

EASTERN ARIZONA COLLEGE

United States National Politics

Course Design
2018-2019

Course Information

Division Social Sciences
Course Number POS 110 (SUN# POS 1110)
Title United States National Politics
Credits 3
Developed by Dr. Patrick D. Lukens
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
POS 110, Social-Behavioral Sciences (SB)	POS 110; Social and Political Worlds [SPW]	POL 201; Tier 2 Indv & Societies (IND2)

Activity Course No
CIP Code 45.1001
Assessment Mode Final Exam (65 Questions/65 Points)
Semester Taught Fall and Spring
GE Category Social Sciences
Separate Lab No
Awareness Course Yes (GIH)
Intensive Writing Course No
Diversity and Inclusion Course Yes

Prerequisites

ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value

Transfer Students. Political Science or Social Sciences major or any student wishing to broaden their knowledge of Political Science. This course fulfills the Global/International/Historical Awareness (GIH) requirement and fulfills the U.S. Constitution requirements for a teaching certificate. Meets Diversity and Inclusion (DI) requirement.

Description

Explores the history of the U.S. Constitution and interpretations of that document (past and present). Analyzes constitutional civil liberties and civil rights for minorities, the uniqueness of American Federalism, the American political process (media, public opinion, political parties, and elections), and the principles and structure of American national government and how that government makes policy.

Supplies

None

Competencies and Performance Standards

1. Analyze the foundations of democracy and political theory.

Learning objectives

What you will learn as you master the competency:

- a. Compare and contrast “government” and “politics”.
- b. Describe the political theories upon which American democracy is founded.

Performance Standards

Competence will be demonstrated:

- o by objective exam
- o by written assignments

Criteria - Performance will be satisfactory when:

- o learner can compare and contrast “government” and “politics”
- o learner can describe the political theories upon which American democracy is founded

2. Analyze the development of the Constitution.

Learning objectives

What you will learn as you master the competency:

- a. Describe conditions leading to the Revolutionary War.
- b. Assess the Articles of Confederation and its weaknesses.
- c. Examine the compromises made in ratification of the Constitution.
- d. List the Articles of the Constitution and give a brief summary of each.
- e. Outline the Amendments of the Constitution and give a brief summary of each.

Performance Standards

Competence will be demonstrated:

- o by objective exam
- o by written assignments

Criteria - Performance will be satisfactory when:

- o learner can describe conditions leading up to the Revolutionary War
- o learner can assess the Articles of Confederation and its weaknesses
- o learner can examine the compromises made in the ratification of the Constitution
- o learner can list the Articles of the Constitution and give a brief summary of each
- o learner can outline the Amendments of the Constitution and give a brief summary of each

3. Compare and contrast civil liberties and civil rights.

Learning objectives

What you will learn as you master the competency:

- a. Define civil liberties.
- b. Define civil rights.

- c. Compare and contrast civil liberties and civil rights.
- d. Assess racial minorities' struggle for rights.
- e. Analyze the women's rights movement.
- f. Compare and contrast the minority rights movement to the women's rights movement.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can define civil liberties
- o learner can define civil rights
- o learner can compare and contrast civil liberties and civil rights
- o learner can assess racial minorities' struggle for rights
- o learner can analyze the women's rights movement
- o learner can compare and contrast the minority rights movement to the women's rights movement

4. Analyze federalism (the relationship between the states and between the states and the national government).

Learning objectives

What you will learn as you master the competency:

- a. Define federalism and how it relates to power.
- b. Compare and contrast public policy and politics.
- d. Assess the parliamentary system and its effectiveness.
- e. Analyze the political "health" of the United States and potential remedies.

Performance Standards

Competence will be demonstrated:

- o by written assignments
- o by objective exams

Criteria - Performance will be satisfactory when:

- o learner can define federalism and how it relates to power
- o learner can compare and contrast public policy and politics
- o learner can assess the parliamentary system and its effectiveness
- o learner can analyze the political "health" of the United States and potential remedies

5. Describe the role played by the media, public opinion, and the bureaucracy.

Learning objectives

What you will learn as you master the competency:

- a. Assess the impact of the media.
- b. Analyze the effectiveness of public opinion polling.
- c. Characterize how the media sets the political agenda.
- d. Discuss the role political elites play in the political process.
- e. Summarize how the media can slant the news.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can assess the impact of the media
- learner can analyze the effectiveness of public opinion polling
- learner can characterize how the media sets the political agenda
- learner can discuss the role political elites play in the political process
- learner can summarize how the media can slant the news

6. Assess the role played by political parties and the electoral process.**Learning objectives**

What you will learn as you master the competency:

- a. Trace the development of political parties throughout U.S. history.
- b. Examine the role played by interest groups in elections and policy making.
- c. Discuss the presidential electoral process from primaries through the electoral college.
- d. Assess campaign fund raising and its effect on candidates and elections.
- e. Describe the effects of technology on elections ranging from print to electronic types.

Performance Standards

Competence will be demonstrated:

- by objective exam
- by written assignments

Criteria - Performance will be satisfactory when:

- learner can trace the development of political parties throughout U.S. history
- learner can examine the role played by interest groups in elections and policy making
- learner can discuss the presidential electoral process from primaries through the electoral college
- learner can assess campaign fund raising and its effect on candidates and elections
- learner can describe the effects of technology on elections ranging from print to electronic types

7. Compare and contrast the three branches of government.**Learning objectives**

What you will learn as you master the competency:

- a. Identify the major qualifications and duties of the executive branch.
- b. Identify the major qualifications and duties of the legislative branch.
- c. Identify the major qualifications and duties of the judicial branch.
- d. Explain the concept of checks and balances.
- e. Examine the evolution of governmental power throughout American history.

Performance Standards

Competence will be demonstrated:

- by written assignments

- by objective exams

Criteria - Performance will be satisfactory when:

- learner can identify the major qualifications and duties of the executive branch
- learner can identify the major qualifications and duties of the legislative branch
- learner can identify the major qualifications and duties of the judicial branch
- learner can discuss the concept of checks and balances
- learner can examine the evolution of governmental power throughout American history

8. Describe the public policy process.

Learning objectives

What you will learn as you master the competency:

- a. Describe what public policy can do.
- b. Describe the major “types” of policy making.
- c. Summarize the policy process.

Performance Standards

Competence will be demonstrated:

- by written assignments
- by objective exams

Criteria - Performance will be satisfactory when:

- learner can describe what public policy can do
- learner can describe the major “types” of policy making
- learner can summarize the policy process

Types of Instruction

Classroom Lecture

Discussion

Cooperative Learning Exercises

Video Presentations

Multi-Media Presentations

Grading Information

Grading Rationale

Each instructor has the flexibility to develop evaluative procedures and assignments using any combination of the following requirements and suggestions:

Requirements:

1 Pre Test = 0% weight

1 Post Test = 10% minimum weight - 20% maximum weight

3 classroom exams / EACH = 10% minimum weight - 20% maximum weight

Written Project or Projects (i.e. Book Review, Term Paper or Short Papers) totaling at least 1200 words = 10% minimum weight - 20% maximum weight

Instructor Options = 0% minimum weight - 50% maximum weight:

- Instructor may assign administrative points for such items as attendance or participation
- Instructor may assign additional assignments related to written projects (outline, bibliography, rough drafts, etc.)
- Instructor may assign Internet Resource Modules
- Instructor may assign short written assignments
- Instructor may distribute points to quizzes
- Instructor may insert a fourth classroom exam (must be weighted equally to the other three classroom exams)
- Instructor may assign book reviews and term paper
- Instructor may assign work from Primary Document Readers

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%