

**POLS 20 Course Outline as of Summer 2010****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 is expressed in government policy, laws, court opinions, social perceptions, social status indicators, and participation rates. The experiences of at least three groups: African American, Asian American, Chicano/Latino American, European American, Indigenous Peoples of the Americas, and American 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:**

Eligibility for English 1A or equivalent; Completion of PolS 1.

**Limits on Enrollment:****Schedule of Classes Information:**

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. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for English 1A or equivalent; Completion of PolS 1.

Limits on Enrollment:

Transfer Credit:

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

**ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

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

**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

**COURSE CONTENT**

**Outcomes and Objectives:**

**OUTCOMES AND OBJECTIVES:**

Upon completion of the course students will be able to:

1. Evaluate the interplay of governmental policy, laws, court opinions, social perceptions, social and economic status indicators as they contribute to political power.
2. Recognize that the use of governmental political power, negatively or positively, impacts groups with "minority status."
3. Describe the role of the American government(s), (local, state, federal) in shaping the experiences of at least 3 of the following groups: African American, European American, Latino, Indigenous Peoples of the Americas, and Americans of Middle Eastern Origin.
4. Analyze the struggles of these cultural groups to attain political power.
5. Compare and contrast the successful and unsuccessful responses of these groups to changing governmental policies and strategies.
6. Synthesize information from multiple sources, and come to an understanding of the uses/abuses of political power toward these

groups.

## **Topics and Scope:**

### **I. Introduction**

- A. Principles, values, and structure of American government(s).
- B. Major documents supporting and contradicting "A"
  - 1. Declaration of Independence
  - 2. U.S. Constitution
  - 3. Court case(s) decisions
  - 4. Legislative Actions
  - 5. Executive Actions
- C. Concepts and terms
  - 1. Democracy
  - 2. Political equality
  - 3. Political liberty
  - 4. Identity
  - 5. Racism
  - 6. Sexism
  - 7. Prejudice
  - 8. Discrimination
  - 9. Oppression
- D. Statistical data that measure socio-economic mobility of ethnic groups in political participation/power and economic success

### **II. Political Experiences of Identified Groups:**

- A. African American
- B. Asian American
- C. Chicano/Latino American
- D. European American
- E. Indigenous People of the Americas
- F. Americans of Middle Eastern Origin
- G. Selected documents and essays to compare and contrast experiences over their struggle for political rights
- H. Compare successful and unsuccessful responses/strategies to changing government policies
- I. Synthesize information and data and draw conclusions on how groups succeed or fail politically.

## **Assignment:**

- 1. Regular attendance and extensive note taking in class is expected and assumed.
- 2. Read and study assigned chapters and articles (minimum of 100 pages per week) and analyze data for class discussion.
- 3. Conduct original research, read and write papers (1 minimum of 2250 words) in response to assignments.
- 4. Prepare for and write 3 integrative essays (1000 words each) 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.

Term papers

Writing  
50 - 60%

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

None

Problem solving  
0 - 0%

**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.

Multiple choice, Essay Exams

Exams  
40 - 50%

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

None

Other Category  
0 - 0%

## Representative Textbooks and Materials:

RED, WHITE & BLACK: THE PEOPLE OF EARLY NORTH AMERICA, Gary B. North, Prentice Hall Inc. 1992.

RACE AND THE EARLY REPUBLIC, Revised ed., Michael A. Morrison and James B. Stewart, Rowman & Littlefield Publishers, 2002.

ISSUES IN RACE, ETHNICITY, AND GENDER, The CQ Researcher, 2004.

WOMAN AND POLITICS: THE PURSUIT OF EQUALITY, LYNNE E. FORD, Houghton Mifflin Company, 2002.

WOMEN AND POLITICAL PARTICIPATION: CULTURAL CHANGE IN POLITICAL ARENA,

M. Margaret Gonway et.al., CQ Press, 2004.

WOMEN AND THE U.S. CONSTITUTION: HISTORY, INTERPRETATION, AND PRACTICE.,

ed. Sibyl A. Schwarzenbach and Patricia Smith, Columbia University Press, 2004.

LATINO POLITICS IN AMERICA: COMMUNITY, CULTURE, AND INTERESTS, John A. Garcia, Rowman & Littlefield Publishers, 2003.

AMERICAN INDIAN POLITICS AND THE AMERICAN POLITICAL SYSTEM, David E. Wilkins, Rowman & Littlefield Publishers, 2001.

ASIAN AMERICAN POLITICS: LAW, PARTICIPATION, AND POLICY, Don T. Nakanishi and James S. Lai, Rowman and Littlefield Publishers, 2002.

VOICES OF DIVERSITY: 20TH CENTURY PERSPECTIVES ON HISTORY AND

