



### Basic Course Information

Semester:	<b>SUMMER 2024</b>	Instructor Name:	<b>Jose Landeros MPA</b>
Course Title & #:	<b>American Gov't &amp; Politics POLS 102</b>	Email:	<b>Jose.landeros@imperial.edu jose.d.landeros@gmail.com</b>
CRN #:	<b>30026</b>	Webpage (optional):	<b>CANVAS enhanced</b>
Classroom:	<b>2131 Face to Face</b>	Office #:	<b>Part-Timers: Room 809</b>
Class Dates:	<b>Jun 17 - Jul 25 2024</b>	Office Hours:	<b>Available by Appointment</b>
Class Days:	<b>Mon- Tues- Wed- Thurs</b>	Office Phone #:	<b>760.791.4679 Cell 760.352.3411 Wk (noncampus)</b>
Class Times:	7:30 am to 9:45 am	Emergency Contact:	<b>Call, Text or Email instructor</b>
Units:	3.0	Class Format:	

### Course Description

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. (C-ID POLS 110) (CSU, UC)

This course is designed to be an introduction to American government, its historical foundations, institutions and political processes. We will examine how our political system was designed, how it has changed over time and how public opinion, the media and the "information age" have affected our government institutions and public policy. You will learn the role and scope of government as the Founders conceived it, and as it is viewed today. Finally, we will examine current policy issues, weigh the costs and benefits of actions and engage in thoughtful discussion of contemporary policies and actions with a view toward how those issues and actions impact the current political scene. To achieve these objectives, I have chosen a textbook that focuses attention on the role of citizens as key actors in the democratic experiment that we call the United States of America.

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the life of a citizen in the United States political system.

*"I know of no safe depository of the ultimate powers of the preservation and improvement of the United States democracy. Upon completion of this course, students will understand the major ideas, protections, privileges, and structures that affect society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."*

~Thomas Jefferson (1820).



## Course Prerequisite(s) and/or Corequisite(s)

### A. PREREQUISITES: NONE

## 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. (ILO3, ILO5).
2. Participate in activities that promote the public good (e.g., the voting process, jury duty, community service). (ILO1, ILO3, ILO5).
3. Examine the election and voting process. (ILO2, ILO4, ILO5).

## Course Objectives

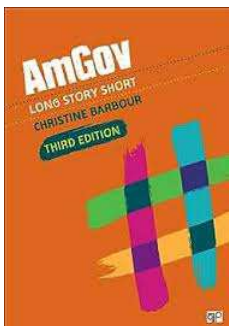
Upon satisfactory completion of the course, students will be able to:

1. The significance of the Declaration of Independence concerning the American political philosophy.
2. The Articles of Confederation and the principal reasons why they were replaced by the Constitution.
3. The significant features of the Constitution and the major ways that the Constitution changes.
4. The concept of federalism and how it has changed throughout American history.
5. The significance of the Bill of Rights, and the continuing debate over civil liberties.
6. The role of public opinion and the media in the American political system.
7. The importance of the American political parties, lobbying, and interest groups.
8. The American election process, including political campaigning and voter behavior.
9. The formal structure of the Congress and the committee system, the legislative process and congressional powers.
10. The principal powers of the presidency and how they expanded dramatically in the 20th century.
11. The American bureaucracy.
12. The American judicial system and how it is affected by critical issues in American society.
13. The organizational structure, powers, and challenges confronting California's state and local governments.

## Textbooks & Other Resources or Links

The following textbook is required for this course:

### AVAILABLE IN THE BOOKSTORE



Christine Barbour Am Gov: Long Story Short 3rd Edition (Sage CQ Press, 2023)

ISBN: Spiral

ISBN: Electronic Version



## Course Requirements and Instructional Methods

Students are expected to comply with the following classroom norms:

- Arrive to class on time, with all electronic equipment turned off and put away.
- Remain in the classroom during each class session until excused by the instructor.
- Be respectful of fellow students, the instructor, and any guests.
- Actively listen during class, and participate in class activities and/or discussions.
- Use English for all course-related activities, on and off campus.

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.

### METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS

Class Activity and Participation

Essay

Mid-Term/Final Exam(s)

Oral Assignments

Quizzes

Written Assignments

### Course Grading Based on Course Objectives

How much you learn in the course, as well as your final grade, depends on the effort you put into the readings, assignments, and class preparation. Grades will be assigned on the basis of the following weights:

POSSIBLE POINTS		FINAL GRADES
Quizzes	120 points	90% > points = A 80% – 89.9% points = B 70% – 79.9% points = C 60% – 69.9% points = D Zero – 59.9% points = F
Homework	150 points	
Research Project	160 points	
Exams	225 points	
Participation	<u>100 points</u>	
<b>Total</b>	<b>755 points</b>	
<b>*Points may vary, Percentage will NOT</b>		



## POLITICAL RESEARCH PAPER AND PRESENTATION

Students are required to prepare an INDIVIDUAL political research paper 4-6 pages, based on the selected issue assigned to him/her, and to present an oral presentation. Presentation guidelines will be given to the students in class. Students will be assigned presentation dates. **A research proposal is due at CLASS TIME, on DAY # 3**, and is worth **10 points**. **Research papers are due on July 17, 2024**, are worth **100 points**. Late papers will lose **10 points** per day late. The oral presentation is worth **50 points**. Students must make their oral presentations on the scheduled date. No make-up presentations are allowed unless *prior* approval has been obtained from the instructor. The Paper should be written in APA style and ALL references must be listed. For additional info on how to write your APA style paper visit [www.apastyle.org](http://www.apastyle.org).

The following grading rubric is used when grading course assignments:

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>90-100</b>
<b>B</b>	Generally focused and contains some development of ideas, but the discussion may be simplistic or repetitive. Evidence is provided which supports conclusions. May have occasional grammatical errors. Meets assignment requirements.	<b>80-89</b>
<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>70-79</b>
<b>D</b>	Unfocused, underdeveloped, and/or rambling. Minimal evidence is used to support conclusions. May contain serious grammatical errors that impede overall understanding. Does not respond appropriately to the assignment.	<b>60-69</b>
<b>F</b>	Minimal effort by student. Unfocused, underdeveloped, and/or rambling. May be unduly brief. Evidence is not used to support conclusions. May contain serious grammatical errors that block overall understanding. Does not meet assignment requirements.	<b>0-59</b>



## QUIZZES

Weekly quizzes are worth **10 points**. Weekly quizzes covering your reading material are taken online through CANVAS. The quizzes consist of ten questions and are worth 10 points, any additional questions or points are EXTRA CREDIT. Be sure to submit your quiz before the posted deadline. **No late submissions are accepted.**

**No make up work is allowed.**

## HOMEWORK/ PARTICIPATION/ DISCUSSION

Homework will be assigned weekly, it must be turned in either electronically (CANVAS) or manually (depending on assignment) no later than the start of class each week. In class discussions will take place in the beginning of class, weekly throughout the semester. These homework assignments/discussions will be worth up to **10 points** combined. Discussions will center on an issues affecting our community and/or local, state or national news. These issues or topics will primarily ask for your opinion and there will probably not be a "right or wrong" answer.

Discussion also means interacting with your fellow students, so it is important that you pay attention. You are encouraged to respond to comments made by other students. Do not be afraid to engage in an argument. Political opinions can be very controversial, since we each have our own values, traditions and beliefs. Just remember that you need to be respectful to all students. We each have the right to our own opinions, even if others don't agree.

## EXAMS

There are three exams throughout the semester, each worth **75 points**. The exams will cover material discussed in class and presented in the readings.

**No make-up exams are allowed unless *prior* approval has been obtained from the instructor.**

## EXTRA CREDIT

During the semester, various options for extra credit will be made available to students. The maximum number of extra points any one student may earn during the semester is **40 points**



## 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. 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 are expected to attend all class sessions and to arrive to class on time, with all electronic devices turned off and put away. Since participation in classroom work and discussion is an important part of this course, students will have **10 points deducted** from their class points for each unexcused absence. Students having three unexcused absences may be dropped from the class. Students who are tardy three times will be considered as having been absent once. Absences attributed to the representation of the college at officially approved conferences and contests and attendance upon field trips will not be counted as absences.

**LEAVING CLASS:** Students are expected to remain in the classroom throughout the entire class session. Students leaving the class early, or just briefly, without prior instructor approval, will have **points deducted** from their class points.

- **CELL PHONES and ELECTRONIC DEVICES:** Cell phones and electronic devices must be turned off and put away during class. Cell phones ringing during class and all electronic devices not put away will be held by the instructor until the end of class.

## Classroom Etiquette

### Required Information --Discretionary language

**This is where an instructor explains his/her policy on these matters. Here is some suggested language:**

- 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. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.



## NETIQUETTE

Netiquette is a combination of the words "network" and "etiquette." Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in a classroom environment. Here are some examples:

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

You can learn more about Netiquette by viewing the Core Rules of Netiquette available at <http://www.albion.com/netiquette/corerules.html>, as excerpted from the book *Netiquette* by Virginia Shea. Also, you can test your knowledge by taking the Netiquette Quiz at <http://www.albion.com/netiquette/netiquiz.html>. (Both links courtesy of Albion.com).

Overall, please be courteous to the instructor and to your fellow classmates. If you see postings that are inappropriate, please bring them to the instructor's attention. If a problem occurs, you should be aware of the IVC Student Conduct and Complaint policy, accessible on pages 22-24 of the [IVC General Catalog](#).

