

Professor John Haskell

K 111

Jan. 17, 2018

Course Outline

American Government (13126) POL K111

Wednesdays,

Room D224

Three Rivers Community College

Norwich, CT 06360

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(yes, it is from a different community college!)

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Office: D205 (adjunct offices)

Phone: (860) 334-7528

Office Hours: last 15 minutes of each class  
in person by appointment before or after class

Spring 2018

Course Description:

This course is a survey of the evolution of American Government including the effect of classic and English democracies. We will review the US Declaration of Independence and the Constitution, key documents in our history. Other topics include the three branches, their checks & balances, the Federal System, and bureaucracy. The course will also focus on the issues that have current relevancy.

Learning Goal: At the end of the course, students will understand, articulate and synthesize the development of our current American Government.

General Learning Outcomes:

- Explore the complexity of the human experience;
- Develop a body of historical knowledge explaining the dynamics of change over time
- Interpret and contextualize the past on its own terms;
- Evaluate a variety of historical sources, primary and secondary, for their credibility and utility
- Generate a historical or current political argument that is reasoned and based on evidence;
- Combine argument and evidence into effective narrative that describes and analyzes the current events in American government

Specific Course Outcomes and Objectives

1. To demonstrate knowledge of the influences of our system of government.
  - a. To discuss historical reasons for the Declaration of Independence, and the Constitution, including the Amendments.
  - b. To identify the elements of the Magna Carta, Petition of Right, British Parliament, and the Habeas Corpus Act that were incorporated in America's system of government.
  - c. To explain the difference between direct and indirect democracy.
  - d. To define what government by contract means using examples.
2. To explain the checks and balances of the three branches of government: legislative, executive, and judicial.
  - a. To explain the roles of Congress.
  - b. To explain the roles of the president
  - c. To explain how our federal court system is set up
  - d. To explain the Connecticut compromise.
3. To recognize the steps in the policy making process.
  - a. To differentiate the formulation of domestic policy and the formulation of foreign policy
  - b. To discuss a history of America's foreign policy.
4. To differentiate civil rights and civil liberties.
  - a. Define civil rights.

- b. Define civil liberties.
- c. Explain the importance of the 14<sup>th</sup> Amendment Course Outcomes and Objectives

Schedule: will be posted on Blackboard in Learning Modules

Method of Evaluation:

Weekly Assignments – You will be responsible for reading the chapters in the textbook (Bianco & Canon). All assignments must be sent directly to the instructor via the lesson modules in Blackboard Learn.

Quizzes – there will be a quiz on each chapter of the text.

Tests – You will have *three (3)* exams as per the Course Content. Make sure to take them on a computer versus a tablet or phone and close other windows to make sure you can complete in time allotted without interruption.

The combined grade of the homework, classwork, quizzes, tests, and writing assignments will make up your final grade *which can be found on Blackboard as a running total throughout the course*. Most work will be graded within a week of its due date.

Digication Statement:

As a student, you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, you can see your own growth in college-wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation, too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work; it is private. This tool will also be a “place” where you can connect your learning from the classroom, school, and life. Sometimes when you look at all of the work you have done and think about it, you learn something else. In Digication, you will be able to make other portfolios, too. It’s like a file cabinet with the ability to have multiple but

separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! At a minimum you should post your two 5-page papers into the TRCC Template; you may post your own choices, too. Have fun in learning!

Grading System:

A = 94-100	C = 74-77
A- = 90-93	C- = 70-73
B+ = 88-89	D+ = 68-69
B = 84-87	D = 64-67
B- = 80-83	D- = 60-63
C+ = 78-79	F = Below 60

Paper Information

All writing should follow the set-up, numbering and citation as per MLA (green sheets available in the library) If you have any trouble with writing, I strongly advise you visit the writing and tutoring center. They are resources that you should use. Furthermore, the following web site will help answer many, if not all of your questions on writing:

[http://www.trcc.commnet.edu/Div\\_academics/TASC/WritingCenter/WritingCenter.shtml](http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml)

Late Assignments/Make-Up Exams

You have six days to complete work within the module. Please work early in the unit and do not wait until the last day to complete work. At the end of the learning module, at 11:59pm, the opportunity to pass-in work, take quizzes or exams will end and you receive a zero (0) for that grade. (Please note that none of the above applies if we have made arrangements beforehand)

### Class Participation:

You will introduce and talk about issues on the class Discussion Board. This is a great way to hear of viewpoints you may not have yet considered. Part of the college experience is being able to engage a diversity of viewpoints in a civil and constructive fashion in interactions with your colleagues and professor.

I feel you are all adults and have paid to take this class. What you choose to do with that is up to you. If you have a problem, personal or academic, which will require you to miss class for any length of time, please talk to me so that we can come to an agreeable solution.

### Disabilities Statement:

If you have a hidden or visible disability, which may require classroom or assignment modifications, you are obligated to come see me as soon as possible.

### Academic Dishonesty:

Any form of cheating or plagiarism will be reported to the college immediately, and may result in the failure of an assignment or the course itself. See student handbook for info.

### College Withdrawal Policy

A verbal "drop or withdrawal" from course(s) cannot be accepted by the instructor. Students must complete the required form and file it with the Registrar's Office. Refer to the academic calendar for the exact ending date for the drop period.

### Student Disability Policy

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to immediately contact the Disabilities Counseling Services at 860-892-5751. I am unable to provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. If you drop off a hard-copy in my mailbox, please put it in an envelope and let me know it is there.

**Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:**

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking.”

**Title IX Statement of Policy:**

“Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities.”

Non-discrimination policy/statement

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal records. The following person has been designated to handle inquiries regarding the non-discrimination policies: Gregory Souza, Title IX Coordinator, Gsouza@threerivers.edu, Room C-131, 860-215-9486.

Sexual Misconduct Policy/Statement

Three Rivers Community College strongly encourages all students to report any incidents of sexual misconduct, which includes, but is not limited to, sexual harassment, intimate partner violence, and sexual assault. Students have the right to the prompt and fair resolution of all claims, and the College will preserve the confidentiality of all who report to the fullest extent possible and allowed by law. College employees will explain the limits of confidentiality before information about the incident is revealed. To report sexual misconduct, or to learn more about your options, please contact the Title IX Coordinator noted in the previous section. If you need immediate, confidential assistance, please call the Sexual Assault Crisis Center of Eastern Connecticut hotline at 860-437-7766.

Works Cited

Bianco, William, and Canon, David. *American Politics Today: Fourth Core Edition*. New York: W.W. Norton & Company, 2015. Print.

Note: parts of this syllabus were based on syllabi of Professors Meyer, Seckla & Reynolds.