



Reedley College
54603: TTh, 11:00 A.M. – 12:15 P.M.

Instructor: Mr. Bryan Tellalian
Email: bryan.tellalian@reedleycollege.edu
Office Hours: Tuesdays - 9:00 A.M. – 10:30 A.M.
Wednesdays - 1:00 P.M.
Thursdays – 9:00 A.M. – 10:30 A.M. & 1:00 P.M. (Online)
Office: Forum 8

Required Texts:

Alexander Hamilton, John Jay, and James Madison. *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Ralph Ketcham, ed. *The Anti-Federalist Papers and the Constitutional Convention Debates*. New York, NY: Signet Classics, 2003.

Reading supplements will be provided by the instructor and are required for this course. To see what supplemental materials will be assigned, please see page nine (9) of this syllabus. You can retrieve them on the Canvas page for this course unless otherwise indicated. The supplemental materials that will be assigned are subject to change at any time at the discretion of the professor.

Grades and Make-Up Exams

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.

All exams will consist of essays and will be worth fifty points.

Exam 1: 50 points	Final: 50 points	A = 337.5 – 375	F = 224.9 & Below
Exam 2: 50 points	Paper: 75 points	B = 300 – 337.4	
Exam 3: 50 points	Participation: 50	C = 262.5 – 299.9	
Exam 4: 50 points		D = 225 – 262.4	

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.**

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.

Method of Examination:

Timed essay exams will be administered. Students should purchase 8 ½ x 11 Bluebooks from the bookstore.

Final Exam Date:

54603: TTh 11:00 A.M. – 12:15 P.M., **Thursday, May 19, 2022, 11:00 A.M. – 12:50 P.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 *2021-22 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.”¹

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 [.]”²

*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).*³ As such, engaging in academic dishonesty, including but not limited to, cheating and plagiarism, will result in the following disciplinary process:

¹ *2020-21 Catalog* (Reedley: Reedley College), p. 46.

² *Id.* at p. 47.

³ AR § 5500(11); See AR §5520.

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-six and forty-seven of the *2021-22 Catalog* for more on academic dishonesty, cheating, and plagiarism.

Attendance Requirements:

Pursuant to the California Education Code and SCCCDC regulations, attendance records must be kept.⁴ To assist with keeping attendance records, there will be assigned seating via a seating chart and a sign-in sheet. Failure to sit in your assigned seat at the beginning of class will result in being marked absent.

Attendance will be taken at the beginning of class using through circulating a sign-in sheet. A student is considered late if he is not in his assigned seat when class begins, i.e. the time the class is scheduled to start. *If you are late, you will need to sign in late after class. Otherwise, you will be marked absent. Additionally, these absences will be counted as part of the absences required to drop a student from the course.*

A student who has missed two weeks of instruction in a full-term class will be dropped. For classes that meet three times per week, six absences equal two weeks of instruction. For classes that meet twice per week, four absences equal two weeks off instruction. However, a student cannot be dropped after the ninth week with respect to attendance. The last day to drop a full-term class in person is Friday, January 28, 2022. A letter grade will be assigned after this date.

Students are responsible for keeping track of their attendance. Students are also responsible for keeping track of information and assignments missed during their absence. If a student misses a lecture, it is the student’s responsibility to obtain lecture notes from another classmate. If questions remain, the student should ask the instructor for clarification.

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:

In this class, the Socratic, or Discussion, Method is used rather than lecture. With regard to the Socratic Method, the professor *asks questions and guides the discussion*. He **does not** lecture. **As such, students are expected to complete the reading assignments before coming to class, think about what they read, and write down any observations or questions they have.** In this way, when students are called on to answer a question posed by the professor, students are prepared to contribute. Students will be called on randomly and may use their notes. *During the course of lecture, if students repeatedly demonstrate they are unprepared, the entire class will be subject to a pop quiz.*

Additionally, if a student demonstrates that he is not prepared for class or is otherwise unwilling to participate, the student will incur a five-point deduction. A five-point deduction will occur for each incident. Students will not be deducted more than fifty points. Please be advised that being unprepared or unwilling to participate is different than saying "I don't know" after being asked a number of in-depth questions under the Socratic Method. Students will be deducted points for the former and not the latter.

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.

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. 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.

With regard to office hours, please see the first page of this syllabus for the location and the specific hours. No prior appointment is necessary for these hours. However, 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

General Guidelines for the Founding Fathers Paper & Assignments:

Handouts detailing all of the requirements for the Founding Fathers 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 honors thesis and assignments. Please note that the instructor reserves the right to change these guidelines.

