

# UNIT 5 Government and Politics

## I. Teaching Plan (4 Teaching Hours)

PART A 35 Ms

PART B 60Ms

PART C 60Ms

PART D 50Ms

Procedures	Duration (mins)	Objectives	Key Points
Part A Section 1	20	To check students' prior knowledge of government functions	government functions
Part A Section 2	15	To brainstorm the students on what is democracy	democracy
Part B Section 1	15	To introduce the British Monarchy: its history and legacy	Constitutional monarchy
Part B Section 2	20	To understand the roles of the Prime Minister and the Cabinet in the UK	the government of the UK
Part B Section 3	15	To comprehend Houses of Parliament of the UK	legislature in the UK
Part B Section 4	10	To summarize British political parties	characteristics of different parties in the UK
Part C Section 1	15	To introduce the US Constitution	the content and the importance of the US Constitution
Part C Section 2	20	To understand the basic principles of the US government	the four basic principles of the US government

Procedures	Duration (mins)	Objectives	Key Points
Part C Section 3	15	To identify United States Congress and its Presidential elections	congress and presidential elections in the US
Part C Section 4	10	To summarize America's political parties	believes of different parties in the US
Part D Hands On	50	To expand students' knowledge of government types and to improve their ability of critical thinking	knowledge utilization

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## II. Instructional Design

PART A LEAD IN	
Section 1+2	<b>Tasks / Activities:</b> Brainstorming: What are the main duties of the government, and what is democracy? 1. The tutor asks Ss to talk about main duties of the government in order to gauge their background knowledge. 2. The tutor identifies Ss prior knowledge about democracy
	<b>Resources/ Equipment:</b> A Video Clip
	<b>Dos and Don'ts:</b> The tutor uses the two lead-in activities to test Ss prior knowledge. Through this, the tutor could assess their prior knowledge about the topic, determine the extent of instructions that are necessary and better prepare them for it.
PART B FOCUS ON THE UK	
Section 1	<b>Tasks / Activities:</b> Text Structure Analysis, Q&A, Group Discussion 1. The tutor checks for Ss' understanding of the constitutional monarchy and the Royal family by asking students to analyze the text and answer reading comprehension questions. 2. The tutor evaluates Ss knowledge about the basic elements of the constitutional monarchy system by asking students to do group discussion and exercises.

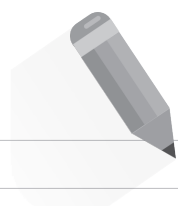
PART B FOCUS ON THE UK	
Section 1	<b>Resources/ Equipment:</b> The Textbook and the Internet
	<b>Dos and Don'ts:</b> Ss should comprehend the text and search online to finish the exercises.
Section 2	<b>Tasks / Activities:</b> Q&A, Reading Comprehension, Internet Searching Project The tutor assesses Ss' understanding of British Prime Minister and Cabinet by using the tasks of reading comprehension.
	<b>Resources/ Equipment:</b> The Textbook and the Internet
	<b>Dos and Don'ts:</b> Ss should read, observe attentively to have a thorough understanding of the text.
Section 3	<b>Tasks / Activities:</b> Q&A The tutor checks for Ss' understanding of the British Parliament through reading comprehension.
	<b>Resources/ Equipment:</b> The Textbook
	<b>Dos and Don'ts:</b> Ss should give details to support their opinions.
Section 4	<b>Tasks / Activities:</b> Summary and Group Discussion The tutor evaluates Ss' understanding of the history and the major values of British political parties by asking them to write a summary and to discuss challenging questions.
	<b>Resources/ Equipment:</b> The Textbook
	<b>Dos and Don'ts:</b> The tutor should encourage Ss to summarize the history of the British political parties
PART C FOCUS ON THE US	
Section 1	<b>Tasks / Activities:</b> Q&A and Logical Arrangement of Ideas 1. The tutor evaluates Ss' understanding of the importance of the US Constitution by asking them to finish reading comprehension exercise and to put the main ideas of the text in a logical order.
	<b>Resources/ Equipment:</b> The Textbook
	<b>Dos and Don'ts:</b> Ss should finish the 3 exercises on their own.

## PART C FOCUS ON THE US

<b>Section 2</b>	<b>Tasks / Activities:</b> Q&A and Group Discussion 1. The tutor asks Ss to take notes about the four basic American government principles while reading the text. 2. The tutor checks for Ss' understanding of check and balance, federalism and popular sovereignty by asking them to answer the comprehension questions. 3. The tutor evaluates Ss' ability of critical thinking by asking them to pose challenging questions.
	<b>Resources/ Equipment:</b> The Textbook and Online Materials
	<b>Dos and Don'ts:</b> Ss should use their reading skills and critical thinking skills to get a thorough understanding of American political ideology.
<b>Section 3</b>	<b>Tasks / Activities:</b> Text Outline and Q&A 1. The tutor help Ss to understand the American congress and Presidential election by showing them videos.
	<b>Resources/ Equipment:</b> The Textbook and A Video Clip
	<b>Dos and Don'ts:</b> The teacher should ask Ss to explain the two houses of the congress and the elections in the US to each other.
<b>Section 4</b>	<b>Tasks / Activities:</b> Summary, Challenging Questions Raising, and Group Discussion 1. The tutor checks for Ss' understanding of the political parties and parliamentary vs. presidential democracy by asking them to summarize the text, and to pose some challenging questions. 2. The tutor help Ss to improve their analytical skills by asking them to do a comparative study.
	<b>Resources/ Equipment:</b> The Textbook and two video clips
	<b>Dos and Don'ts:</b> 1. Ss summarize the core American and British political structure. 2. Ss elaborate on the differences between British and American democracy.

**PART D HANDS ON****Project** CREATE YOUR OWN TYPE of GOVERNMENT

1. Divide the class into groups of 4 or 5;
2. Identify the type of government your group is to study, decide on the type of descriptive research design, raise your key research questions, and finally design any data collection instruments.;
3. Make a PPT presentation in class about your choice of the type of government;
4. Use the Project and Process Assessment to evaluate the group project and their PPT presentation.

**NOTES**

1. Before class, Ss are required to preview each section from going over the text to completing the exercises.
2. In class, the tutor checks for the students' understanding of the topic via variety of learning activities.

# III. Keys & References

## PART A

### Lead in

#### Section 1 What Does a Government Do?

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#### EXERCISE 1



**Directions:** To form a group of 3—5 students to share your understanding of the major responsibilities of a government in your group. Take notes to complete the list below of the main duties of the government.

*A list of the main duties of the government:*

1. to maintain order;
2. to provide public services and enforce orders;
3. to regulate the schools, businesses, utilities, fire department, airlines, trains, roads and highway systems, hospitals and other public utilities;
4. to provide security and protection;
5. to collect taxes;
6. to protect the nation from foreign or domestic enemies;
- ...

#### EXERCISE 2



**Directions:** Please watch the video clip twice and fill in the blanks with the missing words or phrases.

1. runnings moothly
2. leaders, order, enforce
3. common interest
4. control the land, rules
5. majority of the people, civil liberty

6. protect the people, provide services
7. follow and abide by
8. community
9. management
10. for the people, by the people

### SCRIPT

- ✧ I would say it's like a CEO, to keep the country that it's in running smoothly.
- ✧ I'd say it has something to do with getting, like leaders, you need leaders to run people because without some higher power to make sure that everything is going in order, you don't really have an order. So there would be order, basically, somebody that would enforce rules and laws or else it would be chaotic.
- ✧ The purpose of government is to look out for the common interest of the people that it governs.
- ✧ Government, in my opinion, is to help control the land, as far as like the laws of the land, so that people can have rules so the world's not crazy, though sometimes it seems crazy. But I think it'd be worse without the government.
- ✧ I think the purpose of government goes back to Rome and Greece where people would try to do the best for the majority of the people and keep civil liberty, but yet keep peace among the people. I think you have to have a balance.
- ✧ I don't know the exact definition, but I would say it's a system that's meant to help the people. Government's purpose should be to protect the people and to provide services for them, to just make it so our lives are not difficult, pretty much.
- ✧ That's what I believe the overall purpose of government is, it's not to just be in our lives, but to provide us with services in which we all can use.
- ✧ The purpose of government is to help its people create a system and follow and abide by a system that promotes well-behaved, law-abiding citizens.
- ✧ To organize services for communities so that people can have their needs met.
- ✧ The purpose of government? To help people in the community, to make rights, to help the community to grow, right?
- ✧ Basically I think everything's about management...the economy, and the health, education. Yeah, basically.
- ✧ I think the purpose of government is to be for the people, by the people, like the original American Constitution. That works just perfect.

## Section 2

### What Is Democracy?

#### EXERCISE 1



**Directions:** Please watch the video clip about “democracy” and take notes while you are watching. Then share your understanding of what is democracy in the class.

**OPen.**

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## PART B

### Focus on the UK

## Section 1

### The Constitutional Monarchy

#### ►► TEXT A

#### EXERCISE 1



**Directions:** First work alone to fill in the blanks with the proper words from the word pool below and then compare your answers with your partner's.

J、B、G、K、A、C、E、H、I、F、D



## EXERCISE 2



**Directions:** Debate the issue “Abolish the British Monarchy — Yes or No?” in pairs or groups. Read Text A carefully and search online to find reasons to support your point of view.

Yes, British Monarchy should be abolished	No, British Monarchy should not be abolished
1) A hereditary monarch representing the feudal society of medieval England is intolerable in a modern democratic state.	1) The British monarchy stands for the continuity of British history and its, national unity.
2) It is unacceptable that the British tax payer should be paying to support one of the richest families in Britain.	2) The Monarch is a national icon. An icon which cannot be replaced adequately by any other politician or personality. It stands for its political adaptability, impartiality.
3) The misbehavior of individual Royals threatens the Monarchy’s image and fails to be role models for its people.	3) With its traditions, its history, its ceremonial, and with its standing and respect throughout the world, the British Monarchy represents a unique national treasure. Tourism related to the royal family brings a substantial amount of money into the country.

## Section 2

# The Prime Minister and the Cabinet

### TEXT B

#### EXERCISE 1



**Directions:** Please answer the three questions below briefly.

1. How is the Prime Minister of the UK elected?

In a General Election the leader of the Party with the most seats in the House of Commons becomes Prime Minister.

Britain does not actually elect its Prime Minister. As noted above it is the party which wins the most seats in a general election which is asked to form the next Government. Usually the leader of that party (who is chosen by its Party members) would then become PM.

2. What are some of the chief responsibilities of the Prime Minister in UK?

A Prime Minister heads the government. They are not the head of state. A Prime Minister appoints the ministers for the government. They will usually chair cabinet meetings, which are the meetings of all of the ministers. They are usually the head of their political party. They will often represent the government at meetings with other countries or as part of visits to other countries.

3. What are the two key doctrines of Cabinet government?

The two key doctrines of Cabinet government are collective responsibility and ministerial responsibility. Collective responsibility means that the Cabinet acts unanimously, even when Cabinet ministers do not all agree upon a subject.

Ministerial responsibility means that ministers are responsible for the work of their departments and answer to Parliament for the activities of their departments. The ministers bear the responsibility for any failure of their department in terms of administration or policy.



## EXERCISE 2










**Directions:** Search on the Internet to make a list of the Prime Ministers of the UK since the beginning of World War II. The list should include his / her name, his / her term of office, the political party he or she leads, and his / her major political achievements. Two examples are provided below.




