

CATALOG INFORMATION

Dept and Nbr: POLS 20

Title: POLITICAL POWER

Full Title: Political Power: the Experience of American Cultural Groups

Last Reviewed: 11/28/2005

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:
An examination of how political power as expressed in government policy, laws, court opinions, social perceptions, social status indicators, and economic interests interplay and affect political participation rates. The experiences of at least three groups: African American, Asian American, Chicano/Latino American, European American, Indigenous Peoples of the Americas, and Americans of Middle Eastern origin will be explored, contrasted, and compared in this American Cultures course. From three to six groups will be examined and each will be given equal attention during the semester. Successful and unsuccessful responses to the government's use of political power will be analyzed.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: An examination of the uses of political power, especially governmental power, and

its effect on at least three groups: African American, Asian American, Chicano/Latino American, European American, Indigenous Peoples of the Americas, and Americans of Middle Eastern origin and their participation in the system. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area G	American Cultures/Ethnic Studies	Effective: Fall 1999	Inactive: Summer 2010
CSU GE:	Transfer Area D D3 D8	Social Science Ethnic Studies Political Science, Govt, Legal Instutns	Effective: Fall 1999	Inactive: Summer 2010
IGETC:	Transfer Area 4 4H	Social and Behavioral Science Political Science:Govt and Legal Instutn	Effective: Fall 1999	Inactive: Summer 2010
CSU Transfer:	Transferable	Effective: Fall 1999	Inactive:	Summer 2010
UC Transfer:	Transferable	Effective: Fall 1999	Inactive:	Summer 2010

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

OUTCOMES AND OBJECTIVES:

Students will:

1. Evaluate the interplay of governmental policy, laws, court opinions, social perceptions, social and economic status indicators which all contribute to political power. Recognize that the use of this power, often negatively, impacts groups with "minority status."
2. Describe the role of the American government(s) in shaping the experiences of African American, Asian American, Chicano/Latino American, European American, Indigenous Peoples of the Americas, and Americans of Middle Eastern origin.
3. Analyze the struggles of these cultural groups to attain political power.
4. Compare and contrast the successful and unsuccessful responses of these groups to changing governmental policies and strategies.

5. Synthesize information from multiple sources: lectures, readings, and library research and come to an understanding of the uses/abuses of political power toward these groups.
6. Demonstrate sufficient research skills to complete term papers, and the necessary writing and intellectual abilities for integrating concepts and themes on essay exams.

Topics and Scope:

I. INTRODUCTION

1. Review principles, values, and structure of the American government.
2. Review major documents supporting #1 and identify contradictions.
3. Understand concepts and terms, for example: republicanism, democracy, political equality, political liberty, identity, racism, sexism, prejudice, discrimination.
4. Use statistical data to create socio-economic markers that measure political participation and success.
5. Create a matrix of principles, values, perceptions, and socio-economic "markers" that support full political participation.

II. REVIEW THE POLITICAL EXPERIENCES OF AT LEAST THREE GROUPS: AFRICAN AMERICAN, ASIAN AMERICAN, CHICANO/LATINO AMERICAN, EUROPEAN AMERICAN, INDIGENOUS PEOPLES OF THE AMERICAS, AMERICANS OF MIDDLE EASTERN ORIGIN

1. Review selected documents, essays and experiences to compare and contrast each groups' struggle for political rights.
2. With the above matrix determine how each group has succeeded, or failed.
3. Understand examples of the different government strategies and policies used to impede or enhance a group's fulfillment of its rights of political participation.
4. Understand the adaptive responses each group had to #3.

III. THE INTEGRATION OF I AND II

1. Draw conclusions on what it takes to "succeed" politically in America.
2. Draw conclusions on what each particular group will need to do to improve its political position vis-a-vis the American government.

Assignment:

1. Regular attendance and extensive note taking in class is expected and assumed.
2. Read and study assigned chapters and articles for class discussion and analysis.
3. Conduct original research read and write papers (3 minimum) in response to assignments.
4. Prepare for and write integrative essays for mid-term and final exams.
5. Participate in class discussions, debates, and exercises as assigned.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essay exams, Term papers, College-level reading and writing abilities

Writing
40 - 80%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Exams, Analysis of statistical data

Problem solving
20 - 60%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

This course will primarily rely on selected articles and essays from several books, anthologies, and journals. However, the major works include:

FROM MANY, ONE: READINGS IN AMERICAN POLITICAL AND SOCIAL THOUGHT, Richard

C. Sinopoli, Georgetown University Press, 1997.

RACE, CLASS AND GENDER: AN ANTHOLOGY, Margaret L. Andersen and Patricia Hill Collins, Wadsworth Publishing Company, 1998.

A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA, Ronald Takaki, Little Brown and Company, 1993.

IRON CAGES: RACE AND CULTURE IN NINETEENTH-CENTURY AMERICA, Oxford University Press, 1990.

MAJOR PROBLEMS IN AMERICAN IMMIGRATION AND ETHNIC HISTORY, Jon Gjerde,

Houghton Mifflin Company, 1998.

MAJOR PROBLEMS IN AMERICAN WOMEN'S HISTORY, Mary Beth Norton and Ruth M. Alexander, D.C. Heath and Company, 1996.

MAJOR PROBLEMS IN AMERICAN INDIAN HISTORY, Alberto L. Hurtado and Peter Iverson, D.C. Heath and Company, 1994.

