

San José State University
Department of Political Science
Pols 15. Essentials of US and California Government
Class number: 25347
Section: 4
Spring 2019

Instructor: Robert Ovetz, Ph.D.

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Office hours: Tuesdays & Thursdays, 7:40-8:40 am and Wednesdays 4:40-5:40 pm and earlier times by prior appointment

TA Office Hours: Christopher Kolenko, Mondays 2:50-4:20, Wednesdays 2:50-3:50, and Tuesdays & Thursdays 12-2 pm, office location Clark Hall 471D

Class days and time: Tuesday-Thursday, 10:30-11:45 am, Boccardo Business Center 004

Classroom: BCC 4

Course Description

Treatment of essentials of U.S. and California government. Satisfies the American institutions requirements in U.S. Constitution US2 and California government US3, GE Area D2, and the Core GE requirement in Social Sciences: Social Issues D3.

SJSU GE Guidelines

In this course, you will be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political system in which you live. This course will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the course is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social economic, and political issues.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities as described in the syllabus.

Political Science Program Learning Outcomes (PSPLO)

Upon completion of the Political Science major program, students should be able to demonstrate the following learning outcomes.

PSPLO 1 Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

PSPLO 2 Application and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

PSPLO 3 Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.

PSPLO 4 Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

General Education Learning Outcomes (GELO)

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

GELO 1 (US2): Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. Analyze the meaning and content of the democratic process as it has evolved in the United States and California, and describe the foundations of the political system and the evolving institutions of government, the links between the people and government, and the operations of California government.

GELO 2 (US3): Identify the tools of political action and collective decision making at the local, state, national, and global level, and articulate the values and assumptions that inform their civic engagement.

GELO 3 (D3): Place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 4 (D3): Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

GELO 5 (D3): Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

GELO 6 (D3): Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

Important Dates

Thursday 1/24—First day of class, post your photo to the Canvas page if you have not already done so

Thursday 2/28—**Midterm 1**; take on line on Canvas between 12 am and 11:59 pm; class still meets

Tuesday 3/5— **Local Government Observation paper #1** due

Tuesday 4/2 and Thursday 4/4—Spring break, no class

Thursday 4/11—No class

Tuesday 4/16—**Midterm 2**; take on line on Canvas between 12 am and 11:59 pm; class still meets

Thursday 5/9—Last day of class, **Self-evaluation and Local Government Observation paper #2** due

Thursday 5/16—**Final exam** (take on line on Canvas, between 12 am - 11:59 pm)

Grading

Grading will be based on a combination of preparation for class including doing the readings **before** they are scheduled to be discussed, participation in the discussions, mid-term and final exams, self-evaluation, and the self-reflection assignment. The grade for participation includes participation in class.

Grading Scale

A plus	96-100
A	93-95
A minus	90-92
B plus	86-89
B	83-85
B minus	80-82
C plus	76-79
C	73-75
C minus	70-72

D	60-69
F	0-59

<u>Assignment</u>	<u>Percentage (100 total points each)</u>
Participation (Semester self-evaluation)	10
Observation paper Part 1	15
Observation paper Part 2	25
Midterm exams (highest of the 2 grades)	25
Final exam	25
<hr/> Total	100

Grade Checks

Due to the large number of requests for grade checks and the large class size I require that all grade checks be submitted on paper **in advance**. Please plan ahead because I cannot complete a signed grade check the same day unless it is during office hours. They can be given to me at the beginning or end of class and during office hours. If you have a form for me to sign be sure to fill it out as **completely** as possible before giving it to me. I will not complete a blank form.

Student Evaluation/Grading Policies

- **No withdrawals (W) will be granted** except for **verifiable** medical reasons.
- 10 percent will be deducted for each **week** that an assignment is turned in late. A period of 7 days or less is consider 1 week.
- The **lowest** of the two midterm grades will be **dropped**. There are no make up, early, or late midterm exams even if you have an excused absence. If you miss a midterm it will be a 0 and be your lowest dropped score if you took the other midterm.
- There are no make up, early, or late midterm exams. If you **miss** without a **demonstrable excuse** (medical, religious, or university related activities only) you will receive a 0. Missed final exams due to demonstrable medical, religious, or university related activities may be made up by prior arrangement.
- Class does meet on the days of both midterms.
- Grades will be rounded up to the next letter only when the difference is .49 or less.

