

POLS 205: AMERICAN NATIONAL GOVERNMENT
Fall 2005

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Office Hours: MWF 11:00 - 12:00

MWF

8:55 to 10:00 in Peters 102

CLU'S MISSION:

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice. We believe the goal of higher education is to help each student answer three questions: Who am I? Why am I here? What shall I do?

CATALOG COURSE DESCRIPTIONS

This intensive study of the structures and functions of the national government gives special attention to the legislative and executive branches in the policy-making and administrative processes. This course may be taken to fulfill the American studies requirement for Core-21. A student taking this course may not receive credit for Political Science 102/203.

COURSE RATIONALE:

The focus on this course is *civic engagement*. One prominent organization defines civic engagement as "individual and collective actions designed to identify and address issues of public concern." We are going to examine who is engaged, what affects our levels of civic engagement and what the decline in civic engagement means for a democratic republic like the United States.

We will pay special attention to the outcomes of civic engagement (or the lack thereof). We will ask: what types of policies are produced in our system? Who decided these policies? Who has a voice in deciding these issues? Who does not? What ideas are legitimate or illegitimate in our system? Most importantly, we will ask what our obligations are to ourselves and our fellow citizens in this system.

Along these lines, every student in this class will be required to participate for at least 1 hour a week on a civic engagement projects during the course of the semester. During the first week of class, students will be provided information on several service options. Students will select one of these options for their service site. During the first two or three weeks of class, orientations will be organized for each site and individual service schedules developed. Every effort will be made by both the course staff and service site staff to fit schedules into your other activities.

Some of you will be selected to serve as team leaders for your service site. As team leader for your service activity, we will be responsible for helping you with issues arising from your service activity, including scheduling service hours; acting as a liaison between your service site, this course, and CLU; trouble shooting any problems that may occur; and leading service reflection/discussion sessions with the students at your site.

The purpose of this service activity is to encourage the development of civic engagement among yourself and others in the community and to bring you into contact with how public policies affect people in American society. Each service activity has been chosen with this purpose in mind. You are encouraged to relate the experiences you will have at your service site to all aspects of the course. Comments about service experiences are welcome in every class.

Your service experience is a core assignment of this course like the assigned readings, exams, and paper assignments. You will be graded on your service through monitoring of a reflection journal I will ask you to keep and submit weekly. During the first week of class, you will be required to fill out a survey that in assessing your service grade, I will hold you accountable, at a minimum, for keeping your service commitment and, in addition, I will assess the degree to which you relate your service experience to course themes in your service journal and to your own system of personal beliefs. In addition to the reflection you will be required to write an analysis paper that examines the policy issue you are engaged with.

COURSE GOALS:

Students who participate and work to complete this course will be able to:

- a) Reflect on the relationship between civic engagement and your personal beliefs.
- b) Express ideas in writing and in discussion using evidence and opinions.
- c) Demonstrate an ability to convey ideas via visual and oral presentations.
- d) Recognize the stages and trends in the American policy process and how they impact citizens on a daily basis.
- e) Exhibit an understanding of the American political system and how it influences civic engagement and policy outcomes\
- f) Demonstrate a grasp of how individuals and groups in American society get their voices heard in the political process.

COURSE REQUIREMENTS AND OBJECTIVES:

1. Readings for the day need to be completed prior to class times, as class activities, discussions, and quizzes will primarily draw upon assigned readings.
2. Talking, working, and thinking with others are large parts of this class. We will get into discussions about some controversial subjects. I encourage expressions of opinions (myself included), but there are some classroom boundaries. Our class will be a safe place. That is to say, we will all treat each other in a respectful manner. Translation: rude interruptions, hurtful insults (including racial, gender, sexuality, etc. slurs), and personal attacks will not be tolerated. You may not always be comfortable with the topics, and by no means are you expected to approve of everything we discuss.
3. Academic Honesty: Plagiarism, cheating and other forms of academic dishonesty will not be tolerated in this class. According to the CLU student handbook, plagiarism occurs "whenever a source of any kind has not been acknowledged." With respect to my policy, let me be clear – **you will receive an F in the course if you take material from the Internet and insert it into any written work as your own without giving credit to the person who wrote it.** Those found violating the CLU code on academic dishonesty in any way will receive an F in the class.

