

Cerro Coso College  
**Course Outline of Record Report**  
10/07/2021

## **POLSC101 : American Government**

### **General Information**

<b>Author:</b>	<ul style="list-style-type: none"><li>• Matthew Jones</li><li>• Swiridoff, Christine</li><li>• Beshwate, Benjamin</li></ul>
<b>Course Code (CB01) :</b>	POLSC101
<b>Course Title (CB02) :</b>	American Government
<b>Department:</b>	Social Science
<b>Proposal Start:</b>	Fall 2019
<b>TOP Code (CB03) :</b>	(2207.00) Political Science
<b>SAM Code (CB09) :</b>	Non-occupational
<b>Distance Education Approved:</b>	No
<b>Course Control Number (CB00) :</b>	CCC000229520
<b>Curriculum Committee Approval Date:</b>	04/06/2013
<b>Board of Trustees Approval Date:</b>	06/13/2013
<b>External Review Approval Date:</b>	06/13/2013
<b>Course Description:</b>	The course covers the study of American government with an emphasis on national, state, and local government. In addition students undertake a comprehensive analysis of government structure, functions, principles, and problems.
<b>Submission Type:</b>	Mandatory Revision  We're altering "Faculty Requirements" so that Masters degrees in Law, Public Administration, and Public Policy, are accepted as sufficient for instructing American Government as these degrees focus on core aspects of American Government but are not sufficient for instruction in Political Science more generally.
<b>Author:</b>	No value

### **Faculty Minimum Qualifications**

<b>Master Discipline Preferred:</b>	<ul style="list-style-type: none"><li>• History</li><li>• Political Science</li></ul>
<b>Alternate Master Discipline Preferred:</b>	<ul style="list-style-type: none"><li>• Law</li><li>• Public Administration</li><li>• Public Policy</li></ul>
<b>Bachelors or Associates Discipline Preferred:</b>	No value
<b>Additional Bachelors or Associates Discipline Preferred:</b>	No value

## Course Development Options

### Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

No value

### Course Special Class Status (CB13)

Course is not a special class.

### Allowed Number of Retakes

0

### Retake Policy Description

No value

### Grade Options

- Letter Grade Methods
- Pass/No Pass

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

### Award Type

### Active

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

Political Science Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Law, Public Policy, and Society Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Political Science Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Spring 2020 to Summer 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

No value

#### Transferability

Transferable to both UC and CSU

#### Transferability Status

Approved

#### Cerro Coso General Education Requirements

Area 2.2

#### Categories

Social & Behavioral Sciences  
Economic and Political

#### Status

Approved

#### Approval Date

No value

#### Comparable Course

No Comparable Course defined.

#### Intersegmental General Education Transfer Curriculum

Area 4.H

#### Categories

Social and Behavioral Sciences  
Political Science, Government, and Legal Institutions

#### Status

Approved

#### Approval Date

No value

#### Comparable Course

No Comparable Course defined.

#### C-ID

Political Science

#### Categories

C-ID discipline

#### Status

Pending

#### Approval Date

No value

#### Comparable Course

POLS 110

#### CSU General Education Certification

Area D.8

#### Categories

Social Sciences  
Political Science

#### Status

Pending

#### Approval Date

No value

#### Comparable Course

No Comparable Course defined.

Government

U.S. History, Constitution, & Government  
Government

Pending

No value

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Credit - Degree Applicable

#### Course Non Credit Category (CB22)

Credit Course.

#### Non-Credit Characteristic

No Value

#### Course Classification Status (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54

#### Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ENGLC070 - Introductory Composition

Students are expected to read and comprehend a college-level text book explaining sophisticated social science theories. In addition, they must critically analyze scholarly or professional arguments for research assignments. The reading advisory level encourages students to have the skills necessary for success in these assignments.

Students in this course are required to write at least one research and/or analytical essay, as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from major errors. The writing advisory level encourages students to have the skills necessary for success in these assignments.

## Entrance Skills

Entrance Skills	Description
No value	No value

## Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

## Specifications

### Methods of Instruction

Methods of Instruction Discussion

### Rationale

For example: an instructor facilitated discussion where students are encouraged to answer the question "the old saying claims that it is better for 10 guilty men to go free than to unjustly punish 1 innocent man, but does the American adversarial legal system place too high a priority on due process protections and rules of evidence (procedural justice), sacrificing the efficiency of trials and risking the pursuit of justice for the victim (retributive justice), too much?"

