

CSU Stanislaus - Fall 2018 - PSCI 1201 American Government - TuTh 11:00am to 12:15pm

About PSCI 1201, American Government - Fall 2018

Meeting Times

Tuesdays, and Thursdays from 11:00am to 12:15pm in C102 (Dorothy & Bill Bizzini Hall)

Course Website

TBD

Professor Josh Franco, Ph.D.

<http://www.joshfranco.com/>

jfranco@ucmerced.edu

209-631-5910

Office Hours: Tuesdays and Thursdays, 12:15pm-1:15pm, Location: C-132A

Course Description

Critical analysis of American political structures and processes. Meets U.S. Constitution and California state and local government requirements for General Education.

Course Prerequisites

None Listed in Catalog

Important Fall 2018 Dates

<https://www.csustan.edu/academics/academic-calendar>

Stanislaus State Undergraduate Political Science Program Learning Outcomes

PLO #1

To expose students to diverse concepts and theories in the major sub-areas of the discipline.

PLO #2

To encourage students to think critically and creatively about politics.

PLO #3

To provide appropriate pre-professional instruction to students who intend to enter graduate school, pursue a career in law or governmental affairs, or study for a teaching credential.

Source:

http://catalog.csustan.edu/preview_program.php?catoid=19&poid=2754

PSCI 1201 Course Learning Outcomes (CLOs)

CLO #1

Scaffolding the student's knowledge, abilities, and skills related to the theories and applications of American government, American political institutions, American political behavior, and American public policy processes.

This CLO advances PLO #1

CLO #2

Strengthening the student's capability to read political science journal articles by identifying and analyzing the following parts of an article:

- the main point of the article & the question the article seeks to answer
- the puzzle (gap in current knowledge) the article is trying to fill
- the debate (at least two sides) the article is entering in and siding with
- the theory's assumptions, conceptual variables and relationships
- the hypothesis(es) derived from the theory
- the research design, such as the groups, how they are assigned to groups, the main independent variable and dependent variable
- empirical analysis used (qualitative or quantitative)
- policy (real-world) implications of findings
- contribution to the discipline & directions for future research

This CLO advances PLO #1

This CLO advances PLO #2

CLO #3

Increasing the student's capacity to cooperate and work in teams by being a productive member of a journal article analysis team, and/or public policy project team, and/or a simulation team.

This CLO advances PLO #1

This CLO advances PLO #2

This CLO advances PLO #3

CLO #4

Building the student's competency to learn the role and practice the specific responsibilities of a data analyst, geographic information systems analyst, policy analyst, communications analyst, or project manager, within a public policy project team, so as to prepare them for employment opportunities in these or related fields.

This CLO advances PLO #2

This CLO advances PLO #3

CLO #5

Enhancing the student's ability to speak in public by presenting the synthesis of their analysis of political science journal articles, and/or the work of their public policy project teams, and/or participate in a simulation.

This CLO advances PLO #3

Course Policies

Class Attendance

I believe attendance is important because showing up and being present is integral to our life. As a university student, it is important that you attend course because it strengthens your connection with your peers, the professor and understanding of the materials.

As discussed later, I do take attendance and it accounts for a portion of your overall grade. Additionally, much of the material will be presented only in class, and it will be difficult to do well on assignments and the final exam if you do not attend.

Electronic Devices

Please turn off cell phones and mute the volume on other electronic devices. No audio, video, or photographic recording of lectures is allowed without prior consent of the instructor.

Laptops

Laptop computers are to be used for note-taking only, unless the professor explicitly says otherwise. Any "off task" use of laptops (i.e. chatting, social networking, emailing) during class will be frowned upon, may result in you being considered "absent" from class, and potentially being banned from using your laptop in future class sessions.

Missing Class

Make ups are allowed only with a valid excuse, such as a doctor-excused illness, a family emergency, or a documented conflict with another university-sanctioned activity. If you know you will have such a conflict, please email me as soon as practicable.

