

| Syllabus POLSC-10 – Del Norte Education Center | | |
|---|----------------------------|---------------------------------|
| Semester & Year | Fall 2018 | |
| Course ID and Section # | POLSC-10-D4679 | |
| Instructor's Name | Will Meriwether | |
| Day/Time | TTH 2:05-3:30 | |
| Location | DM23 | |
| Number of Credits/Units | 3.0 | |
| Contact Information | <i>Office location</i> | E3 |
| | <i>Office hours</i> | MW 1:00-2:00 TH 3:30-4:30 |
| | <i>Phone number</i> | 707-465-2370 |
| | <i>Email address</i> | William-meriwether@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | The American Political System |
| | <i>Author</i> | Ken Kollman Third Edition |
| | <i>ISBN</i> | 978-0-393-28357-0 |
| Course Description | | |
| <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> | | |
| Student Learning Outcomes | | |
| <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. | | |
| Special Accommodations | | |
| <p>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 at 707-464-2352.</p> | | |
| Academic Support | | |
| <p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services, for eligible students, with advising, assistance, tutoring, and more.</p> | | |
| Academic Honesty | | |
| <p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedu</p> | | |

Syllabus POLSC-10 – Del Norte Education Center

[resrev1.pdf](#) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior. In such cases, where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedureSrev1.pdf

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for the Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at

(<http://www.redwoods.edu/District/Maps/dnmap.asp>). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the campus authorities.

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus, you can receive an alert through your personal email, and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety, [707-476-4112](tel:707-476-4112), security@redwoods.edu, if you have any questions.

Welcome to US Government & Politics, POLSC 10. The goal of this course is to give students a relevant understanding of how our complex government operates by describing the basic ideas, structure, and influences on our government and how politics work. This course addresses both philosophic roots and the contemporary operation of American national, state, and local governments. Specific topics include constitutional development, federal-state relations, and the rights and obligations of citizens under both the federal and the California constitutions. We also explore factors that influence our government: elections, political parties, the media, public opinion, and special interest groups. Students become familiar with policies, domestic and foreign, and how they are made. This course analyzes what, exactly, is American “politics”. We discuss news events and connect them with the foundations, institutions, and political systems of our government.

Outcomes: 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 Constitutions;
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); and
5. Analyze contemporary issues facing California and the US system of government.

Format: The class is a combination of lecture, discussion, and activities.

Texts: The American Political System. Ken Kollman. ISBN: 978-0-393-28357-0

Grading:

| | |
|---------------------------|----------|
| 3 Exams: 100 pts. Each | 300 pts. |
| 1 research paper 100 pts. | 100 pts. |
| Class Discussion 50 pts. | 50 pts. |
| News Summary | 100 pts. |

Total: 550 pts

Exams: There will be three exams that cover multiple chapters and themes. These exams will include essay based questions that can include questions from the textbook, classroom lecture, and reading assignments given during class. Exams will be given over Canvas.

Research Paper:

In addition to class participation, the news summary, and exams, a research paper is also required. The research paper should be 5-7 pages in length, typed, double spaced, with a cover page and references page (not counted in the page length requirement), using APA citations.

The format of the paper should include but is not limited to: Introduction, summary of each amicus curie brief provided, summary of oral arguments, and then an answer question posed to the Supreme Court while referencing information for the amicus curie briefs, and a conclusion.

A minimum of 6 scholarly sources outside of the textbook are required (most of the sources are provided). The research paper should analyze the Supreme Court case Masterpiece Cakeshop, Ltd., et al., Petitioners

v. Colorado Civil Rights Commission, et al. The question before the Supreme Court is “Whether applying Colorado’s public accommodations law to compel Phillips to create expression that violates his sincerely held religious beliefs about marriage violates the Free Speech or Free Exercise Clauses of the First Amendment.”

Using oral arguments, amicus curiae briefs, and at least two other sources not provided, summarize the arguments for and against Masterpiece Cakeshop and answer the question before the Supreme Court. It doesn’t matter which side you support in the case as long as your answer is supported. The website <http://www.scotusblog.com/case-files/cases/masterpiece-cakeshop-ltd-v-colorado-civil-rights-commn/> may help you in your research.

How to Cite Amicus Curiae Brief:

Example: Brief for Ringling Bros.-Barnum & Bailey Combined Shows, Inc. et al. as Amici Curiae Supporting Respondents, *Mosely v. V Secret Catalogue, Inc.*, 537 U.S. 418 (2003) (no. 01-1015), 2002 WL 1987618.

This is the form you would use in the reference list at the end of you paper. When referring to the brief in the text of your paper, APA says to use the simple citation form for an anonymous work, which is case name, year in parentheses.

Example (*Mosely v. V Secret Catalogue*, 2003).

News Summary:

Over the course of the semester you are required to identify one particular news worthy topic and follow the story through various news outlets. Below you can see some of the possible news sources to use. Topics for the story may include but not limited to: National issues, international issues, the President, Congress, US economy, or the world economy. At least four of the news sources listed below need to be used as well as two others of your choice not from this list. The paper will need to be between 4-6 pages and include information from articles published in August, September, October, and November.

NY Times nytimes.com

Washington Post washingtonpost.com

The Economist economist.com

The Atlantic theatlantic.com

CNN cnn.com

Fox News foxnews.com

MSNBC msnbc.com

BBC bbcnews.com

Time time.com

Reuters reuters.com

Class Discussion:

Students will also be graded on class participation. Participation is not judged by merely showing up to class but taking an active role in discussions and debates.

Expectations:

1. Show up to class on time and be prepared to participate in the lecture and discussion that day.
2. Be courteous not only to myself but to your fellow classmates. One can disagree and debate without it becoming personal.
3. Late assignments will not be accepted. There is one exception to this rule, I understand that life happens and I will offer a one day grace period for one assignment for the entire course. I am giving you the due dates for each assignment in the syllabus so you can plan accordingly.
4. No cheating, plagiarism, etc. View the school policy on academic misconduct.
5. Challenge yourself. One of the hardest things in the world to do is admit when one is wrong (I am guilty of this myself), but in order to learn we have to accept that we don't know everything and some of our preconceived ideas may be wrong. Just as I intend to challenge you, I ask that if you feel I am wrong you have the right to challenge me but just as I will bring facts to my discussions if you think that I am wrong bring with you facts from reputable sources not emotions.

Schedule (Subject to change)

| | | |
|----------|--------|----------------------|
| POLSC-10 | | |
| Week 1 | 21-Aug | Introduction |
| | 23-Aug | US Chapter 1 |
| Week 2 | 28-Aug | US Chapter 2 |
| | 30-Aug | US Chapter 2 |
| Week 3 | 4-Sep | US Chapter 3 |
| | 6-Sep | US Chapter 4 |
| Week 4 | 11-Sep | US Chapter 4/ Exam 1 |
| | 13-Sep | US Chapter 5 |
| Week 5 | 18-Sep | US Chapter 5 |
| | 20-Sep | US Chapter 6 |
| Week 6 | 25-Sep | US Chapter 6 |
| | 27-Sep | US Chapter 7 |
| Week 7 | 2-Oct | US Chapter 8 |
| | 4-Oct | US Chapter 8/ Exam 2 |
| Week 8 | 9-Oct | US Chapter 9 |

| | | |
|----------------|------------|-----------------------------------|
| | 11- Oct | Chapter 9 |
| Week 9 | 16- Oct | US Chapter 10 |
| | 18- Oct | US Chapter 10 |
| Week 10 | 23- Oct | US Chapter 11 |
| | 25- Oct | US Chapter 12 |
| Week 11 | 30- Oct | US Chapter 12 |
| | 1- Nov | US Chapter 13 |
| Week 12 | 6- Nov | US Chapter 13 |
| | 8- Nov | US Chapter 14/News Summary Due |
| Week 13 | 13- Nov | US Chapter 14 |
| | 5- Nov | US Chapter 15 |
| Week 14 | 20- Nov | Fall Break |
| | 22- Nov | Fall Break |
| Week 15 | 27- Nov | US Chapter 16 |
| | 29- Nov | US Chapter 17 |
| Week 16 | 4- Dec | US Chapter 17/ Research Paper Due |
| | 6- Dec | Open Discussion |
| Finals Week | | |