PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: POLS2305

Texas Common Course Number (TCCN Matrix): GOVT2305

Course Title: American Government

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course deals with the origin, development, and Constitution of the American governmental system, citizenship and civil rights, suffrage, the national party system, the national executive, organization of congress, national judiciary, and federal-state relations. This course meets the legislative requirement for a course on the Constitution of the United States. Credit 3.

Course Prerequisites: none

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: ______)
☐ No

Number of Sections to be Offered per Academic Year: Average 14

Estimated Enrollment per Section: Varies from 45–250

Course Level (freshman, sophomore): freshman

Designated Contact Person (for follow-up communication purposes): Tamara Waggener

E-Mail Address: pol@law@shsu.edu

Phone: 936-294-1466

Approvals

Department Chair: [Signature] 10/19/12

Academic Dean: [Signature] 10/22/12
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: Government

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area. Students enrolled in POLS2305 will analyze structural features and philosophical foundations of government; discuss the content of the US Constitution; examine political behavior; and identify forms of civic engagement.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing this course will be able to analyze structural and philosophical foundations of government.

How will the objective be addressed (including strategies and techniques)?

The objective will be addressed through lectures, examination of case studies and current events, class discussions, and a review of documents and readings relevant to the foundations of government.

Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students’ ability to analyze the structural and philosophical foundations of government. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.

Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.

We expect that at 75% of the students will provide the correct answers for 3 out 5 of the questions.

Objective/SLO 2: Students completing this course will be able to discuss the content of the US Constitution.

How will the objective be addressed (including strategies and techniques)?
The objective will be addressed through lectures, examination of case studies and current events, class discussions, and a review of the US Constitution and additional key documents relevant to the Constitution.

Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students' ability to discuss the content of the US Constitution. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.

Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.

We expect that at 75% of the students will provide the correct answers for 3 out 5 of the questions.

**Objective/SLO 3:** Students completing this course will be able to explain political behavior

How will the objective be addressed (including strategies and techniques)?
The objective will be addressed through lectures, examination of case studies and current events relevant to electoral and partisanship behavior, class discussions, and a review of documents and readings relevant to key dimensions of political behavior.

Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students' ability to explain political behavior. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.

Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.

We expect that at 75% of the students will provide the correct answers for 3 out 5 of the questions.

**Objective/SLO 4:** Students completing this course will be able to examine and identify forms of civic engagement

How will the objective be addressed (including strategies and techniques)?
The objective will be addressed through lectures, examination of case studies and current events relevant to civic engagement, and class discussions about civic engagement opportunities available to SHSU students.

Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students' ability to examine and identify forms of civic engagement. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.
Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.

We expect that 75% of the students will provide the correct answers for 3 or more of the 5 questions.
Objective/SLO 5: 

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?

Students enrolled in POLS 2305 will be required to address the content of the course (political behavior, government institutions, constitutions, political philosophy, and civic engagement) using critical thinking skills. Thus each section of the syllabus will address critical thinking skills.

Critical thinking skills will be addressed through lectures, examination of case studies and current events, class discussion periods, and review of relevant documents and readings. These activities will require students to:

1. Analyze the structural features and philosophical foundations of government.
2. Discuss the content of the US Constitution.
3. Explain political behavior.
4. Examine and identify forms of civic engagement.

Describe how the skill will be assessed:

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?

Political science faculty as a whole identified public opinion as a theme relevant to the substantive content of this course and to the core objective of communication skills. Thus communication skills will be addressed in the Public Opinion section of the course.

A variety of tools and strategies will be used to address communication skills:

1. Students will analyze the content of publicly available visual materials used to describe trends in public opinion, such as graphs, charts, and tables.
2. Students will use public opinion research center interactive websites that allow users to (a) enter written information about their opinions and (b) compare their opinions to the broader public opinion.

3. Students will engage in discussion groups and asked to provide a verbal critique of the strengths and weaknesses of a set of public opinion research surveys.

Describe how the skill will be assessed: 

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)? 

Describe how the skill will be assessed: 

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)? 

Describe how the skill will be assessed: 

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5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?