Changes to the Syllabus

The schedule in this syllabus is largely settled; however, I reserve the right to make changes to the schedule or to other aspects of the course discussed in the syllabus. Any such changes will be announced in class and an updated syllabus noting version number will be uploaded to Course Website. Each student is responsible for being aware of such changes.

Student Responsibilities and Conduct Code

You are responsible for your personal, academic, and professional conduct. Additionally, academic honesty is of critical importance at all institutions of higher education. Visit the Stanislaus State Student Responsibilities website and review the Stanislaus State Student Conduct Code.

<https://www.csustan.edu/judicial-affairs/student-responsibilities>

https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/Student_Code_of_Conduct.pdf

Disability Services

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Stanislaus State is committed to make our courses accessible to all students, including students with limited mobility, impaired hearing or vision, and learning disabilities. If you believe you have a special need or a disability requiring an accommodation, please contact the Disability Resource Services at (209) 667-3159 or Email: Doua Xiong, Disability Services Advisor, dxiong8@csustan.edu. The Disability Resource Services' Office is located in Room L165

<https://www.csustan.edu/disability-resource-services>

Writing

The Writing Center works collaboratively with undergraduates and graduate students to help them develop and craft their writing. Tutors help writers approach their writing assignments and develop their own writing process. Usually, tutors first help writers address larger issues, such as focus, organization, and development; then, tutors assist writers with sentence-level issues, such as grammar, punctuation, and diction. Writing Center tutors do not proofread or edit student papers. Instead, tutors work with each student to develop his/her own writing process and revision skills.

<https://www.csustan.edu/writing-center>

Sexual Harassment

California State University Stanislaus does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and violence.

<https://www.csustan.edu/cahss/students/sexual-harassment-title-ix>

Course Drop

The Stanislaus State has a webpage that links to the deadlines for a given semester or academic year. You are responsible for knowing the drop dates for the given semester or academic year. As course instructor, I do not have the power to drop a student.

<https://www.csustan.edu/class-schedule>

https://catalog.csustan.edu/content.php?catoid=12&navoid=541#add_drop_cour

Extra Credit

No extra credit will be offered in this course.

Readings

Required

McClain, P. D. and S. C. Tauber (2018). American government in Black and White : diversity and democracy. New York, Oxford University Press. ISBN: 9780190298791

See Course Schedule for Journal Articles

Recommended for All

Valelly, R. M. (2013). American politics : a very short introduction. Oxford ; New York, Oxford University Press. ISBN: 9780195373851

Recommended for Analysts Roles

Policy (Regulatory, Legislative, Judicial) Analyst: Kraft, M. E., & Furlong, S. R. (2013). Public policy : politics, analysis, and alternatives (4th ed.). Los Angeles: SAGE Publications.

GIS Analyst: Law, M., & Collins, A. (2016). Getting to know ArcGIS Pro. Esri Press.

Data Analyst: Hamilton, L. C. (2012). Statistics with Stata: version 12. Cengage Learning.

Communications Analyst: Lankow, J., et al. (2012). Infographics : the power of visual storytelling. Hoboken, N.J., John Wiley & Sons, Inc.

Grading

Grade Posting

All grading will be posted to Course Website in a timely fashion

URL to Course Website

Final Grades will be uploaded to Course Website no later than Friday, May 25, 2018 (at noon)

Grading Policy

A+: 100% to 98.0%

A: < 98.0% to 94.0%

A-: < 94.0% to 90.0%

B+: < 90.0% to 87.0%

B: < 87.0% to 83.0%

B-: < 83.0% to 80.0%

C+: < 80.0% to 77.0%

C: < 77.0% to 73.0%

C-: < 73.0% to 70.0%

D+: < 70.0% to 67.0%

D: < 67.0% to 63.0%

D-: < 63.0% to 60.0%

F: < 60.0% to 0.0%

Grade Dispute and Resolution

If you have a concern regarding your grade, please contact me directly via email or visit me during office hours so we can discuss your concern and resolve it.

PSCI 1201 - Fall 2018 - Assignments and Assessments

Class Attendance - 20%

32 Class Periods

We have 32 seventy-five periods of class and one final exam period of class.

You will be automatically marked "Present" for Thanksgiving Holiday.

Measuring Attendance

I will take attendance during each class via Course Website

Present: If you attend class, you are marked "present" and this positively affects your grade.

Unmarked: If you notified me prior to class of your absence, your attendance for the day is "unmarked" and does not negatively or positively affect your grade. However, this reduces your overall denominator.

For example, if you are "unmarked" 8 of the 32 total days I take attendance, this means your attendance grade is calculated based on 24 days instead of 32 days.

While this may seem beneficial, what happens is that if you are late or absent, then it weighs more heavily against you.

For example, a student who is absent 1 of 32 days will receive a 99.375% out of 100%.

However, a student who is absent 1 of 24 days will receive a 99.167% out of 100%.

Late: If you did not notify me prior to class that you would be late, you are marked "late" and this negatively affects your grade.

Absent: If you did not notify me prior to class that you would not be present, you are marked "absent" and this negatively affects your grade.

Grading

Each day of attendance is worth at least ~0.6% of your overall grade.

Journal Article Analysis Team - 20%

About

Journal Article Analysis Teams are groups of students who read journal articles and analyze them. Teams are responsible for identifying ten parts of a journal article: title, main point and question, puzzle, debate, theory, hypotheses, research design, empirical analysis, policy implications, and contribution to the discipline and future research.

Assessments

Journal Article Analysis #1

Journal Article Analysis #2 and Oral Presentation

Workbook

Download JAA Workbook on Course Website for complete Instructions

Public Policy Project Team - 20%

About

Public Policy Project Teams are groups of students who identify a public problem to focus on. Teams are responsible for identifying the causes, effects, and solutions to the identified public problem. Each student assumes one of four analyst roles: Data Analyst, Geographic Information Systems Analyst, Policy Analyst, or Communications Analyst. These analysts work together to produce a presentation that is orally presented before their peers.

Assessments

Reflections

Oral Presentation

Post-Oral Presentation Reflection

Workbook

Download PPP Workbook on Course Website for complete Instructions

Simulation - 20%

About

Simulations of real-world institutions, processes, and behaviors help you apply what you are learning

Assessments

Participation
Discussion Posts
Reflections

Workbook

Download SIM Workbook on Course Website for complete Instructions

Quizzes - 10%

About

There are 20 Lectures, which are also called Learning Units, in the course. 18 of the 20 Learning Units has a quiz associated with it. Quiz questions are drawn from the same Question Bank as the Final Exam.

If you do not attempt to complete the quiz during the designated week, you will not have access to the quiz questions or answers. This means you will not have a tool to help you prepare for the final exam.

Assessments

18 Quizzes which have 5-20 questions

Schedule

Quizzes will be available during the interval starting Sunday, 12:01am and close Saturday, 11:59pm corresponding to the week when Learning Unit occurs.

After Saturday, at 11:59pm, the quiz will close and no longer be available to attempt.

Grading

You will have up to three attempts to earn the highest score possible.

Final Exam - 10%

About

Final Exams allow me to more objectively assess and you to further display your command of the course materials and achievement of Course Learning Outcomes.

Assessments

100 Question Examination

The Final Exam is scheduled for Week 17 during the designated Final Exam date/time/location. You should anticipate needing the entire final exam period to complete the exam.

The Final Exam is proctored in-class. You are not allowed to take the final exam outside of class or during another time, unless you scheduled otherwise with the professor in advance.

Laptop Requirement: Exam will be conducted on Course Website and completed using your laptop. Therefore, you will need to bring your laptop.

Paper in Lieu of Laptop: If you do not have access to a laptop, a paper copy of the exam can be provided. Please notify the Instructor via email 7 days before the Final Exam that you will need a paper copy.

Each question is worth 1 point.

Questions will be multiple choice, multiple-response, true-false, matching, and fill-in-the-blank.

Questions will be drawn from lectures, books, readings, JAA presentations, PPP presentations, and simulations.

