

ITT Technical Institute
GE175
American Government
Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 40 (40 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: GE117 Composition I or equivalent

Course Description:

This course covers principles and theory related to the United States government, including the development and foundations of the Constitution, the organization and function of the federal government including the legislative, executive and judicial branches, political parties and the electoral process, and the relationship between states and the federal government.

Where Does This Course Belong?

Program Scope and Core Content Areas

General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences.

Program Goals and Objectives

General Education courses are designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's General Education Student Learning Outcomes.

1. Demonstrate personal responsibility.
2. Analyze information.
3. Solve complex problems.
4. Communicate effectively in oral, written and visual forms.
5. Contribute as a member of a team.
6. Pursue lifelong learning opportunities.

Career Impact

General Education courses provide breadth to a core technical program. Courses in General Education are intended to broaden a student's educational experience, and therefore, broaden his/her perspective.

NOTE: Refer to the catalog for the state-specific course and program information, if applicable.

Course Summary

Major Instructional Areas

1. Foundation of the U.S. Constitution
2. Structure and functions of the federal government
3. Relationship between state and local governments and the federal government
4. Role of courts and judiciary in shaping government policies

Course Objectives

1. Analyze the nature and purpose of government.
2. Analyze the organization, function and relationships of U.S. federal and state governments.
3. Explain the origins of democratic ideas and philosophies.
4. Analyze the political beliefs of the U.S.'s founders and the influence of these ideas on the development of the United States
5. Summarize the articles, sections, and amendments of the U.S. Constitution.
6. Assess the impact of the component parts of the U.S. Constitution on American political processes.
7. Compare and contrast the U.S. and state constitutions.
8. Analyze various case studies using U.S. Constitutional principles.
9. Debate civil liberties guaranteed by the Bill of Rights of the U.S. Constitution and by the 14th Amendment.
10. Analyze the role and impact of political parties, media, and interest groups on policy and the U.S. political process.
11. Evaluate the federal and state nomination and election process to determine if it is an effective and efficient way to choose government leaders.
12. Evaluate the impact of budgeting, taxation and basic problems of finance on national, state and local governments.
13. Analyze the impact of courts and the judiciary on public policy.
14. Prepare and make oral and visual presentations to faculty and peers on selected topics using information from the ITT Tech Virtual Library.

Detailed Topical Outline

1. Government by and for the People
 - 1.1. Government, Politics, Policy
 - 1.2. Current Events
 - 1.3. U.S. Population, Constitutional Census
 - 1.4. U.S. Political Values
 - 1.5. Policymaking
2. The American Constitution
 - 2.1. Foundations of American Political Culture
 - 2.2. Constitutional Principles
 - 2.3. Articles of Confederation
 - 2.4. Bill of Rights
 - 2.5. Constitutional Change
3. U.S. Federalism
 - 3.1. Federalism and the Constitution
 - 3.2. Powers and Roles of National and State Governments
 - 3.3. Conflicts over Federalism
4. Civil Liberties and Civil Rights
 - 4.1. First Amendment
 - 4.2. Due Process
 - 4.3. Civil Liberties
 - 4.4. Civil Rights
 - 4.5. Voting Rights
5. The U.S. Congress
 - 5.1. Bicameralism and The Great Compromise
 - 5.2. Congressional Membership
 - 5.3. Congressional Organization
 - 5.4. Legislative Process and Action
6. The Presidency
 - 6.1. Presidential Powers
 - 6.2. Modern Presidency
7. The U.S. Supreme Court
 - 7.1. Judicial Policymaking
 - 7.2. Organization and Structure of the U.S. Federal Court System
 - 7.3. Exercise of Judicial Power
 - 7.4. Lifetime Term for Supreme Court justices

8. Political Participation
 - 8.1. Voters and Voting
 - 8.2. Voting and Organizations
9. Opinion and the News Media
 - 9.1. Modern Media
 - 9.2. Media and Government
10. Economic and Foreign Policy Making
 - 10.1. Fiscal Policy
 - 10.2. Budget Debt/Surplus
 - 10.3. The United Nations (UN)
 - 10.4. The War on Terror

