

LOS ANGELES MISSION COLLEGE
Political Science 1: Government of the United States
Section 0304, Spring 2009 Semester from February 9, 2009 to June 8, 2009

Instructor: Mr. Som Chounlamountry, MA chounlam@usc.edu www.chounlam.pbwiki.com http://www.lamission.edu/~chounls	COMPLETELY ONLINE ETUDES-NG Website https://etudes-ng.fhda.edu/portal
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COURSE SYLLABUS

I. Los Angeles 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.

This course is completely online and will be using the ETUDES-NG class management system. Tutorials can be found at the end of this syllabus. If you need further assistance with online component, please contact Mr. Kelly Scandlyn, Bungalow D, telephone: (818) 364-7600 ext. 4129, email: kps70@hotmail.com

STUDENT LEARNING OUTCOMES

1. Understand the roles, responsibilities, and limitations of the duties of Federal, state, and local governments and the impact on individuals.
2. Differentiate initiatives, referendums and recalls in California Constitution and laws.
3. Develop skills to assess news sources and to become an informed citizen and voter.

II. 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.

III. Required Texts

1. **Required:** Greenberg and Page; *America's Democratic Republic*. (2nd edition for LAMC) (ISBN: 978-0-536-43110-3)
2. **Required:** Field, M.; *California Government and Politics Today*, 12th Edition, Longman (ISBN: 978-0205620074)

Textbooks available at the Los Angeles Mission College Bookstore <http://www.lamissionbookstore.com/>

IV. Grading & Assessments

Assessment to Date Due	Due Date	Points
ONLINE MIDTERM EXAM (Take only once)	Fri. April 03, 2009 by 11 PM	100 points
RESEARCH PAPER	Fri. May 15, 2009 by 11 PM	100 points
ONLINE FINAL EXAM (Take only once)	Tue. June 02, 2009 by 11 PM	150 points
10 Online Quizzes Check ETUDES-NG	Various See ETUDES-NG	150 points

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

V. Extra-Credit Assignments & Community Service

To help ensure that students can obtain and maintain good grades, students are encouraged to complete Extra-Credit Assignments include and Volunteering. Students can earn up to **one whole grade** improvement for the course. Students can earn the maximum points by volunteering for 10 hours. Each hour is worth a **+5 points** improvement. Volunteering and other Extra-Credit Activities can be combined but **50 Points** is the maximum. Please check the ASSIGNMENTS AREA for more details.

Community Service Rules:

- All volunteer work must be performed at a nonprofit community & political organization which directly represents and/or benefits local residents. For example: it could be done at schools, the local office of a Congressperson, State Senator, City-Council Person; the local chapter of the Red Cross, League of Women Voters, Anti-Defamation League, American Civil Liberties Union, Mexican American Legal Defense and Education Fund, AARP, etc..
- **Prior authorization from me is required regarding the selection of such an organization for Service Learning credits.**
- A one page, typed, double-spaced, and proof-read essay delineating the specific experiences you encountered and how it made you feel. Submit this essay as an **Assignment** along with the supervisor's contact information.
- Please ask that the supervisor email me at chounlam@usc.edu a confirmation of your hours and their contact information.

VI.A. Calendar

Spring 2009

<u>February</u> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 W1: Class Begins 15 16 17 18 19 20 21 W2 22 23 24 25 26 27 28 W3	<u>March</u> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 W4 8 9 10 11 12 13 14 W5 15 16 17 18 19 20 21 W6 22 23 24 25 26 27 28 W7 29 30 31
<u>April</u> Su Mo Tu We Th Fr Sa 1 2 3 4 W8: Midterm Exam 5 6 7 8 9 10 11 W9: Spring Break 12 13 14 15 16 17 18 W10 19 20 21 22 23 24 25 W11 26 27 28 29 30 W12	<u>May</u> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 W13 10 11 12 13 14 15 16 W14: Paper Due 17 18 19 20 21 22 23 W15 24 25 26 27 28 29 30 W16: All Work Due 31
<u>June</u> Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 W17: Final Exam 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

Spring 2009 Important Dates

February 08, 2009

Residency determination date (Spring 09).

February 09, 2009

Spring 09 semester classes begin.

February 13, 2009 - February 16, 2009

Presidents Day (College Closed).

February 20, 2009

Last day to ADD Classes.

February 24, 2009

Last day to apply for a refund.
(registration/parking/non-resident fees - semester length classes)

March 06, 2009

Last day to DROP classes with no "W" on transcripts (no refund).

