POS 2041 - AMERICAN NATIONAL GOVERNMENT

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Fall 2025
Class Meeting Days: MWF
Class Meeting Time: 12:30PM - 01:20PM
Class Meeting Location: ENG2 0102
Modality: P
Credit Hours: 3.00

Instructor Information

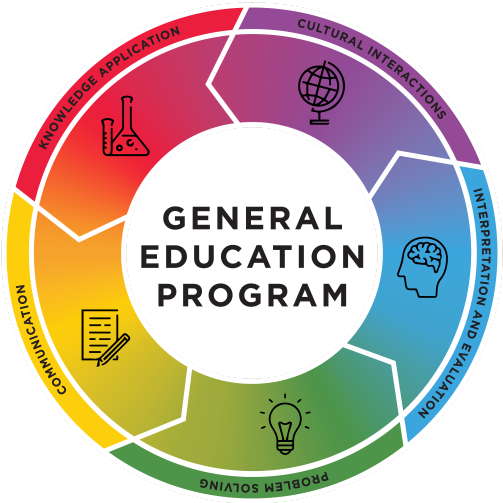
Name: Bruce Farcau
Office Location: To be announced and by appointment.
Email: Bruce.Farcau@ucf.edu

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.

Student Learning Outcomes

After successful completion of this course, students will be able 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.

Required Course Materials and Resources

We the People: 15th Essentials Edition.
ISBN: 978-1324085454
Authors: Benjamin Ginsburg
Edition: 15th

Recommended Readings

Anonymous, Primary Colors (novel)
Bork, Robert H., The Tempting of America: The Political Seduction of the Law
Caro, Robert A., The Path to Power: The Years of Lyndon Johnson

Ceaser, James W., The Perfect Tie: The True Story of the 2000 Presidential Election
Coulter, Ann, Treason, High Crimes and Misdemeanors
Crichton, Michael, State of Fear (novel)
Evans, M. Stanton, Blacklisted by History
Goldberg, Bernard, Bias
Granger, Bill, Lords of the Last Machine: The Story of Politics in Chicago
Greenstein, Fred I., The Presidential Difference: Leadership Style from FDR to Clinton
Halberstam, David, The Best and the Brightest
Hayek, Frederick, The Road to Serfdom
Kissinger, Henry, Does America Need a Foreign Policy?
Kurtz, Howard, Spin Cycle: Inside the Clinton Propaganda Machine
Levin, Mark, Men in Black
Moore, Michael, Stupid White Men
McCullough, David, Truman
John Stuart Mill, On Liberty
Olson, Barbara, The Final Days
O'Rourke, P. J. , Parliament of Whores, Eat the Rich
Ravitch, Diane, Left Back
Riker, William H., The Art of Political Manipulation
Saffire, William, Scandalmonger (novel)
Sammon, Bill, At Any Cost: How Al Gore Tried to Steal the Election
Schlessinger, Arthur, The Thousand Days
Shlaes, Amity, The Forgotten Man
Smith, Hedrick, The Power Game
Sowell, Thomas, A Conflict of Visions
Tocqueville, Alexis de, Democracy in America (either volume)
Woodward, Robert, All the President's Men, Plan of Attack, The Choice, The Brethren

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Exam 1	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
	Exam 2	Assignment	100
	Exam 3	Assignment	100
	Term Paper	Assignment	100
8/22/25	Mandatory Financial Aid Attendance Requirement	Quiz	1

Course Assessment and Grading Procedure

A. There will be three (3) exams, none of which will be comprehensive. Each exam is worth 25% of the final grade. Each exam will consist of an essay test of two
questions with answers of around 500 words each that will be posted via webcourses.
The student will have some option as to which essay questions to answer (for example:
Select two questions out of four provided.) Student responses are not meant to be
research papers, so citation is not required. Answers should be in students' own words
demonstrating an understanding of the concepts. Students will have several days to
submit their responses via webcourses or as email attachments if necessary. Tests will be
based on the text and explanations of that material provided in lecture.

B. A term paper of AT LEAST 8 pages of text (typed, double-spaced, with standard margins and Times New Roman 12-point font) besides any illustrations,

bibliography, and footnotes. The paper will be on any subject related to American
government and politics, but the topic should be cleared with the instructor no later than
September 30th. There should be an analysis of the pros and cons of the issue (if
appropriate) making use of sources on both sides and a discussion of the results of the
legislation or decision. The paper should draw on at least five sources, including at least
one from the internet (but some books as well), but not including the course text or
general encyclopedias. As a rule of thumb, sources that do not include an author's name
are not acceptable. The idea is to demonstrate that the student has learned something
about the topic beyond what is contained in the class text. Direct quotes should be kept
to a minimum. The paper will be worth 25% of your grade. The term paper will be due
on or before November 7th and may be submitted via webcourses, email or hard copy.
Papers will still be accepted on or before November 14th for a 10-point penalty. Late
papers will still be accepted by November 21st, but will suffer a 25-point penalty, but no
papers will be accepted after that date.

C. Extra credit: Students will have the opportunity to earn up to 10 point to be
added to any test grade by writing a 4-page, typed report on any of the books on the list
provided (3 pages summarizing the book, and one page of the student's

opinion of it.)
Students are welcome to offer additional titles of politically related books for approval as
well. This will be due by November 17th. These may be submitted via hard copy or as
email attachments. Points will be added randomly to a student's test score for final grade
computation. No papers will be accepted after that date.

D. Each test (modified for extra credit) and the term paper are all worth the same
weight toward the final grade.

Grading Scale

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-60%

Policies for Course Grade

A. Students are expected to attend every class, barring illness or true emergency.
It is unlikely that a good grade can be earned without regular attendance in class. It is the
responsibility of the student to obtain lecture notes from another student in case of need.

B. Punctuality: Classes will start promptly as scheduled. If arriving late, please enter as discreetly as possible. Do not leave until class is dismissed.

C. Courtesy: Beepers and cell phones should be turned off during class. There should be no eating or drinking during class. Any questions should be directed to the
instructor, and the only other talking should be in response to questions from the
instructor or at his direction.

D. Cheating: All written work should be your own. Plagiarizing on term papers or otherwise cheating on tests will result in an automatic F grade for the entire course.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course

concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

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 access and community engagement, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & 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.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF

cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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.

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

Course Schedule

Week	Topic
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