

**Framingham State University
and
The Massachusetts Center for Civic Education**

Course Number: PRDV 77529

Course Title: Understanding the Fundamental Principles, Values and Institutions of American Government

Credits: 3

Dates and Times: October 4, 2021 through April 1, 2022

Location: Online course using Moodle

Instructor: Roger L. Desrosiers, President of the Massachusetts Center for Civic Education (MACCE) and Massachusetts State Coordinator for the We the People: the Citizen and the Constitution (WTP)
Phone number: 508-728-4733 email: roger.desrosiers@masscivics.org

Course Description:

An examination of the fundamental principles and values of American government including the philosophical and historical foundations of the framing of the Constitution, the significant changes to the Constitution, the institutions and practices of government, the protections of the Bill of Rights and the challenges facing Americans in the 21st century. This course provides elementary, middle and high school educators' exposure to the content of the We the People: the Citizen and the Constitution program developed by the Center for Civic Education in Calabasas, CA. For Massachusetts teachers, the content is aligned with most of the civic standards found in the newly revised History and Social Science Framework approved on June 28, 2018 by the Massachusetts Department of Elementary and Secondary Education.

Course Text: Every educator enrolled in this course will receive the *We the People: the Citizen and the Constitution** text

*Leeson, Susan M., Branson, Margaret, Casper, Scott and Quigley, Charles N. (2016), *We the People: the Citizen and the Constitution*, 4th edition, Level 3, Center for Civic Education, Calabasas, CA

Additional Readings and Texts: (suggested not required)

50 Core American Documents, Required Reading for Students, Teachers, and Citizens, edited by Christopher Burkett, Ashbrook Press, Ashbrook Center, Ashland University, (2014)

Hudson, Jr., David L., *The Handy Supreme Court Answer Book, Your Smart Reference*, 2008, Visible Ink Press, Canton, MI,

Hudson, Jr., David L., *Let the Students Speak!: A History of the Fight for Free Expression in American Schools* (Let the People Speak), Beacon Press, (2011)

Kaminski, John P., *James Madison, Champion of Liberty and Justice, America's Founders*, 2nd ed., Center for the Study of the American Constitution, Madison, WI, 2017

Monk, Linda R., *The Words We Live By, Your Annotated Guide to the Constitution*, Rev. Ed. 2015, Stonesong Press, LLC, Hachette Books

Nash, Gary B. *The Unknown American Revolution, The Unruly Birth of Democracy and the Struggle to Create America*, 2005, Penguin Books

Selected excerpts, texts, and primary documents compiled by Roger Desrosiers

Course Objectives: On successful completion of the program participants will be able to:

1. Explain the principles of the natural rights philosophy and classical republicanism and the inherent tensions that the Framers understood existed between the two.
2. Explain the principle of constitutionalism or limited government as an essential protection of the people.
3. Compare the (Federalist) results from the Constitutional (Philadelphia) Convention with the Anti-Federalist views on the issues of federalism, separation of powers, republicanism, and a bill of rights.
4. Examine the Fourteenth Amendment with particular attention to the due process and equal protection clauses.
5. Analyze the role of the judiciary from how the Framers envisioned its role and powers, how the power of judicial review has affected its role and powers and how judicial restraint and judicial activism have shaped the Supreme Court.
6. Evaluate how federalism works and has evolved from Madison's view implicit in the Virginia Plan through the Constitutional Convention to the Tenth Amendment.
7. Describe and explain how the freedom of expression has evolved over time with particular attention to landmark cases, namely *Tinker et al. v. Des Moines* (1969) and *Hazelwood School District v. Kuhlmeier* (1988).
8. Evaluate the status of race in the United States today in light of recent developments over the past ten years.

Course Expectations:

- There will at least 1.5 hours of homework for each hour of class time. For example, a class that meets 3 hours per week should have a minimum of 4.5 hours of homework/reading due for the next class. There will also be a significant final product at the end of the course:
 - 1 credit - 5-7 page paper or equivalent
 - 2 credits - 8-10 page paper or equivalent
 - 3 credits - 11-20 page paper or equivalent
- All assignments should have a clear purpose that is directly linked to accomplishing course outcomes.
- Attendance is required for all course units. Absences must be approved by the instructor.
- Unless approved by the instructor, late submission of assignments will result in a 5% reduction in grade.