March 13, 2009

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

March 13, 2009

Last day to process a section transfer.

March 31, 2009

Cesar Chavez Holiday (College Closed).

April 03, 2009

Last day to file a petition to graduate
SPRING/SUMMER 09.

April 06, 2009 - April 10, 2009

SPRING BREAK (COLLEGE CLOSED)

May 08, 2009

Last day to DROP classes, with a "W" (in person, internet or S.T.E.P)

May 25, 2009

Memorial Day (College Closed).

VI.B. Calendar of Assignments

Assignments and Quizzes due by Friday 11pm.

*subject to adjustments

To Midterm Week	Reading & Duties	Topics *May be adjusted
Week 1: 2/9 Take ETUDES-NG Tutorial Tours & Class Videos from below. Please complete the Self-Introduction Activities and Email Prof. Som and take the Quizzes to get credit for them.	1. Post Self-Introduction and Reply in ETUDES-NG Discussion Forum. 2. Email Professor: FULL NAME, STUDENT ID NUMBER, SEMESTER, SECTION, PHONE, EMAIL, BIRTH DATE, HOW MANY ONLINE CLASSES YOU HAVE TAKEN, JOKE OR SECRET 2/13: Quiz1: Welcome Quiz. (No material needed) 20 Points	DOWNLOAD & REVIEW SYLLABUS Welcome Self-Introductions Course Overview ETUDES-NG Overview WARNING: STUDENTS NOT MAKING SATISFACTORY PROGRESS WITH THE FIRST FEW WEEKS MAY BE EXCLUDED (DROPPED) FROM THE CLASS
Week 2: 2/16	ADR Chapter 1: American Democratic Republic ADR: Read Declaration of Independence	Types of Government Principles of US Gov't Power and Authority The Political System
Week 3: 2/23	ADR Chapter 2: The Constitution ADR: Read US Constitution & Declaration of Independence 2/27: Quiz2: US Constitution & Amendments. 30 Points	Before the Constitution Negotiating Toward a Constitution Limited Government Self-Government
Week 4: 3/2	ADR Chapter 3: Federalism 3/6: Quiz3: ADR Chps 1, 2 to 3: Political Culture, Constitution, Federalism. 10 Points	National and State Sovereignty Supremacy Clause
Week 5: 3/9	ADR: Review Amendments of the US Constitution ADR Chapter 4: Civil Liberties	Bill of Rights Freedom of Expression Freedom of Religion The Right of Privacy Rights of the Accused Rights and War on Terrorism
Week 6: 3/16	ADR Chapter 5: Civil Rights 3/20: Quiz4: Research Paper & Scholarly Sources. 30 Points	Struggle for Equality Civil Rights Movement Equality Under Law Equality of Results
Week 7: 3/23	ADR Chapter 6: Public Opinion and Political Learning 3/27: Quiz5: ADR Chaps 4, 5, to 6: Civil Liberties, Equal Rights, Opinion & Political Learning. 10 Points MIDTERM REVIEW	Public Opinion Political Socialization Political Ideology MIDTERM REVIEW EXTRA-CREDIT PRE-MIDTERM DISCUSSION FORUM AVAILABLE.
Week 8: 3/30 Midterm Exam 100 Points	MIDTERM EXAM Midterm Exam on Submitted by 11pm Friday 4/03	Please consult Midterm Review Sheet

Assignments and Quizzes due by Friday 11pm.

POST MIDTERM	Reading & Duties	Topics *May be adjusted
Week 9: 4/6	SPRING CLASS NO CLASSES	HAVE A SAFE SPRING BREAK
Week 10: 4/13	ADR: Chapter 11: Congress	Choosing the President Presidential Leadership Predicting Performance James David Barber Typology
Week 11: 4/20	ADR: Chapter 14: The Courts 4/24: Quiz6: Matching Significant Supreme Court Cases. 10 Points	Judicial Review Judicial Activism Judicial Constraint Court Cases
Week 12: 4/27	ADR: Chapter 12: The Presidency 5/1: Quiz7: ADR Chaps 11, 12 & 14: Congress, President & Judiciary. 10 Points	Congress as a Career Congressional Leadership How a Bill Becomes Law
Week 13: 5/4	Please work on your Research Paper All students wishing to take advantage of the COMPONENT OPTION must Post FIRST DRAFT WITH SOURCES and Reply in ETUDES-NG Discussion by Friday 11pm on May 9th, then take the FIRST DRAFT Quiz.	Component Option Research Paper Steps: 1. Select Topics & Read First Assigned Article 3. Create simply outline 4. Research: Compile 20 Scholarly Articles CREATING DETAILED OUTLINES 5. Create Detail Outline integrating at least ten (10) Scholarly Articles 5. Post FIRST DRAFT WITH SOURCES and Reply in ETUDES-NG Discussion for PEER-EDITING & COMMENTS on 5/8 th . 6. Revise Draft and Submit to ETUDES-NG by Friday 11pm on May 15th.
Week 14: 5/11	California Chapter 1-3 California Chapter 4-7 5/15: Quiz8: CA1—Chps 1-7: CA, People, History, Equality, Media, Parties, Campaigns. 10 Points 5/15: RESEARCH PAPER DUE: SUBMIT AS ASSIGNMENT	CA History Freedom and Equality Media Influence and Interest Groups Political Parties Campaigns and Elections
Week 15: 5/18	California Chapter 8-11 California Chapter 12-15 5/22: Quiz9: CA2—CA Chps 8-15: Legislative, Executive, Budget, Judiciary, Laws, Cities, Counties, Future. 10 Points	Legislature Plural Executive The Budget The Judiciary Justice and Civil Laws City Government Beyond Cities California's Future
Week 16: 5/25 May 29: Last Day of Classes	Review Selected Chapters of ADR and All of Field's California 5/27: Quiz10: Course Evaluation. 10 Points 5/29: Submit All Extra-Credit Assignments by 11PM	CLASS EVALUATIONS FINAL REVIEW EXTRA-CREDIT PRE-FINAL DISCUSSION FORUM AVAILABLE.
Week 17: 6/1 Finals Week Final Exam 150 Points	Final Exam. 150 Points. Take only one completely by 11PM Tue. 6/02	Consult Final Review Sheet

VII. Class Policies

Email Etiquette: Your real 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 **Full Name, 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 one grade level per school day for that assignment. Early exams are not allowed except under conditions of a make-up exam. Make-up assignments will be available only in cases of demonstrated medical emergencies, religious holidays, or university business. Typically a make-up exam may have a different format than the original. Please contact instructor immediately should you have any problems.

Plagiarism and Cheating Policy: As university 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. To avoid plagiarism, please cite all information that is not yours.

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 ON DURING EXCLUSION WEEK.**

Policy on reasonable accommodations for students with disabilities: The Students with Disabled Student Programs and Services can be reached on (818) 364-7732. For students with disabilities the DSPS office provides special assistance areas like: registering for courses, specialized tutoring, note-taking, mobility assistance, special instruction, testing assistance, special equipment, special materials, instructor liaisons, community referrals, and job placement.

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 wanted you to have additional resources to help you with the class. Not all the information will apply to your specific class. See your syllabus.

VIII. Assessment Descriptions

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 to 60 minutes. Please read the description of each quiz carefully. 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. Lecture notes are available in the RESOURCES area.

Online Exams: Both the Midterm and the Final Exam will be given online. You will have 3 hours to finish each exam once opened. You may use your textbook and lectures notes. However you must cite the source of the information that you are using to AVOID PLAGIARISM. You ARE NOT permitted to cut or paste ANY material from other sources or this will constitute CHEATING. Review sheets are in the RESOURCES Area. Please practice your outlines and essays and answer them completely and thoroughly. TAKE EACH ONLY ONCE. IF YOU HAVE PROBLEMS, EMAIL chounlam@usc.edu IMMEDIATELY.

The exams will have multiple choices, matching and a written portion. Please see the review sheet for details.

Research Paper Integrating 10 Scholarly Sources: Each student will write a 5 to 7 page research paper based on scholarly sources on a current topic of international politics to be assigned by the instructor. All papers must be double-spaced, and paginated, 12 fonts (Times New Roman), have standard margin, and use APA or MLA citations. See the ASSIGNMENTS area for more details.

NOTE: YOU HAVE 2 OPTIONS

OPTION 1. THE HIGHWAY: JUST THE FINAL DRAFT INTEGRATING 10 SCHOLARLY SOURCES AND WORKS CITED PAGE which will be graded on a 100 point scale. Simply paste the text of your Final Draft the submission box.

OPTION 2. PROFESSOR SOM'S WAY: COMPONENTS which will give you up to 90 points prior to submitting this portion. Copy and paste the text of your FINAL DRAFT of your Research Paper followed by the ALL PREVIOUS COMPONENTS. Please ensure you have cited and documented your scholarly sources and have a bibliography. The Final Draft will be graded on a scale of 10 possible points. Please ensure that you completed the previous components if you chose this option. The method ensures that the student will maximize their points. *NOTE: This option requires that you post up your FIRST DRAFT WITH BIBLIOGRAPHY in the DISCUSSION AREA a week prior to the due of submission of the FINAL DRAFT. SEE ASSIGNMENT FOR DETAILS.

NOTE: Papers not citing at least 10 scholarly sources in the body of the paper will be given a "C" grade! See examples for in text citations.

IX. Research Paper Integrating 10 Scholarly Sources Topics

Topics	<p>Required Article. (Read these first!) You must include the required article as part of your research.</p> <p>Go to http://library.cqpress.com/cqresearcher/ username: mission password: la818</p>
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/cqresrre2006092200 .
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/cqresrre2005022500 .
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/cqresrre2000033100 .
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/cqresrre2003102400 .
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/cqresrre2006012700 .
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/cqresrre2005092301 .
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/cqresrre2000120800 .
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/cqresrre2005012800 .
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/cqresrre2004102200 .
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/cqresrre2005021100 .
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/cqresrre2005121600 .
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/cqresrre2005051301 .
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/cqresrre2006090100 .
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/cqresrre2002061400 .
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/cqresrre1999030500 .
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/cqresrre2006091500 .

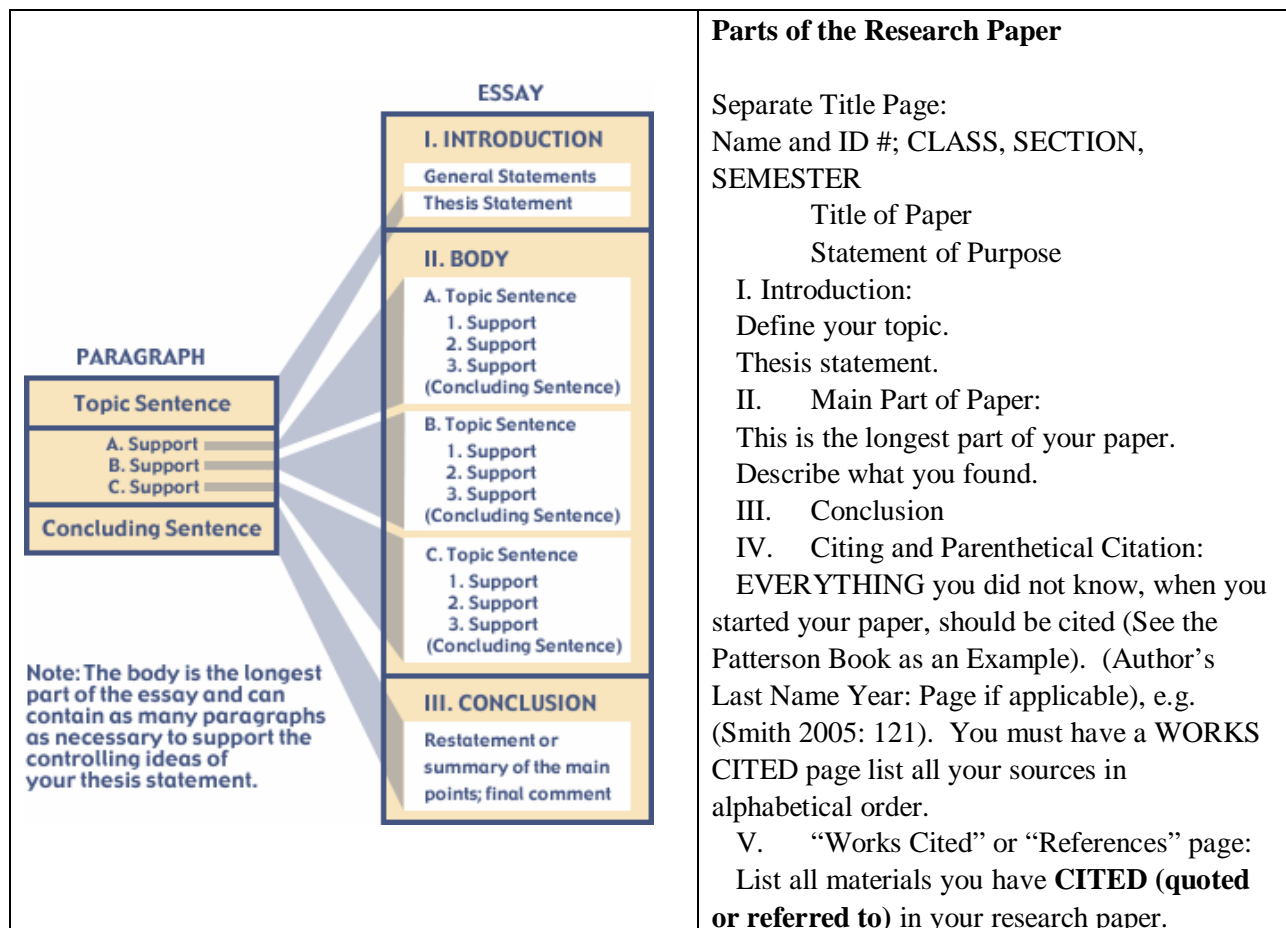
X. Research Paper Integrating 10 Scholarly Sources Requirements

