

Assignments: Note which are text readings and which utilize handouts.

Date Due	Assignment
T19	Turn in completed Student Interest Survey . This will be referenced periodically throughout the semester.
Th21	Read the selection from the <i>Republic</i> titled “ First Principles of Social Organization ”, handout pp. 2-14 . Complete 1.1. Also receive credit for “Daily Quiz 1.1”-- covering your Government textbook.
F22	Read text pp. 4-10 and complete 1.2. Essay 1 due (see topic and rubric below). Daily Quiz 1.2 over reading.
T26	Read text pp. 12-16 and complete 1.3. Daily Quiz 1.3 .
W27	Read selection from “ The Politics of Aristotle ”, handout pp. 14-16 . Complete 1.4.
F29	Essay 2 due (see topic below)—typed. Test over Unit One. Will include interpretation of and essay response to passages from the <i>Republic</i> of Plato and <i>Democracy in America</i> by Alexis de Tocqueville.

Essay Topics

1. Self-Evident Truths (3 paragraphs).

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

--The Declaration of Independence

Which is more important to protect and advance: equality or liberty? Provide two reasons for your choice, and be prepared to defend it publicly in the weeks ahead.

2. The Use of Power (3 paragraphs).

All that makes existence valuable to any one, depends on the enforcement of restraints upon the actions of other people. Some rules of conduct, therefore, must be imposed, by law in the first place, and by opinion on many things which are not fit subjects for the operation of law.

--John Stuart Mill, *On Liberty*

Do you agree with Mill that restraints on other people make life worth living? Why or why not? Provide one example of a “rule of conduct” that should be the subject of a law, and one rule that is “not a fit subject” for a law, but should be followed anyway.

U.S. Government**1.1: First Principles of Social Organization (Read handout pp. 2-14.)**

You should be able to:

- Summarize the main ideas of the selection from the *Republic*, Books III and IV.
- Analyze the influence of ancient and modern thought on American government.
- Articulate a biblical worldview on governmental systems.
- State and support your opinion on issues of power and legislation.

Guided reading. As you read, mark each development in Plato's account of the growth of the state as you encounter it in the text. ("State" is the political term we interchange with "nation," "country," and "government" in this context.)

- Partners and helpers; free exchange
- Farmer, builder, weaver, shoemaker, maybe another, living communally
- Specialists in production (doing "one thing that is natural" to each)
- Toolmakers, carpenters, artisans
- Traders; importers and exporters; money
- Retailers; hirelings (day laborers)
- Expanding diet; artists; cosmetologists; tutors
- Expanding borders; accumulation of wealth
- War
- Professional soldiers to fight wars of expansion
- Guardian class

1. In your opinion, does a prosperous state need to expand (and thus need to go to war)? Explain.

2. Where would the present-day United States fit on the development chart above? If it does not, why don't you think so?

3. List five adjectives to describe the Guardians Plato proposes. (This passage begins on handout p. 9.)

4. If you were building this society as Plato envisioned, how would you train the Guardian class? What would set them apart from the rest of the population?

Reproduced below is the “Noble Lie” that Plato proposes for the governing of the people in Book III.

Citizens...you are brothers, yet God has framed you differently. Some of you have the power of command, and in the composition of these he has mingled gold, wherefore also they have the greatest honor; others he has made of silver, to be auxiliaries; others again who are to be husbandmen and craftsmen he has composed of brass and iron; and the species will generally be preserved in the children. But as all are of the same original stock, a golden parent will sometimes have a silver son, or a silver parent a golden son. And God proclaims as a first principle to the rulers, and above all else, that there is nothing which should so anxiously guard, or of which they are to be such good guardians, as of the purity of the race. They should observe what elements mingle in their offspring; for if the son of a golden or silver parent has an admixture of brass and iron, then nature orders a transposition of ranks, and the eye of the ruler must not be pitiful towards the child because he has to descend in the scale and become a husbandman or artisan, just as there may be sons of artisans who having an admixture of gold or silver in them are raised to honor, and become guardians or auxiliaries. For an oracle says that when a man of brass or iron guards the State, it will be destroyed.

5. Why is it necessary that, on some level, the people of a nation believe the same things? Does it matter if the unifying belief is true?
6. What is one belief that all (or most) Americans share? How can this belief be used to unite them?
7. In Plato’s republic (the state he builds in today’s reading), who do you think will make the laws?
(Will the Guardians also be legislators? Will the people vote? Will there be a king? Predict how laws might be made.)

U.S. Government

1.2: Government and the State (Read text pp. 4-10.)

You should be able to:

- Identify the powers of all governments.
- Distinguish between basic forms of government.
- Explain four models of government.
- List from memory the six purposes of government identified in the Constitution.
- Express opinions on the proper role and scope of government.

1. What three kinds of power does every government have?
 - a.
 - b.
 - c.
2. What is the difference between a dictatorship and a democracy?
3. Why is it incorrect to refer to a state as a “nation” or “country”?
4. *Population* and *territory* can be compared directly—China has more citizens than does San Marino, the Vatican has less territory than Russia. Is *sovereignty* also a quantifiable characteristic of states, inviting comparison? Why or why not?
5. Compose a brief description of each:
 - a. Force Theory
 - b. Evolutionary Theory

- c. Divine Right Theory
- d. Social Contract Theory

6. Would it matter in the Social Contract Theory whether the “state of nature” was virtue or sinfulness? Does the theory seem to favor one of these interpretations of human nature? Respond and briefly explain.

7. List the six purposes of government from the Preamble to the Constitution.

- a.
- b.
- c.
- d.
- e.
- f.

8. Choose one purpose of government that you feel is the most important to your generation in our society. Identify and explain your choice.

9. Identify a limitation of government—a specific area over which the national government, in your opinion, should have no control or policy. Why should it not?

U.S. Government

1.3: Forms of Government (Read text pp. 12-16.)

You should be able to:

- Use three basic questions to identify forms of government.
- Classify the United States government using these three questions.
- Express an opinion concerning who comprises "the people" in America.

Answer the questions in the right-hand column with a brief sentence or phrase.

<i>Form</i>	<i>Who can participate in government?</i>
Democracy	
Dictatorship	

<i>Form</i>	<i>How is power distributed geographically?</i>
Unitary	
Federal	
Confederate	

<i>Form</i>	<i>How are the executive and legislative branches related?</i>
Presidential	
Parliamentary	

Respond to the following.

1. Using these three classifying methods, how would you describe the government of the United States?
2. What is the closest thing to a confederate government in today's world?
3. Your text (p. 13) distinguishes between those who see America as a democracy (accountable to "the people") and those who see it as a republic (accountable to "those eligible to vote"). Which, in your opinion, best describes the United States? Explain your answer in a brief paragraph.

U.S. Government

1.4: Aristotle’s View of the State (Read handout pp. 14-16.)

You should be able to:
 Summarize the main ideas of the selection from the *Politics*, Book III.
 List and identify Aristotle’s true forms and perversions of government.
 Articulate a biblical worldview on integrity and public service.
 State and support your opinion on issues of power and legislation.

Respond to the following as directed.

1. According to Aristotle, what is the purpose of the state? How does it accomplish this purpose? Respond in a brief paragraph.

Complete the chart for each of the basic forms of government Aristotle describes.

True Form	Who holds power?	Perversion
2.		
3.		
4.		

5. What distinguishes the “true forms of government” from the “perversions” of them?
6. Which form (or perversion) best describes the United States? Support your response.
7. Aristotle makes the point on p. 15 of your handout that rulers sink or float (fail or succeed) with their nation, so they should govern well out of self-interest. Do you think this consideration is what guides lawmakers? Explain your response.