Political science faculty as a whole identified conflicts of interest and whistle blowing in government agencies as themes relevant to the substantive content of this course and to the core objective of personal responsibility. Thus personal responsibility will be addressed in at least one or more of the following sections of the course: The U.S. Bureaucracy, the U.S. Presidency, the U.S. Congress, the U.S. Courts and/or Domestic and Foreign Policy.

A variety of tools and strategies will be used to address personal responsibility in the context of the public sector:

1. Lectures will include past and current cases illustrating conflicts of interest and whistle blowing.
2. Class discussions will address the problems caused by conflicts of interest and the problems caused by failure to engage in whistle blowing.
3. During class discussions students will be asked to explain the ethical reasoning underlining recusal in cases of conflicts of interests and the ethical reasoning underlining whistle blowing.

Describe how the skill will be assessed: 

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?

Political science faculty as a whole identified electoral engagement as a theme relevant to the substantive content of this course and to the core objective of social responsibility. Thus social responsibility will be addressed in the Voting, Campaigns, and Elections section of the course.

A variety of tools and strategies will be used to address social responsibility:

1. Lectures will include historical cases illustrating how ethnic, racial, and gender based laws shaped voting rights in the United States.
2. Lectures will include information about the key features of the voter registration process (e.g., who is eligible to vote, how to register to vote, etc.) and the voting process (e.g., Election Day voting, early voting, ballot by mail voting, etc.).
3. Students will be provided information about online resources to use for answering questions about their voter registration and the voting process and required to use the resources in preparation for class discussions. Online resources will include the Texas Secretary of State website, government websites that allow users to locate information (name, contact information, etc.) of their state and national elective officials, and other websites deemed relevant to voting and elections. Students will also be provided material designed to familiarize them with voter registration and voting, such as voter registration cards, sample ballots, and maps of voting precincts.
4. Lectures will include explanations about how electoral participation occurs at the local, state, and national levels of government and comparisons of American electoral participation to electoral participation of other nations.

Describe how the skill will be assessed:

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Philosophical foundations of American government; social contract theory, theories of democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>The American founding: historical overview and founding documents (Declaration of Independence; Articles of Confederation; Federalist Papers; U.S. Constitution)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Federalism: nation-state relations</td>
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<tr>
<td>Week 4</td>
<td>Civil liberties: bill of rights</td>
</tr>
<tr>
<td>Week 5</td>
<td>Civil rights: historical overview and key constitutional and statutory provisions</td>
</tr>
<tr>
<td>Week 6</td>
<td>The U.S. Congress: structure and operation</td>
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<tr>
<td>Week 7</td>
<td>The U.S. Presidency: structure and operation</td>
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<tr>
<td>Week 8</td>
<td>The U.S. Bureaucracy: structure and operation</td>
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<tr>
<td>Week 9</td>
<td>The U.S. Courts: structure and operation</td>
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<tr>
<td>Week 10</td>
<td>Public opinion: content, sources, and impact</td>
</tr>
<tr>
<td>Week 11</td>
<td>Political parties: formation, role, and current structure</td>
</tr>
<tr>
<td>Week 12</td>
<td>Interest groups: formation, role, and types</td>
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<tr>
<td>Week 13</td>
<td>Voting, campaigns, and elections: voting rights and laws; civic duty; conduct of elections</td>
</tr>
<tr>
<td>Week 14</td>
<td>The media: content and impact on public opinion and policymaking</td>
</tr>
<tr>
<td>Week 15</td>
<td>Domestic and foreign policy: the policymaking process, key social, economic, and foreign policies</td>
</tr>
</tbody>
</table>

2. Attachments (Syllabus Required)

Syllabus Attached?  □ Yes  □ No

Other Attached?  □ Yes  □ No  If yes, specify: Appendix 1: Sample Pre/Post-test Questions
Appendix: THECB Component Area Descriptions and Skill Requirements

I. **Communication** (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. **Mathematics** (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. **Life and Physical Sciences** (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. **Language, Philosophy, and Culture** (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. **Creative Arts** (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. **American History** (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. **Government/Political Science** (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. **Social and Behavioral Sciences** (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
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<tbody>
<tr>
<td></td>
<td>Critical Thinking</td>
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<tr>
<td>Communication</td>
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POLS2305: American Government
3 Credits

Professor Name

Course Description

This course deals with the origin, development, and Constitution of the American governmental system, citizenship and civil rights, suffrage, the national party system, the national executive, organization of congress, national judiciary, and federal-state relations. This course meets the legislative requirement for a course on the Constitution of the United States.

Student Learning Objectives

Students enrolled in this course will analyze structural features and philosophical foundations of government; discuss the content of the US Constitution; explain political behavior; and identify forms of civic engagement.

Students completing this course will be able to:
- analyze the structural and philosophical foundations of U.S. government;
- discuss the content of the U.S. Constitution;
- explain political behavior; and
- identify forms of civic engagement.

Skill Objectives

Students completing this course will gain skills in the areas of:
- critical thinking;
- communication;
- personal responsibility; and
- social responsibility.

Required Text

The following textbook is required for this course:

Grading

Grades in this course will be based on exams and in-class assignments.
WEEKLY SCHEDULE

Week 1: Philosophical Foundations of American Government
In this section of the course we will address the structural and philosophical foundations of American government.

The pre-test on course content will be administered during the first class meeting of the semester.

Skills to be addressed:
- critical thinking

Student learning objective:
- analyze the structural and philosophical foundations of U.S. government

Activities:
- Complete reading of textbook chapter 1.
- Lectures examining the philosophical foundations of American government.
- Class discussion – Students and instructor will critically discuss the structural and philosophical foundations of U.S. government, with particular attention paid to social contract theory and theories of democratic governance.

Week 2: The American Founding
In this section of the course we will address the content and key features of the US Constitution.

Skills to be addressed:
- critical thinking

Student learning objective:
- discuss the content of the U.S. Constitution

Activities:
- Complete reading of textbook chapter 2.
- Lectures analyzing the origin and content of the U.S. Constitution, with particular focus on key founding documents (i.e., Declaration of Independence, Federalist Papers).
- Class discussion – Students and instructor will discuss the content of the U.S. Constitution, comparing and contrasting the governing framework established in the U.S. Constitution with other historical governing structures (i.e., the Articles of the Confederation and British Colonial rule).

Week 3: Federalism
In this section of the course we will address the system of federalism and case studies relevant to power relationships between the state governments and the US government.

Skills to be addressed:
- critical thinking

Student learning objective:
- discuss the content of the U.S. Constitution
• analyze the structural and philosophical foundations of U.S. government

Activities:
• Complete reading of textbook chapter 3.
• Lectures identifying the federal structure of U.S. government, contrasting state and national powers, and examining nation-state relations.
• Class discussion – Students and instructor will examine the ways in which governing power is distributed in the United States and distinguish national powers from state powers.

Week 4: Civil Liberties
In this section of the course will address civil liberties and the role of the US Supreme Court interpretation of civil liberties.

Skills to be addressed:
• critical thinking

Student learning objective:
• analyze the structural and philosophical foundations of U.S. government
• discuss the content of the U.S. Constitution

Activities:
• Complete reading of textbook chapter 4.
• Lectures outlining the key provisions contained in the bill of rights of the U.S. Constitution.
• Class discussion – Students and instructor will illustrate the ways in which the U.S. Supreme Court has interpreted bill of rights provisions.

Week 5: Civil Rights
In this section of the course will address civil rights and the role of the US Supreme Court interpretation of civil liberties.

Skills to be addressed:
• critical thinking

Student learning objective:
• analyze the structural and philosophical foundations of U.S. government
• discuss the content of the U.S. Constitution

Activities:
• Complete reading of textbook chapter 5.
• Lectures examining the political struggle for civil rights in the United States.
• Class discussion – Students and instructor will analyze key U.S. Supreme Court rulings on civil rights issues.

Week 6: U.S. Congress
In this section of the course we will address the structural features of Congress and engage in a comparative analysis of the US Senate and the US House.

Skills to be addressed:
- critical thinking

**Student learning objective:**
- discuss the content of the U.S. Constitution
- analyze the structural and philosophical foundations of U.S. government

**Activities:**
- Complete reading of textbook chapter 6.
- Lectures outlining the key institutional structures of the U.S. Congress.
- Class discussion – Students and instructor will contrast the institutional structure of the U.S. House of Representatives and the U.S. Senate, correlating these differences with procedural differences between the two chambers.
Week 7: The U.S. Presidency
In this section of the course we will address the powers of the presidency and analyze how the powers are exercised in the system of checks and balances.