Name	Term of office	Political Party
Neville Chamberlain	May 1937 to May 1940	Conservative
	Last Prime Minister to hold office without involvement of a General Election; attempted to maintain peace for our time through appeasement of Germany, settling the Munich Agreement; widely criticized following the German invasion of Poland and consequent outbreak of World War II; resigned after failing to form a coalition government; died six months after leaving office.	
Winston Churchill	May 1940 to July 1945	Conservative
	World War II continued; formed alliances with United States and Soviet Union and additionally declared reactive war against Fascist Italy and Japan; led a coalition government; foundation of the United Nations; proposed what would eventually lead to the European Union. Following the ending of his all-party coalition after defeat of Nazi Germany, Churchill formed a “caretaker” government out of Conservatives, Liberal Nationals and non-party figures. However after two months it was defeated in the 1945 general election.	



## 20th century (Since WWII)

Portrait	Name Honorifics & Constituency (Birth–Death)	Term of office — Electoral mandates		Other ministerial offices held while Prime Minister	Political party	Government	Monarch (Reign)
	<u>The Right Honorable Neville Chamberlain</u> <u>FRS</u> MP for <u>Birmingham Edgbaston</u> (1869–1940)	28 May 1937	3 September 1939	– <u>First Lord of the Treasury</u> – <u>Leader of the House of Commons</u>	<u>Conservative</u>	<u>4th National</u> ( <u>Cons.</u> – <u>Lab.Nat.</u> – <u>Lib.Nat.</u> )	
		3 September 1939	10 May 1940			<u>Chamberlain War</u> ( <u>Cons.</u> – <u>Lab.Nat.</u> – <u>Lib.Nat.</u> )	
		—					
		Last Prime Minister to hold office without involvement of a General Election; 1939 IRA bombings in Britain; attempted to maintain <i>peace for our time</i> through <u>appeasement</u> of Germany, settling the <u>Munich Agreement</u> ; widely criticized following the German <u>invasion of Poland</u> and consequent outbreak of <u>World War II</u> ; resigned after failing to form a <u>coalition government</u> ; died six months after leaving office.					
	<u>The Right Honorable Winston Churchill</u> <u>CHTDDL-FRSRA</u> MP for <u>Epping</u> (1874–1965)	10 May 1940	23 May 1945	– <u>First Lord of the Treasury</u>	<u>Conservative</u>	<u>Chamberlain War</u> ( <u>All parties</u> )	
		23 May 1945	26 July 1945	– <u>Minister of Defence</u> – <u>Leader of the House of Commons</u> (1940–42)		<u>Chamberlain War</u> ( <u>Cons.</u> – <u>Lib. Nat.</u> )	
		—					
		World War II continued; formed alliances with <u>United States</u> and <u>Soviet Union</u> and additionally declared reactive war against <u>Fascist Italy</u> and <u>Japan</u> ; led a <u>Coalition Government</u> ; foundation of the <u>United Nations</u> ; proposed what would eventually lead to the <u>European Union</u> ; <u>Beveridge Report</u> and <u>Butler Education Act</u> . Following the ending of his all-party coalition after <u>defeat of Nazi Germany</u> , Churchill formed a “caretaker” government out of <u>Conservatives</u> , <u>Liberal Nationals</u> and non-party figures. However after two months it was defeated in the <u>1945 general election</u> .					





Portrait	Name Honorifics & Constituency (Birth–Death)	Term of office — Electoral mandates		Other ministerial offices held while Prime Minister	Political party	Government	Monarch (Reign)
	<u>The Right Honorable Clement Attlee OMCHFRS</u>  MP for <u>Limehouse</u> until 1950  MP for <u>Walthamstow West</u> from 1950 (1883–1967)	26 July 1945	26 October 1951	– <u>First Lord of the Treasury</u>  – <u>Minister of Defence</u> (1945–46)	<u>Labor</u>	<u>Attlee</u>	
		<u>1945,1950</u>					
		Last Prime Minister to serve a concurrent Defence Ministry role (ended 1946); <u>Victory over Japan</u> ends World War II; <u>Potsdam Conference</u> ; initiated the <u>post-war consensus</u> ; introduced <u>nationalization</u> of <u>Bank of England</u> and utilities; foundation of the <u>National Health Service</u> ; extended <u>national insurance</u> scheme; economic austerity characterized by continued and deepened wartime <u>food and fuel rationing</u> ; <u>Independence of India</u> and the end of the British role in <u>Palestine</u> ; foundation of <u>NATO</u> ; beginning of the <u>Cold War</u> ; the <u>Berlin Blockade</u> and the resulting <u>Berlin Airlift</u> ; <u>National Service Act 1948</u> revives conscription; start of British involvement in the <u>Korean War</u> .					
	<u>The Right Honorable Sir Winston Churchill KGOMCHT-DDLFRSRA</u>  MP for <u>Woodford</u> (1874–1965)	26 October 1951	6 April 1955	– <u>First Lord of the Treasury</u>  – <u>Minister of Defence</u> (1951–52)	<u>Conservative</u>	<u>Churchill III</u>	
		<u>1951</u>					
		Domestic policy (notably end of rationing) interrupted by foreign disputes ( <u>Korean War</u> , <u>Operation Ajax</u> , <u>Mau Mau Uprising</u> , <u>Malayan Emergency</u> ).					
	<u>The Right Honorable Sir Anthony Eden KGMC</u>  MP for <u>Warwick and Leamington</u> (1897–1977)	6 April 1955	10 January 1957	– <u>First Lord of the Treasury</u>	<u>Conservative</u>	<u>Eden</u>	<u>Elizabeth II</u> (1952–)
		<u>1955</u>					
		Egyptian nationalization of the <u>Suez Canal</u> , which sparked the <u>Suez Crisis</u> . <u>Premium bonds</u> introduced. Resigned due to ill health.					

