

**POS 2041- SECTION 41 (HYBRID 6 WEEK SUMMER - A)  
AMERICAN NATIONAL GOVERNMENT**



**Semester: Summer A (May 15 – June 26, 2023) Credit Hours 3**

**Hybrid:** face-to-face & Online

**Face to Face:** Thu 12:30 pm – 2:20 pm in Bldg. 4 Room 207, Citrus Campus

**Instructor:** Dr. John Anene [anenej@cf.edu](mailto:anenej@cf.edu)

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**Office Location:** Bldg. C4, Room 201C @ Citrus Campus

**Office Hours:** Thursday 2:20 pm - 3:20 pm (in Citrus campus)

**Web Portal:** Lesson notes will be posted on the Canvas web portal for the course

**Exams**

**Take examinations online in Canvas**

**Technology Requirements** High speed internet connection (such as DSL or Cable modem is required)

**Extended Emergency Closure.**

"For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our website [www.cf.edu](http://www.cf.edu) "

The instructor reserves the right to modify this syllabus during the course of the semester. All sections/classes for this course are governed by the policies and procedures which are stated in the current CF Student Handbook. Additional or more specific guidelines may apply.

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## Welcome

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Welcome to the study of American National Government. Politics play a major role in your everyday life. Therefore, this survey course on American Government will enable you understand your role in the American democratic process which makes for responsible citizenship and civic literacy.

It is strongly recommended that you take part in all the learning activities. Those include the exams, the online discussion forums, the civic engagement assignments, and the reflective journal entries. To meaningfully benefit from the learning activities, you must interact effectively with both the text and the multimedia-based course contents as well as your fellow students during face-to-face and online class discussions. Please submit course assignments on schedule.

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## Objectives and Learning Outcomes

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This **American National Government** course will explore the workings of the [American political system](#). It will focus on the **political culture**; the **constitutional foundations**; the nature of **citizen participation** in the political process; and the issue of partisan gridlock in our **governing institutions**. The emphasis will be on the “**big picture**.” **What** are the driving forces and enduring patterns in American politics? **How** do contemporary events and challenges such as the [Joe Biden](#) presidency and issues on [the 2022 midterm election](#) critique the persistent tendencies? **Who governs: how, when and why?** This course will enable students understand American politics, students’ role in the democratic process, and how political participation leads to a strong sense of civic duty.

### Learning Outcomes:

Upon successfully completing this survey course, **students** will

1. Explain the United States political culture and socialization; discuss the constitutional principles; and illustrate how both impact political process.
2. Describe the various dimensions of citizen participatory politics in public opinion, interest groups, political parties, elections and the media.
3. Identify the institutional cornerstones of American Government and illustrate how political institutions relate to the political process.
4. Demonstrate rudimentary skills in critical reading, reasoning, and interpretation of current information on American politics.
5. Recognize the responsibility of each citizen for the quality of American society and American government.

## Text and Resources

Patterson, Thomas E. *We the People: An Introduction to American Government*, Fourteenth Edition, New York: McGraw-Hill, 2022. ISBN: 978-1-260-39591-4

**Multimedia:** documentaries and press-clips on American politics

**Some other useful web links for current issues include:**

<http://www.nytimes.com/pages/politics/index.html> (New York Times)

[http://www.bbc.com/news/world/us\\_and\\_canada](http://www.bbc.com/news/world/us_and_canada) (BBC)

<http://www.wsj.com/news/us> (Wall Street Journal)

<http://www.cnn.com/POLITICS> (CNN)

<https://www.foxnews.com/category/politics> (FOX)

**Relevant Web Links are also provided in-course and in the Textbook.**

### *Introduction: the approach to this subject*

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In general, this course has three main parts.

**First** part consists of working through various lessons in 6 weeks. There are multiple lessons in each week. Every lesson includes a reading assignment, multimedia clips, PowerPoint lesson notes, online discussion session and reflective journal entry. The lessons are grouped into 3 units: Constitutional Foundations, Citizen Politics, and Institutional Politics. Continuous assessments are administered for each week of study. Please review this syllabus in its entirety to get a feel for the course. Be sure to note the dates for completing and submitting assignments.

**Second**, actively participate in civic engagement or service learning activities. You are required to complete two activities. Instructions and examples are provided. You may utilize "Civic Technology" such as social media and the internet to satisfy the civic engagement requirements of the course.

**Third** part is your motivation to succeed in this 6-week course. You **must** be motivated, organized, disciplined, and persistent in completing course requirements. Please visit the course web site every day of the week. **This is a fast paced six-week Summer course.**

1. Review this syllabus in its entirety to get a feel for the course. Be sure to note the dates for completing and submitting assignments.
2. Engage the learning activities every day.
3. Please utilize the CANVAS email for the course to interact with the instructor.
4. **GET STARTED.** Begin work immediately and stick to the schedule. Good luck!

