

**POLS& 202: American Government**  
**Course Item #: 5365**  
**Bellevue College, Fall 2019**  
**September 13th-December 6th**  
**2019**

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## **Course Details**

**Class Sessions:** ONLINE ONLY

**Instructor:** Jabril Hassen, MACJ

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**Phone:** 425-564-3225

**Office Location:** A200F

**Office Hours:** Mondays-Wednesdays from 9:30AM-1:00 PM/Appointment

## **Course Description**

The purpose of this course is to expose and familiarize students with the construction, components, and institutional behaviors of American political systems.

As such, students will utilize key frameworks rooted in race, class, and gender to contextualize governmental functions and legislation. The primary goal of this course is to introduce key concepts of our political system through a “critical” lenses.

## **Course Learning Outcomes**

After completing this class, students should be able to:

1. Evaluate the basic nature of Constitutional government in America.
2. Understand concepts such as separation of power and checks and balances as outlined in the constitution.
3. Recall and define problems of individual rights, popular representation and responsible leadership.
4. Identify roles of the Executive department, the Congress, and the Judicial branch.
5. Have an understanding of the public policy making process in the U.S.
6. 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 American Government in Black and White 3rd edition (2017). The book is available in the campus bookstore and you can purchase it used online as well. I will accept use of earlier editions as primary text, and will also allow the use of E-Books during class (see details below). A newer edition is available, however it is more expensive, and students are to purchase the third edition only. There will also be supplemental reading throughout the quarter to help emphasize or flush out key concepts. Be sure to read all listed

materials as some readings outside of the text will be on quizzes and exams.

### **How to use Canvas for this Course:**

In navigating this course, please look in the Discussion, Assignments, and Quiz tabs on the left hand side. All portions of the course can be found there. Your job is to look for announcement, and to complete all weekly assignments and quizzes that draw from readings and outside media. All content and assignments can be found in the Module section.

### **Online Attendance**

In order to be successful in this class, you should visit the online course/Canvas at least four times a week. This is to ensure that assignments are being completed, and that you are fully understanding course materials. If I do not see participation from you, I will contact you to offer support. Please reach out to me if you have issues accessing a computer, navigating Canvas or have technical difficulties.

### **Online Community Agreements (Ground Rules)**

Throughout this course we will be exploring subject matter that is both sensitive and controversial. With that being said, it is important to respect different opinions, and backgrounds. Various portions of the class will require students to engage in online discussions for the readings and other media in order to aid in the learning process. Below are some ground rules that are important to follow when engaging in online discussion:

- Ask for clarification if you become confused
- Critique individual ideas, not people
- Respectfully challenge one another
- Try to avoid offering opinions without evidence (use course material or scholarly articles only)
- Do not put anyone down
- Build off of one another's comments by working towards shared ideas
- Draw from personal experiences; avoid generalizations
- If someone says something offensive, acknowledge it IMMEDIATELY
- Have book/reading materials present when posting comments.

### **Additional Course Learning Objectives**

1. Understand how race, gender, socioeconomic and other forms of social variance effect individual civil liberties.
2. Understand the development and implementation of key legislation.
3. Understand how personal bias and constructed history influence discussions on American government.
4. Identify ways to influence politics by become involved in social justice and civic engagement.

## Grading

| Course Assessments                          | Percentage |
|---|------------|
| Weekly U.S. Government and Politics Quizzes | 60%        |
| Discussion Posts                            | 20%        |
| Final Project                               | 20%        |
| 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%       |

## Course Assignment Descriptions

Please submit all assignments through canvas unless advised otherwise. Any assignments not submitted through canvas will receive a grade of 0, unless a specific and explicit exemption is given by your instructor ahead of the assignment's due date. Unfortunately, I will not be allowing students to skip ahead to complete work early. However, if you need accommodations, please contact me so we can discuss at grading schedule. All assignments and quizzes must be completed every Sunday at 11:59 PM to receive credit, unless advised otherwise by the instructor.