<b>Methods of Instruction</b>	Guest Lecturers
<b>Rationale</b>	For example: inviting a former member of the local city council to give a lecture on the role and significance of local government in the American system of federalism.
<b>Methods of Instruction</b>	Lecture
<b>Rationale</b>	For example: an instructor-led presentation that walks through Congress' legislative process and explains the division of labor through substantive and procedural committees
<b>Methods of Instruction</b>	Presentations (by students)
<b>Rationale</b>	For example: five minute individual presentations that require students to find and summarize a column printed in a national publication that advocate that an aspect of our electoral system be changed/reformed in a particular way, such as eliminating the Electoral College, moving toward multi-member districts, introducing term limits for Congress, etc.
<b>Methods of Instruction</b>	Written work
<b>Rationale</b>	For example: a 1500 word research paper requiring APA format and at least 4 credible sources that requires the student to research a landmark Supreme Court precedent, explaining how the ruling clarifies (or fails to clarify) the boundaries of an individual liberty specified in the Bill of Rights
<b>Methods of Instruction</b>	Other
<b>Rationale</b>	Other Methods: textbook reading, reading supplementary material, role playing, simulations and other group activities viewing videos
<b>Assignments</b>	
<p>A. Reading assignments in textbook and supplementary readings. For example, an assignment may require students to read all of a chapter on the electoral process for selecting federal government officials along with supplementary readings on the Electoral college in order to arrive at a more nuanced understanding of how voter preferences get translated into electoral outcomes. B. Examining how the media - written, internet, and broadcast - cover government and politics. For example, students may be required to view media presentations in which journalists discuss their assumptions about American style two-party politics. C. Researching and writing analytic papers on government and politics. For example, a writing assignment may require students to research a current political or policy issue in controversy and then write a brief to a member of Congress advising them as to what position to take on the issue in light of the researched policy and political consequences.</p>	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Tests	<p>A. examinations including essay, multiple choice, and short answer questions that measure students' ability to identify key course concepts and apply concepts to American political system.</p> <p>B. quizzes measuring students' ability to comprehend course concepts as presented in reading assignments and class lectures and discussions.</p>
Analysis of Primary Sources	<p>C. short papers (1 to 3 pages) demonstrating students' ability to analyze important course concepts and/or synthesize political arguments into coherent positions. Example: Write a 2 – 3 page paper analyzing how Madison's description in Federalist 51 of the proper way to structure government was incorporated into the Constitution.</p> <p>D. longer paper (3 to 6 pages) describing how a government agency functions and evaluating its effectiveness. Example: Attend a government event – city council meeting, school board meeting, court session ,</p>

Research Paper

etc. – and write a short paper giving general background information on the organization, describing what occurred in the meeting and assessing the effectiveness of the organization.

E. one research paper (5 to 10 pages) describing a current public policy issue and evaluating a number of possible government solutions for the issue.

Example: Select a current public policy issue and write a research paper (5 to 10 pages) describing the current status of the issue, identifying possible governmental actions related to the issue and presenting and defending your opinion on what the government’s policy should be.

Distance Education Description: how outcomes are evaluated

Participation - Online courses will use discussion forums.

Research Paper - Both online and onsite papers can be submitted via Turnitin.com or online.

Quizzes and exams - Quizzes and exams can be taken online via a learning management system.

**Equipment**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Glen Krutz (Content Lead), University of Oklahoma Sylvie Waskiewicz, PhD (Lead Editor)	American Government	Openstax	Jul 14, 2016	Print ISBN 1938168178 Digital ISBN 1947172107

**Other Instructional Materials**

<b>Description</b>	Supplemental Books 1. Democracy in America, Alexis De Tocqueville 2. The Federalist Papers, James Madison, Alexander Hamilton, John Jay Journal and Newspapers Articles on American Government and California State Government topics
<b>Author</b>	No value
<b>Citation</b>	No value

**Materials Fee**

No value

**Learning Outcomes and Objectives**

**Course Objectives**

No value

**CSLOs**

Describe the main features of the Constitution, such as checks and balances, separation of powers, and federalism, and explain how these features reflect the political ideas of the men who wrote the Constitution and how they can be legitimately changed.

Expected SLO Performance: 70.0



*Business Information Technolog*  
Law, Public Policy, and Society for  
Transfer

Describe the American legal system, including jurisdictional requirements, state and federal court systems, and roles of those in the legal field.

**Explain the theory of federalism and analyze how federalism influences the operations of California's state and local governments.**

Expected SLO Performance: 70.0

**Define key rights and obligations of citizens as established by the Constitution and interpreted in court decisions.**

Expected SLO Performance: 70.0

*Business Information Technolog*  
Law, Public Policy, and Society for Transfer

Identify sources of American law and articulate how a law is created.

**Identify and assess the impact of political culture, ideology, public opinion, interest groups, political parties, and elections on public policy and decision-makers.**

Expected SLO Performance: 70.0

*Social Science*  
Liberal Arts: Social & Behavioral Sciences  
AA Degree

Identify and apply the Scientific Method used by social scientists to study human behavior.

*Social Science*  
IGETC PLOs

Describe the method of inquiry used by the social and behavioral sciences.

*Social Science*  
PLOs for CSU GE COA

Describe the method of inquiry used by the social and behavioral sciences.

*Business Information Technolog*  
Law, Public Policy, and Society for  
Transfer

Apply laws, public policy, and/or societal or ethical theories to develop a solution to a legal issue, a public policy issue, and/or a societal concern.

Describe one's ethical obligation to social responsibility under the laws.

**Describe the powers and functions of the executive, legislature, judiciary, and bureaucracy, and describe how public policy, both domestic and foreign, is developed and implemented.**

Expected SLO Performance: 70.0

*Business Information Technolog*  
Law, Public Policy, and Society for  
Transfer

Apply laws, public policy, and/or societal or ethical theories to develop a solution to a legal issue, a public policy issue, and/or a societal concern.

Identify sources of American law and articulate how a law is created.

Describe the American legal system, including jurisdictional requirements, state and federal court systems, and roles of those in the legal field.

*Social Science*  
Liberal Arts: Social & Behavioral Sciences  
AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

## Outline

### Course Outline

#### A. Constitutional Principles

1. Constitutional Convention: Consensus and Compromise
2. Political Philosophy of Framers
3. System of Checks and Balances
4. Federalism and its impact on the operation of national, state, and local governments
5. Reasons Constitution has endured
6. Evaluation of Constitution & reasons for its continued effectiveness

#### B. Rights and Liberties

1. First Amendment Freedoms
2. Due Process Rights
3. Rights of People Accused of Crimes
4. Privacy Rights
5. Civil Rights

#### C. Political Process

1. Political Ideology & Public Policy
  - a. Liberals and Conservatives
  - b. Importance of political ideology in American politics
2. Interest Groups
  - a. Ways that interest groups influence public policy
  - b. What determines the influence of an interest group
  - c. Are interest groups a positive or negative influence on government?
3. Political Parties
  - a. Roles played by political parties
  - b. Changing nature of political parties
  - c. Implications of two-party system
4. Public Opinion
  - a. Impact of public opinion on policymakers
5. Campaigns and Elections
  - a. Voter participation and health of American democracy
  - b. Nature of modern political campaigns
  - c. Proposals to improve quality of political campaigns
6. Influence of Media on Government and Politics
  - a. Changes in media and its impact on politics and public policy process

#### D. Policy-Making Institutions

1. Congress
  - a. Characteristics of Congress
  - b. Congress versus the President
  - c. Criticisms and Strengths of Congress
2. Presidency
  - a. Sources of presidential power
  - b. Checks on presidential power
  - c. Compare presidential influence over foreign and domestic policy
3. Bureaucracy
  - a. Nature of federal bureaucracy
  - b. Sources of and limits on bureaucratic power
4. Judiciary
  - a. Structure and process of federal courts
  - b. Judicial Review and the proper role for federal courts

#### E. California State Government

1. Comparison of United States Constitution and California Constitution
  - a. Recall; Referendum and Initiative
2. Policy-making by state and local governments

## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face  
 Online  
 Hybrid  
 ITV

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are

**and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?**

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of POLS 101 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. Student interaction will take place in online discussion forums.

**Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)**

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

No Value

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

The learning management system is accessible and compatible with support programs. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

No Value