Classroom Policy

- **Please turn off and put away all electronic devices** (cell phones, audio recorders, headphones, etc). If you need to use your phone please leave the classroom and make your call in the hallway away from the door to the classroom. If you disrupt class by allowing your cell phone to ring, and send text messages you will be requested to stop and automatically have **10 points deducted** from your final participation points. Further disruptions, including repeated conversations with classmates, will result in the student being reported to the appropriate campus authority.
- No electronic recordings or photographs of any kind of the class are allowed except as an accommodation with campus documentation. University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.
- The posting of any electronic recordings, tapings or any other type of documentation of any aspect of this course on the internet is not allowed.
- Please keep your bag and purse **on the floor** not on your desk or lap.

- **Laptops are only allowed in class for note taking.** You must sit in the front two rows. Any use of your laptop for any other purpose than note taking will result in the discontinuation of its use and a **deduction of 10 participation points.**
- Please show respect for your classmates and instructor by refraining from interrupting someone who is speaking, engaging in side conversations in class and making disrespectful comments. You will receive only one warning.
- **Any act of plagiarism will result in an automatic “F” for the assignment.**
- Please refrain from engaging in side conversations. If you have a question ask me in class or your neighbor before and after class.
- If you **take time** during class discussions, please **give time** in return to your classmates.
- Please allow your classmates time to speak.
- Please raise your hand if you wish to speak.
- Please do not interrupt your classmates.
- Please speak respectfully about one another. It’s ok to criticize ideas **but** not people.
- Any student who has special needs that may affect his or her performance in this class is asked to identify his or her needs to Dr. Ovetz in private by the end of the first day of class and provide documentation as soon as possible. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations.
- Please dispose of your trash and recycling in the available campus containers.

Required Readings

Required course readings can be found in the following assigned books and readings. You are expected to complete the readings *before* they are scheduled to be discussed.

The following books are required reading. You may purchase your own print or e-reader (if available) copies at the campus bookstore or on-line.

Katznelson, Ira, Mark Kesselman, and Alan Draper (2013) *The Politics of Power: A Critical Introduction to American Government*, W. W. Norton & Company: NY, 7th edition, 403 pp., ISBN-13: 978-0393919448.

Field, Mona (2012) *California Government and Politics Today*, Pearson,; NY, 14th edition, 160 pp., ISBN-13: 9780205251780.

You may use newer editions but not older editions of the books.

Note: Print and bring a copy of both the Declaration of Independence and the US Constitution to class. They can be found in the Reading Packet folder on the class Canvas page.

You are expected to read the news at least 1-2 times per week as we will be discussing current news events. There will be questions related to pressing current political events on the exams.

Other resource: The CQ Researcher and ABC-CLIO American Government databases available through the SJSU library website are good reference resources for topics covered in this class.

University Policies

Per University Policy s16-9, university-wide policy information relevant to all courses, such as academic integrity, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information

Page at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Requirements

The required assignments will test your knowledge and ability to apply and assess principles and concepts of US and California government as models of representative democracy.

The final exam and the Local Government Observation Paper are the culminating activities for this course.

Attendance and Participation Policy

Because the class is large and there is a participation grade it is imperative that you have a photo uploaded to the class page where you are listed as enrolled in the course. This will allow me to keep track of who contributed to class and on-line.

You are **strongly encouraged** to attend every class and to be on time and stay the entire class. You do not need my permission to be absent from class, arrive late or leave early. However, it is your responsibility to find out what you missed from your classmates either in class or by posting an email to the class list serve before you return to class.

You **need to be in class to participate** in the small group and class discussions, make contributions, and ask questions. You are expected to come to class prepared by having **completed all the readings and articles prior to class**. If you have any questions about the readings it is preferable to ask them in class or during office hours. One of the best ways to participate in class—and learn—is to ask questions, and participate in the group and class discussions. Feel free to also use the class discussion list to ask questions.

There is class on the days of both on line midterms.

The university attendance policy can be found at <http://www.sjsu.edu/senate/docs/F15-12.pdf>.

Self-Evaluation for Participation

This assignment tests for PSPLOs 1, 2, 3 and 4 and GELOs 1 - 6.

On the last class day please turn in a typed and stapled statement describing your participation in the class. Include a small photo of your face on the same page. There are several important ways to participate in this class—the most important being **substantive** in-class questions and contributions to the class discussions and contributions to small group discussions. A **substantive** contribution is asking a new question or making a new contribution, actively engaging in small group discussions. All other forms of out of class contribution are supplemental to in class contributions. You should engage in a **variety** of these forms of participation in the class. Limit your description to a brief list of no longer than one page in length.

