

### Basic Course Information

Semester	<b>Spring 2015</b>	Instructor Name	<b>Norma M. Villicana</b>
Course Title & #	<b>Political Science 102 – American Govt. and Politics</b>	Email	<b>norma.villicana@imperial.edu</b>
CRN #	<b>20776</b>	Webpage (optional)	
Room	<b>413</b>	Office	<b>Room 809</b>
Class Dates	<b>02/17/15 to 06/12/15</b>	Office Hours	<b>By Appointment</b>
Class Days	<b>Monday</b>	Office Phone #	<b>(760) 960-1460</b>
Class Times	<b>6:30 p.m. – 9:40 p.m.</b>		
Units	<b>3 units</b>		

### Course Description

This course examines the origin, development and operation of local, state and national political institutions within the United States, emphasizing the contemporary operations of the American political system. Students will gain an understanding of important American documents, the rights and powers provided therein, and the structure of the American system of government.

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Develop an understanding of civic responsibility. (IL03, IL05)
2. Participate in activities that promote the public good (e.g., the voting process, jury duty, community service. (IL01, IL03, IL05)
3. Examine the election and voting process. (IL02, IL04, IL05)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate an understanding of the Articles of Confederation and the principal reasons why they are replaced by the Constitution.
2. Demonstrate an understanding of the Declaration of Independence concerning American political philosophy.
3. Demonstrate an understanding of the amendment process and the evolution of the concept of federalism.
4. Demonstrate an understanding of the significance of the Bill of Rights and the continuing debate over civil liberties.
5. Demonstrate an understanding of the role of public opinion, the media, political parties, lobbying, and interest groups within the U.S. political system.
6. Demonstrate an understanding of the election process, including political campaigns and voter behavior.
7. Demonstrate an understanding of the formal structure of Congress, the committee system, the legislative process and congressional powers.
8. Demonstrate an understanding of the principal powers of the presidency and how they expanded dramatically in the 20<sup>th</sup> century.
9. Demonstrate an understanding of the bureaucracy, the judicial system and how it is affected by critical issues in American society.
10. Demonstrate an understanding of organization structure, powers, and the challenges confronting California's state and local governments.

### Textbooks & Other Resources or Links

*American Democracy Now*, Brigid Harrison, Jean Harris, Michelle Deardorff, 3<sup>rd</sup> edition, 2013 **(REQUIRED)**

- Textbook website: [http://highered.mcgraw-hill.com/sites/007352638x/student\\_view0/](http://highered.mcgraw-hill.com/sites/007352638x/student_view0/)
- ISBN #978-1-259-42837-1

*Governing California*, Lawrence L. Giventer, 2<sup>nd</sup> edition, 2008. **(REQUIRED)**

- Textbook website: [http://highered.mcgraw-hill.com/sites/007352639x/student\\_view0/](http://highered.mcgraw-hill.com/sites/007352639x/student_view0/)
- ISBN #978-0-07-352633-1

### Class Learning Format

This course will consist of a combination of lectures, class discussions, assigned readings, videos, individual projects, out-of-class assignments, and exams. *The mutual sharing of ideas and respect for diversity of opinions will be encouraged and safeguarded.*

Students are expected to arrive promptly at each class session having completed the assigned readings. Students are advised to take notes from lectures as lecture material is stressed on graded assignments. Student study groups are also encouraged.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

The final grade will be the total score of all graded course assignments. The graded assignments will consist of multi-chapter unit exams, both group and individual participation, class participation, and a final exam. (Students will be responsible for providing their own assessment materials including scantrons and pencils.)

#### Exams (150 points)

Four (4) unit exams worth 50 points each will be given based on text readings, lecture material and multimedia presentation. The lowest exam score will be dropped, therefore, **make-up exams will not be given.** *A study guide will be provided for each exam.*

#### Individual/Group Activities (75 points)

Individual/group activities will be assigned during the semester. Guidelines and instructions for this assignment will be provided at a later date.

#### Assignments (75 points)

Three (3) written assignments worth 25 points each will be based on readings and lectures. Guidelines and instructions for each assignment will be provided at a later date.

#### Class Participation (30 points)

Students are encouraged to participate in all class discussions. Do not be afraid to engage in a discussion. Political opinions can be very controversial so remember to be respectful of all students.

#### Final Exam (70 points)

The final examination will be based on assigned readings and materials. There will be a Final Exam Review one week before the exam.

Extra Credit (Up to 30 points) – Opportunities for extra credit will be announced during the semester.