**Skills to be addressed:**
- critical thinking

**Student learning objective:**
- discuss the content of the U.S. Constitution
- analyze the structural and philosophical foundations of U.S. government

**Activities:**
- Complete reading of textbook chapter 7.
- Lectures identifying key constitutional provisions of the presidency and illustrating how the executive branch of government interacts with the other branches.
- Class discussion – Students and instructor will appraise the powers of the presidency over time and assess how these powers have compared to the powers exerted by the other branches in the U.S. government.

Week 8: The U.S. Bureaucracy
In this section of the course we will address the nature of bureaucracy and discuss the role bureaucracy plays in the policy making process.

**Skills to be addressed:**
- critical thinking

**Student learning objective:**
- discuss the content of the U.S. Constitution
- analyze the structural and philosophical foundations of U.S. government

**Activities:**
- Complete reading of textbook chapter 8.
- Lectures analyzing the role of the bureaucracy in policymaking.
- Class discussion – Students and instructor will relate the bureaucracy to the executive and legislative branches of government, pointing out the ways in which the bureaucracy serves as a connecting agent between the two.

Week 9: The U.S. Courts
In this section of the course we will address the powers of the federal courts and how the powers are exercised in the system of checks and balances. We will also examine cases of conflicts of interest and recusal.

**Skills to be addressed:**
- critical thinking
• personal responsibility

Student learning objective:
• discuss the content of the U.S. Constitution
• analyze the structural and philosophical foundations of U.S. government

Activities:
• Complete reading of textbook chapter 9.
• Lectures outlining the key institutional structures of the U.S. Courts and illustrating how the judicial branch of government interacts with the other branches.
• Class discussion – Students and instructor will outline identify key judicial powers and examine how the courts have exercised these powers historically. Students and instructor will also analyze situations where judicial officials have a conflict of interest, relate the ethical reasoning underlining recusal in such cases.

Week 10: Public Opinion
In this section of the course we will address key features of public opinion and examine public opinion data.

Skills to be addressed:
• critical thinking
• communication skills

Student learning objective:
• explain political behavior

Activities:
• Complete reading of textbook chapter 10.
• Lectures examining the content, sources, and impact of public opinion in American government and policymaking.
• Class discussion – Students and instructor will compare and contrast the opinions of various social groups within the United States, recognizing the important influence such opinions have on policymakers. Students and instructor will also debate the strengths and weaknesses of a set of public opinion research surveys and analyze the content of publicly available visual materials used to describe trends in public opinion, such as graphs, charts, and tables, use public opinion research center interactive websites that allow users to (a) enter written information about their opinions and (b) compare their opinions to the broader public opinion.

Week 11: Political Parties
In this section of the course we will address the history of political parties in the US and the current two party system.

Skills to be addressed:
• critical thinking

Student learning objective:
- explain political behavior

**Activities:**
- Complete reading of textbook chapter 11, parts I and II.
- Lectures demonstrating the formation, role, and current structure of political parties in America.
- Class discussion – Students and instructor will chart the development and evolution of political parties in America, analyzing the reasons why the U.S. has a strong two-party system when other nations do not.
Week 12: Interest Groups
In this section of the course we will address theories of interest groups and the role they play in US politics and the policy making process.

Skills to be addressed:
- critical thinking

Student learning objective:
- identify forms of civic engagement
- explain political behavior

Activities:
- Complete reading of textbook chapter 11, parts III and IV.
- Lectures outlining the formation, role, and types of interest groups in America.
- Class discussion – Students and instructor will evaluate theories of interest group formation, examine the role interest groups play in U.S. politics and policymaking, and compare the different types of interest groups active on the national political scene.

Week 13: Voting, Campaigns and Elections
In this section of the course we will examine amine electoral engagement. Emphasis will be placed on the duties and responsibilities of US citizens.

Skills to be addressed:
- critical thinking
- social responsibility

Student learning objective:
- explain political behavior
- Identify forms of civic engagement.

