

POLS 1 / Section 5761 - 3 Units
INTRODUCTION TO US GOVERNMENT
Spring 2022 Santa Rosa Junior College
Emeritus – Room 1692
MW 10:30am – 12 pm

Robert Proctor
Instructor
rob.proctor@live.com
Office: Emeritus 1548
Office Hours:
M 9:30-10:30 & W 1:30 -2:30pm &
By appointment

INTRODUCTION TO US GOVERNMENT

Syllabus

“Democracy has to be born anew every generation, and education is its midwife.” John Dewey

Course Description

This is an introductory course exploring how the political process works in the United States and how it affects you. Emphasis will be placed both on understanding the mechanics of government and on contemporary issues in American politics. Students will be expected to master the textbook material (which largely reviews high school civics) through self-study, utilizing internet review aids and assessment tools. Class time will be largely devoted to interactive activities designed to apply government principles to current politics. There will be numerous discussions, in-class exercises, and debates. The SRJC POLS1 Course Outline and Student Learning Outcomes are available at https://portal.santarosa.edu/srweb/SR_CourseOutlines.aspx?ck=POLS1

Instructor Expectations

Students should be aware that a considerable amount of reading, web research, and analysis will be required as preparation for each class session. **It is anticipated that a minimum of 1-2 hours will be required to prepare for each class session.** Additional time will be needed to prepare for specific in-class assignments. It is common for multiple assignments (i.e., a class presentation and a short research assignment) to be due on the same date for some students. Be sure to pay attention to other assignments when selecting a debate or news presentation date.

At a minimum, students are expected to:

1. Prepare carefully before coming to class. Preparation includes doing the assigned reading, completing any assignments, thinking about the material, and bringing questions and comments to the class.
2. Participate actively in all class projects, which will include debates, discussions, and reports.
3. Expect that most of the work will be interesting and stimulating, and contribute to making it so.
4. Keep abreast of current events, especially political news affecting the people of Sonoma County. This includes **regularly reading the news section of at least one newspaper, preferably the Santa Rosa Press Democrat.** In addition, students are encouraged strongly to follow major national news developments, especially Congress, the Presidency, and the Courts.
5. Show up on time and return from any breaks promptly. Do not make other appointments during class hours.
6. Turn in all assignments on time.

Attendance Policy

All students are expected to attend every class session. If students must miss a session, they should contact the instructor **prior to** the class that will be missed. All students are expected to contact the instructor if any emergencies arise. It will be difficult to receive a passing grade for the class with three or more unexcused absences. The college permits the instructor to drop any student who has missed more than 3 sessions. There are no make-ups for missed in-class assignments or quizzes.

Cheating

Anyone cheating on an assignment will receive zero points for that assignment. This includes plagiarism, which is passing on someone else's work as your own. More information about SRJC academic integrity policies is available at <https://rightsresponsibilities.santarosa.edu/academic-integrity>

Course Requirements and Grading Weights

Active Participation in Class Discussions and Exercises	100 points
Constitutional Basics Quiz	50 points
News/News log Assignment	50 points
Internet Research Assignments (7 X 20 points each)	140 points
Debate & Position Paper (In-class Debate – 60 points; Debate Worksheet – 40 points Position Paper – 80 points; In-class draft review – 10 points)	190 points
In Class Mid-Term Examination (Debate Questions – 50 points; Multiple Choice on Concepts, Key Terms from Chapters 1-5 – 50 points; News Test – 50 points;	150 points
Take-Home Mid-Term Essay (due after Chapter 7)	70 points
Final Examination (Debate Questions - 50 points; Discussion Question 50 points; Multiple Choice on Concepts, Key Terms from Chapters 6-12 - 50 points; Short answer/Constitutional Basics Questions – 50 points; News Test – 50 points	250 points

Course Grade: The course may be taken for a letter grade or credit/no credit.
(Grading Scale: A = 900-1000; B = 800-899; C = 700-799; D = 600-699; F = Below 600)

Required Text (Earlier Used Editions Will Work)

We the People: An Introduction to American Politics; Ginsberg, Lowi, Weir, and Tolbert; WW Norton and Company, **13th ESSENTIALS Edition** 2021 ISBN: 978-0-393-42702-8 (pbk.) (available in the bookstore – also may be purchased in ebook format – for ebook version go to www.nortonebooks.com) (If you have a different edition please see instructor for some tips)

Suggested, but not Required (Truly Not Required but you will need to use the library copies occasionally)

Taking Sides: Clashing Views on Political Issues; Miller, William J., McGraw-Hill, 21st **Edition,** 2020 (ISBN-10: 126049494195 – E-book version available from publisher) .

