



**ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

Academic Unit College of Public Programs Department School of Social Work

Subject SWU Number 182 Title A Social Services Perspective of Government Units: 3

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

Course description:  
This course explores levels of government and policy practice in advancing social and economic justice and effective social services within the southwest.

**Requested designation:** Social and Behavioral Sciences-SB

*Note- a **separate** proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

Name Cecilia Ayon Phone 6024961196

Mail code 3920 E-mail: cecilia.ayon@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Michelle M Carney Date: 9/8/14

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>				
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Attached course syllabus - particularly course objectives 2, 3, 4, 5, 9, 10 & 11
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:		Course Units - as outlined on course syllabus
		<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Political Science History	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ol style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ol>		Course teaches about history and current structures of government, and human political behavior

<b>ASU--[SB] CRITERIA</b>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Key social and behavioral perspectives taught include:</p> <ul style="list-style-type: none"> <li>Philosophical underpinnings of our government</li>   <li>Understanding the importance and differences between civil liberties and civil rights</li>   <li>Role of public opinion in shaping public policy</li>   <li>The impact of interest groups</li>   <li>How to communicate and support ideas and position on social issues</li> </ul>
		<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p>	
		<ul style="list-style-type: none"> <li>• Courses with primarily arts, humanities, literary or philosophical content.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses with primarily natural or physical science content.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
SWU	182	A Social Services Perspective of Government	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course advances basic understanding and knowledge about human interaction	The functions and outcomes of the political arena are critical to social well-being. This course teaches students to understand the structure and operations of government and how those functions impact citizens and overall social welfare.	Attached course outline - particularly course objectives 2, 3, 4, 5, 9, 10 & 11 [see page 2-3]  Week 1 activity introduces students to the concept of social services and the relationship to their own lives. [page 7, 10]  Week 9 activity requires that students investigate a social service agency and understand the services offered and to whom those services are targeted [page 8, 11]  Week 12 activity engages students with public media and the impact of public opinion on policy makers [page 9, 12]
Course content emphasizes study of social behavior in Political Science and History	Course Units on: Historical background of the United States structure of government  Becoming a Democratic Republic The Constitution of the United States Federalism	Quiz on chapters 1, 2, and 3 tests students' knowledge of the historical development of our system of government. [see page 6]  Weeks 3 & 4 activities help students to understand the structures of Arizona State government and Tribal governments, and how the two interact with the Federal

	<p>Historical background of state, tribal and local structures of government</p> <p>The Arizona Constitution County Classes and Charters Incorporation of Municipal Areas and Charters Tribal Sovereignty and Governance</p> <p>Civil Liberties and Civil Rights</p> <p>The Bill of Rights Freedom of Religion, Speech, Assembly and Privacy Balancing the Rights of Individuals and the Rights of Society</p> <p>Government Structures, Division of Power, and Relationship between Levels of Government</p> <p>National – Legislative, Judicial and Executive Branches State, County, Municipal, and Tribal governments Interrelationship between Tribal, State, and Federal Governments</p> <p>Federal and State Bureaucracies – Role in Developing and Maintaining Social Services</p> <p>Policy Models Incrementalism Elite Theory Rational Theory</p>	<p>government. [see page 7, 10-11]</p> <p>Weeks 5 and 6 quizzes test students' understanding of civil liberties and civil rights, as well as their completion of a web-based activity for students to identify organizations that promote civil rights. [see page 7-8]</p> <p>Students learn the details of the 3 branches of the federal government and how this structure creates a system of checks and balances. Quizzes on chapters 9, 10, 11 &amp; 12 test students' knowledge, and are supported by the activity on a social service agency virtual visit, as well as the assignment requiring them to visit the Arizona State Legislature website. [see page 6, 8]</p> <p>Policy analysis is introduced, including models that can be applied to public policies. Students are asked to apply basic policy analysis through Week 11's assignment to understanding how political, economic, and social imbalances affect policy-making. [see page 8]</p> <p>Understanding the impact of public opinion and the media are covered through the Week 12 activity on identifying an example of public opinion in the media and analyzing that example. [see page 9, 12]</p> <p>The power of interest groups and political parties is introduced, and the quiz on Week 13 helps to reinforce their knowledge of the impact of these groups. [see page 9]</p>
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	<p>Critical Theory</p> <p>The Creation of Law and Public Polivy</p> <p>The Role of Special Interest Groups, Corporations, and the Media in Influencing Public Policy</p> <p>Policy Practice and the Practitioner's Influence upon Policy</p>	<p>The course closes with the application of policy advocacy. Students are required to research a topic related to a social issue, and prepare a fact sheet on that topic. From the information on the fact sheet, students draft a letter to an elected official advocating a position on that issue. While the letter does not need to actually be sent, it helps students to see how to apply the concepts in the course. The letter-writing activity requires a synthesis of understanding the structure of government, the interactions between policy-makers and their constituents, the power of public opinion, and how the individual fits within the historical and contemporary political arena. [see page 15, week 15]</p>
<p>Course emphasizes distinct knowledge base of social and behavioral sciences</p>	<p>History of U.S. government</p> <p>Human Behavior in the political arena, including the power of public opinion and the process of political socialization</p> <p>Structure and procedures of government</p> <p>Civil liberties and civil rights, the philosophical underpinnings and defferences between the two</p> <p>Theories of policy development</p>	<p>As demonstrated through the assignments in the course, as explained above.</p> <p>Upon completion of the course, students will have a better understanding of the political process and role of citizens within that process, which reflects human behavior within the political arena.</p>

