

# COURSE SYLLABUS

<b>Course Title:</b>	American Government	<b>Date submitted:</b>	Fall 2017 (AAC: 17-53)	
<b>Department:</b>	Social Sciences			
<b>Curriculum:</b>	Political Science			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	POL*111		
	<b>Course Type:</b>	L/D		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	<b>Prerequisites:</b>		C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]
	<b>Elective Type:</b>	G/HU/LAS/SS		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science	<b>Corequisites:</b>		None
	<b>Credit Hours:</b>	3		
	<b>Developmental:</b> (yes/no)	No		
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
Studio:	0			
Other:	0			
<b>Contact Hours:</b>	TOTAL: 3			
<b>Class Maximum:</b>	35			
<b>Semesters Offered:</b>	F/Sp/Su			
<b>Catalog Course Description:</b>	Explores the structure, function, and evolution of the U.S. government. The three branches of government, the bureaucracy, civil liberties, and civil rights will be examined. The Declaration of Independence, the U.S. Constitution, political parties, public opinion, interest groups, and contemporary policy are also investigated. The relationship between the federal, state, and local governments will also be considered.			
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. The Philosophical Foundations of American Government             <ol style="list-style-type: none"> <li>a. The American Political Heritage</li> <li>b. Citizenship and Civil Rights</li> <li>c. From Colonies to Constitution</li> <li>d. Federal and State Governments</li> </ol> </li> </ol>			

	<ul style="list-style-type: none"> <li>e. Political Parties and the Electoral Process</li> <li>2. The Makers of Policy             <ul style="list-style-type: none"> <li>a. Congress and Its Roles</li> <li>b. The Presidency and the Executive Branch</li> <li>c. The Judicial Branch</li> <li>d. Administration, Personnel, and Finance</li> </ul> </li> <li>3. The Federal Government in Action             <ul style="list-style-type: none"> <li>a. Domestic Policy</li> <li>b. Foreign Policy</li> </ul> </li> <li>4. The Role of Government in a Changing World             <ul style="list-style-type: none"> <li>a. Department of Homeland Security</li> <li>b. National Security Administration</li> <li>c. Coordination of Federal, State and Local Governments</li> </ul> </li> </ul>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ul style="list-style-type: none"> <li>1. discuss the role and evolution of the Federal government and its relationship with state and local governments</li> <li>2. examine the workings of the three branches of government: the executive, judicial, and legislative branches as well as the federal bureaucracy</li> <li>3. assess the role of political parties, interest groups, and public opinion in America’s changing political culture</li> <li>4. discuss the role of the Federal government in its handling of domestic and foreign affairs both historically and contemporarily</li> <li>5. assess the principles set forth in the Declaration of Independence and the U.S. Constitution, their relationship to one another and their connection to governance, civil rights, and civil liberties</li> <li>6. demonstrate an understanding of the philosophical framework for the existence of government and its implementation in American life</li> <li>7. discuss the evolution of the American political tradition and the role of political parties, interest groups and public opinion in American government</li> <li>8. use critical thinking skills—among them the ability to analyze primary documents—as part of their assignment</li> <li>9. provide adequate documentation in a recognized style format (e.g. MLA, APA)</li> <li>10. discuss the functions of the three branches of government and the bureaucracy</li> <li>11. analyze and evaluate the social, cultural, and political forces that shape the individual and society</li> </ul> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> N/A</p>

	<p><b>COMPETENCIES FULFILLED:</b></p> <p><b>Social Phenomena</b> - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p><b>Demonstrates:</b> Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>Does Not Demonstrate:</b> Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>Ethical Dimensions (embedded)</b> - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p><b>Demonstrates:</b> Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p><b>Does Not Demonstrate:</b> Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. examinations</li> <li>2. tests</li> <li>3. papers</li> <li>4. quizzes</li> <li>5. class presentations and participation</li> </ol>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> None</p> <p><b>Desired:</b></p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>