



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA Dcg: American Institutions – Constitution and Government**

*See GE Handbook for information on each section of this form*

*Part A: Dcg American Institutions – Constitution/Government General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*

<b>Constitution/Government GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
Dc/g.1: Students will be able to distinguish the major features of the United States and California constitutions.	Lectures and reading assignments on the U.S. and California Constitutions/class discussions/paper(s)/news reports by students	Pre/post multiple choice tests of a sample course
Dc/g.2: Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes.	Lectures and readings on various governmental and nongovernmental actors/interest groups/ political parties/ class discussions/paper(s)/news reports by students/presentations by students	Pre/post multiple choice tests of a sample course
Dc/g.3: Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights.	Lectures and reading assignments on Constitutional Rights, with emphasis on the 1 <sup>st</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> , ... Amendments.	Pre/post multiple choice tests of a sample course

*Part B: General Education Learning Outcomes required of all GE courses related to course content:*

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Research papers/ book reviews/policy assignments/news reports	Writing assignments of various kinds
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Various writing assignments/small group discussions/general class discussions	Writing assignments of various kinds
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Various writing assignments and presentations	Writing assignments of various kinds

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**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All Dcg courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <b>The course is about U.S./California Politics, and addresses the diversity issues on multiple contexts.</b>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <b>The course looks into political and cultural interaction among various peoples, as well as gender relationships and politics in the United States, and California in particular.</b>

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words (OR 850 words/1 unit, 1700 words/2 units) of writing shall be required in each course.	Courses require writing research papers/policy papers/ news reports, etc.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature.	Courses require writing research papers/policy papers/ news reports, etc.
<b>As per EO 1061</b> , the course content must include:	<b>Readings and/or lectures include “the political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.”</b>
1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.	<b>Readings and/or lectures include discussions on “the rights and obligations of citizens in the political system established under the Constitution.”</b>
2. The rights and obligations of citizens in the political system established under the Constitution.	<b>Readings and/or lectures include discussions on “the Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.”</b>
3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.	<b>Readings and/or lectures include discussions on “contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.”</b>
4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.	

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# Political Science 100—U.S. Politics and Government—Sample

**Location:**

**Office Hour:**

**Office:**

**E-mail:**

## Important Dates:

Exams	Research Paper Due Date
Midterm:	
Final:	

**General Description:** This course reviews the ideas, institutions, and practices by which political decisions are made and implemented in the United States. Further, it aims at a critical evaluation of the evolution of those ideas, institutions, and practices; as well as examining why and how they should be preserved or changed. To this end, student participation plays an essential part. However, such participation must be informed and educated. This means that students must prepare for the class by reading and thinking about the main concepts in the assigned texts. This course also promotes and rewards independent research initiative, innovative interpretation, and cooperative learning. Our goal is not only to understand the main political institutions and activities in the United States, but also to think about and evaluate the available alternatives to the current institutions and practices.

## **Student Learning Objectives:**

- 1) Students will be able to distinguish the major features of the United States and California constitutions.
- 2) Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes.
- 3) Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights.

## **Student Learning Outcomes:**

- 1) Students will communicate effectively in writing.
- 2) Students will think critically and analytically about an issue, idea or problem.
- 3) Students will find, evaluate and use information appropriate to the course and discipline.

## **Grading**

**Midterm: 40%**

**Final: 40%**

**Paper: 20%**

<b>A</b>	<b>94-100%</b>	<b>C</b>	<b>74-76%</b>
<b>A-</b>	<b>90-93%</b>	<b>C-</b>	<b>70-73%</b>
<b>B+</b>	<b>87-89%</b>	<b>D+</b>	<b>67-69%</b>
<b>B</b>	<b>84-86%</b>	<b>D</b>	<b>64-66%</b>
<b>B-</b>	<b>80-83%</b>	<b>D-</b>	<b>60-63%</b>
<b>C+</b>	<b>77-79%</b>	<b>F</b>	<b>59% or less</b>

**Required Texts:** TBD

## Tentative Class Schedule

<p><b>Week One:</b></p> <p>Introduction and Orientation</p> <p>Why do we study U.S. government?</p>
<p><b>Week Two:</b></p> <p>The Constitution</p>
<p><b>Week Three:</b></p> <p>The Constitution</p>
<p><b>Week Four:</b></p> <p>Civil Rights and Civil Liberties</p>
<p><b>Week Five:</b></p> <p>Federalism</p>
<p><b>Week Six:</b></p> <p>Political Culture</p>
<p><b>Week Seven:</b></p> <p>Public Opinion</p>
<p><b>Week Eight:</b></p> <p><b>Midterm</b></p>
<p><b>Week Nine:</b></p> <p>Elections and Campaigns</p> <p><b>Paper Due</b></p>