Learning Materials and References

Required Resources

| Complete Textbook Package | New to this Course | Carried over from Previous Course(s) | Required for Subsequent Course(s) |
|--|--------------------|--------------------------------------|-----------------------------------|
| O'Connor, K., Sabato, L., & Yanus, A. (2014). <i>Essentials of American government: Roots and reform</i> (2012 election ed.). Boston, MA: Pearson. | ■ | | |
| Other Items | New to this Course | Carried over from Previous Course(s) | Required for Subsequent Course(s) |
| Faculty will provide you supplies for Constitutional Cut activities if applicable. | ■ | | |

Recommended Resources

Books and Professional Journals

- *Political Science Quarterly*
<http://www.psqonline.org/> (accessed 5/31/2013)
 Published by the Academy of Political Science since 1886, this scholarly journal covers government, politics, and policy. Some content on the web site is free.
- *American Political Science Review*
http://www.apsanet.org/content_3222.cfm?navID=255 (accessed 5/31/2013)
 The *American Political Science Review (APSR)* presents peer-reviewed research articles by political scientists of all subfields.
- *PS: Political Science & Politics*
https://www.apsanet.org/content_2819.cfm?navID=257 (accessed 5/31/2013)
PS: Political Science & Politics is a peer-reviewed journal focusing on contemporary politics.

Professional Associations

- American Political Science Association
<http://www.apsanet.org/> (accessed 5/31/2013)
 The APSA is a leading professional organization for the study of political science.
- National Social Sciences Association
<http://nssa.us/> (accessed 5/31/2013)

The National Social Science Association (NSSA) is a national interdisciplinary association devoted to interaction among social scientists.

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

Opposing Viewpoints in Context

Home> Reference> Opposing Viewpoints in Context

The Congressional Record

Home> Reference> Scroll to bottom of screen> Government> Congressional Record.

Periodicals> EbscoHost (all)

- *The Economist*

Edited in London since 1843, *The Economist* is a weekly international news and business publication, offering reporting, commentary, and analysis on world current affairs, business, finance, science and technology, culture, society, media, and the arts.

School of Study> General Education> Databases

- EbscoHost Academic Search Elite
- EbscoHost Business Source Premier – Publications: American Journal of Political Science

School of Study> General Education> Recommended Links

- Grammar, Writing, and Style: APA Formatting and Style Guide
- Grammar, Writing, and Style: APA Style

Other References

- Pew Research Center
<http://pewresearch.org/> (accessed 5/31/2013)
The Pew Research Center is a nonpartisan "fact tank" that provides information on the issues, attitudes and trends shaping America and the world. It does so by conducting public opinion polling and social science research; by analyzing news coverage; and by holding forums and briefings. It does not take positions on policy issues.
- The Center for American Politics and Public Policy
<http://www.cappp.org/> (accessed 5/31/2013)
CAPPP focuses on research that relates to public policy processes, including issues of agenda setting, decision-making, implementation, regulation, the development of quantitative measures of policy change, and the role of ideas and dialogue in policy change.
- U.S. Census Bureau
<http://www.census.gov/> (accessed 5/31/2013)
This site provides myriad statistics about the U.S. population.

- Current Supreme Court Docket

<http://www.supremecourt.gov/docket/docket.aspx> (accessed 6/21/2013)

This site tracks pending and decided Supreme Court cases.