Course Requirements:

Each lesson is divided into multiple sections. Each section has a video ranging around at least one minute to a few that are in excess of 10 minutes. These are followed by review questions. And, there are a second type of short answer questions that will be asked after some of the lessons.

- Review questions are a series of true and false questions about the video.
- Short answer questions which are part of a discussion forum which allows for exchanges with other educators about important matters under study.
- We have refined the latter area so that you will be answering either one or two of the short answer questions per weekly assignments within the discussion question forum. It is within this area that we hope to be able to assist you in providing support and in keeping the flow of learning going forward.

Assignments:

Discussion Forum 20%

Participants will watch the corresponding videos with each lesson in each unit. They will respond to the true/false questions and participate in the discussion question forum. Each unit will have several lessons and participants will respond to the corresponding discussion questions forum for the chosen lessons. Participants are required to post a response and then respond to at least 1 of their classmates. Participants are expected to follow the weekly schedule.

Written Assignments (40%)

Paper 1. A five page paper will be due on January 14, 2022. This research paper will deal with a principle or value of American government studied in the first three units of the online course. You may choose to write the paper from the point of view of a teacher providing students with the importance of understanding it OR simply from the perspective of the teacher exploring its importance in the overall understanding of American government.

Paper 2. Another five page paper will be due April 15, 2022. This research paper will deal with how to convince students of the importance of civic education through your learning. You may choose any topic from this year-long course that you think would be helpful in this persuasive essay.

Lesson Plans: (40%)

Two lesson plans from topics studied in the first semester will be designed for use in the classroom. The first lesson plan is due on November 14, 2021 dealing with a principle of government studied within the first two units. The second lesson plan is due on December 12, 2021 dealing with any topic studied in the first three units.

Two lesson plans from topics studied in the second semester will be designed for use in the classroom. The first lesson plan is due March 4, 2022. The topic can be from Unit 4 or Unit 5. The second lesson plan is due April 3, 2022. The topic should reflect two fundamental principles that are often in tension with each other where you would ask students to take evaluate and defend their position on a particular issue.

All lesson plans must be inquiry-based, linked to the state framework, contain an assessment tool, contain an annotated bibliography with outside sources cited, and include good grammatical structure.

GRADING CRITERIA:

Weekly Assignments	20%
Essays	40%
Lesson Plans	40%

Participants taking the course for graduate credit will receive a letter grade based on the following weight assigned to each category below.

FRAMINGHAM STATE UNIVERSITY GRADING SCALE		
RECORDED GRADE	EQUIVALENT QUALITY POINTS	TOTAL POINT VALUE
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
F	0.0	Below 73

Grading Rubric

“A” Grade Criteria

Meets all A- criteria

Leads forum discussions in demonstrating the importance of civic learning and engagement in their teaching

Demonstrates the degree of understanding and ability to transfer learning to students in the classroom

“A-“

Meets all B+ criteria

Participates in forum discussion in demonstrating an understanding of the principles, values and institutions being studied

Papers and lesson plans connect with the overarching goals of student learning and achievement

“B+”

Meets all B criteria

Participates in forum discussion asking reflective and engaging questions

Final Assignments: lesson plans are reflective of Massachusetts frameworks and standards, content, practice and literacy.

Demonstrate practical applicability

“B”

Meets all B- criteria plus
Completes all video viewing and short answer questions and
participates in forum discussions EACH WEEK
Completes all assignments on time (unless prior approval for delay)
Completes all papers and all lesson plans

“B-“

Meets all C+ criteria plus
Completes all video viewing and short answer questions and
participates in forum discussions
Completes all papers and two lesson plans

“C+”

Attends all sessions each week
Completes most video viewing and short answer questions and
participates in most forum discussions
Hands in only one paper and some lesson plans or two papers
and no lesson plans

“C”

Attends all sessions each week
Participates sporadically in forum discussions
Hands in only the papers and some lesson plans, or only
the lesson plans and no papers, or incomplete papers and
lesson plans

“F”

Does not attend all sessions
Does not participate in weekly forum discussions
Does not hand in papers or lesson plans

Course Content/Outline:

UNIT 1 - WHAT ARE THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

This unit focuses on the foundational principles of constitutionalism, natural rights, and republicanism. The historical and philosophical underpinnings of constitutionalism will focus on the Magna Carta, 17th century Parliamentary decisions, colonial experiences, the Glorious Revolution and the 18th century issues leading to the American Revolution. In a similar vein, the natural rights philosophy will focus on the Renaissance movement, the Judeo-Christian heritage, rise of capitalism and nation-states, and the philosophical writings of the 17th century with emphasis on Thomas Hobbes and John Locke. The notion of republicanism featuring the importance of representation was the mechanism for implementing the principle of popular sovereignty. In addition, republicanism also helped to juxtapose the emphasis on individualism with the importance of the common good through reliance on civic virtue.