<p>Course illustrates use of social and behavioral sciences</p>	<p>Application of the information presented in the course is required through the completion of applied projects during the last weeks of the semester. In this way, students can see that the theoretical information they have learned can be used to impact the public policy arena, and can be taken with them beyond the construct of the course.</p>	<p>Philosophical underpinnings of our government - Week 2 quiz and weeks 3 &amp; 4 activities [see page 6 ]</p> <p>Understanding the importance and differences between civil liberties and civil rights - Week 5 activity, week 6 quiz [see page 11 ]</p> <p>Role of public opinion in shaping public policy - Week 6 quiz, week 12 activity [see page 12 ]</p> <p>The impact of interest groups - Week 13 quiz</p> <p>How to communicate and support ideas and position on social issues - Weeks 14 &amp; 15 activities [see page 12-13]</p>
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## SWU 182: A Social Services Perspective of Government

### Catalog Description

Government and the role of policy practice in advancing social and economic justice and effective social services within the southwest.

**ARIZONA STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**Course Outline  
Fall 2014**

**INSTRUCTOR:** Elizabeth Segal, PhD ([esegal@asu.edu](mailto:esegal@asu.edu))

**TA's:**

**I. Course:** SWU 182 - A Social Services Perspective of Government

**II. Program Level:** Undergraduate

**III. Course Requirements:** Credit: 3 semester hours

**IV. Course Description:** This course explores levels of government and policy practice in advancing social and economic justice and effective social services within the southwest.

**WELCOME**

Welcome to a *Social Services Perspective on Government*. This may be your first online course. Please take the time to read this course outline very carefully several times. Utilize the first week of classes to familiarize yourself with the course website. A guide to Blackboard is available online to help you learn how to navigate the course website. You can locate it by clicking on the "Tools" button on the menu on the left hand-side of the course homepage, it is called "Blackboard Help."

Please pay careful attention to deadlines for all assignments, quizzes and activities. Do not hesitate to contact me by email if you have any questions or concerns ([esegal@asu.edu](mailto:esegal@asu.edu)). I will try to get back to you as quickly as possible.

**IMPORTANT:** When you e-mail, please put "SWU 182" or "Government Class" in the subject heading so that I will recognize your e-mail from the class.

**STRATEGIES FOR EXCELLING IN THIS COURSE**

Taking an online course is different from the traditional face-to-face course. While you may know that, it is important to keep some things in mind. The class moves at a consistent pace, which means you must keep up with it each week. Frequently check on the due dates, and use the chart at the end to help you plan accordingly. Focus on the early weeks, if you do well on those assignments, you will have points to spare later in the semester. There is a great deal of individualized learning, but if you have questions, don't wait, email us right away for clarification. Keep up with the reading, much of the course is based on that content. For most of the semester that is one chapter per week, not an overwhelming amount. That is intentional – we want you to learn and really absorb the important content. You will learn the material best by staying on that pace and not falling behind.