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 Mr. Tellalian before class.

Add/Drop Dates:

Friday, January 21, 2022 – Last day to drop a full-term class for a full refund.

Friday, January 28, 2022 – 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, 2022 in person.

Monday, January 31, 2022 – Last day to drop a full-term class on WebAdvisor to avoid a “W” for Fall, 2019.

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, February 11, 2022 – Last day to change a class to or from “Pass/No Pass.”

Friday, March 11, 2022 – Last day to drop a full-term class in person. Letter grades will be assigned after this date.

Monday, May 16, 2022 – Friday, May 20, 2022 – Finals Week

Friday, May 20, 2022 – *End of Spring, 2022 Semester.*

Holidays:

Monday, January 17, 2022 – Martin Luther King, Jr. Holiday. No classes held. Campus closed.

Friday, February 18, 2022 – Abraham Lincoln’s birthday observed. No classes held. Campus closed.

Monday, February 21, 2022 – George Washington’s birthday observed. No classes held. Campus closed.

Monday, April 11, 2022 – Friday, April 14, 2022 – Holy Week. No classes held. Campus open.

Caveat:

This syllabus is subject to change 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.

For assistance with completing the reading assignments, please review the Roman numeral conversion table and symbol key below.

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 on p. 542 in The Federalist Papers.

Week 1 (1/10 – 1/14) – The Trial & Death of Socrates

Plato. *Apology*, Translated by Benjamin Jowett. Cambridge, MA, The Internet Classics Archive, 2009. <http://classics.mit.edu/Plato/apology.html>.

Week 2 (1/17 – 1/21) – Government

Aristotle. *The Politics*, Book I, Part I – II, Translated by Benjamin Jowett. Cambridge, MA: The Internet Classics Archive, 2009. <http://classics.mit.edu/Aristotle/politics.1.one.html>.

——— *The Politics*, Book III, Part VI – IX, Translated by Benjamin Jowett. Cambridge, MA: The Internet Classics Archive, 2009. <http://classics.mit.edu/Aristotle/politics.3.three.html>.

Matt. 22:15 – 22 (RSV-CE trans.).

John Locke. *Second Treatise of Government*, Bk. II, Chs. 1 – 3, Edited by C.B. Macpherson. Indianapolis, IN: Hackett Publishing Company, Inc., 1980.

——— *Second Treatise of Government*, Bk. II, Ch. VII, § 86 – Ch. VIII, § 99, Edited by C.B. Macpherson. Indianapolis, IN: Hackett Publishing Company, Inc., 1980.

——— *Second Treatise of Government*, Bk. II, Ch. IX, Edited by C.B. Macpherson. Indianapolis, IN: Hackett Publishing Company, Inc., 1980.

Optional but Recommended:

Leo XIII. *Diuturnum illud: Encyclical of His Holiness Pope Leo XIII on the Origin of Civil Power*. Vatican City, IT: Libreria Editrice Vaticana, 1881. http://w2.vatican.va/content/leo-xiii/en/encyclicals/documents/hf_l-xiii_enc_29061881_diuturnum.html.

Week 3 (1/24 – 1/28) – Ruling & Republicanism

Aristotle. *The Politics*, Book III, Part X – XIII, Translated by Benjamin Jowett. Cambridge, MA: The Internet Classics Archive, 2009. <http://classics.mit.edu/Aristotle/politics.3.three.html>.

Baron de Montesquieu. *The Spirit of the Laws*, Book II, § 2, Translated by Thomas Nugent. New York, NY: D. Appleton and Company, 1912.
<http://web.archive.org/web/20110216184422/http://etext.lib.virginia.edu/etcbin/toccer-new2?id=MonLaws.xml&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=5&division=div2>.

Publius [James Madison]. *Federalist 10*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 39*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Brutus [pseud.]. *Essay I*, 18 October 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, Edited by Ralph Ketcham, pp. 288 - 293. New York, NY: Signet Classics, 2003.

Week 4 (1/31 – 2/4) – Foundations of American Political Society & Exam 1

Exam 1, Thursday, February 3, 2022 - The Trial & Death of Socrates, Government, and Democracy

Exod. 18:1 – 20:26 (RSV-CE trans.).

The Mayflower Compact. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 7 - 8. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Winthrop, John. *Model of Christian Charity*. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 13 – 18. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Jefferson, Thomas. *The Declaration of Independence*. In *The Federalist Papers*, Edited by Charles R. Kesler, pp. 528 - 532. New York, NY: Signet Classics, 2003.

The Northwest Ordinance. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 365 - 366. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

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Week 5 (2/7 – 2/11) – The U.S. Constitution and Federalism

Federalism

Publius [James Madison]. *Federalist 45*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 46*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Brutus [pseud.]. *Essay I*, 18 October 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 282 - 288. New York, NY: Signet Classics, 2003.

Separation of Powers

Publius [James Madison]. *Federalist 47*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 48*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Checks and Balances

——— *Federalist 51*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Centinel [Samuel Bryan], *Number 1*, 5 October 1787. In *The Anti-Federalist Papers and Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 232 - 243. New York, NY: Signet Classics, 2003.

Should the Constitution have a Bill of Rights?

Publius [Alexander Hamilton]. *Federalist 84*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

John DeWitt [pseud.]. *Essay II*, 27 October 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham. New York, NY: Signet Classics, 2003.

Week 6 (2/14 – 2/18) – The Legislative Branch & Exam 2

Exam 2, Thursday, February 24, 2022 – Foundations of American Political Society & the U.S. Constitution and Federalism

U.S. Const., Art. I.

Congress – General Welfare Clause, Necessary & Proper Clause, Supremacy Clause

Publius [Alexander Hamilton]. *Federalist 33*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Congress – General Welfare Clause, Necessary & Proper Clause, Supremacy Clause, cont.:

Publius [James Madison]. Federalist 41. In *The Federalist Papers*, Edited by Charles R. Kesler. pp. 258 – 260. New York, NY: Signet Classics, 2003.

The House of Representatives

——— *Federalist 52 – 54*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 57*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

The Senate

——— *Federalist 62 – 63*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Week 7 (2/21 – 2/25) – Domestic Policy: Social Policy

De Tocqueville, Alexis. *Democracy in America*, Vol. 2, Pt. 4, Chaps. 1 – 4, 6. Translated by Stephen D. Grant, pp. 298 – 309. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.

Roosevelt, Franklin D. *State of the Union Message* (The “Four Freedoms” Speech), Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 409 - 412. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Johnson, Lyndon B. “Remarks at the University of Michigan (‘The Great Society’ Speech).” American Experience. 22 May 1964. <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/lbj-michigan/>.

Reagan, Ronald. *A Time for Choosing*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 674 – 679. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Week 8 (1/28 – 3/4) – Domestic Policy: Economic Policy

Congress and the Power to Tax

Publius [Alexander Hamilton]. *Federalist 30*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Brutus [pseud]. *Essay VI*, 27 December 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 293 - 302. New York, NY: Signet Classics, 2003.

General Economic Principles

Friedman, Milton. “The Relation Between Economic Freedom and Political Freedom.” Chap. 1 in *Capitalism and Freedom*. Chicago: The University of Chicago Press, 2002.

Keynes, John Maynard. “Concluding Notes On The Social Philosophy Towards Which The General Theory Might Lead.” Chap. 24 in *The General Theory of Employment, Interest, and Money*. Geneva, IL: Harcourt, Brace, & World, 1965.

Week 9 (3/7 – 3/11) – The Executive Branch & Exam 3

Exam 3, Thursday, March 10, 2022 – The Legislative Branch, Domestic Policy: Social Policy, and Domestic Policy: Economic Policy

U.S. Const., Art. II.

Publius [Alexander Hamilton]. *Federalist 67*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 69*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 73*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Cato [pseud.]. *Essay V*, 22 November 1787. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 336 – 341. New York, NY: Signet Classics, 2003.

Week 10 (3/14 – 3/18) – The Federal Bureaucracy

U.S. Const., Art. I, § 1, ¶ 1; U.S. Const., Art. II, § 1, ¶ 1; U.S. Const., Art. II, §§ 2 – 3.

Publius [Alexander Hamilton]. *Federalist 76 – 77*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

De Tocqueville, Alexis. *Democracy in America*, Vol. 2, Pt. 4, Chaps. 6 - 7. Translated by Stephen D. Grant, pp. 304 – 316. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.

Selected portions from:

Schechter Poultry Corp. v. United States. 295 U.S. 495 (1935).

NLRB v. Jones-Laughlin Steel Corp. 301 U.S. 1 (1937).

Wickard v. Filburn. 317 U.S. 111 (1942).

United States v. Lopez. 514 U.S. 549 (1995).

Week 11 (3/21 – 3/25) – Foreign Policy

Publius [James Madison]. *Federalist 42*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Publius [John Jay]. *Federalist 64*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Publius [Alexander Hamilton]. *Federalist 74 – 75*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Selected portions from:

Washington, George. *Farewell Address*, 19 September 1796. In *Classics of American Political & Constitutional Thought, Vol. 1 – Origins through the Civil War*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 651 - 658. Indianapolis, IN: Hackett Publishing Company, Inc, 2007.