Preparation for Final Exam

Attending All Meeting Periods

Completing Assigned Reading

Attending Lectures, Taking Notes

Attempting Learning Unit Quizzes

Completing JAA, PPP, and SIM

Course Schedule - Spring 2018

| Week | Date | Learning Unit | Book | Journal Articles |
|------|-----------------------------|---|------------------------------|--|
| 1 | Thursday, August 23, 2018 | Introductions | | |
| 2 | Tuesday, August 28, 2018 | Course Overview + Words You Need To Know | | |
| 2 | Thursday, August 30, 2018 | American Government and Politics in a Racially Divided World + Teams: JAA, PPP, SIM | McClain and Tauber Chapter 1 | |
| 3 | Tuesday, September 4, 2018 | The Constitution: Rights and Race Intertwined + PPP 1 | McClain and Tauber Chapter 2 | Lutz, D. S. (2013). "Toward a Theory of Constitutional Amendment." American Political Science Review 88(02): 355-370. |
| 3 | Thursday, September 6, 2018 | Federalism: Balancing Power, Balancing Rights + SIM 1 | McClain and Tauber Chapter 3 | McCann, P. J. C., et al. (2015). "Top-Down Federalism: State Policy Responses to National Government Discussions." Publius-the Journal of Federalism 45(4): 495-525. |
| 4 | Tuesday, September 11, 2018 | Political Socialization and Political Participation + PPP 2 | | van Deth, J. W., et al. (2011). "Children and Politics: An Empirical Reassessment of Early Political Socialization." Political Psychology 32(1): 147-173. Nickerson, D. W. (2015). "Do Voter Registration Drives Increase Participation?" |

| Week | Date | Learning Unit | Book | Journal Articles |
|------|------------------------------|--|------------------------------|---|
| | | | | For Whom and When?" Journal of Politics 77(1): 88-101. |
| 4 | Thursday, September 13, 2018 | Civil Liberties: Freedom and Government Authority in Tension + SIM 2 | McClain and Tauber Chapter 4 | Lahav, G. and M. Courtemanche (2012). "The Ideological Effects of Framing Threat on Immigration and Civil Liberties." Political Behavior 34(3): 477-505. |
| 5 | Tuesday, September 18, 2018 | Civil Rights: Inequality and Equality + PPP 3 | McClain and Tauber Chapter 5 | Schickler, E., et al. (2010). "Congressional Parties and Civil Rights Politics from 1933 to 1972." Journal of Politics 72(3): 672-689. |
| 5 | Thursday, September 20, 2018 | Congress: Representation and Lawmaking + SIM 3 | McClain and Tauber Chapter 6 | Hutchings, V. L., et al. (2004). "Congressional representation of black interests: Recognizing the importance of stability." Journal of Politics 66(2): 450-468. |
| 6 | Tuesday, September 25, 2018 | The Presidency: Conventional Wisdom Redefined + PPP 4 | McClain and Tauber Chapter 7 | Rogowski, J. C. (2016). "Presidential Influence in an Era of Congressional Dominance." American Political Science Review 110(2): 325-341. |
| 6 | Thursday, September 27, 2018 | PPP 5 + SIM 4 | | |
| 7 | Tuesday, October 2, 2018 | The Bureaucracy: Career Government Employees, Accountability, and Race + SIM 5 Take Home Due Friday, October 5 | McClain and Tauber Chapter 8 | Clinton, J. D., et al. (2014). "Influencing the Bureaucracy: The Irony of Congressional Oversight." American Journal of Political Science 58(2): 387-401. |
| 7 | Thursday, October 4, 2018 | PPP 6 + PPP 7: Walkthrough Data Analyst and R Studio; Walkthrough GIS Analyst ArcGIS Online | | |
| 8 | Tuesday, October 9, 2018 | The Judiciary: Blending Law and Politics + SIM 6 In Class Due Same Day | McClain and Tauber Chapter 9 | Franco, J. A. (2018). Judicial Pork: The Congressional Allocation of Districts, Seats, Meeting Places, and Courthouses to the U.S. District Courts. Political Science Merced, CA, University of California, Merced. Ph.D. |
| 8 | Thursday, October 11, 2018 | PPP 8 + PPP 9: Walkthrough Policy Analysts; Walkthrough for Communications Analysts | | |

