# Course Description

This course analyzes the American form of government, its functions, and current problems along with reflections on comparative governments around the world.

# Course Learning Outcomes (CLO)

* **CLO1**: Analyze the Constitutional framework of the American political system, including the role of American ideals and their limits. (LO 1, 3)
* **CLO2**: Determine when rights are and are not being violated and when they are being legitimately infringed upon. (LO 1, 3)
* **CLO3**: Evaluate the contributions of a number of formal and informal influences that impact the functioning and operation of the American political system. (LO 1, 3)
* **CLO4**:Analyze the function, capabilities, and limitations of the government in relation to the Constitutional intent of the branches. (LO 1, 3, 4)
* **CLO5**: Predict possible outputs based on the public policy process. (LO 1, 3, 4)

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

**GM Learning Outcomes (GMLO)**

* **GMLO1**:Communication Skills ­– listening, speaking, reading, writing, and observation.
* **GMLO2**: Professional Competency ­– the skills and knowledge necessary for students to be satisfactory entry-level professionals in their chosen fields.
* **GMLO3**: Moral and Ethical Judgment­– the awareness of the historical, philosophical, and religious foundations of ethical decision-making.
* **GMLO4**: Problem Solving ­– the ability to recognize problems and apply systematic methods or processes to develop and activate solutions to problems.
* **GMLO5**: Critical Thinking ­– the ability to consider and evaluate effectively a process that includes inquiry and logical deduction. Students understand different situations and make thoughtful and accurate assessments.
* **GMLO6**: Leadership in Society ­– service to society and the awareness of the individual's role in society and the impact of one’s actions.
* **GMLO7**: Critical and Competent Use of Technology ­– the individual’s ability to locate, select, create, process, evaluate, and distribute information.

**Student Expectations**

Students are expected to:

* Perform all activities thoroughly and professionally.
* Submit all assignments on or before the due dates.
* Treat other students and faculty with dignity and respect.
* Be productive and contributing members of class discussions.
* Use APA documentation style for all of the assignments in this course.
* Maintain the highest ethical standards in preparing assignments by adhering to the College’s academic integrity policy. All assignments (including but not limited to quizzes, tests, papers, discussion board postings, wikis, and blogs) must be in the student's own words and not copied from any text, web, or other source without properly citing those sources (detailed policies are located in the College Catalog and The Student Handbook on the GMC website).
* Keep confidential and private the communications or writings posted by other students in the class.
* Contact the instructor with questions about assignments at least 3 days before the due date. The instructor is available to help, but it is the student’s responsibility to contact the instructor with specific questions.
* Contact the IT Help Desk immediately if they experience any problems with technology.

# Required Course Materials

Patterson, T. (2011). *We the people*, (10th ed.). New York, NY: McGraw Hill.

ISBN: 978-0-07-337917-3

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation: Learning Activities | 1 |  |
|  | Discussion Board Question 1 | 4 |  |
|  | Discussion Board Question 2 | 4 |  |
|  | Discussion Board Question 3 | 4 |  |
|  | An Illustrated Case Study | 10 |  |
| **Week 2** | |  |  |
|  | Discussion Board Question 1 | 4 |  |
|  | Discussion Board Question 2 | 4 |  |
|  | Discussion Board Question 3 | 4 |  |
|  | Case Study – The Land of the Free? | 10 |  |
| **Week 3** | |  |  |
|  | Discussion Board Question 1 | 4 |  |
|  | Discussion Board Question 2 | 4 |  |
|  | Discussion Board Question 3 | 4 |  |
|  | Case Study – A Functioning System | 10 |  |
| **Week 4** | |  |  |
|  | Discussion Board Question 1 | 4 |  |
|  | Discussion Board Question 2 | 4 |  |
|  | Discussion Board Question 3 | 4 |  |
|  | Case Study – How a Bill Becomes a Law | 10 |  |
|  | Opinion Piece | 5 |  |
| **Week 5** | |  |  |
|  | Discussion Board Question 1 | 4 |  |
|  | Discussion Board Question 2 | 4 |  |
|  | Discussion Board Question 3 | 4 |  |
|  | Article Review | 5 |  |
|  | Final Examination | 30 |  |
| **Total Points** | | **141** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Constitutional Framework | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify American political ideals and the limits of those ideals. | | CLO1, 2 | |
| * 1. Explain the three “Rules of the Game” in American politics. | | CLO1, 2 | |
| * 1. Examine the evolution of the American government from the colonial period through the Revolution and the ratification of the Constitution. | | CLO1, 3 | |
| * 1. Analyze the ways in which the Constitution limits and empowers the government. | | CLO1, 4 | |
| * 1. Determine the cause for the creation of the federal system and the benefits of it. | | CLO1 | |
| * 1. Evaluate the development and potential changes of the American political system. | | CLO1, 3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 1 of *We the People*. | | 1.1, 1.2 |  |
| **Read** Ch. 2 of *We the People*. | | 1.3, 1.4, 1.6 |  |
| **Read** Ch. 3 of *We the People*. | | 1.5, 1.6 |  |
| **APA Resources**  For information on APA formatting and style, review the following: <http://www.gmercyu.edu/sites/all/themes/gmc/pdf/APAHandout6thed3.12.1.pdf>  <https://gwynedd-mercycollege.adobeconnect.com/_a1013930896/p60z8b0zhre/?launcher=false&fcsContent=true&pbMode=normal>  If you have questions about APA, contact your instructor. | | N/A |  |
| **Review** some current news articles from the following websites or others that you have found.  <http://www.nbcnews.com/>  <http://online.wsj.com/home-page>  <http://www.cnn.com/>  **Identify** an article or video clip that challenges your ideals of how you view politics (e.g., rights to privacy, while the government can choose to wiretap your phone.)  **Post** a link to your article to share with other students and answer the following:   * Provide a short explanation of your article. How does this news article or video test your beliefs in our government? What does this news brief suggest to you about your rights, your role in society, and your political power?   **Respond** to other students about how you agree or disagree with their findings. | | 1.1, 1.2, 1.4 | Journal or Blog Post = **1 hour** |
| **Choose** three of the powers granted to the Congress in Article I of the U.S. Constitution that you think are the most important.  **Generate** a blog post in 200 to 250 words responding to the following:   * Why did you choose those three powers as the most important? Do you think these were important during the early colonial times? Why or why not? Do you think these powers will continue to be important?   **Respond** to other students and explain why you agree or disagree with their posts. | | 1.3, 1.4, 1.6 | Journal or Blog Post = **1 hour** |
| **Review** the “Devolution” on pp. 95–99 in Ch. 3 of *We the People*.  **Compare** the powers of the federal and state governments as described in the Constitution and in readings.  **Answer** the following in 200 to 250 words:   * What does the term “devolution” mean? What is your assessment of public support for devolution? Identify a policy area that has been enacted under this approach. What are some issues related to your chosen policy area? How is the federal goal met by the state?   **Respond** to other students and explain why you agree or disagree with their posts. | | 1.3, 1.5, 1.6 | Journal or Blog Post = **1 hour** |
| **Political Speech Blog**  **Locate** a video on YouTube (or an equivalent site) of a political speech or news conference.  **Post** a link to the video, and answer the following:   * How does this video illustrate a politician emphasizing one of the “Rules of the Game,” an American ideal, and/or the relationship between the state and federal governments? Do you find the arguments persuasive? Why or why not?   **Respond** to other students, explaining if you see the same emphasis in their chosen videos. Explain how your video may or may not relate to their findings. | | 1.1, 1.2, 1.5 | Journal or Blog Post = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Board Question 1**  **Respond** to the following in at least 250 words:   * Are we a democracy? Why or why not? How does this connect with the “Rules of the Game”? Based on what you know from the readings, how much control do the people really have?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 1.1, 1.2, 1.4 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 2**  **Respond** to the following in at least 250 words:   * What circumstances during the colonial period led to the creation of our current government? Why was it necessary to create a national government in the existing government during the colonial period?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 1.3, 1.5 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 3**  **Respond** to the following in at least 250 words:   * If you were a delegate to the Constitutional Convention, what recommendations would you have made to change the new Constitution? Provide one change that would benefit a small state and one that would benefit a large state.   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 1.6 | Discussion – One post and reply to three other posts = **1 hour** |
| **An Illustrated Case Study**  **Create** a graphic representation (e.g., chart, timeline, presentation, etc.) summarizing the three governments in the United States from the colonial period through the ratification of the Constitution.  **Describe** the powers of each of the governments. Include the advantages and challenges each power poses.  **Use** the following periods in your description:   * Colonial to Pre-Revolution Government: 1550–1776 * Articles of Confederation: 1776–1787 * Constitution: 1787–present   There is no specific word count, but the content should be substantive and fulfill all the requirements.  **Use** Word, PowerPoint, Prezi.com, or another graphic platform that illustrates your description of the three periods.  **Review** the Illustrated Case Study Rubric to get an idea on the level of knowledge and consistency required of the assignment. | | 1.3, 1.6 | Case Study – three pages = **1 hour** |
| **Total** |  |  | **8 hours** |
| **Notes** |  | | |