Essential Questions:

Why was limited government so essential to the Founders of the American experiment?

How are the natural rights and republicanism principles in tension and how are they resolved?

PRESENTER:

Susan M. Leeson, former justice of the OR Supreme Court, chief writer of the WTP text

- Week One (October 4 through 10)

Lesson 1 What Did the Founders Think about the Constitutional Government?

Lesson 2 How did the Ideas of Classical Republicanism and Natural Rights Philosophy Inform the Founders?

- Week Two (October 12 through 17)

Lesson 3 What Historical Developments Influenced Modern Ideas of Individual Rights?

Lesson 4 What Were the British Origins of American Constitutionalism?

- Week Three (October 18 through 24)

Lesson 5 What Basic Ideas about Rights and Constitutional Government Did Colonial Americans Hold?

Lesson 6 Why Did American Colonists Want to Free Themselves from Great Britain?

Lesson 7 What Basic Ideas about Government and Rights Did the State Constitutions Include?

UNIT 2 - HOW DID THE FRAMERS CREATE THE CONSTITUTION?

This unit studies the rationale for the Articles of Confederation, its weaknesses, its achievements and what led to the Philadelphia Convention. The plans, debates, compromises at the convention are discussed as well as the design of the institutions of government. Once the Framers sign the Constitution, the ratification process begins and is discussed. The ratification debates that ensued primarily through Anti-Federalist opposition and the Federalist Papers' provide insight into how the political leaders took varying interpretations on the fundamental principles of the natural rights philosophy, republicanism and constitutionalism.

Essential Question:

How did the Federalist - Anti-Federalist debates help explain the U.S. Constitution?

PRESENTER:

Dr. Scott Casper, University of Maryland, Baltimore

- Week Four (October 25 through 31)

Lesson 8 What Were the Articles of Confederation, and Why Did Some Founders Want to Change Them?

Lesson 9 How Was the Philadelphia Convention Organized?

Lesson 10 Why Was Representation a Major Issue at the Philadelphia Convention?

- Week Five (November 1 through 7)

Lesson 11 What Questions Did the Framers Consider in Designing the Three Branches of the National Government?

Lesson 12 How Did the Delegates Distribute Powers Between National and State Governments?

- Week Six (November 8 through 14)

Lesson 13 What Was the Anti-Federalist Position in the Debate about Ratification?

Lesson 14 What Was the Federalist Position in the Debate about Ratification

UNIT 3 - HOW HAS THE CONSTITUTION BEEN CHANGED TO FURTHER THE IDEALS CONTAINED IN THE DECLARATION OF INDEPENDENCE?

This unit looks at several important areas that have expanded the role of the national government since the ratification of the Constitution, namely judicial review, the addition of the Bill of Rights and other amendments, political parties, the Civil War Amendments with particular focus on the Fourteenth Amendment and finally how the right to vote has expanded to several groups of Americans. Since the Twentieth Century, the Fourteenth Amendment has been used to expand the protections of the Bill of Rights through the interpretations of due process clause and the incorporation doctrine.

Essential Questions:

How has judicial review impacted the separation of powers?

What have been the repercussions of the Fourteenth Amendment on the rights to due process and the equal protection of the laws?

PRESENTER:

Dr. Vikram Amar, University of Illinois College of Law

- Week Seven (November 15 through 21)

Lesson 15 How Have Amendments and Judicial Review Changed the Constitution?

Lesson 16 What Is the Role of Political Parties in the Constitutional System?

- Week Eight (November 22 through 28)

Lesson 17 How Did the Civil War Test and Transform the American Constitutional System?

- Week Nine (November 29 through December 5)

Lesson 18 How Has the Due Process Clause of the Fourteenth Amendment Changed the Constitution?

Lesson 19 How Has the Equal Protection Clause of the Fourteenth Amendment Changed the Constitution?

