

NMJC History

&

Political

Science

Procedures

2023-24

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## General Procedures

### **Assessment:**

Professors *must participate* in assessment. For questions regarding assessment, please contact [Dallas Hulsey](#).

### **Canvas:**

The department requires professors to use the Canvas learning management system to distribute course materials and communicate with students. For Canvas access and training, please contact [Terrence Rasco](#).

### **Email:**

Professors have [NMJC email](#) accounts. Check your account. College administration sends announcements through these accounts. Your NMJC email automatically appears on syllabi for all courses you teach.

### **Instructions:**

Students have a right to written instructions for each major assignment.

### **Feedback:**

Students have a right to detailed and clear feedback on major assignments. For essays, the department recommends using Grademark through the Turnitin.com integration in Canvas.

### **Plagiarism Prevention:**

Turnitin.com integrates into Canvas. Screen writing assignments through Turnitin in Canvas.

### **All syllabi should include the following departmental statement on academic dishonesty:**

Any academic dishonesty, cheating, unauthorized collaboration, or plagiarism will result in a grade of 'F' for the semester. Whether intentional or accidental, plagiarism is theft and a violation of academic honesty. Plagiarism includes submitting assignments you did not write or taking uncited portions of your assignment from any source without giving credit. Use of tools, such as language translators, AI, and word spinners qualify as plagiarism. Plagiarism also occurs when altering wording while retaining the

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ideas of an *uncredited* source (paraphrasing). Submitting an assignment or part of an assignment done for another course without the permission of both instructors is a violation of academic honesty. If you wish to submit work originally created for another course or from a previous semester, you **must** receive **written** permission from all professors involved prior to resubmitting work. **To avoid plagiarism**, use quotation marks to enclose phrases and sentences from sources. Use parenthetical citations and works bibliographic entries for all paraphrases, summaries, and quotations. For additional information about plagiarism and citing sources, refer to the [OWL](#). Your papers are analyzed for plagiarism and use of AI generated writing by [turnitin.com](#) and added to the turnitin.com database when you submit them. Students who wish to appeal a professor's decision regarding this policy should use the Academic Dishonesty Process published in the New Mexico Junior College Student Handbook.

We encourage professors to deploy some of the following practices:

- Discuss what plagiarism is and is not with every class at the start of each semester.
- Assign and frequently refer to <http://www.plagiarism.org>, or a similar resource.
- Have students construct their own list for avoiding plagiarism as part of a class discussion or group exercise.
- Give an assignment like a quiz or worksheet to assess students' understanding of what is and what is not plagiarism.
- Give students a list of sources and ask them to explain what makes each source a good or bad source.
- Have students submit an annotated bibliography prior to submitting researched writing. Make submission of the sources a prerequisite for submitting the paper, and only allow students to use the quality sources you approve for their papers.
- Do not allow students to use sources from the open internet; instead, steer them to the databases and ebooks provided by Pannell Library.
- Have students include a "signature page" with essay submissions to verify the essay is original work and any source materials uses MLA citations.

- Plagiarism can occur in all sorts of assignments; remind students that plagiarism applies to all assignments. Use Google and turnitin.com to spot check homework, exam answers, discussion posts, and other assignments
- If you administer exams through Canvas, use Respondus Lockdown Browser. Respondus is a browser that locks down the testing environment in Canvas. When the instructor sets up an exam to use Respondus, a student must take the exam in Respondus. Once the student begins the test in Respondus, the student cannot do anything on their computer except take the exam until they submit the completed exam. This means the student cannot Google, print, copy and paste, etc. until the exam is completed. For more information see <http://www.respondus.com/products/lockdown.shtml> Of course, a student in a non-proctored environment like an online course may still use their book, notes, printed materials, or another internet capable device to access or copy answers during an exam, so professors should use the webcam monitoring available with the Lockdown browser. Using Respondus in combination with a reasonable time limit can make cheating less convenient. Lockdown browser is available at no cost to students, but students do need a webcam and compatible computer.