Activities:
- Complete reading of textbook chapter 12.
- Lectures examining voting rights and laws, the civic duty of American citizens, and the conduct of elections in the United States. These lectures will include historical cases illustrating how ethnic, racial, and gender based laws shape voting rights in the United States, as well as explanations about how electoral participation occurs at the local, state, and national levels of government and comparisons of American electoral participation to electoral participation of other nations.
- Class discussions – Students and instructor will explain the political behavior of the American electorate by outlining the key features of the voter registration process (e.g., who is eligible to vote, how to register to vote, etc.) and the voting process (e.g., Election Day voting, early voting, ballot by mail voting, etc.). Additionally, students and instructor will research information about online resources (e.g., the Texas Secretary of State website) to use for answering questions about their voter registration and voting. Students will also be provided material designed to familiarize them with voter registration and voting, such as voter registration cards, sample ballots, and maps of voting precincts. Finally students and instructor will explore opportunities for civic engagement available to college-aged students.
Week 14: The Media
In this section of the course we will address the role the media plays in US politics.

Skills to be addressed:
- critical thinking

Student learning objective:
- explain political behavior

Activities:
- Complete reading of textbook chapter 13.
- Lectures illustrating the content and impact of the media on public opinion and policymaking in the United States.
- Class discussion – Students and instructor will characterize the content of various media sources, illustrating how this content affects the attitudes held by American citizens and policymakers.

Week 15: Domestic and Foreign Policy
In this section of the course we will address the key features of domestic and foreign policy making process. We will also address recent cases of whistle blowing in the public sector and effects of whistleblowing on the policy making process.

Skills to be addressed:
- critical thinking
- personal responsibility

Student learning objective:
- identify forms of civic engagement
- analyze the structural and philosophical foundations of U.S. government

Activities:
- Complete reading of textbook chapter 14.
- Lectures modeling the policymaking process, pointing out the important role of various actors, and relating this process to key social, economic, and foreign policies in the U.S. These lectures will include past and current cases illustrating whistle blowing behavior on the part of individuals active in the policymaking process.
- Class discussion – Students and instructor will diagram the policymaking process and relate key social, economic, and foreign policies to this process, emphasizing the important role that whistle blowing plays.

The post-test on course content will be administered during the last class meeting of the semester.
Objective 1: Analyze structural and philosophical foundations of government

1. According to John Locke and Thomas Hobbes, a social contract is necessary for
   a. The protection of sovereign power, such as that practiced by a king.
   b. The protection of natural rights.
   c. The creation of democracy.
   d. The creation of a republic.

2. Which of the following statements about social contract theory is false?
   a. When citizens enter into a social contract, they retain their right to revolt against government.
   b. Individuals live in a state of nature prior to entering into a social contract.
   c. Social contract theory provided the philosophical foundation for the Declaration of Independence.
   d. Thomas Hobbes opposed the idea of a social contract because it endangered liberty.

3. Federalism refers to
   a. The separation of powers between the executive, judicial, and legislative branches of government.
   b. A system that grants law and policy making powers to both a national government and state governments.
   c. A system that grants law and policy making powers to both local governments (city, county, etc.) and state governments.
   d. The separation of power between the US House of Representatives and the US Senate.

4. Federalism contributes greatly to a government’s ability to govern over a large and diverse population because federalism
   a. Requires state governments to abide by national laws.
   b. Grants state governments the power to make policies and laws appropriate to the population of a state.
   c. Forces state governments to abide by a system of checks and balances.
   d. Grants the national government the power to interfere with state governments’ policies and laws.

Objective 2: Discuss the content of the US Constitution

1. How did the Founding Fathers guard against the threat of the tyranny of the majority?
   a. The Founding Fathers created a bicameral legislative branch.
   b. The Founding Fathers created separation of powers and checks and balances.
c. The Founding Fathers provided that some policy actions could be taken only with the consent of a supermajority.
d. The Founding Fathers created federalism and allowed each state to adopt its own constitution.

2. The Founding Fathers adopted separation of powers and checks and balances as a way of
   a. Controlling the power of the national government.
   b. Controlling the power of the supermajority.
   c. Controlling the power of the state governments.
   d. Controlling the power of the people.