Reagan, Ronald. *Remarks at the Annual Convention of the National Association of Evangelicals in Orlando Florida*. The Ronald Reagan Presidential Foundation & Library. 1983.
[http://www.reaganfoundation.org/pdf/Remarks Annual Convention National Association Evangelicals 030883.pdf](http://www.reaganfoundation.org/pdf/Remarks%20Annual%20Convention%20National%20Association%20Evangelicals%20030883.pdf).

Reagan, Ronald. *Remarks on East-West Relations at the Brandenburg Gate in West Berlin*. The Ronald Reagan Presidential Foundation & Library. 1987.
[http://www.reaganfoundation.org/http://www.reaganfoundation.org/pdf/Remarks on East West Relations at Brandenburg Gate 061287.pdf](http://www.reaganfoundation.org/http://www.reaganfoundation.org/pdf/Remarks%20on%20East%20West%20Relations%20at%20Brandenburg%20Gate%20061287.pdf).

Week 12 – (4/5 – 4/9) – The Judiciary & Exam 4

Exam 4, Thursday, April 8, 2022 – The Executive Branch, The Federal Bureaucracy, & Foreign Policy

Natural Law

Cicero, *The Republic*, Bk. III.

St. Thomas Aquinas, *Summa Theologica*, I-II, Q. 90, Q. 91., Art. I – IV, Q. 92, Q. 94.

The Judiciary

U.S. Const., Art. II, § 2, ¶ 2; U.S. Const., Art. III; U.S. Const., Amend. XI.

Publius [Alexander Hamilton]. *Federalist 78 – 79*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Brutus [pseud.]. *Essay XI*, 31 January 1788. In *The Anti-Federalist Papers and the Constitutional Convention Debates*, edited by Ralph Ketcham, pp. 308 – 315. New York, NY: Signet Classics, 2003.

Selected portions from *Marbury v. Madison*, 5 U.S. 137 (1803).

Competing Judicial Philosophies – Originalism & Legal Positivism

Holmes, Oliver W. *Natural Law*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 392 – 394. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Meese, Edwin. *Address before the American Bar Association*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 839 – 845. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Week 13 (4/11 – 4/15) – Holy Week, no class.

Week 14 (4/18 – 4/22) – Civil Liberties, Part I

U.S. Const., Amend. I-X; U.S. Const., Amend. XIV, § 1.

Selective Incorporation Doctrine

Selected portions from *Gitlow v. New York*, 268 U.S. 652 (1925).

Religious Freedom

The Virginia Declaration of Rights. 12 June 1776. Vol. 1 of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 295 - 296. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

Story, Joseph. *Commentaries on the Constitution of the United States*, Edited by Kermit Roosevelt, III, Book III, Ch. XLIV, §§ 984 – 992, pp. 378 – 381. New Orleans, LA: Quid Pro, LLC, 2013.

Selected portions from:

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Employment Division v. Smith, 494 U.S. 872 (1990).

Freedom of Speech

Selected portions from *Brandenburg v. Ohio*, 395 U.S. 444 (1969).

Freedom of the Press

Selected portions from *The New York Times v. United States*, 403 U.S. 713 (1971).

The Right to Bear Arms

Selected portions from *District of Columbia v. Heller*, 554 U.S. 570 (2008).

Week 15 (4/25 – 4/29) – Civil Liberties & Civil Rights, Part II

Art. I, § 2, ¶ 3; Amend. XIII-XV

Sanger, Margaret. *Birth Control and Racial Betterment*. The Public Papers of Margaret Sanger: Web Edition. 1919. <http://sangerpapers.org/sanger/app/documents/show.php?sangerDoc=143449.xml>.

Substantive Due Process and the Right to Privacy

Selected portions from:

Griswold v. Connecticut, 381 U.S. 479 (1965).

Planned Parenthood of Southeastern Pennsylvania v. Casey, 505 U.S. 833 (1992)

Same-Sex Marriage

Selected portions from *Obergefell v. Hodges*, 576 U.S. ____ (2015).

The 14th Amendment Equal Protection Clause & Affirmative Action

Selected portions from:

Brown v. Board of Education, 347 U.S. 483 (1954).

Oral Argument (Audio), *Fisher v. University of Texas at Austin*, Docket No. 14-981. The Supreme Court of the United States. 2015. http://www.supremecourt.gov/oral_arguments/audio/2015/14-981.