Portrait	Name Honorifics & Constituency (Birth–Death)	Term of office — Electoral mandates		Other ministerial offices held while Prime Minister	Political party	Government	Monarch (Reign)
	<u>The Right Honorable Harold Macmillan</u> FRS MP for <u>Bromley</u> (1894–1986)	10 January 1957	19 October 1963	– <u>First Lord of the Treasury</u>	<u>Conservative</u>	<u>Macmillan</u>	
		1959					
		The UK applied to join the <u>European Economic Community</u> for the first time, the application split the Conservatives and was vetoed by <u>Charles de Gaulle</u> ; acceptance of <u>Keynesianism</u> ; <u>Rent Act 1957</u> ; <u>Wind of Change</u> speech; <u>Notting Hill race riots</u> and <u>New Commonwealth</u> immigration; opening of the <u>BBC Television Centre</u> ; end of <u>National Service</u> ; beginning of <u>Beeching cuts</u> ; <u>Night of the Long Knives</u> (1962); <u>Cuban missile crisis</u> ; <u>Profumo Affair</u> , following which he resigned due to ill health.					
	<u>The Right Honorable Sir Alec Douglas-Home</u> <u>KT</u> <u>Earl of Home</u> until 1963 MP for <u>Kinross and Western Perthshire</u> from 1963 (1903–1995)	19 October 1963	16 October 1964	– <u>First Lord of the Treasury</u>	<u>Conservative</u>	<u>Douglas-Home</u>	
		—					
		Was the <u>14th Earl of Home</u> when he became Prime Minister, and renounced his peerage on 23 October 1963 in order to stand for the House of Commons. Oversaw the independence of colonies <u>Northern Rhodesia</u> and <u>Nyasaland</u> ; abolition of the <u>resale price maintenance</u> .					
	<u>The Right Honorable Harold Wilson</u> <u>OBE</u> <u>FRS</u> MP for <u>Huyton</u> (1916–1995)	16 October 1964	19 June 1970	– <u>First Lord of the Treasury</u> – <u>Minister for the Civil Service</u> (1968–70)	<u>Labor</u>	<u>Wilson 1</u>	
		1964, 1966					
		Social reforms, including legalization of abortion, abolition of <u>capital punishment</u> and decriminalization of <u>homosexuality</u> ; <u>Rhodesian UDI</u> ; adopted, then abandoned, the <u>National Plan</u> for the economy; <u>Devaluation of the pound</u> ; foundation of the <u>Open University</u> ; disputes with trade unions over <u>In Place of Strife</u> and <u>prices and incomes policy</u> .					

Portrait	Name Honorifics & Constituency (Birth–Death)	Term of office — Electoral mandates		Other ministerial offices held while Prime Minister	Political party	Government	Monarch (Reign)
	<u>The Right Honorable Edward Heath</u> <u>MBE</u> MP for <u>Bexley</u> (1916–2005)	19 June 1970	4 March 1974	– <u>First Lord of the Treasury</u>	<u>Conservative</u>	<u>Heath</u>	
		<u>1970</u>		– <u>Minister for the Civil Service</u>			
		U-turned over intervention in industry; negotiated Britain's entry to the <u>European Community</u> ; violence due to <u>Northern Ireland's "Troubles"</u> peaked; the <u>Sunningdale Agreement</u> agreed; <u>Three-Day Week</u> ; <u>Misuse of Drugs Act 1971</u> ; introduction of <u>VAT</u> ; called early election in backfiring attempt to confront <u>striking miners</u> . Last unmarried Prime Minister.					
	<u>The Right Honorable Harold Wilson</u> <u>OBEFRS</u> MP for <u>Huyton</u> (1916–1995)	4 March 1974	5 April 1976	– <u>First Lord of the Treasury</u>	<u>Labor</u>	<u>Wilson II</u>	
		<u>Feb. 1974 § , Oct. 1974</u>		– <u>Minister for the Civil Service</u>			
		<u>Hung parliament</u> . Ended dispute with miners; <u>Social Contract</u> with trade unions over the economy; <u>Health and Safety at Work Act</u> ; renegotiated terms for EC membership, then <u>1975 referendum</u> validated entry; <u>North Sea oil</u> ; <u>Cod War</u> . Resigned due to ill health.					
	<u>The Right Honorable James Callaghan</u> MP for <u>Cardiff South East</u> (1912–2005)	5 April 1976	4 May 1979	– <u>First Lord of the Treasury</u>	<u>Labor</u>	<u>Callaghan</u>	
		—		– <u>Minister for the Civil Service</u>			
		<u>International Monetary Fund</u> loan to support the pound; <u>Race Relations Act 1976</u> ; the <u>Lib-Lab pact</u> ; enacted <u>devolution</u> to <u>Scotland</u> and <u>Wales</u> but <u>referendums</u> stopped them; breakdown of relations with trade unions and <u>Winter of Discontent</u> . Callaghan is to date the only politician in British history who has served in all four " <u>Great Offices of State</u> ", and last armed forces veteran Prime Minister.					

