

Los Angeles Mission College
Political Science 1: Government of the United States
Spring Semester 2010, Section 0427
Instructor: Mr. Som Chounlamountry
Email: professorsom@gmail.com

1. Mission College Catalog Course Description

This course is an analytical study of politics and political institutions in the United States and the state of California. It investigates human behavior within the framework of those political institutions and further understanding of the roles of the mass media and of the economy in American politics. It deals with how the U.S. Constitution and the government meet democracy's challenge in a world of change. The latter part of the course will focus on California, paying particular attention to political, economic, cultural and demographic trends.

2. Student Learning Outcomes

1. Describe the powers, roles, functions, and limitations of the duties of Federal, state, and local governments and the impact on individuals.
2. Analyze current American domestic and foreign policies and be able to put them into a historical perspective
3. Differentiate initiatives, referendums and recalls in California Constitution and laws.

3. Course Objectives

Content Knowledge — Upon completion of this course the student will have an understanding of, or be able to apply, the following principles and concepts:

1. The influence of representative government on our daily lives, and of the citizens with their respective values upon the policies and institutions of government.
2. The basic constitutional principles of separation of powers and check and balance between the three branches of government.
3. A respect for The Bill of Rights and the evolution of American Civil Rights.
4. An understanding of the interaction and relationships between federal, state, and local governments as they operate in different national and cultural contexts.
5. An understanding of basic political processes and instructions at all levels in a way that empowers them with a critical thinking ability to gain access in a democracy.

Exit Skills — Upon completion of this course the student have the following skills:

1. To be able to critically analyze state, local and national news.
2. To be able to explain and discuss how federal, state and local government interrelate and impact the lives of its citizens.
3. To critically analyze issues to be voted on in a ballot.
4. To be able to comfortably work in, or run, and election campaign.
5. To have the knowledge of how to influence legislation, and write legislators.
6. To know how your rights as a citizen, and the protections afforded by the Bill of Rights, along with the Civil Rights and Voting Rights Acts.

4. Class materials

Required: Bardes, Barbara A., et al. *ACP American Government & Politics Today: Essentials 2009-2010*. 15th Edition. ISBN:9781111207786

Available at Los Angeles Mission College Bookstore.

<http://www.lamissionbookstore.com/>

LAMC BOOKSTORE

13356 Eldridge Avenue

Sylmar, CA 91342

Phone: 818-364-7768 or 818-364-7767

Fax: 818-364-7874

5. Assessments and Points

Assessment to Date Due	Due Date	Points
Online Discussion: Self Introduction	Week 1	10 Points
Recognizing Plagiarism Assignment	Week 2	10 Points
Online Discussions: Post and 2 Replies	Various	60 Points
Eight Online Quizzes from the Assignments, Tests and Surveys Area	Various	100 Points
Midterm Exam	Week 8	100 Points
Research Paper Assignments	Various	100 Points
Final Exam	Week 16	140 Points

6. Course Grading Scale

Grade	Point Totals	Assessment Criteria
A	450-500 points	Indicates mastery of the relevant course standards
B	400-449 points	Indicates above average proficiency of the relevant course standards
C	350-399 points	Indicates satisfactory proficiency of the relevant course standards
D	300-349 points	Indicates partial proficiency of the relevant course standards
F	0-299 points	Indicates little or no proficiency of the relevant course standards

7. Important Dates

LAMC Spring 2010

February 07, 2010

Residency Determination Date.

February 08, 2010

Spring 2010 Semester Classes Begin.

February 12, 2010 - February 15, 2010

Presidents Day (College Closed)

February 19, 2010

LAST DAY TO ADD CLASSES (REGULAR SEMESTER)

February 22, 2010

LAST DAY TO APPLY FOR REFUND.

March 12, 2010

Last day to file a petition for Credit/No-Credit.

March 12, 2010

Last day to process a section transfer.

March 29, 2010 - April 05, 2010

Spring Break (Non-Instruction)

March 31, 2010

Cesar Chavez Holiday (College Closed)

April 09, 2010

Last day to file a petition to graduate SPRING/SUMMER 2010

May 07, 2010

Last day to DROP classes, with a "W" (in person)

May 29, 2010

SPRING 2010 CLASSES END

May 31, 2010

Memorial Day (college closed)

8. Calendar of Assignments (*Please check ETUDES-NG for Details)

Week Start Date	Topic, Tasks & Tests. Due by Friday 11pm.
8-Feb-10	Welcome to the Class, Syllabus, Course Overview & ETUDES-NG
	Tasks: Download Syllabus, Take ETUDES-NG Tutorials
	Private Message Professor Som the Following Information
	> On the subject line write: PS1 and Section Number
	> Full Name, ID Number, Semester, Class, Section Number,
	> Phone, Email, Birthdate, Number of Online Class Taken, Joke or Secret
	Quiz1: Welcome Quiz. (Download Syllabus) 30 Points. NO OTHER MATERIAL NEEDED.
	Discussion1: POST 1 Biographical REPLY & 2 QUOTES in the SELF INTRODUCTIONS Forum. 20 Points.
15-Feb-10	Topics: Types of Government, Principles of US Govt, Power and Authority, The Political System
	Read: AGPT Chapter 1: Democratic Republic
	Assignment: Recognizing Plagiarism. 10 Points.
	PAPER ASSIGNMENT: A. PICKING THE TOPIC FOR YOUR RESEARCH PAPER (10 POINTS)
22-Feb-10	Topics: Declaration of Independence, Articles of Confederation, & US Constitution
	Read AGPT Chapter 2: The Constitution
	Read The US Constitution (see Appendix)
	Read Declaration of Independence (see ETUDES-NG Resources Area)
	Quiz2: Matching the Bill of Rights. 10 Points
	Discussion2: POST 1 REPLY & 2 QUOTES in the BILL OF RIGHTS Forum. 10 Points.
1-Mar-10	Topics: Federalism, National Powers, State Powers, and Concurrent Powers, Supremacy Clause
	Read AGPT Chapter 3: Federalism
	Quiz3: AGPT Chps 1, 2 to 3: Democratic Republic, Constitution, Federalism. 10 Points
8-Mar-10	Topics: Freedom of Expression, Freedom of Religion, The Right of Privacy, Rights of the Accused,
	Rights and War on Terrorism, Public Opinion and Political Socialization
	Read AGPT Chapter 4: Civil Liberties
	Read AGPT Chapter 6: Public Opinion and Political Socialization
	PAPER ASSIGNMENT: B. CREATE A PRELIMINARY OUTLINE & THESIS STATEMENT (20 Points)
15-Mar-10	Topics: Struggle for Equality, Civil Rights Movement, Equality Under Law, Equality of Results
	Read AGPT Chapter 5: Civil Rights
	Quiz4: AGPT Chaps 4, 5, & 6: Civil Liberties, Civil Rights, Opinion & Socialization. 10 Points
	Discussion3: POST 1 REPLY & 2 QUOTES in the OVERCOMING RACISM Forum. 10 Points

