



**Devotion: Deuteronomy 1 1** These are the words Moses spoke to all Israel in the wilderness east of the Jordan—that is, in the Arabah—opposite Suph, between Paran and Tophel, Laban, Hazeroth and Dizahab. 2 (It takes eleven days to go from Horeb to Kadesh Barnea by the Mount Seir road).

3 In the fortieth year, on the first day of the eleventh month, Moses proclaimed to the Israelites all that the Lord had commanded him concerning them. 4 This was after he had defeated Sihon king of the Amorites, who reigned in Heshbon, and at Edrei had defeated Og king of Bashan, who reigned in Ashtaroth.

5 East of the Jordan in the territory of Moab, Moses began to expound this law, saying:

6 The Lord our God said to us at Horeb, “You have stayed long enough at this mountain. 7 Break camp and advance into the hill country of the Amorites; go to all the neighboring peoples in the Arabah, in the mountains, in the western foothills, in the Negev and along the coast, to the land of the Canaanites and to Lebanon, as far as the great river, the Euphrates. 8 See, I have given you this land. Go in and take possession of the land the Lord swore he would give to your fathers—to Abraham, Isaac and Jacob—and to their descendants after them.”

**Motivation: Friction causes growth – David Goggins** <https://www.youtube.com/watch?v=6aw9h5QMNE&t=11s>

**Reading: Ch. 3**

<p><b>Week 3</b></p> <p>W 2/01 HW3 Due 2/08</p>	<ul style="list-style-type: none"> <li>• <b>Overview</b></li> <li>• <b>Federalism</b> Key terms: the concept of overarching governmental authority. Key terms: 10<sup>th</sup> Amendment, enumerated powers, supremacy clause, jurisdiction, concurrent powers, <i>McCullough v. Maryland</i> (1819), interstate commerce, block grant.</li> <li>• <b>Activities, Assignments and/or Exams</b></li> <li>• <b>Read</b> Ch. 3 (p.59-85) and ONE relevant <i>current event</i> article (within last 6 months)</li> <li>• <b>Write:</b> Choose <i>two</i> concepts/key terms in the Chapter that are new to you. Explain each and how you see they have an impact on American politics/experience today?</li> <li>• Apply ONE of the CTD by giving some detail/facts related to your two points.</li> <li>• Number your 2 points to make your statements clearly understood (total 300 words).</li> <li>• <b>ALWAYS</b> include in-text citations (see LP Plagiarism) and Reference to your post, work.</li> <li>• Respond to another post (50 words)</li> </ul>
<p><b>Week 4</b></p> <p>W 2/08 HW4 Due 2/15</p>	<ul style="list-style-type: none"> <li>• <b>Overview</b></li> <li>• <b>Civil liberties.</b> Key terms: Individual liberties, national application, First Amendment, establishment clause, exercise clause, free speech, free press, <i>right to privacy</i>, Miranda warnings/rights, exclusionary rule of evidence, history of death penalty.</li> <li>• <b>Activities, Assignments and/or Exams</b></li> <li>• <b>Read</b> Ch. 4 (p.86-113) and ONE relevant <i>current event</i> article (within last 6 months)</li> <li>• <b>Write:</b> Choose <i>two</i> concepts/key terms in the Chapter that are new to you. Explain each and how you see they have an impact on American politics/experience today?</li> <li>• Apply ONE of the CTD by giving some detail/facts related to your two points.</li> <li>• Number your 2 points to make your statements clearly understood (total 300 words).</li> <li>• <b>ALWAYS</b> include in-text citations (see LP Plagiarism) and Reference to your post, work.</li> <li>• Respond to another post (50 words)</li> </ul>

**Topics: Ch.3 Federalism** The development of a federal authority in-line with the historic autonomy and expectations of each State, the supremacy clause, national benefits of federalism, enumerated powers.

**Concepts:** Terms that describe government systems are different because of the *distribution of authority*.

### The 10<sup>th</sup> Amendment of the U.S. Constitution

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people (U.S. Constitution, 1789, 10<sup>th</sup> Amendment).

**Unitary system** of government: Britain, Egypt, Israel, Japan, The Philippines, are examples. All branches of government, federal and local are singular in authority; this means the federal/central government has authority to override/void decisions made at lower levels of government.

**Confederal system** of government: The European Union is an example of this loose/open governmental authority. The initial U.S. government under the Articles of Confederation also an example, allowed for States to remain autonomous, independent authorities, that allowed the federal government limited authority over issues that affected more than one State, for example, military protection. The difference is the *less than superior status* of the federal government over State governments.

**Federal system** of government: Australia, Brazil, Canada, Mexico are examples of nations with federal systems of government. The governmental structure of the United States (as a union) grants superior authority to the federal government (its three branches) and the related agencies. Limitations to the stated federal government powers must be articulated by federal law (Congress) or by federal court action (Federal Courts).

**Benefits of federalism:** It can be argued that the philosophy of a nation, the well-being of all citizens, the expectations and standard of living can be made a higher priority and enforced under federalism.

*Local leadership from communities* with an understanding of local needs is fed to national level, e.g. education

*Local diversity of ideas* and problem-solving approaches can be fed to national issues, e.g. crime control

*Local programs* add support to national needs to establish common national goals, e.g. parks, health needs.

**Enumerated powers** refer to the U.S. Constitution's Article 1 Section 8 powers that the States **relegate** to the federal government. The level of complexity of the combined needs of the States led to areas of responsibility that were best managed with a holistic and overall authority perspective; *examples*, Post offices, printing money, citizenship/naturalization, rules of national elections, declaring of war.

The *enumeration of powers does not separate States from influencing federal decisions*. Remember that federally elected officials, *are elected from local political processes* allowing for local input on all federal decisions. Some federal appointments are also subject to review by federal elected officials, for example, The Director of the FBI is nominated for appointment (10 year term) by the President, but he/she must also be *confirmed by the U.S. Senate*.

**DEF: Relegate:** *to assign* to an appropriate place or situation on the basis of classification or appraisal (Merriam Webster, 2022). <https://www.merriam-webster.com/dictionary/relegate>

**DEF: Republic:** a government in which supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives responsible to them and governing according to law (Webster, 2022).

<https://www.merriam-webster.com/dictionary/republic>

**Concurrent powers:** These are *shared powers or authority to do the same thing, but do it differently*. For example, taxing, building roads, creating laws, safety licensing, collect taxes, establish a minimum wage, etc.

**Supremacy clause:** "The Constitution... shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby; any Thing in the Constitution or Laws of any State to the Contrary notwithstanding" (U.S. Constitution, 1789, Article VI, paragraph 2).

**DEF: Notwithstanding:** (even if something different exists, the law/previous reality does not change).

**Dual federalism** is a philosophy that emphasizes Federal and State sovereignty and autonomy. An example of the *dual federalism is the resistance to the federal government attempting to control/impact local* health, education, unemployment, election practices, etc.

**Necessary and proper clause of authority** – this allows for the federal government to determine a need to implement laws that impact State policy, *for example, the mandatory COVID vaccination* and other health protection policies put in place.

**Show me the money!** – federal money that is allotted to States for a *federally determined use/purpose*, however:

**Block grants** – the States can determine how the money is used towards that purpose.

**Categorical grants** – the States must use the money specifically as prescribed by the federal government.

**GQ:** *How can you reason this means control over the States by the Federal government?*

**VIDEO:** Florida could be leaving \$2.3 billion in federal funding for schools on the table – 1:59 min.

<https://www.youtube.com/watch?v=20u-EysTQBI>

**VIDEO:** Infrastructure bill/ Gov. DeSantis voices displeasure with federal funding for bridge – 1:28 min.

repairs <https://www.youtube.com/watch?v=pjY9atz-mrI>

**Next week:** Quiz on Syllabus, LP Plagiarism, Critical Thinking Domains, APA

Review the bulleted items on page 1 of the lesson plan (LP).