



**Division of Social and Behavioral Sciences
Government Department**

<https://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/government/>

GOVT 2305: Federal Government | Lecture | #20558

Fall 2020 Regular Term | 16 Weeks (8/24/20-12/13/20)

Online, Synchronous

Canvas | TTh 2:00pm-3:20pm

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor: Verónica L. Reyna, Ph.D.	Office Phone: 713-718-5215
Office: Spring Branch @ NW College	Office Hours: TTh 11:30-2:00pm or by Appt
HCC Email: veronica.reyna1@hccs.edu	Office Location: Online

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's 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.

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.

During the Fall 2020 semester, all courses at HCC will be taught in either one of three different instructional modalities: Online Anytime, Online on a Schedule, and Flex Campus. Note that regardless of modality, ALL student coursework is expected to be completed online in Canvas (see blurb about Canvas on the next page).

Online Anytime classes are traditional online classes where there are no meetings at specific times. Online on a Schedule classes are online courses with scheduled meeting times. Students should log on for scheduled class meetings held each week. Flex Campus classes are held in traditional classrooms in accordance with COVID-19 safety measures. Students have the option to be either in physical attendance during class or attend classes as scheduled online. Understand that until at least October 5, 2020, classes designated as Flex campus will be taught using the Online on a Schedule modality due to the COVID-19 pandemic.

Regardless of the course' designated modality, ALL coursework is required to be completed online in Canvas. Additionally, expect the amount of material covered to not be significantly different (or more difficult) than material covered in any other instructional modality.

This particular section of GOVT 2305 is taught using the Online on a Schedule modality.

Prerequisites and/or Co-Requisites

GOVT 2305 requires college-level reading and writing skills. The minimum requirement for enrollment in GOVT 2305 includes concurrent enrollment in or successful completion of ENGL 1301. If you have enrolled in this course having satisfied this prerequisite, you have a higher chance of success than students who have not done so. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

This section of GOVT 2305 will use [Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) extensively for making instructional material available and for communication with students. Written assignments will be turned in online.

HCCS Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

Instructional Materials

Textbook Information

1. OpenStax American Government text:

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

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 one 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 and/or book I give you)
3. Hypothes.is
 - a. Create a free account, and add yourself to the group Dr. La Reyna:
<https://hypothes.is/groups/G9Q9ZJ8w/nw-honors-2020-2021>

Other Instructional 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](#) 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 library resources and services is the HCCS library web page at <http://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 <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

GOVT 2305 Federal Government (Federal constitution & topics): 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.

Core Curriculum Objectives (CCOs)

This course satisfies the Government/Political Science requirement in the HCCS core curriculum. The HCCS Government Discipline 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

Program Student Learning Outcomes (PSLOs)

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/government/>

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.

Learning Objectives

Learning Objectives for each CSLO can be found at GOVT 2305 can be found [here](#).

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:

- 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

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](#)

Assignments, Exams, and Activities

Hypothes.is Discussions

We will all participate in annotated reading discussions online with Hypothes.is. You'll need to add yourself to the class group (private):

<https://hypothes.is/groups/G9Q9ZJ8w/nw-honors-2020-2021>

You will make your own posts, and then discuss ideas of peers' posts. I will provide criteria for good posts and responses.

Reflection Application Journal

These are short, two-page papers applying course concepts to our lives and Power Civics experiences as we conduct the initial stages of the project. These application papers are my way of checking the course readings and textbooks concepts are understood.

Final Power Civics Paper

The final power civics paper (10 pages) applies course concepts and Power Civics tenets to background research on an existing community problem. This will serve as a basis for next semester's civic engagement.

Grading Formula

Hypothes.is Discussions = 30%

Final Power Civics Paper = 30%

Reflection Application Journal = 40%

A= 90+

B= 89-80

C=79-70

D=69-60

F= 59 and below

Extra Credit

You can write TWO, two-page, analysis paper of a political documentary, article, or event approved by me. Instructions are found in the Canvas Module "Extra Credit." As the semester goes on, opportunities will be linked in this module. The last day to turn in papers will be the last day we meet of the semester. Points are added to exams only.