3. Which of the following concepts is most closely associated with civil rights?
   a. Liberty
   b. Equality
   c. Federalism
   d. Dual citizenship

4. Which of the following concepts is most closely associated with civil liberties?
   a. Freedom
   b. Equality
   c. Federalism
   d. Dual citizenship

Objective 3: Explain political behavior

1. The single greatest influence on an individual's first political party affiliation is
   a. Parents.
   b. Age.
   c. Gender.
   d. Religion.

2. Political parties have been affected, and in general weakened, by
   a. The movement of people from rural areas to urban areas.
   b. A decline in the number of lobbyists.
   c. Candidate center politics.
   d. Decreases in the size of congressional districts.

3. Which of the following is a major weakness of public opinion polls?
   a. Polls have very large margins of error.
   b. Polls cannot measure the intensity of a respondent's opinion.
   c. Polls rely too much on random sampling and not enough on stratified sampling.
   d. Polls use questionnaires that lack a sufficient number of questions.

4. The method of selection that gives each person in a group an equal chance of being selected for a survey is known as
   a. Stratified sampling.
b. Random sampling.
c. Self-selection sampling.
d. Tracking sampling.

**Objective 4: Examine and identify forms of civic engagement**

1. Which election scenario would likely result in a run-off election?
   a. A plurality rule based primary election with two candidates running.
   b. A majority rule based primary election two candidates running.
   c. A majority rule based general election with five candidates running.
   d. A plurality rule based general election with eight candidates running.

2. A referendum election allows voters
   a. To approve or repeal an existing law.
   b. To elect a candidate to office during a non-election season.
   c. To remove a proposition from the ballot.
   d. All of the above

3. In Texas individuals who wish to vote in an election must register ______ before the election they wish to vote in.
   a. 10 days
   b. 60 days
   c. 30 days
   d. 40 days

4. Students who wish to become involved in election work may volunteer as a
   a. Poll assistant.
   b. Poll worker.
   c. Poll watcher.
   d. All of the above
Government/Political Science  
Component Area VII  
Core Curriculum Course Proposals  
Rubric for POLS 2305  

|--------------------|----------------------------------------|---------------------------------------------------|------------------------------------|---------------------|-------|
| This course involves a discussion of the US Constitution  
  • Explore the historical and political origins of the US Constitution  
  • Examine the content of the US Constitution  
  • Discuss civil liberties  
  • Discuss civil rights | Little or no evidence of required elements. | There is some evidence of required elements. | The evidence submitted provides sufficient evidence of the required elements. | There is detailed evidence of the required elements. | |
<table>
<thead>
<tr>
<th>Assesses students' ability to discuss the US Constitution.</th>
<th>The application provides <strong>little or no</strong> evidence of direct assessment in this area.</th>
<th>The proposal includes <strong>some</strong> evidence of direct assessment in this area.</th>
<th>The proposal includes <strong>sufficient</strong> evidence of direct assessment in this area.</th>
<th>The proposal thoroughly provides <strong>detailed</strong> evidence of direct assessment in this area.</th>
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<td>This course involves the analysis of structural and philosophical features of American government:</td>
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<td>- Theories of democracy</td>
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<td>- The public policy making process</td>
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<td>This course examines governmental institutions</td>
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<td>The presidency</td>
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<td>Congress</td>
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<td>The federal courts</td>
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<td>The bureaucracy</td>
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<td><strong>Assess</strong> the students' ability to examine governmental institutions.</td>
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</table>
| This course involves an explanation of political behavior:  
- Public opinion  
- Political parties | Little or no evidence of required elements. | The evidence submitted provides some evidence of required elements | The evidence submitted provides sufficient evidence of the required elements | There is detailed evidence of the required elements. | Notes |
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| This course identifies forms of civic engagement  
- Elections  
- Voting | Little or no evidence of required elements. | The evidence submitted provides some evidence of required elements | The evidence submitted provides sufficient evidence of the required elements | There is detailed evidence of the required elements. | Notes |
| Assess students' ability to identify forms of civic engagement | The application provides **little or no** evidence of direct assessment in this area. | The proposal includes **some** evidence of direct assessment in this area. | The proposal includes **sufficient** evidence of direct assessment in this area. | The proposal thoroughly provides **detailed** evidence of direct assessment in this area. |