Governing California in the Twenty-first Century, 8th Edition; Anagnoson, J. Theodore, et. al. W.W. Norton & Company, 2021 (ISBN: 978-0-393-532524 -9 (pbk.)) (available in bookstore and library) -- Hopefully will be available bundled with Ginsberg at no extra cost from the bookstore.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Analyze American political institutions and processes.
2. Assess how government impacts their daily lives.
3. Engage in political discourse about contemporary political problems and issues applying critical thinking skills and analysis to support a point of view.

Objectives:

Upon completion of this course, students will be able to:

1. Formulate and examine their own political values and beliefs.
2. Research contemporary political issues drawing on diverse sources.
3. Assess and distinguish between factual and interpretive sources of information.
4. Trace how and why American political structures and institutions at the state and federal levels have evolved over time and discuss current controversies in light of these developments.
5. Evaluate different forms of political communication and the methods employed to shape public opinion.
6. Assess the influence of political institutions on the American population and the methods by which citizens can participate in the political process and shape policy outcomes.

Covid Accommodations and Related Issues

All students in the class and the instructor have opted for an in-person section of POLS1. SRJC is permitting in-person classes on the understanding that ALL Covid requirements for in-person classes will be observed by each student. Students not following any requirement will be asked to leave the class. As the pandemic evolves, it is probable that some requirements will change. Students are asked to familiarize themselves with SRJC Covid procedures and protocols as posted on <https://covid.santarosa.edu/>. Students are forewarned that it is possible that some sessions will be shifted to an online format if circumstances so demand.

Although much of the learning in this course is through in-class interactions and the instructor places a premium on timely participation, including for scheduled debates and news presentations, the instructor will make accommodations for students who miss class due to having Covid-like symptoms and or the illness. Students, however, must email the instructor before the start of any missed class explaining their circumstances in order to receive such accommodations.

Specific Assignments

Internet Assignments

Students will be required regularly to use different websites on the internet to research information to complete assignments preparatory to class discussions and to gather material for the end-of-semester position paper. Web access is available in the Library. Each internet assignment is worth 20 points; Up to **10 points will be deducted for late submissions**. The instructor prefers that assignments be submitted via the class website (Canvas), but will accept hard copies of assignments turned in on the due date. More information on these assignments will be provided in class and on the class website.

Debates and Position Paper

Students will be assigned a contemporary political issue to research, debate and discuss in a position paper. Most of these issues are introduced in the current edition of Taking Sides: Clashing Views on Political Issues but several are discussed in earlier editions (in which case background material is posted on the class CANVAS website on the day that the debate is scheduled). Early in the semester the instructor will survey student preferences for their debate topic. After being assigned a debate topic, each student will be expected to research the topic throughout the semester, complete a worksheet on the issue prior to the in-class debate, and finally write an essay (POSITION PAPER) on the student's own views on the topic, as well as a discussion of how the issue plays in the American political system.

For the debate part of the assignment, the instructor will assign a specific position to defend. A second student will be assigned the opposing point of view. Presenters will also take questions from the class about their topic. In some cases, two-student teams will jointly research and defend a single topic and position. Debates are scheduled throughout the semester as the related topics are presented in the text.

