



Syllabus: POS 110

Course Information Course Prefix/Number: POS 110

Semester: Spring 2021
Class Days/Times: Tuesday and Thursday 1:00-2:15
Credit Hours: 3 transferable to universities
Course Title: American National Government
Room: Synchronized Virtual

Instructor Information: Name: Mr. Rick Chavolla

BA Political Science/History MA Political Science
Phone/Voice Mail: 6024994908
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Office location: Online
Office hours: Tuesday and Thursday mornings by appointment

Course Description: The course will cover the basic concepts, institutions and substance of American politics: separation of powers, representational democracy, rule of law, equality under law, federalism, public opinion interest groups and the election process. The cultural and racial environment, impact of gender, class and immigration status, the rights of American Indians/Native peoples and Tribal Nations and the expansion of civil liberties for all Americans will be explored. transformations of public opinion adhering to fundamental values and the election process for federal officials. The value of and struggle for freedom, justice and equity for individuals and collective groups resulting in economic and social policy-making will be examined, as well as the expansion of American foreign policy and continual global interdependence.

Course Objectives:

The course will cite the foundations of government experienced by Americans now and since the colonial days of U.S. History, including the influence of Native American democracies and legacies from European thought and governments. The design of the course will familiarize the student with the structure and functions of the U.S.

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Government as delineated in the U.S. Constitution. The process of acquiring political science skills, utilizing the concepts and structure of government will enable students to analyze public policy.

Evaluation & Grading and Assignments:

Participation 40%: Attendance, class discussion, completion of reading and viewing assignments, at least one meeting with the instructor (Zoom or phone call) and short quizzes. Three unexcused absences will result in a drop in grade.

Exams 30%: Midterm and Final

Writings 30%: Essays: 3 essays (3-4 pages), with one being a persuasive essay on a specific issue of personal importance based on one area of policy making from Ch. 16 Economic and Social Welfare or Ch.17 Health Care and the Environment and a related class presentation. All essays will cite evidence from historical and current laws and policies and students will include a bibliography of sources. In the persuasive essay students will propose how to improve recognition and implementation of certain laws and policies to better a social or political circumstance for people or the world around us.

90% of available points 4= A

80% of available points 3=B

70% of available points 2=C

60% of available points 1=D

Texts and Materials: Textbook; Government in America: People, Politics, and Policy
George C. Edwards Publisher: Pearson Longman ISBN 0-321-12957-11th or 16th
edition ISBN 978-0-205-86561-1

Readings and other learning sources (news, videos, websites, etc.) relating to course will be distributed in Canvas.

Student Learning Outcomes (SLOs) :

During and after completion of the course students will...

- Distinguish and describe the various influences leading to the development of a democratic government in the U.S.
- Utilize the structure of the US Constitution to distinguish the separation of powers, the function of federalism, the evolution of rights for citizens in the amendment process
- Identify the specific and shared powers of the three branches of the federal government.
- Identify current and historical examples of federalism with states and tribal nations.
- Identify and describe process of adding amendments to the U.S. Constitution.
- Identify the sole duties and obligation of the National Government as "supreme law of the land".
- Identify characteristics of the two-party system from its inception at the time of the ratification of the US Constitution in 1791.
- Describe the process and development of representational democracy.

- Understand the spectrum of political ideologies and write papers on issues facing the national government, presenting evidence from various perspectives on how the problem can be or was resolved.

Course Outline:

January 19 - Course structure, student and instructor introductions, netiquette, overview of historical political systems, including Native American democracies, that influenced the creation of the U.S. governmental system.

January 21 - Ch.12 "The Presidency"

January 26 - Ch.11 "Congress"

January 28 - Presidency/Congress (con't.)

February 2 - Ch. 2 "The Constitution"

February 4 – Ch. 3 "Federalism"

February 9 – Ch. 4 "Civil Liberties and Public Policies"

February 11- Ch. 5 "Civil Rights and Public Policy"

February 16 - Civil Liberties and Civil Rights

Essay #1 Due February 18: Describe how one or two of your Civil Rights or Civil Liberties are protected or are not fully protected.

February 18 - Ch. 6 "Public Opinion and Political Action"

February 23 - Ch. 7 "The Mass Media and the Political Agenda"

February 25 – Political Action.

March 2 - Ch. 8 "Political Parties"

March 4 - Ch. 9 "Campaigns and Voting Behavior"

March 9 - Campaigns and increasing voter participation.

Essay # 2 Due March 11: What factors impact whether people vote and how they vote?

March 11 - Ch.10 "Interest Groups"

March 16 - Open discussion/mid semester review

March 18 - Midterm exam

March 23 - Ch.13 "The Budget: The Politics of Taxing and Spending"

March 30 - Ch.14 "The Federal Bureaucracy"

April 1 - Ch. 15 "The Federal Courts"

April 6 - Federal courts and Native Rights

April 8 - Ch. 16 "Economic and Welfare Policy Making"

April 13 - "Economic and Welfare Policy Making" (con't.)

April 15 - Ch.17 "Policymaking for Health Care, The Environment and Energy"

April 20 - "Policymaking for Health Care, The Environment and Energy" (con't.)

April 22 -Open Discussion/Presentation Preparation

Final Essay Due April 27: Proposal of a policy change or improvement.

April 27 - Student Presentations on final paper (5-7 minutes each).

April 29 - Student Presentations on final paper (5-7 minutes each).

May 4 – Open Discussion/Review for final exam

May 6 - Final Exam

Policies and Expectations

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible. (Revise as needed for the online environment.)

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability

and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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Course Policies:

1. Students are expected to attend each class., arriving on time, except in the case of an excused emergency.
2. Students are expected to contact instructor prior to absences, coming late to class or leaving early.
3. Unexcused late arrivals or early departures will count against attendance record.
4. Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required assignments as stated on the course schedule or on Canvas.
5. Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
6. Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence.
7. No cell phone use is allowed during class, unless permitted by instructor.
8. Late work is marked down and determined by instructor.
9. Failure to submit a project results in a grade of zero (0).
10. No work accepted after the last class.

Classroom Behavior

- Cellphones should be turned off during class.
- Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave.
- Student behavior is also detailed in student handbook under Student Code of Conduct Violations

Make-up policy:

Late assignments that can be made up will be accepted but will be penalized 25%. At the instructor's discretion, extra credit opportunities and optional activities may be provided.