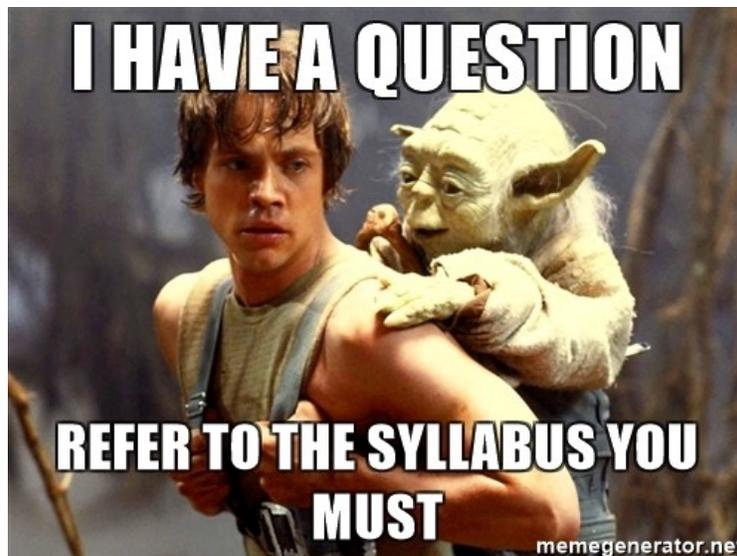


POLS& 202: American Government

Bellevue College, Winter 2019

Course Details

Class Sessions:	Daily sections 8:30am – 9:20am L221/ 10:30am- 11:20am D274B/ 12:30pm-1:20pm R204
Instructor:	Clifford Cawthon, MA
E-mail:	clifford.cawthon@bellevuecollege.edu
Phone:	425.564.6159
Office Location:	A200F
Office Hours:	M/W 7:00am-8:00am. <i>I will also be available by appointment</i>



Course Description

Analyzes constitutional government in America in terms of the theory and practices of democracy. Students investigate issues of individual rights, popular representation, and responsible leadership.

Course Learning Outcomes

After completing this class, students should be able to:

- Evaluate the basic nature of Constitutional government in America.

- Understand concepts such as separation of power and checks and balances as outlined in the constitution.
- Recall and define problems of individual rights, popular representation and responsible leadership.
- Identify roles of the Executive department, the Congress, and the Judicial branch.
- Have an understanding of the public policy making process in the U.S.
- Have the skills and knowledge necessary for analyzing American politics according to the ideals of American democracy.

Books and Required Materials

The textbook for the course is [2017's American Government in Black and White ed. McClain, Tauber](#). The book is available in the campus bookstore and you can purchase it used online as well. I will make the first week's textbook readings available as a PDF file on Canvas but you need a copy of the textbook by the second week of class. We will be reading extensive supplemental materials, which will be available on our Canvas website or in-class. **Each assigned reading is to be completed before the class session for which it is scheduled. Moreover, you will be required to print out each of these readings and make a binder for yourself.**

I can understand that printing can be expensive and that you have a printing quota each quarter based upon technology fees. This quota is not likely to be sufficient for you to print all the materials and assignments for every course. I suggest that you visit any of the libraries within the [King County library system](#), which provides library users with 75 'units' of free printing per week. Also, strategically time when you print certain passages.

Suggested materials

In addition to the required materials, I may also suggest reading materials that are not mandatory to read but, will may add context and/ or content to your experience during the lesson. All of the suggested materials are admissible for any exam or project.

Other materials

To successfully complete this course, you will be asked to subscribe to one of the following newspapers:

- The New York Times
- The Seattle Times
- Crosscut (Online Publication)
- Financial Times
- The Washington Post
- The Wall Street Journal
- USA Today

For information on who represents you in the State Legislature and Congress are located [here](#). For county and local representatives, please speak with me and I'll refer you to the proper resources.

Please note, that I only receive assignments (except tests) through canvas. I will not accept assignments, regardless of circumstances through email or on paper, unless specified otherwise.

Course Goals (broader, long-range intended objectives)

Cognitive objectives:

- Develop a basic understanding of the scientific study of politics as the study of social conflicts and resolutions;
- Understand the role, power, and functions of government. This includes developing an ability to identify the role of elite control of American Government;
- Understand the role and power of citizens (individually and in collective action) in the political environment.

Affective Objectives:

- Understand the effects of political ignorance and understand and care deeply about political knowledge;
- Understand how power and various "social forces" work in the political process;
- Care about systems of domination and understand the nature of resistance in the U.S. political system.

Behavioral Objectives:

- Be able to identify weak arguments and respond with informed knowledge and critical analysis;
- Be able to reflect upon political socialization in order to communicate and act based upon informed knowledge and critical analysis;
- Be able to efficiently find strong sources of information in an oversaturated information environment;
- Be able to act effectively in the world based upon political knowledge.

Grading

Course Assessments	Percentage
U.S. Government and Politics Quizzes	20%
Civic Engagement challenge	15%
Political Literacy Assignment (4)	15%
Midterm	20%
Final Exam	20%
Discussion Boards (5)	10%
Total	100%

Letter Grade	Percentage
A	92 - 100%
A-	90 - <92%
B+	88 - <90%
B	82 - <88%
B-	80 - <82%
C+	78 - <80%
C	72 - <78%
C-	70 - <72%
D+	68 - <70%
D	60 - <68%
F	<60%

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U.S. Government and Politics Quizzes: 20% of grade

Every week a short on-canvas quiz that will be given to assess your understanding of the material from that week. These quizzes will be based upon the textbook and the lecture material.

Civic Engagement Challenge: 15% of grade

It's not just enough to learn about politics from a book or a lesson, to get a holistic education you should experience politics. During this course, I will ask you to attend public events and participate in political events on a non-partisan basis.

There will be three parts to this challenge.

Part 1- Non-partisan Voter Registration.

You will register yourself and one other person to vote. This will be done using Washington's online [voter registration platform](#). Please submit a screenshot to canvas for this assignment. Consult the calendar for the due date.

Part 2- Public Events or Meetings

Attend one of the following and submit proof that you attended to a canvas inbox, unless your instructor is present. Consult the calendar for the due date.

- A protest/ demonstration or rally.
- A public meeting.
- An electoral event (rally, planning meeting, fundraiser, etc...)
- An organizing meeting with a local community organization or campaign.
- A meeting with a state legislator or your member of Congress.

Part 3- See Govt. work...but, for whom?

Please look up your city or town's council's calendar (e.g. the City of Bellevue is [here](#)) and attend a city council meeting. You will be required to submit a copy of the agenda of the meeting and a selfie from the meeting that you were at. Consult the calendar for the due date.

Political Literacy Assignment

15% of grade

During the course you will be required to write a small essay based on a prompt. This piece will be 600 words in length and challenge you to critically analyze and assess the problem or event that is the focus on the prompt. Note that you will have to use **APA citation for this assignment and include a bibliography** see the plagiarism/ academic standards section for this.

Midterm Exam:

20% of grade

During week 6 of the quarter there will be a take-home midterm. The test will cover the content from the first half of the class and will be an essay-based assessment. In contrast to the quizzes (which will assess your knowledge of governmental structures), the midterm will assess your conceptual understanding of the course material.

Final Exam:

20% of grade

During finals week there will be a final exam in class. The exam will cover the content from the second half of the class and will be made up of multiple choice, true-false questions, and there will be a small written essay. This final examination will test your grasp of both the structural and conceptual features of American government.

Discussion Boards:

10% of grade

Occasionally discussion boards will be opened to continue a discussion from class. These will be opened on an ad-hoc basis as homework. These discussion boards will follow the community expectations and agreements outlined below. Your responses should be informed (no conspiracy theories, ad hominem or red herring arguments, etc...) but, these are designed to be collective learning experiences. Your responses will be graded on a 1-5 scale based on the level of quality they display (i.e. clarity of thought, effort and development, and relevance).

Attendance Policy

To succeed, you need to come to class. In fact, if you come to class, you will most definitely succeed!

In this course, an incentive system will be put into place to reward those who attend class and support their efforts. A sign-in sheet will be distributed/ administered in class for 60% of the quarter, at random by the instructor. Individuals who attend class 70% of the time that the sign-in sheets are distributed will receive 5 extra points on their final exam. Those who do not attend class (unless they submit a valid excuse as to why they couldn't attend, and gain permission within 12 hours of class from the instructor) at least 70% of the time will have 5 points deducted from their final exam.

Community Expectations

REMEMBER: How, Why and Wonder!

This is a college course so we're all adults here, or emerging adults. We all have a role in your learning process. The motto for this class is *how (learning how things really work), why (breaking apart fallacies, misconceptions and dichotomies) and wonder (dream! What can you do to change things).*

As a member of our learning community, you have a responsibility to your own education and I have a responsibility to support your education as fairly and thoroughly as I can. Though, that relationship is reciprocal, it's not transactional. This means that while I expect you to complete assignments and readings on-time, I will never withdraw my support from you. My interest is in making sure that you succeed regardless of background, beliefs, opinions or past attitudes. I want this to be a supportive place for you to develop and grow.

Taking responsibility for your education also requires you to reach out when you need assistance. Many students often ignore this part of the syllabus, even though they are thoroughly disinterested in politics, or find my lectures boring (it's okay, I can be boring) or outright don't put in the effort; and find themselves in trouble when, regardless of the circumstance my *office hours are always open*. During my office hours, I can explain things to you and provide you with extra context aside from the main lecture or seminar in class. I will do my best to accommodate your schedule and make myself available for questions.

There are no “dumb” questions in this course. If you are confused about something, please ask, or take the time to find the answer by either: a) flexing your research muscles; b) forming a study group for long-term support; c) email me or post a question to the “Ask the Professor” discussion board.

Community Agreements

This is never a pleasant section to discuss but, as a public institution, Bellevue College has a [Code of Conduct and Regulations](#) that, as a student, you are bound to follow.

In this particular class, there are a few community agreements (a.k.a. rules) that will be central to all of us making sure you are successful, so we can all be successful:

1. Respect: This is fundamental to our success. Everyone comes into this classroom with a valid viewpoint. Each of us deserves to be seen as worthwhile and each of us must give that respect to the other. This means that this classroom is a ***no shame zone. You will not be judged by myself or anyone else in class for the way you look, the way you ask a question, for asking a question, for having trouble with the coursework, for who you are and for being yourself. In fact, on the last point, you'll be applauded for being yourself!***

2. Disagree but, don't be disagreeable: If someone makes a point that you disagree with or find downright distasteful, don't make it personal. Just disagree and move on- or come up with a good argument.

3. Integrity: Take responsibility for what you have done.

4. Don't Plagiarize! Don't copy others work and submit it as your own. We will find out.

5. Step up, step back: If you like to contribute to classroom conversations, contribute to the learning of your fellow students who may be a bit more shy and create space for them to

speak up. It's not a bad thing to contribute but, sometimes one can take up more space and marginalize others without intending to.

6. Everyone is everyone: this is a space for all races, classes, genders, sexualities, nationalities, and persons. Racism or any other oppressive slurs or behavior **will not be tolerated and result in your immediate exit from the course.** That goes for harassment as well (see point #1).

Late work and Classroom Policies

Late work: Assignments are due on the date listed in the course schedule and the quizzes/tests will be in-class on the date listed in the schedule. You will have a period of two weeks after the assignment due date to turn in late work for 85% of the grade. This means that if you turn in work during this two-week period, I will multiply your final score by 85/100.

You do not need to ask me to turn in work during this period; all you need to do is turn it in. Late work may lead to delays in grading and delays in instructor feedback, as I will prioritize work that is turned in on time. In-class quizzes and tests do not qualify for this policy.

If your work is more than two weeks late or you are falling behind due to emergency/unforeseen circumstances, you can work with me to create an individualized plan. Please do not make requests for extensions in person at the beginning or end of a class period because it is difficult for me to properly keep track of agreements made hastily. Instead, email me at clifford.cawthon@bellevuecollege.edu or please schedule a time to meet with me or come to my office hours.