A **substantive** contribution is defined as doing more than just asking me to repeat something, making a random guess, making a comment clearly unrelated to the immediate line of discussion, or otherwise just taking up airtime to get your points. For example, making a connection to something being discussed, offering another perspective, questioning an assumption, making a connection to something in the readings, referencing a related item in history or the news, etc. will be considered a **substantive** contribution.

The best way to earn a high participation grade is to actively participate in class and small group discussions during the course.

These are the two most important types of in class participation that may be counted for this class:

- substantive in-class questions and contributions to the class discussions (be sure to note specifics about the topics discussed, your comment or question and my answer, and the days)
- substantive contributions to small group discussions (be sure to note which topic your small group was asked to discuss, a brief description of what you discussed, and the days)

Other types of out of class participation that may be counted for this class:

- meeting me on-line or in person office hours with topical class questions (be sure to note the date, time, and topic we discussed)
- going to the TA, tutoring, or writing center for this class (include name of the TA, tutor, date, time, and topics discussed)
- study groups (name the other students and the date, time, and topics studied)
- civic and political involvement other than required in this course for the Self-Reflection assignment (for example: participating student government, attending & participating in campus clubs or community political groups, interning for local officials, registering to vote and voting, participating in a protest, collecting signatures on a petition, attending a public speaker event about politics, etc.)
- do not include your Local Government Observation Paper, reading the textbooks, or taking notes
- do not include asking for a grade check
- engaging in side conversations, using your phone, repeatedly leaving class early or arriving late, or any other disruptive activity will result in a reduction of your grade

Keep notes on what contributions you make in class and the dates when you visited me at office hours, and meet with other students in the class in study groups. You will need these for your self-evaluation.

Please note that trying to meet with me at the end of the semester to make up for a lack of participation during the entire semester will not be counted unless you have a substantive issue to discuss. Your different types of participation should be spread out across the entire semester.

90-100%	4 or more substantive class contributions spread out over the entire semester & 4 or more other types of out of class participation
80-89%	2-4 substantive class contributions spread out over the entire semester & 3-4 more other types of out of class participation
60-79%	1-2 substantive class contributions mostly during a limited part of the semester & 1-3 more other types of out of class participation
0-59%	no substantive in or out of class contributions and no Self-Evaluation turned in

Midterm Exams

The midterms test for PSPLO 1 to 5 and GELO 1 to 6.

There will be two mid-terms exams taken on Canvas. Both midterm exams are multiple choice are based on the assigned readings and class lecture and discussion. The midterms must be taken on-line between 12 am and 11:59 pm on the above date and the final must be taken during the two above scheduled days. Be sure not to miss the exams as **there are no make-ups** without an accommodation or documented medical emergency. Once you start taking the exam it cannot be paused.

Before you leave the exam be sure to print out the exam or save it as a pdf so you can have the questions to review later.

The questions will address concepts, terminology, and important events covered in class and the readings. In order to prepare for the exams I strongly encourage you to form study groups, visit me during office hours, and use campus tutoring resources. The scantrons are not marked but we will review select questions after they are returned to you. The lowest of the two midterm grades will be dropped.

The TA will be doing out of class exam reviews prior to each exam. You can also find fellow students or a tutor to do them with. I can help you find the answer to questions that you have tried to answer.

Final Exam

The Final Exam tests for PSPLOs 1, 2 and 3 and GELOs 1 - 5.

There is an all multiple choice final exam taken on Canvas. The final must be taken on-line between 12 am and 11:59 pm on the above date and the final must be taken during the two above scheduled days. Be sure not to miss the exams as **there are no make-ups** without an accommodation or documented medical emergency. Once you start taking the exam it cannot be paused.

Before you leave the exam be sure to print out the exam or save it as a pdf so you can have the questions to review later.

Local Government Observation Paper

This assignment tests for PSPLO 1 to 5 and GELO 1, 2, 5 and 6.

There will be a two part observation paper due. The paper addresses GELO 2 (US3) by teaching how to apply political action and collective decision making in the form of civic engagement.

The assignment is described on the **Local Government Observation Paper Assignment, Parts 1 & 2** assignment sheet found on the Canvas page.