Portrait	Name Honorifics & Constituency (Birth–Death)	Term of office — Electoral mandates		Other ministerial offices held while Prime Minister	Political party	Government	Monarch (Reign)
	<u>The Right Honorable Margaret Thatcher</u> FRS MP for <u>Finchley</u> (1925–2013)	4 May 1979	28 Novem-ber 1990	– <u>First Lord of the Treasury</u> – <u>Minister for the Civil Service</u>	<u>Conservative</u>	<u>Thatcher</u> (I, II, III)	
		<u>1979, 1983, 1987</u>					
		First female Prime Minister of the UK. <u>Falklands War</u> ; sold <u>council housing</u> to tenants ( <u>right to buy</u> ); <u>miners’ strike 1984–85</u> ; <u>privatization of many previously government-owned industries</u> ; <u>decreased the power of trade unions</u> ; negotiation of the <u>UK rebate</u> towards the European Community budget; <u>Brighton hotel bombing</u> ; <u>Sino-British Joint Declaration</u> ; <u>Anglo-Irish Agreement</u> ; <u>Westland Affair</u> ; abolition of GLC; <u>Section 28</u> ; the “ <u>Poll tax</u> ” and <u>Poll Tax Riots</u> ; <u>Lockerbie bombing</u> ; the end of the <u>Cold War</u> .					
	<u>The Right Honorable John Major</u> MP for <u>Huntingdon</u> (1943– )	28 Novem-ber 1990	2 May 1997	– <u>First Lord of the Treasury</u> – <u>Minister for the Civil Service</u>	<u>Conservative</u>	<u>Major</u>	
		<u>1992</u>					
		<u>Early 1990s recession</u> ; <u>Gulf War</u> ; <u>Downing Street mortar attack 1991</u> ; ratification of the <u>Maastricht Treaty</u> and the <u>Maastricht Rebels</u> ; forced exit from the <u>European Exchange Rate Mechanism</u> ( “ <u>Black Wednesday</u> ” ); the <u>Downing Street Declaration</u> (initiating the <u>Northern Ireland peace process</u> ); <u>Privatization of British Rail</u> ; <u>The National Lottery</u> ; <u>Citizen’s Charter</u> ; <u>Sunday Shopping</u> ; “ <u>Back to Basics</u> ” campaign; <u>Cones Hotline</u> ; <u>Dangerous Dogs Act</u> . To date last non-graduate Prime Minister.					



Portrait	Name Honorifics & Constituency (Birth–Death)	Term of office — Electoral mandates		Other ministerial offices held while Prime Minister	Political party	Government	Monarch (Reign)
	<u>The Right Honorable Tony Blair</u> MP for <u>Sedgefield</u> (1953–)	2 May 1997	27 June 2007	– <u>First Lord of the Treasury</u>	<u>Labor</u>	<u>Blair</u>	
		<u>1997, 2001, 2005</u>		– <u>Minister for the Civil Service</u>			
		<u>Hong Kong handover</u> ; <u>Death of Diana, Princess of Wales</u> ; independence for the <u>Bank of England</u> ; <u>Ecclestone tobacco controversy</u> ; <u>Belfast Agreement</u> ; <u>Human Rights Act</u> ; <u>devolution to Scotland and Wales</u> ; <u>House of Lords Reform</u> ; <u>Minimum wage</u> introduced; <u>1999 NATO bombing of Yugoslavia</u> ; <u>Fuel protests</u> ; creation of <u>Greater London Authority</u> and <u>Mayorality of London</u> ; <u>Freedom of Information Act</u> ; <u>British military intervention in the Sierra Leone Civil War</u> ; <u>2001 foot and mouth crisis</u> ; <u>September 11 attacks in the United States</u> ; <u>War in Afghanistan</u> ; <u>Iraq War</u> ; <u>top-up fees</u> introduced for university tuition; <u>Civil Partnership Act</u> ; <u>Constitutional Reform Act</u> ; <u>2005 London bombings</u> ; <u>Cash for Honors scandal</u> ; <u>Identity Cards Act</u> .					
	<u>The Right Honorable Gordon Brown</u> MP for <u>Kirkcaldy and Cowdenbeath</u> (1951–)	27 June 2007	11 May 2010	– <u>First Lord of the Treasury</u>	<u>Labor</u>	<u>Brown</u>	<u>Elizabeth II</u> (1952–)
		—		– <u>Minister for the Civil Service</u>			
		<u>Glasgow Airport attack</u> ; <u>child benefit data misplaced</u> ; <u>Donorgate</u> ; <u>Northern Rock</u> and <u>other banks</u> nationalized; <u>Treaty of Lisbon</u> ratified; <u>10p Tax rate</u> abolished; <u>Financial crisis of 2007–2010</u> ; <u>Cannabis</u> moved back to Class B; <u>Parliamentary expenses scandal</u> ; <u>Release of Abdelbaset al-Megrahi</u> ; <u>arrest of Damian Green</u> ; <u>Chilcot Inquiry</u> established; last Prime Minister to choose the date of a General Election.					
	<u>The Right Honorable David Cameron</u> MP for <u>Witney</u> (1966–)	11 May 2010	<i>Incumbent</i>	– <u>First Lord of the Treasury</u>	<u>Conservative</u>	<u>Cameron</u> ( <i>Cons.–Lib.Dem.</i> )	
		<u>2010</u>		– <u>Minister for the Civil Service</u>			
		<u>Hung parliament</u> ; <u>Bloody Sunday apology</u> ; <u>Spending and Strategic Defence Reviews</u> (budget cuts to public services resulting in <u>anti-austerity movement</u> ); <u>2010 student protests</u> ; <u>Military intervention in Libya (Operation Ellamy)</u> ; <u>Alternative Vote (AV) referendum</u> ; <u>Welfare Reform Act</u> ; <u>Health and Social Care Act</u> ; <u>2011 riots</u> ; <u>European Fiscal Union</u> veto; <u>London 2012 Summer Olympics</u> ; <u>Belfast City Hall flag protests</u> ; <u>Same-sex marriage</u> legalized; creation of the <u>National Crime Agency</u> ; <u>Referendum on Scottish independence</u> ; <u>Privatization of the Royal Mail</u> ; <u>News International phone hacking scandal</u> ; <u>Westminster paedophile dossier</u> ; <u>Military intervention against ISIL in Iraq (Operation Shader)</u> .					

## Section 3

### The British Parliament

#### ► TEXT C

#### EXERCISE 1



**Directions:** After reading Text C, please decide whether the following statements are True (T) or False (F).

1. The British Parliament comprises the House of Lords and the House of Commons. (T)
2. The House of Lords may force the Commons to reconsider their decisions. (F)

Reason: The Lords can also offer amendments to bills passed by the House of Commons, and Commons is obligated to consider these amendments before passing a bill into law. The Lords have the right to delay legislation, and may delay bills for up to about a year. Financial bills, however, may only be delayed for a month, and they become law in 30 days whether or not the House of Lords approves of them.