### **Academic Dishonesty Reporting:**

As per the [NMJC Student Handbook](#), when a professor detects incidents of plagiarism or other academic dishonesty, notify [Dean Marquez](#) by using the academic dishonesty form. Copies of the form are available from the Department Chair.

### **Research:**

We encourage the use of good research practices. Pannell Library offers services to aid research. In addition to traditional print media, these resources include online databases of peer reviewed journal articles and audio-visual materials. Visit the [library's web page](#) to familiarize yourself with the services offered by our library.

Require students to use credible and professional sources. Many sources found on the internet are not credible. Sources like Wikipedia, pages written by students, and quotation collections are *not* professional sources and should not be used because the quality of these sources is questionable for all but the most basic information. Make sure students are aware that the use of basic reference materials like dictionaries and general encyclopedias are not acceptable research sources in either print (*Encyclopedia Britannica*) or electronic formats (Wikipedia). Databases provided by our library and sources vetted by the professor offer the best research opportunities.

### **Syllabi:**

All NMJC courses **must have** an official syllabus posted in the NMJC Online System. Syllabi **must conform** to college and department standards. For details each course, please consult the appropriate section of this handbook. Tutorials for posting syllabi may be found [here](#).

*For information on college wide procedures, please consult the New Mexico Junior College Employee Handbook.*

### **Minimum Course Standards:**

When teaching history or Political science classes, professors will have students meet or exceed the following minimum standards:

- Students should complete **five major assignments** where each major assignment contributes at least 10% of the student's course grade. Major assignments should require a substantial effort from the student and can include assignments, such as exams, papers, research projects, and presentations.
- Of the five major assignments, at least one assignment must be an **essay** related to the course topic of at least one thousand words. The paper topic should be focused and coherent. While the topic is up to each professor, the paper should consist of a title, introduction with thesis, body, and conclusion. Source material should be cited as appropriate, and topics should ask students to perform an analysis as opposed to a mere summary of facts.

- Of the five assignments, *in courses with a HIST prefix*, at least one assignment must be an **annotated bibliography** on a topic related to the course with a minimum of ten entries. The sources should be both primary and secondary sources, and the annotations should be a brief summary and analysis of each source. Students should use and cite a variety of sources while avoiding use of nonprofessional sources like general encyclopedias and Wikipedia. Use of resources from the NMJC library is highly encouraged.
- The history program at NMJC allows students to submit work in any commonly recognized format and citation system, including MLA, APA, or Chicago.

### Hist 1110 Description & Objectives

#### TEXT BOOK:

Shi, David. *America: A Narrative History, Brief, w/Reg. Card* 12<sup>TH</sup> Ed. Norton, 2022 ISBN: 978-0393882506

#### COURSE DESCRIPTION

The primary objective of this course is to serve as an introduction to the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies.

#### NEW MEXICO STUDENT LEARNING OUTCOMES (COMMON COURSE)

New Mexico Junior College's broad range of science courses provides students with an opportunity to achieve their academic goals by fostering higher order thinking skills, basic academic success skills, discipline-specific knowledge and skills, and scientific and academic values.

The course content of United States History I (HIST 1110) supports NMJC's mission which is "promoting success through learning" by encouraging students to accomplish the following:

Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process:  
REMEMBER AND UNDERSTAND

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Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY 8

Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 9

### **SPECIFIC COURSE STUDENT LEARNING OUTCOMES**

Generalize pivotal ideas, persons and events in America's past.

Articulate key historical events and figures.

Analyze events of the past and their bearing on the present by utilizing various primary and secondary sources.

Integrate historical perspectives into personal citizenship/civic engagement.

Describe the contributions of influential historical figures, both well-known and lesser known, in American history.

Recognize causal relationships between the past and present.

