Course Outline

COURSE: POLS 1  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2015  CURRICULUM APPROVAL DATE: 10/13/2014

SHORT TITLE: INTRO AMERICAN GOVERNMENT

LONG TITLE: Introduction to American Government

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>3</td>
<td>18</td>
<td>Lecture</td>
<td>3</td>
<td>54</td>
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<td></td>
<td></td>
<td>Lab</td>
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<td>Other</td>
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<td>Total</td>
<td>3</td>
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COURSE DESCRIPTION:

Explores the development of American political institutions and their utilization in dealing with issues arising at the international, national and state levels. Emphasis is placed on those problems which have defined our federal system of government. California government and appropriate state institutions will be included as a vital part of our federal system of government. (C-ID: POLS 110) ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Describe and analyze the critical issues in the evolution of the U.S. Constitution.
   Measure: Chapter Quiz, Online Assignment
2. Identify and evaluate the role of the three major branches of the American national government.
Measure: Chapter Quiz, Online Assignment, Debate
PLO:
ILO: 2, 1, 4
GE-LO: A1, A2, A3, D1
Year assessed or anticipated year of assessment: 2016

3. Identify and evaluate the leading theories on American governance.
Measure: Chapter Quiz, Online Assignment, Paper
PLO:
ILO: 2
GE-LO: A1, A2, A3, D1
Year assessed or anticipated year of assessment: 2016

4. Identify the major interest groups in American society and assess their impact on the democratic process.
Measure: Chapter Quiz, Debate
PLO:
ILO: 2, 1, 4
GE-LO: A1, A2, A3
Year assessed or anticipated year of assessment: 2016

5. Identify and evaluate America's progress in its pursuit of equal opportunity and justice for all.
Measure: Chapter Quiz, Online Assignment, Debate
PLO:
ILO: 6, 2, 2, 4
GE-LO: A1, A2, A3, D1, D4, F1
Year assessed or anticipated year of assessment: 2016

6. Analyze the role of culture, diversity and ideology in shaping public opinion and public policy in the U.S. and California.
Measure: Chapter Quiz, Debate
PLO:
ILO: 6, 2, 2, 4
GE-LO: A1, A2, A3, D1, D4, F1
Year assessed or anticipated year of assessment: 2016

CULTURAL DIVERSITY:
Does this course meet the cultural diversity requirement? Yes 1  No 0  No Change 0  n/a 0
If 'Yes', please indicate which criteria apply. At least two criteria must be selected and evidenced in the course content section and at least one Student Learning Outcome must apply to cultural diversity.
This course promotes understanding of:
Cultures and subcultures
Cultural awareness
Mutual respect among diverse peoples
Student Learning Outcome Number(s) 5, 6

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 10/13/2014
3 Hours
Content: Introduction to the Study of Politics
Performance Objectives: (1) Critically examine the concepts politics and government; (2) Critically examine and evaluate democracy; (3) Examine why politics and government matter
3 Hours
Content: Constitution of the United States
Performance Objectives: (1) Critically examine the path to the U.S. Constitution; (2) Examine the various features of the Constitution; (3) Explain how judicial review came to the Supreme Court.
3 Hours
Content: Federalism-States in the Union
Performance Objectives: (1) Examine and evaluate American federalism in the 19th century; (2) Examine and evaluate American federalism in the 21st century.
3 Hours
Content: Politics in California
Performance Objectives: (1) Critically evaluate the role of politics in California; (2) Critically examine the impact of the federal government on CA politics; Explain the fundamentals of the CA state budget process; Explain and critically assess the fundamentals of campaigns and elections in CA.
3 Hours
Content: Civil Rights and Civil Liberties
Performance Objectives: (1) Critically evaluate civil rights in America; (2) Explain the fundamentals of American criminal justice; (3) Explain and evaluate racial and sexual equality in 20th century America
Assignments: Chapter 4. Quiz 5. Homework problem set 5.
3 Hours
Content: Political Ideologies
Performance Objectives: (1) Critically examine the role and importance of political ideologies; (2) Compare and contrast the various American political ideologies: Liberalism, Conservatism, the New Right, Libertarianism. and Democratic Socialism
3 Hours
Content: Public Opinion
Performance Objectives: (1) Examine what Americans think about politics; (2) Critically examine the sources of public opinion
3 Hours
Content: Political Participation
Content: The Mass Media
Performance Objectives: (1) Explain the "Fifth Branch" of government; (2) Critically examine and evaluate the role of the mass media in 21st century American life; (3) Examine the relationship between politics and the media; (4) Critically evaluate whether and to what extent the mass media is biased
3 Hours
Content: Interest Groups
Performance Objectives: (1) Examine the role of interest groups in the American political system; (2) A historical analysis of the role of interest groups; (3) Compare and contrast the role of interest groups in state and local politics