The essay/final position paper is due at the end of the semester as noted on the syllabus. **THE POSITION PAPER DIFFERS SIGNIFICANTLY FROM THE DEBATE AS 1) THE STUDENT SELECTS THEIR OWN POSITION ON THE TOPIC (OR ONE ASPECT OF THE ISSUE) AND DEFENDS IT; 2) IT IS NECESSARY FOR THE PAPER THROUGH THE SELECTED ARGUMENTS AND CITATIONS TO SHOW HOW THE ISSUE PLAYS IN THE US POLITICAL SYSTEM; AND 3) DEVELOPMENT OF A SOUND RESEARCH BIBLIOGRAPHY IS A CORE DIMENSION OF THE ASSIGNMENT.**

An in-class peer review of draft position papers will be held on Wednesday, May 11. Students should bring two copies of their draft paper to get written feedback from their peers on how well the paper meets the grading rubric for the assignment in their view. The final position paper must be submitted via Turnitin.com on the Canvas webpage **NO LATER THAN Monday, MAY 16 AT 11:59pm**. There is a 15-point penalty for late submissions. More information will be provided in class and on the class website.

News Presentation/News Log

Students will be expected to make a five-minute oral presentation on a newspaper or magazine articles discussing a current local, state, or national political issue OR complete a log throughout the semester highlighting a minimum of five stories per week for four weeks from a diverse group of media sources. For students making the in-class presentation on a news story, the first task will be to identify a story that illustrates the dynamics of American politics at either the federal, state or local level. (The instructor is open to recommending stories that would work for the class.) Then, students will be expected to research background to the story, including information about identified political players, interests, and mechanisms for resolution. The oral presentation will highlight these factors, as well as providing general background to the story. A worksheet outlining key points for the news presentation must be completed and turned in to the instructor at the time of the presentation. **REMEMBER THIS IS A RESEARCH ASSIGNMENT.** Students need to go beyond the material in the original article. A sign-up sheet will be available by about the 3rd or 4th session for students to select a date for their presentation or opt for the news log option. **There will be a 20-point penalty if a student needs to reschedule the presentation after signing up without instructor authorization except under special circumstances.**

NEWS QUESTIONS ON THE MIDTERM AND THE FINAL WILL DRAW FROM THE IN-CLASS PRESENTATIONS, WITH THIS IN MIND, STUDENTS SHOULD POST LINKS TO THEIR SELECTED NEWS STORY ON CANVAS LINK TO HELP PEERS REVIEW THE BASICS OF THEIR STORY AS PART OF REVIEW FOR THE MIDTERM AND FINAL.

The news log option is available for larger classes. The log covering four weeks of key stories at local, state and national news. The log is graded on the diversity of sources, the accuracy of issue highlights, and short summaries of both the reporter's and student's perspectives. The grading rubric is on Canvas. Submission of the news log should be on CANVAS no later than May 1.

Reading

Staying current with the assigned reading in the core Ginsberg text is essential to success in the class. Students who are up-to-date on the reading are stronger participants in class discussions and can better follow the material presented in class, as well as asking more targeted questions. For this reason, students are strongly encouraged to have had at least an initial quick read of the chapter BEFORE the material is discussed in class. Both the mid-term and final will include variations on questions drawn from the Canvas practice quizzes and vocabulary.

Mid-term Exam

The in-class portion of the mid-term exam will include: 1) multiple choice questions covering vocabulary/key terms largely drawn from the Ginsberg pre-and post-test questions in Chapters 1-5; 2) questions from the in-class debates during the first half of the semester; and 3) several short questions about news stories discussed in class.

Take-Home Mid-term Essay:

The take-home mid-term essay will be distributed shortly after the in-class mid-term. It will be due on April 11. The question will be distributed on the day of the midterm. It will be submitted through a Canvas link.

Final Exam

The final exam will be given as scheduled during finals week. The final includes several sections. 1) There is a multiple choice section which includes questions drawn largely from the Ginsberg pre- and post-tests on Canvas

covering major concepts, as well as Key Terms/Vocabulary questions from Chapters 6-12 of the Ginsberg text.. 2) There will be questions from the in-class debates that occurred during the second half of the semester. 3) A short essay question drawn from the individual chapter “class discussion questions” included in the syllabus. 4) There will a short answer section including questions about the Constitution drawn largely from the Constitutional basics worksheet, several questions about legislative representatives, legislative process worksheet and several questions from the US Naturalization exam. Finally there will several short questions about news stories discussed in class during the second half of the semester.

Extra Credit

Occasional extra credit opportunities may be made available during in-class exercises and to encourage attendance at campus-wide politically-related events. Volunteers for early class presentations and for assignment to “tough” debate topics also receive extra credit. Extra credit is capped at 50 points for any single student.

