

American National Government

Course Outcome Summary

Course Information

Organization	Madison Area Technical College
Developers	Michael Dubin
Development Date	10/7/2002
Revised Date	6/1/2004
Course Number	20-809-221
Instructional Level	Associate Degree
Potential Hours of Instruction	54
Total Credits	3

Description

Utilizes a systems approach to emphasize the relationships between structure and behavior. Stresses political theory and methodology. Students are encouraged to improve research and analytical skills. Includes the U.S. Constitution, elections, interest groups, parties, mass media, congress, judiciary, the presidency and bureaucracy.

Types of Instruction

Instruction Type	Contact Hours	Credits
Classroom Presentation	54	3

Textbooks

Lowi, Theodore H., Ginsberg, Benjamin, Weir, Margaret. *We the People*. Norton. 2002. Edition: 4th.

Exit Learning Outcomes

Core Abilities

- A. Communication
- B. Critical thinking
- C. Global and cultural perspectives

Competencies

Unit 1. American Political Culture and Theoretical Underpinnings

A. Analyze the fundamental values that compose American political culture

You will demonstrate your competence:

- A.1. on exams
- A.2. by participating in the class

Your performance will be successful when:

- A.1. you analyze the fundamental values that compose American political culture
- A.2. you examine liberty, democracy, and equality
- A.3. you analyze the gaps that liberty, equality and democracy present in theory as

they manifest in practice.

A.4. you offer questions or comments on these topics during class

A.5. you enter into class discussions on these topics

A.6. you arrive for class on time

A.7. you attend class regularly

A.8. you listen attentively during class

B. Analyze the various cultures in America through time

You will demonstrate your competence:

B.1. on exams

B.2. by participating in the class

Your performance will be successful when:

B.1. you analyze the values of liberty, equality and democracy as they develop through American political, social and intellectual history

B.2. you examine the origins of liberty, equality and democracy as they grew out of escape from feudal oppressions

B.3. you examine the origins of liberty, equality and democracy as an outgrowth of Greek culture

B.4. you examine the origins of liberty, equality and democracy as an outgrowth of Roman law

B.5. you examine the origins of liberty, equality and democracy as an outgrowth of the Eighteenth Century European Enlightenment

B.6. you examine liberty, equality and democracy as they form the basis of major interpretations of American National Government (such as "Born Equal", "Progressivism", "American Exceptionalism", "Multiculturalism" and "Redeeming American Political Thought").

B.7. you compare the values of individual liberty, equality and democracy in American Political Culture to other political cultures and anthropologies

B.8. you offer questions or comments during class

B.9. you enter into class discussions

B.10. you arrive for class on time

B.11. you attend class regularly

B.12. you listen attentively during class

Unit 2. Constitutionalism

A. Analyze the theoretical underpinnings of constitutional government

You will demonstrate your competence:

A.1. on exams

A.2. by participating in the class

Your performance will be successful when:

A.1. you analyze the issues that instigated the decolonization of America from British rule

A.2. you examine the Declaration of Independence as a basis of individual rights

A.3. you examine the Constitution including the amendments

A.4. you enter into class discussions

A.5. you offer questions or comments during class

A.6. you arrive for class on time

A.7. you attend class regularly

A.8. you listen attentively during class

B. Analyze components of the American Constitution, focusing on the Bill of Rights

You will demonstrate your competence:

B.1. on exams

B.2. by participating in the class

Your performance will be successful when:

B.1. you enter into class discussions

B.2. you attend class regularly

C. Analyze applications of constitutionalism to historical development of American government focusing on civil liberties and civil rights

You will demonstrate your competence:

C.1. on exams

C.2. by participating in the class

Your performance will be successful when:

C.1. you analyze the theory and practice of civil liberties that develop from the Bill of Rights

C.2. you analyze the theory and practice of civil rights that developed from the 13th amendment

C.3. you analyze the theory and practice of civil rights that developed from the 14th amendment

C.4. you examine Brown vs Board of Education as it influences the equal protection clause of the 14th amendment

C.5. you examine the Civil Rights Act of 1964 as it influences the equal protection clause of the 14th amendment

C.6. you analyze the theory and practice of civil rights that developed from the 15th amendment

C.7. you enter into class discussions

C.8. you offer questions or comments during class

C.9. you arrive for class on time

C.10. you attend class regularly

C.11. you listen attentively during class

Unit 3. Politics

A. Analyze political processes as they relate to the outgrowth of American political culture and constitutionalism

You will demonstrate your competence:

A.1. on exams

A.2. by participating in the class

Your performance will be successful when:

A.1. you examine political socialization in regard to the manner in which values are transmitted to individuals

A.2. you distinguish between public opinion derived from America's "loose bounded" culture and public opinion derived from a tightly bounded culture

A.3. you distinguish between a variety of public opinion information

A.4. you evaluate the reasons for the weak political party system in America

A.5. you evaluate the reasons for America's inability to develop a viable third party that promotes alternative ideas

- A.6. you analyze the levels of political participation among America's citizens
- A.7. you analyze the range of political discourse as it manifests in America's inability to form interest groups that have not conformed to Madisonian theory put forth in Federalist paper number ten
- A.8. you analyze the implications that America's range of public discourse has on constitutional democracy
- A.9. you examine the implications of America's range of public discourse in terms of public policy inputs and outcomes.
- A.10. you analyze the adequacy of American democracy in terms of its ability to represent diverse group interests (i.e. women, ethnic groups , the poor).
- A.11. you evaluate the idea that the narrow range of political discourse in America combined with apathy toward elections renders American democracy a "quasi-democracy".
- A.12. you enter into class discussions

Unit 4. Political Institutions

A. Analyze the structure and function of American political institutions as they have developed out of American political culture and American constitutionalism.

You will demonstrate your competence:

- A.1. on exams
- A.2. by participating in the class

Your performance will be successful when:

- A.1. you analyze the structure of the executive branch including the president as both head of state and head of government
- A.2. you evaluate the importance of the role of the presidency
- A.3. you evaluate the importance of the personality of the presidency
- A.4. you evaluate the significance of the growing power of the presidency
- A.5. you analyze the structure of congress
- A.6. you evaluate the relative strength of both houses of congress in regard to bicameralism
- A.7. you analyze the role of the Senate as a representative body in the legislative process in regard to the legitimacy of democracy
- A.8. you analyze the role of the House of Representatives as a representative body in the legislative process in regard to the legitimacy of democracy
- A.9. you analyze the concept of agency representation
- A.10. you analyze the concept of sociological representation
- A.11. you analyze the structure of the federal court system
- A.12. you evaluate the life time appointment process of Supreme Court judges in regard to the principles of democracy
- A.13. you examine the historical importance of the role of the Supreme Court and Federal Courts in resolving significant political and public policy matters
- A.14. you distinguish between judicial activism and judicial restraint, evaluating the importance of this distinction for American National government
- A.15. you analyze the structure of the bureaucracy
- A.16. you analyze the role of the bureaucracy
- A.17. you evaluate the historical significance of the administrative process
- A.18. you analyze the degree to which the bureaucracy can be autonomous from the democratic process
- A.19. you evaluate the significance of the bureaucracy being autonomous from the

democratic process

A.20. you analyze the size of the bureaucracy, evaluating the implications of manipulating the size of the 'state' in American National government

A.21. you enter into class discussions

A.22. you offer questions or comments during class

A.23. you arrive for class on time

A.24. you attend class regularly

A.25. you listen attentively during class

B. Analyze power sharing in American political institutions.

You will demonstrate your competence:

B.1. on exams

B.2. by participating in the class

Your performance will be successful when:

B.1. you enter into class discussions on checks and balances

B.2. you enter into class discussions on separation of powers

B.3. you enter into class discussions on federal vs unitary system

B.4. you enter into class discussions on rule of law rather than rule of men

B.5. you evaluate the adequacy of political institutions in regard to the concept of separate institutions sharing power, synthesizing your findings to general course themes

B.6. you offer questions or comments during class

B.7. you arrive for class on time

B.8. you attend class regularly

B.9. you listen attentively during class

C. Evaluate a selected topic in American Government

You will demonstrate your competence:

C.1. by submitting a paper on a selected topic

Your performance will be successful when:

C.1. paper includes a description of the selected topic

C.2. paper includes evidence of secondary source research

C.3. paper includes a summary and/or exegesis of researched source

C.4. paper includes an analysis of the author's message

C.5. paper includes an evaluation of the value of the author's message based on a synthesis of themes covered in class

C.6. paper shows evidence of logical critical thinking

C.7. paper is word processed

C.8. paper is double spaced

C.9. paper is maximum of five pages

C.10. paper includes one page of personal evaluations

C.11. paper exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage