

## Syllabus for POLSC10 – V8171

<b>Semester &amp; Year</b>	Spring 2019	
<b>Course ID and Section #</b>	POLSC 10 – V8171	
<b>Instructor's Name</b>	Nicola Walters	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	O/L
	<i>Office hours</i>	O/L
	<i>Phone number</i>	505-577-3528
	<i>Email address</i>	Via Canvas
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	1. By the People (3 <sup>rd</sup> Edition) 2. Democracy for the Few (9 <sup>th</sup> Edition)
	<i>Author</i>	1. James A. Morone, Rogan Kersh 2. Michael Parenti
	<i>ISBN</i>	1. 978-0190298890 2. 978-0495911265

### Course Description

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.

### Student Learning Outcomes

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.

### Necessary Computer Skills

Online courses require adequate computer skills. You should be able to navigate the course websites, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course. You may be required to record video on a phone or computer and submit video files to Canvas.

### Technology Requirements (computer, other hardware, and software)

**Computer** – A reasonably current computer is needed for this class. A mobile device with the Canvas App can be used for some functions, but you should not rely on a mobile device to complete all of the course requirements. A computer is required to successfully complete this course.

**Hardware** – Webcam or other device that creates videos – In order to participate in some of the course activities or assessments you will need a device that creates videos.

**Internet Access** - A reliable, high-speed broadband connection is needed for this course.

## Software

Canvas - This course uses an online Learning Management System (LMS) called Canvas, which is provided by the college. To get to the class you will need to log in to: [redwoods.instructure.com/login](https://redwoods.instructure.com/login) and select “ \_\_\_\_\_ – \_\_\_\_\_ ” – Your login name will be your first initial, last name, last three digits of your student I.D number (sgarcis567), your password is your eight digit date of birth (06031996) "

Canvas App - If you have a smart phone or a tablet there is a free Canvas app through the Apple store or an app available at this link for Android devices. However, DO NOT rely on a mobile device and the Canvas App to complete all of the course requirements.

<https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>.

Microsoft Word compatible software - In this course you will need to open and/or create Microsoft Word compatible documents. All students at CR have access to a free Microsoft 360 account There are also other free software options available such as Google Docs (see <https://www.google.com/docs/about/>) or LibreOffice (see <https://www.libreoffice.org/>) and many more. If you use Pages for Mac, you will need to export your files to Word or PDF formats.

Adobe Acrobat Reader – Adobe Acrobat Reader – A free Adobe Acrobat PDF Reader is available which will allow you to open and read PDF files.

## Technology Support

Before contacting Technical Support please visit the Online Support Page at

<http://www.redwoods.edu/online/Help>.

For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support at [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

## 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 at 707-476-4280.

## Regular Effective Contact

Just as I expect you to contact me with questions or concerns, I will also hold myself to a high standard of communication with you as well. I dedicate as much or more time to this class compared to a traditional class. I will access the class website regularly and respond to posted questions and messages within 48 hours. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative feedback to your discussion posts, and emails/messages to students who fall behind. I will provide you will ample time to prepare for any changes that may occur during the semester.

## **Course Communication**

The Inbox section of Canvas allows you to email me directly. Click on the Inbox icon on the side of your screen in Canvas and use this space to contact me with questions or if you are in need of assistance. If you have general information or questions about the class, please post in the Discussions section of Canvas. This area allows you to receive input and feedback from other students. You may also participate in this section by posing questions or sharing resources with other students.

## **Academic Support and Resources**

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. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

## **Academic Honesty**

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/or exam 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500.

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; and 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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 College of the Redwoods:**

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency at the college 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 at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

*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.*

**Proctoring**

Proctored examinations will not be required for this course.

# **POLSC 10: US Government & Politics**

## **Fall 2018 Course Syllabus**

### **Course Introduction**

Welcome to U.S. 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. We will explore how politics work. This course addresses both the philosophic roots and the contemporary operation of national, state, and local governments. 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. This course analyzes what American “politics” is. We discuss news events and connect them to the foundations, institutions, and political systems of our government.