| Week | Date | Learning Unit | Book | Journal Articles |
|------|-----------------------------|---|-------------------------------|--|
| 9 | Tuesday, October 16, 2018 | Public Opinion: Divided By Race? + SIM 7 Take Home Due Friday, October 19 | McClain and Tauber Chapter 10 | Baker, A. (2015). "Race, Paternalism, and Foreign Aid: Evidence from US Public Opinion." <i>American Political Science Review</i> 109(1): 93-109. |
| 9 | Thursday, October 18, 2018 | SIM 8 (Rank Order Your Role with Other Roles) + SIM 9 (Respond to a Foreign-Related External Shock to the Status Quo) | | |
| 10 | Tuesday, October 23, 2018 | PPP Presentations Day 1 | | |
| 10 | Thursday, October 25, 2018 | PPP Presentations Day 2 | | |
| 11 | Tuesday, October 30, 2018 | SIM 10: Foreign Policy Crisis Day 1 | | |
| 11 | Thursday, November 1, 2018 | SIM 11: Foreign Policy Crisis Day 2 | | |
| 12 | Tuesday, November 6, 2018 | The Media: Reinforcing Racial Stereotypes? + JAA 1 | McClain and Tauber Chapter 11 | Conroy, M., et al. (2015). "From Ferraro to Palin: sexism in coverage of vice presidential candidates in old and new media." <i>Politics Groups and Identities</i> 3(4): 573-591. |
| 12 | Thursday, November 8, 2018 | Social Movements: Civil Rights as a Movement Model + JAA 2 | McClain and Tauber Chapter 12 | Mazur, A. G., et al. (2016). "Comparative strength of women's movements over time: conceptual, empirical, and theoretical innovations." <i>Politics Groups and Identities</i> 4(4): 652-676. |
| 13 | Tuesday, November 13, 2018 | Interest Groups: Good Outcomes with Few Resources + JAA 3 | McClain and Tauber Chapter 13 | Fernandez, F. (2014). "Interest Groups and Health Care Reform across the United States." <i>Journal of Politics</i> 76(4). |
| 13 | Thursday, November 15, 2018 | Political Parties: Linking Voters and Governing Institutions + JAA 4 | McClain and Tauber Chapter 14 | Ramey, A. (2015). "Bringing the minority back to the party: An informational theory of majority and minority parties in Congress." <i>Journal of Theoretical Politics</i> 27(1): 132-150. |
| 14 | Tuesday, November 20, 2018 | Voting and Elections: From Obama to Clinton + JAA 5 | McClain and Tauber Chapter 15 | Simonovits, G. (2015). "An Experimental Approach to Economic Voting." <i>Political Behavior</i> : 1-18. |
| 14 | Thursday, November 22, 2018 | Holiday - Thanksgiving | | |

| Week | Date | Learning Unit | Book | Journal Articles |
|------|-----------------------------------|--|---|--|
| 15 | Tuesday, November 27, 2018 | California State and Local Government + JAA 6 | | Varone, F., et al. (2017). "Defending the status quo across venues and coalitions: evidence from California interest groups." <i>Journal of Public Policy</i> 37(1): 1-26. Hajnal, Z. L., et al. (2002). "Minorities and direct legislation: Evidence from California ballot proposition elections." <i>Journal of Politics</i> 64(1): 154-177. |
| 15 | Thursday, November 29, 2018 | The Making of Domestic and Foreign Policy: Summing Up American Government in Black and White + JAA 7 | McClain and Tauber Chapter 16 | Vernby, K. (2013). "Inclusion and Public Policy: Evidence from Sweden's Introduction of Noncitizen Suffrage." <i>American Journal of Political Science</i> 57(1): 15-29. |
| 16 | Tuesday, December 4, 2018 | JAA Presentations Day 1 | | |
| 16 | Thursday, December 6, 2018 | JAA Presentations Day 2 | | |
| 17 | Thursday, December 13, 2018 | Final Exam 11:15am to 1:15pm | | Final Exam 11:15am to 1:15pm |