English Second (or more) Language Students: If English is your second language, you can use a translation dictionary during in-class assessments (quizzes and exams). The dictionary must be a book not an electronic dictionary, and it must be the type of translation dictionary that only includes the translation, not the definition. If English is a second (or third or fourth) language, I encourage you to talk with me directly so that we can make sure the learning environment works for you.

Electronics Policy: At the beginning of class please turn your phone or laptop away. Unless I state otherwise, phones are not allowed in class. Laptops are allowed for note-taking only. Students who use their laptops for notes due to a special accommodation must, have an accommodation note from the *Disability Resource Center*.

If at any point you feel that you need to use your device(s) for communications, please quietly get up and do so outside.

To respect the wishes of others, by default there is no recording of any audio or video allowed in the classroom; unless you have my explicit consent to do so. Nevertheless, if any of these policies prohibit you from being able to learn in the fullest possible way, please meet with me to work out an individualized solution.

Email and Canvas Inbox: Canvas provides many different places to communicate with me (replies to my feedback/grading, etc.), which can sometimes make communicating more

challenging that it needs to be. The best ways to communicate with me are: in person during office hours (or by appointment); through my BC email; or the Canvas 'inbox'.

Please note, that I only receive assignments (except tests) through canvas. I will not accept assignments, regardless of circumstances through email or on paper, unless specified otherwise.

On my end I will be answering your messages swiftly. However, if I do not answer your inquiry in about a day, you should feel comfortable to follow up. I may check these locations at odd hours, such as at night or over the weekend. But please do not expect me to reply outside of regular business hours. Respect the dynamic that teaching this class is my workplace.

Academic Integrity

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. Such behavior will result in a zero grade for the assignment/exam in question. Please familiarize yourself with BC's Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050p/>.

Plagiarism is expressly forbidden in my class, though I do understand that sometimes people will not understand how to cite a source correctly or offer a bibliography.

In the case of plagiarism, there is a three-tiered process to addressing this issue:

1. An informal warning including counseling on the details of citation.
2. A formal warning that will include documentation of the incident.
3. Reporting the behavior to the school.

Institutional Commitments and Policies

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Important Resources/Services

Disability Resource Center – B132

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call the reception desk at (425) 564.2498. Deaf students can reach the DRC by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit the website at [Disability Resource Center](#) for application information and other helpful links.

Multicultural Services – 2nd Floor of B building (above the bookstore)

Multicultural Services (MCS) is a student-centered service program on campus that is designed to support all students in general, and diverse student populations in particular. MCS is a broad program that can assist students with tutoring in Math and English as well as help students locate community resources such as food and housing assistance. Please familiarize yourself with MCS by stopping by or visiting: bellevuecollege.edu/mcs/

Counseling Center – 2nd Floor of B building (above the bookstore)

The Counseling Center provides personal, career, and academic counseling for all registered BC students. The Counseling Center can be a helpful place for locating community resources (referrals) as well as free counseling appointments with the center's staff of licensed mental health counselors. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: bellevuecollege.edu/counseling/

Course Calendar

Week 1. Introductions & Fundamentals- NO TEXTBOOK REQ.

WEDNESDAY, 1.2- HELLO!

THURSDAY, 1.3- CLASSROOM CULTURE AND HOW TO DO RESEARCH, CITE AND SUCCEED

FRIDAY, 1.4- WHAT IS A REPUTABLE SOURCE? WHY IS AMERICAN POLITICS SO CONFUSING?
SEMINAR DAY!

Week 2 – Understanding American Politics, Race/ Identity and the Constitution- TEXTBOOK Ch. 1-2

Monday, 1.7- The nature of government

Tuesday, 1.8- What are the racial and philosophical foundations of the U.S.?

Wednesday, 1.9- The politics of America's founding- SEMINAR DAY!

Thursday, 1.10- U.S. Constitution 101: structure and history

Friday, 1.11- U.S. Constitution 102: history continued and critical views.- SEMINAR DAY!

Week 3 – Federalism and Civil Liberties and Civil Rights- TEXTBOOK Ch. 3-5

MONDAY, 1.14- WHAT IS FEDERALISM?