## **WRITING QUALITY**

Because this is an online course, our mode of communication is through the written word. Grades are based on a combination of content and clarity, so be sure that your writing is clear and responds to the questions raised in the assignment. Please review all your written work for proper grammar, spelling and word usage.

## **TECHNICAL SUPPORT**

**IMPORTANT NOTE:** Sometimes Blackboard does not work well if you are using Internet Explorer as your browser. In order to avoid problems, particularly when you are taking quizzes, watching videos, or completing assignments, open the internet with a different browser such as Mozilla or Google Chrome. You can download either for free (see links below).

<http://www.mozilla.com>

or

<https://www.google.com/intl/en/chrome/browser/>

If you do have technical problems visit the My ASU Service Center ([my.asu.edu/service](http://my.asu.edu/service)) to get personalized support through 24/7 live chat or by submitting your request online or for immediate assistance call 1-855-278-5080 - the ASU technology helpline. Or check the Blackboard home website under “Tools” and click on the ASU Blackboard Help link.

**V. Rationale for the Course:** In order to effectively influence public policy and carry out effective policy practice, social service workers need to understand the structure and functions of government at the municipal, state, county, tribal, and federal levels. To this end, social service workers need to become familiar with the Arizona, tribal, and United States Constitutions; the role of the judicial, legislative, and executive branches; the concept of tribal sovereignty and the relationship between tribal, state, and federal government; the electoral process; the process of how bill becomes law; and the role of public opinion, the media, interest groups (including political action committees, lobbyists, and corporations), and political parties on the electoral process and policy agenda at each level of government.

## **VI. Course Objectives:**

Upon completion of this course, students will be able to:

1. Identify the mission and core values of the social work profession in relation to policy practice.
2. Understand the historical underpinnings of the federal, state, tribal, county, and municipal levels of governments.
3. Explain the unique role of each level of government, and the similarities and differences between their structures and divisions of power.

4. Describe the historical background of the development of reservations, the structure and divisions of power of tribal governments, the role of tribal law, the concept of tribal sovereignty, and the interrelationship between tribal, state, and federal governments.
5. Apply the principles of civil liberty to civil rights and social justice.
6. Explain the electoral process of each level of government.
7. Describe the process involved in the creation of law and public policy.
8. Understand and apply various policy models that help explain the development of public policy and political advocacy.
9. Describe the role of the social service professionals in influencing public policy through advocacy and policy practice.
10. Demonstrate understanding of the values and ethical considerations for a social services worker working within the political arena.
11. Identify the influence of the media, special interest groups, and corporations on public policy.
12. Demonstrate political advocacy related to a contemporary social issue.

## **VII. Course Units:**

1. An introduction to social services in relation to governments  
  - How social services are impacted by and interact with all levels of government
  - Social welfare and the role of government actions and services
2. Historical background of the United States structure of government  
  - Becoming a Democratic Republic
  - The Constitution of the United States
  - Federalism
3. Historical background of state, tribal and local structures of government  
  - The Arizona Constitution
  - County Classes and Charters
  - Incorporation of Municipal Areas and Charters
  - Tribal Sovereignty and Governance
4. Civil Liberties and Civil Rights  
  - The Bill of Rights
  - Freedom of Religion, Speech, Assembly and Privacy
  - Balancing the Rights of Individuals and the Rights of Society

5. Government Structures, Division of Power, and Relationship between Levels of Government
  - National – Legislative, Judicial and Executive Branches
  - State, County, Municipal, and Tribal governments
  - Interrelationship between Tribal, State, and Federal Governments
6. Federal and State Bureaucracies – Role in Developing and Maintaining Social Services
7. Policy Models
  - Incrementalism
  - Elite Theory
  - Rational Theory
  - Critical Theory
8. The Creation of Law and Public Policy
  - How a bill becomes law – Federal and State
  - Policy models in action
9. The Role of Special Interest Groups, Corporations, and the Media in Influencing Public Policy
10. Policy Practice and the Practitioner’s Influence upon Policy: Becoming a Change Agent
  - Mission of the Social Work Profession - Core values, educational standards, and the NASW Code of Ethics in relation to policy practice
11. Social Service Values and Ethics in the Political Arena
  - Social and Economic Justice
  - Empowerment
  - Self-determination
  - Responsibilities to the broader society – promoting the general welfare, public participation, and social and political action