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| Week Two: Civil Liberties and Civil Rights | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recognize basic civil liberties and their limitations. | | CLO1, 2 | |
| * 1. Analyze the causes of expansion and contraction of civil liberties over time. | | CLO2, 3 | |
| * 1. Assess the current state of civil rights in American politics. | | CLO1 | |
| * 1. Interpret the effectiveness of public-policy steps to create equality in America. | | CLO3, 4, 5 | |
| * 1. Assess the future of civil rights in America. | | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 4 of *We the People*. | | 2.1, 2.2 |  |
| **Read** Ch. 5 of *We the People*. | | 2.3, 2.4, 2.5 |  |
| **Chapter 4 Recording**  **Listen** to the Chapter 4 Recording.  **Generate** a blog post in 200 to 250 words responding to the following:   * When can the state legitimately restrict your civil liberties? * Do you feel this power is used appropriately, or not?   **Respond** to other students and explain why you agree or disagree with their posts. | | 2.1, 2.2 | Journal or Blog Post = **1 hour** |
| **Affirmative Action**  **Review** the readings for Ch. 5 of *We The People* and the history of affirmative action (at <http://affirmativeaction.ucr.edu/history.html>).  **Generate** a blog post in 200 to 250 words responding to the following:   * What was the original purpose of affirmative action? Does affirmative action advance racial equality by leveling the playing field in our current times, or does it provide an unfair advantage based on race? Provide an example of why you feel this way.   **Respond** to other students and explain why you agree or disagree with their posts. | | 2.3, 2.4 | Journal or Blog Post = **1 hour** |
| **Review** some current news articles from a popular news site and identify at least one that is critical of the government.  **Share** the link to the article and generate a blog post in 200 to 250 words responding to the following:   * How does the article criticize the government? Why is this information important for the public to see? In what ways does this article justify the need for a free press? Why might the government try to censor the press, if it were allowed to?   **Respond** to other students explaining how your articles may or may be not related and whether you agree or disagree with their findings. | | 2.1 | Journal or Blog Post = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Board Question 1**  **Respond** to the following in at least 250 words:   * Is discrimination still active in American life, or have we entered a new era of equality in the U.S.? How do you see this changing in the next few decades?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 2.3, 2.5 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 2**  Respond to the following in at least 250 words:   * Should there be separation between church and state? Identify one advantage of each (separation and non-separation), and then make a brief argument in favor of one side or the other.   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 2.1, 2.2 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 3**  Respond to the following in at least 250 words:   * Has the U.S. gone far enough in enacting legislation to eliminate discrimination? Identify at least one group (other than a racial group) that faces persistent discrimination (that goes beyond racial discrimination).   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 2.3, 2.5 | Discussion – One post and reply to three other posts = **1 hour** |
| **Case Study – The Land of the Free?**  **Download** the Map of Freedom by clicking on the PDF file from the following link <http://www.freedomhouse.org/report/freedom-world-2013/map-freedom-2013#.UtVR_Z5dVhV>  (Scroll down the document for a key explaining the colors for the countries.)  **Identify** one free, one partly free, and one not-free country from the map.  **Choose** three countries and do further research using the library or the Internet to determine their category in terms of freedom of speech, religion, press, and the rights of the accused.  **Complete** the Land of the Free? worksheet entering highlights or summaries of your findings for each country under the categories. Use this worksheet to assist you in completing the essay requirements of this assignment.  **Write** a paper of at least 1,050 words comparing the rights of each country to the United States. (This should be equivalent to 350 words or 1 page for each country.)  **Compare** each of the points below to the U.S. and how these points changed over time in the U.S.:   * Freedom of speech * Freedom of religion * Freedom of the press * Rights of the accused (right to counsel, trial by jury, etc.)   **Submit** your completed paper and worksheet. | | 2.1, 2.2, 2.4 | Case Study and Discussion - **2 hour**s |
| **Total** |  |  | **8 hours** |
| **Notes** |  | | |