- Week Ten (December 6 through 12)

Lesson 20 How Has the Right to Vote Been Expanded Since the Adoption of the Constitution?

UNIT 4 - HOW HAVE THE VALUES AND PRINCIPLES EMBODIED IN THE CONSTITUTION SHAPED AMERICAN INSTITUTIONS AND PRACTICES?

This unit will focus on the design of the three major institutions that form the basis of the three branches of the national government: Congress, the Presidency, and the Supreme Court. Their roles, functions, and the evolution of the separation of powers and checks and balances over the more than two hundred years are examined. In addition, the number of administrative agencies and their impact on our constitutional system will be studied. Finally, an in depth look at Madison's introduction of federalism is explained and its evolution is studied.

Essential Questions:

How has the role and power of the Presidency evolved since the signing of the Constitution?

Are the three branches of government still co-equal branches of government today?

Explain your answer.

What role does the Supreme Court serve and what methods do justices use to reach their decisions?

How does American federalism work?

PRESENTER:

Dr. David Adler, *President of the Alturas Institute*

- Week Eleven (January 17 through 23)

Lesson 21 What is the Role of Congress in American Constitutional Democracy?

Lesson 22 How Does Congress Perform Its Functions in the American Constitutional System?

- Week Twelve (January 24 through 30)

Lesson 23 What is the Role of the President in the American Constitutional System?

Lesson 24 How Are National Laws Administered in the American Constitutional System?

- Week Thirteen (January 31 through February 6)

Lesson 25 What Is the Role of the Supreme Court in the American Constitutional System?

Lesson 26 How Does American Federalism Work?

UNIT FIVE - WHAT RIGHTS DOES THE BILL OF RIGHTS PROTECT?

The first lesson discusses the idea of rights in general. However, this unit discusses primarily what we identify as the first ten amendments of the Constitution, the Bill of Rights. The First Amendment rights of freedom of religion, freedom of expression, freedom of assembly, petition and assembly are examined at length. Amendments protecting the rights of the accused (Fourth, Fifth, and Sixth) are also studied as well.

Essential Questions:

What kind of rights does the U.S. Bill of Rights protect?

How has the freedom of expression through speech and the press served as the cornerstone of American democracy?

PRESENTER:

Dr. Henry Chambers, University of Richmond School of Law

- Week Fourteen (February 7 through 13)

Lesson 27 What Are Bills of Rights and What Kinds of Rights Does the U.S. Bill of Rights Protect?

Lesson 28 How Does the First Amendment Affect the Establishment and Free Exercise of Religion?

- Week Fifteen (February 14 through 20)

Lesson 29 How Does the First Amendment Protect Free Expression?

Lesson 30 How Does the First Amendment Protect Freedom to Assemble, Petition and Associate?

- Week Sixteen (February 28 through March 6)

Lesson 31 How Do the Fourth and Fifth Amendments Protect against Unreasonable Law Enforcement Procedures?

Lesson 32 How Do the Fifth, Sixth and Eighth Amendments Protect Rights within the Judicial System?

UNIT SIX - WHAT CHALLENGES MIGHT FACE AMERICAN CONSTITUTIONAL DEMOCRACY IN THE TWENTY-FIRST CENTURY?

This final unit discusses the role of citizenship as understood by the Founders and examines the importance of civic virtue and self-interest. Naturalization and contemporary issues of immigration are addressed as well. Discussion on the importance of civic engagement and citizenship participation as well as how the civil rights movements have contributed to significant change in the United States in the 20th century are studied. A discussion of the American influence on other nations through its political and constitutional ideas is examined. Discussions of the challenges facing the United States in its third century are reviewed through the lens of the constitutional and democratic principles of our government. Finally, a review of the fundamental principles allows a discussion and understanding of the principles and values that our government is founded upon.

ESSENTIAL QUESTIONS:

What does it mean to be a citizen and what issues does immigration pose in the United States?

How does this course address the foundational principles of American government?

PRESENTER:

Dr. Jasmine Farrier, University of Louisville

- Week Seventeen (March 7 through 13)

Lesson 33 What Does It Mean to be a Citizen?

Lesson 34 What Is the Importance of Civic Engagement to American Constitutional Democracy?

- Week Eighteen (March 14 through 20)

Lesson 35 How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States?

Lesson 36 How have American Political Ideas and the American Constitutional System Influenced Other Nations?

- Week Nineteen (March 21 through 27)

Lesson 37 What Key Challenges Does the United States Face in the Future?