4. All quizzes, exams, activities, and papers must be turned in on time: no make-ups will be given, and no re-writes will be offered. If an assignment is of the take-home variety, it must be typed, double-spaced, with 1-inch margins all around, spell-checked, grammar-checked, and demonstrate correct citation and bibliographic format. Late take-home assignments will not be graded unless you have documentation of an emergency. Missed quizzes will be marked down as zeroes.
5. California Lutheran University is committed to providing reasonable accommodations to students with various documented disabilities (physical, learning, or psychological). If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Coordinator for Students with Disabilities (Pearson Library, Center for Academic Resources, Ext. 3260) for the facilitation and verification of need. Faculty will work closely together with you and your coordinator to provide necessary accommodations. Any students who are eligible for and need academic adjustments or accommodations because of a disability are requested to speak with the professor no later than 9/17/03.
6. The study of American politics cannot be divorced from current events. I strongly recommend that you regularly monitor politics in the local, national and international media. With the advent of the internet and podcasting, there is no excuse for not keeping up with current events. Along with any local papers you read or listen to, I recommend that you peruse the following with some frequency: [*The New York Times*](#) or [*The Washington Post*](#). Additionally, you may want to examine newsmagazines for more in-depth coverage of particular issues and events. [*Congressional Quarterly Weekly Report*](#) and the [*National Journal*](#) are two particularly informative periodicals. Other options include *Time*, *Newsweek*, or *The Economist*.
7. This course will use WebCT, an on-line course management system available through your MyCLU web portal. This system will allow you access to readings, assignments, class notes, class discussions, an on-line calendar and your grades. To access the WebCT classpage:
 - Go to www.clunet.edu and click on the *MyCLU* quick link on the left hand side of the page (you should bookmark this page).
 - Type in your e-mail user name and password (all students must have a CLU e-mail account and must check it on a regular basis).
 - Once you are in the portal, click on the WebCT tab towards the top of the page.
 - Once in WebCT, click on the course entitled "Urban Sociology"
 - This should give you access to the WebCT course. If you are having trouble, please consult the on-line orientation guides at <http://www.webct.com/oriented>.

8. **Exam #1:** this exam will take place on October 26 and will integrate the material learned in class during the first half of the semester. The exam will consist of a combination of multiple choice, short answer and essay questions.

The Mid-Term Exam is worth up to 25 points

9. **Exam #2:** this exam will integrate the material learned in class throughout the second half of the semester. It will be on December 2nd. The exam will consist of a combination of multiple choice, short answer and essay questions.

The Second Exam is worth up to 25 points

10. **Pre-Assignments:** Ten times during the semester I will collect your notes from the readings. There is no length requirement on this assignment. It is a diagnostic tool to determine whether you are doing the reading and that you have captured its main points. You will not know in advance that I will collect your notes. The notes will be graded pass/fail. Meaning you will receive a point for turning them in and no points if you do not turn them in. There are no make-ups unless the absence is university sanctioned. If you do not show up for class that day, you will not be given credit even if you provide me the notes beforehand. You will be allowed to drop your two lowest quiz scores.

Pre-Assignments are worth 1 point (1 X 10 = 10 points)

11. **Service Learning Reflections:** Reflecting on your beliefs is an important part of your civic engagement project. Beginning with the 4th week of class and continuing throughout the semester, you will keep an electronic journal on your civic engagement experience. These reflections require you to think about how the weekly class readings/discussion and your civic engagement project relates to your beliefs system. You will be required to submit an entry for each week of your service learning project to receive credit on this assignment. This assignment will be explained in greater detail in a handout during the second week of class.

The Reflection journal is worth up to 20 points

12. **Civic Engagement Action Plans:** You are required to produce a "civic engagement" action plan from your projects. This consists of a 10 page paper that identifies a policy problem you are working on, possible solutions to the problem, strategies for having the problem addressed by the political system. This project will be shared with your civic engagement site.

Civic Engagement Action Plan = 20 points

13. **Oral Presentations:** The oral presentations will showcase your opportunity to present to your experiences with active citizenship at the CLU-Oxnard "*Fiesta de Conocimiento*" to be held on the CLU campus on December 2nd. You will prepare a 10 minute presentation on the civic engagement action plan you developed with you site team.

The Oral Presentation is Worth up to 10 points

SUMMARY OF ASSIGNMENTS

Reflection Journal	December 9 th	10%
Pre Assignment	Throughout the Semester	10%
Civic Engagement Action Plan	December 5 th	20%
Exam #1	October 26 th	25%
Exam #2	December 2 nd	25%
Oral presentation	December 5th	10 %

GRADES: Your final grade for semester will be based on total accumulated points as follows:

Points	Grade	Criteria for Grade
92 – 100	A	An "A" is given to an exam answer, paper or presentation where the content is accurate and complete, the organization is logical and coherent, and the writing/presentation (syntax, grammar, spelling, etc.) is perfect.
90 – 91	A-	An "A-" is given when the content is accurate but not complete, the organization is logical and coherent, and the writing/presentation is close to perfect.
88 – 89	B+	A "B+" is given when the content is close to being accurate and complete, the organization is logical and coherent, and the writing/presentation is close to perfect.
82 – 87	B	A "B" is given when the content is generally accurate but not complete, the organization is close to logical and coherent, and the writing/presentation is not marred by too many usage errors.
80 – 81	B-	A "B-" is given when the content is generally accurate but not complete, the organization is more logical and coherent than not, and the writing/presentation is not marred by too many usage errors.
78 – 79	C+	A "C+" is given when the content is partially accurate and incomplete, the organization is more logical and coherent than not, and the writing/presentation is marred by several usage errors.
72 – 77	C	A "C" is given when the content is partially accurate and incomplete, the organization is very disorganized, and the writing/presentation is marred by several usage errors.
70 – 71	C-	A "C-" is given when the content is partially accurate and incomplete, there is little structure and organization, and the writing/presentation is marred by many usage errors.
68 – 69	D+	A "D+" is given when the content is minimally accurate and incomplete, there is little structure and organization and the writing/presentation is marred by many usage errors.
62 – 67	D	A "D" is given when the content is minimally accurate and incomplete, the organization is close to non-existent, and the writing/presentation is marred by many usage errors.

60 – 61	D-	A “D-” is given when the content is minimally accurate and incomplete, the organization is close to non-existent, and the writing/presentation is marred by an extraordinary number of usage errors.
59 or below	F	An “F” is given when the content is inaccurate and incomplete, the organization is non-existent, and the writing/presentation is marred by an extraordinary large number of usage.

Required Texts

Stone, Deborah. Policy Paradox: the Art of Political Decision Making. 2nd Edition: W.W. Norton: Listed as PP in schedule.

Chan, Matthew and Thodoulou, Stella. Public Policy: The Essential Readings: Prentice Hall. Listed as CT in schedule.

Selected Readings in WebCT system. Listed as WebCT in Schedule

Introduction	Aug 31	Introduction	
The Problem of Civic Engagement	Sep 2	The Market vs. the Polis	PP - Stone Introduction (skim) and Ch 1
	Sep 5	No Class	Labor Day
	Sep 7	The Decline of the Polis: Inequality	WebCT - APSA Task Force - American Democracy in an Age of Rising Inequality (1-22)
	Sep 9	The Decline of the Polis: Elections	WebCT - APSA Task Force - Democracy at Risk – Chapter II Electoral Process (15-43 and figures on 55-58)
	Sep 12	The Decline of the Polis: The City (continued)	WebCT - PPIC - The Ties that Bind: Section 1
	Sep 14	The Decline of the Polis: The City (continued)	WebCT - PPIC – The Ties that Bind: Section 2
	Sep 16	The Decline of the Polis: Social Capital	WebCT - “Better Together” – Section 1 (1-29)
	Sep 19	The Decline of the Polis: Workplace and Government	WebCT - “Better Together” – Section 2
	Sep 21	The Decline of the Polis: Religion and Youth	WebCT - “Better Together” – Section 3
The Policy Process			
Identification (which problems get identified)	Sep 23	Ideas in the Policy Process	PP - Stone Ch 2 – Equity

	Sep 26	Ideas in the Policy Process	PP - Stone Ch 3 – Efficiency Millband “Imperfect Competition” (58-66)
	Sep 28	Ideas in the Policy Process	PP - Stone Ch 4 – Security CT - Beard “An Economic Interpretation of the Constitution” (342-350)
	Sep 30	Ideas in the Policy Process	PP - Stone Ch 5 - Liberty
Issue Framing (selling an issue)	Oct 3	Agenda Setting	CT - Cobb and Elder “Issues and Agendas” (96-104) CT - Kingdon “Agenda Setting” (105-113)
	Oct 5	Framing Through the Media	CT - Graber “Processing the News” (305-312) CT - Iyengar and Kinder “News that Matters” (295-305)
	Oct 7	Defining Problems	PP - Stone Ch 6 - Symbols
	Oct 10	Defining Problems	PP - Stone Ch 7 – Numbers
	Oct 12	Defining Problems	PP - Stone Ch 8 - Causes
	Oct 14	No Class	
Coalition Building (Aggregating Interests)	Oct 17	Interests in the Polis	PP - Stone Ch. 9 – Interests
	Oct 19	Interest Group Liberalism	CT - Berry “The Advocacy Explosion” (317-324) CT - Sabato “The Consultant Corps” (324-332)
	Oct 21	Issue Networks	CT - Hecllo “Issue Networks and the Executive Establishment” (46-58)
	Oct 24	The Many or the Few	CT - Edelman “Symbols and Political Quiescence” (26-33) CT - Mills “The Power Elite” (72-85)
	Oct 26	Exam #1	
	Oct 28	Venue Shifting	CT - Eldersveld “Parties, the Government and the Policy Process” (312-316) PP - Stone Ch 15 – Powers
Policy Adoption (obtaining support in decision-making)	Oct 31	Decision Making	PP - Stone Ch. 10 Decisions

bodies)			
	Nov 2	Incremental vs. Non-Incremental	CT - Lindbloom "The Science of Muddling Through" (113-127) CT - Schulman "Nonincremental Policymaking" (128-137)
	Nov 4	Congress	CT - Fiorina "Congress: Keystone of the Washington Establishment" (212-220) CT - Mayhew "Congress: The Electoral Connection" (220-224)
	Nov 7	President	CT - Light "The Presidential Policy Stream" (224-237) CT - Neustadt "Presidential Power" (376-381)
	Nov 9	Courts	CT - Baum "Appellate Courts as Policy Makers" (277-287) CT - Glazer "Towards an Imperial Judiciary?" 288-295
	Nov 11	Bureaucracy	CT - Weber "Bureaucracy" (259-264) CT - Meier "Regulation: Politics, Bureaucracy, and Economics" (265-277)
Policy Implementation (putting mandates into practice)	Nov 14	The Implementation Game	CT - Sabatier and Mazmanian "A Conceptual Framework of the Implementation Process" (153-173) CT - Bardach "The Implementation Game" (137-140)
	Nov 16	Tools	PP - Stone Ch 11 – Inducements
	Nov 18	Tools	PP - Stone Ch 12 – Rules
		Tools	PP - Stone Ch 13 – Facts CT - Majone and Wildavsky "Implementation as Evolution" (140-153)
	Nov 21	Tools	PP - Stone Ch 14 - Rights
	Nov 23	No Class	
	Nov 25	No Class	
Analysis and Evaluation (evaluating consequences)	Nov 28	Policy Evaluation	PP - Stone Conclusion – Political Renewal CT - Nachmias "The Role of Evaluation in Public Policy" (173-180)
	Nov	Policy Evaluation	CT - Nagel "Trends in Policy

	30		Analysis" (181-185) CT - Rubin "The Politics of Public Budgets" (185-200)
	Dec 2	Exam #2	
Presentations	Dec 5	Fiesta de Conocimiento	
	Dec 7	Reflection	
	Dec 9	Next Steps	WebCT - Inventing Solutions: Pick one chapter