<b>Week Ten:</b> Political Parties
<b>Week Eleven:</b> Congress I
<b>Week Twelve:</b> Presidency
<b>Week Thirteen:</b> Judiciary
<b>Week Fourteen:</b> Politics of California
<b>Week Fifteen:</b> Politics of California
<b>Week Sixteen:</b> <b>Final Exam</b>

## General Rules

- I) **Academic Honesty: CSUSM Policy on Academic Honesty is fully enforced in this class. If you are not completely familiar with this policy, carefully review it at:**  
[http://www.csusm.edu/policies/active/documents/academic\\_honesty.html](http://www.csusm.edu/policies/active/documents/academic_honesty.html)

**You are also strongly encouraged to consult:**  
<http://library.csusm.edu/plagiarism/index.html>



**A student who commits academic dishonesty will receive a grade of “F” for the course, and will be reported to the Dean of Students.**

- II) **Missing an exam/ paper/assignment: To preserve the integrity of this course and ensure equitable grading, I give make up exams and extensions for other assignments’ deadlines only when a student:**
  - a. **has a medical excuse;**
  - b. **experiences the death of an immediate member of his or her family (spouse, parent, grandparent, sibling or child);**
  - c. **is summoned by a court to serve as a juror;**
  - d. **is a member of the armed forces or a peace officer, and is unable to attend class because of orders by his/her superior(s).**
- III) **Students with disabilities who request reasonable accommodation must contact the Office of Disabled Student Services, located at Craven Hall 4300 (760-750-4905)**
- IV) **Preserving exams and papers: Every student is solely responsible to pick up his/her examination and papers after they have been graded and made available. Each student is responsible to preserve all graded material until he/she receives his/her final grade. In the case of any dispute over the final grade, the student must provide the graded material upon request.**
- V) **Class conduct: Mobil phones, MP3 players, and iPods must be turned off during the class. Students who need to talk to each other, must leave the class. Any other conduct by a student disrupting the delivery of the lecture, or inhibit the learning process of other students will not be tolerated.**
- VI) **Electronic Mail/Voice Mail: The University has provided you with an e-mail account. You are responsible to check that account frequently, as I may communicate with you via e-mail.**
- VII) **Missing a class meeting: A student who misses a class meeting (for any reason) is solely and entirely responsible to find out about all announcements made during that meeting.**
- VIII) **Writing Assignments: If you need help with your writing assignments, please see me as soon as possible. I will be more than happy to talk to you about problems that you might experience with**

putting together ideas and concepts. I can also help you with questions regarding general research resources. Questions regarding specific research material and use of library must be directed to the librarians. Also, the university has a writing center (<http://www.csusm.edu/writingcenter>) that can help you with your assignments.

- IX) Use of electronic devices such as (but not limited to) cell phones, tablets, computers, and MP3 players are strictly prohibited during the exam.**

### **Research paper:**

Your research paper is due at ( ) on ( ).

1) Choose one of the following topics: Capital Punishment, the Fourth Amendment since 9/11, or Social Security.

2) Your paper is made of the following parts:

A) Cover page: Includes your name, last four digits of student I.D., title of the paper, title of the course (PSCI 100)

B) Proposal: You need to write a (full) page proposal about the question which your research intends to address. Your question must be about one of the above topics. The proposal must include three elements:

- 1) Your question;
- 2) Why you think this question is important;
- 3) What you expect the answer to your question to be, prior to conducting research.

C) Research (total of six pages): Your research must include **THREE** article reviews (one full pages per article--total three full pages), and one book review (three full pages). Two of your articles must be scholarly. No direct quotes are allowed. You cannot use any text assigned to this course as a substitute for your book or article reviews.

D) Conclusion (one full page): Based on your research, what was the answer to your research question, as stated in your proposal. You must clearly

link your conclusion to the articles and the book you read by citing page numbers. No direct quotes are allowed.

E) **Bibliography**: must cite all your articles and book(s) in **Chicago Style**. For more information go to: [http://library.csusm.edu/finding/more/style\\_guides/chicago\\_style\\_handout\\_10-2008.pdf](http://library.csusm.edu/finding/more/style_guides/chicago_style_handout_10-2008.pdf); or ask a librarian for help.