CLASS WEB SITE: Course materials will be posted on the Santa Rosa Junior College CANVAS Website for the class. **Important supplementary materials to support the text are posted on this website. Students are STRONGLY advised to review the “practice” quizzes as part of preparation for the mid-term and final multiple choice tests. Website posted flashcards are also a critical study aid for most students to prepare for the reading test and the final.** More information on access will be given in class. Internet assignments may be submitted on the website or in hard copy in class. The debate position paper essay must be turned in via the TURN-IT-IN.COM link on the Canvas page.

The class website also contains some videos, support materials and interactive exercises designed to facilitate understanding of the materials presented. Unless indicated otherwise, students are encouraged, but not required, to use these supplementary materials. Some of them are especially useful in considering issues raised by chapter “discussion questions.”

ELEVEN TIPS ON HOW TO GET AN “A” IN THIS CLASS

“Failure to prepare is preparing to fail.”

Kareem Abdul Jabbar (from Benjamin Franklin)

1. Read the assigned chapter in Ginsberg before the first class session covering the topic. Either before reading or immediately after reading the chapter, take the “practice quiz” on the class website. At the end of the quiz, print off the sheet showing the questions, your answers, and the correct answers. Save this sheet for review for the midterm and final multiple choice tests. After taking the quiz, go back into the chapter and review the material covering the questions you missed. When a student feels comfortable with the chapter materials, take the “practice test” again. For any topics you don’t understand, come to class prepared with appropriate questions.
2. Quiz yourself on vocabulary/key terms with the flashcards posted for each chapter on Canvas. Note which terms are not clear and review the section in the text introducing the term. Make a list of terms that you have trouble remembering. This will be useful when studying for the mid-term and final, when you will be tested on all key terms covered and help you understand required reading political developments reported in the news..
3. Make a calendar showing all due dates for internet assignments, tests, and the position paper due date. There are a lot of small assignments for this class; late penalties are hefty. Once you have signed up for your debate and news presentation, add these to your class calendar. Self-monitor your scores on assignments on tests to keep track of your standing. Although the instructor is happy to review individual performance during office hours, he does not keep an up-to-date cumulative total of points awarded to each student. A review of grades posted on CANVAS will help, but remember that CANVAS calculates the grade based on submitted assignments – until the instructor gives a “zero” for uncompleted assignments, the CANVAS grade will appear inflated for students who have missed any assignments.
4. During in-class debates, take notes on arguments on both sides of the issue under discussion. Save these notes for review before the midterm and final. Prior to the midterm and final, review “pro” and “con” notes for each of the debate topics on the quiz, Especially if you have fewer than three arguments on each side of the debate, go back

into the Taking Sides text on the topic and consider the opposing arguments. Be careful not to include as separate arguments two points that are variations on the same argument.

5. After one of the chapter discussion questions has been raised in class, prepare a short outline of key points that address the question (three points are usually sufficient). Many of the optional videos and interactive exercises posted on CANVAS also cover the same topics raised in the discussion questions. If unclear, go back to the textbook and Miller discussion of the topic and modify your outline. Review these outlines before the final on each of the chapter discussion questions that will be covered on the final. Be sure to develop your “opinion” on the second part of the question and consider persuasive arguments that can be used to defend your position,

6. After being assigned a debate topic, read the background material on the topic in Taking Sides (on reserve at the library or on Canvas). As you read the selection, start making a list of persuasive arguments that can be used for each perspective. If you have a “same-side” partner, meet with the partner early to discuss the issue and your approach to the debate. Use the library reference resources to get additional material on your debate topic. As you review the additional materials, continue to take notes on persuasive arguments and consider how best to counter the arguments your opponents might use. Complete the worksheet, making certain that your reference citations are clear. After completing the worksheet, meet with the instructor to review key arguments and your strategy in the debate. Write an opening and/or closing statement, summarizing your key arguments. Practice delivering the statements, paying special attention to voice projection. If you have a “same-side” partner, divide topics to address during the debate so that both partners have an equal role.

