

# IMPERIAL VALLEY COLLEGE

## DEPARTMENT OF BEHAVIORAL SCIENCE & SOCIAL SCIENCE

### POLS 102 –AMERICAN GOVERNMENT & POLITICS

FALL 2018

**Professor: Steven Paul Cauchon**

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**Class Time:** M/W, 2:40 – 4:05PM

**Location:** Room 402

**Office Hours:** M/W 5:00 – 6:00 PM &

T/TH 8:30 – 9:30AM



#### Texts

\*\*\*Main Course Text\*\*\*

Christine Barbour & Gerald C. Wright  
*Keeping the Republic*  
7<sup>th</sup> Brief Edition  
ISBN: 978-1-5063-4995-4

\*\*\*Select Course Readings\*\*\*

All other course readings will be posted on Canvas under the Course Readings section. Make sure to consult the schedule for these readings.

#### Course Grade

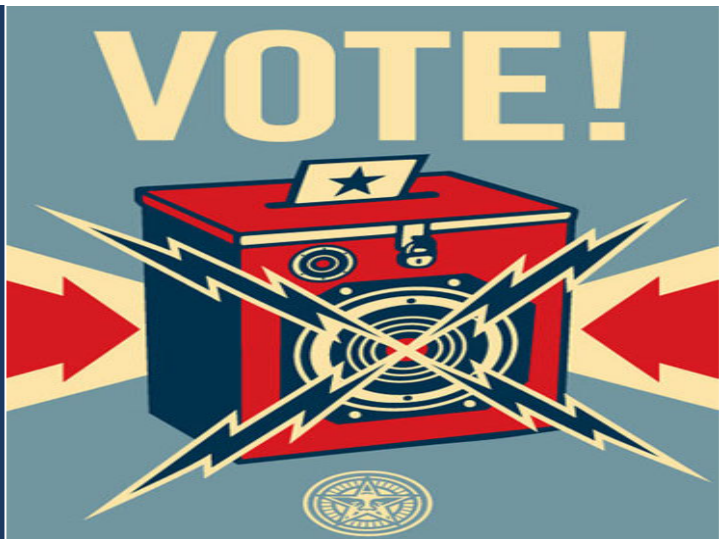
Here are the tasks you will be asked to complete.



- ✓ Midterm & Final Exam (30%)
- ✓ Immigration Case Study (20%)
- ✓ Position Paper (20%)
- ✓ Active Learning Assignments (25%)
- ✓ Reading Quizzes (5%)

#### Course Description

Welcome to our course! We will begin our journey by discussing the origin, development and operation of local, state, and national political institutions in the United States, emphasizing the contemporary operations of the American political system. As we continue on in our journey, you will learn more about the foundation of the American regime & the ideas, interests & circumstances that helped shape it. You will also learn to analyze political behavior & the formal structures & institutions that make up the American political system. Perhaps more excitingly, we will engage some of today's most pressing issues: immigration, guns, and the rise of social media in politics. My hope is that by the time you have finished this course, you have an improved understanding of American politics, a more developed political voice, & an increased interest in civic engagement!

<p><b>Important Dates</b></p> <p>Midterm &amp; Final <b>Sep. 26 &amp; Dec. 5</b></p> <p>Immigration Case Study <b>Sep. 24</b></p> <p>Position Paper <b>Nov. 26</b></p>		<p><b>Grade Scale</b></p> <p>A 100 – 90%</p> <p>B 89.9 – 80%</p> <p>C 79.9 – 70%</p> <p>D 69.9 – 60%</p> <p>F 59.9 &amp; Below</p>
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**Midterm & Final (30%)**

You will be given a midterm & final in this course. Each exam may consist of multiple choice, fill in the blank, key term, short answer, quote/clause identification & essay questions. That being said, you should expect exams that ask you to do more than simply memorize content. The final exam will not be cumulative!

**Immigration Federalism Case Study (20%)**

Immigration has become a hot topic in American politics, but it also helps illustrate our system of federalism. With this in mind, you will be given the chance to create a comparative case study on how states have approached immigration related issues in recent years. A detailed prompt will be made available soon.

**Position Paper (20%)**

You will also have the opportunity to write a 2-page position paper on a topic in American politics. One of the goals of this class is to help improve your writing skills & research abilities, so I will take an active role in assisting you through this process. A detailed paper prompt will be made available after the midterm.