Week Start Date	Topic, Tasks & Tests. Due by Friday 11pm.
22-Mar-10	PREPARING FOR ONLINE MIDTERM EXAM. 100 Points.
	Study Midterm Review Sheet from Syllabus
	Review All Selected Chapters in AGPT
	Review Quizzes Taken
	DEADLINE: Submit ONLINE MIDTERM EXAM on Friday March 26, 2010 by 11:00 PM.
29-Mar-10	SPRING BREAK: NO INSTRUCTIONS
5-Apr-10	Topics: Congress as a Career, Congressional Leadership, How a Bill Becomes Law
	Read AGPT Chapter 11: Congress
	PAPER ASSIGNMENT: C. RESEARCH YOUR TOPIC TO SUPPORT YOUR IDEAS & LIST 10 POSSIBLE SOURCES (30 Points)
	Discussion4: POST RESEARCH TOPIC & LIST OF 10 POSSIBLE SOURCES in Forum. 10 Points.
12-Apr-10	Topics: Choosing the President, Presidential Leadership, Predicting Performance
	Read: AGPT Chapter 12: The President
	Review: http://people.brandeis.edu/~woll/barberpp_files/frame.htm
	Discussion: POST 1 REPLY & 2 QUOTES in the 2008 PRESIDENTIAL ELECTION Forum. 10 Points.
19-Apr-10	Topics: Judicial Review, Judicial Activism, Judicial Constrain, Court Cases
	Read AGPT Chapter 14: The Courts
	1. Quiz5: WTP Chaps 11, 12 & 14: Congress, President & Judiciary. 10 Points
	2. Quiz6: Matching Significant Supreme Court Cases. 10 Points
26-Apr-10	Research Paper Week
	PAPER ASSIGNMENT: D. CREATE A DETAILED OUTLINE INTEGRATING AT LEAST FIVE (5) SOURCES (20 Points)
	Discussion6: POST 1 REPLY & 2 QUOTES in the JUDICIAL REVIEW & ROLE OF THE COURT Forum. 10 Points.
3-May-10	Topics: California's People, History, Media, Parties, Campaigns
	Read AGPT CA1 Chps 1-5: People, History, Media, Parties & Campaigns
	Quiz7: AGPT CA Chps 1-5: People, History, Media, Parties, Campaigns. 10 Points
10-May-10	Research Paper Submission FULL CREDIT
	PAPER ASSIGNMENT: FINAL DRAFT INTEGRATING 5 SOURCES & WORKS CITED PAGE (20 Points)

Week Start Date	Topic, Tasks & Tests. Due by Friday 11pm.
17-May-10	Topics: California's People, History, Media, Parties, Campaigns
	Read AGPT CA Chps 6-10: Legislative, Executive, Budget, Judiciary, Laws, Cities, Counties & Future
	Quiz8: CA2—AGPT CA Chps 6-10: Legislative, Executive, Budget, Judiciary, Laws, Cities, Counties, Future. 10 Points
24-May-10	Topics: Course Review
	LATE PAPER ASSIGNMENT: FINAL DRAFT INTEGRATING 5 SOURCES & WORKS CITED PAGE (10 Points).
	This is 50% Late Penalty.
	Discussion7: POST CALIFORNIA BUDGET CHALLENGE in Forum. 10 Points.
	Verify Grades in Gradebook
	Study Final Review Sheet from Syllabus
31-May-10	PREPARING FOR ONLINE FINAL EXAM. 140 Points
	Review Selected & All California Chapters in AGPT
	Review Quizzes Taken
	DEADLINE: Submit ONLINE FINAL EXAM by Friday 11:00 PM on Tuesday June 01, 2010

9. Assessment Descriptions

Online Discussions: Students are required to participate in class discussions base upon the Framework of Democracy video series. It is required that you post an Original Posting consisting of at least an one-paragraph reaction to the questions posed in the Discussions and Private Messaging. Grading will be at the discretion of the instructor.

Discussions of the Video Series Rubric

	Quality	Relevance	Contribution	Bigger Picture	Quote
Excellent 100%	Appropriate comments: thoughtful, reflective, and respectful of other student's postings.	Clear reference to assignment or prior posting being discussed	Furtheres the discussion with questions, or statements that encourage others to respond.	Clearly connects the posting to text or reference points from previous readings, activities, and discussions.	Appropriate comments: thoughtful, reflective, and respectful of other student's postings.
Fair 75%	Appropriate comments and responds respectfully to other student's postings,	Some reference but taken out of context, the reader would not understand.	Participates, but does not post anything that encourages others to respond to the posting.	Vague or possible connection to reference points from previous readings, activities, and discussions.	Appropriate comments and responds respectfully to other student's postings,
Poor 50%	Responds, but with minimum effort or detail. (i.e. "I agree with the statement")	Posting is attached to the right discussion board, but does not clearly reflect the assignment.	Less than required number of postings. Does not further any discussions	Mentions the videos, text or previous activity without logical link to topic.	Responds, but with minimum effort. (i.e. "I agree with Bob")

Online Quizzes: All the quizzes will be AVAILABLE according to the ETUDES-NG schedule. Students may take the quizzes anytime during the AVAILABLE period. Once a student has elected to OPEN a quiz, it must be completed within 30 minutes. It is important to have reliable access to the Internet and to be able to log on to ETUDES-NG. Although the quizzes are open most of the semester, it is recommended that all quizzes be completed by the due date in preparations for Exams. Please note that the online quizzes will have limited availability to allow for grading.

You may take two (2) attempts before the due date. The last grade will be recorded. Or, you may take only one attempt after the due date. Late submissions may be penalized up to 50% of the total points. Please verify your grades in the Gradebook.

10. Class Policy

Email Etiquette: Your **Full Name** will be identified as “Sender.”

Use the Subject Line: All email in this course must be addressed as if it were a business letter, including on the subject line the student’s **Class Number and Topic** of the correspondence. The content must be formatted as a business letter, including a Real Name Signature and Phone Number. Emails not fulfilling these requirements will be considered spam or spyware and may not be opened by the instructor. Again, be sure that your real name appears as the sender, not the email address. Barring technical difficulties, I will usually respond within 24 hours, except for the weekends. Please follow up with another email if there is no response.

Late Assignments, Early Exams and Exam Make-ups: Late assignments will result in a lower score, unless otherwise noted. Make-up assignments will be available only in cases of demonstrated medical emergencies, religious holidays, or university business. Typically a make-up exam will be taken during office hours and may have a different format than the original.

Plagiarism and Cheating Policy: As college students, you are a member of an academic community that strives to maintain the highest standards of academic quality. Students engaging in cheating or plagiarizing, will receive zero (0) points for that assignment or exam. Further disciplinary action may be taken, including failing the class and/or reporting to the college.

Policy on Withdrawals: You are responsible for withdrawing from courses in which you enrolled. College policy on withdrawals applies. Please refer to current Catalog and Schedule of classes for more detailed guidelines. **IF YOU DO NOT MAKE PROGRESS, YOU MAY BE DROPPED BY THE END OF THE SECOND WEEK OR DURING EXCLUSION WEEK.**

Policy on reasonable accommodations for students with disabilities: If you are a student with a disability and require classroom accommodations, please see me to discuss arrangements. The sooner I am aware that you are eligible for accommodations, the quicker I will be able to provide them. If you have not done so already, you may also wish to contact the DSP&S Office on your home campus. Students taking classes only with ITV/The Weekend College may contact the DSP&S Office at Mission College in Instructional Building 1018 (818.364.7732 TTD 818.364.7861) and bring a letter stating the accommodations that are needed.

Lecture Notes: Lecture Notes from Fall 2008 semester presented at California State University, Long Beach are available in the RESOURCES area. The notes were prepared to parallel the textbook *We The People* by Patterson along with current events. While the contents are similar, they are meant to guide you in your readings and should be used conscientiously. I want you to have additional resources to help with the class. Not all the information will apply to your specific class. See your syllabus.

11. Research Paper Assignments

Research Paper Integrating 5 Sources: Each student will write a 4 to 5 page research paper based on reputable sources on a topic listed. To make writing the research paper less intimidating and to help ensure good grades, students will be working on their research paper components on a weekly basis. Each component will be due on various weeks.

- A. PICKING THE TOPIC FOR YOUR RESEARCH PAPER (10 Points)
- B. CREATE A PRELIMINARY OUTLINE & THESIS STATEMENT (20 Points)
- C. RESEARCH YOUR TOPIC TO SUPPORT YOUR IDEAS & LIST 10 POSSIBLE SOURCES (30 Points)
- D. CREATE A DETAILED OUTLINE INTEGRATING AT LEAST FIVE (5) SOURCES (20 Points)
- E. FINAL DRAFT INTEGRATING 5 SOURCES & WORKS CITED PAGE (20 Points)

12. Research Paper Integrating 5 Sources Requirements

1. 4 to 5 pages (at least 5 fully developed paragraphs) of typed, double-spaced, and paginated, 12 fonts (Times New Roman), standard margins.
2. Your paper shall be graded based on substance and form. Please refer to the grading rubric and guidelines.
3. Your research should focus on **reputable articles**. (These articles cite other authors and must have a WORKS CITED or REFERENCE PAGE).
YOU MUST GET AT LEAST FIVE (5) SOURCES FROM THE FOLLOWING SOURCES ONLY:
1. EBSCOhost 2. Opposing Viewpoints 3. CQ Researcher See Below.

You may use additional reputable sources after your 5 sources. (If you use WIKIPEDIA, you will receive a C or lower)

4. I accept any type of styles — MLA, APA, Chicago, etc. — Please be consistent with a single style throughout your paper. Please use (AUTHOR, YEAR) such as (ADAMS, 2008) when citing.

Please refer to for citing guidelines and examples please visit the following The Tallahassee Community College site.

[TCC Home](#) :: [About TCC](#) :: [Academic Affairs](#) :: [Division of Library Services](#) :: [Research Guides](#)
:: [APA, MLA & Turabian Citation Guides](#)

http://www.tcc.fl.edu/about_tcc/academic_affairs/division_of_library_services/research_guides/apa_mla_turabian_citation_guides

13. The Research Process

1. You Must Get All Sources From the Following Sources:

1. Ebscohost
2. Opposing Viewpoints
3. CQ Researcher

Note: If You Use Wikipedia You Will Get A “C” Or Lower.

Passwords And Login Instructions:

Los Angeles Mission College Library Passwords (818) 364-7600 ext. 7105

Mission College Library provides students and staff from Mission College access via the Internet to online databases. All can be accessed from any computer on campus. EBSCOhost, National Newspapers and other databases are also available from your home computer.

1. Point your browser to the Library Home Page, www.lamission.edu/library
2. Click on Library Resources
3. Select a database to search by clicking the title
4. Enter User ID and/or Password if using a computer off campus

- EBSCOhost provides indexing for over 3,100 periodicals and full text for over 1,500.

User ID: mission

Password: la

Remember to UNCHECK [AT MISSION], CHECK [FULL-TEXT] and CHECK [PEER REVIEWED] if you want Scholarly Sources only.

- Opposing Viewpoints Includes articles with arguments for and against controversial topics.

Password: mission

- CQ Researcher published by Congressional Quarterly, provides full text articles on issues and topics currently in the news.