Week 16 (5/2 – 5/6) – Voting, Campaigns, & Elections

Exam 5, April 29, 2022 – The Judiciary, Civil Liberties - Part I, & Civil Liberties – Part II

Publius [Alexander Hamilton]. *Federalist 59 – 60*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

——— *Federalist 68*. In *The Federalist Papers*, Edited by Charles R. Kesler. New York, NY: Signet Classics, 2003.

Week 17 (5/9 – 5/13) – Political Parties, Interest Groups, Mass Media, Public Opinion, & California Government

Dewey, John. *Liberalism and Social Action*. Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 416 – 426. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.

- Kirk, Russell. *Ten Conservative Principles*. The Russell Kirk Center for Cultural Renewal. 1993.
<http://www.kirkcenter.org/index.php/detail/ten-conservative-principles/>.
- Reagan, Ronald. *Address before the Conservative Political Action Committee* (“City on a Hill” Speech). Vol. 2. of *Classics of American Political & Constitutional Thought*, edited by Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, pp. 817 – 822. Indianapolis, IN: Hackett Publishing Company, Inc., 2007.
- Wilson, James. Pennsylvania Ratifying Convention, 1 December 1787. The Founders’ Constitution.
http://press-pubs.uchicago.edu/founders/documents/amendI_speechs10.html.
- Story, Joseph. *Commentaries on the Constitution of the United States*, Edited by Kermit Roosevelt, III, Book III, Ch. XLIV, §§ 993 – 996, pp. 381 – 383. New Orleans, LA: Quid Pro, LLC, 2013.
- De Tocqueville, Alexis. *Democracy in America*, Vol. 1, Pt. 2, Chap. 3. Translated by Stephen D. Grant, pp. 80 - 82. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.
- . *Democracy in America*, Vol. 1, Pt. 2, Chap. 7. Translated by Stephen D. Grant, pp. 109 – 114. Indianapolis, IN: Hackett Publishing Company, Inc., 2000.
- Chesterton, G.K. *Fads and Public Opinion*. In *What I Saw In America*, pp. 99 - 110. New York: Aeterna Press, 2014 (Originally published 1922).
- Johnson, Hiram. *First Inaugural Address*. 3 January 1911. The Governor’s Gallery.
<http://governors.library.ca.gov/addresses/23-hjohnson01.html>.
- Brown, Edmund G. *First Inaugural Address*. 5 January 1959. The Governor’s Gallery.
<http://governors.library.ca.gov/addresses/32-Pbrown01.html>
- Reagan, Ronald. *First Inaugural Address*. 5 January 1967. The Governor’s Gallery.
<http://governors.library.ca.gov/addresses/33-Reagan01.html>.
- Proposition 13: A Look Back*. Howard Jarvis Taxpayers Association. 2016.
<http://www.hjta.org/propositions/proposition-13/proposition-13-look-back/>.

FINALS WEEK:

54603: TTh 11:00 A.M. – 12:15 P.M., **Thursday, May 19, 2022, 11:00 A.M. – 12:50 P.M.**

Course Objectives:

In the process of completing this course, students will:

1. Study the question of “power” in the American political system,
2. Consider the role of economic, geographic, philosophical, political, and social forces that influenced the writers of the Constitution of the United States,
3. Evaluate the contemporary relationships of state and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under

- the constitutions of both the state and national governments, and the political processes involved,
4. Examine and evaluate the role of Congress, the President, the Courts and state governments in the American political system,
 5. Analyze the origins of political values and illustrate current examples of the expression of these values,
 6. Investigate and evaluate the role of political parties, interest groups, public opinion, mass media, voting, and elections in the American political system,
 7. Review the rights and obligations of citizens in the American political system, and the effect of America's cultural diversity on values, politics, and laws,
 8. Explore policy areas such as foreign and economic policy, civil rights and civil liberties policy, and environmental policy and predict or evaluate the consequences of various policy alternatives,
 9. Consider the Constitution of the State of California and the nature and processes of state and local government.

Caveat: While good faith efforts will be made to present the students with the opportunities listed above, students are ultimately responsible for the preparation needed to achieve these objectives.

Student Learning Outcomes:

1. Demonstrate a functional and theoretical understanding of how the Articles of the U.S. Constitution influence the public policy making process in the U.S. Congress and the California state legislature and be able to identify the politics involved in the policy making process.
2. Debate the federal structure created by the U.S. Constitution and its influence on the interplay between the three branches of government and the relationship between the federal and state governments.
3. Assess the significance of our founding documents (Declaration of Independence, Articles of Confederation and the U.S. Constitution and its amendments) in establishing the American concepts of "liberty", "equality" and "freedom".

Caveat: 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.