
POS2041 Syllabus

Course Name: National Government

Term and Session: Summer 2021, Session 2

Reference Number: 672863

Faculty Contact Information

Instructor Name: Valerie Burks

Instructor Phone: 407-476-7528

Texts may be sent to this number, but please be sure to include your full name with your text so I may accurately respond to your question. When sending texts, always follow [professional texting etiquette](https://www.huffpost.com/entry/10-professional-texting-etiquette) [<https://www.huffpost.com/entry/10-professional-texting-etiquette>] (e.g., only text urgent matters during non-business hours, etc.).

Email: Please use the D2L email tool. If you have emailed me through D2L and have not received an answer within 24 hours, please email my BC address: vburks@broward.edu [<mailto:vburks@broward.edu>].

NOTE: I prefer students not use the Instant Messaging feature in D2L to contact me. All of my D2L emails are forwarded to my mobile device, and I receive them almost immediately. Unfortunately, D2L does not permit forwarding of IMs; so ironically, email is a more timely and "instant" way to contact me than instant messaging.

BC Online Phone: 954-201-7926

Office Hours: I will be available online every Thursday, 5pm to 6pm. You may join me in the [Zoom Office Hours](https://broward-edu.zoom.us/j/97628116032) [<https://broward-edu.zoom.us/j/97628116032>] meeting space. Access this feature in the "Virtual Office Hours" section of the content browser.

In addition, I will be available by phone on Saturdays from 11:00am to 11:30am. You may reach me at 407-476-7528.

Emails sent during office hours will be answered within 30 minutes.

If these times are not convenient, please send me an email and we will find a mutually convenient time to meet online or talk by phone.

Course Information

This is a 3-credit hour, fully online course **with** proctored exams. In this class, you will engage in graded and non-graded activities. See the course schedule for a detailed description.

Course Description

This course provides a systematic introduction to the political system of the United States of America through the study of theory, principles, policy outcomes, and responsible institutions involved in the formation and operation of American National Government. The course will be organized along four broad fronts: (1) the political founding; (2) political parties and elections; (3) political institutions (e.g., president, Congress, etc.); and (4) policy (e.g., domestic and foreign). Students must earn a minimum grade of C to meet the requirements of the Gordon Rule. This is a writing credit course. View the [course description \[http://www.broward.edu/zext/ext/CourseOutlines.jsp\]](http://www.broward.edu/zext/ext/CourseOutlines.jsp) for more details.

Prerequisites and Corequisites

This class has no prerequisites and no corequisites

General Course Outcomes

By the end of this course, the students will be able to:

1. Demonstrate an understanding of the fundamental principles of American democracy and to distinguish the basic philosophical principles embodied in Democratic governance and to illustrate how these principles apply to the actual conduct of government in the United States and abroad.
2. Demonstrate understanding of the United States Constitution and the principle of federalism.
3. Demonstrate understanding of the Bill of Rights and Civil Rights and how they have been adapted to meet the needs of today.
4. Demonstrate understanding of public opinion and how it relates to the media in American Politics.
5. Demonstrate understanding of the characteristics of political parties and interest groups and how they relate the politics of campaigning and voting behavior.
6. Demonstrate understanding of the organization, structure, functioning, powers, limitations, and problems of Congress, its committees, and its leadership.
7. Demonstrate understanding of the constitutional provisions, roles, and powers of the president with special emphasis on Executive Branch relationship with Congress and the Supreme Court.
8. Demonstrate an understanding of the structure of the American judicial system and distinguish between the federal and state court systems.
9. Demonstrate an understanding of the nature of capitalism, its theoretical basis, the means by which government manages and regulates the economy, formulates tax policy, the budgetary process, and how these factors influence the nature of wealth distribution in the United States.
10. Demonstrate understanding of the primary actors and domestic political institutions responsible for foreign policy decision making.

Textbook and Materials



Title: American Government by OpenStax College [<https://cnx.org/>] is licensed under a [Creative Commons Attribution 3.0 Unported License](http://creativecommons.org/licenses/by/3.0/) [<http://creativecommons.org/licenses/by/3.0/>]

Author(s): Glen Krutz (ed.)

OpenStax, 2nd Edition

ISBN-13: 978-1-947172-66-1 (free digital version); 978-1-947172-65-4 (print)

Free download (PDF): [American Government, 2nd edition](https://openstax.org/details/books/american-government-2e) [<https://openstax.org/details/books/american-government-2e>]. On the left hand side, under "*Get this book*," click "*Download a PDF*" (Download is for free).