Please attach a copy of the **Grade Sheet** found on the Canvas page to the end of each part of the paper. The Grade Sheet indicates the point values for each part of the paper.

The staff librarian for political science is available for assistance with this project and has additional research and writing guides resources on his webpage: <http://libguides.sjsu.edu/politicalscience>

You may also go to SJSU library webpage and databases for political science, <http://libguides.sjsu.edu/az.php?s=47559>

Grammar and Proofreading

You will be graded for grammar, punctuation and style to the extent that it reduces your ability to express your research and analysis clearly. While grammar, punctuation and style are not the most significant part of the grade you will receive, it does affect your ability to communicate your ideas and analysis clearly and effectively. If you have any issues concerning your language skills you wish to discuss with me please visit me during office hours.

I strongly encourage you to use the Lib Guide cited above and the short guides to writing research papers at <http://owl.english.purdue.edu/sitemap/>

I do not proofread student papers before they are turned in. I can help you with limited specific selections of text. For help I encourage you to go to the campus writing center for help with your writing and the campus reference librarians for help with research and citations.

Pols 15 Course Outline Spring 2019

*Note: Complete all the readings for each topic before we begin the topic.

*Note: The schedule is subject to change with fair notice in class, by email, or on Canvas.

Week	Dates	Topic	Katznelson Readings	Other Readings & Videos
Week 1	1/24	Democracy	ch. 1, 2 & 5	
Week 2	1/29 & 1/31	Democracy		
Week 3	2/5 & 2/7	Declaration of Independence & the US Constitution		Print out & bring a copy of the entire Declaration of Independence & Constitution with you to class. Field , ch. 1 & 2; Madison , “Federalist Paper #10”; Declaration of Independence; and US Constitution
Week 4	2/12	Declaration of Independence & the US Constitution		
Week 4	2/14	Federalism	ch. 3	Read “Federal-State Relations Date: 4/27/2018” in the CQ Researcher library database. Then go to https://www.law.cornell.edu/anncon/ and read the annotations for the 10th Amendment: Reserve Clause; Article I, Section 8. Necessary and Proper Clause, Art VI, Section 2: Supremacy Clause; Article IV, Section 1. Full Faith and Credit; and Article IV, Section 2. Privileges and Immunities
Week 5	2/19 & 2/21	Federalism		
Week 6	2/26	Federalism		
Week 6	2/28	Midterm 1 (take on line; covers up through Federalism)		

Week 6	2/28	Article I: Congress	ch. 7, 9 & 10	Field , ch. 8 & 13; “How Congress Stopped Working,” ProPublica/Wash. Post, https://www.propublica.org/article/how-congress-stopped-working?utm_source=pardot&utm_medium=email&utm_campaign=dailynewsletter
Week 7	3/5 & 3/7	Article I: Congress		
Week 8	3/12 & 3/14	Article I: Congress		
Week 9	3/19 & 3/21	Article II: The Executive Branch & the President	ch. 6 & 11	Field , ch. 9
Week 10	3/26 & 3/28	Article II: The Executive Branch & the President		
Spring Break	4/2 & 4/4	No class		
Week 11	4/9 & 4/11	Article II: The Executive Branch & the President		
Week 12	4/16	Midterm 2 (comprehensive up through Art. II)		
Week 12	4/16 & 4/18	Article III: The Judiciary	ch. 8	Field , ch. 11; and Brennan , “Judicial Interpretation”
Week 13	4/23 & 4/25	Article III: The Judiciary		
Week 14	4/30	Article III: The Judiciary		
Week 14	5/2	Corporations, Elections & Money in Politics	ch. 4	Field , ch. 5
Week 15	5/7 & 5/9	Corporations, Elections & Money in Politics		

	Thursday 5/16	Final exam (comprehensive; take on line on Canvas, between 12 am - 11:59 pm)		
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Student Pledge

*Please read, print your name on the blank line, sign and date it at the bottom, and turn in the following pledge sheet by the end of the 2nd week of class.

I, _____, have read this entire syllabus outside of class, understand what is expected of me this semester in this class, and will abide by the classroom policies. If I have any questions about what is contained in this syllabus I promise that I will first refer to this syllabus to find the answer, and if I am unable to find it, will either ask a question at the beginning of class, post my questions to the class discussion list, or visit Dr. Ovetz during office hours to discuss it.

Signature

Date