



Federal Government-14452

GOVT-2305

RT 2022 Section 637 3 Credits 08/23/2021 to 12/12/2021 Modified 08/21/2021

Course Meetings

Course Modality

Online, On a Schedule (Synchronous)

Meeting Days

Tuesdays and Thursdays

Meeting Times

2:00-3:20 pm

Meeting Location

Kaltura -- link on Canvas homepage.

Welcome and Instructor Information

Professor/Assoc. Chair: Dr. Veronica Reyna

Email: Veronica.Reyna1@hccs.edu

Phone: 17137185215

Website: <https://learning.hccs.edu/faculty/veronica.reyna1> (<https://learning.hccs.edu/faculty/veronica.reyna1>)

What's Exciting About This Course

Students who finish GOVT 2305 will have completed one of the most important class they will take in their college career. In this class, it will be made clear that government and politics are in everything that we, as citizens, do and interact with, particularly when it comes to ensuring our liberty, our security, and our quality of democracy. Access to political power, quality of democracy, and utilization of personal power will be large themes in my course, as well as contemporary controversies in American politics.

My Personal Welcome

On behalf of the Government Department, I welcome you to the study of Federal Government at Houston Community College. This is a dynamic field with many sub-components, and this course allows us to briefly introduce a broad array of political science topics and research. There is never a dull moment! Politics and power are always changing, and it is important to develop a literacy of both to empower yourself and others to maintain and improve our democracy.

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to

best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

Preferred Method of Contact

You can contact me through either my HCC email (preferred method of contact) or Canvas Emails sent from non-HCC accounts (i.e. gmail, yahoo, etc) will not receive a response.

I will respond to emails within 24-48 hours Monday through Friday; expect a reply to emails sent over the weekend by Monday morning.

Office Hours

Tuesday, Thursday, 11:00 AM to 2:00 PM, WebEx

Course Overview

GOVT 2305 - Federal Government

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

Requisites

You must have passed ENGL 1301 (Composition I) or be co-enrolled in ENGL 1301 as a corequisite.

Government Department

<https://learning.hccs.edu/programs/government>

Core Curriculum Objectives (CCOs)

This course satisfies the Government/Political Science requirement in the HCCS core curriculum. The HCCS Government Program Committee has specified that the course address the following core objectives:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Empirical/Quantitative Skills—to include manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork—to include ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Personal Responsibility—to include the ability to connect choices, actions and consequences to ethical decision-making

Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcomes and Objectives

Course Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate knowledge of the federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties in the political system.
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens
8. Analyze issues and policies in U.S. politics.

Departmental Practices and Procedures

Program-Specific Student Success Information

Expect to spend at least twice as many hours per week outside of class as you do in class reading, studying the course content, and preparing discussions and assignments. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person or online
- Completing assignments
- Participating in class activities, including discussions

Success in this course requires reading (and re-reading) and studying the material using the course objectives as a guide. Time management is important because on time completion and submission of your work is expected.

Instructional Materials and Resources

Instructional Materials

1. OpenStax American Government text, 3rd. Ed.:

<https://openstax.org/details/books/american-government-3e>

- This book is free online and you can download a pdf, in iBooks, and in Kindle. There is an app, too! If you would like a hardcopy, you can order the Second Edition from Amazon: https://www.amazon.com/American-Government-Glen-Krutz/dp/1938168178/ref=sr_1_16?m=A1540JPBBI3F06&s=merchant-items&ie=UTF8&qid=1546573932&sr=1-16

2. Power Civics (online)

- Sign up here: <https://thecitizenscampaign.org/school/hcc/class/govt-2305-honors/>

3. Hypothes.is (online)

- Create a free account, and add yourself to the group Dr. La Reyna: <https://hypothes.is/groups/vLmBzV7X/nw-honors-2021-2022>

Course Requirements

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
Discussions & Responses	30%		Discussion posts on reading annotation and responses to peers.
Journal	40%		Journal entries applying course concepts to your life.
Power Civics Outline	10%		Extended outline draft to prep for final paper.
Power Civics Final Paper	20%		Final paper laying out Power Civics plan for next semester.

Grading Formula

Grade	Range	Notes
A	90-100	
B	80-89	
C	70-79	
D	60-69	
F	59 and below	

* Instructor's Practices and Procedures

Incomplete Policy

It is safe to assume that incomplete ("I") grades will not be granted to students. Exceptions may be made on a case-by-case basis should the student provide a legitimate, non-academic reason backed with appropriate documentation. Further, at least 85% of the required work in the course should have already been completed.

