

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 10/7/24

4. Department/discipline: \_\_\_\_\_

5. Department(s) endorsement(s): Political Science  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: American Government & Politics  
Abbreviated course title for Transcripts (25 characters or less): American Government

7. Course Designator: POLS                      8. Course Level: 1011

9. Number of Credits: Lecture 3                      Lab \_\_\_\_\_

10. Control Number (on site) 40                      Control Number (online) 25

11. Catalog/Course description:

A study of the structure and function of the national government of the United States. The course examines the Presidency, Congress, and federal courts as well as the impact of interest groups, political parties, and the media upon government.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor choice

14. **Course Content** (Provide an outline of major topics covered in course)

1. The Constitution
2. Public Opinion and Political Socialization
3. Political Parties
4. Voting and Elections
5. The Campaign Process
6. The Media (Print, Audio, Video, Digital, Social)
7. Interest Groups
8. The Executive Branch
9. The Legislative Branch
10. The Judiciary Branch
11. The Bureaucracy
12. Civil Liberties

- 13. Civil Rights
- 14. Social Movements and Interest Groups
- 15. Foreign Affairs
- 16. Domestic Affairs

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
1. Demonstrate knowledge of and competencies in the basic functional areas of U.S. national government: congress, federal courts, political parties, voting interest groups, and media.	A	1
2. Communicate an understanding of the roles of American Government through speech, writing, and/or use of digital media.	B	2
3. Develop information literacy skills through various types of sources related to American government.	C	3
4. Identify the institutional cornerstones of American Government and illustrate how political institutions relate to the political process and public policy.	D	6

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge***: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
  2. **GWAYAKWAADIZIWIN – *Living a balanced way***: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
  3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
  4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
  5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
  6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
  7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5 & 9

**Goal Area 5: History and the Social and Behavioral Sciences**

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**Goal Area 9: Ethical and Civic Responsibility**

To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

17. Are there any additional licensing/certification requirements involved?  
           Yes   X   No

Provide the required documentation to show course meets required licensing/certification standards.

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