

# Course Description

## A. COVER PAGE

Date of Submission (Please include Month, Day and Year) October 18, 2004	
<b>1. Course Title</b> Special Providence: Christianity & the American Republic	<b>9. Subject Area</b> <input checked="" type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> CHR & AMER. REP.	
<b>3. Transcript Course Code(s) / Number(s)</b>	
<b>4. School</b> Calvary Chapel Christian School of Murrieta	
<b>5. District</b> N/A	
<b>6. City</b> Murrieta	
<b>7. School / District Web Site</b> <a href="http://www.cccsmurrieta.com">http://www.cccsmurrieta.com</a>	<b>10. Grade Level(s) for which this course is designed</b> 9            10            11            12
<b>8. School Course List Contact</b>  Name: May Agnell  Title/Position: Guidance Counselor  Phone: (909)677-5667    Ext.:  E-mail:	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____	
<b>13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>	
<input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____	
<input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____	
<input type="checkbox"/> Alternative course title for course with identical content at this school Title of previously-approved identical course: _____	
<input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester-long courses in the same discipline <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Other. Explain: _____	

<p>14. Is this course modeled after an UC-approved course from another school <u>outside your district</u>? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If so, which school(s)? _____</p> <p>Course title at other school _____</p>
<p>15. Pre-Requisites</p> <p>None</p>
<p>16. Co-Requisites</p> <p>None</p>
<p>17. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>18. Brief Course Description</p> <p>“We have staked the whole future of American civilization, not upon the power of government, far from it. We have staked the future of all of our political institutions upon the capacity of each and all of us to govern ourselves, to control ourselves, to sustain ourselves according to the Ten Commandments or God.” James Madison, the “Father of the Constitution,” stated simply that the Christian philosophy which so suffused the era was the foundation of the government of the United States as outlined in the Constitution. In early America, the social contract embodied primarily in the Constitution efficiently allowed the government organs to act as agents of the People. In the post-modern era, with Christian principles and ethics increasingly sidelined, how have the changes in the American citizen changed the American government and social contract? This course aims to teach students to examine the beliefs and institutions which shape how “We the People” govern ourselves and the necessary changes and continuations which will allow American government to continue. The students will compare our way of government with the alternatives in the Eighteenth Century, as well as today. They will also learn the relationship between the branches of the federal government, as well as that of the federal, state, and local governments. Finally, students will convene and draft a workable constitution.</p>

## B. COURSE CONTENT

Please refer to instructions

### 19. Course Goals and/or Major Student Outcomes

Students learn to master:

- ❖ accessing and gathering information from multiple sources;
- ❖ analyzing and synthesizing information and making suppositions regarding the foundations of the federal system and American law, and how Christianity informed those foundations;
- ❖ developing and implementing strategies in order to reach conclusions from the historical and philosophical record;
- ❖ participation in group projects to apply cooperative strategies in the classroom;
- ❖ building effective communication skills by receiving and interpreting information through reading, listening, discussion and inquiry;
- ❖ understanding and explaining the history and expression of contemporary political ideas and ideologies, and their hostility to/compatibility with Christian life and free religious expression.

### 20. Course Objectives

Students will be able to explain the moral values behind the fundamental principles of the American republic, as set forth in the seminal documents of American independence and governance. Students will evaluate, analyze, and defend positions on the scope and limits of

rights and duties of American citizenship, as well as the principles necessary for the continuance of any free society. Students will be able to analyze the differing roles of each branch of the federal government, as well as those of the different levels of our government (i.e., federal, state, and local). Students will analyze and evaluate major Supreme Court decisions affecting the rights and duties of American citizenship, with particular emphasis on the changing views of the freedom of religious expression and the Establishment Clause. Students will be able to demonstrate their understanding of various political organizations and movements, of interest groups, and of the media and the influence of each by participating in classroom discussion and in organized classroom debates, as well as by researching, preparing, and presenting research papers. Students will develop the ability to write essays that not only show a knowledge of historical facts and governmental realities, but also utilize this knowledge to produce a working constitution which takes into account both modern and timeless tensions and conflicts. Students will be able to examine and articulate alternative viewpoints on important governmental subjects such as: the proper relationship of government and religion as expressed in the Constitution, majority rule and the proper safeguards for minority rights, states rights vs. federal control, the propriety of civil disobedience in a lawful society, and strict constructionism vs. constitutional “evolution” (with particular emphasis on Federalist Papers 78-82 and corresponding Antifederalist Papers).

## 21. Course Outline

- I. Foundations of Democracy
  - A. Greek and Roman Models
    - 1. Athenian Democracy
    - 2. Roman Democracy
      - a. “Normal” Operation
      - b. “Extraordinary” Operation (Dictators, Triumvirate)
  - B. English Movement To Democracy/The English Common Law Tradition
    - 1. Magna Carta
    - 2. English Bill of Rights
    - 3. Declaration of Independence
    - 4. Thomas Hobbes
    - 5. John Locke
    - 6. Jean-Jacques Rousseau
  - C. 18<sup>th</sup> Century Alternatives to a Democratic Republic
    - 1. The French Revolution
    - 2. Monarchy
    - 3. Dictatorial Governments
    - 4. Governments of the American Indians
  - D. Articles of Confederation
- II. Federal Democracy (The Great Experiment)
  - A. Three Branches
    - 1. Power of the Executive
    - 2. Power of the Legislature
    - 3. Power of the Judiciary
  - B. Separation of power
    - 1. Checks and Balances
    - 2. Roles of Government and How Filled
  - C. Powers Reserved to the People
    - 1. Press
    - 2. Nullification
    - 3. Franchise
      - a. Case Study: Direct Election of Senator (Amendment 17)
- III. Political Theory and the U.S. Republic
  - A. Federalist Papers
  - B. Anti-federalist Papers

- C. Early American Political Parties
- IV. Confederate States' *Constitution for the Provisional Government* and the Civil War
- V. Civil Rights & Civil Liberties: From Reconstruction to the Present
  - A. Civil Rights and the Constitution
  - B. Dred Scott
  - C. Reconstruction
  - D. "Separate but Equal" and the Rise of Jim Crow
  - E. Societal Change and the Second World War
  - F. Warren Court
  - G. Voting Rights and Civil Rights Acts
  - H. To the Present
- VI. State and Local Government
  - A. Spheres of Power
  - B. Taxation
- VII. Political Parties
  - A. Republican Party
  - B. Democratic Party
  - C. Third Parties
    1. Constitution Party (f/k/a U.S. Taxpayers Party)
    2. Libertarian Party
    3. Natural Law Party
    4. Reform Party
    5. New Party
    6. Green Party
    7. Democratic Socialists of America
- VIII. Government Operations
  - A. Police and Courts
  - B. Defense and War
  - C. International Relations
  - D. Regulatory Bodies
  - E. Tribal Governments
- IX. Non-Government Operations
  - A. Basis for Power
    1. Democracy, Aristocracy, Meritocracy, Ethnocracy etc.
  - B. Press
    1. Commercial Media
    2. Private Media
    3. International vs. Domestic Media (including public vs. private)
  - C. Militia vs. Standing Army
  - D. 2-party system
- X. Comparative forms of Government
  - A. Parliamentary Democracy
  - B. Authoritarian Governments
  - C. Communism (Marxist, Soviet & Chinese)
- XI. Special Interest Groups, Money and Politics
  - A. Two-Party System's Role in the formation of interest groups
  - B. Interest Group Lobbying
  - C. Interest Group Political Activity
  - D. Money and Politics
  - E. Campaign Finance Reform: from FEMA to BCRA
  - C. Ethnic, Environmental, Religious, Economic Tensions
- XII. Economics and Government
- XIII. Constitutional Convention

## 22. Texts & Supplemental Instructional Materials

*American Government for Christian Schools*. BJU Press (1999)

Various primary materials and topic specific handouts, including the following and many more: *Second Treatise of Government*, John Locke; *The Social Contract*, Jean-Jacques Rousseau; *Federalist Papers*; *Anti-Federalist Papers*; *Democracy in America*, De Tocqueville; *Farewell Address* of George Washington; *Constitution for the Provisional Government*; *Emancipation Proclamation*, Abraham Lincoln; *Gettysburg Address*, Abraham Lincoln; *Civil Disobedience*, Henry David Thoreau; *Letter from a Birmingham Jail*, Dr. Martin Luther King, Jr.; selected Supreme Court decisions.

### 23. Key Assignments

1. Monthly response papers on a topic of student’s choice. Students must choose from topic covered in class in the previous month. During the Convention, certain response papers may serve as rough drafts of Commentary. Students will be graded on minimum length, quality of writing as presentation, and primarily on quality of analysis and utilization of learning.
2. Quizzes and Exams. Students will be graded on knowledge of material, understanding and articulation of ideas, and analysis of the essential problems and solutions for self-governance.
3. Constitutional Convention. Students will participate in Constitutional Convention. Chairmanship of Convention will rotate among students. Students will be individually graded on frequency and quality of participation. The entire class will be graded on how well the Constitution resolves the tensions inherent in government and how well the document creates a stable government. All students will receive the written critique as prepared by instructor, and the final class days will be spent discussing the strengths and weaknesses of the proposed Constitution.
4. Constitutional Commentary. Student will be required to write a section of commentary, akin to a Federalist or Anti-federalist paper, over one particular section of the proposed Constitution. Students will be graded on quality of writing as presentation, and primarily on quality of analysis and utilization of learning.

### 24. Instructional Methods and/or Strategies

The required reading comes from the primary text and numerous handouts, including both primary and secondary sources. Lectures and discussion are the primary modes of instruction. During the Constitutional Convention, instructor will primarily serve as a delegate, and will, if necessary, advise Chairman of Convention to effectively steer debate.

### 25. Assessment Methods and/or Tools

Quizzes	10%
Examinations	40%
Response Papers	25%
Constitutional Convention Participation & Commentary	25%

## C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

n/a

## D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)

**Exhibit 9 Defendant Rejection of New Course  
Submission (July 28, 2005)**

# UNIVERSITY OF CALIFORNIA

BERKELEY DAVIS IRVINE LOS ANGELES MERCED RIVERSIDE SAN DIEGO SAN FRANCISCO SANTA BARBARA SANTA CRUZ

UNDERGRADUATE AFFAIRS  
STUDENT ACADEMIC SERVICES

OFFICE OF THE PRESIDENT  
1111 Franklin Street, 9th Floor  
Oakland, California 94607-5200

07/28/05 5:13 PM

## University of California "a-g" Course List Update Summary for 2004-05

Calvary Chapel Christian Sch  
ATP# 052104

Dear May Agnell,

I am writing to thank you for submitting your updated course list and new course outlines. High school course articulation is an extremely vital part of the University's admission process, and I appreciate your support in this endeavor.

We have completed a review of your submission. Revisions and approved new courses will appear on your updated course list, which can be downloaded at <https://pathways.ucop.edu/doorways/list>. If courses have not been approved or not approved as submitted, checklists have been enclosed detailing the reasons for non-approval and changes. If courses have been sent to faculty for review this will also be noted on a checklist. Please share the checklist(s) with appropriate teachers and counselors for their information. The checklist(s) can also be used as a guide for revising outlines of courses that were not approved, should you choose to re-submit these courses at a later date.

The following courses have not been approved for UC's freshmen subject requirements. See attached "Course Evaluation Checklist" for rationale.

Subject Area	Course Title
History / Social Science	Special Providence: Christianity &

I encourage you to submit any revisions or additions to your course list at our online submission site at <https://pathways.ucop.edu/doorways/update>. Please E-mail us at [hupdate@ucop.edu](mailto:hupdate@ucop.edu) with any questions about accessing this online site. Please note that the update cycle for **2004-05 will close on November 1, 2004**. Updates that are not submitted by that time will not be accessible for the next cycle.

I want to thank you again for your continual support of the articulation process, and I look forward to future communications.

Sincerely,  
Sue Wilbur Ph.D.  
Director, Undergraduate Admissions

Enclosures

# UNIVERSITY OF CALIFORNIA

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Oakland, California 94607-5200

## Checklist for Course Review and Feedback HISTORY / SOCIAL SCIENCE

**School/District Name:** Calvary Chapel Christian Sch  
**Name of Course(s):** Special Providence: Christianity & the American Re

**Date:** 07/28/05 5:13 PM

- Course approved, but for College prep elective rather than for the History / Social Science requirement (see Section A below)
- Course approved, but not for UC Honors status (see Section B below)
- Not approved:
  - Lacking necessary course information (see Section C below)
  - Insufficient academic / theoretical content
  - Focus too narrow / too specialized
  - Attempt to address too many topics / lack of depth
  - Too much focus on career-related skills (application), rather than academics (theory)
  - Too much focus on technology tools, rather than content knowledge
  - Lack of pre-requisites
  - Other: Government courses usually are granted a semester's credit only.

**Comments:**

In establishing and implementing the a-g subject area requirements, UC faculty's main interest is that students entering the University are well prepared to be successful at UC. The content of the course outlines submitted for approval is not consistent with the empirical historical knowledge generally accepted in the collegiate community. As such, students who take these courses may not be well prepared for success if/when they enter history-social science courses/programs at UC.

**A. Fails to Meet Subject Specific Requirements**

Component	Not Adequate	Comments
Substantial reading / writing		
Depth and breadth		
Other		

**B. Fails to Meet Honors Criteria**

Coursework is not comparable to AP, IB, or collegiate level courses.	
The course is not designed for the appropriate grade level (11th/12th grades).	
The school does not offer a non-honors equivalent.	
This course exceeds the maximum number of honors courses allowed in the subject area.	
This course does not have a comprehensive written final exam.	
This course does not have appropriate pre-requisites.	
Other:	

**C. Lacking Necessary Course Information**

Component	Not Adequate	Component	Not Adequate
Length of course (semester or year)		Student assignments	
General description of course		Texts and/or instructional materials	<input checked="" type="checkbox"/>



Course objectives		Instructional & Assessment methods	
Course outline or list of topics		Other:	

Thank you for your attention in these matters.  
Nina Costales, Articulation Specialist  
(510) 987-9570

-----Original Message-----

From: hsupdate@ucop.edu [mailto:hsupdate@ucop.edu]

Sent: Thursday, July 28, 2005 5:13 PM

To: May Agnell

Subject: a-g Online Update Review Complete

UC has completed the review of your school's 2004-05 a-g course list update. Please visit Doorways public course list website to download your list. If there are additional updates that you would like to submit (i.e. revisions of courses that were not approved, other changes, etc.), we ask that you submit all of your revisions at the same time as an additional submission for the 2004-05 academic year.

Thank you for utilizing the on-line process for updating your course list. If you have any suggestions for improvement, please forward them to hsupdate@ucop.edu.