***Read the OpenStax chapters linked in the content area without trying to navigate through the book on the OpenStax website. Each of the chapter items in the content area contains a notice giving the page numbers for the PDF version, if you prefer to read the PDF version. It is fairly straightforward, i.e., for Level 1 you read all of Chapter 1 or the OpenStax textbook, for Level 2 you read all of Chapter 2 of the OpenStax textbook, and so on, up to Level 17 and Chapter 17.

In addition, this course utilizes the following required software or hardware:

1. A webcam, mirror, microphone, and the Chrome browser for proctored exams.

In order for you to have the most effective learning environment, it is important that you are using the right equipment. For this course, you will need:

- ➊ A reliable Internet connection.
 - ➋ Regular access to a laptop or desktop computer with an updated operating system and web browser. Visit the [technical requirements](/content/resources/d2l/support/support.html?ou=470441) [</content/resources/d2l/support/support.html?ou=470441>] page for a complete list of system and software requirements, and complete the D2L [System Check](/d2l/systemCheck) [</d2l/systemCheck>] to ensure your browser is properly configured for online learning.
 - ➌ Microsoft Office 365 is available for download for all Broward College students. Follow the [directions to download and access Microsoft 365](https://helpdesk.broward.edu/TDCClient/KB/ArticleDet?ID=15058+++) [<https://helpdesk.broward.edu/TDCClient/KB/ArticleDet?ID=15058+++>].
 - ➍ A webcam and microphone for the proctored exam, class activities, and virtual sessions
 - ➎ The Chrome browser for the proctored exam.
 - ➏ List other software or hardware requirements.
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Student Expectations

Attendance Verification

You are expected to participate in an academic activity to be considered “present” in the course. You must complete an academic activity during the first week of the course, so that it is done before the attendance verification date. The academic activity is usually the syllabus quiz or a discussion post. Just logging into the course or sending an email to your instructor will not satisfy the attendance requirement. Like your on-campus courses, if you are reported for non-attendance in an online course and then withdrawn, you are still responsible for paying for the course. If for any reason you cannot complete the attendance verification requirement before the deadline, make certain to drop the course by the official drop/add deadline or you will still have to pay for the course.

Participation

To succeed in this course, log in and participate multiple times throughout the week (check email, announcements, class discussions, feedback, etc.) so you do not miss critical course information and updates. Additionally, communication with your professor is very important and plays a vital role in your success.

Withdrawal policy

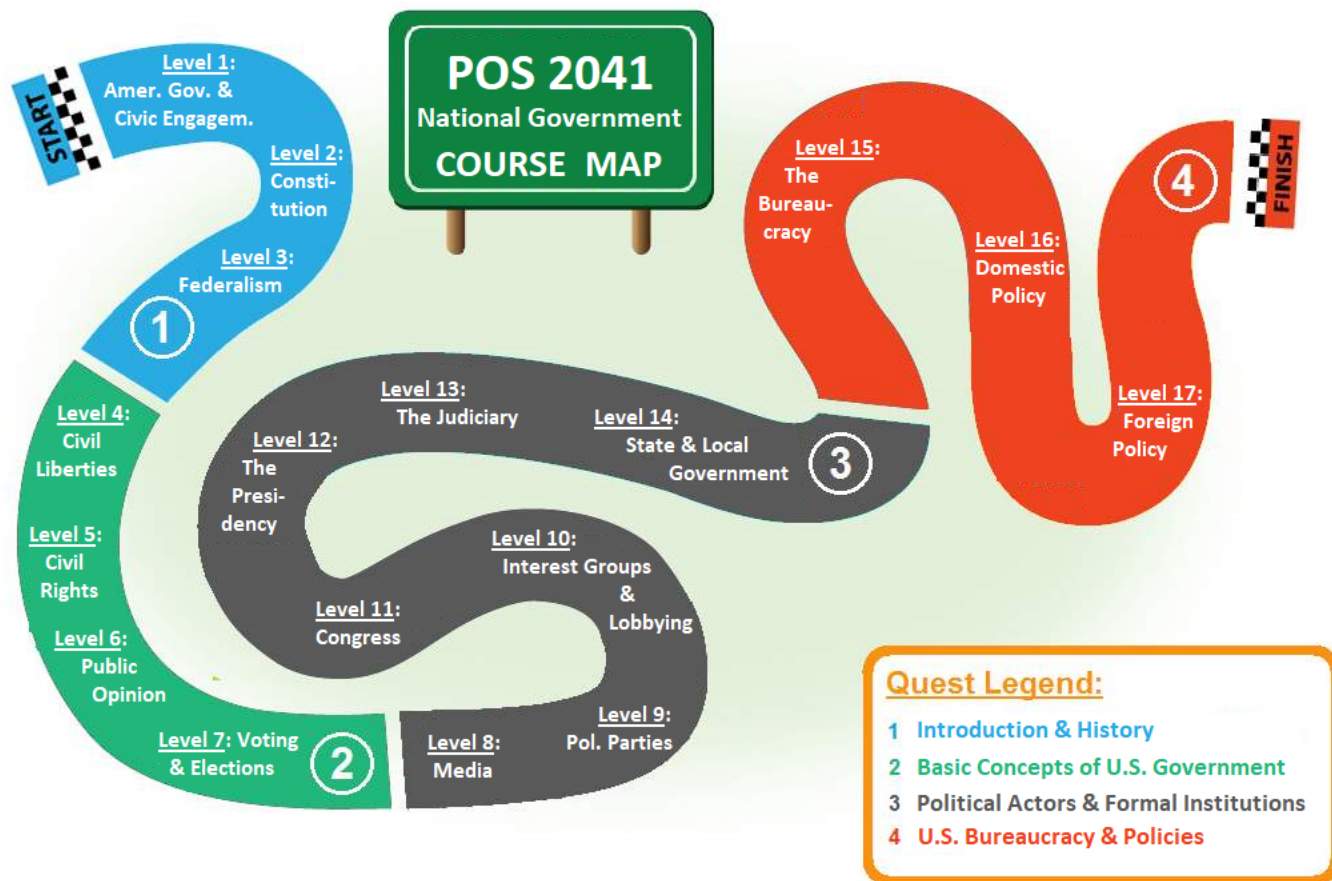
It is your responsibility to withdraw from this course. If you stop participating and do not withdraw by the deadline, you may receive an F.

Computer Knowledge and Skills

By taking an online course, your computer literacy skills will grow. Some of the skills that you will need at the beginning of the course include:

- a working knowledge of how to use multiple web browsers (Chrome, Firefox, Safari, etc.) to navigate the Internet and locate information.
- sending and receiving email using your D2L email (within the online course) and your BC email address. You should only use your instructor’s BC email if you cannot access D2L.
- file management skills including downloading and saving files on your computer, uploading files to D2L, and sending email messages with attachments.

Class Activities



Proctored Tests

Your exams this semester will be proctored by Honorlock. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. To use Honorlock, you will need a computer, webcam, and a stable internet connection.

How It Works

Honorlock is very simple! All you will need to do is log into D2L and select a proctored assessment in your course. You will be prompted to add the Honorlock Chrome Extension, which is required to take your exam. You are required to use Google Chrome as your browser. Then, you will need to take a picture, show your ID, and scan your room. Honorlock will be recording you and your screen via webcam. They also have an integrity algorithm that can detect search-engine use, so do not attempt to cheat or look up answers, even if it's a secondary device.

How to Get Started

1. Review the Honorlock technical requirements to make sure your computer, webcam, and microphone meet the minimum requirements.
2. You will need to use Google Chrome and download the [Honorlock Chrome Extension](https://static.honorlock.com/install/extension) [https://static.honorlock.com/install/extension].
3. When you are ready to take your exam, log into D2L, go to your course, and click on your exam. You will then be prompted to start the authentication process before you begin your exam.

4. If you see a page asking for an access code, it means that you did not install the Honorlock Chrome Extension or you are not in Google Chrome.

24/7/365 Support is available. You can test your system or contact support before your exam by visiting honorlock.com/support [<https://honorlock.com/support/>].

Remember, all Honorlock sessions are recorded and grades are considered tentative until your instructor has finished reviewing the recorded sessions.

If you encounter issues with Honorlock during your exam, you may contact them at (855) 828-4004, use the live-chat and/or email at support@honorlock.com [<mailto:support@honorlock.com>].

Notify your instructor at the beginning of the course if you have questions or documents requiring special accommodations for proctored exams.