TUESDAY, 1.15- HOW DOES FEDERALISM WORK?

WEDNESDAY, 1.16- POLITICAL, SOCIAL AND ECONOMIC INEQUALITY IN THE U.S.A.

THURSDAY, 1.17- WHAT ARE CIVIL LIBERTIES?

FRIDAY, 1.18- WHAT ARE CIVIL RIGHTS?

Week 4 – Congress and the Legislative Process- TEXTBOOK Ch. 6

Monday, 1.21- NO CLASS

Tuesday, 1.22- The nature of representation

Wednesday, 1.23- The lawmaking process

Thursday, 1.24- The realities of Congress and the politics of lawmaking.

Friday, 1.25- What impacts Congressional and State Legislative decision-making- SEMINAR DAY!

Week 5- Public Opinion, Voting and Elections- TEXTBOOK Ch. 10 and 15

Monday, 1.28- The Ins and Outs of Public Opinion

Tuesday, 1.29- The Mechanics of Public opinion across race, Gender and Class

Wednesday, 1.30- Elections and Voters!

Thursday, 1.31- Political Parties and Campaigns- SEMINAR DAY!

Friday, 2.1- The limits and realities of a campaign and election.

Week 6 – Interest Groups- TEXTBOOK Ch. 13

MONDAY, 2.4- WHAT ARE INTEREST GROUPS?

TUESDAY, 2.5- REVIEW CLASS

WEDNESDAY, 2.6- MIDTERM EXAM!

THURSDAY, 2.7- NO CLASS

FRIDAY, 2.8- WHAT DO INTEREST GROUPS DO?

Week 7 – The Presidency and Domestic and Foreign policy-making- TEXTBOOK Ch. 7

Monday, 2.11- The office of the President of the U.S.

Tuesday, 2.12- The power and the impact of the presidency.

Wednesday, 2.13- The organization of the executive branch, in action!- SEMINAR DAY

Thursday, 2.14- How the Presidency effects you!

Friday, 2.15- How domestic/ foreign policy is set and enacted.

Week 8 – HYBRID WEEK: Social Movements pt. 1/ The Bureaucracy- TEXTBOOK Ch. 12 and 8

Monday, 2.18- NO CLASS

Tuesday, 2.19- Social Movements: History, Definitions and Politics

Wednesday, 2.20- Social Movements: History, Definitions and Politics pt. 2

Thursday, 2.21- The Bureaucracy: Organization and Administration

Friday, 2.22- How the bureaucracy works.

Week 9 – The Media & Media Literacy- TEXTBOOK Ch. 11

Monday, 2.25- What is the Media?

Tuesday, 2.26- The fundamentals of media literacy and theory.

Wednesday, 2.27- The Media Industry

Thursday, 2.28- Stereotypes and Fallacies in the Media.- SEMINAR DAY.

Friday, 3.1- What is so-called Fake News?

Week 10— The Judiciary- TEXTBOOK Ch. 9

Monday, 3.4- What is the Court?

Tuesday, 3.5- Judicial Powers and Limitations.- SEMINAR DAY.

Wednesday, 3.6- Judicial Politics- SEMINAR DAY.

Thursday, 3.7- History and important decisions made by the SCOTUS.

Friday, 3.8- History and important decisions made by the SCOTUS, pt. 2

Week 11 – Let’s wrap it up- Reading will be provided.

Monday, 3.11- SPECIAL SESSION: How to organize social movements.

Tuesday, 3.12- SPECIAL LECTURE: Inequality in the U.S.A.. Considering perspectives on Race, Gender and Class. NO READING REQUIRED.

Wednesday, 3.13- OPEN DAY/ SEMINAR DAY

Thursday, 3.14- OPEN DAY

Friday, 3.15- Review Class

Week 12 –

Monday, 3.18- Review Class

Tuesday, 3.19- NO CLASS

Wednesday, 3.20- NO CLASS

Thursday, 3.21- NO CLASS

Friday, 3.22- Final Exam at 7:30am

LAST THING....

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