

Political Science 2 (POLSCI-2-53008)

Introduction to American Government & Politics

CLASS & CONTACT INFORMATION

Class Time & Location: M/W/F 9:00 A.M. – 9:50 A.M., Classroom Complex 1 (CC1) 203 Lecture

Instructor: Guillermo Moreno Magana, J.D.

Office Hours: TBD Will post under the announcements tab in Canvas once established.

COURSE MATERIALS

Wilson, James Q., DiIulio, Jr., John J. Bose, Monica, and Levendusky, Matthew. *American Government: Institutions and Policies*, 17th ed. Boston: Cengage, 2019.

Reading supplements will be provided on the POLSCI-2-53008 Canvas page, unless otherwise indicated, and are required reading for this course. The supplemental materials assigned are subject to change at anytime at the discretion of the instructor.

The textbook is also available as an eBook by purchasing the e-version in the Bookstore or using the link below.

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VIEW AS INSTRUCTOR

NOTE, The above price is for the eTextbook ONLY. The hardcopy is \$144.49 online.

COURSE READINGS, TOPICS OVERVIEW

DATE	TOPIC	READING
Week 1 (January 8 th , 10 th , 12 th)	Introduction to American Government/ Syllabus Student Goals <u>Ch. 1 Study of American Government</u>	12 th Chapter 1
Week 2 (January 17 th , 19 th) NO CLASS January 15 th (MLK Day)	<u>Ch. 2 The Constitution</u> Founding Fathers Slavery	17 th – 2-1, 2-2 19 th – 2-3, 2-4 <i>Canvas Supplement</i>
Week 3 (January 22 nd , 24 th , 26 th)	<u>Ch. 13 Congress</u> <u>Ch. 14 The Presidency</u>	22 nd – 13-1, 13-2, 13-3 24 th – 13-4, 13-5, 13-6 26 th – 14-1, 14-2, 14-3
Week 4 (January 29 th , 31 st , February 2 nd)	<u>Ch. 14 The Presidency</u> <u>Ch. 16 The Judiciary</u> Essay Exam #1	29 th – 14-4, 14-5, 14-6 31 st – 16-1, 16-2 2 nd – 16-3, 16-4 Essay #1; Distribute
Week 5 (February 5 th , 7 th , 9 th)	State of California <u>Ch. 3 Federalism</u>	Feb 5 th & 7 th <i>Canvas Supplement</i> 9 th 3 - Chapter 3
Week 6 (February 12 th , 14 th) NO CLASS February 16 th (Lincoln Day)	<u>Ch. 4 American Political Culture</u> <u>Ch. 8 Political Participation</u>	12 th - Chapter 4 14 th - Chapter 8
Week 7 (February 21 st , 23 rd) NO CLASS February 19 th (Washington Day)	<u>Chapter 9 Political Parties</u> Essay Exam #2	21 st – Chapter 9 Essay #2; Distribute
Week 8 (February 26 th , 28 th , March 1 st)	State of California Elections <u>Ch. 10 Elections & Campaigns</u>	28 th - 10-1, 10-2, 10-3, 10-4 <i>Canvas Supplement</i>
Week 9 (March 4 th , 6 th , 8 th) Super Tuesday; CA March Primary State of The Union	<u>Ch. 10 Elections & Campaigns</u> CA Primary Result Review Flex Day	4 th - 10-5, 10-6, 10 - 7
Week 10 (March 11 th , 13 th , 15 th)	Flex Week	
Week 11 (March 18 th , 20 th , 22 nd)	Midterm Prep 20 th Midterm Essay Exam #3	 Essay #3; Distribute
(March 25 th – 29 th) SPRING RECESS NO CLASSES		

Week 12 (April 1 st , 3 rd , 5 th)	<u>Ch. 5 Civil Liberties</u>	1 st – 5-1, 5-2, 5-3 5 th – 5-4, 5-5
Week 13 (April 8 th , 10 th , 12 th)	<u>Ch. 6 Civil Rights & Essay Exam 2 (Take Home)</u> Essay Exam # 4	8 th – 6-1, 6-2, 6-3, 12 th – 6-4, 6-5, 6-6 Essay #4; Distribute
Week 14 (April 15 th , 17 th , 19 th)	<u>Chapter 7 Public Opinion</u> <u>Chapters 11 & 12 Interest Groups & The Media</u>	15 th – Chapter 7 17 th – Chapter 11 19 th – Chapter 12
Week 15 (April 22 nd , 24 th , 26 th)	<u>Chapters 17 & 18 Domestic Policy & Economic Policy</u>	24 th - Chapter 17 26 th - Chapter 18
Week 16 (April 29 th , May 1 st , May 3 rd)	<u>Chapters 19 & 20 Foreign & Military Policy & American Democracy, Then and Now</u>	1 st – Chapter 19 3 rd – Chapter 20
Week 17 (May 6 th , May 8 th , May 10 th)	Finals Review	
Week 18 (Wednesday, May 15 th) 9:00 AM – 10:50 AM	FINAL EXAM	