Proctored Exam Expectations:

- ➡ The midterm is proctored using Honorlock.
- ➡ You have 1 attempt for this exam.
- ➡ 50 multiple choice questions on Quests 1 & 2 (Levels 1 to 7)
- ➡ You have 120 minutes to take the exam.
- ➡ The score will be available after submission, but it is not finalized until it is reviewed by the instructor.

Late Work Policy

All assessments in POS2041 are open for a limited time and have specific due dates. Please note the following late policies:

Quizzes & Tests: The close dates (or due dates) for Reading Concept Challenges and the Midterm Exam are noted below. Once a deadline has passed, quizzes and tests will only be reopened for qualifying circumstances and only with supporting documentation (original funeral notice, original doctor's note, etc.). Computer and Internet connectivity problems are not valid reasons for late work.

Discussions: Due to the collaborative nature of discussions, late submissions for discussions will not be permitted. Please pay close attention to the availability dates for discussions. If you miss one of the required discussions, there are two bonus discussions available to make up points (Discussion 7 & Discussion 8).

News Briefing Quests: Each New Briefing Quest has a due date. Submission folders remain open for seven (7) days after the due date, but a late penalty of one point per day (or portion of a day) will be assessed. Submission folders will not be opened after this grace period. Due to end-of-term deadlines, the bonus News Briefing Quest (*News Briefing Quest 8*) cannot be submitted late.

Final Co-Curricular Activity Writing Challenge: Due to grading considerations, late submissions for the Final Co-Curricular Activity Writing Challenge will not be accepted. Please pay close attention to the deadline, as this assignment is worth 20% of your final grade.

NOTE: If you have individual issues or concerns, please do not hesitate to contact Professor Burks.

Grades & Feedback

The following grading time-frame will be honored for all submitted coursework. If the grade period has passed and you still have not received feedback on an assignment, please contact Professor Burks.

Quizzes & Tests: Quizzes & tests are automatically graded, and the grade will post *immediately* upon completion.

Discussions: Discussion grades and feedback will be published within *five (5) days* of the closing date for the discussion.

News Briefing Quests: Grades and feedback for news briefing quests will be published within *five (5) days* of the due date for all quests submitted by the due date. News briefing quests that are submitted early will be graded within *seven (7) days* of submission. News briefing quests submitted after the due date will be graded within *seven (7) days* of submission.

Final Co-Curricular Activity Writing Challenge: Grades and feedback for the final writing challenge will be published within *five (5) days* of submission. Final writing challenges that are submitted early will be graded early.

NOTE: If individual circumstances (e.g., instructor illness) interrupt this schedule, a course announcement will be made.

Course Schedule

Read and refer to this section regularly. The submission of all work is the sole responsibility of the student. Students should plan their workloads accordingly and not wait until the last minute to meet deadlines. If you are unsure of a due date, contact your instructor for clarification.

Course Schedule

Stare Here / Orientation Module:	Activities

Learning Outcomes

By the end of this module, students will be able to:

1. Understand the course requirements and policies.

Read

- 👉 Welcome to POS2041
- 👉 Syllabus
- 👉 All items in "Welcome & Syllabus" content area
- 👉 All items within student toolbox

Discussions

- 👉 Introduce Yourself Discussion
Due 5/19 @ 11:59pm

Assessments

- 👉 Syllabus Quiz
Due 5/19 @ 11:59pm
- 👉 Using Media Bias & Fact Check (Bonus)
Due 5/19 @ 11:59pm

Familiarize Yourself with Honorlock & Complete

- 👉 Honorlock Onboarding
Due 5/19 @ 11:59pm

QUEST 1 - INTRODUCTION & HISTORY

Level 1: American Government & Civic Engagement

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Demonstrate understanding of the different theories of democracy, pluralism, elitism, and traditional democratic theory as discussed in assigned readings.
2. Distinguish between direct and indirect democracy through written assignments.
3. Illustrate how democratic theory applies to contemporary American politics.
4. Demonstrate understanding of the scope of American government and its limits.
5. Appraise how governmental institutions operate with respect to the people.
6. Describe the key issues related to American political culture and government.
7. Demonstrate understanding of the concepts of pluralism, elite theory, and hyper pluralism through written assignments.

