

**Instructor: John Paul Tabakian, Ed.D.**

**Class: Section #3415 – 04/11/2016 to 06/03/2016 – Mon. & Wed. –6:45pm to 10:00pm**

**Classroom: INST 2004**

**Office Hours: Wednesdays – 6:00pm to 6:45pm – INST Faculty Office**

**Phone: (818) 364-7600 Ext. 4463**

**E-mail: tabakijp@lamission.edu**

### **OFFICIAL COURSE DESCRIPTION**

This course will examine the principles, structure, and problems of American government. Students will cover the Constitution of the United States of America, the Constitution of the State of California, political philosophies, political institutions, amendments and interpretations, the rights and obligations of citizens and federal/state, state/local, and contemporary state/local/federal government relationships.

### **STUDENT LEARNING OUTCOMES**

Students will have attained the following outcomes following completion of this course:

1. Define the powers, roles, functions, and limitations of the duties of federal, state, and local governments.
2. Analyze current American domestic and foreign policies and be able to put them into a historical perspective.
3. Differentiate initiatives, referendums, and recalls in California Constitution and laws.

### **COURSE OBJECTIVES:**

Students will have attained the following objectives following completion of this course:

1. Acquire a strong understanding of how the American Political System developed and why elites serve as important participants in every society.
2. Come to appreciate the policy formation and legislative process.
3. Understand the vital role interest groups play with influencing public.

### **POLICY ON “Ws”**

Date to drop without a “W” grade in person is Thursday, February 16, 2017.

Date to drop with a refund or without paying: Sunday, February 19, 2017.

Date to drop without a “W” grade by Internet is Monday, February 20, 2017.

Date to drop with a “W” grade in person is Friday, May 5, 2017 (before 12:00pm)

Date to drop with a “W” grade by Internet is Sunday, May 7, 2017

### **TEXTBOOKS**

The following textbook is **required**. Assigned readings will complement lecture.

“American Government and Politics Today: The Essentials – 2013-2014 Edition, 17<sup>th</sup> Edition with California Politics by Bardes, Shelley, Schmidt, Gerston, and Christensen.

**All course materials are made available as adobe acrobat files (pdfs).  
A free reader program is available at [www.adobe.com](http://www.adobe.com).**



### **ARTICLES**

Students are responsible for reviewing instructor assigned articles.

## **ASSIGNMENTS**

**Two** essay assignments, **two** in class quizzes, **one** research paper (**or career pathway assignment**), **AND ONE FINAL EXAM** will serve as the assignments. Students have 60 minutes to complete their quizzes and two hours to complete the final exam. There will be no makeup quizzes. **STUDENTS MUST BRING THEIR OWN SCANTRON AND #2 PENCIL FOR ALL IN CLASS QUIZZES AND THE FINAL EXAM!**

## **FINAL EXAMINATION**

**OUR EXAM IS WEDNESDAY, JUNE 5, 2017 FROM 8:00PM TO 10:00PM.** The final exam is a combination of essay and multiple-choice questions. **STUDENTS MUST BRING THEIR OWN SCANTRON AND #2 PENCIL!**

## **ATTENDANCE**

Students are required to attend class. Participation is mandatory. The instructor reserves the right to drop any student who misses two classes. Contact your instructor if you are going to be absent.

## **DROPPING POLICY**

It is the responsibility of students to formally drop classes **AND** confirm their enrollment. Your instructor is not responsible for confirming enrollment and/or dropping anyone.

## **CHEATING**

Unauthorized material used during an examination (including electronic devices), changing answers after work has been graded, taking an exam for another student, forging or altering attendance sheets or other documents in the course, looking at another student's paper/scantron/essay/computer or exam with or without their approval is considered cheating. Any student caught cheating will receive a zero for the assignment/exam and referred to the Department chair and/or Student Services for further disciplinary action.

## **PLAGIARISM**

The definition of plagiarism is the act of using ideas, words, or work of another person or persons as if they were ones' own, without giving proper credit to the original sources. This includes definitions found online on Wikipedia, materials from blogs, twitter, or other similar electronic resources. The following examples are representative, but not all-inclusive:

- Failing to give credit by proper citations for others ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions.
- Failing to use quotation marks when quoting directly from another, **whether it be a paragraph, a sentence, or a part thereof**
- Paraphrasing the expressions or thought by others without appropriate quotation marks or attribution.
- Representing another's artistic/scholarly works such as essays, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

**First offense, you will receive a zero for the assignment in question. Any further offenses may result in expulsion from the class, as determined by the disciplinary action from the Office of Student Services.**

## **RECORDING DEVICES**

In the classroom – Section 78907 of the California Education Code prohibits the use of any electronic audio or video recording devices, without prior consent of the instructor (including cell phones, laptops, MP3 players, and more).

## **REASONABLE ACCOMMODATIONS**

If you are a student with a disability and require accommodations, please send your instructor a private email. The sooner your instructor is aware of your eligibility for accommodations, the quicker your instructor will be able to assist the DSP&S Office in providing them. For students requiring accommodations, the DSP&S Office at Mission College provides special assistance in areas that include: registering for courses, specialized tutoring, note taking, mobility assistance, special instruction, testing assistance, special equipment, special materials, instructor liaisons, community referrals, and job placement. If students have not done so already, they may also wish to contact the DSP&S Office in Instructional Building 1018 (phone 818/364-7732 TTD 818/364-7861) and bring a letter stating the accommodations that are needed.

## DR. TABAKIAN'S GRADING SYSTEM

### INTRODUCTION

Students need to know how their instructor evaluates their work. The purpose of this handout is to explain your instructor's methodology for grading exams and essay assignments. Every instructor has a distinct teaching style. Your instructor believes strongly that classroom instruction is a process requiring students to improve throughout the course. No one assignment or exam should determine the ultimate fate of any student. Learning is an ongoing process for both the student and instructor alike. It is rare for any student to grasp all concepts of any discipline instantly. A student, who starts the semester attending all lectures and completes all assigned readings on time, may still score poorly on the first quiz or essay assignment. **THERE IS NOTHING TO FEAR, BUT FEAR ITSELF.** Reviewing this handout should satisfy any concern you might have pertaining to your instructor's grading philosophy. Grading methodology is broken into the following sections: grading system, quizzes, final exam, and essay assignments (including the take home exam if applicable). **YOUR FINAL GRADE FOR THE COURSE IS THE AVERAGE OF ALL LETTER GRADES FOR EVERY ASSIGNMENT, QUIZ AND THE FINAL EXAM.**

### GRADING SYSTEM

There are three requirements that every student must follow. The first is active participation. Failure to participate constitutes nonattendance. Your final grade is the average of all grades for every assignment, quizzes, and the final exam.

- |                                                      |              |
|------------------------------------------------------|--------------|
| • <b>Active Participation:</b>                       | <b>A – F</b> |
| • <b>Quiz #1:</b>                                    | <b>A – F</b> |
| • <b>Quiz #2:</b>                                    | <b>A – F</b> |
| • <b>Minor Paper #1;</b>                             | <b>A – F</b> |
| • <b>Minor Paper #2</b>                              | <b>A – F</b> |
| • <b>Student Presentation:</b>                       | <b>A – F</b> |
| • <b>Research Paper / Career Pathway Assignment:</b> | <b>A – F</b> |
| • <b>Final Exam:</b>                                 | <b>A – F</b> |

### QUIZZES

There are no makeup quizzes. Your instructor may make an exception if the situation warrants. Students should take notes during lecture and while completing their reading assignments. Your instructor believes wholeheartedly that students are better able to retain information if they take notes **during lecture AND while completing assigned readings.** This is true for every class regardless of the subject. It takes time for students to become accustomed to taking notes. Students do not receive credit for taking notes.

**This is the quiz grading scale:**

- |                                                 |          |
|-------------------------------------------------|----------|
| • <b>30 to 25 correctly answered questions:</b> | <b>A</b> |
| • <b>24 to 19 correctly answered questions:</b> | <b>B</b> |
| • <b>18 to 13 correctly answered questions:</b> | <b>C</b> |
| • <b>12 to 07 correctly answered questions:</b> | <b>D</b> |
| • <b>06 to 01 correctly answered questions:</b> | <b>F</b> |

## **FINAL EXAM**

The final exam has fifty multiple-choice questions. **There is also an essay portion to the final exam that worth 10 points. The final exam is worth a maximum of 60 points.**

**This is the final exam grading scale:**

- **60 to 50 correctly answered questions:** **A**
- **49 to 39 correctly answered questions** **B**
- **38 to 28 correctly answered questions** **C**
- **27 to 17 correctly answered questions** **D**
- **16 to 01 correctly answered questions** **F**

## **ESSAY ASSIGNMENTS & TAKE HOME EXAM ESSAY ASSIGNMENT**

Determining the letter grade requires adding the total number of points per criteria and then dividing that number by four. Your instructor evaluates every paper according to the following criteria:

- **Content & Development:** **4 points possible**
- **Organization & Structure:** **4 points possible**
- **Format – including images:** **4 points possible**
- **Theoretical Arguments** **4 points possible**
- **Grammar, Punctuation & Spelling Students:** **4 points possible**

Let us assume that a student receives four points per criteria. Adding all points equals twenty. Dividing that number by four equals five, which the grading scale below shows that student receiving an “A” for the assignment. Refer to the next page for the grading rubric.

- **5 points:** **A**
- **4 points:** **B**
- **3 points:** **C**
- **2 points:** **D**
- **1 points:** **F**

# ESSAY ASSIGNMENT GRADING RUBRIC

	Needs Improvement 1 point	Adequate 2 points	Proficient 3 points	Excelling 4 points
<b>Content &amp; Development</b> <i>supporting materials and ideas</i>	Content is incomplete. Research is missing. Major points are not clear and/or persuasive.	Content is somewhat accurate or persuasive. Research is inadequate or does not address main points or thesis. Paper presents major points, but support is lacking.	Content is mostly accurate and persuasive. Research is adequate, timely and addresses main points and thesis. Paper presents major points with adequate support.	Content is entirely accurate and persuasive. Research is extensive, timely and addresses main points and thesis. Paper presents major with proper support
<b>Organization &amp; Structure</b> <i>Organization of paper and paragraphs</i>	Information in the assignment is disorganized and not logically or effectively structured. Paragraph construction is improper. Sentences do not relate with one another.	Information in the assignment is mostly disorganized and barely logically/effectively structured. Paragraph construction is somewhat proper. Sentences are somewhat related to one another.	Information in the assignment is mostly organized and logically/effectively structured. Most paragraphs are properly constructed. Most paragraphs include an introductory sentence, explanations or details, a concluding sentence/impact and transition.	Information in the assignment is entirely organized and logically/effectively structured. All paragraph construction is properly with evident and smooth transitions throughout. All paragraphs include an introductory sentence, explanations or details, a concluding sentence/impact and transition
<b>Format</b> <b>(includes images)</b> <i>MLA, APA, Chicago</i>	Assignment lacks most elements of correct formatting. Assignment is under word length. Student did not attempt to document sources.	Assignment follows some elements of correct formatting. Assignment is barely within word length. Student attempted to document sources, but many are not in MLA/Chicago/APA format.	Assignment follows most elements of proper formatting. Assignment is mostly within word length. Student was somewhat successful with documenting sources in MLA/Chicago/APA format.	Assignment follows all elements of proper formatting. Assignment is either within or surpasses word length. Student documents all sources according to MLA/Chicago/ APA format.
<b>Theoretical Arguments</b>	Student demonstrates no understanding of the field. Student does not balance theoretical arguments. Student demonstrates a strong bias towards either one particular theory or personal opinion. Paper contains no reference of course texts or other relevant literature.	Student demonstrates little understanding of the field. Some effort made to balance theoretical arguments. Student demonstrates some bias towards either one particular theory or personal opinion. Paper contains some reference of course texts or other relevant literature.	Student demonstrates understanding of the field. Student balances various theoretical arguments. Student demonstrates little bias towards one particular theory or personal opinion. Student properly references most points made in the paper requiring citation of course texts or relevant literature.	Student demonstrates a strong understanding of the field. Student balances various theoretical arguments. Student demonstrates no bias towards one particular theory or personal opinion. Student properly references all points made in the paper requiring citation of course texts or relevant literature.
<b>Grammar, Punctuation &amp; Spelling</b>	Student shows very little mastery of mechanics. Numerous errors in capitalization, punctuation, spelling, and grammar greatly interfere with meaning. Paper contains large number of slang or personal pronouns.	Student shows average mastery of mechanics. Some errors in capitalization, punctuation, spelling, and grammar interfere with meaning. Paper contains some slang, and or personal pronouns.	Student shows above average mastery of mechanics. Spelling, capitalization, punctuation, and grammatical errors are minor and do not interfere with meaning. Paper contains no slang or personal pronouns.	Student shows excellent mastery of mechanics. Spelling, capitalization, punctuation, and grammar are correct. Student uses no slang, or personal pronouns.

## Weekly Schedule of Topics & Course Calendar

**April 10<sup>th</sup>:** Lecture will introduce the course. Students will learn the concepts of elitism and pluralism. The class will identify political science as a distinct field of the social sciences. **Power Point 1 details the topics of this class.**

**April 12<sup>th</sup>: SPECIAL TOPIC!** The class will learn about government career opportunities as it relates to political science and other fields of major.

**April 17<sup>th</sup>:** Class continues to review the fundamentals of our discipline. We will cover elitism, pluralism, rational choice theory, and other relevant theoretical constructs. The class will learn that the United States is not a pure democracy, but rather a democratic republic. The class then will examine degrees of policy changes, conflicts, and the concepts of stability / instability and rampant instability. **Read Chapters 1 & 2 from “American Government And Politics Today.” Power Point 2 details the topics of this class.**

**April 19<sup>th</sup>: MINOR PAPER ASSIGNMENT #1 IS DUE.** Degrees of policy changes, conflict, and the concepts of stability / instability, and rampant instability are matters of great concern. Students will begin to examine those classical theorists who had a great influence over the Founding Fathers. The class will learn about the Organic Laws of America. The class will then discuss federalism and the balance of power between our federal and state governments. **Read Chapter 3 from “American Government And Politics Today.” Power Point 3 details the topics of this class.**

**April 24<sup>th</sup>: QUIZ #1! BRING A SCANTRON AND NUMBER 2 PENCIL!** Our class discusses civil liberties. The class will learn that American civil liberties are an inalienable right that serves as the foundation of our nation. **Read Chapter 4 from “American Government and Politics Today.” Power Point 4 details the topics of this class.**

**April 26<sup>th</sup>:** The class discusses civil rights. Lecture then shifts to how elites influence public opinion as a tool to maintain power. Discussion then focuses on how members of the mass class can also use propaganda and manipulation to assume positions among the elite class. **Read Chapters 5 & 6 from “American Government and Politics Today.” Power Point 5 details the topics of this class.**

**May 1<sup>st</sup>:** This class covers American federalism and the various responses available to elites when countering mass protests. Interest group conflict is our primary topic of discussion. The discussion then discusses whether political parties are a fundamental aspect of our political system. **Read Chapters 7 & 8 from “American Government and Politics Today.” Power Point 6 details the topics of this class.**

**May 3<sup>rd</sup>: QUIZ #2! BRING A SCANTRON AND NUMBER 2 PENCIL!** Lecture argues that the theory of singular government deeply influenced founding fathers Thomas Jefferson, James Madison, Alexander Hamilton, and even later political leaders like Abraham Lincoln to present leaders of today. John Locke’s “Two Treatises on Government” is recognized as being perhaps the first to articulate the basic principles of modern liberalism. Students will discover how greatly Locke and other great philosophers influenced the formation of our government. Lockean thought is the focus of our class. **Read “Two Treatises On Government” from the supplemental course material section our course website. Power Point 7 details the topics of this class.**

(Calendar Continues On Next Page)

### **Weekly Schedule of Topics & Course Calendar (Continued)**

**May 8<sup>th</sup>:** The class will explore different examples of presidential power. Discussion will then shift to the multiple federal agencies that operate in various capacities. Students will discover that federal bureaucracies can create their own regulations in their attempt to follow the intent of Congress. READ: Chapters 11 & 12 from “American Government and Politics Today.” **Power Point 8 details the topics of this class.**

**May 10<sup>th</sup>:** The class covers bureaucratic, legislative, and judicial elites. READ: Chapter 13 from “American Government and Politics Today.” **Power Point 9 details the topics of this class.**

**May 15<sup>th</sup>:** **MINOR PAPER ASSIGNMENT #2 IS DUE!** There are two types of policy: The first is domestic policy. The second is foreign policy. READ: Chapter 14 from “American Government and Politics Today.” **Power Point 10 details the topics of this class.**

**May 17<sup>th</sup>:** We begin our discussion about the foundation of California politics. We will examine how California’s Constitution came into being. The Golden State has experienced its share of slights pertaining to the protection of civil liberties and rights. Our lecture will follow California’s past to its present day political hodgepodge of competing interests. READ: The California Section from “American Government and Politics Today.” **Power Point 11 details the topics of this class.**

**May 22<sup>nd</sup>:** Our discussion about California politics focuses on those pressure groups residing in the “Golden State” and how they attempt to influence public policy. We will also look at how political parties operate in the state and some interesting elections held in the past. Also important is how politics directs California’s budget process! READ: The California Section from “American Government and Politics Today.” **Power Point 12 details the topics of this class.**

**May 24<sup>th</sup>:** **RESEARCH PAPER IS DUE! STUDENT PRESENTATIONS OF THEIR FINAL RESEARCH PAPER / CAREER PATHWAY ASSIGNMENT!**

**May 29<sup>th</sup>:** **NO CLASS! MEMORIAL DAY!**

**May 31<sup>st</sup>:** **STUDENT PRESENTATIONS OF THEIR FINAL RESEARCH PAPER / CAREER PATHWAY ASSIGNMENT!**

**June 5<sup>th</sup>:** **FINAL EXAM! THE FINAL EXAM IS SCHEDULED FROM 8:00PM TO 10:00PM.** The final exam is a combination of essay and multiple-choice questions. **STUDENTS MUST BRING THEIR OWN SCANTRON AND #2 PENCIL!**

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**Topics and dates are subject to change. Your instructor will announce changes to the course calendar in class. Students are responsible for adjusting the calendar. Online hosting of course materials is a courtesy. Your instructor makes no guarantees that online access to course materials will always be available.**



Quiz #1 consists of questions drawn from lecture and assigned readings. This study guide is very specific. Take this opportunity to organize your notes accordingly. Keep in mind that your questions may not be clear-cut, but require some additional thought. Students have one hour to answer and review all answers.

**LECTURE**

1. Definition of political science, its theories, and biases
2. Rational Choice Theory
3. Spheres of Influence
4. Interdependency Theory
5. Manipulation and influencing societal norms of behavior
6. Why individuals pursue power
7. Transparency
8. Elitist views on society
9. Elitism and public policy in the United States
10. Elite theory in contrast to pluralism

**CHAPTER 1**

11. Performing certain functions for society
12. Oldest purpose of government
13. Meaning of “authority”
14. James Madison’s warning about a “pure democracy”
15. How and why individuals form a government
16. Articles of Confederation
17. Electoral College
18. Constitution as the law of the land
19. Fundamental principles of the United States Constitution
20. Benefits of federalism
21. Disadvantages of federalism
22. Powers specifically granted to the national government
23. Necessary and proper – Article I, Section 8
24. Interstate compacts
25. McCulloch V. Maryland
26. The impact of Chief Justice John Marshall of the United States Supreme Court
27. Amendments
28. Amendments
29. Amendments
30. Federalism

Quiz #2 consists of questions drawn from lecture and assigned readings. This study guide is very specific. Take this opportunity to organize your notes accordingly. Keep in mind that your questions may not be clear-cut, but require some additional thought. Students have one hour to answer and review all answers.

**CHAPTER 4**

1. Fourteenth Amendment's due process clause
2. Supreme Court rulings on state programs that help church-related schools
3. Dominant court views on relationship between government and issues of religion
4. Advertising statement protections under the First Amendment
5. Justice Oliver Wendell Holmes opinion on restricting free speech
6. Film in the first half of the twentieth century

**CHAPTER 5**

7. Rights rooted in the Fourteenth Amendment
8. Civil disobedience
9. Suffrage
10. Defense of Marriage Act of 1996

**CHAPTER 6**

11. Views expressed as political opinions
12. Influencing opinions through your position
13. African American identification with the Republican Party
14. Value assigned to a person

**CHAPTER 7**

15. Organized group of individuals / spheres of influence
16. Amendments – assembly
17. Amendments and interest groups
18. The role of unions in American society

**CHAPTER 8**

19. Who carries out the major functions of American political parties
20. American political system
21. American political system
22. Independent voters

**CHAPTER 9**

23. Eligibility to run for the presidency
24. Campaign contributions
25. Rational ignorance effect
26. Major news media

**CHAPTER 10**

27. Founders and balance of power between the three branches (legislative, executive, judicial)
28. Instructed delegate view of Congress
29. Power to tax, place import tariffs, borrow money, regulate interstate commerce, foreign trade
30. Coattails effect

The Final Exam consists of questions drawn from lecture and assigned readings. This study guide is very specific. Take this opportunity to organize your notes accordingly. Keep in mind that your questions may not be clear-cut, but require some additional thought. Students have one hour to answer and review all answers.

**LECTURE**

1. Definition of political science, its theories, and biases
2. Rational Choice Theory
3. Spheres of Influence
4. Interdependency Theory
5. Manipulation and influencing societal norms of behavior
6. Why individuals pursue power
7. Transparency
8. Elitist views on society
9. Elitism and public policy in the United States
10. Elite theory in contrast to pluralism

**CHAPTER 4**

11. Fourteenth Amendment's due process clause
12. Supreme Court rulings on state programs that help church-related schools
13. Dominant court views on relationship between government and issues of religion
14. Advertising statement protections under the First Amendment
15. Justice Oliver Wendell Holmes opinion on restricting free speech
16. Film in the first half of the twentieth century

**CHAPTER 5**

17. Rights rooted in the Fourteenth Amendment
18. Civil disobedience
19. Suffrage
20. Defense of Marriage Act of 1996

**CHAPTER 6**

21. Views expressed as political opinions
22. Influencing opinions through your position
23. African American identification with the Republican Party.
24. Value assigned to a person

**CHAPTER 7**

25. Organized group of individuals / spheres of influence
26. Amendments – assembly
27. Amendments and interest groups
28. The role of unions in American society

**CHAPTER 8**

- 29. Who carries out the major functions of American political parties
- 30. American political system
- 31. American political system
- 32. Independent voters

**CHAPTER 9**

- 33. Eligibility to run for the presidency
- 34. Campaign contributions
- 35. Rational ignorance effect
- 36. Major news media

**CHAPTER 10**

- 37. Founders and balance of power between the three branches (legislative, executive, judicial)
- 38. Instructed delegate view of Congress
- 39. Power to tax, place import tariffs, borrow money, regulate interstate commerce, foreign trade
- 40. Coattails effect

**CHAPTER 11**

- 41. The power to negotiate and sign treaties with foreign countries
- 42. Congress overriding a presidential veto
- 43. The presidential bully pulpit and going public
- 44. 1974 Supreme Court ruling of the United States versus Nixon
- 45. Presidential executive privilege
- 46. President's cabinet

**CHAPTER 12**

- 47. The federal bureaucracy
- 48. Bureaucracy growth
- 49. Independent regulatory agencies
- 50. The spoils system

**TWO ESSAY QUESTIONS**

Essay Question #1: Which political party has controlled the state of California for over 30 years?  
Essay Question #2: What does the future hold for the state of California?

**TOPIC**

Rational individuals act on behalf of self-interest. That is one of the basic premises behind rational choice theory. If you were hungry, for example you would do whatever it took to gather enough food in order to survive. This would entail buying food or finding some means of employment in order to earn enough money to purchase food. If one could not find a job, they may even have to resort to begging or even crime to acquire sustenance. One may even find it necessary to kill another person.

We are taking rational choice or self-interest to another level. Students are to define Special Interests as it pertains to common interests possessed by a group of individuals that make up a unit. The “Spheres of Influence” is a good example. What exactly are Special Interests? How do they influence public policy? Is it your opinion that organized Special Interests are detrimental or beneficial? What are the biggest and most powerful Special Interests in California? What does their power consist of and how do they operate? NOTE: Give some thought to this assignment before embarking on your journey. Be sure to reference your readings if you feel stuck.

**YOUR TASK FOR THIS PAPER IS TO DO THE FOLLOWING:**

1. Define what makes up Special Interests. What types of power do they possess? Which are the most powerful in California? How do they operate in our society? How do these groups attract supporters? Why do some people willingly partner with Special Interests? Do these groups act to further elite or mass goals?
2. Explain how Special Interests may influence public policy in our state. Do these groups also depend on mass public support? Explain how these groups acquire power.
3. Is it your opinion that Special Interests play a beneficial or detrimental role in California? Explain your case by providing examples of various Special Interests that operate in our state. The following are a good example of Special Interests operating in our state: agriculture; media; gambling; refineries; real estate, environmental (conservation); and education.

**ALL OF THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:**

1. TYPED! Three pages (coversheet not included). NOTE: You can type till your heart’s content.
2. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
3. Written well **in your own words**.
4. Papers must be submitted according to the posted due date on the course calendar.
5. **Send via e-mail to: [tabakijp@lamission.edu](mailto:tabakijp@lamission.edu)**

**PAPER LAYOUT:** Students should organize their papers in the following manner:

1. Coversheet: Paper title, name, class, section number, e-mail address and instructor’s name.
2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader (Dr. T) what you are writing about all while thinking about the following phrase “Here is the path I’m taking you down and here is why!”
3. Body: This is the “guts” of your paper.
4. Conclusion.

**ABOUT CITING:** The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.

**TOPIC**

Embedded within the American persona is a belief that the U.S. was not solely an experiment in republican government, but a nation blessed with superior principles and institutions, which in time would be adopted throughout the world. American policy makers have maintained an idealist ideology in order to formulate foreign, as well as domestic policy, though its foreign policy is based inherently on realist dogma. U.S. foreign policy is thus utilized as an avenue in which to promote American ideals, combining practical capacity for realizing the evils of man, yet continuing to remain devoted to the idealistic notions of the American success story. Can you define the “American Persona?” State from your perspective what it means to be an American. There is no correct way to pursue this assignment. This is a personal statement. Review the readings if you need additional foresight about this subject.

**YOUR TASK FOR THIS PAPER IS TO DO THE FOLLOWING:**

1. Define what makes it means to be a member of American society. Do Americans maintain a distinct belief system in comparison to foreign nationals? Can someone who is not born here develop a belief system that is distinctly American?
2. How does the American Persona guide this nation’s foreign policy?
3. Does the American Persona require any alteration or is does it work for the United States?

**ALL OF THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:**

1. TYPED! Three pages (coversheet not included). NOTE: You can type till your heart’s content.
2. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
3. Written well **in your own words**.
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2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader (Dr. T) what you are writing about all while thinking about the following phrase “Here is the path I’m taking you down and here is why!”
3. Body: This is the “guts” of your paper.
4. Conclusion.

**ABOUT CITING:** The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.

**NOTE: Students may select the “Research Paper” or “Career Pathway Assignment”**

**TOPIC**

Our Founding Fathers considered the protection of minority rights as those few individuals who retained control over society. These individuals were property holders, policy makers or those who possessed positions of power. Many today believe that minority rights are protecting special classes as those who possess certain ethnic traits or other characteristics. As monarchies and despots primarily ruled the world, America’s Founding Fathers properly came to reason that their intent to establish a successful republican government would in fact be an anomaly. Of primary concern was to gather the support of man to subscribe to this new “social contract” thereby relinquishing some rights for the betterment of society. These elites sought to establish a new power structure to assure their position as American elites and not subjects to the Crown. Convincing the masses to join in this revolution required careful manipulation of the masses. Students are asked to contemplate the following question: “What were the primary motivating factors for America’s Founding Fathers to rebel against England?”

**YOUR TASK FOR THIS PAPER IS TO ADDRESS THE FOLLOWING POINTS:**

1. America’s Founding Fathers identified themselves as elites requiring protection against majority factions. Were they more concerned about overreaching government power or the mass class? What measures did the Founders engage to manipulate the masses to support the American Revolution and elite control over public policy?
2. One may argue that elites still govern our society. If so then how do today’s elites manipulate the masses to maintain legitimacy? Are the measures identical to those undertaken by our Founding Fathers?
3. Identify significant specific instances where the degree of legitimacy bestowed on elite leaders has dipped. What would happen if the majority of citizens lose faith in policy makers? Would the result be the destruction of our system or would nothing change?
4. What is your opinion about protecting minority rights against majority factions? Do the various checks and balances of our system protect “the people” or today’s ruling class? Has the system really changed throughout our nation’s history?

**ALL OF THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:**

1. TYPED! Ten pages (coversheet not included). NOTE: You can type till your heart’s content.
2. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
3. Written well **in your own words**.
4. Papers must be submitted according to the posted due date on the course calendar.
5. **Send via e-mail to: [tabakijp@lamission.edu](mailto:tabakijp@lamission.edu)**

**PAPER LAYOUT:** It is recommended that your paper be laid out in the following manner:

1. Coversheet: Paper title, name, class, section number, e-mail address and instructor’s name.
2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader (Dr. T) what you are writing about all while thinking about the following phrase “Here is the path I’m taking you down and here is why!”
3. Body: This is the “guts” of your paper.
4. Conclusion: State how the American Political System can be improved.

**ABOUT CITING:** The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.



**NOTE: Students may select the “Research Paper” or “Career Pathway Assignment”**

**Introduction**

This political science class teaches the fundamentals of American government from the perspective of industry professionals who work in local/state/federal bureaucracies and/or political/union campaigns. Course material balances academic instruction with real world applications in positions relating to the field of political science. This assignment requires political science students to interview an industry professional with local/state/federal government experience and/or political/union campaigns. Students will then author a report about their interview and report their findings to the class in a ten-minute presentation. Political science majors will learn the secrets to pursuing a lucrative government career and/or how to achieve success in a political field. Students not majoring in political science will also benefit as the rules of success apply to all career pathways. Keep in mind that this assignment may also lead to developing a valuable contact.

**YOUR TASK FOR THIS ASSIGNMENT IS AS FOLLOWS:**

1. Schedule an interview with an industry professional with local/state/federal government experience and/or political/union campaigns. Students should interview someone they do not already know. Take advantage of the opportunity to use this assignment to interact with someone you may not have the opportunity to meet. Examples include law enforcement (FBI, DEA, Secret Service), elected officials (State Assembly, State Senate, Congress, Mayor), or individuals who work in politics (Campaign Managers, Fundraisers, Union Officials, Candidates). **Students may not interview their instructor!**
2. Fill out the “Career Pathway Assignment Questionnaire” with your information and that of your interview subject. Answer all questions that the interview time warrants. **Use good judgement about which questions to focus on and take the liberty to adapt the interview according to those areas that best meet your interests.**
3. Author a report about the interview and address the following:
  - a. What is the background of your interview subject? What professional roles did they have in the past? What about the present? What future role(s) do they foresee?
  - b. What role, if any, did higher education play with their success?
  - c. Does your interview subject talk about a mentor who helped them achieve success?
  - d. What is your career pathway? How do you plan to achieve success?
  - e. Everything revolves around politics. It is how people are able to achieve goals. State whether this class has taught you how to take advantage of “the system” in order to achieve success.
4. Students will report their findings to the class in a ten-minute presentation.

**THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:**

1. TYPED! Five pages (coversheet not included). NOTE: You can type till your heart’s content.
2. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
3. Written well **in your own words**.
4. Papers must be submitted according to the posted due date on the course calendar.
5. **Send questionnaire and report via e-mail to: [tabakijp@lamission.edu](mailto:tabakijp@lamission.edu)**

**PAPER LAYOUT:** It is recommended that your paper be laid out in the following manner:

1. Coversheet: Paper title, name, class, section number, e-mail address, and instructor’s name.
2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader (Dr. T) what you are writing about all while thinking about the following phrase “Here is the path I’m taking you down and here is why!”
3. Body: This is the “guts” of your paper.
4. Conclusion: State how the American Political System can be improved.