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- American political parties
- Separation of powers
- Federalism
- Voter participation in the United States
- Civil liberties
- The U.S. Constitution
- Electoral college
- Public campaign funding
- Supreme Court
- States' rights
- American government

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

| DO | DON'T |
|---|--|
| <ul style="list-style-type: none"> ▪ Do take a proactive learning approach ▪ Do share your thoughts on critical issues and potential problem solutions ▪ Do plan your course work in advance ▪ Do explore a variety of learning resources in addition to the textbook ▪ Do offer relevant examples from your experience ▪ Do make an effort to understand different points of view ▪ Do connect concepts explored in this course to real-life professional situations and your own experiences | <ul style="list-style-type: none"> ▪ Don't assume there is only one correct answer to a question ▪ Don't be afraid to share your perspective on the issues analyzed in the course ▪ Don't be negative about the points of view that are different from yours ▪ Don't underestimate the impact of collaboration on your learning ▪ Don't limit your course experience to reading the textbook ▪ Don't postpone your work on the course deliverables – work on small assignment components every day |

Instructional Methods

The curriculum is designed to encourage a variety of teaching strategies that support the course objectives while fostering higher cognitive skills. This course will employ multiple methods to deliver content and inspire and engage you, including lectures, collaborative learning options, and hands-on activities. This course is composed of theory. Your progress will be regularly assessed through in-class exercises, homework assignments, quizzes, a course project, an exam on the U.S. Constitution, and a final exam.

Out-of-Class Work

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

Course Outline

| | | | | |
|---|-----------------------------------|--|---------------------------------|--|
| Unit 1: GOVERNMENT FOR THE PEOPLE, BY THE PEOPLE | | | | Total outside work: 5 hours |
| Upon completion of this unit, students are expected to: | | | | |
| <ul style="list-style-type: none"> • Identify the purposes of government. • Differentiate between the terms government, politics, and policy. • Design a plan to construct a visual representation of the U.S. Constitution. • Identify and appraise the impact of changes in the U.S. population on the U.S. political arena. • Categorize the stages of the policy making process in U.S. politics. • Assess the impact of the U.S. political values on policy. • Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages |
| | O'Connor, Sabato, and Yanus | Chapter 1 | | 25 |
| | | <i>U.S. Const. art. I, § 2</i> (GE175.U1.HO3) | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 2 hrs |
| | Work on Unit 1 Homework | | | 3 hrs |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 1 Assignment 1: Current Events Analysis | | 0.5% |
| | | Unit 1 Assignment 2: Unit 1 Homework | | 2.5% |
| | Exercise | Unit 1 Exercise 1: Policymakers | | 1.5% |

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|--|---------------------------------|--|-----------------------------|---|
| Unit 2: THE U.S. CONSTITUTION | | | | Total outside work: 6 hours |
| Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> • Design a plan to construct a visual representation of the U.S. Constitution. • Analyze the historical events and philosophical ideas that influenced the development of the U.S. Constitution. • Identify and summarize the core constitutional principles of representative democracy, separation of powers, bicameralism, and federalism. • Identify the various ways in which the U.S. Constitution limits the power of American federal, state and local government. • Identify and summarize the various mechanisms by which the U.S. Constitution can be modified. • Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages 39 |
| | O'Connor, Sabato, and Yanus | Chapter 2 | | |
| | James Madison | "Federalist No. 51" in <i>The Federalist Papers</i> (GE175.U1.HO6) | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 3.5 hrs |
| | Work on Unit 2 Homework | | | 2.5 hrs |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 2 Assignment 1: Unit 2 Homework | | 3% |
| | Exercise | Unit 2 Exercise 1: Compare Different Systems of Government | | 1.5% |

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|---|--|--|-----------------------------|---|
| <p>Unit 3: FEDERALISM</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Assess the impact of U.S. political values on policy. Identify the various ways in which the U.S. Constitution limits the power of American federal, state, and local governments. Design a plan to construct a visual representation of the U.S. Constitution. Identify the constitutional functions and powers of the three branches of government and apply them to States' Rights debate. Identify how and why state and local governments impact public policymaking. Analyze the States' Rights debate through the examination of Supreme Court rulings. Design a visual representation of the division of powers among federal, state and local governments. Evaluate current events and draw connections between the current events, U.S. Constitution, and themes of U.S. government. | | | | <p>Total outside work: 8.5 hours</p> |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages |
| | O'Connor, Sabato, and Yanus, U.S. Supreme Court | Chapter 3 <i>Gonzales v. Raich</i> 545 U.S. 1 (2005) (GE175.U2.HO3) | | 43 |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 3.5 hrs |
| | Work on Unit 3 Homework and Project Part 1 | | | 4 hrs |
| Study for Unit 3 Quiz 1 | | | 1 hr | |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 3 Assignment 1: Unit 3 Homework | | 3% |
| | Exercise | Unit 3 Exercise 1: Policy Role-Play | | 1.5% |
| | Project | Unit 3 Project Part 1: Project Proposal (Assigned Unit 1) | | 3% |
| | Quiz | Unit 3 Quiz 1 | | 3% |