## Six Week Semester Study Calendar / Course Outline

Semester		TEXTBOOK CHAPTERS (Ch.)	Topics and Multimedia Documentaries
Week	Week Begins		
<b>UNIT 1: Foundations</b>			
1a	May 15 <sup>th</sup>	Introduction -- Overview	the American Context
1b	May 15 <sup>th</sup>	Ch. 1, pp. 1-23;	Political Culture
2a	May 22 <sup>nd</sup>	Ch. 2, pp. 24-48; Ch. 4, pp. 121-125;	Limited Government
2b	May 22 <sup>nd</sup>	Ch. 2, pp. 49-58; Ch. 7, pp. 187-200;	Representative Government
3a	May 29 <sup>th</sup>	Ch. 3, pp. 59--76; Ch. 3. Pp 77-91;	Federalism
3b	May 29 <sup>th</sup>	Ch. 4, pp. 92-111; Ch. 4, pp. 111 - 126;	Civil Liberties
3c	May 29 <sup>th</sup>	Ch. 5, pp. 127 - 157;	Civil Rights
Unit 1 ends	*June 3	<b>All Unit #1 Assignments and Tests must have been turned in. Discussion Forum and Journal Reflection due each week. Civic Engagement Assignment #1 due</b>	
<b>UNIT 2: Citizen Politics</b>			
4a	June 5 <sup>th</sup>	Ch. 6, pp. 158-186; Ch. 7, pp. 187-209	Public Opinion & Pol. Socialization Pol. Participation & Pol. Movements
4a	June 5 <sup>th</sup>	Ch. 8, pp. 210-227; Ch. 8, pp. 227--243;	Political Parties; Campaigns and Elections;
5a	June 12 <sup>th</sup>	Ch. 9, pp. 244 – 273;	Interest Groups;
5b	June 12 <sup>th</sup>	Ch. 10, pp. 274 – 300;	News Media & the Internet;
Unit 2 ends	*June 17	<b>All Unit #2 Assignments and Tests must have been turned in. Discussion Forum and Journal Reflection due each week. Civic Engagement Assignment #2 due</b>	
<b>UNIT 3: Institutions</b>			
6a	June 19 <sup>th</sup>	Ch. 11, pp. 301-310, 317-340; Ch. 11, pp. 310-340;	Congress and Constituency; Congress and Party;
6b	June 19 <sup>th</sup>	Ch. 12, pp. 342-376; Ch. 12, pp. 342-376;	Presidents and Domestic Policy; Presidents and Foreign Policy;
6c	June 19 <sup>th</sup>	Ch. 13, pp. 378-411; Ch. 14, pp. 412-442;	Federal Bureaucracy; Judiciary and Supreme Court
Unit 3 ends	*June 25	<b>All Unit #3 Assignments must have been turned in. Discussion Forum and Journal Reflection due each week.</b>	

**All weekly discussion forum and Reflective Journals during the class are due each week.** Record the insights from your weekly learning activities in your "Reflective Journal" and submit those in the Reflective Journal drop box for each topic.

## Assessment

Final Grade:

***The final grade will be computed as follows:***

Exam	320 points
Discussions Forum:	280 points
Reflective Journals:	300 points
Three Civic Engagements activities:	<u>100 points</u>
Total points	1000 (100%)

Grading scale:

**A 1000-900 B+ 870-899 B 800-869 C+ 770-799 C 700-769 D 600-699 F 599 and Below**

## Late Assessment Policy

Late work is absolutely not encouraged. You must log into the course at least every other day and participate in the learning activities and complete course assessments as due. Discussion Forums will be closed at the end of the respective weeks. Any accepted late assessment, regardless of cause, might be penalized. **Anyone who waits until one week to the end of the semester to attempt past due assessments will receive an automatic "F" for the course.**

## Explanation of Assessment

### 1. Exams (*320 points OF TOTAL COURSE GRADE*)

Each exam will have a multiple choice and essay question components. You will be assessed as you cover each week's learning activity. The exams will be for units 1 and 2 of the course only. There are 2 options:

1. Answer the multiple-choice questions.
2. Answer **all** the multiple-choice questions and **some** essay questions. The essay questions will then constitute a few extra points for the particular test at the discretion and judgment of the instructor.

**Make sure your computer applications are in good order before starting each exam.**

### 2. Online Discussion Forums (*280 points of the course grade*)

Each week an issue of political interest and relating to the topics being covered will be posted for class discussion. As part of the discussion, post a **main reflection** (about 150 -200 words) and **two subsequent reactions** (about 75 words each) to the opinions shared by your peers. Each discussion forum is timed per week and will be closed at the end of the week. It is expected that discussion posts and comments will reflect the readings/ learning activities and an understanding of the concepts. [NOTE: Responses such as "I agree" or "That is awful" will receive no credit because those add little or no value to the discussion.] Please be civil as you share your opinions with your peers. Comments that include profanity, obscenity, personal attacks, harassment, or is defamatory, sexist, racist, or that violates your peers' right to privacy, or is otherwise inappropriate, is unacceptable. You are fully responsible for your comments. The instructor will maintain an active presence in the discussion forum. **Each week's discussion forum will be closed at the end of the respective week. THE DISCUSSION SESSIONS ARE A SIGNIFICANT PART OF THIS COURSE. YOU MUST PARTICIPATE DURING THE WEEK OF THE DISCUSSION TO EARN ANY POINTS.** (There will be discussion forums for units 1 through 3 of the course)

