



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

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

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**GOVT 2305: Federal Government | Lecture | #13290**

Spring 2020 Regular Term | 16 Weeks (1/21/20-5/17/20)

In-person

Spring Branch Campus Room 307 | TTh 11:00am-12:20pm

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 12:30-3:00pm or by Appt
HCC Email: <a href="mailto:veronica.reyna1@hccs.edu">veronica.reyna1@hccs.edu</a>	Office Location: Spring Branch, Rm AD2

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.*

## **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](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)

Stroh, David. 2015. *Systems Thinking For Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*. White River Junction, VT: Chelsea Green Publishing.

## **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**

### **Discussion Paper/Leading Discussion**

Everyone will lead two discussions where they ask questions of peers and facilitate analytical discussion about the day's readings. On your assigned discussion day, a two-page analysis paper is due analyzing the day's readings. I will provide a structure for you to follow for your paper.

### **Exams**

There are three, unit exams. The format is a blue book exam with short answers/vocabulary and short essays. There are no make ups. Unit Reviews are provided to help you study. You will need to study class notes and readings, as well as major points from the relevant OER chapters (designated in the unit reviews).

### **Final Exam**

The final exam is the Unit IV exam. The format is the same as all unit exams.

### **CAS Presentation/Paper**

At the end of the semester, everyone will present their CAS project. This will be a ten-minute presentation based upon the CAS modelling of a chosen policy problem. A five-page paper accompanies the presentation. The graded is based upon the presentation and the paper. A presentation rubric will be provided.

### **Grading Formula**

Discussion Papers = 20%  
Tests + Final Exam = 60%  
CAS Presentation & Paper = 20%

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

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

#### Week One: American Political Culture, Founding Political Thought, and Controversies

Tuesday, January 21

- OER Chapter 1

Articles/Book Excerpts:

- CAS Book: Chapter 2
- From Hartz, Louis: *The Liberal Tradition in America (1955)* in Canon, Coleman, and Mayer, eds. *The Enduring Debate: Classic and Contemporary Readings in American Politics*
- From Wood, Gordon: *The Creation of the American Republic 1776-1787* in Canon, Coleman, and Mayer, eds. *The Enduring Debate: Classic and Contemporary Readings in American Politics*

Thursday, January 23

- Dahl, Robert Alan. *How democratic is the American constitution?* Yale University Press, 2003. Introduction & Chapter 2.
- Smith, Rogers. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions of America," in Canon, Coleman, and Mayer, eds. *The Enduring Debate: Classic and Contemporary Readings in American Politics*

#### Week Two: How Democratic is the American Constitution?

Tuesday, January 28

- OER Chapter 2

Articles/Book Excerpts:

- CAS Book: Chapter 3
- The Federalist Papers Nos. 10, 15, 51
- The Anti-Federalist Papers:
  - James Madison to George Washington (April 16, 1787)
  - Debate on Representation (May 31)
  - Opposition to the Constitution (Sept. 7, 10, 15)

Thursday, January 30

- Dahl, Robert Alan. *How democratic is the American constitution?* Yale University Press, 2003. Chapter 3.
- Beard, Charles. From *An Economic Interpretation of the Constitution of the United States* in Canon, Coleman, and Mayer, eds. *The Enduring Debate: Classic and Contemporary Readings in American Politics*



### **Week Three: Do American Federalisms Still Work in the 21<sup>st</sup> Century?**

Tuesday, February 4

- OER Chapter 3

Articles/Book Excerpts:

- CAS Book: Chapter 4
- Federalist Papers 16 or 17, and 46
- Anti-Federalist Papers:
  - Debate on Federalism (June 21)
  - Brutus. The Antifederalist No. 1 (1787) in Readings in American Politics, ed. Ken Kollman (2019): 57-65.

Thursday, February 6

- 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.

