POS 2041 - American National Government

Section: 0W60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2024
Class Meeting Location:
Modality: WW
Credit Hours: 3.00

Instructor Information

John Hanley
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Office Hours:
TBA
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Course Description

POS 2041 COS-POLS 3(3,0)American National Government: A study of the dynamics of American national government, including its structure, organization, powers, and procedures. Fall, Spring.

This is a survey course designed to provide students with a foundation for understanding and critically assessing American political processes, institutions, and

public policies. The course proceeds in three major sections: first, we will situate the institutions of American government in the context of their creation and understand the objectives of the Founders and the tradeoffs inherent in institutional design. Second, we will observe and evaluate the performance of governmental institutions. Third, we will examine the relationships between government and individuals, groups, and corporate entities.

Throughout the course, we will learn to assess and decipher information in a world full of conflicting sources and to employ social sciences models to produce knowledge. (**Interpretation and Evaluation Objective**) We will then consider how to synthesize what we have learned, as it might be conveyed to political practitioners (in the form of strategy or analysis) as well as to the general public (in the form of advocacy or civic engagement). Our study of the backgrounds and beliefs of citizens and political elites will assist us in tailoring our writing to the requirements and preferences of audiences. (**Communication Objective**)

Student Learning Outcomes

Within successful completion of this course, students will learn to:

1. Students will develop and demonstrate an understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. Students will develop and demonstrate an understanding of the United States Constitution and its application.
3. Students will develop and demonstrate knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
4. Students will develop and demonstrate an understanding of landmark Supreme Court cases, landmark legislation, and landmark executive actions and their impact on law and society.

Course Materials and Resources

American Government
Authors: Krutz, Glen, and Sylvie Waskiewicz
Publisher: OpenStax
Publication Date: 2021
Edition: 3

Course Assessment and Grading Procedure

The maximum points available for assignments will be as follows:

Syllabus & Intro Quiz 15 points (completion)

Writing Assignments 80 points each, 560 points

Crossword Puzzles 10 points each, 60 points (lowest grade dropped)

Short Quizzes 10 points each, 60 points (lowest grade dropped)

Final Quiz 15 points (completion)

TOTAL 710 points

The plus/minus system will be used in calculating final grades.

A > 662 points	B+ > 615	C+ > 544	D > 426
A- > 639	B > 591	C > 521	F < 426
	B- > 568	C- > 498	

The State of Florida requires this course to provide "opportunities to engage synchronously in political discussions and civil debates with multiple points of view." These discussions will take place every other Wednesday from 12:30-2pm, and can be accessed via the Zoom link in the webcourse. Participation is optional and will not affect your grade. The agenda for these sessions will be indicated in advance.

Grading Scale

A > 662 points	B+ > 615	C+ > 544	D > 426
A- > 639	B > 591	C > 521	F < 426
	B- > 568	C- > 498	

Policies for Course Grade

Makeup Work Policy

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances. Students participating in religious observances or university-sanctioned activities may receive extensions on assignments consistent with UCF and state policy.

Missed/Late Assignments

- Late work (initial discussion postings and essays) will be penalized at a rate of 10% per day late (or portion thereof), including weekend days and holidays unless otherwise noted in the module.
- BUT--Because discussion postings cannot be made after the discussion is closed - there is no late option for final discussion postings.
- No work will be accepted more than three days after the deadline (or after the deadline for the final exam).

Attendance

This is an online course. There are no sessions to attend.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content

due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral mans: The presentation of material which has not been studied or learned, but rather obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Diversity and Inclusion Training and Events – Office of the VP for Diversity, Equity & Inclusion
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door.
- Students should make a note of the guide's physical location and review the online version at Safety
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see AED Locations.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Safety and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video from the UCF Police Department, You CAN Survive an Active Shooter.

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to RAVE Mobile Security and logging in. On the “My Account” tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructor outside of class.

Financial Aid Accountability

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

PART I: INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT

January 8-19

Module #1: American Government, Civic Engagement, and the Constitution

Read Chapters 1-2

1/10, 12:30-2pm: Optional Class Discussion

January 19-February 2

Module #2: Federalism and Congress

Read: Chapters 3 & 11

Adam Liptak. "At Center of Health Care Fight, a 1942 Case of a Farmer's Wheat." *New York Times*, March 19, 2012.

1/24, 12:30-2pm: Optional Class Discussion

February 2-16

Module #3: The Presidency and the Bureaucracy

Read: Chapters 12 & 15

Michael Moss. "While Warning About Fat, U.S. Pushes Cheese Sales." *New York Times.* November 7, 2010.

2/7, 12:30-2pm: Optional Class Discussion

February 16-March 1

Module #4: The Courts and Civil Liberties

Read: Chapters 13 & 4

Jess Bravin. "Supreme Court Ruling Ducks Conflict Between Religious, Gay Rights." *Wall Street Journal.* June 4, 2018.

2/21, 12:30-2pm: Optional Class Discussion

March 1-March 15

Module #5: Political Parties and Civil Rights

Read: Chapters 9 & 5

Summer Sewell. "There Were Nearly a Million Black Farmers in 1920. Why Have they Disappeared?" *The Guardian*. April 29, 2019.

3/6, 12:30-2pm: Optional Class Discussion

March 15-April 5

Module #6: Public Opinion, Voting. Campaigns and Elections

Read: Chapters 6 & 7

Neil MacFarquhar. "Sweet Cherries, Bitter Politics: Two Farm Stands and the Nation's Divides." *New York Times.* June 6, 2021.

March 27, 12:30-2pm: Optional Class Discussion

April 5-19

Module #7: Interest Groups and the Media

Read: Chapters 8 & 10

Clarke, John. "Key Lime Pie Fans Whipped Up Over Dessert Snub." *Wall Street Journal*. July 31, 2022.

April 10, 12:30-2pm: Optional Class Discussion

April 24-27

Optional Module: Optional Final Exam

Read: all chapters in eTextbook