Lesson 38 What Are the Challenges of the Participation of the United States in World Affairs?

- Week Ten (March 28 through April 1)

Lesson 39 What Does Returning to Fundamental Principles Mean?

**FOR MASSACHUSETTS TEACHERS:
UNIT BY UNIT WE THE PEOPLE... APPLICATION OF THE
DESE: MASSACHUSETTS HISTORY SOCIAL SCIENCE
FRAMEWORK**

UNIT ONE: WHAT ARE THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?

- *Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., civic participation, voting rights, and trial by jury, legislative bodies, constitution writing, and rule of law). (8.T1.1)*
- *Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., separation of powers, rule of law, representative government, and the notion of civic duty/common good). (8.T1.2)*
- *Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., John Locke, Charles de Montesquieu). (8.T1.3)*
- *Explain how British ideas about and practices of government (e.g., the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union) influenced American colonists and the political institutions that developed in colonial America. (8.T1.4)*
- *Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about equality, representative government, limited government, rule of*

law, natural rights, common good, and the purpose of government in the Declaration of Independence. (8.T2.1)

- Describe the purposes and functions of government. (USG.T1.2)
- Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy. (USG.T1.3)
- Analyze theoretical perspectives related to the Constitution such as theories on democratic government, republicanism, pluralism, and elitism. (USG.T1.4)
- Using founding documents of the United States and Massachusetts, research, analyze and interpret central ideas on government, including popular sovereignty, constitutionalism, republicanism, federalism, individual rights, the social contract and natural rights. (USG.T1.6)
- Research, analyze, and present orally, in writing or through a multimedia presentation how the principles of U.S. democracy (e.g., liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, representative democracy) are embodied in founding-era documents and how the perspectives on these principles have evolved, as described in core documents of subsequent periods of United States history. Cite textual evidence to summarize key ideas, provide historical context for the particular documents cited.
For example, students compare the ideas of Martin Luther King, Jr. to those in such founding-era documents as the Virginia Declaration of Rights, the Declaration of Independence, the Massachusetts Declaration of Rights, and the Federalist. (USG.T1.8)
- Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life. (USG.T1.9)
- Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with national or community interests or perceptions of the common good, or majority rule in conflict with minority rights). (USG.T1.10)

UNIT TWO: HOW DID THE FRAMERS CREATE THE CONSTITUTION?

- Analyze the weaknesses of the national government under the Articles of Confederation; and describe the crucial events (e.g., Shays' Rebellion) leading to the Constitutional Convention. (8.T2.2)
- Identify the various leaders of the Constitutional Convention and analyze the major issues (e.g., distribution of political power, rights of individuals, representation and rights of states, slavery) they debated and how the issues were resolved. (8.T2.3)

- Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government).
Note: Important topics of individual Federalist Papers: Federalist 10-factions; Federalist 9- strong union; Federalist 39-republican government; Federalist 51-three branches of government independent of each other to ensure liberty; Federalist 78 - importance of an independent judicial branch and judicial review. (8.T2.4)
- Explain why the “necessary and proper” clause and why it is often referred to as the “elastic clause.” (8.T5.1)
- Compare and contrast governments that are unitary, confederate, and federal. (US-G.T2.1)
- Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government. (USG.T2.2)
- Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution. (USG.T2.5)

UNIT THREE: HOW HAS THE CONSTITUTION BEEN CHANGED TO FURTHER THE IDEALS CONTAINED IN THE DECLARATION OF INDEPENDENCE?

- Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791. (8.T2.5)
- Describe the role of political parties in elections at the state and national levels. (8.T3.5)
- Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy) (8.T4.4)
- Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (8.T4.5)
- Explain the historical context and significance of changes in the Constitution, including key amendments. Examples of amendments include the:
 - a. 14th Amendment (1868): citizenship rights, equal protection of laws
 - b. 19th Amendment (1920): women’s right to vote in federal and state elections
 - c. 26th Amendment (1971): lowering the voting age from 21 to 18 in federal elections (8.T5.2)

- Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights. (8.T5.3)
- Explain the principle of judicial review established in *Marbury v. Madison* (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents. (8.T5.5)
- Research, analyze, and report orally or in writing on one area (b is below) in which Supreme Court decisions have made significant changes over time in citizens' lives. (8.T5.6 inc.)
- b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example,

Dred Scott v. Sandford (1857)

The Court dismissed the case brought by Dred Scott, an African American, to obtain his freedom from slavery, 7-2, on the grounds that African Americans were not citizens, that the Congress could not ban slavery in federal territories, and that the due process clause prohibited the government from freeing slaves brought into territories.