### **Weekly U.S. Government and Politics Quizzes (60%):**

Quizzes will be given weekly throughout the three-month course which will come from assigned readings found in the text, outside articles, and other media (TBA). Each quiz will have between 5-12 questions and will be multiple choice, short answer, and fill in the blank. These quizzes will take up a large portion of your grade and must be submitted on time.

### **Discussions (20%):**

I will posting discussion prompts question for students to answer as the quarter progresses. To receive full credit, students must: 1) answer the discussion question with a minimum of 300 words, and 2) respond back to at least 2 other students. While there is no word minimum for responses, you must thoughtful answer other students' posts. As mentioned above, please follow ground rules when completing this activity.

### **Final Project (20%)**

Instead of a final exam, students will be required to complete a final paper project. Students must select one of any subjects from the course and write a 1500-2500 word paper. Each paper should seek to explore the selected topic while also developing concrete policy

changes. More specific final paper instruction will be provided on week 9 of the course. All students must submit a final paper proposal during the 10th week.

***All contents of the syllabus are subject to change at the discretion of the instructor. In the event of any changes, students will be promoted at least a week in advance.***

## Course Calendar

| <b>Dates:</b>        | <b>Online Assignment</b>   | <b>Readings</b>                           |
|----------------------|--|---|
| Week-1<br>9/16/2019  | Familiarize yourself with the syllabus and upload a 1-2 min video/audio file. Start chapter 1 if you have the book. Upload file to the discussions page. | Syllabus                                  |
| Week-2<br>9/23/2019  | Outside articles/media TBA<br><br>Quiz #0 on outside media (Podcast)   | (listen to podcast)                       |
| Week-3<br>9/30/2019  | Complete Chapter 1<br><br>Quiz #1<br><br>Discussion post due   | Chapter 1                                 |
| Week 4<br>10/7/2019  | Complete Chapter 2<br><br>Quiz #2  | Chapter 2                                 |
| Week 5<br>10/14/2019 | Outside articles/media TBA, complete chapter 3<br><br>Quiz #3<br><br>Discussion post due   | Chapter 3                                 |
| Week 6<br>10/21/2019 | Complete chapter 4   | Chapter 4                                 |
| Week 7<br>10/28/2019 | Complete chapter 5<br><br>Quiz #5<br><br>Discussion post due TBA   | Chapter 5                                 |
| Week 8<br>11/4/2019  | Outside articles/media TBA, complete chapter 6<br><br>Quiz #6<br><br>Discussion post due   | Chapter 6                                 |
| Week 9<br>11/11/2019 | Complete chapter 7 & 8, and review instructions for final project<br><br>Quiz #7   | Chapter 7 & 8, Final project instructions |

|                       |   |                |
|-----------------------|---|----------------|
| Week 10<br>11/18/2019 | Outside articles/media TBA, <b>complete final project proposal assignment</b><br>Complete Chapter 9 & 10<br>Quiz #8   | Chapter 9 & 10 |
| Week 11<br>11/25/2019 | Outside articles/media TBA.<br>Skip to and complete chapter 13<br>Quiz #9   | Chapter 13     |
| Week 12<br>12/2-12/5  | Use this week to finish the final paper. I will be available to answer questions. Please contact me via email.<br><b>Final Papers due 12/5/2019 @ Midnight.</b> | Finals Week    |
|                       |   |                |

## Bellevue College Community Agreements

Please refer to Bellevue College's [Code of Conduct and Regulations](#) (see below). As such, our class environment will center around the guidelines outlined in the code.

There will also be an opportunity for everyone to develop classroom norms of engagement to set precedence for the rest of the quarter.

<https://www.bellevuecollege.edu/policies/id-2050/>

## 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 [jabril.hassen@bellevuecollege.edu](mailto:jabril.hassen@bellevuecollege.edu) or please schedule a time to meet with me or come to my office hours.

## Grade Dispute

If you would like to contend your final grade in the class please visit the website below.  
<https://www.bellevuecollege.edu/policies/3000p-grade-dispute-procedures/>

**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.

## **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 – 2<sup>nd</sup> 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/](http://bellevuecollege.edu/mcs/)

### **Counseling Center – 2<sup>nd</sup> 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/](http://bellevuecollege.edu/counseling/)