

Syllabus	
Political Science 10	
Semester & Year:	Fall 2012
Course ID and Section Number:	POLSC 10 – K2647
Number of Credits/Units:	3
Day/Time:	W 2:25pm – 5:35pm
Location:	
Instructor’s Name:	Blase Bonpane
Contact Information:	Office location and hours: After class or by appointment Phone: 707 629–3544 Email:blase–bonpane@redwoods.edu
<p>A course addressing both the philosophic roots and the contemporary operation of American national, state, and local government. Specific topics include constitutional development, federal-state relations, and the rights and obligations of citizens under both the federal and the California constitutions.</p>	
<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the history and philosophy of the Constitution, politics, and government in the United States. 2. Identify the major provisions of the California and US Constitution. 3. Compare the three branches of California and US Government, and related political institutions. 4. Outline the relationship between the states and national government (ie. federalism). 5. Analyze contemporary issues facing California and the US system of government. 	
<p>Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.</p>	

Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course.

The student code of conduct is available on the College of the Redwoods website at:

<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Syllabus

Political Science 10: US Government and Politics

College of the Redwoods, Klamath Trinity Site

Instructor: Blase Bonpane, MPA

blase-bonpane@redwoods.edu

Office Hours: After class or by appointment.

Course Overview: This course addresses both the philosophic roots and the contemporary operation of American national, state, and local government. Specific topics include constitutional development, federal-state relations, and the rights and obligations of citizens under the federal and California constitutions.

Upon successful completion of this course students will be able to:

1. Explain the history and philosophy of the Constitution, politics, and

government in the US.

2. Identify the major provisions of the California and US Constitution.
3. Compare the three branches of California and US Government, and related political institutions.
4. Outline the relationship between the states and national government (ie. federalism).
5. Analyze contemporary issues facing California and the US system of government.

Facts are simple to memorize, but they fade quickly. Thinking and analyzing stay with you forever. Even if years from now you can't remember a great deal about how a bill becomes a law but can support your opinion in a political debate with friends or family, this course will have succeeded in empowering you.

Significant attention will be given to having students think about questions with no clear answer like "how democratic are American politics?" and "how much emphasis should be given to the competing values of security, liberty, and equality?" Students are encouraged to raise questions at any time.

Required Text:

American Indian Politics and the American Political System

By David E. Wilkins and Heidi Kiiwetinesik Stark
Rowan and Littlefield Press, 2011

Many Additional In-Class Readings and Materials and/or activities will be assigned, summarized, and/or handed out in class. The In-Class Readings and Materials, projected images and slides, and handouts are intended to help broaden your understanding of classroom discussion. Many lectures will feature reference to and/or projections of and/or handouts from documents in Ryan Emenaker's (Chair of Political Science at CR) Political Science 10 Course Packet.

Instructor Expectations

Students should be aware that a considerable amount of work will be required as preparation for each class. To receive a passing grade, a minimum of 2 to 4 hours will be required to prepare for each session. Additional time will be needed to prepare for the Mid-term, Final, and to complete homework and writing assignments.

At a minimum, students are expected to:

1. Prepare carefully before class. Do the assigned reading, complete any assignments, think about the material, and bring questions and comments.
2. Expect that most of the work will be interesting and stimulating; contribute to making it so.
4. Show up on time. Do not make other appointments during class hours.

Grading: Class Participation = 200 points

Reading Responses = 200 points

In-Class Mid-Term Exam = 200 points

In-Class Final Exam = 200 points

Research/Action Paper = 200

Total Semester Points = 1,000

1. Class participation is 20% of your grade and vital for success in this class. You can't participate if you're not in class. Participation in this course means taking an active role in In-Class Discussions, group-work, in-class written assignments, and completing all assigned In-Class Readings and Materials, and other assigned homework.
2. Reading Responses are due each WEEK in response to the required In-Class Readings and Materials. For each response, one page of summary and one page of reflection is the minimum. The summary may be in bullet point form with quotes and highlights and main ideas from the reading. The reflection should be journal style and honestly discuss how useful the reading was or was not to you and why.
3. Mid-Term Exam will be held during WEEK #9 of the course (Wednesday, October 24th). It will start promptly at the beginning of class. Make-up exams are allowed at the discretion of the instructor. The Mid-Term Study Guide will be handed out the WEEK before the exam. There will be a Mid-Term review the class before the Mid-Term is given.
4. Final Exam, as per college policy, must be taken on the designated day and time for your class section- no exceptions, no make-up exams. We will do an in-class review for the Final during our final class meeting.
5. Research/Action Project: Each student will write an 8-12 page research paper about a topic related to a US political issue which you think will be useful to a designated political community. The topics and the readings on which you base this paper must be discussed and approved by the instructor. Further guidelines will be given

throughout the semester and for individual papers.

Course Grading Scale:

A = 930 – 1000 pts

A- = 900 – 929 pts

B+ = 860 – 899 pts

B = 825 – 859 pts

B- = 800 – 824 pts

C+ = 750 – 799 pts

C = 700 – 749 pts

D = 600 – 699 pts

F = 0 – 599 pts

Accommodations: Everyone deserves a learning environment that maximizes their strengths, therefore, students with the appropriate paperwork from the office of Disabled Student Programs and Services (DSPS) should notify me of any accommodations required.

If you believe you might benefit from disability related services and may need accommodations, please see me or contact DSPS. Through DSPS students can request alternative media. No last-minute arrangements or post-test adjustments will be made.

ESOL students may be allowed to utilize a bilingual dictionary on some parts of the exams-please see the instructor for more information.

Classroom Etiquette: Everyone should come to class prepared to be actively involved (i.e. listening, taking notes, asking questions, providing comments, discussing In-Class Readings and Materials, etc.). If you arrive late please enter as quietly as possible. No side-conversations, eating meals, sleeping, using cellular phones, etc. For further information please view College of the Redwoods Student Code of Conduct.

Academic Honesty: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness are expressly prohibited by the College of the Redwoods Student Code of Conduct (<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>) and will NOT be tolerated in this class. Anyone caught cheating or plagiarizing will automatically fail that component of the course and may also, at the instructor's discretion, be assigned a failing grade in the course. All students caught cheating or plagiarizing, regardless of the nature or severity of

the offense, will be referred to the Vice President of Student Services and may be subject to additional college-level sanctions, which, depending, on the nature of the offense, can include suspension or expulsion from the College.

Changes to the Syllabus, Course Outline, In-Class Readings and Materials, and Due Dates Subject to Change at Instructors Discretion (Changes will be announced in class).

Schedule of Lecture Topics and Readings:

WEEK#1 (8/29)

In-Class Discussion: Course Outline, Short essay about your experience with politics and your interest in and hopes for the class, How to succeed in this class, “Inalienable rights” Political theory, Why do people form governments? Where does the legitimate power of government come from Critical Thinking, Critical Reading, Critical Writing.

In-Class Readings and Materials: 1) Course Syllabus & Outline. 2) The Declaration of Independence. 3) Chapter One from A Peoples’ History of the US

WEEK#2 (9/5)

In-Class Discussion: Political Theory; Democracy, Idealism, Realism, “The Invisible Hand”, Racism, Classism, Patriarchy, Colonialism, Neocolonialism.

In-Class Readings and Materials: 1) We Shall Remain (Video) on early contact between Europeans and the native peoples of the northeast. 2) Powerpoint presentation on Influential Political Theorists from Plato to Hobbes, Smith to Marx, Friedman to Stiglitz.

Reading Response Due Today: Chapters 1 and 2 from the main text.

WEEK#3 (9/12)

In-Class Discussion: What obligations does government have to us? US

Constitution--What structures of did it establish? Why was it written
Who was excluded? The Articles of Confederation: Why was it replaced??

In-Class Readings and Materials: 1) The Constitution of the US. 2)
“How Democratic is the American Constitution?” By Robert Dahl. 3
Powerpoint Presentation on early US Presidents and their interpretations
and hopes for the Constitution. 4) “Jumping Frogs, Endangered Toads, and
Ca’s Marijuana Law.”

Reading Response Due Today: Chapter 3 from the main text.

WEEK#4 (9/19)

In-Class Discussion: Federalism: Why did the founders establish
federalism? What does it mean for us today? Separation of Powers: What
are the powers of the 3 branches of government.

In-Class Readings and Materials: 1) “Justices to Rule on Role of States in
Immigration,” from NY Times. 2) “The Health Reform Battle Will Go on,”
from American Prospect. 3) “How Obama Can Attack the Supreme Court
—and Win,” The Atlantic. 4) Video clip on Governor Wallace and
Segregation.

Reading Response Due Today: Chapter 4 from the main text.

WEEK#5 (9/26)

In-Class Discussion: Legislative Branch: What are the powers of Congress?
How is law made? What influences decision making? How well does
Congress represent the people?

In-Class Readings and Materials: 1) Chapter 5 in Democracy for the Few,
2) A history of the Legislature vs the White House power point presentation.

Reading Response Due Today: Chapter 5 from the main text. Also due today is
your prospectus for your research paper.

WEEK#6 (10/3)

In-Class Discussion: Executive Branch: How has the presidency grown? What constrains the president?

In-Class Readings and Materials: 1) “Congress’s Unused War Powers,” George Will. 2) Powerpoint presentation on US Presidents and the struggles of their times. 3) “Obama Uses Powers to Expand Federal Rights...” Washington Post. 4) “Obama Looking for Ways Around Congress...” Huffington Post. 5) “House panel Votes to Strip EPA of Power.” NY Times

Reading Response Due Today: Chapter 6 from the main text.

WEEK#7 (10/10)

In-Class Discussion: Judicial Branch: What is the role of an undemocratically appointed Court in a democratic society? Do we have an imperial judiciary? How do judges interpret the law and Constitution?

In-Class Readings and Materials: 1) “Should the Courts Seek the ‘Original Meaning’?” 2) “When is Judicial Activism Appropriate?” Chicago Tribune.

Reading Response Due Today: Chapter 7 from the main text.

WEEK#8 (10/17)

Mid-Term today. No assignments due.

WEEK#9 (10/24)

In-Class Discussion: Elections: How has access to the vote expanded? Why do people vote the way they do? Does voter turnout matter?

In-Class Readings and Materials: 1) “Beyond the Voting Rights Act,” Reclaim Democracy. 2) “How to Expand the Voter Roles,” NY Times. 3) “Can Obama Lose,” National Journal. 4) “Is Low Turnout a Problem?” 5) Selected video clips of Presidential ads.

Reading Response Due Today: Chapter 8 from the main text.

WEEK#10 (10/31)

In-Class Discussion: Political Parties: What do parties do? What impacts do they have? Should their role be expanded?

In-Class Readings and Materials: 1) “Dysfunction: Maybe it’s What the Voters Want,” Sac Bee 3) “Partisan Psychology: Why do People Choose Political Loyalties...”

Reading Response Due Today: Chapter 9 from the main text.

WEEK #11 (11/7)

In-Class Discussion: Elections-- How does the Electoral College work? Why is it likely/unlikely to change? Why do people vote the way they do? Grover Cleavland and George W. Bush.

In-Class Readings and Materials: Introduction: Democracy for the Few by Michael Parenti. the Best Democracy Money Can Buy by Steve Palast. On the election scandal of 2000 in which 93,000 African Americans were not allowed to vote in Florida.

Reading Response Due Today: Chapter 10 from the main text

WEEK #12 (11/14)

In-Class Discussion: What do political parties do? What impacts do they have? Should the role of parties be expanded?

In-Class Readings and Materials: “Third Parties in American Politics: Rich History, Many Roles.”

Reading Response Due Today: Appendix A , B and C from the main text

WEEK # 13 (11/21)

In-Class Discussion: Media and Politics. Rwanda and East Timor vs Bosnia and Israel in media coverage.

Video: Manufacturing Consent: Noam Chomsky & the Media.

In-Class Readings and Materials: Excerpts from the Book, Decision Making in a Glass House on Medias role in US Foreign Policy.

Reading Response Due Today: Focus on your research paper reading this week.

Write a one page note to me about how your research/action project is going and if there is anyway I can be helpful.

WEEK 14: (11/28)

Research Project Presentations.

WEEK #15 (12/5)

Class Discussion: Continue any remaining Research Presentations, Prep for the Final Exam, Civil Liberties, civil liberties and the USA PATRIOT Act. Tribal Sovereignty revisited, The Civil Rights Movement.

In class Readings: “An Issue of Sovereignty.” “A History of the Civil Rights Movement”

Readings: Study for Final

WEEK 16: (12/12/12) FINAL