POS 2041 - AMERICAN NATIONAL GOVERNMENT

Section: 0W60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3.00

Instructor Information

John Hanley
Office Location: Howard Phillips Hall, room 302I
Office Hours:
Monday: 9am-noon (virtual)

https://ucf.zoom.us/j/96929451587?pwd=as7ChO9CZuQzntvQ0fK0dvvPLfzpKW.1

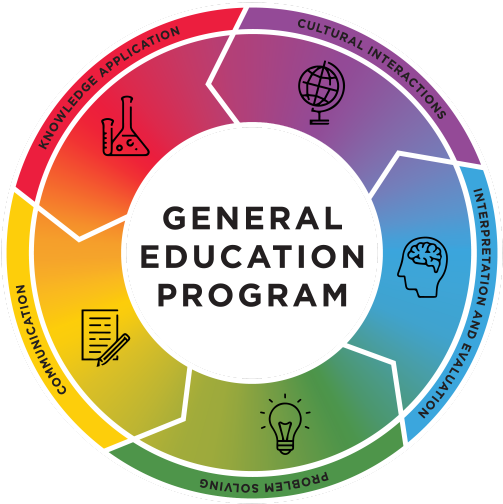
Tuesday: noon-3pm (in-office)
Email: John.Hanley@ucf.edu

Course Description

POS 2041 COS-POLS 3(3,0)American National Government: In this course, students will investigate how the national government is structured and how the American constitutional republic operates. It covers the philosophical and historical foundations of American government, including but not limited to the declaration of independence, the

United States constitution and all its amendments, and the federalist papers. The course examines the branches of government and the governments laws, policies, and programs. It also examines the ways in which citizens participate in their government and ways their government responds to citizens.Student Learning Outcomes: Students will demonstrate an understanding of the basic principles and practices of Americas constitutional republic. Students will demonstrate knowledge of the nations founding documents, including the declaration of independence, the U.S. constitution and its amendments, and the federalist papers. Students will demonstrate knowledge of landmark U.S. supreme court cases, landmark legislation, and landmark executive actions. Students will demonstrate knowledge of the history and development of the American federal government and its impact on law and society. Students will demonstrate an ability to apply course material to contemporary political issues and debates. Students will demonstrate the ability to engage in discussion and civil debate on American politics that are associated with multiple points of view. Fall, Sum, Spr.

General Education Program (GEP)



UCF's General Education Program (GEP) provides a cohesive learning experience across five key areas. Each course is designed to help students build essential skills and knowledge that connect across disciplines, preparing them for success in their academic,

civic, and professional lives. This foundation equips students to make informed decisions and navigate a rapidly changing world.

Specifically, the GEP is intentionally designed to:

- Introduce students to a broad range of foundational knowledge.
- Provide students the opportunity to explore potential academic majors, minors, and careers.
- Equip students with the analytic and expressive skills required to engage in chosen pursuits.
- Develop critical thinking skills.
- Encourage lifelong learning.

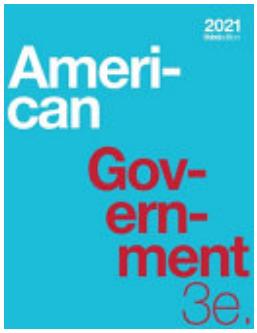
This course is a GEP core course (black diamond) for the Social Foundation and fulfills the requirement for GEP 10.

Student Learning Outcomes

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

- Students will demonstrate an understanding of the basic principles and practices of America's constitutional republic.
- Students will demonstrate knowledge of the nation's founding documents, including the Declaration of Independence, the U.S. Constitution and its amendments, and the Federalist Papers.
- Students will demonstrate knowledge of landmark U.S. Supreme Court cases, landmark legislation and landmark executive actions.
- Students will demonstrate knowledge of the history and development of the American federal government and its impact on law and society.
- Students will demonstrate an ability to apply course material to contemporary political issues and debates.
- Students will demonstrate the ability to engage in discussion and civil debate on American politics that are associated with multiple points of view.

Course Materials and Resources



American Government 3e
ISBN: 9781738998470
Authors: Glen Krutz, Sylvie Waskiewicz
Publication Date: 2023-05-12
Edition: 3
Online Access: https://openstax.org/details/books/american-government-3e

Course Assessment and Grading Procedure

Grades will be computed on the basis of four types of assignments:

- Class participation, through Yellowdig (30% of total grade)
- Practice exercises, one per module (30%)
- Quizzes, one per module (30%)
- Final exam (10%)

Grading Scale

A > 93.333%	B+ > 86.666%	C+ > 76.666%	D > 59.999%
A- > 89.999%	B > 83.333%	C > 73.333%	F < 60%

A > 93.333%	B+ > 86.666%	C+ > 76.666%	D > 59.999%
A- > 89.999%	B > 83.333%	C > 73.333%	F < 60%
B- > 79.999%	C- > 69.999%		

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

Yellowdig permits students to work ahead or to catch up 35% of the stipulated points per week. Quizzes can be taken up to one day late, for a penalty of 10%.

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 Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without

authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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 and Academic Integrity, 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
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- 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

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly

as possible.

  - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
  - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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

August 19-30

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

Krutz & Waskiewicz, Chapters 1-2

August 31-September 6

Module #2: Federalism

Krutz & Waskiewicz, Chapter 3

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

September 7-September 13

Module #3: Congress

Krutz & Waskiewicz, Chapter 11

Jeff Stein. “Deal to Pass Farm Bill Scraps House GOP Plan for New Food Stamp Work Requirements.” *Washington Post*, November 29, 2018.

September 14-20

Module #4: The Presidency

Krutz & Waskiewicz, Chapter 12

Barbara Plett Usher, “Biden welcomes Kenya's leader as US under pressure in Africa.”

BBC News, May 23, 2024.

September 21-27

Module #5: The Bureaucracy

Krutz & Waskiewicz, Chapter 15

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

September 28-October 4

Module #6: The Courts

Krutz & Waskiewicz, Chapter 13

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

October 5-11

Module #7: Civil Liberties

Krutz & Waskiewicz, Chapter 4

Praveena Somasundaram. "Middle-schooler forced to show bra during vape search, lawsuit says." *Washington Post*, March 13, 2023.

October 12-18

Module #8: Political Parties

Krutz & Waskiewicz, Chapter 9

Rick Beyer. “Where there’s smoke, there’s…political intrigue?” *Politico*, March 3, 2008.

October 19-25

Module #9: Civil Rights

Krutz & Waskiewicz, Chapter 5

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

October 26-November 1

Module #10: Public Opinion

Krutz & Waskiewicz, Chapter 6

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

November 2-8

Module #11: Voting and Elections

Krutz & Waskiewicz, Chapter 7

Liam Stack. An 'I Voted' Sticker Can Get You Free Stuff, but It Shouldn't." New York Times, November 8, 2016.

November 9-15

Module #12: Interest Groups & Lobbying

Krutz & Waskiewicz, Chapter 10

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

November 16-22

Module #13: The Media

Krutz & Waskiewicz, Chapter 8

Noor Al-Sibai. "Steak-umm Uses Deepfakes to Make Vegans Devour Meat." *Futurism,* November 4, 2023.

November 23-29

Final Exam