I. CATALOG INFORMATION
   A. Discipline: POLITICAL SCIENCE
   B. Subject Code and Number: POLS M03
   C. Course Title: American Government and Politics
   D. Credit Course units:
      Units: 3
      Lecture Hours per week: 3
      Lab Hours per week: 0
      Variable Units: No
   E. Student Learning Hours:
      Lecture Hours:
      Classroom hours: 52.5 - 52.5
      Laboratory/Activity Hours:
      Laboratory/Activity Hours 0 - 0
      Total Combined Hours in a 17.5 week term: 52.5 - 52.5
   F. Non-Credit Course hours per week _________
   G. May be taken a total of: 1 2 3 4 time(s) for credit
   H. Is the course co-designated (same as) another course: No Yes
      If YES, designate course Subject Code & Number: _________
   I. Course Description:
      Surveys the main characteristics, principles, structures, processes and
      procedures, and the historical background of the American system of
      government at the national, California state, and local levels. Explores the
      contribution of major groups to the development of the United States. Analyzes
      the electoral process and voting behavior.
   J. Entrance Skills
      *Prerequisite: No Yes Course(s)
      *Corequisite: No Yes Course(s)
      Limitation on Enrollment: No Yes
      Recommended Preparation: No Yes Course(s)
      Other: No Yes
K. Other Catalog Information:

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Honors Program requires a letter grade.

Satisfies US-2 (U.S. Constitution and government) and US-3 (CA state and local government) requirements of CSU Title V.

C-ID: POLS 110

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</th>
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<tbody>
<tr>
<td>1</td>
<td>appraise philosophical and theoretical arguments shaping American politics and government and the contribution of major social and ethnic groups to the development of the United States.</td>
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<td>2</td>
<td>discuss, compare and contrast the constitutional powers of each branch of the federal government and each branch of the California state government.</td>
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<td>3</td>
<td>discuss the relationship and processes between the federal and California's state and local governments.</td>
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<td>4</td>
<td>differentiate between forms of political behavior (individual, group, and unconventional).</td>
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<td>5</td>
<td>assess the role of elections and campaigns at the federal, California state and local levels and the political behavior of various social and ethnic groups.</td>
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III. COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated %</th>
<th>Topic</th>
<th>Learning Outcomes</th>
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</thead>
</table>
| Lecture (must total 100%) | Foundations of U.S. Government and Democratic Values  
- Nature of democracy  
- Geographic and social development of the U.S.  
- Development of the U.S. Constitution  
- California history and constitution  
- Federalism and the interaction among the federal government, California government and local governments  
- Civil liberties  
- Civil rights | 1, 3 |
| 30.00% | Institutions and Processes  
- Congress and the California State Legislature  
- Executive Branch: Presidency and bureaucracy and the California State Executive Branch  
- Federal Judicial Branch and the California State Court System  
- Identifying differences between the structure of the federal government and the structure of California government  
- Interest groups  
- American public policy including national security, economic and social welfare policy  
- Linking politics and economics with the geographical and cultural differences of states | 2, 3, 6 |
| 40.00% | Elections and Political Behavior  
- Campaigns and elections  
  1) Types of elections  
  2) Individual political participation  
  3) Social and ethnic groups participation  
  4) Campaign styles and strategies  
- Public opinion  
- Media  
- Political parties  
  1) Two-party system  
  2) Role of third parties  
- Unconventional political participation including individual political participation, legal and illegal forms of participation and the creation of social movements | 3, 4, 5 |
| 30.00% | | |

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:

1. essays on articles found in refereed journals.
2. research paper comparing and contrasting the responsibilities of each branch.
X distance education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)

Instructional methods include pair and group activities.

Optional Field Trips

Required Field Trips

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

Distanced Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)

Critical thinking assignments are required. Possible assignments may include, but are not limited to:

1. compare and contrast the constitutional powers of each branch of the federal government and each branch of the California state government.

2. distinguish between political and nonpolitical topics through media assignments.

3. identify political leadership and policy issues.

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

Essay Exam

Classroom Discussion

Skill Demonstration

Methods of evaluation may include, but are not limited to:
Instructor will engage students in discussion of current event topics and may include debates and group discussions as part of the evaluation method.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS


VIII. STUDENT MATERIALS FEES

[X] No  [ ] Yes

IX. PARALLEL COURSES

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CSU Northridge</td>
<td>POLS 155</td>
<td>American Political Institutions</td>
<td>3</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>POL S 12</td>
<td>American Government and Politics</td>
<td>4</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>PLS 201</td>
<td>Introduction to American Government</td>
<td>4</td>
</tr>
</tbody>
</table>

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master’s degree in political science, government, or international relations OR bachelor’s degree in any of the above AND master’s degree in economics, history, public administration, social science, sociology, any ethnic studies, J.D., or LL.B. OR the equivalent

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

[X] Pass/No Pass only (no letter grade possible); or

[X] Letter grade (P/NP possible at student option)

2. Degree status:

 Either [X] Associate Degree Applicable; or [ ] Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: [X] No: [ ] If YES, what section(s)?

[X] A1 - Natural Sciences - Biological Science

[X] A2 - Natural Sciences - Physical Science

[X] B1 - Social and Behavioral Sciences - American History/Institutions
B2 - Social and Behavioral Sciences - Other Social Behavioral Science
C1 - Humanities - Fine or Performing Arts
C2 - Humanities - Other Humanities
D1 - Language and Rationality - English Composition
D2 - Language and Rationality - Communication and Analytical Thinking
E1 - Health/Physical Education
E2 - PE or Dance
F - Ethnic/Gender Studies

C. California State University (CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU?  Yes: X  No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?  Yes: X  No: ☐ If YES, which area(s)?

| A1 | A2 | A3 | B1 | B2 | B3 | B4 | C1 | C2 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 | D10 | E |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC?  Yes: X  No: ☐

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?  Yes: X  No: ☐

<table>
<thead>
<tr>
<th>IGETC Area 1: English Communication</th>
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<tbody>
<tr>
<td>☐ English Composition</td>
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<tr>
<td>☐ Critical Thinking-English Composition</td>
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<tr>
<td>☐ Oral Communication</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IGETC Area 2: Mathematical Concepts and Quantitative Reasoning</th>
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</thead>
<tbody>
<tr>
<td>☐ Mathematical Concepts</td>
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</table>

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<tr>
<th>IGETC Area 3: Arts and Humanities</th>
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<tbody>
<tr>
<td>☐ Arts</td>
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<tr>
<td>☐ Humanities</td>
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<table>
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<tr>
<th>IGETC Area 4: Social and Behavioral Sciences</th>
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<tbody>
<tr>
<td>☐ Anthropology and Archaeology</td>
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<tr>
<td>☐ Economics</td>
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<tr>
<td>☐ Ethnic Studies</td>
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</tbody>
</table>
IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:
Reading of journal articles and research using the Library's print and online resources on such topics as analyzing the results of a recent presidential election.

B. Are the currently held library resources sufficient to support the course assignment?

YES: [X] NO: [ ]

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

POLS M03: Not Applicable
XIV. WORKPLACE PREPARATION
POLS M03: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- [X] Online (course will be delivered 100% online)
- [X] Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- [X] Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
  - [ ] Lab activities will be conducted onsite
- [ ] Televideo (Examinations and an orientation will be held onsite)
- [ ] Teleconference
- [ ] Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

- Provide students with an opportunity to ask questions of fellow students and the instructor using the "discussion forum" tool provided by the CMS.
- Contact students via email within the CMS, by campus email, and/or MyVCCCD.
- Meet with students for study sessions and online office hours using the chat function.
- Use the "announcement" tool to remind students of important assignments and due dates.
- Provide students with an online schedule of class events using the "calendar" tool in the online CMS. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4. Describe how instructors teaching this course will involve students in active learning.

- Students may view video lessons and/or text-based lessons.
• Students may test their knowledge with interactive online quizzes.
• Students may interact with the instructor and classmates using an online discussion forum to ask questions.
• Students may submit questions to the instructor by email.
• Instructor may create student groups or group activities using the CMS. All course materials will be available online. Students will be able to download files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites. Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. Students may also collaborate with each other without the instructor.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

Instructors will provide interactive online activities, engage in asynchronous discussion groups, participate in chat rooms, submit written assignments via email, computer lab simulations, and other electronically based assignments, in addition to any typical assignments an instructor may choose to require. The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

6. Describe how instructors teaching this course will evaluate student performance.

Methods of evaluation may consist of electronically-based assessments, exams and/or assignments, participation in chat sessions and/or asynchronous discussion forums, submission of written work electronically, lab write-ups, computer lab simulation, and other evaluation methods as determined by the instructor.

Student evaluation will occur via standard techniques such as exercises, projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM
General Education Division of Learning [check all applicable boxes]:

- Natural Sciences
  - Biological Science
  - Physical Science
- Social and Behavioral Sciences
  - American History/Institutions
  - Other Social Science

- Humanities
  - Fine or Performing Arts
  - Other Humanities

- Language and Rationality
  - English Composition
  - Communication and Analytical Thinking

- Health/Physical Education
- Ethnic/Women's Studies

Check either Option 1 or Option 2

- OPTION #1: Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.

- OPTION #2: Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM
POLS M03: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041
POLS M03: Not Applicable

XIX. CURRICULUM APPROVAL
Course Information:
  - Discipline: POLITICAL SCIENCE
  - Discipline Code and Number: POLS M03
  - Course Revision Category: Outline Update

Course Proposed By:
  - Originating Faculty: Lee Ballestero 01/17/2017
  - Faculty Peer: Jack Miller 01/20/2017