**ABOUT CITING:** The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.



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MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 1 OF 11							
<b>STUDENT INFORMATION</b>							
<u>SALUTATION</u>	<u>FIRST NAME</u>		<u>MIDDLE NAME</u>		<u>LAST NAME</u>		
<u>MAJOR</u>		<u>COLLEGE / SCHOOL</u>		<u>COURSE / SECTION</u>		<u>SEMESTER AND YEAR</u>	
<u>INTERVIEW PLACE</u>			<u>INTERVIEW DATE</u>		<u>EMAIL ADDRESS</u>		
<b>PROFESSOR INFORMATION</b>							
<u>SALUTATION</u>	<u>FIRST NAME</u>		<u>MIDDLE NAME</u>		<u>LAST NAME</u>		
<u>EMAIL ADDRESS</u>			<u>PHONE NUMBER</u>		<u>FAX NUMBER</u>		<u>MOBILE NUMBER</u>
<b>INTERVIEW SUBJECT INFORMATION</b>							
<u>SALUTATION</u>	<u>FIRST NAME</u>		<u>MIDDLE NAME</u>		<u>LAST NAME</u>		
<u>MAILING ADDRESS</u>			<u>CITY</u>		<u>STATE</u>	<u>ZIP CODE</u>	
<u>EMAIL ADDRESS</u>			<u>PHONE NUMBER</u>		<u>FAX NUMBER</u>		<u>MOBILE NUMBER</u>
<b>INTERVIEW SUBJECT INDUSTRY EXPERIENCE (INCLUDES GOVERNMENT AND MILITARY)</b>							
<u>CURRENT COMPANY / AGENCY</u>			<u>CURRENT POSITION</u>		<u>PAST POSITION</u>		<u>TOTAL EMPLOYMENT</u>
Years: _____	Months: _____	Circle: Public / Private	Years: _____	Months: _____	Years: _____	Months: _____	Years: _____
<u>COMPANY / AGENCY</u>			<u>LAST POSITION</u>		<u>PREVIOUS POSITION</u>		<u>TOTAL EMPLOYMENT</u>
Years: _____	Months: _____	Circle: Public / Private	Years: _____	Months: _____	Years: _____	Months: _____	Years: _____
<u>COMPANY / AGENCY</u>			<u>LAST POSITION</u>		<u>PREVIOUS POSITION</u>		<u>TOTAL EMPLOYMENT</u>
Years: _____	Months: _____	Circle: Public / Private	Years: _____	Months: _____	Years: _____	Months: _____	Years: _____
<u>COMPANY / AGENCY</u>			<u>LAST POSITION</u>		<u>PREVIOUS POSITION</u>		<u>TOTAL EMPLOYMENT</u>
Years: _____	Months: _____	Circle: Public / Private	Years: _____	Months: _____	Years: _____	Months: _____	Years: _____
<b>INTERVIEW SUBJECT EDUCATION AND TRAINING</b>							
<u>COLLEGE / UNIVERSITY / SCHOOL</u>			<u>MAJOR</u>		<u>DEGREE</u>		<u>WOULD RECOMMEND</u>
Years: _____	Months: _____	Circle: Public / Private					Circle: Yes / No
<u>COLLEGE / UNIVERSITY / SCHOOL</u>			<u>MAJOR</u>		<u>DEGREE</u>		<u>WOULD RECOMMEND</u>
Years: _____	Months: _____	Circle: Public / Private					Circle: Yes / No
<u>COLLEGE / UNIVERSITY / SCHOOL</u>			<u>MAJOR</u>		<u>DEGREE</u>		<u>WOULD RECOMMEND</u>
Years: _____	Months: _____	Circle: Public / Private					Circle: Yes / No
<u>HIGH SCHOOL</u>			<u>MAJOR</u>		<u>DEGREE</u>		<u>WOULD RECOMMEND</u>
Years: _____	Months: _____	Circle: Public / Private					Circle: Yes / No

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 2 OF 11

**1. What is your background?**

**2. What colleges did you attend and what were your major(s) and degree(s)?**

**3. Are you currently working in your field of major?**

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 3 OF 11

**4. What industry experience do you possess?**

**5. What is your current position and what do you do?**

**6. What is the history of your organization?**

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 4 OF 11

**7. What is the history of your industry?**

**8. Have you ever taught while working in industry?**

**9. What character traits can you describe for your favorite professor?**

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 5 OF 11

**10. Should professors promote career pathways for students or just teach their course?**

**11. How do you define student success?**

**12. How do you define academic entrepreneurialism?**

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 6 OF 11

**13. How does your organization and industry influence college curriculum?**

**14. Does our higher education system prepare students for the job market?**

**15. What is your opinion about public, private non-profit, and private for-profit institutions of higher learning?**

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 7 OF 11

**16. Do you or your organization partner with institutions of higher learning?**

**17. Is work experience less, equal, or more important than a student's grade point average?**

**18. How do you, your organization, and industry recruit candidates for job openings?**

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 8 OF 11

**19. Is it better for a student to have a broad-based education rather than a more career-focused education?**

**20. Did you work while attending high school and/or an institution of higher learning?**

**21. What is the value of a student working in their field of major while attending institutions of higher learning?**



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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 9 OF 11

**22. Which institutions of higher learning adapt its programs to meet the needs of your organization and industry?**

**23. What skills should a job candidate possess to work for your organization and industry?**

**24. Do you and your organization regularly communicate with college representatives?**

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## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 10 OF 11

**25. What academic and/or vocational trades advisory boards, if any, do you serve on?**

**26. In what ways has higher education been adapting to future job demands?**

**27. What changes to your organization and industry do you foresee in the future?**

## MEGA™ CAREER PATHWAY FIELD ASSIGNMENT QUESTIONNAIRE – PAGE 11 OF 11

**28. How can a student best prepare for a career in your field?**

**29. What types of internships does your organization offer college students?**

**30. What advice can you offer a student like me?**