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| Week Three: American Politics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the nature of mass opinion and the challenges faced in measuring public opinion. | | CLO3 | |
| * 1. Analyze voting behavior in the United States, including voting motivations and the profile of the “typical” voter. | | CLO3, 4 | |
| * 1. Evaluate the sources and the effectiveness of the two-party system in the United States. | | CLO3, 5 | |
| * 1. Debate the power of interest groups relative to the power of the people. | | CLO3, 5 | |
| * 1. Assess the four roles of the modern media and the media’s effectiveness. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 6 of *We the People*. | | 3.1 |  |
| **Read** Ch. 7 of *We the People*. | | 3.2 |  |
| **Read** Ch. 8 of *We the People*. | | 3.3 |  |
| **Read** Ch. 9 of *We the People*. | | 3.4 |  |
| **Read** Ch. 10 of *We the People*. | | 3.5 |  |
| **Review** Ch. 6 of *We the People* and identify one poll on <http://www.gallup.com/home.aspx>  **Provide** a link to the chosen poll and generate a post in 200 to 250 words responding to the following:   * What question is this poll trying to answer? What is its major finding? * Is there anything in the polling methodology that would make you question that finding?   **Respond** to other students and explain why you agree or disagree with their posts. | | 3.1 | Journal or Blog Post = **1 hour** |
| **Chapter 7 Recording**  **Listen** to the Chapter 7 Recording.  **Generate** a blog post in 200 to 250 words responding to the following:   * Do you vote regularly? Why or why not? What do you recognize about your voting behavior based on the characteristics provided in the reading and recording? Do you fall under that category exactly? Explain.   **Respond** to other students and explain why you agree or disagree with their posts. | | 3.2 | Journal or Blog Post = **1 hour** |
| **Review** the websites of American political parties (at least <http://www.democrats.org/> and <http://www.gop.com/>; but you should also seek out minor parties like the Green Party, Libertarian Party, etc.).  **Generate** a blog post in 200 to 250 words responding to the following:   * Do you feel the major parties represent most Americans? Why or why not? Also, which party best matches your political views?   **Respond** to other students and explain why you agree or disagree with their posts. | | 3.3 | Journal or Blog Post = **1 hour** |
| **Review** Ch. 9, particularly the section on different groups (pp. 299–308), and visit the website of an interest group.  **Provide** a link to the group and post in 200 to 250 words responding to the following:   * Does the selected interest group represent a large number of Americans or only a small fraction? What policy does it advocate for, and why is that policy beneficial to the country? * Based on the readings from Ch. 8 about political parties, how do interest groups compare to the major American party? What advantages do each side have over the other?   **Respond** to other students and explain why you agree or disagree with their posts. | | 3.3, 3.4 | Journal or Blog Post = **1 hour** |
| **Chapter 10 Recording**  **Listen** to Chapter 10 recordings and visit the website of a major news provider such as <http://www.nbcnews.com>  **Provide** a link to a “watchdog” style of news story and generate a blog post in 200 to 250 words responding to the following:   * What bad behavior is the media attempting to shed light on from the article? Is this an appropriate topic for the press to be reporting on? Does the article address an issue that is none of the public’s business?   **Respond** to other students and explain why you agree or disagree with their post. | | 3.5 | Journal or Blog Post = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Board Question 1**  **Respond** to the following in at least 250 words:   * Voter turnout is low in the U.S. compared to other democracies. Do enough Americans vote? How would you change competition in elections to increase voter turnout?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 3.1, 3.2, 3.3 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 2**  **Respond** to the following in at least 250 words:   * Are interest groups powerful? Under what circumstances are they able to achieve their goals, and when are they not?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 3.4 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 3**  **Respond** to the following in at least 250 words:   * Does the media do a good job of informing the American public? Why or why not? How might the media take advantage of new technologies to provide political information to the people? What impact might that have on our political system?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 3.5 | Discussion – One post and reply to three other posts = **1 hour** |
| **Case Study – A Functioning System**  **Choose** a major issue that is currently being debated in the United States (taxes, healthcare, security, education, etc.). For that issue, describe the following in 1050 to 1400 words, double-spaced:   * Public opinion – does a majority of the public want a certain outcome? What are the competing factions (and what are they)? * Political parties – what is the position of the two major parties on this issue? Provide the reasoning for both sides. * Interest groups – identify at least one interest group associated with that issue, and one policy it would like to see created. * The mass media – find a news story related to this issue and provide the link. If the story is a “news” item, does it give equal time to both sides of the policy debate? How fair do you feel the coverage is to both sides? If it is an “editorial” item, which side of the debate does it support, and why?   In conclusion, explain whether you think the government will side with any particular group or position, and why.  **Submit** your paper and format your paper according to APA guidelines. | | 3.1, 3.3, 3.4, 3.5 | Case Study = 1 **hour** |
| **Total** |  |  | **9 hours** |
| **Notes** |  | | |