COURSE REQUIREMENTS QUIZES/ EXAMS/

DATE	ASSIGNMENT/ESSAYS/EXAM	POINTS POSSIBLE
February 9, 2024	Essay Exam 1 (Take Home)	100 Points
March 1, 2024	Essay Exam 2 (Take Home)	100 Points
March 20, 2024	Multiple Choice & Essay Midterm	150 Points
April 1, 2024	Essay Exam 3 (Take Home)	100 Points
April 19, 2024	Essay Exam 4 (Take Home)	100 Points
May 15, 2023	Multiple Choice & Essay Final Exam	150 Points
All	Participation & Assignments	150 Points
	Total Possible Points	750/850*
	*750 possible points after the lowest Essay Exam is dropped	

Essay Exams (100 Points) – Essay exams consist of a hypothetical scenario where students will work through and apply the skillset learned from the lecture, readings, and handouts. Although the essay will not be graded for grammatical purposes, the student should make every effort to submit a grammatically correct essay, the student’s ability to identify the issues and give an analytical explanation. Essay Exam 1 and 2 will begin in class and can be taken home but must be submitted at the beginning of the next class period. The lowest scored essay will be dropped.

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 number of points the student is eligible to receive is eight points (a “B”) out of ten. However, if the student’s performance shows they deserve a lower score than the maximum available points, they 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 a late assignment or essay exam 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 essay exam.

Midterm & Final Exam (150) – The midterm and final exams will be multiple choice with a short writing prompt. Please use an 882-E scantron for both exams. Scantrons can be purchased at the Bookstore. Each exam consists of 50 multiple choice questions (50 points) and a short writing prompt (25 points).

Midterm and essay 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, a letter from the court clerk, or invoice from the repair shop) at the next class period. Failure to follow the make-up exam requirements will result in a “zero” on the exam.

Once the student meets the qualifications above, the student will be notified by the instructor. Once a student is notified, the student has one week from the date of the notice to schedule the make-up exam with the instructor 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 the 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 at the end of the semester.

Participation (150) – Each class period, a 2-5 question quiz will be given to gauge student learning and understanding of the material. This will also be used to take attendance at the start of each class, as well as, prepare students for the midterm and final. Each daily quiz is worth one point and the student will receive credit for submitting the quiz, which will not be graded. Note, there are approximately 34 class sessions, which leaves 16 additional points for actively participating in class discussions or other assignments.

Attendance Requirements

Pursuant to the California Education Code and SCCC regulations, attendance records must be kept. To assist with keeping attendance records, there will be assigned seating, which students choose on the first day of the semester. Further, at the beginning of every class period an attendance quiz will be administered as stated on page 3 to track attendance. A student is considered late if no attendance quiz is submitted and the student informs the instructor after class, otherwise the student will be marked absent. 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. See below for important class drop dates.

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 24-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.

Add/Drop Dates

January 8, 2024	Start of Spring 2024 semester
January 19, 2024	Last day to drop a Spring 2024 full-term class for full refund
January 26, 2024	Last day to register for a Spring 2024 full-term class in person with add authorization
January 26, 2024	Last day to drop a Spring 2024 full-term class to avoid a “W” in person
January 28, 2024	Last day to drop a Spring 2024 full-term class to avoid a “W” on Self-Service
January 28, 2024	Last day to add a Spring 2024 full-term class with add authorization on Self-Service
March 8, 2024	Last day to drop a full-term Spring 2024 class (letter grades assigned after this date)
May 13 – 17, 2024	Final Exams Week
May 17, 2024	Last day to change a Spring 2024 class to/from Pass/No Pass grading basis
May 17, 2024	End of Spring 2024 semester

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 the instructor before class.

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 coming to class. To maximize retention of the material, it is recommended students review their notes prior to class.

Student Conduct, Academic Dishonesty, & Plagiarism

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, the instructor, or invited guests with respect. Those who engage in such actions can be asked to leave the classroom at the instructor’s discretion and subject 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 or invited guests is prohibited.

Failure to treat the instructor or invited guests 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 the instructor before class so that the situation may be judged accordingly. If the request to leave the phone on is granted, please switch the 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.

But for verified accommodations from DSP&S, recording the lectures, including those of invited guests, in any way is prohibited.

Distribution of the lectures, including those of invited guests, 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, 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.

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."

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 [.]"

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). 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 instructor 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.

Communication Policy & Office Hours

Students are encouraged to reach out to the instructor when they have questions. In particular, students can either send a direct message to the instructor through Canvas or email at guillermo.moreno@reedleycollege.edu. If the student sent an email, please email the instructor through the campus email address. This helps to verify it is the student. Students sending emails from private email addresses will be notified to email the instructor using their campus email address or send a message through Canvas. If the instructor cannot discern that the private email address is from a student, the email may not receive a response.

While student inquiries usually receive a timely response, please allow up to 24-hours for a reply. If you don't hear from the instructor within 24 hours, please email again.

Please see the first page of the course syllabus for the specific office hours. A link for the online office hour will be posted in the "Office Hour" module in Canvas.

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. If you do not have access to a computer, please contact the instructor via email before the second week of class to arrange another method of communication for important announcements, assignments, and course documents.

Disability

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.

Course Outcomes

Course Objectives:

1. 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 the 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.

Caveat: 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.

Student Learning Outcomes:

1. Recognize the Constitutional processes and principles as they occur in modern U.S. and California politics.
2. Relate the structures, roles and powers of the national, state and local governments.
3. Recognize the impact of various "policy inputs" on the development of public policy in the United States and in California.
4. Identify the categories of policies made by governments within the United States, and relate the questions underlying these policies.

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.