**General Grading Rubric for Assignments**

<b>A</b>	Focused and clearly organized. Contains advanced critical thinking and content analysis. Convincing evidence is provided to support conclusions. Language is precise and ideas are clearly communicated. Clearly meets or exceeds assignment requirements.
<b>B</b>	Generally focused and contains some development of ideas, but the writing may be simplistic or repetitive. Evidence is provided to support conclusions. May have occasional grammatical errors. Meets assignment requirements.
<b>C</b>	May be somewhat unfocused, underdeveloped, or rambling, but it does have some coherence. Some evidence is provided which supports conclusions. May have several grammatical errors. Meets minimum assignment requirements.
<b>D</b>	Unfocused, underdeveloped, and/or rambling. Minimal evidence is used to support conclusions. May contain serious grammatical errors that prevent an overall understanding. Does not respond appropriately to the assignment.
<b>F</b>	Minimal effort by student. Unfocused, underdeveloped, and/or rambling. May be too short or brief. Evidence is not used to support conclusions. May contain serious grammatical errors that block overall understanding. Does not meet assignment requirements.

POSSIBLE POINTS	
Exams (4 @ 50 pts. – lowest score dropped)	150 points
Assignments (3 @ 25 pts.)	75 points
Individual/Group Activities	75 points
Class Participation	30 points
Final	<u>70 points</u>
<b>Total</b>	<b>400 points</b>

FINAL GRADES	
360 – 400 points =	A
320 – 359 points =	B
280 – 319 points =	C
240 – 279 points =	D
239 or less points =	F

**Important Dates**

- Deadline to drop full-term classes without owing fees and/or be eligible for refund – **February 28, 2015.**
- Deadline to drop class without a “W” appearing on transcript – **March 1, 2015.**
- Deadline to drop full-term classes – **May 16, 2015.**

**Attendance**

Students are expected to attend every class session.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. **It is the student’s responsibility to drop or officially withdraw from the class.** See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
- Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.

### **Classroom Etiquette**

Students are expected to conduct themselves in a manner befitting a college.

- Electronic Devices: Cell phones and electronic devices *must* be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### **Academic Honesty**

IVC expects honesty and integrity from all students. Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Acts of cheating include, but are not limited to the following:

Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Help – Discretionary Section and Language**

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- Library Services: There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

**Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

**Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

**Tentative Class Schedule /Assignments**

The following schedule is subject to change as the instructor deems necessary in order to more fully integrate the objectives of the course, and to accommodate the scheduling of lecturers, guest speakers, class trips to campus support systems, student presentations and videos.

<b>Date</b>	<b>Readings/Assignments and Topic</b>	<b>Activity</b>
02/23/15	<i>Course Overview and Introduction</i> Introduction to <i>American Democracy Now &amp; Governing California</i>	In-class discussion
<b>Part I – Foundations of American Democracy</b>		
03/02/15	<i>People, Politics and Participation</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 1 <u>Giventer</u> - Chapter 1 Video: <i>I.O.U.S.A – One Nation, Under Stress, In Debt</i>	In-class discussion Video
03/09/15	<i>The Constitution</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 2 <u>Giventer</u> – Chapter 2	In-class discussion <b>Assignment #1 Due</b>
03/16/15	<i>Federalism</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 3	In-class discussion <b>Exam #1</b> Chapters 1-3 (HHD) Chapters 1-2 (Giventer)
<b>Part II – Fundamental Principles</b>		
03/23/15	<i>Civil Liberties</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 4 <u>Giventer</u> – Chapter 6	In-class discussion
03/30/15	<i>Civil Rights</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 5 Video: <i>Unconstitutional – The War on our Civil Liberties</i>	In-class discussion Video <b>Assignment #2 Due</b>
04/06/15	<b>SPRING RECESS – No Class</b>	
<b>Part III – Linkages Between the People and Government</b>		
04/13/15	<i>Political Socialization &amp; Public Opinion and Interest Groups &amp; The Media</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapters 6-8	In-class discussion <b>Exam #2</b> Chapters 4-8 (H/H/D) Chapters 6 (Giventer)
04/20/15	<i>Political Parties &amp; Elections, Campaigns &amp; Voting</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapters 9-10 <u>Giventer</u> – Chapter 3 Video: <i>The New Math of American Elections</i>	In-class discussion Video

<b>Part IV – Institutions of Government</b>		
04/27/15	<i>Politics &amp; Technology &amp; Congress</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapters 11-12 <u>Giventer</u> – Chapter 7	In-class discussion Group Activity <b>Assignment #3 Due</b>
05/04/15	<i>The Presidency &amp; Bureaucracy</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapters 13-14	In class discussion <b>Exam #3</b> Chapters 9-12 (H/H/D) Chapters 3,7(Giventer)
05/11/15	<i>The Judiciary</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 15 <u>Giventer</u> – Chapter 4	In-class discussion Group Activity
<b>Part V- Public Policy</b>		
05/18/15	<i>Economic Policy</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 16	In class discussion <b>Exam #4</b> Chapters 13-14 (H/H/D)
05/25/15	<b>MEMORIAL DAY – No Class</b>	
06/01/15	<i>Domestic Policy</i> Reading: <u>Harrison/Harris/Deardoff</u> – Chapter 17	In class discussion Review for Final Exam
06/08/15	<b>Final Exam</b>	<b>Final Exam</b> Chapters 15-17 (H/H/D)