



# Mountain View College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## U.S. Government 2305

Fall 2018

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**Instructor:** Dr Ehi Agboaye

**Email:** exa6470@dcccd.edu

**Office Phone Number:** 214.860.8830

**Office Number:** W279B

**Office Hours:** TBA

**Meeting Days & Times:** TR 4:30-5:50 p.m.

**Room Numbers:** W173, W260, W269

**Credit Hours:** 3 per class

**Division:**

**Division Name:** Communications and Social Sciences Division (COSS)

**Office Hours:** 8 a.m.-5 p.m. (M-F)

**Office Phone:** 214.860.8830

**Office Location:** W 278B

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**Course Description:** Origin and development of the Texas State Constitution, structure and powers of the state including the legislature, executive, and judicial branches, federalism, political participation, the state election process, and public policy (3 Lec.)

**Course Pre-requisites:** The following must be met: (1) DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) Reading Standard AND (2) DWRI in 0093, or English as a Second Language (ESOL) 0054 or have met the Texas Success Initiative (TSI) Writing Standard.

**Course Materials/Supplies Needed:**

**Text:** Lowi, Theodore J. et al. *American Government: Power and Purpose. Brief 14th Edition.* 2017. New York: W.W. Norton and Company. Print. ISBN: 978-0-393-28377-8

**Student Learning Outcomes**

Upon successful completion of this course, students will:

1. Explain the origin and development of Texas State constitutional democracy.
2. Demonstrate an understanding of the Texas State government structure.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the state government.
5. Evaluate the role of public opinion, interest groups, and political parties.

6. Analyze the election process.
7. Describe the rights and responsibilities of citizens.
8. Analyze issues and policies in Texas State politics.

### **STOP BEFORE YOU DROP**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: <https://www1.dcccd.edu/coursedrops>

### **COURSE OBJECTIVES/LEARNING OUTCOMES**

The goal of this course is to assist students comprehend the structure of both federal and state government institutions. It provides students the practical learning tools needed to understand the interrelationship between these two levels of government. At the end of the semester students should gain essential knowledge necessary for comprehending the foundational structure of the legislative, executive and judicial branches of government at the federal and state levels. After taken this course, students should be able to respond to questions that would challenge their knowledge of the various factors that differentiates the federal from the Texas State governments.

### **COURSE LEVEL STUDENT LEARNING OUTCOMES: GOVT 2302**

Upon completion of American Government 2, the successful student should be able to:

- 1) Describe the basic structure and function of the US Federal Government
- 2) Describe the basic structure and function of the Texas State Government
- 3) Examine federal institutions, institutional behaviors and policies
- 4) Compare and contrast US and Texas Government institutional structures
- 5) Evaluate the performance and effectiveness of government institutions
- 6) Evaluate the performance and effectiveness of government policies

### **COURSE OUTLINE**

#### **TEST 1**

1. General overview and analysis of politics: Chapter 1
2. The U.S. Constitution: Chapter 2
3. Federalism: Chapter 3

#### **TEST 2**

1. Voting, campaigns and elections: Chapters 10
2. Groups in American politics: Chapters 11 & 12
3. Political socialization and Public opinion: Chapter 9

### TEST 3

1. The legislative process: Chapter 5
2. The Presidency/Executive: Chapter 6
3. Bureaucracy: Chapter 7
4. Judiciary: Chapter 8

### TEST 4

1. Civil liberties and Civil rights: Chapter 4
3. Domestic policy: Chapters 16 & 13
4. Foreign policy: Chapter 14

### EXAM FORMAT

Four tests will be given. The format is multiple choice and true-false questions. All test materials are derived directly from and based on assigned class text readings and instructor's lectures. **Exams are open notes: students may use only handwritten notes on the tests.**

### NOTE:

- 1) No form of electronic devices will be allowed during tests. Students can only use handwritten notes.
- 2) Students will need Scantron 882-E for the test; that is, one for each test.

### MAKEUP EXAMS POLICY

Makeup exams will only be given in extraneous circumstances or with permission from the college authority. And if given, it will be of essay format. **All makeup assignments must be turned in to the instructor within five days of the regular exam after which, the student forfeits the right to retake this particular test.** Makeup essay questions are at the bottom of this syllabus. Students should pick five of these essays on the tests they missed, write an outline for each before submitting for grading. **Essays without outlines will not be graded.** It's the responsibility of the student therefore to consult with the instructor before or after missing a regular scheduled exam so arrangements for the makeup could be made.