7. In preparing for the position paper and the accompanying bibliography create a folder in which you include your notes researched on various internet assignments related to the topic. Be sure to fold that research into your position paper. Review the bibliographic format so you can include that source as part of your end-of-term paper. REMEMBER THAT THE POSITION PAPER IS EXPECTED TO SHOW HOW YOUR ISSUE IS PLAYING IN US POLITICS – THE INTERNET ASSIGNMENTS HELP DIRECT YOU TO SUCH INFORMATION.

8. Start reading the Press Democrat regularly, especially the front section and State and National News. Hopefully, hard copies will be available free in the Student Center daily. Internet access is available at <http://www.pressdemocrat.com/> . Early on, pay attention to stories that involve political dynamics and competing interests. Short answer news questions on the midterm and on the final will be drawn from those presented and discussed in class. With this in mind, pay attention to the news presentations in class and instructor-led discussion of current news topics.

9. Put together a small study group to review debate and discussion questions prior to both the midterm and the final. An open discussion forum is included on the Canvas site for the course. This can be utilized by students wishing to share ideas about study groups.

10. **Take advantage of the SRJC resources available to help students, especially the reference librarians, writing center, tutoring center and 24/7 online tutoring available through net tutor. For information on in-person and online tutoring go to: <https://college-skills.santarosa.edu/>** DRD resources are also available to help those with special needs.

11. **Take advantage of the instructor’s office hours, especially as you prepare for your debate and your news presentation. He’s there to help clarify complicated topics and to share ideas on useful approaches to collecting additional information.**

**Spring 2022/Section 5761 - DAILY SCHEDULE AND READING ASSIGNMENTS
(POLS 1) INTRODUCTION TO UNITED STATES GOVERNMENT**

**Preparation BEFORE class (including
required reading in Ginsberg and Miller)**

January 19

Introduction & Review of Course Requirements
Discussion on Roles of Government

Purchase Textbooks

January 24

American Political Culture

Ginsberg: Read Chapter 1
(Recommended) Anagnoson: Read Chptr 1

****Class Discussion Question Chapter 1:** The underlying American political values of “liberty, equality, and democracy” can be in conflict with one another. Drawing from the in-class exercise, cite two examples in which different values are in conflict, identifying the value conflict inherent in the scenario. Then explain which value is more important in your view in each of the examples you selected. (IF this question is on final, consider how the relative importance of competing values affects political ideology and political party affiliation.)

January 26

**Complete Constitutional Basics Worksheet As You Read Chapter 2
(questions from this will be used in the Constitutional Basics Quiz)**

The Founding and the Constitution

Ginsberg: Read Chapter 2 and Declaration of
Independence (A1-4) and Constitution (A11-29)
(Recommended) Anagnoson: Read Chptr 2

****Class Discussion Question Chapter 2:** The Constitution is more than 200 years old and is still used as the basis on which American Government is organized. Name at least three reasons that the Constitution is still able to used as a workable document. Use persuasive arguments to share your view whether we need a new constitution? If so, what features would you change and why? If not, how would you counter arguments that the language is antiquated and that the document was written for a dramatically different nation?

January 31

Constitution Continued

February 2

Constitution Continued

End of Class - Constitutional Basics Quiz

February 6 - Last Day to drop a class without “W” symbol

February 7

Federalism

Complete FEDERALISM Internet Assignment

Ginsberg: Read Chapter 3 and Selected
Federalist Papers and Anti-Federalist Papers (A30-395)
(Recommended) Anagnoson: Read Chapters 9

****Class Discussion Question Chapter 3:** The proper balance between the powers of the federal government and state/local governments has been in contention since the founding. Identify three functions (or areas of responsibility) of government that have historically been handled at the federal level. Identify three functions historically handled at the state level. Identify two areas of government in which the Federal government has been “intruding” on traditional areas of state responsibility. Share your opinion whether it is proper for the Federal Government to take on increased responsibility in the areas you’ve identified or has the Federal Government expanded its powers inappropriately? Using persuasive arguments explain why or why not?.