### **Outcomes**

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**

Online: January 19th – May 17th

### **Texts**

**By the People** (3<sup>rd</sup> Edition), James A. Morone & Rogan Kersh, ISBN 978-0190298890.

**Democracy for the Few** (9<sup>th</sup> Edition), Michael Parenti, ISBN 978-0495911265

**Additional readings will be posted online in the Files section of Canvas.**

### **Technology**

If you are experiencing computer glitches or problems with the Canvas site, either contact me at using my phone number\* listed above or email me directly and/or the College of the Redwoods help desk – its@redwoods.edu or call them at 707.476.4160. A live person will respond for help during regular business hours, Monday-Friday. Before contacting me however, I suggest you first try to solve the problem with the help of the guides posted in our course Canvas folder or the help menus. Please note that once you log in to Canvas, there is a fairly extensive on-line help menu keyed to each feature (tool) of our website.

**For professional computer/technical assistance, please visit the following website:**

**<http://www.redwoods.edu/departments/distance/tutorials/>**

**For Distance Education Resources:**  
<https://www.redwoods.edu/online>

*\* The best way to reach me is usually via email through the Messages tool of our Canvas course webpage. By emailing me through our Canvas website, rather than sending me a direct email via the main CR website (@redwoods.edu), I can better keep track of all of your e-mail messages. If the matter is too urgent or complicated to be handled via email, then by all means call me directly.*

## **Expectations**

**1.** U.S. Government and Politics is a participatory subject. It is learned not only by reading and writing, but also through discussion and debate. For this reason, regular participation is critical to your success in this class. You will need to carefully read textbook chapters, participate in online activities and watch online lectures and videos, participate in online discussions, complete weekly discussion assignments, and submit written assessment papers. Conscientiousness, attention to details, and skills in reading and writing are critical for success. Each assignment, which includes lectures by video and prompts for discussions, will be included in the Modules section of Canvas.

**Please note: Non-participation for two weeks of assignments may result in involuntary withdrawal.**

**2.** Students are expected to complete each assignment by the scheduled date. If for some reason you need to reschedule a test or assignment, please let me know as soon as possible.

**3.** Late discussion posts will not be accepted. Late exams/assessments will not be accepted. Late news analyses will receive a late score – to be assessed by the instructor.

**4.** Academic dishonesty is taken very seriously and will not be tolerated. Violations of cheating, plagiarism, collusion, abuse of resource materials, computer misuse, etc. will be dealt with according to the procedures and sanctions outlined by the College of the Redwoods. Presenting the words or ideas of someone else as though they are your own is plagiarism. It is the most serious academic offense. You must *always* provide citations (including page number or specific URL) for direct references to information provided by others, whether or not it is a quotation. Copying distinctive phrases, sentences, or paragraphs from the work of another (whether a classmate, newspaper, book, or website) is never acceptable unless it is a direct and accurate cited quotation. Copying – or cutting and pasting – someone else’s writing into your paper and then changing a few words is plagiarism, *even if you cite it!* You should *never* “write” an assignment by cutting and pasting information into your document from any other sources, even if you revise it with your own words later. Plagiarism in any form can result in failure of this course and disciplinary action by the university. If you are unsure about this matter, please talk to me in advance.

**5.** This class provides a unique opportunity to engage with politics in an online setting. Because of the subject matter, we will be discussing perspectives, beliefs, and values, entwined in the subject of American politics. Even though we are online, I ask that we treat our online space just as we would a regular classroom. Please honor the rights of each other to explore these challenging concepts in a safe, thoughtful, respectful, and courteous environment. Inappropriate behavior will result in consequences as outlined in the Student Code of Conduct. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please speak with me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

## Expectations of the Student

1. **Log into the course daily. Participate.**
2. Expect to spend about 4-5 hours per week working on this course.
3. Prepare to the best of your ability for every aspect of this course.
4. Take the opportunity to learn how to write your own thoughts; don't plagiarize. Be sure to give credit where credit is due and cite your sources or use footnotes or endnotes.
5. Learning through collaboration (defined as working with or learning from another) is an effective tool used in this class and in your future employment. When I expect you to collaborate, I'll make it very clear in the assignment instructions. All other work in this class is to be done independently.
6. If you haven't already, read the Student Code of Conduct to make sure you understand the importance of your academic integrity.

## Expectations of the Instructor

If we all live up to our academic responsibilities, this course will be meaningful for all who participate. Please feel free to discuss these points with me at any time during the course this semester.

1. I will prepare and review course materials to be as current and accurate as possible.
2. I will be available to answer questions or issues that may arise for you during this course. **Expect a 48-hour turnaround time for response to emails.**
3. I will try to the best of my ability to prepare you for the exams and other assessments in this course.
4. I will utilize fair and honest evaluation techniques for each assignment required for this course.
5. To the best of my ability, make this a valid and worthwhile learning experience.
6. I will do my best to address the needs of a diverse range of learning styles in this course.
7. I will make every effort to follow QLT (Quality Learning and Teaching) best practices.
8. I will only share your student information per FERPA guidelines.

## Assignments & Grading

1. **Participation – 30 pts. each. (20 points for primary post and 5 points for each reply post. Be prepared to contribute to weekly class discussions. You will be prompted each week for a contribution in the Modules section of Canvas, in addition to your weekly news article analysis. Please submit your response and respond to other classmates for full credit.**

Primary Post – Your primary post is your response to the question or scenario provided. This post must:

1. Follow these guidelines.
2. React analytically, not a summary or just a personal example
3. Relate and apply topic to your own personal experience
4. Use correct grammar, spelling, punctuation, and complete sentences
5. Be posted before the deadline
6. Meet the 250-word minimum length

Two Reply Posts -- To receive full points, reply posts will:

1. React thoughtfully to the content of two classmate's primary posts.
2. Focus your reply on your classmate's post, not on your personal experiences

3. Meet the 150-word minimum length
4. Use correct grammar, spelling, punctuation, and complete sentences

\*\* Note on discussion posts: Please respond early to the discussion question. Those who post late often do not receive helpful feedback from classmates.

**2. Weekly News Article Analysis – 20 pts. each.** In addition to your required reading each week, you will be responsible for finding a news article and writing a short analysis. These are 20 points each and you will complete 9 total. Each week you will summarize an article pertaining to American politics and how it influences the current debate on that subject. **Applying the concepts from the readings will strengthen your analysis.** You can use information from past article summaries if you want to focus on one topic throughout the semester. Each week you will have to use a different media source for the articles. Some weeks it will be your choice and other weeks will be set. My goal for these assignments is encourage you to critically engage different news sources – determining credibility, bias, and potential effects.

To receive full credit:

1. The news article must focus on local, state, national, or international political issues. Please include a link to your selected article
  2. It must be submitted on time
  3. Each summary should be about 250-300 words, Times New Roman font, 12-point font
- 3. Quizzes – 30 pts. each.** The Canvas quizzes will relate to the readings in *By the People* and *Democracy for The Few*. They will include multiple choice, short answer, and essay questions. They will be timed and cannot be made up.
- 4. Essay Question Assessments – 100 pts. each. (2 Total)** The section assessments will contain detailed instructions for exam completion and the electronic submission of them via Canvas to the Turnitin.com website. You will not need to give me a hard (paper) copy of them. They are “take-home” essay exams. You will have one week to complete each of them. I will grade them in the Turnitin site, where you can then see both your grades and my comments. Late work is not accepted. Please plan ahead.
- 5. Reflection Activity – 20 pts.** The reflection activity will ask you to think back over the semester and engage some of the key concepts or ideas we explored. The activity will require short responses and will be turned in through Canvas.

**Two Extra Credit Options –**

- A. Community Engagement.** I offer extra credit to students who participate in the community politics. In order to receive extra credit, you must attend a meeting or event and then write a 1-page reflection paper where you not only explain the purpose of the event, but say how it is connected to class. Some examples of qualifying events include: community meetings, rallies, protests, City Council events, student government meetings, etc. If you have questions about what kind of event may qualify, please check with me ahead of time. I will offer you 5 pts. extra credit for each reflection paper you turn in following an event. Reflections must be 1 page, typed, 12 point font, double spaced, Times New Roman.
- B. Critical Culture.** In order to receive extra credit, you must choose something in the media to critically engage: **this means to try to analyze the message and the intended meaning.** You



could choose political cartoons, video clips, commercials, movies, tv shows, memes, or anything that exists out there in the world. To get full credit: 1. Write a 1-page reflection paper. 2. Explain what your media selection is about. (What is the message/intended meaning?) 3. How it this connected to class discussions or readings? 4. Include a link to the media you have selected to analyze. I will offer you 5 pts. extra credit for each critical culture paper you turn in. Papers must be 1 page, typed, 12-point font, double spaced, Times New Roman.

### Point Totals

**Discussion Participation** = 420 points

**Weekly News Analyses** = 180 points

**2 Quizzes** = 60 points

**2 Essay Assessment Papers** = 200 points

**1 Online Assignment** = 20 points

**Reflection Activity** = 20 points

**Total Semester Points** = **900 points**

### Grading Breakdown

**A** = (94-100%); **A-** = (90-93%)

**B+** = (87-89%); **B** = (83-86%); **B-** = (80-82%)

**C+** = (77-79%); **C** = (73-76%); **C-** = (70-72%)

**D+** = (67-69%); **D** = (60-66%)

**F** = ( $\leq$  59%)

\*Incomplete grades will only be assigned due to extraordinary circumstances.

## Schedule

Refer to Canvas for due dates for each assignment, as well as the Assignment Details for more information on these assignments. Each student is responsible for completing all assignments and activities as specified by the instructor. **In rare cases due dates and assignments may be subject to change.**

<p>Week 1 <b>January 21–January 27</b></p>	<p><b>Section 1:</b> <b>The Spirit of American Politics</b></p>	<p>Learning Unit 1: Unpacking American Politics <b>Complete Module 1</b> <b>By Wed.</b> (11:59 p.m.): Primary Post <i>(Student Introduction)</i> <b>By Sun.</b> (11:59 p.m.): Two reply posts</p>
<p>Week 2 <b>January 28–February 3</b></p>		<p>Learning Unit 2: Ideas that Shape America <b>Complete Module 2</b> <b>By Wed.</b> (11:59 p.m.): Primary Post <b>By Sun.</b> (11:59 p.m.): Two reply</p>

		posts <b>By Sun.</b> (11:59 p.m.): NYTimes News Analysis Due
Week 3 <b>February 4–February 10</b>		Learning Unit 3: Constitution and Federalism <b>Complete Module 3</b> <b>By Wed.</b> (11:59 p.m.): Primary Post <b>By Sun.</b> (11:59 p.m.): Two reply posts <b>By Sun.</b> (11:59 p.m.): Assessment Quiz Due <b>By Sun.</b> (11:59 p.m.): Washington Post News Analysis Due
Week 4 <b>February 11–February 17</b>		Learning Unit 4: Civil Liberties and Civil Rights <b>Complete Module 4</b> <b>By Wed.</b> (11:59 p.m.): Primary Post <b>By Sun.</b> (11:59 p.m.): Two reply posts <b>By Sun.</b> (11:59 p.m.): CNN News Analysis Due
Week 5 <b>February 18–February 24</b>	<b>Section 2:</b> <b>By the People, For the People</b>	Learning Unit 5: Political Behavior <b>Complete Module 5</b> <b>By Wed.</b> (11:59 p.m.): Primary Post <b>By Sun.</b> (11:59 p.m.): Two reply posts <b>By Sun.</b> (11:59 p.m.): Bloomberg News Analysis Due
Week 6 <b>February 25–March 3</b>		Learning Unit 6: Political Participation <b>Complete Module 6</b> <b>By Wed.</b> (11:59 p.m.): Primary Post <b>By Sun.</b> (11:59 p.m.): Two reply posts <b>By Sun.</b> (11:59 p.m.): Al Jazeera News Analysis Due
Week 7 <b>March 4–March 10</b>		Learning Unit 7: Mass Media <b>Complete Module 7</b> <b>By Wed.</b> (11:59 p.m.): Primary Post

		<p><b>By Sun.</b> (11:59 p.m.): Two reply posts</p> <p><b>By Sun.</b> (11:59 p.m.): Fox News Analysis Due</p>
<p>Week 8 <b>March 11–March 17</b></p>		<p>Learning Unit 8: The Environment is Political</p> <p><b>Complete Module 8</b></p> <p><b>By Wed.</b> (11:59 p.m.): Primary Post</p> <p><b>By Sun.</b> (11:59 p.m.): Two reply posts</p> <p><b>By Sun. (11:59 p.m.):</b> Assessment Quiz</p>
<p><b>March 18–March 24</b></p>	<p>Spring Break</p>	
<p>Week 9 <b>March 25–March 31</b></p>	<p><b>Section 3: Engaging Structures</b></p>	<p>Learning Unit 9: Campaigns and Elections</p> <p><b>Complete Module 9</b></p> <p><b>By Wed.</b> (11:59 p.m.): Primary Post</p> <p><b>By Sun.</b> (11:59 p.m.): Two reply posts</p> <p><b>By Sun. (11:59 p.m.):</b> <i>Your Choice</i> News Analysis Due</p>
<p>Week 10 <b>April 1–April 7</b></p>		<p>Learning Unit 10: Political Parties</p> <p><b>Complete Module 10</b></p> <p><b>By Wed.</b> (11:59 p.m.): Primary Post</p> <p><b>By Sun.</b> (11:59 p.m.): Two reply posts</p> <p><b>By Sun. (11:59 p.m.):</b> Assessment Paper Due</p>
<p>Week 11 <b>April 8–April 14</b></p>		<p><b>Complete Module 11:</b> California Politics</p> <p><b>By Wed.</b> (11:59 p.m.): Primary Post</p> <p><b>By Sun.</b> (11:59 p.m.): Two reply posts</p> <p><b>By Sun. (11:59 p.m.):</b> Online Assignment</p>

<p>Week 12 <b>April 15–April 21</b></p>		<p><b>Complete Module 12:</b> Local Politics  <b>By Wed.</b> (11:59 p.m.): Primary Post  <b>By Sun.</b> (11:59 p.m.): Two reply posts  <b>By Sun. (11:59 p.m.):</b> <i>Local News Source</i> News Analysis Due</p>
<p>Week 13 <b>April 22–April 28</b></p>	<p>Tribes</p>	<p><b>Complete Module 13:</b> Tribes  <b>By Wed.</b> (11:59 p.m.): Primary Post  <b>By Sun.</b> (11:59 p.m.): Two reply posts  <b>By Sun. (11:59 p.m.):</b> <i>Article about a California Tribe/By a Tribal Newspaper</i> News Analysis Due</p>
<p>Week 14 <b>April 29–May 5</b></p>	<p><b>Section 4: Reform, Transformation, Resolution</b></p>	<p><b>Complete Module 14</b>  <b>By Wed.</b> (11:59 p.m.): Primary Post  <b>By Sun.</b> (11:59 p.m.): Two reply posts</p>
<p>Week 15 <b>May 6–May 12</b></p>		<p><b>Complete Module 15:</b> Reflection Activity  <b>By Sun. (11:59 p.m.):</b> Reflection Activity Due</p>
<p>Finals Week <b>May 13-May 17</b></p>		<p><b>By Fri. (11:59 p.m.):</b> Assessment Paper Due</p>