User Name: mission

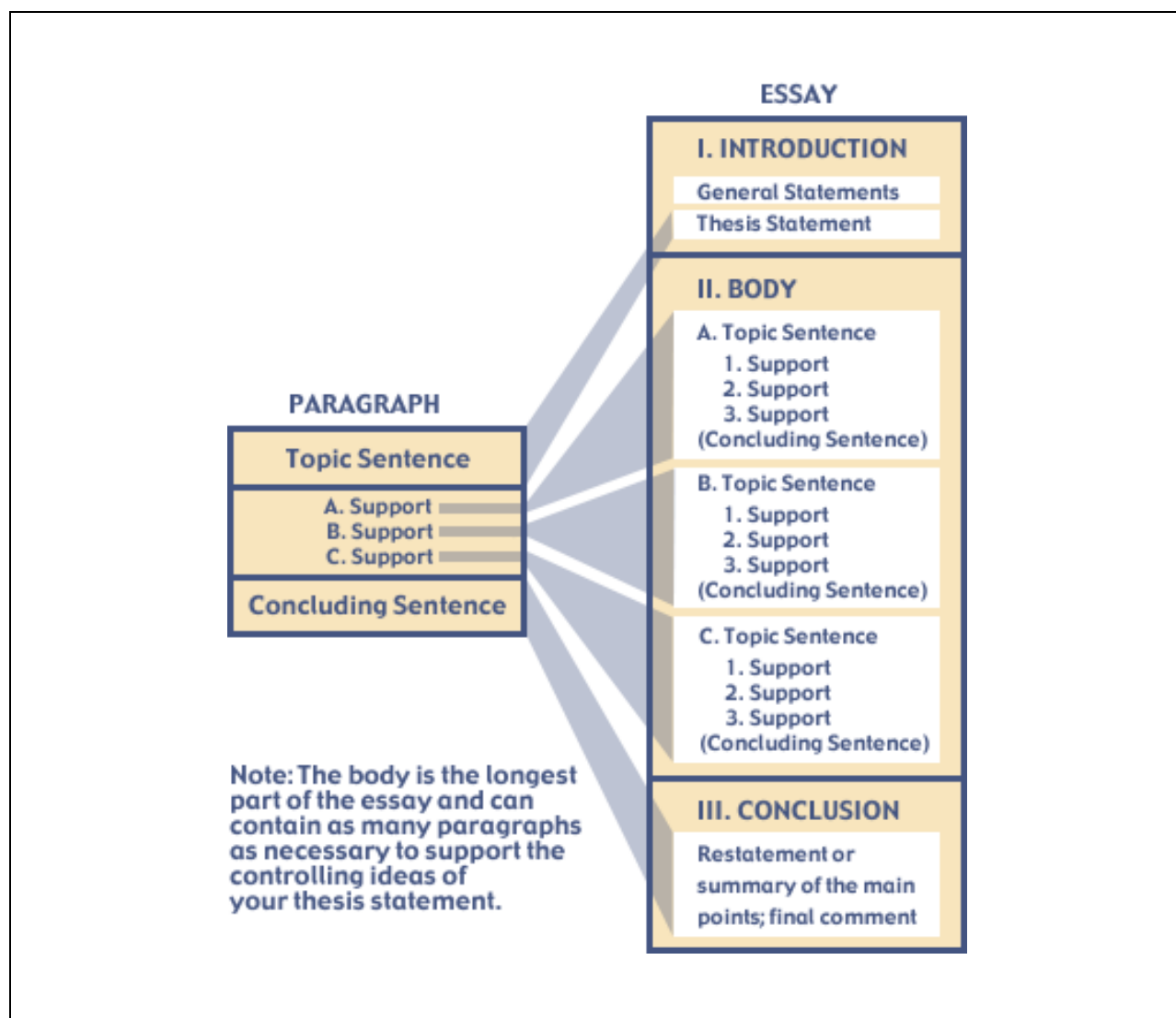
Password: la818

OPTIONAL: CHALLENGE YOURSELF BY USING ONLY SCHOLARLY SOURCES. In University courses, you will be asked to write an academic research paper using scholarly sources for support and evidence. **Scholarly articles** are generally written by people who are experts on a subject. These articles **always have bibliographies or footnotes** that back up the research and point you toward other useful information on a particular topic. Sometimes they are in journals that are "**scholarly**," "**peer reviewed**," or "**refereed**," which means a panel of experts has approved many of the articles before they are published in the journal. These articles are often written with a specific audience in mind, for example: students, specialists, or researchers in a certain field.

14. Topics for Research Paper Integrating 5 Sources

Topics	Required Article. (Read these first!) You must include the required article as part of your research. Go to http://library.cqpress.com/cqresearcher/ username: mission password: la818
Abortion	Jost, K., to Koch, K. (2006, September 22). Abortion showdowns. <i>CQ Researcher</i> , 16, 769-792. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2006092200 .
Alternative Fuels	Cooper, M. H. (2005, February 25). Alternative fuels. <i>CQ Researcher</i> , 15, 173-196. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2005022500 .
Campaign Finance Reform	Cooper, M. H. (2000, March 31). Campaign finance reform. <i>CQ Researcher</i> , 10, 257-280. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2000033100 .
Civil Liberties and the War on Terror	Jost, K. (2003, October 24). Civil liberties debates. <i>CQ Researcher</i> , 13, 893-916. Retrieved January 29, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2003102400 .
Climate Change	Clemmitt, M. (2006, January 27). Climate change. <i>CQ Researcher</i> , 16, 73-96. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2006012700 .
Death Penalty	Jost, K. (2005, September 23). Death penalty controversies. <i>CQ Researcher</i> , 15, 785-808. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2005092301 .
Electoral College	Jost, K., to Giroux, G. (2000, December 8). Electoral College. <i>CQ Researcher</i> , 10, 977-1008. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2000120800 .
Future of the Supreme Court	Jost, K. (2005, January 28). Supreme Court's future. <i>CQ Researcher</i> , 15, 77-100. Retrieved January 29, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2005012800 .
Human Cloning	Hansen, B. (2004, October 22). Cloning debate. <i>CQ Researcher</i> , 14, 877-900. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2004102200 .
Medical Marijuana	Marshall, P. (2005, February 11). Marijuana laws. <i>CQ Researcher</i> , 15, 125-148. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2005021100 .
Minimum Wage and Poverty	Katel, P. (2005, December 16). Minimum wage. <i>CQ Researcher</i> , 15, 1053-1076. Retrieved January 29, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2005121600 .
Right to Die and Assisted Suicide	Jost, K. (2005, May 13). Right to die. <i>CQ Researcher</i> , 15, 421-444. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2005051301 .
Stem Cell Research	Clemmitt, M. (2006, September 1). Stem cell research. <i>CQ Researcher</i> , 16, 697-720. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2006090100 .
Universal Health Care	Epstein, K. (2002, June 14). Covering the uninsured. <i>CQ Researcher</i> , 12, 521-544. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2002061400 .
US Energy Policy	Cooper, M. H. (1999, March 5). The politics of energy. <i>CQ Researcher</i> , 9, 185-208. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr1999030500 .
Voting and Participation	Katel, P. (2006, September 15). Voting controversies. <i>CQ Researcher</i> , 16, 745-768. Retrieved January 30, 2007, from CQ Researcher Online, http://library.cqpress.com/cqresearcher/cqresrr2006091500 .

15. Parts of the Research Paper



Include: Name and ID #; CLASS, SECTION, SEMESTER Title of Paper

I. Introduction: Define your topic. Thesis statement.

II. Main Part of Paper:

This is the longest part of your paper.

Describe what you found. Citing information (AUTHOR, YEAR) Parenthetical Citation EVERYTHING you did not know, when you started your paper, should be cited (See the Patterson Book as an Example). (Author's Last Name, Year: Page if applicable), e.g. (Smith, 2005: 121).

III. Conclusion

V. "Works Cited" or "References" page:

List all materials you have **CITED (quoted or referred to)** in your research paper. Your must have a WORKS CITED page listing all your sources in alphabetical order. Works Cited Page with only the sources you cited in the paper:

16. Research Paper Integrating 5 Sources Grading Guidelines

NOTE: Papers not citing at least 5 sources in the body of the paper will be given a "C" overall grade or lower! See the ASSIGNMENT area for examples.

WARNING: If you use WIKIPEDIA, you will receive a C or lower.

An "A" work:

- * Answers the specific central question that was asked
- * Incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence.
- * Maintains focus & avoids being sidetracked by tangents
- * Presents all information clearly and concisely and in an organized manner
- * Does much more than merely restate the question and offer a brief response
- * Avoids distracting grammar/spelling/etc. problems

The A Paper

- Very well written with sound grammar and spelling
- Paper has clear introductory thesis and effective topic sentences
- Demonstrates creativity
- Answers all questions from the assignment
- Analyses issues and advances an argument throughout the paper
- Draws upon at least 5 sources, citing them effectively and properly using (Author Year) format

The B Paper

- Good writing skills, some grammatical/spelling mistakes
- Has an overall theme, but the arguments and evidence are not so sophisticated
- Reasonably well structured but introductory thesis and topic sentences less clear
- Answers all questions from the assignment, but lacks some critical reflection
- Draws upon at least 5 sources, citing them effectively and properly using (Author Year) format

The C Paper

- Mediocre writing skills, evident grammatical and spelling mistakes
- Lacks an overall theme
- Poorly structured with no evident introductory thesis and topic sentences
- Lacks critical reflection and/or arguments not entirely clear
- Answers most questions from the assignment but not all
- Description of films lack detail, few mentioned specifically
- Poor integration of scholarly materials and readings
- Draws upon at least 5 sources, citing them effectively and properly using (Author Year) format

The D paper

- Very poorly structured with no evident introductory and concluding statements
- No critical reflection and/or confusing arguments
- Very poor writing skills, replete with grammatical and spelling mistakes
- Completely lacks integration
- Does not answer all questions from the assignment
- Poor description of the movies, mostly generalities
- Very poor to no integration of source materials and readings or has less than 5 sources.

The F paper

- No critical reflection and/or confusing arguments. Plagiarism!

17. ETUDES-NG Tutorials

ETUDES-NG: Students are required to access the ETUDES-NG site for this course.

<http://www.lacitycollege.edu/online/menu.htm> Tutorials Courtesy of Sarah Phinney at Porterville College.



The ETUDES-NG Portal is located at <http://etudes-ng.fhda.edu/portal>

Access to classes is determined by semester start date and/or instructor preference. Student user IDs and initial passwords are automatically generated.

Your unique username is:

*First two letters of your first name, plus the

*First two letters of your last name, plus the

*Last five digits of your NEW student identification number.

Your password is: * The Month and Day of your birthday, as given in the school records, with the format MMDD

This password information applies to students accessing Etudes for the first time. Changes you make to your account, including your password, will persist to new semesters.

Each tour will take approximately 5 minutes to complete. For Tours 1- 5, you will need the Flash player plug-in to take these tours. If you don't have the Flash player, you can [download the free Flash player here](#).

- [Tour 1 - Logging In](#)
- [Tour 2 - Reading Modules and Participating in Discussions](#)
- [Tour 3 - Taking a Test](#)
- [Tour 4 - Submitting an Assignment](#)
- [Tour 5 - Sending a Private Message](#)
 - Note: This is for communicating with other students. Please email instructor at professorsom@gmail.com
- [Tour 6 - Discussion Forums Overview](#)
- [Tour 7 - Tests, Tasks and Surveys Area Overview](#)

15. Class Videos to Help You

I just recorded a series of videos to welcome you to the course and give you a quick tour of ETUDES-NG. This will help you with the course.

VIDEO 1 of 3

<http://www.screencast.com/users/ProfSom/folders/Jing/media/15fad7e2-c469-43ef-b51e-e788ea45c5a2>

VIDEO 2 of 3

<http://www.screencast.com/users/ProfSom/folders/Jing/media/d7f12f4d-809b-4ae9-951e-1c79e6b6eb0b>