**VIII. Key Course Concepts:**

Democracy	Civil liberties	Political socialization
Politics	Universal suffrage	Checks and balances
Separation of powers	Judicial review	Bicameral legislature
Block grant	Categorical grant	Civil rights
Writ of habeas corpus	De facto segregation	De jure segregation
Civil disobedience	Affirmative action	Generational effect
Political party	Social movement	Legislative branch
House of Representatives	Senate	Executive branch
Judicial branch	Supreme Court	Executive order
Cabinet	Civil service	Privatization

## IX. ASU and Related Professional Policies

Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy:** <http://provost.asu.edu/academicintegrity/policy>

**Student Code of Conduct:** <http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

**Computer, Internet, and Electronic Communications Policy:** <http://www.asu.edu/aad/manuals/acd/acd125.html>

**Missed Classes Due to University Sanctioned Activities:** <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

**Accommodations for Religious Practices:** <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

**Commercial Note Taking Services:** <http://www.asu.edu/aad/manuals/acd/acd304-06.html>

**Handling Disruptive, Threatening, or Violent Individuals on Campus:** <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

**School of Social Work Student Academic Integrity**

**Policy:** <http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

**Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:** <http://www.socialworkers.org/pubs/code/code.asp>

## X. Readings:

### Required Text

Schmidt, S.W., Shelley, M.C. & Bardes, B.A. (2014-2015). **American Government and Politics Today**. 2014-2015 Brief Edition. Stamford, CT: Cengage Learning.

The book is available in the ASU Downtown Campus bookstore, or you can purchase or rent the book directly through the publisher:

**Cengage Advantage Books: American Government and Politics Today, Brief Edition, 2014-2015, 8th Edition** ISBN13: 978-1-285-43638-8

Direct Link: <http://www.cengagebrain.com/shop/search/9781285436388>

### Other readings include:

*Arizona Legislative Manual* (2003). Phoenix, AZ: Arizona Legislative Council.  
Available on Blackboard under **Weekly Learning Module** for weeks 3 & 4.

*Myths and Realities of Tribal Sovereignty: The Law and Economics of Indian Self-Rule* by Joseph P. Kalt and Joseph William Singer. Harvard University – Faculty Research Working Papers Series, RWP04-016.

Available on Blackboard under **Weekly Learning Module** for weeks 3 & 4.

*An Introduction to Indian Nations in the United States* by the National Congress of American Indians.

Available on Blackboard under **Weekly Learning Module** for weeks 3 & 4

Chapter 4 in *Social welfare policy and social programs*, 3<sup>rd</sup> Edition by Elizabeth A. Segal. Belmont, CA: Thomson Brooks/Cole.

Available from:

<http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=978-0-8400-2912-6>

## **XI. Assignments:**

There are a variety of assignments, all worth a total of 220 points. You will notice on the grading scale on page 13 of this course outline that the highest grade you can get is an A+ with 200 points. That gives you extra assignments built into the course that provide you the opportunity to earn extra points – up to 20 extra points. Thus, you can earn a maximum of 220 points, but you only need 200 to earn the highest grade. This structure provides you with the opportunity to enhance your overall score throughout the semester, as much as an entire grade. However, make sure you note the due dates for all assignments and quizzes. Each assignment and quiz will be unavailable for you to do after the closing date. Should you forget or miss an assignment, quiz, or activity, **you will not have an opportunity to make it up after the assigned period.** Do not email and ask for another opportunity, if you miss the due date that is your responsibility. Taking an online class means that you know ahead of time all the due dates, so plan accordingly. You may work ahead on any quizzes or assignments, but not after the due date.

If you have technical problems with a quiz or loading an assignment, contact the instructor or TA immediately. We will provide retake opportunities if there is a technical problem, but must be notified of the problem when it occurs. We will not provide retake or resubmission opportunities if you wait to notify us of the technical problem.

**There are 5 quizzes worth a total of 110 points and a variety of activities worth 110 points. Details of all the activities can be found following the Weekly Learning Modules (pp. 7-9 in this course outline). The grid at the end of this course outline (last page) lists by week all the readings, activities, and quizzes and their point totals.**

## **Assignment due dates and time:**

Note that all assignments (quizzes and activities) are due on **Sundays at 5 pm.** This may be different from your experiences in other on-line classes. The rationale for this deadline is that in cases of technical difficulty, there is time to correct for the problem before the week is over. Please plan accordingly to ensure completion of all your quizzes and activities no later than by **SUNDAY at 5 pm.**

## **Weekly Learning Modules:**

**Click on the Weekly Learning Modules tab on the left and you will find each week listed. When you click directly on each week, you will find the assignments, quizzes and activities that are due that week as well as any additional sources.**

**WEEK 1****INTRODUCTION****8/25-8/31**

What is government?  
 Why is government necessary?  
 What should be the role of government?  
 Democracy  
 How is government related to social services and social well-being?

*Read: Textbook, Chapter 1*

*Assignment: Take the survey and then submit your Paragraph on Social Programs by 5:00 pm on 8/31.*

**WEEK 2****BACKGROUND ON THE US FEDERAL GOVERNMENT****9/1-9/7**

Historical foundation  
 System of “checks and balances”  
 The Constitution – Foundation to governance  
 Federalism  
 States’ rights

*Read: Textbook, Chapters 2 & 3*

*Assignment: Quiz on chapters 1, 2 & 3 to be completed by 5:00 pm on 9/7*

**WEEKS 3 & 4****BACKGROUND ON STATE, TRIBAL AND LOCAL GOVERNMENTS****9/8 – 9/14**

The structure of Arizona State government

**AND**

The structure of Tribal governments

**9/15 – 9/21**

How are state, tribal and local governments connected to the Federal government?

*Read: Arizona State Government Manual, Preface and pp. 1-36  
 Tribal Government paper, pp. 1-16*

*Indian Nations in the United States, for reference*

*Assignments: Arizona State Legislature website scavenger hunt activity due by 5:00 pm on 9/14*

*Tribal Government web site activity due by 5:00 pm on 9/21*

**WEEKS 5 & 6****CIVIL LIBERTIES AND CIVIL RIGHTS****9/22 – 9/28**

Civil and social rights

Women’s rights

**AND**

Racial and ethnic minorities: particular emphasis on the civil rights of African American, Latino, and Native American populations

LGBTQ rights

**9/29 – 10/5**

Immigrant and refugee rights

Religious freedoms



*Read: Textbook, Chapters 4 & 5*  
*Assignments: Civil Rights website exercise due by 5 pm on 9/28*  
*Quiz on chapters 4 & 5 to be completed by 5:00 pm on 10/5*

**WEEK 7 CONGRESS – LEGISLATIVE BRANCH**

**10/6 – 10/12**  
*Read: Textbook, Chapter 9*  
*No Activity or Quiz – Fall Break*

**WEEK 8 THE PRESIDENCY – EXECUTIVE BRANCH**

**10/13-10/19**

*Read: Textbook, Chapter 10*  
*Assignment: Quiz on chapters 9 & 10 to be completed by 5:00 pm on 10/19*

**WEEK 9 THE BUREAUCRACY**

**10/20-10/26**

*Read: Textbook, Chapter 11*  
*Assignment: Social Service Agency virtual visit description due by 5:00 pm on 10/26*

**WEEK 10 THE JUDICIARY – JUDICIAL BRANCH**

**10/27-11/2**  
*Read: Textbook, Chapter 12*  
*Assignment: Quiz on chapters 11 & 12 to be completed by 5:00 pm on 11/2*

**WEEK 11 POLICY ANALYSIS**

**11/3-11/9**

*Read: Chapter 4 from Social Welfare Policy and Social Programs, available at:*

<http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=978-0-8400-2912-6>

(To order Chapter 4 as an e-chapter, go to the above webpage, or go to the publisher website and find the book by the ISBN number, which is 978-0-8400-2912-6)

*Assignment: Policy Analysis activity*  
*Discuss Question #4 on p. 115, and submit your paragraph by 5:00 pm on 11/9*

**WEEK 12****PUBLIC OPINION****11/10-11/16***Read: Textbook, Chapter 6**Assignment: Newspaper activity due by 5:00 pm on 11/16***WEEK 13****INTEREST GROUPS AND POLITICAL PARTIES****11/17-11/23**Interest Groups  
Political Parties*Read: Textbook, Chapter 7**Assignment: Quiz on chapters 6 & 7 to be completed by 5:00 pm on 11/23***WEEKS 14 &15****POLICY ADVOCACY****11/24-11/30**

Review the topics presented in chapters 13 and 14 in the textbook. Pick one of the topics to prepare a fact sheet on the issue and then develop a letter that could be sent to an elected official to advocate for a position related to the issue.

**12/1 – 12/7***Read: Textbook, Chapter 13 and 14**Assignments: Fact sheet activity due by 5:00 pm on 11/30**Written policy advocacy letter due by 5:00 pm on 12/7*

## **QUIZZES**

**All Quizzes will be based off of the content and key terms of each chapter in the textbook. After reading each chapter, use the key terms as your study guide to prepare for the quizzes. You will have 60-90 minutes to complete each quiz. Be sure to allow yourself the full time before the closing deadline of 5 pm on Sunday.**

**Week 2: Quiz on chapters 1, 2 & 3 – complete by 9/7 (90 minutes to complete)**

**Week 6: Quiz on chapters 4 & 5 – complete by 10/5 (60 minutes to complete)**

**Week 8: Quiz on chapters 9 & 10 – complete by 10/19 (60 minutes to complete)**

**Week 10: Quiz on chapters 11 & 12 – complete by 11/2 (60 minutes to complete)**

**Week 13: Quiz on chapters 6 & 7 – complete by 11/23 (60 minutes to complete)**

# **ACTIVITIES**

**All activity assignments can be accessed through the Activities tab on your left on the Blackboard website. Click on each activity to enable submission of your work.**

## **Week 1: Activity on government programs**

Click on the survey and complete the questions. After completing the survey consider the following questions and write a paragraph of no more than 10 sentences using the following questions as your guide:

When you hear the term "government program" what do you think of?

Do you consider yourself a recipient of government programs? Why or why not?

What do you think the public perception is of government programs? Are these perceptions accurate or not?

Are all government programs viewed the same? Why or why not?

How do you think we should view government programs?

**Submit your paragraph no later than 5 pm on August 31, 2014**

## **Week 3: Arizona State Legislature Scavenger Hunt**

Got to the Arizona State Legislature website at <http://azleg.state.az.us/>

Once on the website, find the information needed to fill in the worksheet, which can be found attached to the Week 3 activity.

**Submit your worksheet no later than 5 pm on September 14th**

## **Week 4: Tribal Government Website Visit**

There are more than 550 legally recognized Indian Tribes in the United States. Visit the federal government web site <http://www.usa.gov/Government/Tribal-Sites/index.shtml>.

This site has an alphabetical listing of all the tribes. Choose one tribe, and visit their website. Identify the tribe and the url (web address) of their home page. Then answer 5 questions (your choice) from the list below about the tribe from information on their web site. Be sure to identify the web page from which you got the information.

- a) Where is the tribe located?
- b) What type of governing body leads the tribe?
- c) Who is in charge of the tribal government?
- d) What social services are offered by the tribe?
- e) Is there a formal school or educational system run by the tribe? If so, describe.
- f) Are there economic enterprises or businesses run by the tribe? If so, describe.
- g) How large is the reservation?
- h) What is the population of the reservation?
- i) What is the population of the tribe?
- j) What are the requirements for tribal membership?
- k) What language(s) are spoken by tribal members?
- l) What is the earliest history of the tribe?

**Submit your tribal information no later than 5 pm on September 21st**

### **Week 5: Civil Rights Website descriptions**

Chapters 4 and 5 cover the topics of civil liberties and civil rights. Browse the Internet and find 2 organizations that are well regarded nationally and that address issues related to civil liberties and civil rights. You might choose an organization concerned with racism, sexism, homophobia, classism, ethnocentrism, ageism, or other barriers to civil rights. Be sure that the organizations are reputable.