## Discussion Board grading based on:

- **First contribution by Day 3 (Monday thru 11:55 pm on Wednesday)**
- **At least two responses to your peers' posts by Day 5 (Monday thru Friday)**
- **All posts are substantive and advance discussion**
- **Thoughts are expressed clearly**
- **Posts and comments reflect reading assignments and critical reasoning as well as current affairs.**
- **On Day 6 summarize the discussion thread as part of your Reflective Journal exercise.**
- **Each week will begin on Monday except for week one. Discussion Forum is closed 11:55 pm on Friday.**

## 3. Weekly Reflective Journal (*300 points of course grade*):

- Every week record your insights on the weekly learning activities. The “**Take Away**” (**what I learned**) slide in the PowerPoint Lesson Notes or the Templates will prompt a response from you. Document your response as part of your weekly reflective journal entry. An exemplary **Skeletal Outline** is provided as a guide to your Reflective Journaling.
- Each week summarize the discussion thread and also record the summary in your journal.
- Please submit your Reflective Journal in the provided assignment drop box as a Microsoft Word document. [**make sure it has .doc or .docx prefix**]
- . Treat the reflective journal as your personal class note. **Please keep a tidy note!** (There will be Reflective Journals for units 1 through 3 of the course)

## 4. Civic Engagement/ Community Engagement/ Experiential Learning/ Service Learning: (*100 points of course grade*)

Students are required to attend and report on **two civic engagement** co-curricular activities. **One** is to attend a Political Activity or event. **Another** is for the student to decide on and discuss with the instructor for pre-approval. Topical examples from past student assignments are provided in the course website. Students may also utilize social media (**Civic Technology**) for the civic engagement activities.

### Assignment 1- Attend Political Activity

This assignment requires students to attend a political activity or public event such as: city/county council meeting, local/district court session, utility district meeting, school board meeting, political party meeting, interest group meeting, and town hall meeting of a congressperson. Write a report on your attendance. Note your pre-meeting expectations. After attending the meeting, provide the following information: type of meeting, location, date and time of meeting, person in charge, topics discussed during the meeting, elements you found interesting, and finally your opinion of the meeting.

### Assignment 2: co-curricular activity – open

Student will decide and discuss with the instructor for pre-approval. Please **think of participating in voluntary outreach and community-based civic engagement activities**. Assignment 2 is co-curricular students' volunteering activity. Students have to be part of organizing the event and/or helping out in the event in order to experience **the spirit of volunteerism** “for giving back is [as American as apple pie](#).” There are many opportunities for volunteering activity (such as soup Kitchen and Foodbanks to feed the hungry, pregnancy help center, boys and girls club, boys/ girls scout, United way, Salvation army, Humane society, Animal shelter, etc.). Some volunteering activities may also be social media activism to help a cause or group you care about. **Examples** of past students' civic engagement activities as well as additional resources are provided in the Civic Engagement Module. [In the Module, see “options to explore” and scroll down to Assignment 2. See also “Some past examples 2” file]

**Course-related Institutional Learning Outcomes & Assessment Methods**

*POS 2041 - Sections 31, 41, 71, 72,*

*The following chart offers students a consistent way to see how CF's global learning outcomes are assessed in each class. This is for information only and does not change the grading system used in this class.*

<b>Institutional Learning Outcomes</b>	<b>Quiz</b>	<b>Exam</b>	<b>Project/ Paper</b>	<b>Classroom Activity</b>
<b>Critical Reasoning: The student will reflect, analyze, synthesize, and apply critical thinking.</b>				
1. State question at issue.			x	x
2. Identify purpose of argument.			X	x
3. Identify the ideas and concepts, information and data, and the use of such in the argument.			x	x
4. Identify assumptions, bias, and point of view of information presented.			x	x
5. Create plausible solutions and implications of solutions.			x	x
6. Evaluate (Steps 1-5) and revise if needed.			x	x
<b>Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters.</b>				
1. Demonstrate an understanding of the values and expressions of other cultures that arise from human experience.		x	x	x
2. Identify scientific principles underlying human influence upon the Earth and its inhabitants.		x	x	x
3. Recognize complex historical, cultural, economic, and political forces that create societies as well as how these forces shape personal identity.		x	x	x
4. Understand the local and global connections among power, knowledge, gender, and class.		x	x	x
5. Understand the local and global connections between self-direction, cooperation, respect, responsibility, integrity, and social success.			x	x

*"Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes."*