

Miami-Dade Community College
POS 2041- AMERICAN FEDERAL GOVERNMENT

Course Description: This course examines the American Constitution and its development and the organization, functions, powers and limitations of the national government. It explores the nature of political socialization and public opinion along with the functioning of political parties and other interest groups. It also considers the dynamic interaction between the citizenry and their government in such areas as civil liberties, civil rights, fiscal and monetary policies, security concerns, immigration, and the environment.

3 Credits

Prerequisites and Corequisites: None

Course Competencies:

Competency 1: THE STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF DEMOCRACY BY:

- a. identifying the Greek, Roman, Judeo-Christian, German, and English contributions to its evolution.
- b. describing the contributions of the Enlightenment, Liberalism, and modern secular and egalitarian movements to its development.
- c. discussing its characteristics and various forms.

Competency 2: THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE FOUNDATIONS OF AMERICAN GOVERNMENT BY:

- a. studying the principal colonial, political, and economic institutions and analyzing the causes of the American War of Independence.
- b. analyzing the Declaration of Independence, and the Articles of Confederation.
- c. discussing the reasons for the Philadelphia Convention, and its many controversies and political compromises.

Competency 3: THE STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE CONSTITUTION OF THE UNITED STATES BY:

- a. reading the articles of the Constitution as well as its amendments.
- b. defining its main characteristics, including federalism, separation of powers and checks and balances.
- c. reasoning why the Bill of Rights and other amendments were added to the Constitution.

Competency 4: THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE RELATIONS LINKING PEOPLE WITH THEIR GOVERNMENTS BY:

- a. discussing the nature of public opinion and political socialization.
- b. analyzing the role of the mass media, the factors which influence its coverage, and its impact on society.
- c. describing the socio-economic, political, and ideological factors which affect voting.
- d. explaining the functioning of political parties and interest groups

- and how these interact with the electoral process.
- e. knowing how federal elections take place in the United States.

Competency 5: THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE STRUCTURE OF THE CENTRAL GOVERNMENT BY:

- a. describing the functions, organizations, powers and limitations of the Congress, the Presidency, the Judiciary, and the Bureaucracy.
- b. discussing the many ways in which the citizenry can impact on these institutions.

Competency 6: THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF CIVIL LIBERTIES AND CIVIL RIGHTS BY:

- a. learning about the Bill of Rights and Supreme Court decisions which protect civil liberties from government intrusion.
- b. identifying amendments to the Constitution and legislation for the protection of the citizenry.
- c. studying the differences between conservative and liberal interpretations of the Constitution.

Competency 7: THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE MAKING OF PUBLIC POLICY BY:

- a. analyzing the political process involved in making economic, domestic and international policies.
- b. studying the many points of view, including libertarian, anarchist, conservative, liberal, socialist, and autocratic, held by the American people, and how they lead to political tension and compromise.
- c. describing the many issues which face Americans and others in the United States, including abortion, education, health care, fiscal policies, immigration, monetary policies, social security, and others.

**GUIDELINES FOR DEVELOPING COMPETENCIES
(Continued)**

4. Introduce the knowledge, skills and abilities required for transfer to upper division programs, or performance in career.
5. Relate competencies to prerequisites and general education requirements.
6. Include systematic, critical, and creative processes.
7. Reinforce critical thinking and oral communication.

GUIDELINES FOR DEVELOPING COMPETENCIES

Format:

1. Begin with a present tense action verb.
(Example: Convert picas to points and inches.)
2. Each action verb requires an object.
(Example: Identify bacteria, fungi, and parasites.)
(Verb followed by object)
3. Each competency is measurable and/or observable.
(Example: Describe general methods of child study by describing such procedures as longitudinal study, case study and correlational study.)
4. Each competency is based on performance.
(Example: Evaluate literacy genre from a historical perspective by comparing and contrasting the literary works in the 19th Century.)
5. Do not use evaluative or relative adjectives.
(Do not use words like good, effective, appropriate.)
6. Do not use evaluative or relative adverbs.
(Do not use words like quickly, slowly, immediately.)
7. Do not use qualifying phrases.
(Do not use a phrase such as Write with greater confidence.)
8. Say what you mean, using only necessary words.

Content

1. Use all domains as appropriate: cognitive, psychomotor and affective.
2. Build the level of learning from the lowest level to the highest level in each domain, e.g., from knowledge to evaluation in the cognitive domain; from imitation to naturalization in the psychomotor domain; and from receiving to characterizing in the affective domain.
3. Organize similar knowledge, skills and abilities together into a competency, developing a smaller number of competencies rather than an extensive number of knowledge, skills and ability outcomes.