3 Hours
Content: Campaigns and Elections
Performance Objectives: (1) Critically examine the voter's perspective-to vote or not to vote, that is the question; (2) An examination of campaigns from a candidate's perspective-running for Congress; (3) Analyze who runs for President and why; (4) Discuss and analyze the various election strategies and tactics

3 Hours
Content: Congress
Performance Objectives: (1) Critically analyze the Constitutional powers of Congress; (2) Critically analyze the members of Congress-who are they, how do they see their role, how long do they stay, how much do they do, what do they do, how do they see each other, how does a bill become a law and what role for a changing Congress in the 21st century?

3 Hours
Content: The Presidency
Performance Objectives: (1) Examine and evaluate the President and symbolic leadership; (2) Critically analyze the relationship between the President and Congress-foreign and domestic policymaking; (3) Critically examine the relationship between the President and the media as well as what role for a changing Presidency in the 21st century?

3 Hours
Content: The American National Court System
Performance Objectives: (1) Examine what American courts do; (2) A critical assessment of the Supreme Court at work

3 Hours
Content: Public Policy and Economics
Performance Objectives: (1) Examine and analyze the role of the national government and economic policymaking; (2) Critically analyze the deficit and the national budget; (3) Explain the development of federal social welfare policy; (4) Explain and evaluate the national government as social insurer-social security, Medicare, unemployment compensation, Medicaid, food stamps, and welfare; (5) Critically assess the role of the federal government in ensuring economics and equality

3 Hours
Content: American Foreign Policy
Performance Objectives: (1) Describe what foreign policy is; (2) Describe America's role in the world; (3) Critically assess the foreign policy machinery-Departments of State and Defense, the CIA and the NSA. Domestic policy and national security; (4) Critically examine current issues in foreign and defense policy since 9-11-01

3 Hours
Debates 7-10

3 Hours
Final Exam

METHODS OF INSTRUCTION:
1. Lecture-Discussion. 2. Video presentations, when appropriate. 3. Guest speakers.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Essay exams
Term papers
The problem-solving assignments required:
Quizzes
Exams
The types of skill demonstrations required:
Performance exams
The types of objective examinations used in the course:
Multiple choice
True/false
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 30% - 40%
Problem-solving demonstrations: 30% - 40%
Skill demonstrations: 10% - 30%
Objective examinations: 20% - 50%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
Reading level of text, Grade: 13 Verified by: MDT
Other textbooks or materials to be purchased by the student:

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
   GAV D1, effective 201530
   GAV D2, effective 201530
   GAV F, effective 201530
CSU GE:
   CSU D8, effective 201530
IGETC:
   IGETC 4H, effective 201530
   IGETC 7A, effective 201530
CSU TRANSFER:
   Transferable CSU, effective 201530
UC TRANSFER:
SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN: GOVT2
CAN Sequence: XXXXXXXX
CSU Crosswalk Course Department: POLS
CSU Crosswalk Course Number: 1
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000139095
Sports/Physical Education Course: N
Taxonomy of Program: 220700