### CLASS ATTENDANCE POLICY

Class attendance is vital to a student's academic success. There's a positive correlation between class attendance and students' grades. However, should you miss a class; it's your responsibility to request assistance from your classmates or instructor.

### STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6

non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access <https://2221.dcccd.edu/coursedrops>.

### **CLASS DROP DATE**

The drop date for this class this semester is: Thursday November 15, 2018.

### **SCHOOL POLICIES**

Students are responsible for familiarizing themselves with the various College policies. Consequently, ignorance of a stipulated policy is no excuse for leniency.

### **WITHDRAWAL POLICY**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by November 16, 2017. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdrawal) in each class dropped.

### **REPEATING THIS COURSE**

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class **may/may not** be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: [https://www1.dcccd.edu/cat0506/ss/oep/third\\_attempt.cfm](https://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm)

### **FINANCIAL AID**

If you are receiving financial grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds. **IMPORTANT NOTE:** If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or start attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay aid funds.

### **RELIGIOUS HOLIDAYS**

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

### **THE TEXAS SUCCESS INITIATIVE (TSI)**

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or

university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available is available at: [https://www1.dcccd.edu/cat0506/admiss/tsi\\_requirements.cfm](https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm)

## **POLICY ON CHEATING AND PLAGIARISM**

Policies on cheating and plagiarism are made known to students at the beginning of each semester in order to make them aware of the severity of these offenses.

### **DEFINITIONS**

#### **1. CHEATING/ACADEMIC DISHONESTY**

This is the willful giving or receiving of information in an unauthorized manner during examination, illicitly obtaining examination questions in advance, using someone else's work for written assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirement of a course.

#### **2. PLAGIARISM**

This is the deliberate use of an author's words or ideas as if they were one's own without giving due credit for the source; including but not limited to failure to acknowledge a direct quotation.

### **PUNISHMENT FOR OFFENDERS**

The instructor reserves the right to inflict any form of punishment commensurate to the nature of offence committed by a student in accordance with the College requirements. Generally, the option chosen for the purposes of this class is an "F" grade on the work or assignment in question.

### **APPEALS**

However, should the student not be satisfied with the level of punishment meted, such individual is free to take advantage of the College's student grade appeals procedure.

### **STUDENTS WITH DISABILITIES**

It is the policy of the Mountain View College and your instructor to comply fully with the Americans with Disabilities Act and to make reasonable accommodations for qualified students with disabilities. Students requesting accommodations due to a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation with Special Services. For more information regarding the rights and responsibilities of students with disabilities, contact Special Services. For more information regarding the rights and responsibilities of students with disabilities, contact Special Services at (214) 860/8691(voice/TDD). Special Services is located in W145. Please present your written request for accommodation on or before the sixth class day (beginning of the second week of classes).

**FINANCIAL AID STATEMENT**

Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

**EXAM DATES**

- TEST 1: Last class meeting day on week of September 23, 2018.
- TEST 2: Last class meeting day on week of October 21, 2018.
- TEST 3: Last class meeting day on week of November 25, 2018.
- TEST 4: Final exams are schedule for the week of December 10-13, 2018.

**GRADES**

Grades are based on points as follows:

- A=360+      B=320-259      C=280-319      D=240-279
- BELOW 240=F

**DCCCD OIE Faculty Syllabi Statement- FALL 2016**

The **Office of Institutional Equity**, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

**Students with Disabilities:**

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: [dccc.edu/DSOffices](http://dccc.edu/DSOffices) or contact DCCCD Office of Institutional Equity at (214) 378-1633.

**College Disability Services Offices**

Brookhaven	972-860-4673
Cedar Valley	972-860-8119
Eastfield	972-860-8348
El Centro	214-860-2411
Mountain View	214-860-8677
North Lake	972-273-3165
Richland	972-238-6180

**A Note on Harassment, Discrimination and Sexual Misconduct**

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and

determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit [www.dcccd.edu/titleIX](http://www.dcccd.edu/titleIX).

<u>College Title IX Coordinators</u>			
Brookhaven 4825	Terri Edrich	<a href="mailto:TitleIX-BHC@dcccd.edu">TitleIX-BHC@dcccd.edu</a>	972-860-
Cedar Valley 8181	Grenna Rollings	<a href="mailto:TitleIX-CVE@dcccd.edu">TitleIX-CVE@dcccd.edu</a>	972-860-
Eastfield 7358	Rachel Wolf	<a href="mailto:TitleIX-EFC@dcccd.edu">TitleIX-EFC@dcccd.edu</a>	972-860-
El Centro 2138	Shanee' Moore	<a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a>	214-860-
Mountain View 8561	Regina Garner	<a href="mailto:TitleIX-MVC@dcccd.edu">TitleIX-MVC@dcccd.edu</a>	214-860-
North Lake 3430	Kent Seaver	<a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a>	972-273-
Richland 6386	Bill Dial	<a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a>	972-238-
Dallas Colleges Online 6672	Le'Kendra Higgs	<a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a>	972-669-
<u>District Title IX Coordinator</u>			
Office of Institutional Equity 1633	LaShawn Grant	<a href="mailto:TitleIX-District@dcccd.edu">TitleIX-District@dcccd.edu</a>	214-378-

## **INSTITUTIONAL POLICIES**

Institutional Policies relating to this course can be accessed from the following link:  
[www.mountainviewcollege.edu/syllabipolicies](http://www.mountainviewcollege.edu/syllabipolicies).

## U.S. Government 2305--Test 1 Makeup Essay Questions

1

Define and explain “democracy” in your own words. What essential elements are necessary for democracy’s success? Based on these elements, compare and contrast American democracy and that of one Third World African country.

2

Discuss and explain five (5) reasons why the *Declaration of Independence* is important. Examine the impact of these reasons in five (5) countries within four (4) continents.

3

Define and explain “politics” to an illiterate family member. Relate your definition to that of the classical scholars discussed in class. Which of these definitions would most accurately explain President Obama’s military actions against ISIS and why?

4

Explain the origin and problems in *Chaos City*. How would Bob Dylan’s definition of politics discussed in class help to resolve these problems?

5

Discuss five (5) differences between Baron Montesquieu’s ideas on the social contract and U.S. federalism. Support your analysis with five (5) specific references to the U.S. Constitution.

6

Explain five (5) advantages and five (5) disadvantages of federalism. What are the effects of your analyses on three (3) Third World nations?

7

Examine five (5) comparisons and five (5) contrasts of “*federalism*,” “*unitarism*,” and “*confederation*.” Which of these is most suitable for governing Iraq or Afghanistan?

8

Explain and analyze the theories of federalism examined in class; and how each affects current U.S. federalism?

9

Explain five (5) major political problems the Founding Fathers experienced at the 1787 Philadelphia Constitutional Convention. How was each resolved? Provide five (5) ways these solutions are used in preventing chaos in contemporary American politics.

## **U.S. Government 2305 Test 2 Makeup Essay Questions**

1

Analyze the two opposing views on the controversy: “Are U.S. political parties in decline?” Justify your choice of one over the other with five (5) examples.

2

Analyze the two opposing views on the statement, “Interest groups have corrupted America’s democracy?” Justify your choice of one over the other with five (5) examples.

3

Examine the statement, “U.S. media have always been politicized,” by discussing each of the major stages in the history of the media from England to contemporary America. Discuss five (5) practical examples to justify U.S. media bias.

4

Examine the statement, “Voting is the bedrock of democracy.” Relate five (5) “flimsy,” and five (5) “researched” reasons to the decline of voting in American elections. Relate your analysis to David Easton’s definition of politics discussed in class.

5

Provide five (5) “flimsy” and five (5) “researched” reasons on why Americans don’t vote. Relate your analysis to the classical scholars’ definitions of politics discussed in class. Provide five (5) consequences of non-voters’ attitude to the survival of U.S. democracy.

6

Explain the phrase, “Voting is democracy’s litmus test.” Relate your analysis to the classical definitions of politics discussed in class. Give five (5) explanations on the importance of voting in a democracy.

7

Provide five (5) reasons on the importance of political parties to the survival of democracies. Relate your analysis to the classical scholars’ definition of politics discussed in class.

8

Providing examples, explain the views of scholars discussed in class on why Americans join political groups. Criticize each and provide examples in support of your criticism. How relevant are their views to the classical definitions of politics discussed in class?

## U.S. Government 2305—Test 3 Makeup Essay Questions

1

Carefully explain all the stages in the Electoral College process to a foreign classmate. Discuss five (5) problems associated with this process. Giving examples, relate these problems to the classical scholars' definition of politics discussed in class.

2

Describe the evolution of the U.S. Congress. Relating your answer to Harold Lasswell's definition of politics, examine five (5) problems associated with the election of members of this law-making federal institution.

3

Discuss major responsibilities of the U.S. Congress (each branch separately) relative to the other two branches of government. Supporting your analysis with five (5) examples, relate your analysis to Baron de Montesquieu's views on the social contract theory.

4

Explain responsibilities of two (2) major committees in the U.S. House; and two (2) in the Senate. Relate each to specific contemporary issues in American politics.

5

Carefully explain the bill-making process in the U.S. Congress. Provide five (5) ways the other two branches of government are involved in your analyses.

6

Explain James D. Barber's theory. Providing adequate reasons, criticize Barber's placement of five (5) presidents in his typology.

8

Define and explain "*bureaucracy*" in your own words. Examine five (5) methods adopted in checking this federal institution. Provide five (5) ways the U.S. bureaucracy has helped to stabilize America's democracy.

9

Students in the African Teacher's class have sued the school for disallowing pre-test prayers in class. Explain the stages involved in this case until the U.S. Supreme Court's final decision.

## U.S. Government 2305 Test 4 Makeup Essay Questions

1

Define and explain differences between “*civil rights*” and “*civil liberties*.” How do these terms relate to controversies between the police and citizens in contemporary America?

2

Analyze stages in the policy-making process by using three (3) major contemporary issues as examples to your explanation.

3

Carefully examine factors that shape U.S. foreign policy. Which three (3) of these would you recommend for the U.S. Congress and president to focus on in the war against global terrorism? Support your analysis with five (5) examples.

4

Explain five (5) major problems presented by global terrorism. Provide practical solutions to the next U.S. president on how to resolve each.

5

Explain the five (5) clauses in the 1<sup>st</sup> Amendment to the U.S. Constitution. Provide two (2) pros and cons on each relative to controversies on this section of the Bill of Rights.

6

The African Teacher suggested boosting minority students’ grades due to affirmative action-related issues. What are the two views on this decision? Support your agreement or disagreement to his decision with two U.S. Supreme Court’s rulings on this controversial issue.

7

A notorious ISIS terrorist has been captured by Navy Seals and brought to the United States. The public is divided on whether or not he should be tried in a U.S. Court. Support the two sides in this controversy with specific references to the *Declaration of Independence* and the U.S. Constitution.

### **The Academic Pledge**

I solemnly pledge to myself, family, especially those responsible for my school fees, friends, acquaintances, teachers, fellow students, and everyone else interested in the success of my present and future academic endeavors that

I:.....will:

1. Work hard in all my classes;
2. Attend all class sessions except in very extreme conditions where it is practically impossible to show up;
3. Pay careful attention in class; take good notes; read sections of my textbooks assigned for each test;
4. Show up in time for class sessions; and always ready to learn;
5. Not allow my technology to be source of distraction to my learning process;
6. Not distract myself, my instructors, and classmates during class sessions;
7. Carefully and constantly read all my class syllabi in order to keep up with assignment due dates;
8. Not procrastinate in any way whatsoever in submitting assignments;
9. Constantly seek assistance from my instructors whenever I have challenges;
10. Cooperate with my group mates; that is, if I decide not to work alone;
11. Not blame my performances in this or other classes on my group mates, the instructor, but solely myself in the final outcome of my final semester grades;
12. Fully organize my reading and assignment schedules in such a manner that I will always be one step ahead of class assignment due dates;
13. Fully prepare for the rest of the semester today by getting all necessary class materials needed for my success: writing materials, such as pens, pencils, note-taking papers, scantrons, erasers, etc.
14. Always come to class fully prepared to learn and not distract others or myself in the learning process;
15. Realize constantly that today is the very first day in attaining my overall goal in life of becoming what I have always dreamed about; and that my instructors are here, not to hinder; but to facilitate the realization of that goal in whatever way or manner possible;
16. First take my concerns or problems in this or other classes to my instructors for resolutions; before going to any other designated authority;
17. Realize that this is a college environment, and not a high school setting. Consequently, specific academic standards are required; and previous knowledge expected to be applied to my learning process;
18. Always remind myself that the academic pursuit is not a road paved with roses or

- simply a cake walk; but full of surmountable challenges; and through discipline, patience, hard work and rigorous work, I will achieve my ultimate goal;
19. Remind myself that my behavior in this class and others is being carefully watched by my instructors; and what they observe of me will eventually reflect in future recommendation letters that could greatly determine my employment, scholarship, admission, promotion, etc.

Name in full:

Signature:

Date:

Witnessed by: The African Teacher