Unit 4: CIVIL LIBERTIES AND CIVIL RIGHTS

**Total
outside
work:**
10.5 hours

Upon completion of this unit, students are expected to:

- Identify and appraise the impact of changes in the U.S. population on the U.S. political arena.
- Assess the impact of U.S. political values on policy.
- Identify how and why state and local governments impact public policymaking.
- Analyze the constitutional foundation for civil liberties in America.
- Identify and summarize the various freedoms protected by the U.S. Constitution, with an emphasis on the Bill of Rights.
- Evaluate the constitutional basis for privacy rights in the United States and assess some of the controversies to which this particular right has been applied.
- Describe the nature of due process of law and explain the various constitutional rights of those accused of crimes.
- Describe and analyze the relationship between constitutionally protected civil liberties and the “War on Terror.”
- Determine the nature by which the Fourteenth Amendment and the Equal Protection Clause influence civil rights.
- Identify and evaluate the various ways in which the U.S. government has protected citizens from discrimination.
- Describe the history of voting rights in America, including the Voting Rights Act of 1965 and the current trend towards disenfranchisement.
- Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government.

| | Author | Chapter/Title | Pages (if necessary) | Total Pages |
|---|--|---|----------------------|---|
| READING ASSIGNMENT | O'Connor, Sabato, and Yanus, | Chapters 4 and 5 | | 68 |
| | U.S. Supreme Court | <i>Miranda v. Arizona</i> 384 U.S. 436 (1966) (GE175.U3.HO5) | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 6 hrs |
| | Work on Unit 4 Homework and Project Part 2 | | | 4.5 hrs |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 4 Assignment 1: Unit 4 Homework | | 3% |
| | Exercise | Unit 4 Exercise 1: The Rights of the Accused in the United States | | 1.5% |
| | Project | Unit 4 Project Part 2: Survey Research (Assigned Unit 1) | | 5% |

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|--|---------------------------------|--|-----------------------------|---|
| <p>Unit 5: CONGRESS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Define apportionment as it relates to the U.S. Congress and to core American political principles. Identify the historical reasons and constitutional structure of bicameralism in the U.S. Congress. Compare and contrast the membership, organization and the internal distribution and use of power of the U.S. Senate and the U.S. House of Representatives. Describe the steps of the legislative process of the U.S. Congress and debate their efficiency. Create a graphic (chart, drawing, etc.) that reflects the Constitutional powers and relationships of the U.S. Congress. Summarize the process that legislation follows as it moves through Congress. Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | <p>Total outside work: 8.5 hours</p> |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages 40 |
| | O'Connor, Sabato, and Yanus | Chapter 6 | | |
| | James Madison | "Federalist No. 57" in <i>The Federalist Papers</i> (GE175.U4.HO3) | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 5.5 hrs |
| | Work on Unit 5 Homework | | | 2 hrs |
| | Study for Unit 5 Quiz 2 | | | 1 hr |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 5 Assignment 1: Unit 5 Homework | | 3% |
| | Exercise | Unit 5 Exercise 1: Compare and Contrast the House and Senate | | 1.5% |
| | Quiz | Unit 5 Quiz 2 | | 3% |