**HIST 1110 Suggested Topics:**

**U.S. History to 1877**

Age of Exploration

Colonization

Spanish

French

Dutch

English

18<sup>th</sup> century and colonial life

Indentured servants

Slaves

Women's position and status

Salem Witch Trials

Enlightenment ideas

Great Awakening

Trouble within the Empire

French and Indian War

Proclamation Line of 1763

English attempts to pay for the war

Sugar and Stamp Acts

Townsend Acts

Boston Massacre

Boston Tea Party

Intolerable Acts

First Continental Congress

Creating a Nation/Revolution

Paul Revere's Ride

Lexington and Concord

Battle of Bunker Hill

Benedict Arnold and attack on Quebec

2<sup>nd</sup> Continental Congress

Declaration of Independence

Fight over New York and the tide turning

Crossing the Delaware

French involvement and becomes our allies

Saratoga

Valley Forge

Fighting in the South

Yorktown

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Treaty of Paris, 1883  
Challenges after Revolution

Contested Republic

- Federalists v. Anti-Federalists
- Washington's presidency and cabinet
- Alexander Hamilton's financial plan
  - Bank of America
- Whiskey Rebellion
- Jay's Treaty
- Adam's Presidency
  - XYZ Affair
  - Alien and Sedition Act

Republic in Transition

- Thomas Jefferson's presidency
  - Mulberry v. Madison
- Louisiana Purchase
- Fractioning of the political parties
- Embargo Act
- Madison's presidency
  - War of 1812

Rise of Jackson

- Nationalism and Sectionalism
- Monroe's presidency
  - Missouri Compromise
  - Monroe Doctrine
- Rise of Jackson
- John Quincy Adams presidency
- Election of 1828

Jacksonian Democracy

- Jacksonian democracy characteristics
- Native American removal
  - Trail of Tears
- Nullification
- War of the Bank of the U.S.
- Censorship of the mail

Conflict and reform

- New urban middle class
- Immigration and nativism
- Self-reform and social regulation
- Temperance
- Penal reform
- Electoral politics
- Women's rights

Manifest Destiny  
Politics of Slavery  
    Compromise of 1850  
    Kansas-Nebraska Act  
    Dred Scott  
    Lecompton Constitution  
    Lincoln's election  
Emancipation and War  
    Response of the south  
    Secession  
    Civil War  
    Emancipation Proclamation  
    Lincoln's assassination  
Reconstruction  
    Presidential Reconstruction  
    10% Plan Extended  
    Radical Reconstruction  
    Tenure of Office Act  
    Impeachment of Andrew Johnson  
    End of Reconstruction  
        Hays v. Tilden

### Hist 1120 Description & Objectives

#### TEXT BOOK

Shi, David. *America: A Narrative History, Brief, w/Reg. Card* 12<sup>TH</sup> Ed. Norton, 2022 ISBN: 978-0393882506

#### COURSE DESCRIPTION

The primary objective of this course is to serve as an introduction to the history of the United States from reconstruction to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of the United States within the context of world societies.

#### NEW MEXICO STUDENT LEARNING OUTCOMES (COMMON COURSE)

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed

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over the course of the centuries for the history of the United States from the reconstruction to the present.

Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.

Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.

Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 10 11

### **SPECIFIC COURSE STUDENT LEARNING OUTCOMES**

Generalize pivotal ideas, persons and events in America's past.

Articulate key historical events and figures.

Analyze events of the past and their bearing on the present by utilizing various primary and secondary sources.

Integrate historical perspectives into personal citizenship/civic engagement.

Describe the contributions of influential historical figures, both well-known and lesser known, in American history.

Recognize causal relationships between the past and present.

### **HIST 1120 Suggested Topics:**

#### **U.S. History since 1877**

Westward Expansion

Importance of the railroad

Pacific Railroad Acts

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- Homestead Act
- Land rushes and Morrill Act
- Indian appropriations
- Native responses
- Industrial Revolution
  - Conditions
  - Changes to society
  - Urbanization
  - Unions—AFL, Knights of Labor, IWW
  - Strikes—Pullman, Homestead, Haymarket
  - Machine politics
- Victorian America
  - Social Darwinism
  - Eugenics
  - Education
  - Gender roles and consumer spaces
- Populism
  - Bimetallism
- Progressive Era and reform
- American imperialism
  - Spanish-American War
  - Remember the Maine
- US and WWI
  - Reasons behind WWI
  - US entrance
    - Zimmerman note
    - Submarine warfare
  - US involved battles
  - US home front
    - Food will win the war
    - Women's rights
  - Treaty of Versailles
  - Fourteen Points
- 1920s
  - New Negro
  - Consumerism
  - Red Scare
  - Flappers
  - Scope Monkey Trial
  - Harding and Tea Pot Dome Scandal
  - Economic problems and beginning of Depression
  - Stock market falls
- Depression

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Hoover' presidency  
    Bonus Army  
    Conditions  
FDR and first 100 Days  
New Deal  
Court Packing  
WWII  
    World Ideologies  
    Land-Lease  
    US involvement  
    European and Pacific fronts  
    Atlantic charter  
    Home front  
        Victory gardens  
        Rationing  
        Japanese internment camps  
        Rosie the Riveter  
    End of the war  
        Dropping the bomb  
    Postwar establishments  
        Potsdam  
        Yalta  
        Cold war attitudes  
Cold War  
    Containment  
    Korea  
    Nuclear threat  
    Space race  
    Red Scare and McCarthyism  
Rise of Middle Class  
    Gender roles  
    Consumerism  
    Baby boomers  
    Eisenhower  
    JFK  
Civil Rights  
Vietnam  
    Anti-war  
    Free love  
    counterculture  
1970s  
    Nixon  
    Ford

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1980s  
Carter  
Crisis of Plenty  
Reagan  
Conservatism  
Bush

1990s  
Gulf War  
Bill and Hillary Clinton  
North American Free Trade Agreement  
Dissolution of the USSR / end of Cold War  
Oklahoma City Bombing / domestic terrorism  
Y2K

2000s  
9-11  
2003 invasion of Iraq  
No Child Left Behind Act  
Patriot Act  
Millennials  
Global Financial Crises of 2008

2010s  
Barak Obama  
Osama Bin Laden  
Legalization of same sex marriage  
Edward Snowden  
Benghazi  
Donald Trump  
North Korea

### HIST 1110 and 1120 Resources:

<http://www.historyisaweapon.com/> - American resistance History site full of essays, articles, Howard Zinn's book, and primary source readings.

<http://www.historyisaweapon.com/hiawsitemap.html> - Primary sources arranged chronologically from pre-1776 through 2000.

<http://www.historyisaweapon.com/zinnapeopleshistory.html> - Howard Zinn book complete *A People's History of the United States*.

<http://avalon.law.yale.edu/about/purpose.asp> -

The Avalon Project will mount digital documents relevant to the fields of Law, History, Economics, Politics, Diplomacy and Government. We do not intend to mount only static text but rather to add value to the text by linking to supporting documents expressly referred to in the body of the text.

The Avalon Project will no doubt contain controversial documents. Their inclusion does not indicate endorsement of their contents nor sympathy with the ideology, doctrines, or means employed by their authors. They are included for the sake of completeness and balance and because in many cases they are by our definition a supporting document.

This is where all primary source documents regarding American History are located in a chronological format that is easy to access online: Declaration, Constitution, Federalist Papers, treaties, amendments etc.

<http://besthistorysites.net/general-history-resources/> - **Best of History Web Sites** aims to provide quick, convenient, and reliable access to the best history-oriented resources online in a wide range of categories and has been designed to benefit history teachers and their students; however, general history enthusiasts will benefit from the site as well. Ranked #1 by Google for *history web sites*, Best of History Web Sites receives upwards of 100,000 visitors per month.

<http://www.pbs.org/opb/historydetectives/educators/technique-guide/online-resources/> - Step into the shoes of a History Detective and tackle some of history's toughest mysteries. These lesson plans guide students to evaluate conflicting evidence by: **Sourcing:** Who made this source? Where did it come from? **Contextualizing:** Imagine the setting surrounding this source: How was the world that made this source different than our own? **Corroborating:** What do other sources say about the information in this document? Do they agree or disagree with what this document says? **Close Reading:** What does the document say? Is it biased? What is the tone? You'll find many special features on our website, from tips on conducting your own historical investigation to resources to use in the classroom.

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[https://www.gutenberg.org/wiki/Main\\_Page](https://www.gutenberg.org/wiki/Main_Page) - Free ebooks, numerous subjects and authors; American and World.

<http://www.historynet.com/> Sponsored by the Weider History Group, the website contains information and sources on a variety of topics in history ranging from military history to pop culture.

<https://www.awesomestories.com/> Contains lists of primary sources including videos, documents, images, and audio clips.

<http://www.eyewitnesstohistory.com/> Offers a narrative to key historical events including the people who had lived through them. Is divided up by era.

<https://sourcebooks.fordham.edu/halsall/mod/modsbook.asp> This internet sourcebook gives professors and students access to documents, research aids and multimedia sources that pertain to the contemporary world. This site should be used as a critical aspect and supplement to any modern or contemporary world history classroom.

<https://quod.lib.umich.edu/m/moagrp/> Making of America (MoA) is a digital library of primary sources in American social history from the antebellum period through reconstruction. The collection is particularly strong in the subject areas of education, psychology, American history, sociology, religion, and science and technology. The collection currently contains approximately 10,000 books and 50,000 journal articles with 19th century imprints.

<http://docsouth.unc.edu/> Documenting the American South (DocSouth) is a digital publishing initiative that provides Internet access to texts, images, and audio files related to southern history, literature, and culture. Currently DocSouth includes sixteen thematic collections of books, diaries, posters, artifacts, letters, oral history interviews, and songs.

<http://memory.loc.gov/ammem/index.html> American Memory Project and access to all other LoC collections.

<http://www.historyguide.org/resources.html> A website created for high school and undergraduate students of history. Contains links to websites that have information on European history, U.S. history, teaching resources, and primary documents.

[www.historymatters.gmu.edu](http://www.historymatters.gmu.edu) “Designed for high school and college teachers and students, History Matters serves as a gateway to web resources and offers other useful materials for teaching U.S. history.”

<http://www.digitalhistory.uh.edu/> This site offers resources ordered both chronologically and topically for the teaching of U.S history.

## HIST 1160 Description & Objectives

### TEXT BOOK

Cole, Joshua. *Western Civilizations*. 5th ed., W. W. Norton, 2020. ISBN: 978-0393418941

### COURSE DESCRIPTION

This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to non-western" civilizations which impact and influence the development of "western" civilization. This is a three (3) credit hour course. (Previously HI 223).

### NEW MEXICO STUDENT LEARNING OUTCOMES

Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from the early modern era to the present. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY

Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

### SPECIFIC COURSE STUDENT LEARNING OUTCOMES

Recognize pivotal ideas, persons, and events in Western Civilization.

Articulate the influence of less well-known people based on economic status, race, and gender.

Interpret key events and figures.

Distinguish between a primary and a secondary source.

Analyze a primary source within its appropriate historical context.

Recognize causal relationships between the past and present.

### **POLS 1120 Description & Objectives**

#### **TEXT BOOK**

Turner, Charles, C., et al. *Introduction to American Government*. 11<sup>th</sup> ed. BVT, 202. ISBN: 978-1517811075

#### **COURSE DESCRIPTION**

This course explains the role of American national government, its formation and principles of the Constitution; relation of state to the national government; political parties and their relationship to interest groups. This course also explains the structure of the legislative, executive, and judicial branches.

#### **NEW MEXICO STUDENT LEARNING OUTCOMES**

New Mexico Junior College's Humanities Department endorses the Core Competencies as established by the State of New Mexico. By the end of the term, students should be able to:

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1. Students will analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

### SPECIFIC COURSE STUDENT LEARNING OUTCOMES

Students should be able to:

1. Explain the historical and political foundations of the government of the United States;
2. Explain the precursors to, and the development and adoption of the United States Constitution;
3. Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power;
4. Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy;
5. Explain the development and role of political parties and interest groups;
6. Identify the constitutional basis of civil rights and civil liberties and their changing interpretation; and
7. Describe the role of demographics, public opinion and the media in American politics.