**Active Learning Assignments (ALAs) (25%)**

Each week there will be an active learning component, which asks you to be in class, engage the material, and be an active participant in your own education. At times you will be asked to work in groups, with a partner or complete a task alone. The goal here is put you at the center of your educational experience. **All ALAs must be submitted in class.** With excused absences, you will be allowed to **makeup** 1-2 at the end of the semester.

**Reading Quizzes (5%)**

Students are required to complete weekly chapter quizzes via Canvas. The quizzes directly relate to the chapter content and will help you prepare for the course exams, written assignments & discussions. With the exception of the week #1 and during midterms/finals, you will have until Sunday at midnight to complete each quiz.



### **Department of Political Science**

Political Science, or Government, is the study of the acquisition and use of public power and authority.

Politics and government affect everyone's life and impinge on activities in many fields. The introductory courses are for the student interested in learning about American Government and different political cultures in the world.

### **Student Learning Objectives (SLOs)**

- 1 Use critical thinking skills to develop an understanding of the international community
- 2 Develop an appreciation and understanding of the American political system from historical, political, economic, and social perspectives.
- 3 Students Develop an understanding of the world's major political ideologies to include liberalism, socialism, communism, and conservatism

### **Introduction to American Government Student Learning Outcomes (SLOs)**

*The following learning outcomes represent the measures I will use to ensure that you are learning the things you should learn in this course ☺*

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.
2. Participate in activities that promote the public good (e.g., the voting process, jury duty, community service).
3. Examine the election and voting process.





Motivated by music focused on society's injustices, inequities and the promise of civic action, the study of our political system has consumed by life since a young age. Although my research is located at the intersection of political theory and international relations, my activism is much more local. Currently, I am a board member of Zero Waste San Diego, a NGO focused on reducing waste and promoting sustainable alternatives. Likewise, I encourage students to take an active role in their local communities & help seek out leadership opportunities to develop as citizens and as individuals. My pedagogy is decidedly pragmatic and student-centric, so my courses seek to prepare students not only for making a smooth & successful transition to their desired universities, but to prepare them for the real world as well. Beyond my academic life, I am a proud father who enjoys being outside & exploring the beautiful environment that southern California has to offer.

### **Attendance**

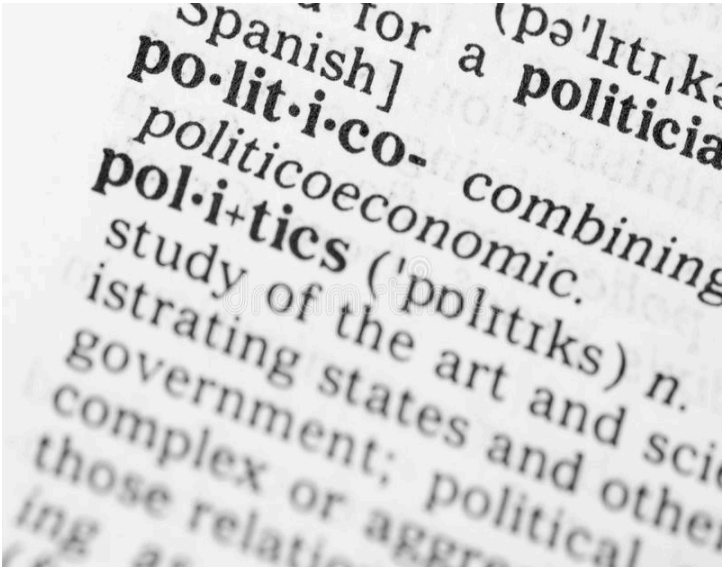
A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student 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. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences

### **Electronic Devices, Class Conduct & Participation**

Cell phones must be silenced & put away! If I see your phone out or in use, I will ask you to leave. You may use a laptop to take notes & work on assignments. However, it should not be used for anything else during class. Students violating this policy during a class period will receive one warning, after which, they will be asked to leave the class, and **there will be a full letter grade deduction from their FINAL GRADE.**

### **Student Conduct**

All students are responsible for maintaining appropriate conduct while enrolled in classes Pasadena City College (PCC). Guidelines for student conduct are set forth in the PCC "Student Behavior Policies." Detailed information regarding student discipline & rights within this policy is available in the college catalog & student handbook. Students who violate the Student Behavior Policies are subject to disciplinary action, which includes, but is not limited to, removal from class, suspension & expulsion.



“Inequality is everywhere at the bottom of faction, for in general faction arises from men’s striving for what is equal.”  
–Aristotle

“We are not makers of history. We are made by history.”  
–Martin Luther King Jr.

“Half of politics is ‘image-making,’ the other half is the art of making people believe the image.”  
–Hannah Arendt

### **Discussion of Scores on Assignments & Tests**

To protect the privacy of student grades, I will NOT discuss scores of assignments, papers or exams over the phone or email. Scores of all assignments, papers & exams will be posted on Canvas. If you wish to discuss your grade, please visit me during office hours. My door is always open!

### **Grade Challenges**

All requests to re-grade an assessment MUST be made within one week of the assessment being graded. Explain why points taken off were a mistake & provide evidence justifying the awarding of additional points.

### **Copyright**

My lectures & course materials, including power point presentations, tests, outlines & similar materials, are protected by copyright. You may take notes & make copies of course materials for your own use. You may not reproduce or distribute lecture notes & course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers & exam essays.

### **Make-up Exam, Late Paper Policy & Incomplete Policy**

Make-up exams or paper extensions will only be granted under extenuating circumstances. Excuses that may prove acceptable include: serious injury & family emergencies, serious accident, or the observance of a religious holiday. In order to be excused, you will need to bring the *original* documentation. Additionally, you will need to email me as soon as you know that you are going to be absent & explain why.

### **Syllabus Disclaimer**

Please be advised that this syllabus is “subject to change.” If changes are made, I will make it known to the class. However, it is ultimately your responsibility to make sure you are up-to-date with any changes made.



## **Academic Dishonesty**

**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. 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. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. 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) use of a commercial term paper service

## **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 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 help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-andprograms/divisions/arts-and-letters/library-department/info-lit-tutorials/>

## MONDAY AUGUST 13

### Before We Meet

- **Read:** Course Syllabus

### What We Are Doing Today

- **Theme:** Why Study Politics?

## WEDNESDAY AUGUST 15

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 1 – 18
- **Note:** If you do not have your textbook yet, there are a number of copies available on **reserve** at the IVC library.

### What We Are Doing Today

- **Theme:** What is Politics & Why Does It Matter?

### Class Learning Objectives

- 1 Students should be able to define politics & discuss its various features.
- 2 Students should also be able to apply that definition to real world examples & explain why politics matters.

## MONDAY AUGUST 20

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 18 – 40

### What We Are Doing Today

- **Theme:** How Should We Study the World of Politics?

### Class Learning Objectives

- 1 Students should be able to explain how political scientists go about studying the world of politics.
- 2 Students should be able to discuss the reasons why cooperation between individuals & groups can be challenging & how institutions can help encourage greater cooperation.
- 3 Students should be able to describe the roles and responsibilities of citizens in American Politics

## WEDNESDAY AUGUST 22

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 41 – 74
- **Print:** Constitution (**electronic copy**) & bring to class

### What We Are Doing Today

- **Theme:** The Politics of the American Founding

### Class Learning Objectives

- 1 Students should be able to explain competing narratives under the Articles of Confederation, the debate over ratification of the Constitution, the system of separation of powers, and checks and balances.
- 2 Students should be able to identify key clauses (Necessary & Proper Clause, Commerce Clause, Full Faith & Credit, Supremacy Clause, etc.) & amendments (First, Second, Fifth, Ninth, Tenth, etc.) in the Constitution.

## MONDAY AUGUST 27

### Before We Meet

- **Read:** Dahl, *How Democratic is the American Constitution*, Ch. 1 & 2
- **Note:** Readings not in textbook available **electronically**

### What We Are Doing Today

- **Discussion:** How Should We Think about the Framers & the Constitution?

### Class Learning Objectives

- 1 Students should be able to draw inferences from Dahl's account & apply them to how we should think about the Constitution.
- 2 Students should also be able to identify the Constitution's democratic shortcomings.

## WEDNESDAY AUGUST 29

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 75 – 98
- **Print:** Immigration Federalism Case Study prompt

### What We Are Doing Today

- **Theme:** Federalism, American Style
- **Task:** Discuss the Immigration Federalism Case Study assignment

### Class Learning Objectives

- 3 Students should be able to define federalism & draw on examples that illustrate the federal system.
- 4 Students should be able to explain dual federalism, cooperative federalism & new federalism.
- 5 Students should be able to explain what granted, inherent, concurrent & reserve powers refer to.
- 6 Students should be able to explain the historical significance of *McCulloch v Maryland* as it applies to federalism.
- 7 Students should be able to discuss the Necessary & Proper Clause, the Commerce Clause & the Tenth Amendment & explain their relevance as it pertains to federalism in the US.

## WEDNESDAY SEPTEMBER 5

### Before We Meet

- **Read: Read:** Ramakrishnan & Gulasekaram, "Understanding Immigration Federalism in the US," **electronic copy**

### What We Are Doing Today

- **Theme:** Understanding Immigration Federalism in the US

### Class Learning Objectives

- 1 Students should be able to explain the trends in immigration in the US at a state & federal level.
- 2 Students should be able to discuss the restrictive & integrative approaches used by states & local governments.



## MONDAY SEPTEMBER 10

### Before We Meet

### What We Are Doing Today

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 99 - 137
- **Theme:** Fundamental Liberties

### Class Learning Objectives

- 1 Students should be able to define civil liberties & give some specific examples.
- 2 Students should be able to identify the relevant cases establishing a right to privacy & explain why there is a constitutional controversy surrounding privacy rights.
- 3 Students should be able to discuss the various clauses of the First Amendment.

## WEDNESDAY SEPTEMBER 12

### Before We Meet

### What We Are Doing Today

- **Read:** Winkler, “The Secret History of Guns,” **electronic copy**
- **Theme:** Wow! So, Context Really Matters!

### Class Learning Objectives

- 1 Students should be able to discuss the Second Amendment & the controversy surrounding its interpretation.
- 2 Students should be able to discuss how the history of guns complicates our understanding of guns in the US.

## MONDAY SEPTEMBER 17

### Before We Meet

### What We Are Doing Today

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 138 - 162
- **Theme:** The Struggle for Equal Rights

### Class Learning Objectives

- 1 Students should be able to explain different paths to equality taken by other racial and ethnic groups and explain how pluralism helped realize the promise of civil rights
- 2 Students should be able to outline criteria used by the courts to determine if and when the law can treat people differently.

## WEDNESDAY SEPTEMBER 19

### Before We Meet

### What We Are Doing Today

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 162 - 176
- **Discussion:** The Struggle for Civil Rights

### Class Learning Objectives

- 1 Students should be able to define civil rights & discuss how the logic of civil rights differs from that of civil liberties. Students should also be able to provide examples of civil rights issues.
- 2 Students should be able to identify the Fourteenth Amendment & discuss its relevant provisions.

## MONDAY SEPTEMBER 24

### Before We Meet

- **Read:** Midterm Study Guide
- **Due:** Immigration Federalism Case Study, submit via Canvas

### What We Are Doing Today

- **Activity:** Midterm Study Guide Review

## WEDNESDAY SEPTEMBER 26

\*\*\*MIDTERM\*\*\*

## MONDAY OCTOBER 1

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 177 - 214

### What We Are Doing Today

- **Theme:** Congress

### Class Learning Objectives

- 1 Students should be able to explain why Congress is the most democratic branch of government by design.
- 2 Students should be able to discuss the trustee and delegate models of representation.
- 3 Students should be able to explain the legislative process in the US.
- 4 Students should be able to explain the incumbency advantage, gerrymandering, & the reasons for their persistence.

## WEDNESDAY OCTOBER 3

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 215 - 250

### What We Are Doing Today

- **Theme:** The Presidency

### Class Learning Objectives

- 1 Students should be able to discuss the tension between executive power & limited government.
- 2 Students should be able to discuss the various powers & roles of the president.
- 3 Students should be able to explain the arguments scholars give for the presidency being too powerful or too weak. Students should also be able to identify on which side they stand.

## MONDAY OCTOBER 8

### Before We Meet

- **Read:** Dahl, *How Democratic is the American Constitution*, Ch. 4

### What We Are Doing Today

- **Discussion:** Electing the President

### Class Learning Objectives

- 1 Students should be able to explain the Electoral College, how it came to be, and its critics.

## WEDNESDAY OCTOBER 10

### Before We Meet

- **Read:** **Read:** How to Outline Paper
- **Due:** position paper outline, print and bring to class

### What We Are Doing Today

- **Discussion:** Immigration Paper Review
- **Group Activity:** Peer Editing

## MONDAY OCTOBER 15

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 251 - 278

### What We Are Doing Today

- **Theme:** The Bureaucracy

### Class Learning Objectives

- 1 Students should be able to explain the characteristics and features of how the bureaucracy influences decisions.
- 2 Students should be able to outline the relationship between the federal agencies and the three branches of the federal government.
- 3 Students should be able to analyze the tension between transparency and efficiency in the federal bureaucracy.

## WEDNESDAY OCTOBER 17

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 279- 311

### What We Are Doing Today

- **Theme:** The Courts

### Class Learning Objectives

- 1 Students should be able to explain how the Supreme Court operates.
- 2 Students should be able to discuss the general details of *Marbury v Madison* & explain its historical significance.
- 3 Students should be able to discuss judicial review, judicial restraint, judicial activism, originalism & evolutionism.

## MONDAY OCTOBER 22

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 312 - 340

### What We Are Doing Today

- **Theme:** Public Opinion

### Class Learning Objectives

- 1 Students should be able to define public opinion.
- 2 Students should be able to explain the differences between ideology & partisanship.
- 3 Students should be able to defend whether they believe the masses are ignorant or rational.
- 4 Students should be able to explain the main arguments scholars give for where our political views come from.

## WEDNESDAY OCTOBER 24

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 341 - 378 – **Theme:** Parties and Interest Groups

### What We Are Doing Today

### Class Learning Objectives

- 1 Students should be able to define political parties, where agree/disagree, and their relationship to interest groups.
- 2 Students should be able to identify the different factions that are part of the Republican & Democratic parties.

## MONDAY OCTOBER 29

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 379 - 417 – **Theme:** Voting and Elections

### What We Are Doing Today

### Class Learning Objectives

- 1 Students should be able to identify the different arguments about what elections accomplish.
- 2 Students should be able to discuss the influence *Citizens United v FEC* and *McCutcheon v FEC*

## WEDNESDAY OCTOBER 31

### Before We Meet

- **Read:** Gerken, *The Real Problem with Citizens United*, **E-copy** – **Discussion:** Money & Campaigns

### What We Are Doing Today

### Class Learning Objectives

- 1 Students should be able to discuss dark money, PACS & assess their potential influence in democratic politics.

## MONDAY NOVEMBER 5

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 418 - 452 – **Theme:** Media and Discursive Power

### What We Are Doing Today

### Class Learning Objectives

- 1 Students should be able to explain the roles and responsibilities of journalists and how the media shapes narratives.
- 2 Students should be able to identify strategies politicians use to counter the influence of the media.

## WEDNESDAY NOVEMBER 7

### Before We Meet

- **Read:** Sunstein, *#Republic: Divided Democracy in the Age of Social Media*, Ch.1, **electronic copy** – **Discussion:** Social Media & Politics

### What We Are Doing Today

### Class Learning Objectives

- 1 Students should be able to critically assess the relationship between social media & democracy.

## WEDNESDAY NOVEMBER 14

### Before We Meet

- **Read:** Barbour & Wright, *Keeping the Republic*, pp. 453 - 498

### What We Are Doing Today

- **Theme:** Domestic and Foreign Policy

### Class Learning Objectives

- 1 Students should be able to explain the difference between fiscal and monetary policy.
- 2 Students should be able to identify the basic goals and types of foreign policy.
- 3 Students should be able to describe how policy is made and the ways in which it reflects public opinion.

## MONDAY NOVEMBER 26

### Before We Meet

- **Due:** Position Paper, submit via Canvas

### What We Are Doing Today

- **Documentary:** Inequality for All

### Class Learning Objectives

- 1 Students should be able to discuss trends in inequality & assess the potential impact of those trends.

## WEDNESDAY NOVEMBER 28

### Before We Meet

- **Read:** Sandel, “How Markets Crowd Out Morals,” **electronic copy**

### What We Are Doing Today

- **Discussion:** What Are the Moral Limits of Markets

### Class Learning Objectives

- 1 Students should be able to articulate, in general terms, where limits should be placed on markets.

## MONDAY DECEMBER 3

### Before We Meet

- **Review:** Final Study Guide

### What We Are Doing Today

- **Final Remarks:** An Appeal for Politics
- **Activity:** Final Study Guide Station Review

## WEDNESDAY DECEMBER 5

### \*\*\*Final\*\*\*

- **Materials:** Green Book, Scantron, Pen & Pencil