3. The Lords have the right to delay all bills for up to about a year. (F)
4. MPs are democratically elected from geographical constituencies determined by population. (T)
5. A vote of no confidence means that the majority of MPs are against the legislation. (T)

#### EXERCISE 2



**Directions:** Please contrast the two houses of the British Parliament and find the difference between them.

Initially, the House of Lords represented the British aristocracy, and the House of Commons represented everyone else (hence the names). However, over time their roles have changed. Here's a basic rundown:

The House of Commons is the more powerful of the two, and is directly elected by the people. It is responsible for forming the UK government (a political party needs a majority in the House of Commons, either alone or in

coalition with another party, to form the government), and most lawmaking is done there.

The House of Lords has taken on something of a “review” role, and its main task indeed to review legislation passed by the Commons, and have a look at it from another perspective. It is not directly elected, and instead its members are appointed by the government.

The two houses have somewhat different powers. The House of Commons, as mentioned, is more powerful. The House of Lords cannot block laws passed by the Commons — they can, however, delay them for up to a year, which often convinces the government to withdraw and reconsider the law. The main exception to that is if it’s a “money bill” regarding taxes or spending, which the Lords can only delay for a few weeks.

There is some call to reform the House of Lords, as it is often considered to be something of a relic from older systems that could be organized more efficiently. There are also calls to make it more democratic than it currently is.

### EXERCISE 3



**Directions:** Please discuss in pairs or groups about the role of the Shadow Cabinet.

- criticize the Government’s policy;
- expose its weak points;
- suggest amendments;
- draw attention to other matters the Government might otherwise ignore.

## Section 4

### Political Parties & The Voting System



#### ➤➤ TEXT D

### EXERCISE 1



**Directions:** Please fill in the table below about the two major parties in the

UK.

parties comparison	The Labor Party	The Conservative Party
emblems	<b>Labour</b> 	
beliefs	has a socialist element, supporting state control of important industries and a more equal distribution of wealth	favors private enterprise and minimal state regulation, and accepts the mixed economy, which involves private ownership of businesses with some government control
supporters	drawn traditional financial and electoral support from the trade unions	the British business community
left / right wing	left wing	right wing
major achievements	nationalized a number of industries and established the welfare state, which provided people with social security, unemployment insurance, and the National Health Service	increase private enterprise and reduce public legislation by introducing more competition into the National Health Service and by selling off public housing
outstanding figure	James Callaghan Tony Blair	Winston Churchill Margaret Thatcher

## EXERCISE 2



**Directions:** Watch the video clip about Parliament and Government and fill in the blanks with the missing information.

1. authority, legislative
2. the Monarch, the House of Lords and the House of Commons
3. scrutinize
4. introduce new laws, committees

**SCRIPT**

Eddie: Right, I've just learned pretty much everything there is to know about Parliament and I reckon I can teach it to you in about five minutes.

Brian: Five minutes? I've spent my whole life studying this.

Eddie: Yeah, well, you're obviously not very good at it then. OK, I'll keep this short and sweet. Unless anyone keeps interrupting, alright? Here we go. This is the Prime Minister and his Cabinet.

Brian: Hang on a minute, that's a bunch of monkeys!

Eddie: Ooh, a bit of respect, please, Brian! Oh right, yeah, yeah. Anyway, this is the government. It has about a hundred Ministers who are each responsible for different areas of our lives like transport, education, even food and sport. The government makes decisions on our behalf but it can't do anything it likes. There's Parliament. Parliament is bigger, and the government's part of it.

Brian: Parliament is the highest authority in the UK. It's our legislative body, which means that it makes and revises most of the laws in the UK.

Eddie: Oh, nice one. Ey, I'm reading this book, it's called everyone loves a know it all.

Brian: Are you?

Eddie: No, 'cos no one wrote it.

Eddie: As well as making and changing laws, Parliament has to keep an eye on, and influence the government. This is called "scrutiny." Which sounds quite painful!

Brian: So, Parliament and government are two very different things. Parliament is the highest authority in Britain and keeps a check on...

Eddie: (Coughing.) There's a five minute time limit here, if you don't mind. Parliament is made up of three things: the Monarch, the House of Lords and the House of Commons. The House of Commons contains all the 646 Members of Parliament or MP's. These are the people we vote for at general elections. Each MP represents a different part of the country. An MP's political area is called a constituency. So, what does Parliament actually do? Well, stuff — is a short answer. Loads of stuff — is a bit longer.

Longer again — both the House of Commons and the House of Lords spend around half the time making and passing new laws.

MP's can also bring up subjects for debate so that everyone gets their opinions heard. As there are lots of opinions, sometimes everyone shouts at the same time...

*Speaker: Order!*

Eddie: ...and Parliament scrutinises what the government is doing. Especially how it raises and spends money.

Brian: And how does the government do that?

Eddie: Well, we pay for everything in the country through taxes. Income tax on what we earn, VAT on what we buy, council tax for local services. Pretty much all the government's money comes from us. The government spends its money on things like schools, hospitals, emergency services, the legal system and the armed forces.

Brian: So how does Parliament scrutinise the government and make sure our taxes are spent wisely?

Eddie: It does a few things. Its members ask the government awkward questions...and they form groups of people called "committees", which scrutinise the work of individual government departments. The House of Lords scrutinises the government too. They also help to introduce new laws and have their own committees investigating big issues like Europe, science and the economy. This concludes my high speed, blah blah—free guide to Parliament and government. Any questions?

Brian: I'm impressed! It was a triumph of brevity and concision. A waffle-free, whistle-stop summary of the workings of our Parliamentary system. A pithy, high-octane précis of constitutional hierarchy. It was a...

*(Car horn beeping.)*

Brian: Sorry.