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|---|--|---|-----------------------------|---|
| Unit 6: THE PRESIDENCY | | | | Total outside work: 10 hours |
| Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> Describe the nature of the presidency as defined in the Constitution. Identify and analyze the powers of the presidency. Describe the relationship between the presidential bureaucracy and the overall organization of the presidency. Analyze the various theories of presidential leadership and the various factors associated with presidential popularity. Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages 42 |
| | O'Connor, Sabato, and Yanus | Chapter 7 | | |
| | O'Connor, Sabato, and Yanus | Chapter 8 | pp. 199-208 | |
| | Barack Obama | Obama's Inaugural Address (GE175.U5.H02) | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 4.5 hrs |
| | Work on Unit 6 Homework and Project Part 3 | | | 5.5 hrs |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 6 Assignment 1: Unit 6 Homework | | 3% |
| | Exercise | Unit 6 Exercise 1: What Are the Powers of the Presidency? | | 1.5% |
| | Project | Unit 6 Project Part 3: Journaling (Assigned Unit 1) | | 5% |

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|--|---|--|-----------------------------|--|
| Unit 7: THE FEDERAL COURTS | | | | Total outside work: 8.5 hours |
| Upon completion of this unit, students are expected to: | | | | |
| <ul style="list-style-type: none"> Identify the origins and organization of lower federal courts and suggest an alternative structure. Develop and organize a map of the Constitutional powers and relationships of the U.S. Supreme Court. Analyze the operational function of the U.S. Supreme Court, and debate lifetime term of Supreme Court justices. Assess the impact of the Supreme Court on policy making. Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages |
| | O'Connor, Sabato, and Yanus (Resource for this unit) Current Supreme Court Docket | Chapter 9 http://www.supremecourt.gov/docket/docket.aspx | | 30 |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 4 hrs |
| | Work on Unit 7 Homework | | | 3.5 hrs |
| | Study for Unit 7 Quiz 3 | | | 1 hr |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 7 Assignment 1: Unit 7 Homework | | 3% |
| | Exercise | Unit 7 Exercise 1: Lifetime Term for Supreme Court Justices | | 1.5% |
| | Quiz | Unit 7 Quiz 3 | | 3% |

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|--|---|--|---------------------------------|--|
| Unit 8: POLITICAL PARTICIPATION | | | | Total outside work: 10.5 hours |
| Upon completion of this unit, students are expected to: | | | | |
| <ul style="list-style-type: none"> • Define apportionment as it relates to the U.S. Congress and to core American political principles. • Describe the various ways in which citizens can participate in the political process. • Compare and contrast voter turnout in the United States with turnout in other global democracies. • Describe the various types and goals of interest groups in American politics. • Analyze the strategies, tactics, and relative strength of interest groups and political parties. • Use statistics and exit polls to differentiate between the typical Republican and Democratic voter. • Describe various factors that affect voter choices. • Describe how U.S. elections are conducted. • Describe how political campaigns are organized. • Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages |
| | O'Connor, Sabato, and Yanus | Chapter 11 | | 87 |
| | O'Connor, Sabato, and Yanus | Chapter 12 | | |
| U.S. Census Bureau | "The Diversifying Electorate—Voting Rates by Race and Hispanic Origin in 2012". (GE175.U7.HO3) | | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 6.5 hrs |
| | Work on Unit 8 Homework and Project Part 4 | | | 4 hrs |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 8 Assignment 1: Unit 8 Homework | | 3% |
| | Exercise | Unit 8 Exercise 1a: Interest Groups and the Legislative Process Or Unit 8 Exercise 1b: Voter Apathy—Does Low Turnout Matter? | | 1.5% |
| | Project | Unit 8 Project Part 4: Rough Draft (Assigned Unit 1) | | 5% |