Identify the full name of each organization, the web address of the home page, and in less than three sentences, describe each organization's mission as it relates to civil liberties and civil rights.

**Submit your civil rights organizations no later than 5 pm on September 28<sup>th</sup>**

### **Week 7: No activity or quiz – Fall Break**

### **Week 9: Social Service Agency virtual visit**

Find an Arizona-based social service agency or organization online. Visit the agency's website and answer the following questions:

What is the name of the agency or organization?

What social services do they offer?

Who is eligible for their services?

Is this a private or public agency or organization?

Briefly describe the governance or management system of the agency or organization.

**Submit your description no later than 5 pm on October 26th**

## **Week 11: Policy Analysis – Power Imbalances**

Read Chapter 4 “Analyzing and Researching Social Welfare Policies” from *Social Welfare Policy and Social Programs*, available at:

<http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=978-0-8400-2912-6>

(To order Chapter 4 as an e-chapter, go to the above webpage, or go to the publisher web site and find the book by the ISBN number, which is 978-0-8400-2912-6)

Discuss Question #4 on p. 115, and submit your paragraph (no more than 10 sentences) by 5:00 pm on 11/9

Question #4 is as follows: “Give an example of a power imbalance in society. How do you think this affects social welfare policies and programs?”

**Submit your paragraph no later than 5 pm on November 9th**

## **Week 12: Newspaper Article Analysis**

Find an article published in a major newspaper (such as the *New York Times*, the *Arizona Republic*, the *Washington Post*, or the *Huffington Post*) that presents public opinion on government or a national policy issue. The article should be recent, no more than a year old, and can refer to public opinion, or be an editorial piece that reflects an opinion. Write a paragraph (no more than 10 sentences) that identifies what the opinion expressed is and addresses the following questions: Do you feel that the opinion is clearly stated? Does it appear to be supported by facts and good research? Does it seem biased? Did it help you to better understand an issue?

Submit the article (or a copy) with your written paragraph.

**Submit your newspaper article analysis no later than 5 pm on November 16<sup>th</sup>**

## **Week 14: Policy Advocacy Fact Sheet**

Review the topics presented in chapters 13 and 14 in the textbook. Pick one of the topics to prepare a fact sheet on the issue. Your fact sheet should be no more than one page and focus on information specifically on the topic you choose. If you include information from other sources, cite those sources. Your fact sheet will serve as the information from which you build your policy advocacy letter for next week. Some tips to help you develop a fact sheet include:

Be brief

Do not include commentary or opinions

Make it visibly easy to use, such as using bulleted lists to cite data or place items in boxes or tables

**Submit your fact sheet no later than 5 pm on November 30<sup>th</sup>**

## **Week 15: Policy Advocacy Letter**

Choose an elected official from Arizona and write that person a policy advocacy letter. Your choice of elected official should fit for the type of letter you are writing – that is, it should make sense why you are writing that particular elected official and be appropriate for what you are asking. You do not have to actually send the letter.

You can find a PowerPoint presentation under the weekly module that provides guidelines for writing the letter. Refer to those guidelines while preparing your own letter.

**Submit your letter no later than 5 pm on December 7th**

**Remember that all the assignments and quizzes together total 220 points, so you have an opportunity to make up points or to earn more than the 200 for the top of the grading scale. Because of these extra 20 points, there will not be extensions for due dates nor will there be any additional extra credit.**

### **COURSE GRADING SCALE:**

Each assignment, test or activity is worth a specific number of points. The final grade in the class will be calculated by adding all the points received throughout the semester and the total points you receive will correspond to your final grade according to the following scale:

A+	-	198 - 200 points
A	-	188 -197
A-	-	180 -187
B+	-	174 -179
B	-	167 -173
B-	-	160 -166
C+	-	154 - 159
C	-	144 - 153
D	-	120 - 143
E	-	119 and below

## **Meaning of Grades (SSW Policy 312)**

An A+ grade at the undergraduate level means that a student is doing exceptional work. The student participates regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in participation assigned for a particular course. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student participates regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in participation assigned for a particular course. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the undergraduate level means that a student is doing excellent work. The student participates regularly, completes all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the undergraduate level means that a student is doing well above average work. The student participates regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A B grade at the undergraduate level means that a student is doing above average work. The student participates regularly, completes all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A B- grade at the undergraduate level means that a student is doing slightly above average work. The student participates regularly, completes all of the course assignments and demonstrates understanding of the material.