Plessy v. Ferguson (1896)

The Court upheld, 7-1, the ruling that racial segregation was constitutional under the "separate but equal" doctrine.

- Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary. (USG,T2.6)
- Trace the evolution of political parties in the U.S. governmental system, analyze their organization, functions in elections and government at national and state levels, and evaluate examples of current methods used to promote candidates and issues. (USG.T4.1)

UNIT FOUR: HOW HAVE THE VALUES AND PRINCIPLES EMBODIED IN THE CONSTITUTION SHAPED AMERICAN INSTITUTIONS AND PRACTICES?

- Distinguish the three branches of government (separation of powers):
Congress as the legislative branch
the Presidency and the executive agencies as the executive branch and
the Supreme Court and other federal inferior courts as the judicial branch
 (8.T3.1)
- Examine the interrelationship of the three branches (the checks and balance system).
Congress: enumerated powers, general powers, limits on power, checks on other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such as the Speaker of the House, the President of the Senate, mi-

nority party leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures

the Presidency: roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military

the Supreme Court: role and powers, checks on other two branches, lower courts (8.T3.2)

- Describe the respective roles of each of the branches of government. (8.T3.3)
- Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches.

Elections: running for legislative office (U.S. Representative - unlimited two-year terms, U.S. Senator - unlimited six-year terms), or executive office (President - two four-year terms and Vice President - unlimited four-year terms) and the function of the Electoral College in Presidential elections

Nomination by the President and confirmation by Congress: Supreme Court Justices and Secretaries/agency heads in the executive branch) (8.T3.4)

- Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it. (8.T6.5)
- Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary. (USG,T2.6)
- Explain the role, checks on the other two branches, and the powers particular to the President, including the implications of the authority to issue executive orders and the authority to appoint Federal judges. (USG.T2.7)
- Explain the functions of executive branch departments or agencies in the United States or the state of Massachusetts; conduct research on **one** governmental agency to determine the reasons that it was established and give a contemporary example of the function it serves. (USG.T2.8) Examples include:
 - a. United States Department of Defense
 - b. United States Environmental Protection Agency
 - c. United States Department of the Treasury
 - d. Massachusetts Executive Office of Education
 - e. Massachusetts Executive Office of Labor and Workforce Development
 - f. Massachusetts Executive Office of Health and Human Services

- Examine the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty. Analyze and evaluate **one** United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government. (USG.T2.9)

Example 1: analyze and evaluate a decision by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances, using such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *City of Boerne, Texas v. Flores* (1997), and *Clinton v. City of New York* (1998)

Example 2: analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism, using cases such as *McCulloch v. Maryland* (1819), *Texas v. White* (1869), *Alden v. Maine* (1999).
- Examine the relationships among the three main branches of the U.S. government in the current system of government, Congress, the Presidency, and the Federal Courts, as well as the Federal bureaucracy and the various balances of power between them. Evaluate historical challenges to the checks and balances among the branches of government and what they reveal about the relationship between the branches. Examples may include: (USG.T2.10)

 - the Judicial Procedures Reform Bill (1937), President Franklin Delano Roosevelt's attempt to alter the political balance of the Supreme Court
 - the so called "Saturday Night Massacre" (1973), President Richard Nixon's firing of independent special prosecutor Archibald Cox during the Watergate Scandal
 - historical attempts to make use of the "reconciliation" process (a congressional legislative process that allows expedited passage of certain budgetary legislation on spending, revenues, and the federal debt limit with a simple majority vote) in order to pass legislation with larger policy implications
 - the debate over the shared authority to declare and prosecute wa

UNIT FIVE: WHAT RIGHTS DOES THE BILL OF RIGHTS PROTECT?

- Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791. (8.T2.5)
- Research, analyze, and report orally or in writing on one area (a, b, or c below) in which Supreme Court decisions have made significant changes over time in citizens' lives. (8.T5.6)

 - Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example,

Tinker v. Des Moines Independent Community School District (1969)

The Court held, 7-2, that students' right to protest is protected in schools.

Bethel School District v. Fraser (1986)

The Court held, 7-2, that students' right to use vulgar language is not protected in schools.