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.

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

**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 25th

- OER Chapter 1

WATCH:




- Micro-lecture: Hartz v. Wood v. Try Harder

READ:

-  Dahl, Robert Alan. *How democratic is the American constitution?* Yale University Press, 2003. Introduction and Chapter 2.
-  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, August 27th

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:

- **Discussion #1 Due August 30th: Hypothes.is Annotation on Smith, Rogers. "Beyond Tocqueville, Myrdal, and Hartz"**

Week Two: How Democratic is the American Constitution?

Tuesday, September 1st

- OER Chapter 2

WATCH:

- Micro-lecture: History Has Its Eyes On You, Hamilton

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)

Thursday, September 3rd

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.
 - pp. 15-16, 19-20, 42-43, 78-79, and 161

DO:

- **Reflection Journal #1 Due September 6th by midnight**

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

Tuesday, September 8th

- OER Chapter 3

WATCH:

- Micro-lecture: The Mythical Balance of Federalism(s)

READ:

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

Thursday, September 10th

READ:



- Peterson, Paul E. "Who Should Do What? Divided Responsibility in the Federal System." *The Brookings Review* 13.2 (1995): 6.



- Kelly, Nathan J., and Christopher Witko. "Federalism and American Inequality." *The Journal of Politics* 74.2 (2012): 414-426.

DO:

- **Discussion #2 Due September 13th: Hypothes.is Annotation on Kelly, Nathan J., and Christopher Witko. "Federalism and American Inequality."**

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

Week Four: (Who) Does Congress Represent?

Tuesday, September 15th

- OER Chapter 11

WATCH:



- Micro-lecture: How Do Demographics Matter in Representation?

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.

Thursday, September 17th

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 22nd

- OER Chapter 12

WATCH:

- Micro-lecture: Presidential Power Theories

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 24th

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.

DO:

- **Discussion #3 Due on September 27th: Hypothes.is Annotation on Stewart-Winter, Timothy. "The Gay Rights President."**

Week Six: The Judiciary: Politics and Power for Change

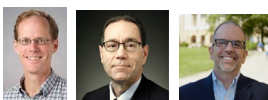
Tuesday, September 29th

- OER Chapter 13

WATCH:

- Micro-lecture: How Much Power Does the SCOTUS Have?

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)

Thursday, October 1st

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)

DO:

- **Reflection Journal #2 Due October 4th at midnight**

Unit III: Individuals, Agency, and Political Participation

Week Seven Civil Liberties

Tuesday, October 6th

- OER Ch. 4

WATCH:

- Micro-lecture: Civil Liberties Core Concepts and Equity

READ:



- Winkler, Adam. 2011. "The Secret History of Guns." *The Atlantic Magazine*. September.



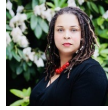
- Newton, Huey P. 1980. "The Ten Point Program (1966)," in *War Against the Panthers*.

Thursday, October 8th

WATCH:

- Micro-lecture: Kendi and Antiracism

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

DO:

- **Discussion #4 Due on October 11th: Hypothes.is Annotation on "Racial Gaslighting."**

Week Eight Civil Rights

Tuesday, October 13th

- OER Ch. 5

WATCH:

- Antiracism and Understanding Statistics

READ:



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

Thursday, October 15th

READ:



- Gal, Shayanne, et al. 2020. "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. 2020. "Intersectional stereotyping in policing: an analysis of traffic stop outcomes." *The Journal of Politics, Groups, and Identities*.



- Oppel Jr., Richard, et al. 2020. "The Fullest Look Yet at the Racial Inequality of Coronavirus." *The New York Times*, July 5th.

Week Nine Socialization and Public Opinion



Tuesday, October 20th

- OER Ch. 6

WATCH:

- Micro-lecture: Multiple, Two-way Streets: Opinion Influences

READ:

-  Mason, Liliana. From *Uncivil Agreement: How Politics Became Our Identity* in *Readings in American Politics*, ed. Ken Kollman (2019): 451-463.
-  Jackson, Jenn. 2019. "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.

Thursday, October 22nd

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

DO:

- **Reflection Journal #3 Due October 25th at midnight**

Week Ten Voting, Elections, & Unconventional Participation

Tuesday, October 27th

- 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.



- Cilluffo, Anthony et al. 2019. "An Early Look at the 2020 Electorate." Pew Research Center.



- Fraga, Bernardo. 2016. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout." *American Journal of Political Science*, 60(1), 97-122.

Thursday, October 29th

WATCH:

- Intersectionality & Solidarities

READ:



- Benjamin, Andrea. (2017). "The Co-ethnic Elite Cues Theory and Elite Black-Latino Coalitions." Chapter 3 in *Racial Coalition Building in Local Elections: Elite Cues and Cross-Ethnic Voting*. Cambridge: Cambridge University Press.



- Merseth, Julie Lee. 2018. "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)

DO:

- **Discussion #5 due on November 1st: Hypothes.is Annotation on "The Strange Fruit."**

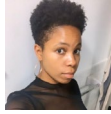
Week Eleven Voting, Elections, & Unconventional Participation, con't.

Tuesday, November 3rd

WATCH:

- Micro-lecture: When Unconventional is like so Conventional

READ:



- Nasheed, Jameelah. 2019. "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.

Thursday, November 5th

READ:



- Berry, Ellen. 2020. "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.

DO:

- **Discussion #6 due on November 8th: Hypothes.is Annotation on Berry, Ellen "7 Lessons."**

Unit IV Intermediate Institutional Context (Feedback Loops II)

Week Twelve Political Media

Tuesday, November 10th

- OER Ch. 8

WATCH:

- Micro-lecture: The Fourth Branch da da daaa

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 12th

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.

DO:

- **Discussion #7 due on November 15th: Hypothes.is Annotation on Maneesh, Arora "Framing police and Protesters."**

Week Thirteen Political Parties

Tuesday, 17th

- OER Ch. 9

WATCH:

- Micro-lecture: George Warned Us

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. 2020. "Voters Rarely Switch Parties, but Recent Shifts Further Educational, Racial Divergence." August 6th.

Thursday, November 19th

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 24th

- OER Ch. 10

WATCH:

- Micro-lecture: We Love To Hate Them, or Don't Be Jeally.

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 26th

Thanksgiving Break—no class

Week Fifteen Power Civics and Reflections

Tuesday, December 1st

Power Civics, wrap

Thursday, December 3rd

Power Civics, wrap

Week Sixteen Finals Week

Tuesday, December 8th

No class

Thursday, December 10th

Power Civics Project Paper Due by midnight

Other important dates:

Day of Record September 8th

Last day to withdraw with a "W" October 30th

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.

Instructor's Practices and Procedures

Missed Assignments

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.

Electronic Devices

No devices will be allowed unless they are being used for a class activity. I highly recommend taking notes by hand.

Government Department Information

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

- GOVT Majors – 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 who will connect them to events, news, and opportunities.
- Careers in GOVT – 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.
- GOVT Student Organizations – The HCC Political Science Club holds discussions and sponsors events to connect students to politics in the real world.

- GOVT Scholarships – The Government Department will work with students to locate scholarship support, when possible.

HCC Policies

Here's the link to the HCC Student Handbook <http://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

EGLS³

The EGLS³ (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term. This brief survey will give valuable 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.

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

Campus Carry Link

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

<http://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](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their food 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 your professor if you are comfortable doing so.

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

Office of Institutional Equity

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

disAbility 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 <http://www.hccs.edu/support-services/disability-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
<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/>

Department Chair Contact Information

Department Chair: Dr. Cammy Shay
Email Address: cammy.shay@hccs.edu
Office Number: 713-718-7141

Per the HCC Student Handbook, if you have a problem with your Government course, please contact your instructor before contacting the department chair.