February 9

Federalism (continued)

California State & Local Government

(Recommended) Anagnoson: Read Chapters 10

February 14

Civil Liberties

Ginsberg: Read Chapter 4

****Class Discussion Question Chapter 4:** The balance between civil liberties and the needs of law enforcement and national security is another area of significant debate. Name three “due process rights” in the Constitution that can complicate the work of law enforcement and national security officials, explaining how they make law enforcement/national security work more difficult. In your view are there instances in which the needs of law enforcement and national security should be considered more important than individual liberties currently protected in the Bill of Rights? If so, identify at least one example, using persuasive arguments to explain your rationale. If not, justify why the protection of the rights of a few is more important than the security concerns of the majority.

February 16

Civil Liberties (cont.) - Religion

(recommended) Miller: Read Issue 3.6 –Religious
Freedoms & Business Owners

February 21

NO CLASS - President’s Day

February 23

Civil Liberties (cont.) - Expression

February 27 – *Last day to opt for P/NP*

March 2

Civil Liberties (cont.) – Due Process

Complete CIVIL LIBERTIES Internet Assignment
(recommended) Miller: Canvas Attachment – Warrantless
Wiretapping

March 7

Civil Liberties (cont) – Gun Control

(recommended) Miller: Canvas Attachment - Gun Control

March 9

Civil Liberties (cont) – Privacy

(recommended) Miller: Read Issues 3.1 – Abortion & 3.5 –
Drug Legalization

March 14

Civil Rights

Ginsberg: Read Chapter 5

(recommended) Miller: Read Issue 3.3 – Affirmative
Action

Class Discussion Question Chapter 5: Name three arguments used in favor of the use of affirmative action in public and/or private settings and three arguments opposed to such use. Share your own views on the appropriate use of affirmative action as a tool to rectify racial inequities in the United States.

March 16

Civil Rights **(cont)**

March 21-27 Spring Break – No Classes

March 28

Public Opinion

Complete IDEOLOGY Internet Assignment

Ginsberg: Read Chapter 6

(recommended) Miller, Read Introduction

Class Discussion Question Chapter 6: Select three current controversial political issues where public opinion tends to divide along ideological lines. For each issue, identify the position taken on that issue by liberals, by

conservatives, and by libertarians. Describe your own political ideology, explaining why you favor specific ideological viewpoints on the three issues you identified above.

March 30

IN-CLASS MIDTERM
Includes Discussion Questions, Debate Questions and News Questions

April 4

The Media

Ginsberg: Read Chapter 7

Class Discussion Question Chapter 6: How are the political views of citizens influenced by the media and by government institutions? Distinguish between the three powers identified by Ginsberg that the media has to influence public opinion. Describe what tools the Government has to influence the way the media packages political information. What steps can citizens take to ensure that they are given fair and sufficient information necessary to exercise their responsibilities as voters?

April 6

Political Parties and Interest Groups

**Complete POLITICAL PARTIES Internet
Assignment**

Ginsberg: Read Chapter 8

(recommended) Miller: Read Issues 4.2 & 4.1 Immigration and Border Control

**Class Discussion Question Chapter 8: Why are US politics dominated by only two large political parties? What role does the single member district and “plurality voting” have on the dominance of the two big parties? What changes might encourage the growth of smaller “third” parties, reflecting the broader diversity of American public opinion? Name two advantages and two disadvantages of a two-party system? Using persuasive arguments, share your view whether American politics would be better served with a greater number of political parties that win seats in State and Federal legislative bodies

TAKE-HOME MIDTERM ESSAY DUE ON CANVAS NO LATER THAN MIDNIGHT APRIL 11

April 11

Political Parties and Interest Groups (cont.)

(recommended) Miller: Read Issue 3.4 NRA’s Political Power

April 13

Political Parties and Interest Groups (cont.)

Partisan Politics in California

(Recommended) Anagnoson: Read Chpts. 3 & 4

April 18

Participation, Campaigns & Elections

Ginsberg: Read Chapter 9

April 20

Participation, Campaigns & Elections (cont.)

**Class Discussion Question: Chapter 9: Describe the impact of money on the American political process, identifying both positive and negative effects. Discuss at least two attempts that have been made to reduce the negative effects of money in political campaigns, as well as the impact (if any) of the 2010 Citizens United v. FEC Supreme Court decision on these efforts. Share your view on what steps, if any, should be taken in this area of public policy. Use persuasive arguments to defend your view.

April 24_– Last day to drop a class with “W” symbol

April 25

Participation, Campaigns & Elections (cont.)

(recommended) Miller: Read Issue 1.2 Presidential Nomination system & Canvas Attachment – Corporations and Free Speech

April 27

Congress

California State Legislature

Complete CONGRESS Internet Assignment

Ginsberg: Read Chapter 10

(Recommended) Anagnoson: Read Chpt 5

(recommended) Miller: Read Issue 2.3 – Congress as a Dysfunctional Institution

**COMPLETE LEGISLATIVE PROCESS WORKSHEET
(Questions from it included on Final)**

Class Discussion Question Chapter 10: Congress is often said to be “gridlocked,” unable to address the pressing issues faced by this country. Name three specific institutional arrangements or rules that make it difficult for Congress to pass laws quickly to address major issues facing the United States. Are these a problem, or useful mechanisms to ensure that minority views are heard and the process is not rushed? What would be the impact of having a unicameral legislature or eliminating the presidential veto? Using persuasive arguments suggest one reform that in your view would improve the legislative process. (Note: Read Miller selection on Congress as you consider these questions.**)

May 2

Congress (continued)

May 4

The Presidency

Ginsberg: Read Chapter 11

(Recommended) Miller: Read Issue 2.1 - Unilateral War Powers

**Class Discussion Question Chapter 11: Discuss the power given to the President in the Constitution, identifying at least three expressed or enumerated powers given to the President. For each of these, identify a “check” on the President’s power in the area discussed. Consider advantages to concentrating power in the hands of a single individual, identifying at least one such advantage. Then use persuasive arguments to explain your view whether the President has too much power? Depending on your perspective, identify either additional checks on the President’s power that you would suggest or changes you think appropriate to enhance presidential power to deal with modern challenges.

May 9

The Presidency (cont.)

The Governor in California

(Recommended) Anagnoson: Read Chpt 6

(Recommended) Miller: Read Issue 1.4 Free Trade

May 11

The Bureaucracy

Ginsberg: Read Chapter 12

Miller: Read Canvas Attachment – Whistleblowers

Complete PRESIDENCY & BUREAUCRACY

Internet Assignment

Class Discussion Question Chapter 12: Name 2 advantages and 2 disadvantages of government “privatizing” jobs traditionally filled by career civil service or military personnel? Using persuasive arguments, suggest areas of government service that might be privatized in the public interest (consider privatizing jails, public schools, military aircraft maintenance, and state welfare agencies) or explain why government services are best provided by those working directly for the government, rather than private contractors.

IN-CLASS PEER REVIEW OF DRAFT POSITION PAPERS!!! BRING IN 2 COPIES OF DRAFT FOR PEER REVIEW OF PAPER; THIS EXERCISE IS WORTH 10 POINTS, 5 POINTS FOR BRING IN DRAFT AND 5 POINTS FOR PARTICIPATING IN PEER REVIEW EXERCISE.

May 16

The Federal and California State Courts

Ginsberg: Read Chapters 13
(Recommended) Anagnoson: Read Chpt 7
Complete JUDICIARY Internet Assignment

Class Discussion Question Chapter 13: Judicial restraint, judicial activism, and “original meaning” have been the most common judicial philosophies used by Supreme Court justices when asked to interpret the Constitution? Distinguish between these three approaches in applying the Constitution to contemporary issues facing the court. Share your views on whether it is appropriate for the Supreme Court to interpret the Constitution as a “living document” where the meaning changes as American society evolves? Why or why not? Be sure to consider “originalist” arguments in addressing this prompt. **(Read Miller selection on original meaning as you consider this question.**

POSITION PAPER DUE NO LATER THAN MIDNIGHT MAY 16 – SUBMIT ONLINE THROUGH TURN IT IN.COM LINK UNDER CANVAS MODULE FOR DEBATES AND POSITION PAPER

May 18

The Federal and California State Courts (cont.)

(Recommended) Miller: Read Issue 2.4 – Supreme Court Terms & Canvas Attachment – Original Meaning

May 18 (3 pm - Optional Session – Location to be Announced)
Review for Final Exam

Monday, May23 (10am – 12:45 pm)

Final Exam

Schedule Subject to Change

Rob Proctor 1/10/22