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|--|---------------------------------|--|-----------------------------|---|
| <p>Unit 9: OPINION AND MEDIA</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Differentiate the political philosophies of liberals and conservatives and challenge assumptions. Evaluate and debate the influence of the impact of public opinion and political socialization on the American political process. Survey various news media for bias, analyze and present findings. Evaluate the role of media in the U.S. political process and its relation to public policymaking. Analyze the relationship between government and media by examining government regulation of media. Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | <p>Total outside work: 7 hours</p> |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages |
| | O'Connor, Sabato, and Yanus | Chapter 10 | | 33 |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 4 hrs |
| | Work on Unit 9 Homework | | | 1 hr |
| | Study for Unit 9 Exam 1 | | | 2 hrs |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 9 Assignment 1: Unit 9 Homework | | 3% |
| | Exercise | Unit 9 Exercise 1: Role-Play: Managing the Media, Managing the Candidate | | 1.5% |
| | Exam | Unit 9 Exam 1 | | 5% |

| Unit 10: ECONOMIC AND FOREIGN POLICY | | | | Total outside work: 9 hours |
|---|---------------------------------|---|----------------------|---|
| <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Describe the primary goals of economic policy. • Identify the various means by which the government raises revenue. • Identify and categorize the subjects and sectors in which the government spends its revenues. • Describe the ways in which Congress, the president, and the Federal Reserve Board engage in economic and fiscal policymaking. • Identify and explain the role of the various elements of the international foreign policy community, as well as the nature of the relationship between this community and the United States. • Differentiate between isolationism and internationalism in the context of foreign policy. • Compare and contrast the unilateralist and internationalist approaches to foreign policy. • Evaluate current events and draw connections between current events, the U.S. Constitution, and themes of U.S. government. | | | | |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages |
| | O'Connor, Sabato, and Yanus | Chapters 13 | | 50 |
| | O'Connor, Sabato, and Yanus | Chapter 14 | | |
| | Dwight Eisenhower | Farewell Address, January 17, 1961 (GE175.U9.HO2) | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Complete the reading assignment | | | 6 hrs |
| | Work on Unit 10 Homework | | | 2 hrs |
| | Study for Unit 10 Quiz 4 | | | 1 hr |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Assignment | Unit 10 Assignment 1: Unit 10 Homework | | 3% |
| | Exercise | Unit 10 Exercise 1: Deficits and Debts | | 1.5% |
| | Quiz | Unit 10 Quiz 4 | | 3% |

| Unit 11: COURSE REVIEW, FINAL EXAMINATION, AND PRESENTATION | | | | Total outside work: 7 hours |
|---|------------------------|---|----------------------|---|
| Upon completion of this unit, students are expected to: | | | | |
| <ul style="list-style-type: none"> Evaluate knowledge of all course objectives. Present audio and visual summary of a legislative argument. | | | | |
| READING ASSIGNMENT | Author | Chapter/Title | Pages (if necessary) | Total Pages |
| | None | | | |
| OUT-OF-CLASS WORK | Activity | | | Estimated Time |
| | Work on Project Part 5 | | | 2 hrs |
| | Study for Final Exam | | | 5 hrs |
| GRADED ACTIVITIES / DELIVERABLES | Grading Category | Activity/Deliverable Title | | Grade Allocation (% of all graded work) |
| | Project | Unit 11 Project Part 5: Final Presentation (Assigned Unit 1) (ePortfolio) | | 10% |
| | Exam | Final Exam | | 10% |

Note: Your instructor may add a few learning activities that are ungraded.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

| Category | In-Class | Out-of-Class | Weight |
|--------------|------------|--------------|-------------|
| Assignment | | 30% | 30% |
| Project | | 28% | 28% |
| Exercise | 15% | | 15% |
| Quiz | 12% | | 12% |
| Exam | 15% | | 15% |
| TOTAL | 42% | 58% | 100% |

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

| Grade | Percentage |
|----------|------------|
| A (4.0) | 90–100% |
| B+ (3.5) | 85–89% |
| B (3.0) | 80–84% |
| C+ (2.5) | 75–79% |
| C (2.0) | 70–74% |
| D+ (1.5) | 65–69% |
| D (1.0) | 60–64% |
| F (0.0) | <60% |

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)