Session 1: Introduction, GPI

In Class Activity: Watch Ted Talk: David Cameron and Governance (British Politicians Perspective on Improving Government)
- Students will observe a British Conservative discussing his opinion on how to improve government
- Students will recognize American governance and political culture through the eyes of a British politician (he uses many examples from America, and quotes from U.S. politicians)
- Students will identify a British politician ‘campaigning’
- Students will be able to identify themselves through the perception of British.

Session 2: Chapter 1 Democratic Republic:

Session 3: Chapter 2 The Constitution, Federalist Papers 51 and 10, Nigeria’s Stability: Constitutional Reform and Beyond

In Class Activity: Discuss Sections of “Iron Tears: America’s Battle for Freedom, Britain’s Quagmire: 1775-1783”. Students will be able to recognize American history and the politics of the revolution through the eyes of British loyalists.
Discussion Questions:
1. How did the British perceive the American complaint on taxes and representation?
2. Why did the British view their tax policies as necessary?
3. How diverse were opinions at the time on the other side of the Atlantic?

Session 4: Chapter 3 Federalism, Learning Essay on the Constitution, In-Class Quiz
Reflection topic: Write a short reflection (about one page) in which you address the following questions:
- Why was the U.S. Constitution made the way that it was?
- Given the article on Nigeria which you have read (from Session 3), what suggestions for a new Nigerian Constitution would you make based on the problems described in the article?

Session 5: Chapter 10 The Congress, Chapter 8 Political Parties
In Class Activity: Examine party diversity comparatively and contrast it with American political parties. Examples: United Kingdom (Great Britain), France, Argentina, Nigeria*. This discussion is in the context of the durability of America’s essentially Two-Party System.
- Is the diversity of political parties a function of a country’s age?

Session 6: Chapter 11 The President, Ideology Paper Draft Due, Online Quiz

Session 7: Chapter 12 The Bureaucracy, Review Session
Session 8: **Midterm Exam**  
Session 9: Chapter 13 The Courts, Majority Opinion – *Roe v. Wade*  
Pre-test: In class writing

In Class Activity: Examining Somalia (Somaliland), Xeer, Sharia, and other sources of Law. Discussion. This exercise will attempt to encourage openness, recognition, and acceptance of differences.  
Post-test: Reflection

Having read and discussed this information, do you have an altered perception of either American or Somali (Islamic*) jurisprudence? Are there any similarities or differences that stood out for you?

Session 10: Chapter 4 Civil Liberties, [Online Quiz](#)  
Session 11: Chapter 5 Civil Rights, [Ideology Paper Due](#)

In Class Reading: Excerpts from Civil Rights, Deprivation and Race Riots and the Kerner Commission Report plus Four Decades*. This exercise will ask students to describe, analyze and understand the history and diversity of the U.S. and compare that experience with other locales.

Students will read and examine the causes of riots in the U.S. at the end of the Civil Rights Movement (Deprivation and Race Riots and the Kerner Commission Report plus Four Decades (Riots of 1967)) and compare them to the riots in and around Paris in 2005 Students will work in groups to identify 3 common causes attributed to the riots across the two countries. They will then compare the experience of both France and the United States with the experience of Tunisia and other countries during the ‘Arab Spring’.

**Question:**

- Do the experiences of France and Tunisia give you an alternative perspective on the race riots of the 1960's in the United States? Alternatively, how would you apply the lessons learned in the United States to France? How would you apply them in Tunisia?
- Is economic opportunity a civil right? Does the state have an interest in ensuring equality of economic opportunity?

Session 12: Chapter 7 Interest Groups, Chapter 9 Campaigns, Elections, and the Media  
**In-Class Quiz**

In Class Activity: Watch Videos (YouTube) centered on election issues in Brazil, Japan, Ghana and Tunisia.

Session 13: Chapter 14 Domestic and Economic Policy, [Short Paper on Elections and Domestic Policy](#)
Using our class videos from last week, write an essay about 2-3 pages on a given campaign issue. In your essay, analyze the campaign issue across borders (ex: Health Care). How is it discussed or interpreted differently? What solutions are offered across borders?

The best essays will include some research to identify any relevant political parties and or election outcomes related to your topic country. This exercise will ask students to observe and analyze complex connections between domestic policy abroad and at home.

Session 14: Chapter 15 Foreign Policy, **Online Quiz**

Session 15: Chapter 6 Public Opinion and Political Socialization, Review Session, **GPI**

Session 16: **Final Exam**