COURSE SYLLABUS

Tunxis Community College

Education That Works For a Lifetime

Course Title:	Democracy and Citizenship in Contemporary America	**Date submitted:**	March 2021 (AAC: 21-08)
Department:	Social Sciences		
Curriculum:	Political Science		

Course Descriptors:
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

Course Code: (eg. ACC 101)	**POL*201**	
Course Type:	**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

Elective Type: **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

Credit Hours:	3
Developmental: (yes/no)	No
Contact Hours: Lecture:	3
Clinical:	0
Lab:	0
Studio	0
Other:	0
TOTAL:	3
Class Maximum:	25
Semesters Offered:	Fa, Sp, Su,

Prerequisites:
C- or better in Integrated Reading & 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).

Corequisites:
None

Other Requirements:
None

Catalog Course Description:
This course will explore the meaning of democracy and responsible citizenship in American life. It will focus on the basic structure and evolution of democratic institutions in the United States, the history of civic activity in America beginning with the early national period, extending to the vibrant 19th century, and the decline of civic associations in the 20th century. The course also will center on the necessity of rebuilding a culture of civic life in a 21st century consumer society and the importance of civic activity in a modern age of social division and discord, political polarization, and cultural upheaval. Issues such as poverty, race relations, and equality will be explored through the prism of civic activity. Emphasizing respect for diverse points of view as a necessity for democracy to flourish also will be of prime importance.

Topical Outline: List course content in outline format.	I. The Origins of Republicanism and Democracy in America II. Virtue and Republicanism III. The Structure of American Government IV. The Anchor of Democracy: the U.S. Constitution V. The Meaning of Citizenship VI. The Obligations of Citizenship VII. A Civic Engagement Primer VIII. The Many Faces of Civic Engagement: A Community and Organization Needs Analysis IX. The Importance of the 14th Amendment X. Effective Communication and the Importance of Emotional Intelligence XI. The Evolving View of Democracy and Citizenship XII. Democracy in an Age of Mass Media XIII. The Meaning of Social Justice in a Democratic Society XIV. The Meaning of Opportunity, Equality, and Freedom in a Democratic Society XV. Ways to Achieve Progress in a Democratic Society
Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.	**Upon successful completion of this course, the student will be able to do the following:** **COURSE:** Interpret and evaluate moderately complex texts 1. Demonstrate an understanding of the meaning of democracy 2. Demonstrate an understanding of the meaning and responsibility of citizenship in a democracy 3. Assess how democracy has evolved over time in American history 4. Assess the multiple points of view of important social, cultural, and political issues in contemporary America 5. Evaluate the meaning and importance of virtue and civility in a democratic society

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*
None

| **GENERAL EDUCATION/TAP OUTCOMES:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

1.   **Critical Analysis/ Logical Thinking -** Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned interferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

    Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

    Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

2.   **Ethical Dimensions -** Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

    Demonstrates: 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.

    Does Not Demonstrate: 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. |

3. **Historical Knowledge -** Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

> **Demonstrates**: Analyzes and describes with sufficient detail and specific examples the impact of past events on subsequent events.

> **Does Not Demonstrate:** Inaccurately or insufficiently analyzes and describes the impact of past events on subsequent events.

Evaluation: List how the above outcomes will be assessed.	**Assessment will be based on the following criteria:** 1. Through written exams and quizzes, as well as essay assignments, and other projects
Instructional Resources: 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.	**None**
Textbook(s)	Refer to textbook list