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

#### **Week Four: (Who) Does Congress Represent?**

Tuesday, February 11

- OER Chapter 11

Articles/Book Excerpts:

- City as CAS Article
- Mayhew, David. From *Congress: The First Branch* in Canon, Coleman, and Mayer, eds. *The Enduring Debate: Classic and Contemporary Readings in American Politics* (2013)
- Fenno, Richard F. From "U.S. House Members in their Constituencies: An Exploration," in Canon, Coleman, and Mayer, eds. *The Enduring Debate: Classic and Contemporary Readings in American Politics* (2013)

Thursday, February 13

- Barber, Michael and Nolan McCarty. 2015. "The Causes and Consequences of Polarization," in *Solutions to Polarization in America*, eds. Nathaniel Persily. Cambridge University Press.
- Hibbing and Theiss-Morse: "Too Much of a Good Thing: More Representative is Not Necessarily Better" in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013): 192-198

#### **Week Five: The Presidency: too much power?**

Tuesday, February 18  
UNIT I EXAM

Thursday, February 20

- OER Chapter 12

Articles/Book Excerpts:

- Tulis, Jeffrey: "The Two Constitutional Presidencies" in *The Presidency and the Political System* ed. Michael Nelson (2014)
- Neustadt, Richard E.: "The power to persuade." in *Presidential Power from The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013): 212-221.
- Lemire, Jonathan. Associated Press "How Trump has rewritten the rules of the presidency." December 27, 2018.

### **Week Six: The Judiciary**

Tuesday, February 25

- OER Chapter 13

Articles/Book Excerpts

- City as CAS Article
- Hall, Matthew. 2010. *The Nature of Supreme Court Power*. New York, NY: Cambridge University Press. Chapters 1 and 2 and pages 44-46 and 127-130.
- Casillas, Christopher J., Peter K. Enns, and Patrick C. Wohlfarth. "How Public Opinion Constrains the US Supreme Court." *American Journal of Political Science* 55.1 (2011): 74-88.

Thursday, February 27

- "Debating the Issues: Interpreting the Constitution—Originalism or a Living Constitution?" in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and 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)

### **Unit III: Individuals, Agency, and Political Participation** **Week Seven            Civil Liberties**

Tuesday, March 3

- OER Ch. 4

**Articles/Book Excerpts**

- CAS Chapter 5
- 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)
- <https://www.theatlantic.com/magazine/archive/2011/09/the-secret-history-of-guns/308608/>
- <https://www.marxists.org/history/usa/workers/black-panthers/1966/10/15.htm>
- <https://www.mtsu.edu/first-amendment/article/1597/free-speech-during-wartime>
- <https://mtsu.edu/first-amendment/article/1096/usa-patriot-act-of-2001>

Thursday, March 5

UNIT II Exam

### **Week Eight Civil Rights**

Tuesday, March 10

- OER Ch. 5

#### **Article/Book Excerpts**

- 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.
- Coates, Ta-Nehisi: "Fear of a Black President" *The Atlantic*, August 22nd, 2012: 1-18. <https://www.theatlantic.com/magazine/archive/2012/09/fear-of-a-black-president/309064/>
- Justice Clarence Thomas: "Dissent in *Barbara Grutter v. Lee Bollinger, et al*"  
<http://caselaw.lp.findlaw.com/cgibin/getcase.pl?court=US&navby=case&vol=000&invol=02-241#other2>

Spring Break Trip

### **Week Nine Socialization and Public Opinion**

Tuesday, March 24

- OER Ch. 6

#### **Articles/Book Excerpts**

- CAS Chapter 6
- Zaller, John. From *The Nature and Origins of Mass Opinion* in *Readings in American Politics*, ed. Ken Kollman (2019): 400-404
- Lupia, Arthur and Mathew D. McCubbins. From *The Democratic Dilemma: Can Citizens Learn What They Need to Know?* in *Readings in American Politics*, ed. Ken Kollman (2019):387-399

- Mason, Liliana. From *Uncivil Agreement: How Politics Became Our Identity* in *Readings in American Politics*, ed. Ken Kollman (2019): 451-463.
- TED Talk:  
[https://www.ted.com/talks/j\\_marshall\\_shepherd\\_3\\_kinds\\_of\\_bias\\_that\\_shape\\_your\\_worldview](https://www.ted.com/talks/j_marshall_shepherd_3_kinds_of_bias_that_shape_your_worldview)
- TED Talk:  
[https://www.ted.com/talks/deborah\\_lipstadt\\_behind\\_the\\_lies\\_of\\_holocaust\\_denial](https://www.ted.com/talks/deborah_lipstadt_behind_the_lies_of_holocaust_denial)

Thursday, March 26

- Bullock, John G., Alan S. Gerber, Seth J. Hill and Gregory A. Huber. 2015. "Partisan Bias in Factual Beliefs about Politics." *Quarterly Journal of Political Science* 10(4): 519-78. [available at [www.nowpublishers.com/article/Details/QJPS-14074](http://www.nowpublishers.com/article/Details/QJPS-14074)]
- 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
- Cramer, Katherine J. from *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker* in *Readings in American Politics*, ed. Ken Kollman (2019): 412-

### **Week Ten Voting, Elections, & Unconventional Participation**

Tuesday, March 31

- OER Ch. 7

Articles/Book Excerpts

- CAS Chapter 7
- Hersh, Eitan D. from *Hacking the Electorate: How Campaigns Perceive Voters* in *Readings in American Politics*, ed. Ken Kollman (2019)
- Menand, Louis. "The Unpolitical Animal: How Political Science Understands Voters," in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013).
- Achen, Christopher and Larry M. Bartels. From *Democracy for Realists: Why Elections Do Not Produce Responsive Government* in *Readings in American Politics*, ed. Ken Kollman (2019)

Thursday, April 2

- Enduring Debate Ch. 10 articles on Voter ID or Voter Suppression
- King, Martin Luther. "Letter from Birmingham Jail" in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013).

### **Unit IV Intermediate Institutional Context (Feedback Loops II)**

**Week Eleven Political Media**

Tuesday, April 7

- OER Ch. 8

## Articles/Book Excerpts

- CAS Ch. 8
- Political Spin Types links
- Russian Bots links
- 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).
- Bennett, Lance W. "News Content and Illusion: Four Information Biases that Matter" in *Voices of Dissent: Critical Readings in American Politics*, Ninth Edition eds. Grover and Peschek (2010): 123-132
- Moyers, Bill "The Facts Still Matter" in *Voices of Dissent: Critical Readings in American Politics*, Ninth Edition eds. Grover and Peschek (2011): 141-148

Thursday, April 9

UNIT III Exam

**Week Twelve Political Parties**

Tuesday, April 14

- OER Ch. 9

## Articles/Book Excerpts

- CAS Ch. 9
- Aldrich, John H. from *Why Parties? A Second Look* in *Readings in American Politics*, ed. Ken Kollman (2019).
- Fiorina, Morris P. "The Decline of Collective Responsibility in American Politics" in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013)
- 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).

Thursday, April 16

- Kollman, Ken. "Who Drives the Party Bus?" in *Readings in American Politics*, ed. Ken Kollman (2019).
- Enduring Debate Ch. 11: Debating the Issues: Red America versus Blue America—are we polarized? (Fiorina and Wilson only).

**Week Thirteen Interest Groups**

Tuesday, April 21

- OER Ch. 10

Articles/Reading Excerpts

- CAS Ch. 10
- De Tocqueville, Alexis. "Political Association in the United States," from *Democracy in America* in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013).
- Truman, David B. "The Alleged Mischiefs of Faction," from *The Governmental Process* in *The Enduring Debate: Classic and Contemporary Readings in American Politics*, eds. Canon, Coleman, and Mayer, (2013).
- 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, April 23

- Ch. 12 Debating the Issues in Enduring Debate

**Week Fourteen Domestic and Foreign Policy (Systemic Emergence)**

Tuesday, April 28

- OER Ch. 16 & 17
- Schram, Sanford S., Joe Soss, and Ricard C. Fording. *Race and the Politics of Welfare Reform* (2003): Chapter 1
- 1619 Podcast Episode on health care

Thursday, April 30

- Grover, William F. and Joseph G. Peschek. 2013. Ch. 9 Political Challenges at Home and Abroad in *Voices of Dissent: Critical Readings in American Politics*, 9<sup>th</sup> ed.: 288-312.

**Week Fifteen CAS Wrap Up/Presentations**

Tuesday, May 5

- CAS Ch. 11-13
- CAS Presentations (seven)

Thursday, May 7

- CAS wrap up/Presentations (seven)

**Week Sixteen: Final Exam**

Tuesday, May 12

Unit IV Exam

**Other important dates:**

Day of Record February 3<sup>rd</sup>.

Last day to withdraw with a "W" 04/06/2020

### **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

### **EGLS<sup>3</sup>**

The EGLS<sup>3</sup> ([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](mailto: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](mailto: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.