - a. Strong vs weak government
  - b. Federal vs State rights

#### **IV. The Legislative Branch—Makes Laws.**

*Lenz/Holman pgs. 49-67*  
*Wilson and DiIulio pgs. 314-356*

- A. A bicameral legislature
  1. differences in the House and Senate
- B. Functions of Congress
  1. representation, legislation, oversight
- C. The structure of congressional leadership and committees
- D. Legislative strategies

#### **V. The Executive Branch—Enforces Laws.**

*Lenz/Holman pgs. 70-92*  
*Wilson and DiIulio pgs. 361-400*

- A. The Constitutional Presidency
  1. executive powers
- B. The expansion of presidential power
  1. causes and consequences
- C. The bureaucracy
  1. Presidential advisors
  2. Government agencies
  3. Cabinet, appointments

#### **VI. The Judicial Branch—Interprets Laws.**

*Lenz/Holman pgs. 95-116*  
*Wilson and DiIulio pgs. 431-459*

- A. Structure of the judiciary
  1. federal and state
- B. Judicial Review
  1. Marbury v. Madison
- C. Judicial appointments
- D. The judicial decision-making process

#### **VII. Citizens and the State.**

*Lenz/Holman pgs. 412-435*  
*Wilson and DiIulio pgs. 93-147*

- A. Civil Liberties
- B. Judicial rulings on individual liberties
- C. Civil Rights
  1. "equal justice under law."?

#### **VIII. Political Parties.**

*Lenz/Holman pgs. 232-249*



*Wilson and DiIulio pgs. 190-220*

- A. The functions of parties
- B. The evolution of the party system
  - 1. Hamilton vs Jefferson
- C. Why a two-party system?
  - 1. here are more than TWO parties

**IX. The Media.**

*Lenz/Holman pgs. 141-159*  
*Wilson and DiIulio pgs. 286-308*

- A. Historical development from the founding to the present
  - 1. Pennsylvania Gazette to New York Times
- B. Biases in media coverage in the U.S.
  - 1. Common Sense to Huffington Post
- C. Evaluating sources of information
  - 1. Hard News vs Fake News

**X. Political Participation.**

*Lenz/Holman pgs. 204-229*  
*Wilson and DiIulio pgs. 172-188*

- A. Conventional and non-conventional forms
- B. Voting behavior, trends and reforms
- C. Staying Informed
- D. Candidate GOTV

**XI. Public Opinion.**

*Lenz/Holman pgs. 162-179*

- A. Interest Groups
  - 1. Their composition and activities
  - 2. The pros and cons of group politics
- B. Ideology
- C. Polling
- D. Manipulation

**XII. Campaigns and Elections.**

*Wilson and DiIulio pgs. 222-256*

- A. Electoral strategies
  - 1. Just 'win'
- A. The nominating process
  - 2. primaries and caucuses
- B. The general election
  - 3. electoral college
- C. Campaign finance
  - 4. \$.Money.\$

**XIII. Setting A Political Agenda.**

A. Economic Policy

*Lenz/Holman pgs. pgs. 296-320*  
*Wilson and DiIulio pgs. 485-503*

B. Bureaucracy/“Iron Triangle”

*Lenz/Holman pgs. pgs 251-270*  
*Wilson and DiIulio pgs. 403-426*

C. Foreign Policy

*Lenz/Holman pgs. 367-410*  
*Wilson and DiIulio pgs. 524-552*

C. Domestic Policy

*Lenz/Holman pgs. 272-291*  
*Wilson and DiIulio pgs. 462-481*

**VX. California Government and Politics.**

- A. The State of California
  - 1. State Constitution
  - 2. Institutions
  - 3. Direct Democracy through ‘Ballot Initiatives’
- B. Local Government and Politics
  - 1. County/City Councils
  - 2. Water Districts
  - 3. School Boards

## PERSUASIVE ESSAY RUBRIC

CATEGORY	4 - Above Standards	3 - Meets Standard	2 - Approaching Standard	1 - Below Standard	Score
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Support for Position</b>	Includes 3 or more pieces of evidence that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Transitions</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
<b>Closing paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
<b>Grammar &amp; Spelling</b>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

## Public Speaking Rubric

CATEGORY	4	3	2	1
<b>Speaks Clearly TS3.1</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Time-Limit TS3.1</b>	Presentation is about 2 minutes in length.	Presentation is less than 1.5 minutes or over 2.5 minutes in length.	Presentation is less than 1 minute or over 3 minutes in length.	Presentation is less than 30 seconds in length or student is not prepared.
<b>Posture and Eye Contact TS3.1</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Content WS3.9</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Volume TS3.1</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Research Paper Rubric      Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
<b>Title Page</b>	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3	Evidence of 2 or less	Absent	
<b>Thesis Statement</b>	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	Absent, no evidence	
<b>Introduction</b>	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent, no evidence	
<b>Body</b>	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	Not applicable	
<b>Organization- Structural Development of the Idea</b>	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable	
<b>Conclusion</b>	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	Absent	
<b>Mechanics</b>	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
<b>Usage</b>	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	
<b>Citation</b>	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable	
<b>Bibliography</b>	Done in the correct format with no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites)	Done in the correct format with few errors. . Includes 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with some errors. Includes 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with many errors. Includes 3 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.)	Absent or the only sites are internet sites.	