1. 5 to 7 pages of typed, double-spaced, paginated, 12 fonts (Times New Roman), standard margin and proofread paper on select topics.
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 scholarly journal articles. (These articles cite other authors and must have a WORKS CITED or REFERENCE PAGE). Check the Discussion Area for Research Tips and Passwords to Journal Databases.

YOU MUST GET AT LEAST TEN (10) SCHOLARLY SOURCES FROM THE FOLLOWING SOURCES:

1. EBSCOhost 2. Opposing Viewpoints 3. CQ Researcher (The ETUDES-NG has the Library Passwords)

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.
5. **PROF. SOM'S COMPONENTS OPTION: Topic selection and outline (10 pts), preliminary research (35 pts), detailed outline with sources (20 pts), first draft (25 pts), and final paper (10 pts) must be submitted online. Late Submissions will be penalized 10% for each week they are late.**



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.

XI. Research Paper Integrating 10 Scholarly Sources Grading Guidelines

NOTE: Papers not citing at least 10 scholarly sources in the body of the paper will be given a "C" overall grade! See the ASSIGNMENT area for examples.

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 10 scholarly sources, citing them effectively and properly

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 10 scholarly sources

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
- Papers not have at least 10 scholarly sources will be given a "C" grade

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 scholarly materials and readings

The F paper

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

XII. 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 chounlam@usc.edu
- [Tour 6 - Discussion Forums Overview](#)
- [Tour 7 - Test Center Overview](#)

XIII. 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>

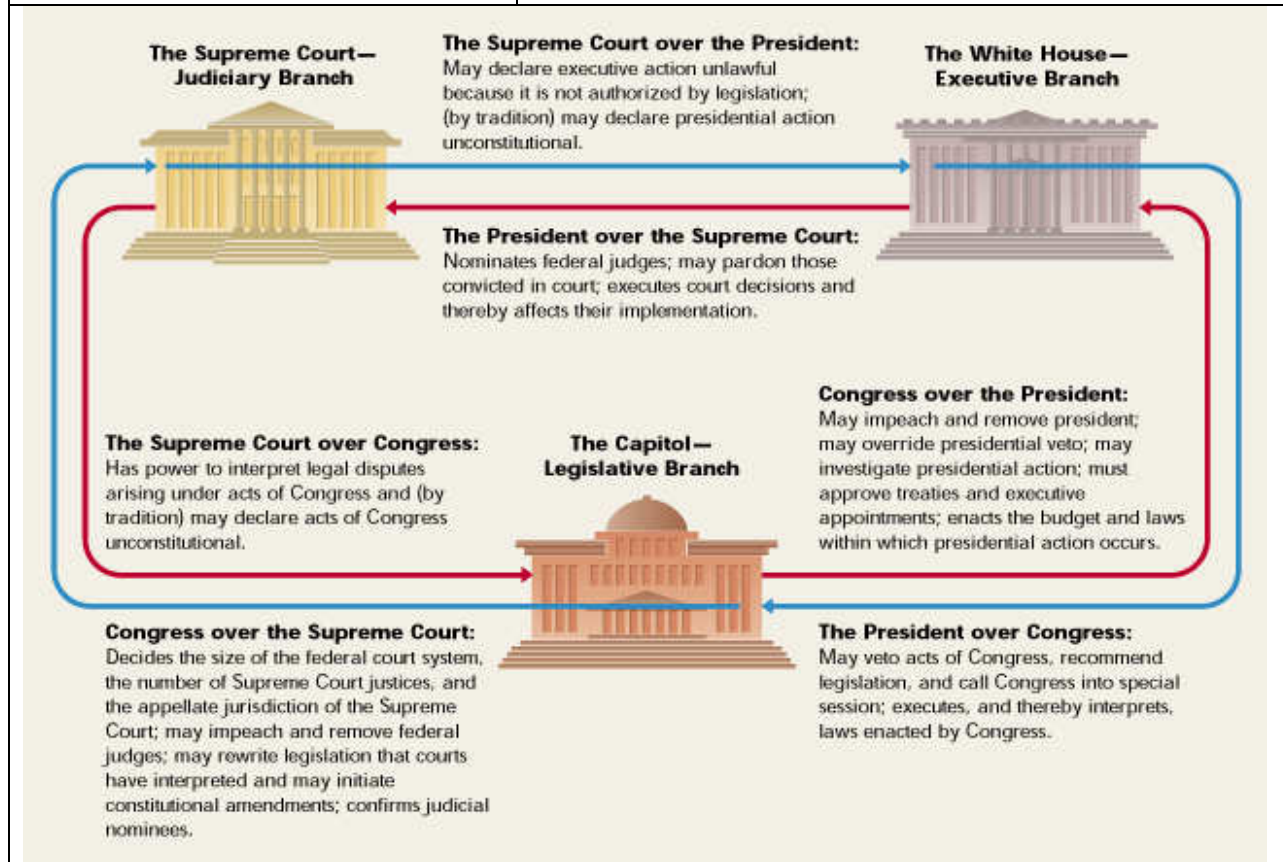
VIDEO 3 of 3

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

XIV. MIDTERM REVIEW SHEET 1

1. US Checks and Balances System

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

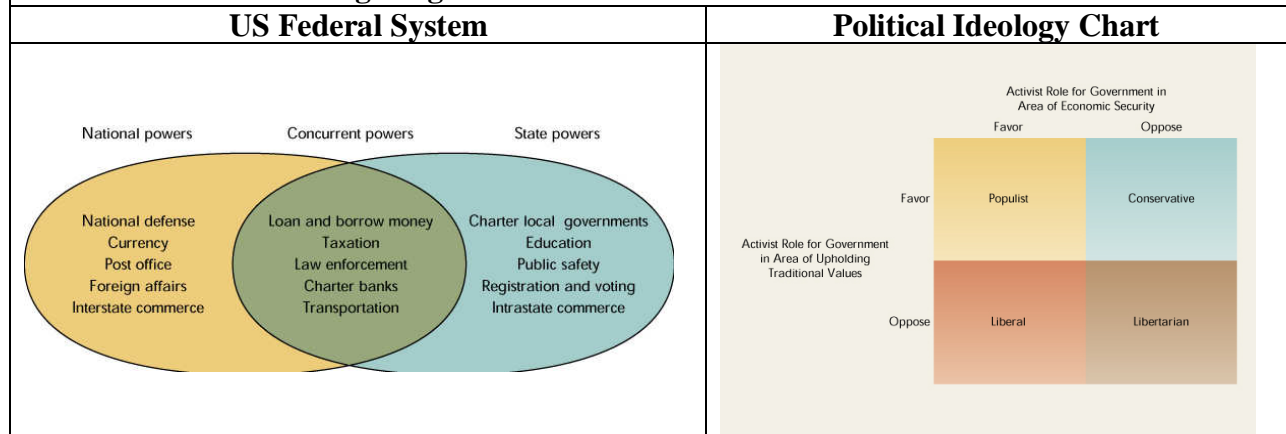


2. Amendments to the US Constitution: Read Them and Summarize Them

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



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

5. 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)

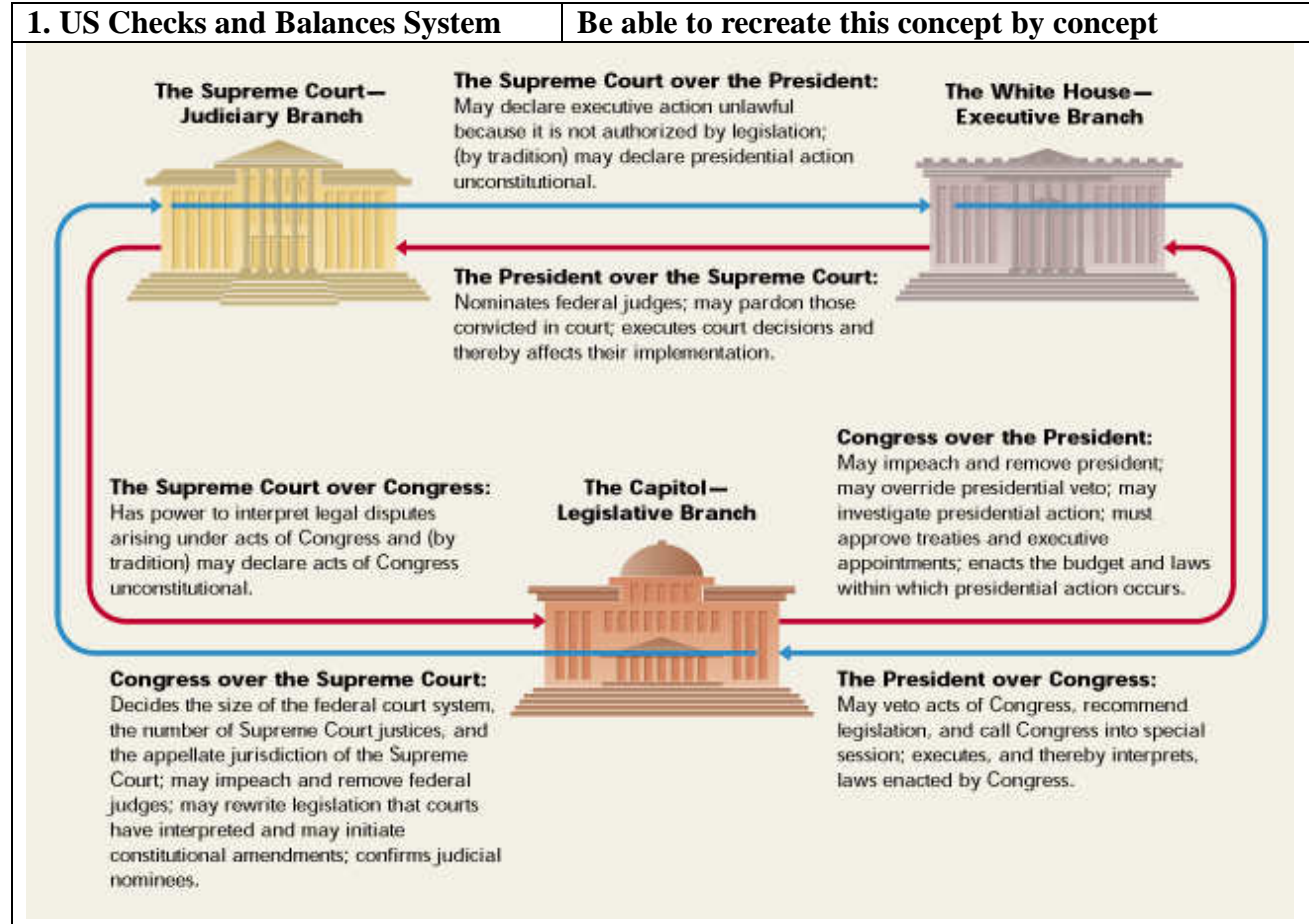
- * Answers the specific central question that was asked
- * Incorporates pertinent and detailed information from both discussion and assigned readings (whenever applicable), providing needed evidence.
- * Maintains focus & avoids being sidetracked by tangents
- * Presents all information clearly and 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
- * 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.**

XV. THE FINAL EXAM REVIEW SHEET 1



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

1		15	
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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 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 Upholding Traditional Values (Oppose at bottom, Favor at top). Horizontal Axis: Activist Role for Government in Area of Economic Security (Favor on left, Oppose on right). <p>The four quadrants represent the following ideologies:</p> <ul style="list-style-type: none"> Top-Left (Favor Traditional Values, Favor Economic Security): Populist Top-Right (Favor Traditional Values, Oppose Economic Security): Conservative Bottom-Left (Oppose Traditional Values, Favor Economic Security): Liberal Bottom-Right (Oppose Traditional Values, Oppose Economic Security): 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

6. POSSIBLE FINAL EXAMS 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/essayexm.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 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