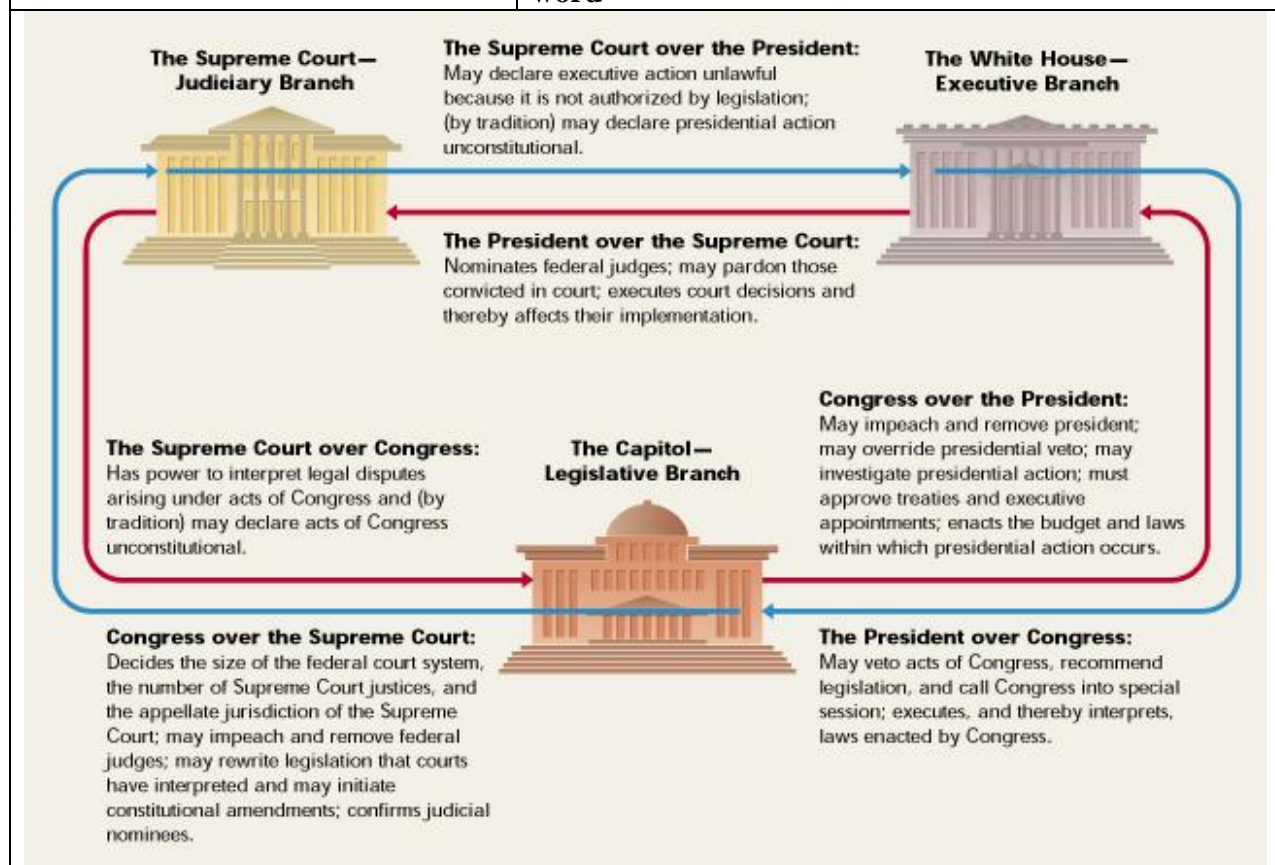
VIDEO 3 of 3

<http://www.screencast.com/users/ProfSom/folders/Jing/media/ceabebac-340b-493b-8e0d-cb82bb70f02b>

18. MIDTERM REVIEW SHEET 1

1. US Checks and Balances System

Be able to recreate this concept by concept, word by word



2. Amendments to the US Constitution: Read Them and Summarize Them

1		15	
2		16	
3		17	
4		18	
5		19	
6		20	
7		21	
8		22	
9		23	
10		24	
11		25	
12		26	
13		27	
14			

MIDTERM REVIEW SHEET 2

3. Recreate the Following Diagrams

US Federal System	Political Ideology Chart
<p>A Venn diagram showing the distribution of powers between the National government and State governments. The left circle (yellow) represents National powers: National defense, Currency, Post office, Foreign affairs, and Interstate commerce. The right circle (blue) represents State powers: Charter local governments, Education, Public safety, Registration and voting, and Intrastate commerce. The overlapping middle circle (green) represents Concurrent powers: Loan and borrow money, Taxation, Law enforcement, Charter banks, and Transportation.</p>	<p>A 2x2 matrix chart for Political Ideology. The vertical axis is 'Activist Role for Government in Area of Upholding Traditional Values' (Favor at top, Oppose at bottom). The horizontal axis is 'Activist Role for Government in Area of Economic Security' (Favor at left, Oppose at right). The quadrants are: Top-Left (Yellow) is Populist; Top-Right (Light Blue) is Conservative; Bottom-Left (Orange) is Liberal; Bottom-Right (Brown) is Libertarian.</p>

4. Be Able to Define the Following Terms. STUDYING SUGGESTION: WRITE AT LEAST ONE PARAGRAPH IDENTIFYING THE TERMS AND THEIR SIGNIFICANCE TO OUR CLASS.

“Establishment clause” “Free-Exercise clause” “With all deliberate speed” Affirmative action Bill of Rights (Be able to summarize all the Amendments) Brown v. Topeka Board of Ed. (1954) Checks and Balances Congress Conservative De facto discrimination Declaration of Independence	Federalist No. 10 Filibuster Great Compromise Imminent lawless action Jefferson Judicial review Liberal Libertarian Locke Marbury v. Madison (1803) Martin Luther King, Jr. Miranda v. Arizona (1966) Montesquieu New Jersey Plan	Plessy v. Ferguson (1896) Political socialization Populist Presidency Presidential vetoes Prior restraint Racial profiling Roe v. Wade (1973) Selective incorporation Separate but equal Separation of powers Shays' Rebellion Supremacy clause Supreme Court	The Civil Rights Acts The New Jersey (small-state) Plan The Virginia Plan Three-fifths compromise US Federal System Diagram Virginia Plan US Constitution Amendments Court Cases Review your QUIZZES!
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MIDTERM REVIEW SHEET 3

POSSIBLE MIDTERM ESSAYS

INSTRUCTIONS AND GRADING: OUTLINE (~30%) & WRITTEN ESSAY (~70%)

1. Create an outline to respond to the specific question (~30% of grade will be for the outline.)

The outline of the essay is the body of your paper. It can be presented either in the form of diagram or in the point form. The point form gives you opportunity to evaluate the order of presentation of the main ideas, to attest the logic of your presentation and to spot down gaps or facts that are irrelevant for your assignment.

See: <http://www.bestessaytips.com/> for more tips.

The typical outline should comprise:

- The statement of your thesis.
- The most important points of your argument.
- Sub-points of your topic.
- The evidence for each topic of the argument.