## PART C

## Focus on the US

Section 1  
The United States Constitution

## TEXT E

## EXERCISE 1



**Directions:** Please fill in each of the following blanks with one word choosing from the word pool below.

People, Union, Justice, Tranquility, defence, Welfare, Liberty, Posterity, Constitution

## EXERCISE 2



**Directions:** Please fill in the blanks with the information in Text E.

1. *The Declaration of Independence, the Constitution*
2. rule of law, federal system, separation, republican
3. individual liberty, justice

## EXERCISE 3



**Directions:** Please discuss in groups why *the Constitution of the United States of America* is a very difficult instrument to change.

First, a proposed amendment has to secure a two-thirds vote of members present in both houses of Congress. Then three-quarters of the state legislatures have to ratify the proposed change.

## Section 2

# The Four Basic Principles of United States Government

## TEXT F

### EXERCISE 1



**Directions:** Read Text F carefully and then give a brief definition of the four basic principles that shape the politics and government of the US.

1. **popular sovereignty:** meaning that the people are the ultimate source of the government's authority; the citizens collectively represent and share the nation's authority.
2. **representative government:** meaning in which the people delegate their powers to elected officials. In the United States, candidates compete for the Presidency, the Senate, and the House of Representatives, as well as for many state and local positions. In turn these elected officials represent the will of the people and ensure that the government is accountable to its citizens.
3. **the system of checks and balances:** The system of checks and balances is an important part of the Constitution. With checks and balances, each of the three branches of government can limit the powers of the others. This way, no one branch becomes too powerful. Each branch "checks" the power of the other branches to make sure that the power is balanced between them.
4. **federalism:** Federalism is a principal in which the states and the national government divide authority. This division of power helps curb abuses by either the national or the state governments. The powers of the federal government are limited by the Constitution, which leaves a great deal of authority to the individual states. Each state has an executive, a legislature and a judiciary. The value of the federal system lies in the fact that in such a large and diverse nation, local governing bodies can represent this diversity.



## EXERCISE 2



**Directions:** Please discuss in groups to think of more pros and cons of federalism in addition to those that are mentioned in Text F. Fill in the following table on the basis of your group discussion.

Federalism	
Pros	Cons
helps curb abuses	causes redundancy
Encourages diversity or pluralism	

### References:

#### **Pros**

**Fosters state loyalties:** Many Americans feel close ties to their home state, and federalism maintains that connection by giving power to the states.

**Practices pragmatism:** Running a country the size of the United States, with such a diverse population, is much easier to do if power is given to local officials. Likewise, state and local officials are closer to the problems of their areas, so it makes sense for them to choose policies to solve those problems.

**Promotes innovation and experimentation:** State governments can experiment with policies, and other states (and the federal government) can learn from their successes and failures. Two local governments can have two different approaches to bring reforms in any area of public domain, be it taxation or education. The comparison of the results of these policies can give a clear idea of which policy is better and thus, can be adopted in the future.

**Allows freedom to form policies:** State governments have the freedom to adopt policies which may not be followed nationally or by any other state. For example, same-sex marriages are not recognized by the federal government of USA but they are given legal status within certain states like Connecticut, Iowa, Vermont and Massachusetts.

**Leads to political stability:** By removing the national government from some contentious issue areas, federalism allowed the early US government to achieve and maintain stability.

**Leads to optimum utilization of resources:** Division of work between

the central and the regional governments leads to optimum utilization of resources. The central government can concentrate more on international affairs and defense of the country, while the provincial government can cater to the local needs.

### **Cons**

**Prevents the creation of a national policy:** The United States does not have a single policy on issues; instead, it has fifty-one policies, which often leads to confusion.

**Leads to a lack of accountability:** The overlap of the boundaries among national and state governments makes it tricky to assign blame for failed policies.

**Causes conflict of authority:** Sharing of power between the center and the states includes both advantages and disadvantages of a federal organization. Sometimes there can be overlapping of work and subsequent confusion regarding who is responsible for what. For example, when Hurricane Katrina hit Greater New Orleans, USA, in 2005, there was delay in the rescue work, as there was confusion between the state governments and the federal government on who is responsible for which disaster management work. This resulted in the loss of many lives.

**Can lead to corruption:** Federal system of government is very expensive as more people are elected to office, both at the state and the center, than necessary. Thus, it is often said that only rich countries can afford it. Too many elected representatives with overlapping roles may also lead to corruption.

**Pitches state vs state:** Federalism leads to unnecessary competition between different regions. There can be a rebellion by a regional government against the national government too. Both scenarios pose a threat to the country's integrity.

**Results in uneven distribution of wealth:** It promotes regional inequalities. Natural resources, industries, employment opportunities differ from region to region. Hence, earnings and wealth are unevenly distributed. Rich states offer more opportunities and benefits to its citizens than poor states. Thus, the gap between rich and poor states widens.

**Promotes regionalism:** It can make state governments selfish and concerned only about their own region's progress. They can formulate policies which might be detrimental to other regions. For example, pollution from a province which is promoting industrialization in a big way can affect another region which depends solely on agriculture and cause crop damage.