Students granted an "I" will have until the end of the next long semester to finish the course. All "I's will convert to "F's" unless the student successfully complete all remaining work as determined by the instructor.

Missed Assignments/Make-Up Policy

There are no make-ups for any course work unless there are valid, extenuating circumstances. I will determine this on a case-by-case basis. Please, never hesitate to let me know what is going on that makes it difficult to fully focus on your course performance and learning. The earlier I am aware of what is going on, the easier it is for me to better advise you! Note: not being prepared, technology issues, or multiple exams/papers due simultaneously are not valid excuses.

Academic Integrity

Houston Community College is committed to a high standard of academic integrity in the academic community. In becoming part of the academic community, students are responsible for honesty and independent effort. Examples of these violations include, but are not limited to, the following: Plagiarizing written work or projects, cheating on exams or assignments, collusion on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course.

Simply put, violations of academic integrity will NOT be tolerated. At a minimum, a grade of "0" will be recorded on the assignment or exam in question. Additional sanctions may include but are not necessarily limited to the following: Being assigned an "F" for the course, being withdrawn from the course, or being expelled from the College.

All faculty at HCC are required to document these violations in Maxient, a system used to report any student behavior that constitutes a violation of academic integrity, triggering involvement from other appropriate departments.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

Attendance is required and is taken daily. Students who do not attend and actively participate in class will be marked as "never attended" on the official census roster, triggering an administrative withdrawal from the course. Students who are absent and/or who are not current with the required coursework will receive an Early Alert email from their professor and from an HCC adviser. The Early Alert system is designed to help students who may be facing challenges that impact their ability to succeed in class.

Your course grade WILL be a reflection of your level of participation in the course.

Unless stated otherwise, the deadlines for all online assignments (i.e. exams, discussions, and chapter activities) are at 11:59pm central time. My recommendation: Stay AT LEAST a day or two ahead of the deadlines in case something goes wrong (technical/computer difficulties, the death of a close relative, etc.) as deadlines for all respective assignments are hard, firm, and assignments will NOT be extended.

Student Conduct

Students will be required to participate in discussion activities and interact with fellow classmates in class and/or in an online setting. Any and all communication among class participants must be civil and respectful. HCC Government Department faculty are required to document any violations of student conduct by completing a Maxient report. An HCC counselor will contact the student named in the Maxient report to discuss and resolve the issue it identifies.

Faculty Statement about Student Success

I highly recommend following the suggested work schedules each week to help learn time management techniques. Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

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As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived

- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4

Grade	Grade Interpretation	Grade Points
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook <https://www.hccs.edu/resources-for/current-students/student-handbook/> (<https://www.hccs.edu/resources-for/current-students/student-handbook/>) In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

Link to HCC Academic Integrity Statement

<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/> (<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/>)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<https://www.hccs.edu/departments/police/campus-carry/> (<https://www.hccs.edu/departments/police/campus-carry/>)

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID \(https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/\)](https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<https://www.hccs.edu/departments/institutional-equity/> (<https://www.hccs.edu/departments/institutional-equity/>))

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <https://www.hccs.edu/support-services/ability-services/> (<https://www.hccs.edu/support-services/ability-services/>)

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu (<mailto:Institutional.Equity@hccs.edu>)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/> (<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/> (<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

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Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

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Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: <https://www.hccs.edu/online/> (<https://www.hccs.edu/online/>)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap> (<https://eagleonline.hccs.edu/login/ldap>)

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
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- Arrange to meet with individual students during office hours, and before and after class as required

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- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
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EGLS3

The EGLS³ ([Evaluation for Greater Learning Student Survey System \(https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/\)](https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> (<https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services \(https://www.hccs.edu/resources-for/current-students/tutoring/\)](https://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <https://library.hccs.edu> (<https://library.hccs.edu>).

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <https://www.hccs.edu/resources-for/current-students/supplemental-instruction/> (<https://www.hccs.edu/resources-for/current-students/supplemental-instruction/>).

Resources for Students:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>
(<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>)

Basic Needs Resources:

<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/> (<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/>)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH
(https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

Here's the link to the HCC information about COVID-19:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/> (<https://www.hccs.edu/resources-for/current-students/communicable-diseases/>)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

Course Calendar

Course Calendar

for

The U.S. Democracy: A Struggle in the Making

Unit I: Reconciling American Political Thought with American Political Culture & Realities

Week One: American Political Culture & Founding Political Thought

Tuesday, August 24th

- OER Chapter 1

WATCH:

- Micro-lecture #1: Political Culture
- Micro-lecture #2: The Liberal Tradition (Hartz)
- Micro-lecture #3: Classical Republicanism (Wood, Myrdal)
- Video: Eric Liu's Power

READ:

- Dahl, Robert Alan. *How democratic is the American constitution?* Yale University Press, 2003. Introduction and Chapter 2.

Thursday, August 26th

READ:

- Smith, Rogers. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions of America," *The American Political Science Review*, Sep., 1993, Vol. 87, No. 3 (Sep., 1993), pp. 549-566.
- White, Ismail and Betina Cutaia Wilkinson. 2020. "A Symposium on Power, Discrimination, and Identity: Introduction and Commentary." *PS: Political Science & Politics*, 1-4.

DO: Nothing DUE!

Week Two: How Democratic is the American Constitution?

Tuesday, August 31st

- OER Chapter 2

WATCH:

- Micro-lecture #1: History Has Its Eyes On You, Hamilton
- Micro-lecture #2: Crash Course Constitutional Compromises
- Micro-lecture #3: Politics of Constitutional Change

READ:

- The Federalist Papers Nos. 10 & 51
- The Anti-Federalist Debates at the Constitutional Convention:
 - Debate on Representation (May 31)
 - Opposition to the Constitution (Sept. 7, 10, 15)

DO:

- Discussion #1 Due September 1st : is Annotation on

Bedolla, Lisa García and Jessica Andrade. 2017. "The Invisible Hand of History: Pluralism, Power, and Inequality." *PS: Political Science & Politics*, 50(4), 1062-1067.

Thursday, September 2nd

READ:

- Dahl, Robert Alan. *How democratic is the American constitution?* Yale University Press, 2003. Chapter 3.
- Beard, Charles. 1913. *An Economic Interpretation of the Constitution of the United States*. New York: Macmillan Company.
 - 15-16, 19-20, 42-43, 78-79, and 161

Week Three: Do American Federalisms Still Work in the 21st Century?

Tuesday, September 7th

- OER Chapter 3

WATCH:

- Micro-lecture #1: Federalism and Power
- Micro-lecture #2: States & the Constitution
- Micro-lecture #3: The Mythical Balance of Federalism(s)

READ:

- Federalist Paper #17 (Hamilton)
- Anti-Federalist Papers:
 - Debate on Federalism (June 21)
 - The Antifederalist No. 1 (1787)

Thursday, September 9th

READ:

- Peterson, Paul E. "Who Should Do What? Divided Responsibility in the Federal System." *The Brookings Review* 13.2 (1995): 6.
- Interview with Don Kettle (Audio), "What Federalism Has to do With Inequality and How it Can Help,"

WATCH:

- Power Civics Videos: Introduction, Part 1 & Part 2 & Part 3
- Make appointment for next week with Dr. Reyna to chat about ideas

Unit II: Institutional Context of the American Political System (Feedback Loop I)

Week Four: (Who) Does Congress Represent?

Tuesday, September 14th

- OER Chapter 11

WATCH:

- Micro-notes #1: Why is Congress SO Dysfunctional?

READ:

- Barber, Michael and Nolan McCarty. 2015. "The Causes and Consequences of Polarization," in *Solutions to Polarization in America*, eds. Nathaniel Persily. Cambridge University Press.

DO:

- Discussion #2 Due September 15th: is Annotation on Besty Wright Hawkings' "Deconstructing Congressional Dysfunction: A Systems-based Approach."

Thursday, September 16th

READ:

- Minta, Michael D., and Valeria Sinclair-Chapman. "Diversity in Political Institutions and Congressional Responsiveness to Minority Interests." *Political Research Quarterly*, vol. 66, no. 1, 2013, pp. 127–140.

Week Five: The Presidency: too much power?

Tuesday, September 21st

- OER Chapter 12

WATCH:

- Micro-lecture #1: Crash Course's Enumerated Powers
- Micro-lecture #2: Crash Course's Implied Powers
- Micro-lecture #3: Neil Tannahill's "The Development of the Modern Presidency"

READ:

- Lemire, Jonathan. "How Trump has rewritten the rules of the presidency." *Associated Press*. December 27, 2018.
- Jackson, Jenn. 2020. "Kamala Harris as the VP Pick Challenges What We Know About Representation" in *Teen Vogue*, August 13th.

Thursday, September 23rd

READ:

- Stewart-Winter, Timothy. "The Gay Rights President." *The Presidency of Barack Obama: A First Historical Assessment*, edited by Julian E. Zelizer, Princeton University Press, PRINCETON; OXFORD, 2018, pp. 95–110.

Week Six: The Judiciary: Politics and Power for Change

Tuesday, September 28th

- OER Chapter 13

READ:

- “Debating the Issues: Interpreting the Constitution—Originalism or a Living Constitution?” in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, David, and John Coleman, and Kenneth Mayer, (2013)
- Scalia, Antonin. “Constitutional Interpretation the Old-Fashion Way.” in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013)
- Breyer, Stephen. “Our Democratic Constitution.” in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013)

DO:

- Reflection Journal #1 Due September 29th at midnight

Thursday, August 30th

READ:

- Rosenberg, Gerald N. “The Hollow Hope: Can Courts Bring About Social Change?” in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013)

Unit III: Individuals, Agency, and Political Participation

Week Seven Civil Liberties

Tuesday, October 5th

- OER Ch. 4

WATCH:

- Micro-lecture #1: Kendi, part 1
- Micro-lecture #2: Kendi, part 2

READ:

- Winkler, Adam. “The Secret History of Guns.” *The Atlantic Magazine*. September.
- Newton, Huey P. “The Ten Point Program (1966),” in *War Against the Panthers*.

Thursday, October 7th

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READ:

- Davis, Angelique M. and Rose Ernst. 2019. "Racial Gaslighting," *Journal of Politics, Groups, and Identities* (7):4, 761-774. DOI: 10.1080/21565503.2017.1403934

Week Eight Civil Rights

Tuesday, October 12th

- OER Ch. 5

WATCH:

- Micro-Lecture #1: Civil Rights Concepts
- Micro-Lecture #2: Judicial Standards

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READ:

- Tesler, Michael. From "Post-racial or Most-racial? Race and Politics in the Obama Era" in *Readings in American Politics*, ed. Ken Kollman (2019): 113-128.

DO:

- Discussion #3 Due on October 13th: is Annotation on "Racial Gaslighting."

Thursday, October 14th

READ:

- Gal, Shayanne, et al. "26 simple charts to show friends and family who aren't convinced racism is still a problem in America." *BusinessInsider.com*, July 8th.

Pick One:

- Christiani , Leah. "Intersectional stereotyping in policing: an analysis of traffic stop outcomes." *The Journal of Politics, Groups, and Identities*.
- Oppel Jr., Richard, et al. "The Fullest Look Yet at the Racial Inequality of Coronavirus." *The New York Times*, July 5th.

Week Nine Socialization and Public Opinion

Tuesday, October 19th

- OER Ch. 6

WATCH:

- Micro-lecture: Polls and Public Opinion

READ:

- Mason, Liliana. From *Uncivil Agreement: How Politics Became Our Identity* in Readings in American Politics, ed. Ken Kollman (2019): 451-463.
- Mason, Liliana, "A Cross-Cutting Calm How Social Sorting Drives Affective Polarization," in *Public Opinion Quarterly*

Thursday, October 21st

READ:

- Kinder, Donald R. and Cindy Kam. From *Us Against Them: Ethnocentric Foundations of American Opinion* in Readings in American Politics, ed. Ken Kollman (2019): 405-411
- Jackson, Jenn. "Black Americans and the "crime narrative": comments on the use of news frames and their impacts on public opinion formation." *The Journal of Politics, Groups, and Identities* (7):1, 231-241.

DO:

- Power Civics Outline DUE Friday, Oct. 22nd, by midnight

Week Ten Voting, Elections, & Unconventional Participation

Tuesday, October 26th

- OER Ch. 7

WATCH:

- Micro-lecture: Political Participation 360⁰

READ:

- Francis, Megan Ming (2018) The Strange Fruit of American Political Development, Politics, Groups, and Identities, 6:1, 128-137.
- Fraga, Bernardo. 2016. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout." *American Journal of Political Science*, 60(1), 97-122.

DO:

- Journal #2 DUE Oct. 27th in Canvas by midnight

Thursday, October 28th

READ:

- Merseth, Julie Lee. "Race-ing solidarity: Asian Americans and support for Black Lives Matter." *Politics, Groups, and Identities* (6)3, 337-356, DOI: [10.1080/21565503.2018.1494015](https://doi.org/10.1080/21565503.2018.1494015)

Week Eleven: Voting, Elections, & Unconventional Participation, con't.

Tuesday, November 2nd

WATCH:

- Micro-lecture #1: Power & Change in Social Movements

READ:

- Nasheed, Jameelah. "Youth Activist Movements of the 2010s: A Timeline and Brief History of a Decade of Change" *Teen Vogue*. December 16th.
- Hogan, Wesley. 2019. "Make Room in the Circle: Undocumented Youth Bridge Electoral and Movement Politics." In *On the Freedom Side: How Five Decades of Youth Activists Have Remixed American History* (pp. 89-120). Chapel Hill: University of North Carolina Press.
- Earl, Jennifer. "Reviewed Work: *Networks of Outrage and Hope: Social Movements in the Internet Age* by Manuel Castells." *American Journal of Sociology*, vol. 119, no. 2, 2013, pp. 565–567.

DO:

- Discussion #4 due on November 3rd: is Annotation on "The Strange Fruit."

Thursday, November 4th

READ:

- Berry, Ellen. "7 Lessons (and Warnings) From Those Who Marched With Dr. King." *The New York Times*.
- Hogan, Wesley. 2019. "CONCLUSION: Citizens of a World Not Yet Built." In *On the Freedom Side: How Five Decades of Youth Activists Have Remixed American History* (pp. 197-212). Chapel Hill: University of North Carolina Press.

Unit IV Intermediate Institutional Context (Feedback Loops II)

Week Twelve Political Media

Tuesday, November 9th

- OER Ch. 8

DO: Nothing due this Week

WATCH:

- Micro-Lecture #1: Micro-lecture: Media Foundations
- Micro-Lecture #2: Journalism Ethics & Watchdog Tensions
- Micro-Lecture #3: Political Spin
- Micro-Lecture #4: Political Actors & Paid Media

READ:

- Prior, Markus. "News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout," in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013).

Thursday, November 11th

READ:

- Arora, Maneesh, and Davin L. Phoenix & Archie Delshad. 2019. "Framing police and protesters: assessing volume and framing of news coverage post-Ferguson, and corresponding impacts on legislative activity." *Politics, Groups, and Identities* (7):1, 151-164.

Week Thirteen Political Parties

Tuesday, 16th

- OER Ch. 9

WATCH:

- Micro-lecture#1: Responsible Party Systems

READ:

- Rae, Nicol. "Be Careful What You Wish For: The Rise of Responsible Parties in American National Politics" in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013).
- Pew Research Center Report. "Voters Rarely Switch Parties, but Recent Shifts Further Educational, Racial Divergence." August 6th.

Thursday, November 18th

READ:

- Kollman, Ken. "Who Drives the Party Bus?" in *Readings in American Politics*, ed. Ken Kollman (2019).
- Doherty, David et al. 2018. "How Local Political Party Leaders Perpetuate the Underrepresentation of Minorities in U.S. Government." *Scholars Strategy Network*, March 6th.

Week Fourteen Interest Groups

Tuesday, November 23rd

- OER Ch. 10

WATCH:

Micro-Lecture #1: Interest Group Power

Micro-Lecture #2: Interest Group Political Strategies

Micro-Lecture #3: Interest Groups Money Orgs

READ:

- Strolovitch, Dara Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *The Journal of Politics*, 68(4): 894-910.

Thursday, November 25th

Thanksgiving Break—no class

Week Fifteen: Power Civics and Reflections

Tuesday, November 30th

Power Civics, wrap

Thursday, December 2nd

Power Civics, wrap

Week Sixteen: Finals Week

Tuesday, December 7th

No class

Thursday, December 9th

Power Civics Project Paper Due by midnight

Other important dates:

Day of Record September 7th

Last day to withdraw with a "W" October 29th

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Departmental/Program Information

The Houston Community College Government Department supports students in a number of different ways. These include:

- **Government Majors & Minors:** Students can earn an Associate of Arts Degree in Government, which will prepare them for majoring in Political Science or Government when they transfer to a university. Majors and Minors—those students who are interested in Political Science or Government—are supported by a faculty committee that will connect them to events, news, and opportunities.
- **Careers in Government:** The study of Government or Political Science prepares students for work in the public and private sectors by emphasizing critical thinking, analytical, and communication skills.
- **Government Student Organizations:** The Government Department supports the activities of the *Center for Civic Engagement* and the HCC *Political Science Club*, both of which hold discussions and sponsor events to connect students to politics in the real world.
- **GOVT Scholarship:** The Government Department will work with students to locate scholarship support, when possible.

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

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