2. Write your Essay. (~70% of total)

An “A” essay: (see http://www.cs.unc.edu/~pozefsky/COMP380_F06/rubric.html)

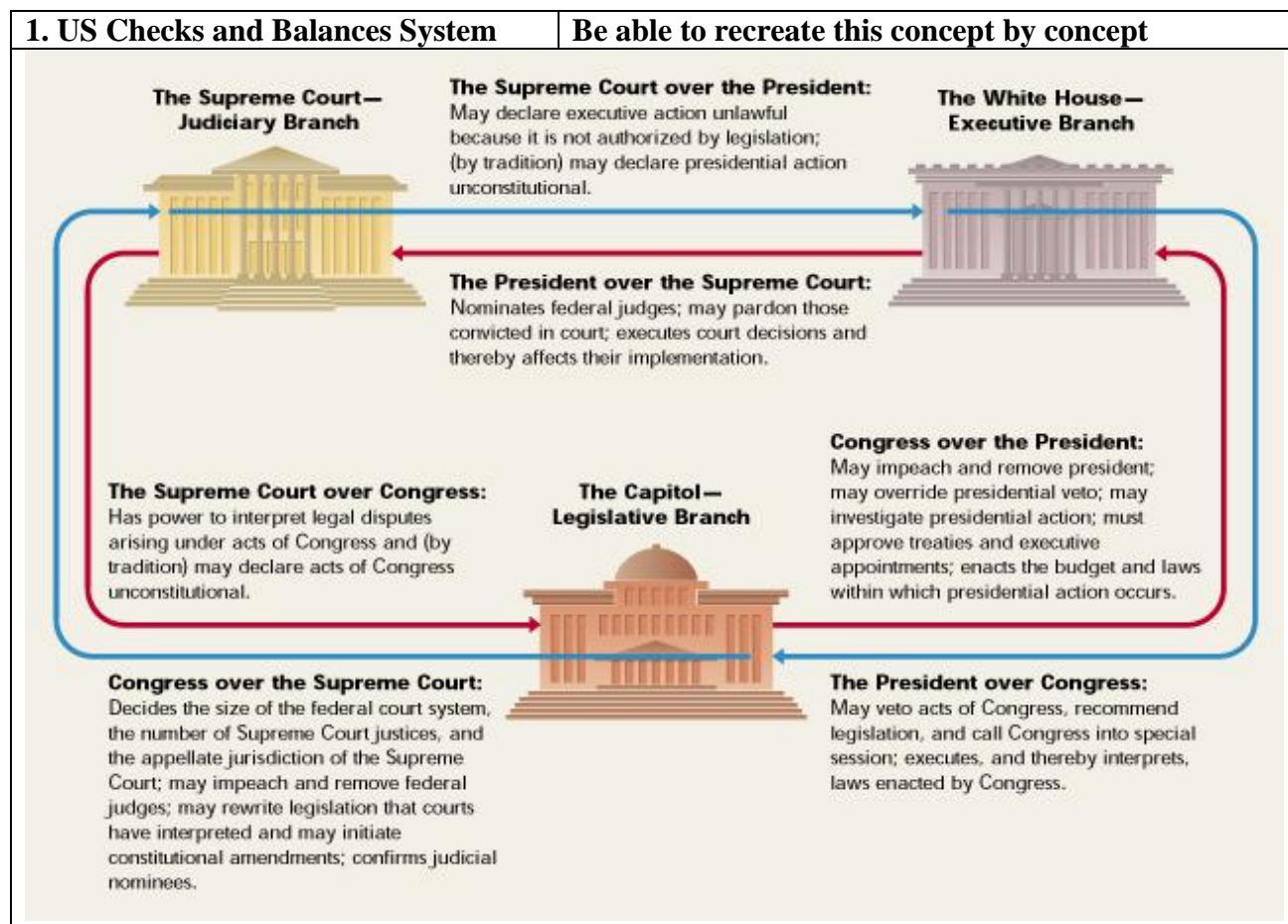
- * Answers the specific central question that was asked
- * Incorporates pertinent and detailed information from both discussions and assigned readings (whenever applicable), providing needed evidence.
- * Maintains focus & avoids being sidetracked by tangents
- * Presents all information clearly and concisely and in an organized manner
- * Does much more than merely restate the question and offer a brief response
- * Avoids distracting grammar/spelling/etc. problems
- * Cite sources properly. If you do not reference your sources, your grade will be deducted.

POSSIBLE ESSAYS. YOU WILL GET A RANDOM DRAW FROM THESE 2 OPTIONS.

A) The Swedish sociologist Gunnar Myrdal describes discrimination as “America’s curse.” Write an essay describing the struggles of minorities in America. Specifically, what main gains has our society made in terms of the law (de jure) to achieving equality? Finally, how can we collectively reduce de facto discrimination? **REMEMBER: You must 1) Outline your response for 10 points, and 2) Write a 5-paragraph essay for 25 Points.**

B) Ann Beeson has said, “No one is questioning the government’s authority to prosecute spies and terrorists, but we do not need to waive [nullify] the Constitution to do so.” Do you agree with her assessment? How do we balance the rights of the accused and the need to protect the nation? Address how the US War on Terrorism can infringe upon the rights of persons accused of crimes under the Constitution. **REMEMBER: You must 1) Outline your response for 10 points, and 2) Write a 5-paragraph essay for 25 Points.**

19. THE FINAL EXAM REVIEW SHEET 1



2. Amendments to the US Constitution: Read Them and Summarize Them

1		15	
2		16	
3		17	
4		18	
5		19	
6		20	
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11		25	
12		26	
13		27	
14			