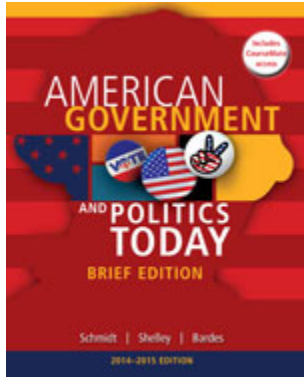
A C+ grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the undergraduate level means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

WEEK	DATES	TOPIC	READ	QUIZ ON:	ACTIVITIES	POINTS	DUE DATE at 5:00 pm
1	8/25-8/31	Introduction	Chapter 1		Post paragraph on social programs	10	8/31
2	9/1-9/7	Federal government	Chapters 2 & 3	Chapters 1, 2 & 3		30	9/7
3	9/8-9/14	State government	Posted handouts		AZ State Legislature website scavenger hunt	20	9/14
4	9/15-9/21	Tribal governments	Posted handouts		Tribal government website	20	9/21
5	9/22-9/28	Civil Liberties	Chapter 4		Civil Rights website descriptions	10	9/28
6	9/29-10/5	Civil Rights	Chapter 5	Chapters 4 & 5		20	10/5
7	10/6-10/12	Congress	Chapter 9		No Activity or Quiz Fall Break		
8	10/13-10/19	Presidency	Chapter 10	Chapters 9 & 10		20	10/19
9	10/20-10/26	Bureaucracy	Chapter 11		Social Service Agency virtual visit	10	10/26
10	10/27-11/2	Judiciary	Chapter 12	Chapters 11 & 12		20	11/2
11	11/3-11/9	Policy Analysis	Chapter 4 of Social Welfare Policy book		Paragraph on question #4 on p. 115	10	11/9
12	11/10-11/16	Public Opinion	Chapter 6		Newspaper article analysis	10	11/16
13	11/17-11/23	Interest groups and political parties	Chapter 7	Chapters 6 & 7		20	11/23
14	11/24-11/30	Policy Advocacy	Chapter 8		Policy Advocacy fact sheet	10	11/30
15	12/1-12/7	Policy Advocacy in action	Guide to letter writing Power Point		Policy Advocacy letter	10	12/7
TOTAL						220	





## Cengage Advantage Books: American Government and Politics Today, Brief Edition, 2014-2015, 8th Edition

- **Steffen W. Schmidt** Iowa State University
- **Mack C. Shelley, II** Iowa State University
- **Barbara A. Bardes** University of Cincinnati
- **ISBN-10:** 1285436385
- **ISBN-13:** 9781285436388
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8. Campaigns and Elections.
9. The Congress.
10. The Presidency.
11. The Bureaucracy.
12. The Judiciary
13. Domestic and Economic Policy.
14. Foreign Policy.

Appendix A: The Declaration of Independence.

Appendix B: The Constitution of the United States.

Appendix C: Federalist Papers No. 10 and No. 51.

## Bibliography

*Arizona Legislative Manual* (2003). Phoenix, AZ: Arizona Legislative Council.  
Available on Blackboard under **Weekly Learning Module** for weeks 3 & 4.

*Myths and Realities of Tribal Sovereignty: The Law and Economics of Indian Self-Rule* by Joseph P. Kalt and Joseph William Singer. Harvard University – Faculty Research Working Papers Series, RWP04-016.  
Available on Blackboard under **Weekly Learning Module** for weeks 3 & 4.

*An Introduction to Indian Nations in the United States* by the National Congress of American Indians.  
Available on Blackboard under **Weekly Learning Module** for weeks 3 & 4

Chapter 4 in *Social welfare policy and social programs*, 3<sup>rd</sup> Edition by Elizabeth A. Segal.  
Belmont, CA: Thomson Brooks/Cole.  
Available from: