

# Instructions for Template

---

Use the template on pages 2-3 as a guide to complete the assignment.

Complete sections 1-8 and 10 at a minimum.

You are free to be creative and add your own sections or expand existing ones.

# Title: [Name of Your Political System Design]

---

Name: [Student Name]

Date: [Submission Date]

Course: MD101: Evolution of Government Systems

## 1. Introduction

Purpose: [Explain why you are designing this system.]

Goals: [List 3–5 outcomes your system aims to achieve.]

Historical Inspiration: [Which governments or phases influenced your design?]

## 2. Core Principles

| Principle | Description / Rationale | Example from History |
|-----------|-------------------------|----------------------|
|           |                         |                      |
|           |                         |                      |

## 3. Governance Structure

Type: [Tribal / Monarchy / Theocracy / Aristocracy / Republic / Democracy / Hybrid / New]

Branches / Divisions: [Legislative / Executive / Judicial / Other]

Power Distribution: [Centralized / Decentralized / Checks and Balances]

Leadership Selection: [How leaders are chosen and replaced]

## 4. Citizen Participation

Role of Citizens: [Voting, consultation, service, direct democracy]

Rights and Responsibilities: [Key rights and duties]

Information Flow: [How media, transparency, and knowledge are managed]

## 5. Conflict Resolution

| Type of Conflict | Mechanism / Process | Example or Notes |
|------------------|---------------------|------------------|
|                  |                     |                  |
|                  |                     |                  |

## **6. Economic and Resource Management**

Resource Allocation: [Centralized / Local / Mixed]

Economic System: [Free market / Planned / Mixed / Other]

Sustainability Measures: [Environmental / long-term planning]

## **7. Cultural and Social Design**

Education and Knowledge: [Schools, information, literacy]

Tradition vs. Innovation: [How you balance heritage and progress]

Religion / Ethics / Ideology: [Role in governance and society]

## **8. Phase Retention and Rejection**

| Phase       | Retained / Rejected | Reason / Lesson Learned |
|-------------|---------------------|-------------------------|
| Tribalism   |                     |                         |
| Monarchy    |                     |                         |
| Theocracy   |                     |                         |
| Aristocracy |                     |                         |
| Republic    |                     |                         |
| Democracy   |                     |                         |

## **9. Visual Diagram (Optional)**

[Draw or paste a diagram showing your government's structure, power flow, or citizen interactions.]

## **10. Conclusion**

[Summarize how your system meets your goals and any unique features. Reflect briefly on evolution or potential future changes.]

## **11. References (Optional)**

[List historical examples, theorists, or course materials used.]

# Purpose of the Assignment

The purpose of this assignment is to help students demonstrate their understanding of how government systems evolve by applying historical patterns to a system of their own design.

By completing the activity, students will:

## 1. Show they understand the six major phases of governance

Students aren't just memorizing government types, they are showing they understand:

- how each phase emerged,
- why each phase succeeded,
- why each phase declined.

## 2. Practice comparing historical systems to modern needs

Students must decide which features to keep or reject based on lessons learned. This forces them to evaluate history, not just summarize it.

## 3. Build critical-thinking and systems-thinking skills

Designing a political system requires them to think about:

- power distribution,
- citizen roles,
- conflict resolution,
- economics,
- sustainability.

This strengthens analytical reasoning.

## 4. Translate abstract concepts into a concrete model

Rather than passively receiving information, students apply theory to create something coherent and functional.

## 5. Reflect on the relationship between power, structure, and society

Students learn that government is not random, it is a strategic response to human needs, pressures, and constraints. This insight is central to MD101.