Hazelwood School District v. Kuhlmeier (1988)

The Court ruled, 5-3, that students' right to school-sponsored student speech in a school newspaper may be restricted with educational justification.

b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example,

Brown v. Board of Education of Topeka (1954)

The Court unanimously overturned the "separate but equal" doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional.

Mapp v. Ohio (1961)

The Court, redefined, 6-3, the implementation of the exclusionary rule (evidence collected in violation of an individual's Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states.

Loving v. Virginia (1967)

The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional.

Romer v. Evans (1996)

The Court determined, 6-3, that the Equal Protection Clause prevents states from denying civil rights protections to sexual minorities, including lesbian, gay, and bisexual people.

Obergefell v. Hodges (2015)

The Court held, 5-4, that same sex marriage is protected under the 14th Amendment.

c. Interpretations in cases where individual rights and perceived community or national interests were in conflict, for example,

The United States Flag and the Pledge of Allegiance

Minersville School District v. Gobitis (1940)

The Court held, 8-1, that the state's interest in national unity allowed school boards to require students to salute the flag.

West Virginia State Board of Education v. Barnette (1943)

The Court held, 6-3, that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment.

Texas v. Johnson (1989)

The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause.

School Prayer

Engel v. Vitale (1962)

The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause.

National Security

Korematsu v. United States (1944)

The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes was constitutional.

Clapper v. Amnesty International (2012)

The Court, 5-4, dismissed a challenge to the government's power to conduct surveillance on international phone calls and emails under the Foreign Intelligence Surveillance Courts.

Gun Control

District of Columbia v. Heller (2008)

The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia's ban on owning handguns to be unconstitutional.

- *Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship. (8.T7.1)*
- *Compare core documents associated with the protection of individual rights (e.g., the U.S. Bill of Rights, the 14th Amendment to the United States Constitution, Article I of the Massachusetts Constitution, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Racial Discrimination). (USG.T3.1)*
- *Research, analyze, and present orally, in writing or through a multimedia presentation the historical context of two Supreme Court decisions on a topic related to individual rights and what the respective decisions demonstrate about how the protection of individual rights has evolved over time. Cite textual evidence to summarize key perspectives in the decisions and provide historical context for the particular decisions cited. Cases may include: Whitney v. California (1927), Stromberg v. California (1931), Near v. Minnesota (1931), Brandenburg v. Ohio (1969), Texas v. Johnson (1989), and Reno v. American Civil Liberties Union (1997) (USG.T3.2)*

UNIT SIX: WHAT CHALLENGES MIGHT FACE AMERICAN CONSTITUTIONAL DEMOCRACY IN THE TWENTY-FIRST CENTURY?

- Explain the different ways one becomes a citizen of the United States. (8.T4.1)
- Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens. (8.T4.2)
- Distinguish among civic, political, and private life. (8.T4.3)
- Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy). (8.T4.4)
- Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (8.T4.5)
- Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels. (8.T4.7)
- Explain the importance of individuals working cooperatively with their elected leaders. (8.T4.8)
- Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels. (8.T4.9)
- Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels. (8.T4.10)
- Examine the role of political protest in a democracy. (8.T4.12)
- Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all. (8.T5.4)
- Compare and contrast the functions of state government and national government. (8.T6.1)
- Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government. (8.T6.2)
- Define the terms citizenship, politics, and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens, civil associations, and government. (USG.T1.1)
- Analyze perspectives on the functions and values of voluntary participation by citizens in the civil associations that constitute civil society. (USG.T1.5)
 For example, students analyze the views expressed by Alexis de Tocqueville in *Democracy in America*, in the early 19th century and compare them to views of contemporary writers on this topic.

- *Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life. (USG.T1.9)*
- *Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with national or community interests or perceptions of the common good, or majority rule in conflict with minority rights). (USG.T1.10)*
- *Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting. (USG.T2.3)*
- *Compare core documents associated with the protection of individual rights (e.g., the U.S. Bill of Rights, the 14th Amendment to the United States Constitution, Article I of the Massachusetts Constitution, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Racial Discrimination). (USG.T3.1)*
- *Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs. (USG.T5.3)*

ACADEMIC ACCOMMODATIONS POLICY

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the FSU [website](#) or contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Director of the Center for Academic Success and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu

ACADEMIC HONESTY POLICY

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.

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