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting 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 "cite a source" correctly, 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.



## ACCESSIBILITY

Every effort has been made to ensure that this course is accessible to all students, including students with disabilities. If you encounter a problem accessing any portion of this course, please contact the instructor immediately.

## OFFICE HOURS

The instructor's office hours are as follows:

- Available by appointment

Students are encouraged to contact the instructor at any time during the semester via email at [jose.landeros@imperial.edu](mailto:jose.landeros@imperial.edu), [jose.d.landeros@gmail.com](mailto:jose.d.landeros@gmail.com) or by telephone at 760-791-4679 (cell).

## WITHDRAWAL FROM THE COURSE

It is the responsibility of the student to officially withdraw from the course through the Office of Admissions and Records. **Maintain control of your own records. As soon as you know you will not be attending a class, DROP IT by using WebSTAR.**

*You will receive grades of F for courses you are no longer attending and have not dropped and those grades will remain on your transcript forever.*

*Give your fellow students a break. Others may be trying to register for a class you know you will not be attending; drop it so they may be able to take it.*

**DO NOT RELY ON ANYONE ELSE; PROTECT YOUR RECORDS.** *Instructors MAY drop for nonattendance, but many do not. You are responsible for all classes for which you register. Do not assume you will be dropped for nonattendance. The failing grades you receive will not be changed because you quit attending. The following deadlines are for full-term classes. Short-term classes have unique deadlines – contact the Admissions and Records Office.*

*Deadline to drop without owing fees and/or be eligible for a refund **June 20.***

*Deadline to drop full-term course Saturday, **July 17.***

**CAUTION:** *Do Not Wait until these deadlines to drop. Some fall on days when the College is closed. If you have problems, no one will be available to assist and exceptions will not be made because you did not drop on time.*

*WebSTAR Instructions:*

- 1. Follow the instructions for "Register or Add Classes" until you reach the Add/Drop Classes screen.*
- 2. Click on the arrow in the Action box of the class you wish to drop. The drop status possible for the course at the time you are attempting to drop will be displayed. Click on that status.*
- 3. Click on Submit Changes.*





4. Verify you completed the process correctly by reviewing your schedule. See the later section on Review and/or Print Your Schedule.

5. Review your fees. See later section on Review Fees

**IMPORTANT:** You must be an active participant in the course. If you do not turn in any assignments for two weeks without contacting the instructor, you may be dropped from the course.

## Additional Help

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.



## Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need,



Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



**Anticipated Class Schedule/Calendar**

**\*\*\*Subject to change without prior notice\*\*\***

This is a tentative, provisional overview of the readings, assignments, tests, or other activities for the duration of the course. The faculty may find a table format useful for this purpose.

SCHEDULE OF COURSE REQUIREMENTS	
Week 1	Introduction to Course, Orientation Readings: Course Syllabus <i>SLO Survey: Civic Responsibility</i> Video:
Week 2	People, Politics, and Participation Readings: <u>Barbour</u> : Chapter 1  Video:
Week 3	The Constitution & Federalism Readings: <u>Barbour</u> : Chapter 2  Video: +++Research Proposal Due+++
Week 4	Civil Liberties and Civil Rights Readings: <u>Barbour</u> : Chapter 3
Week 5	Civil Liberties and Civil Rights- Continued Readings: <u>Barbour</u> : Chapter 3
Week 6	+++EXAM # 1 (Material cover on weeks 1-5)+++ Legislative Branch Readings: <u>Barbour</u> : Chapter 4
Week 7	Executive Branch Readings: <u>Barbour</u> : Chapters 5 Video: Political Issue Presentation
Week 8	Judicial Branch Readings: <u>Barbour</u> : Chapters 6 Political Issue Presentation
Week 9	Political Parties and Interest Groups Readings: <u>Barbour</u> : Chapter 7



	Video:
Week 10	+++EXAM # 2 (material covered on weeks 6-9)+++ Public Opinion, Campaigns and Elections Readings: <u>Barbour</u> : Chapter 8  +++++Paper DUE+++++
Week 11	The Media and Political Communication Readings: <u>Barbour</u> : Chapter 9
<b>► Last Day to withdraw from the course with a "W" is November 4, 23 ◀</b>	
Week 12	Domestic and Foreign Policy Readings: <u>Barbour</u> : Chapter 10  Political Issue Presentation
Week 13	Domestic and Foreign Policy cont... Readings: <u>Barbour</u> : Chapter 10  Video: <i>Political Issue Presentations</i>
Week 14	Thanksgiving Break
Week 15	California Book Readings:
Week 16	FINAL (all material covered from week 10 thru)!! <i>SLO Survey: Civic Responsibility</i>



## Supreme Court Case/Political Issue Presentation Guidelines

---

Students are to research a Supreme Court Case or political issue and prepare a presentation that will include the following requirements:

1. **Written Analysis:** Students are to research a political issue and prepare a 4-6 page written analysis, including a discussion of *at least* two differing opinions. Your paper must be typed, double-spaced, and include a bibliography with at least four college-level sources (a personal interview with a professional is encouraged). You must use APA style referencing format. Your paper should have the following sections:
  - a. **Introduction:** A discussion of the history of the issue and its current status. What are the controversial aspects of this issue?
  - b. **Comparison of Political Thought:** A discussion of the different political views regarding your issue (political parties, politicians, and special interest groups are a good source of information).
  - c. **Conclusion:** A summary of your research, ending with **your** opinion regarding the issue. What do you think is the best course of action for our government?
2. **Oral Presentation/Debate:** Students are to make an oral presentation of their research to the class. The presentation should be approximately 5-10 minutes in length. Visual aids are encouraged.



## **POLS 102: Supreme Court Case/Political Issue Grade Sheet**

### I. Written Analysis (100 Points)

- a. Format:
  - i. 4-6 pages: \_\_\_\_\_
  - ii. Typed, double-spaced: \_\_\_\_\_
  - iii. Bibliography: \_\_\_\_\_
- b. Introduction:
  - i. History of Issue: \_\_\_\_\_
  - ii. Current Status: \_\_\_\_\_
- c. Comparison of Political Thought:
  - i. Political Parties: \_\_\_\_\_
  - ii. Politicians: \_\_\_\_\_
  - iii. Interest Groups: \_\_\_\_\_
  - iv. Other: \_\_\_\_\_
- d. Conclusion:
  - i. Summary of Research: \_\_\_\_\_
  - ii. Student's Opinion: \_\_\_\_\_

### II. Oral Presentation (50 points)

- a. Content:
  - i. Introduction \_\_\_\_\_
  - ii. Political Comparison \_\_\_\_\_
  - iii. Conclusion \_\_\_\_\_
- b. Presentation Skills:
  - i. Eye Contact \_\_\_\_\_
  - ii. Use of note cards \_\_\_\_\_
  - iii. Length \_\_\_\_\_

### III. Handout (NOT NEEDED)

- a. Content: \_\_\_\_\_
- b. Creativity: \_\_\_\_\_



IMPERIAL VALLEY COLLEGE

**POLS 102: Supreme Court Case/Political Issue Proposal**

**Preliminary Research & Brainstorming**

*Due Week # 3*

*10 points*

Name: \_\_\_\_\_

I would do my presentation on: \_\_\_\_\_

Why this topic? What do you hope to learn?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Presentation Date: \_\_\_\_\_





---

## TOPICS Issues in Our Communities As well as Extra Credit

Privacy Issues (internet, phone, social media, etc)  
Casinos in your communities  
Health Care debate  
Dream Act  
School Drop outs vs. Cost to Society... what to do with them  
Censorship vs. Security... Where does it stop?  
Green Companies, Socially responsible business practices  
Carbon Emissions Credit Laws  
Vehicle emissions, pollution vs. retrofitting what are the costs  
Clothing options vs. decency laws  
Same Sex Marriage Laws  
First Amendment laws... speech, religion, etc  
Trans Fat Laws  
Cell Phone Laws  
Smoking Laws, no-smoking, advertising  
Nutrition Laws  
Fast Food Label Laws  
HPV Vaccine  
Pro-Choice  
Pro-Life  
End of Life Issues  
Subprime lending practices, who is responsible (buyer beware?)  
Affordable housing (does government have a responsibility?)  
Immigration Issues  
Assimilation English vs. Foreign Language (education or business)  
Eminent Domain Issues, right of the individual vs. the community  
Economic Development in our communities, redevelopment agencies  
Landfills,  
E-waste,  
Waste treatment facilities  
Medical marijuana, LEGAL marijuana  
Lowering Drinking Age  
Proposition 13 or 127  
Mello Roos, community development district  
Park and Recreation programs, Skate Park, Graffiti Laws  
Adult Book Store or Permits for specialty businesses  
Charter Schools,  
No Child Left Behind  
Affirmative Action,  
Separate but Equal  
Internet Laws... Spam, Predators, 1<sup>st</sup> Amendment  
Big Box Stores Do they help or hurt OUR community



---

Public Facilities vs. Elite members of society

Salton Sea

Border Crossing Issues, economic impact vs. security

Government Assistance Programs (food stamps, financial aid)

Child Protection Agencies, Adult Protection Agencies

Public Health Issues, does the government have the right to demand vaccinations

Water Rights Issues

Lining the All American Canal

Government Assistance to Big Business vs. the private citizen

Green energy