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| Week Four: Branches of Government | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the effectiveness of Congress as an institution within its three primary roles. | | CLO3, 4 | |
| * 1. Analyze the effectiveness and process of lawmaking. | | CLO4, 5 | |
| * 1. Determine the role, scope, and limits of presidential power in the modern political system. | | CLO3, 4 | |
| * 1. Explain the structure and process of the federal judicial system. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 11 of *We the People*. | | 4.1, 4.2 |  |
| **Read** Ch. 12 of *We the People*. | | 4.3 |  |
| **Read** Ch. 14 of *We the People*. | | 4.4 |  |
| **Review** Ch. 11, particularly the section “Congress’s Policymaking Role.”  **Generate** a blog post in 200 to 250 words responding to the following:   * Is Congress a dysfunctional institution? It was created to legislate, represent the people, and oversee the executive branch; does it still do these things well? Did it ever?   **Respond** to other students and explain why you agree or disagree with their post. | | 4.1 | Journal or Blog Post = **1 hour** |
| **Read** Posner’s take on presidential power at <http://www.usnews.com/opinion/articles/2011/04/22/obama-modern-presidents-are-too-powerful>  **Compare** the article to Cheney’s description of weakening presidential power in Chapter 12 of *We the People*.  **Generate** a blog post in 200 to 250 words responding to the following:   * Is the president too powerful? If you think presidents are too powerful, what types of authority are they granted? If not, what powers would you grant the president to empower the office? How do these powers compare to the powers given to the Congress?   **Respond** to other students and explain why you agree or disagree with their posts. | | 4.1, 4.3 | Journal or Blog Post = **1 hour** |
| **Chapter 14 Recording**  **Listen** to the Chapter 14 Recording and identify a news article that describes a decided or pending case in Federal Appeals Court (at any level).  **Provide** a link to the article and generate a blog post in 200 to 250 words responding to the following:   * What is the relevant part of the Constitution that prompted the filing of this suit? How is the argument made on appeal different from the argument made during the trial? Whose side would you take in the case?   **Respond** to other students and explain why you agree or disagree with their posts. | | 4.4 | Journal or Blog Post = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Board Question 1**  **Respond** to the following in at least 250 words:   * Is the Congress too partisan to function? What remedies would you suggest to ease the partisan tension?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 4.1, 4.2 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 2**  **Respond** to the following in at least 250 words:   * Does the president have the power to start a war? How do you reconcile the power of the Congress to declare war and the power of the president to execute a war as Commander-in-Chief? Who’s in charge when it comes to national security?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 4.1, 4.3 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 3**  **Respond** to the following in at least 250 words:   * When deciding court cases, should judges seek the original meaning of the Constitution, or should they interpret the Constitution based on the intent of the document? Be sure to consider the impact on the courts’ power and legitimacy.   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 4.4 | Discussion – One post and reply to three other posts = **1 hour** |
| **Case Study – How a Bill Becomes a Law**  There are several major roadblocks in the lawmaking process, and it is important to understand the reason behind that roadblock. Once you have a better understanding of the roadblock, you should be able to make a judgment through well-informed eyes.  **Complete** the Case Study: How a Bill Becomes a Law worksheet to demonstrate your knowledge of roadblocks and their necessity.  **Submit** your completed document. | | 4.2 | Case Study = **1 hour** |
| **Opinion Piece**  You work for a local newspaper and you are tasked with providing an opinion piece about the recent government shutdown.  **Research** information about the 2013 government shutdown.  **Write** an opinion piece in 250 to 350 words that answers the following about the shutdown:   * What does our recent governmental shutdown say about the dangers of divided power in the federal government? * Does the separation of powers still work to prevent any one branch from having an excessive amount of influence on the government as a whole?   **Cite** sources in your opinion piece according to APA guidelines.  **Submit** your opinion piece. | | 4.1, 4.3 | **Journal or Blog Post – 1 hour** |
| **Total** |  |  | **8 hours** |
| **Notes** |  | | |

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| Week Five: Public Policy | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the details of public policy process. | | CLO3, 4, 5 | |
| * 1. Evaluate the strengths and weaknesses of economy policy tools. | | CLO5 | |
| * 1. Propose appropriate policies for America’s future in the areas of education, national security, and the environment. | | CLO1, 2, 3, 4, 5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 15 of *We the People*. | | 5.1, 5.2, 5.3 |  |
| **Read** Ch. 16 of *We the People*. | | 5.3 |  |
| **Read** Ch. 17 of *We the People*. | | 5.3 |  |
| **Chapter 15 Recording**  **Listen** to a selection from the Chapter 15 recordings and review Ch. 15, particularly the section “Government as Regulator of the Economy.”  **Generate** a blog post in 200 to 250 words responding to the following:   * What is the biggest danger of capitalism? Should government intervene? Why or why not? * Has government intervened in the past? * What details of the situation led to this? * What types of regulations have been created from this situation?   **Respond** to other students and explain why you agree or disagree with their posts. | | 5.1, 5.2 | Journal or Blog post – **1 hour** |
| **Read** this transcript from the PBS NewsHour on Global Warming: <http://www.pbs.org/newshour/making-sense/the-odds-of-disaster-an-econom-1/>  **Generate** a blog post in 200 to 250 words responding to the following:   * Are warnings about global warming unduly alarmist? * Who gains politically, and economically, from an increased fear of climate change?   **Respond** to other students and explain why you agree or disagree with their posts. | | 5.1, 5.3 | Journal or Blog post – **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Board Question 1**  **Respond** to the following in at least 250 words:   * What do you think is the right path to take in environmental policy? * Should we try to limit climate change or adapt to it? * Who will lead the way (public, politician, expert, etc.)? Why? * What are the steps that person or group needs to take to enact that policy?   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 5.1, 5.3 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 2**  **Respond** to the following in at least 250 words:   * Should the government intervene in the economy in a capitalist system? * Under what circumstances is this acceptable to the public, given that capitalism is one of the “Rules of the Game”? * Give a real-world example of acceptable and unacceptable government intervention.   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 5.2 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Board Question 3**  **Respond** to the following in at least 250 words:   * Is the indefinite detention of terror suspects legal? Constitutional? Moral? * Consider the differing treatment of American citizens and foreign citizens, and the impact of the location of the detention.   **Respond** to at least three students, contrasting their responses with yours. Responses to other students must be at least 120 words. | | 5.3 | Discussion – One post and reply to three other posts = **1 hour** |
| **Article Review**  **Review** the following article: <http://www.nytimes.com/2012/09/18/opinion/nocera-how-to-fix-the-schools.html?_r=0>  **Generate** a blog post in 200 to 250 words responding to the following:   * What is the best strategy to “fix” American education? * Should we focus more on improving schools and teachers, as Nocera argues, or encourage learning at the student level?   **Respond** to at least three students and explain why you agree or disagree with their posts. | | 5.3 | Article Review – shared = **1 hour** |
| **Response Final**  **Complete** the Response Final by answering each of the questions in the document. You may use the Response Final document to answer the questions by adding additional spacing, or use a separate document.  **Submit** your responses. | | 1.1, 1.2, 1.4, 1.6, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3 | Examination – Research and respond to three policy questions = **3 hours** |
| **Total** |  |  | **9 hours** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week5** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  | 42 |