THE FINAL EXAM REVIEW SHEET 2

<p>3. Review ALL chapters in the California book and selected chapters in <u>We the People</u>.</p> <p>Definitely know the all the Amendments to the US Constitution</p> <p>“With all deliberate speed” “Establishment clause” “Free-Exercise clause” Affirmative action Bill of Rights Bills: How it becomes law in the federal level CA Blanket Primary California Courts and Judges California Historical Development Californian Legislature Challenges for California Checks and Balances City Government Congress Conservative Criminal Justice and Civil Law De facto discrimination Declaration of Independence Federalism Diagram (We the People) Federalist No. 10</p>	<p>Filibuster Governor Great Compromise Immigration Imminent lawless action Interest Groups Jefferson Judicial review Liberal Libertarian Locke Martin Luther King, Jr. Montesquieu New Jersey Plan Paying the Bills Political socialization Populist Presidency Presidential vetoes Prior restraint Racial profiling Recall Election Roe v. Wade 1973 Selective incorporation Separate but equal Separation of powers Shays' Rebellion Supremacy Clause</p>	<p>Supremacy clause Supreme Court The Civil Rights Acts The New Jersey (small-state) Plan The Plural Executive The Progressive Movement The Underrepresented The Virginia Plan The War Powers Act of 1973 Three-fifths compromise Treaty of Guadalupe Hidalgo</p> <p>KNOW THESE COURT CASES</p> <p>Marbury v. Madison (1803) McCulloch v. Maryland (1819) Dred Scott v. Sanford (1857) Plessy v. Ferguson (1896) Gitlow v. New York (1925) Brown v. Topeka Board of Education (1954) Gideon v. Wainwright (1963) Miranda v. Arizona (1966) Roe v. Wade (1973) Bush v. Gore</p>
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4. Recreate the Following Diagram Word For Word	
US Federal System	Political Ideology Chart
<p>The diagram shows three overlapping circles representing different levels of government power:</p> <ul style="list-style-type: none"> National powers (Yellow circle): National defense, Currency, Post office, Foreign affairs, Interstate commerce. Concurrent powers (Green circle): Loan and borrow money, Taxation, Law enforcement, Charter banks, Transportation. State powers (Blue circle): Charter local governments, Education, Public safety, Registration and voting, Intrastate commerce. 	<p>The chart maps political ideologies based on two axes:</p> <ul style="list-style-type: none"> Vertical Axis: Activist Role for Government in Area of Economic Security (Favor at top, Oppose at bottom). Horizontal Axis: Activist Role for Government in Area of Upholding Traditional Values (Favor on left, Oppose on right). <p>The four quadrants represent the following ideologies:</p> <ul style="list-style-type: none"> Top-Left (Favor Economic Security, Favor Traditional Values): Populist Top-Right (Favor Economic Security, Oppose Traditional Values): Conservative Bottom-Left (Oppose Economic Security, Favor Traditional Values): Liberal Bottom-Right (Oppose Economic Security, Oppose Traditional Values): Libertarian

THE FINAL EXAM REVIEW SHEET 3

5. James David Barber's Typology

The Presidential Character: Predicting Performance in the White House.

		WORLD VIEW / AFFECT	
		Positive	Negative
ACTIVITY LEVEL	Active	ADAPTIVE: These presidents are confident & flexible; they create opportunities for action; they enjoy the exercise of power & do not take themselves too seriously; they emphasize the "rational mastery" of their environment; power is used as a means to achieve beneficial results. <i>Thomas Jefferson, F. D. Roosevelt, H. Truman, J. F. Kennedy, G. Ford</i>	COMPULSIVE: power is used as a means to self-realization; they expend great energy on tasks but derive little joy; they are preoccupied with whether they are failing or succeeding; they have low self-esteem; they are inclined to rigidity & are highly driven; they have a problem managing aggression. <i>W. Wilson, H. Hoover, A. Lincoln, L. B. Johnson, R. Nixon</i>
	Passive	COMPLIANT: <i>superficially optimistic</i> they seek to be loved; they are easily manipulated; they have low self-esteem which is overcome by an ingratiating personality; they react rather than initiate. <i>W. H. Taft, W. Harding, R. Reagan, W. Clinton</i>	WITHDRAWN: they respond to a sense of duty; they avoid power; they have low self-esteem which is compensated by service to others; they respond rather than initiate; they avoid conflict and uncertainty; they emphasize principles and procedures and have an aversion to politicking. <i>G. Washington, C. Coolidge, D. Eisenhower</i>

James David Barber attempted to introduce the American voters to a methodology on making an informed decision about electing the President. Review the Professor Woll's PowerPoint on James David Barber's typology of Presidential Character located at http://people.brandeis.edu/~woll/barberpp_files/frame.htm

Using the typology, analyze where you would place Obama, H. Clinton and McCain and Romney. Please support your answer. Were you surprised about who won the 2008 Presidential Election and why?

<http://www.pbs.org/newshour/vote2008/primaries/republicans.html>
<http://www.pbs.org/newshour/vote2008/primaries/democrats.html>

THE FINAL EXAM REVIEW SHEET 4

POSSIBLE FINAL EXAM ESSAYS.

To study for the exam: I recommend preparing at least three (3) responses.

For the Final I will pair the questions into 2 SETS. The computer will randomly select one of the sets. You must answer ONLY one. Please be advised and prepare ahead of time. For great tips on taking the essay exams: <http://www.csbsju.edu/academicadvising/help/essayxm.htm>

- 1) Describe the debate over the proper role of the judiciary. Address all the following concepts: 1) judicial review, 2) the doctrine of judicial restraint and 3) the doctrine of judicial activism?
- 2) Assess the current criminal justice situation of California prison population. What reforms would you recommend to help alleviate overcrowding? What would be the challenges to the proposed reforms?
- 3) What was Proposition 13? What was the effect on Californian city revenues collected from property tax? What was the impact on city services? How did cities respond to it? Discuss the impact that it continues to have and what possible changes you would make.
- 4) Recreate James David Barber's diagram. Describe the attributes of each of the four personalities and identify a president who exemplifies those four squares. Place 2 Democratic Party and 2 Republican Party 2008 Presidential Candidates and explain why.

Instructions: OUTLINE (25%) and WRITTEN ESSAY (75%)

1. Create an outline to respond to the specific question (25% of grade will be for the outline.)

The outline of the essay is the body of your paper. It can be presented either in the form of diagram or in the point form. The point form gives you opportunity to evaluate the order of presentation of the main ideas, to attest the logic of your presentation and to spot down gaps or facts that are irrelevant for your assignment.

The typical outline should comprise:

- The statement of your thesis.
- The most important points of your argument
- Sub-points of your topic.
- The evidence for each topic of the argument.

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2. Write to your Essay. (75% of total)

An "A" essay: (see http://www.cs.unc.edu/~pozefsky/COMP380_F06/rubric.html)

- * Answers the specific central question that was asked
- * Incorporates pertinent and detailed information from both class discussions and assigned readings (whenever applicable), providing needed evidence.
- * Maintains focus & avoids being sidetracked by tangents
- * Presents all information clearly and concisely and in an organized manner
- * Does much more than merely restate the question and offer a brief response
- * Avoids distracting grammar/spelling/etc. problems
- * Cite sources properly. If you do not reference your sources, your grade will be deducted.