## Section 3

### The US Congress and Presidential Elections

#### TEXT G

##### EXERCISE 1



**Directions:** Please fill in the blanks with the information from Text G.

1. State, Government, Monarch
2. saucer, scrutinize, Representatives
3. Representatives, Senate, two, third
4. Running Mate, different

##### EXERCISE 2



**Directions:** Please discuss the following questions in pairs or groups.

1. George Washington described the Senate as “the saucer that cools the coffee.” How do you understand the role of the house of senates in the American legislative system?  
*It means that Senates' job is to scrutinize and question all proposals made by both the House of Representatives and the President before voting to decide whether they should proceed as law, which checks and balances the system to prevent power abuse.*
2. What's the purpose and role of the Electoral College in Presidential election?  
*The Electoral College is founded as a compromise between election of the President by a vote in Congress and election of the President by a popular vote of qualified citizens.*

## Section 4

### US Political Parties

#### ► TEXT H

##### EXERCISE 1



**Directions:** Please fill in the blanks with the information from Text H.

1. liberal, conservative, morality
2. donkey, stubbornness, Republican Party
3. single-member, winner-take-all

##### EXERCISE 2



**Directions:** Search online to find out the major difference in their political proclamation between the Democratic Party and the Republican Party. You may refer to the Barack Obama vs. Mitt Romney Presidential campaigns as an example. You may use this web article ([http://www.diffen.com/difference/Barack\\_Obama\\_vs\\_Mitt\\_Romney](http://www.diffen.com/difference/Barack_Obama_vs_Mitt_Romney)) as a reference.

Comparison chart	Barack Obama	Mitt Romney
<b>Political Party</b>	Democratic	Republican
<b>Position on Healthcare</b>	Calls for patient protections like allowing coverage for pre-existing conditions, not letting insurers cancel policies when patients get sick, and requiring individuals to buy health insurance or pay a fine.	Proposes encouraging individuals to purchase their own health insurance rather than via employers, and allowing insurance across state lines.

Comparison chart	Barack Obama	Mitt Romney
<b>Position on Immigration</b>	Supports path to legalization for illegal immigrants; toughen penalties for hiring illegal immigrants; voted for fence along Mexican border. Issued exec order to not deport certain undocumented immigrants	In favor of promoting legal immigration.
<b>Position on the Economy</b>	Repeal Bush tax cuts for households earning more than \$250,000. Lower taxes on manufacturing industry. Stimulus spending and tax cuts to grow the economy (short term). Cut spending and raise taxes on wealthy to reduce deficit (long term).	Make Bush tax cuts permanent. Lower corporate tax rate across the board to 25%. Cut taxes and regulations to encourage business. Cut “non-security discretionary [government] spending” by 5% to reduce deficit.
<b>Position on Gay rights</b>	Supports same-sex marriage; pushed Congress to repeal Don’t Ask, Don’t Tell, allowing gays to serve openly in the military	Opposes same-sex marriage; supports legal unions; supports Don’t Ask, Don’t Tell but favors gays serving openly in the military.
<b>Position on Global Warming and Environment</b>	Supports a mandatory cap-and-trade system to reduce carbon emissions. Delayed decision on northern leg of Keystone XL pipeline due to environmental concerns.	Opposes cap and trade legislation. Supports Keystone XL pipeline. Exporting carbon emissions to China hurts US and planet. (Aug 2007), Humans contribute to world getting warmer. (Nov 2011), \$20 billion package for energy research & new car technology

EXERCISE 3



Directions: Watch the video clip twice to find out the similarities and differences between UK Parliamentary and US Presidential democracies.

Parliamentary vs. Presidential Democracy

	Parliamentary Democracy	Presidential Democracy
Head of State	Prime Minister not directly elected and he is not the Head of State	President is Chief Executive, Head of State, AND Head of Government
Separation of Powers	No Separation of Powers	Separation of Powers between the different branches of the government
Removal of power	Prime Minister must have the confidence of the parliament. With a vote of no confidence he is removed.  The Prime Minister can dissolve Parliament	Impeachment is the only legal way to remove the President from office
Consultation & debate within cabinet	Not a lot of public argument within the cabinet	Consultation of cabinet, legislative agenda, veto power all spark debate
Divided government	No divided government. PM is the leader of the majority party	Divided government when the executive party is not the majority in Congress

## EXERCISE 4



**Directions:** Watch the video clip again and work in a group of 3 to discuss the advantage and disadvantage of the UK Parliamentary democracy and the US Presidential democracy.

### **UK Parliamentary democracy:**

#### ➤ **Advantages**

1. Passage of legislation is easier due to the PM being in the same party as the Majority.
2. More regime stability. Greater party discipline.
3. The PM is often times not directly elected, it is left up to Parliament.

#### ➤ **Disadvantages**

1. Less stable governments because they can change so often.

### **US Presidential democracy:**

#### ➤ **Advantages**

1. Less regime stability and less of a governmental presence.
2. The President is often directly elected or elected by an electoral college in which the members represent small municipalities.

#### ➤ **Disadvantages**

1. Stalemates often occur. Bipartisanship does not leave much room for ethnic groups or diverse parties.

## PART D

# Hands on: Create Your Own Type of Government

**Directions:** Governments come in all shapes, sizes, and forms that affect the daily lives of people all over the world. In this project, you will learn the defining characteristics of various forms of government in order to prepare for a major undertaking — creating a government of your own and defending your system against opponents.

Open. Answers for step 1:

- |           |           |           |           |            |
|-----------|-----------|-----------|-----------|------------|
| 1. -C-c); | 2. -E-a); | 3. -I-b); | 4. -F-c); | 5. -G-a);  |
| 6. -D-b); | 7. -H-c); | 8. -A-b); | 9. -J-d); | 10. -B-c). |

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Government and Politics

## IV. Online Reading Materials

### PART A Lead in

**Section 1** Video Watching: Political Systems Explained for Dummies

**Section 2** Video Watching: Is America Really a Democracy?

### PART B Government and Politics in the United Kingdom

**Section 1** Video Watching: Do We Need The British Monarchy?

**Section 2** Video Watching: How the General Election Works in Nearly 60 Seconds?

**Section 3** Video Watching: What is the House of Lords



## **PART C    Government and Politics in the United States**

### **Section 1    Video Watching: Inventing the Presidency**

### **Section 2    Video Watching: Electing a US President in Plain English**

### **Section 3    Video watching: How to Understand the 3 Branches of Government?**

### **Section 4    Video Watching: How is Power Divided in the United States Government?**

### **Section 5    Video Watching: British Prime Minister Compared to US President**