Read

- Chapter 1 (American Government and Civic Engagement)
 - Introduction
 - What is Government?
 - Who Governs? Elitism, Pluralism and Tradeoffs
 - Engagement in a Democracy

Watch

- TED Talk: Why Citizen Engagement? (11m:35s)

Discussions

- Discussion Arena 1
Due 5/16 @ 11:59pm

Activities

- U.S. Naturalization Civics Test
- Level 1 Key Terms & Definitions Self-Test

Level 2: Constitution

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Analyze the different sections of the United States Constitution and Bill of Rights.
2. Identify the provisions of the Constitution and federal system that limit the power of government.
3. Demonstrate understanding as to why the U.S constitution was designed to be adaptable to changing historical conditions.
4. Discuss in writing the relevance of natural rights philosophy (human rights) in the contemporary world.
5. Demonstrate understanding of the amendment process, devolution, fiscal federalism.

Read

- ➔ Chapter 2 (The Constitution and Its Origins)
 - ➔ Introduction
 - ➔ The Pre-Revolutionary Road and the Roots of the American Political Tradition
 - ➔ The Articles of Confederation
 - ➔ The Development of the Constitution
 - ➔ The Ratification of the Constitution
 - ➔ Constitutional Change

Watch

- ➔ Crash Course: The Constitution, the Articles of Confederation (13m:03s)
- ➔ Crash Course: Constitutional Compromises (8m:56s)

Assignments

- ➔ News Briefing Quest 1
Due 5/18 @ 11:59pm

Activity

- ➔ Level 2 Key Terms & Definitions Self-Test

Level 3: Federalism

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Differentiate between the various principles of states' rights and the supremacy clause.
2. Identify the provisions of the Constitution and federal system that limit the power of government.
3. Evaluate the concept of separation of powers and federalism.
4. Demonstrate understanding of the amendment process, devolution, fiscal federalism.

Read

- Chapter 3 (American Federalism)
 - Introduction
 - The Division of Powers
 - The Evolution of American Federalism
 - Intergovernmental Relationships
 - Competitive Federalism Today
 - Advantages and Disadvantages of Federalism

Watch

- Crash Course: Separation of Powers and Checks & Balances (8m:30s)
- Crash Course: Federalism (9m:14s)

Discussions

- Discussion Arena 2
Due 5/20 @ 11:59pm

Assessments

- Reading & Concept Challenge 1 (Levels 1-3)
Due 5/18 @ 11:59pm

Activities

- Level 3 Key Terms & Definitions Self-Test

QUEST 2 - BASIC CONCEPTS OF U.S. GOVERNMENT

Level 4: Civil Liberties

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Illustrate examples of civil liberties and civil rights through written assignments.
2. Evaluate the relationship between government and the individual as they pertain to personal freedoms and criminal defendant's rights.
3. Discuss the issues involved regarding the need for security and the contending values regarding the freedom of speech, religion and press.

Read

- ➔ Chapter 4 (Civil Liberties)
 - ➔ Introduction
 - ➔ What are Civil Liberties?
 - ➔ Securing Basic Freedoms
 - ➔ The Rights of Suspects
 - ➔ Interpreting the Bill of Rights

Watch

- ➔ Crash Course: Civil Rights & Liberties (7m:55s)
- ➔ Crash Course: Search and Seizure (7m:37s)
- ➔ Miranda Rights (2m:33s)

Assignments

- ➔ News Briefing Quest 2
Due 5/23 @ 11:59pm

Activity

- ➔ Level 4 Key Terms & Definitions Self-Test

Level 5: Civil Rights

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Illustrate examples of civil liberties and civil rights through written assignments.
2. Evaluate the relationship between government and the individual as they pertain to personal freedoms and criminal defendant's rights.

Read

- ➔ Chapter 5 (Civil Rights)
 - ➔ Introduction
 - ➔ What are Civil Rights and How Do We Identify Them?
 - ➔ The African American Struggle for Equality

- ➔ The Fight for Women's Rights
- ➔ Civil Rights for Indigenous Groups: Native Americans, Alaskans, and Hawaiians
- ➔ Equal Protection for Other Groups

Watch

- ➔ Crash Course: Civil Rights and the 1950s (11m:57s)
- ➔ Crash Course: Women in the 19th Century (13m:10s)
- ➔ Crash Course: Women's Suffrage (13m:30s)
- ➔ Crash Course: Equal Protection (8m:15s)

Discussions

- ➔ Discussion Arena 3
Due 5/25 @ 11:59pm

Assessments

- ➔ Reading & Concept Challenge 2 (Levels 4-5)
Due 5/23 @ 11:59pm

Activity

- ➔ Level 5 Key Terms & Definitions Self-Test

Level 6: Public Opinion

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Illustrate how public opinion is shaped and how it helps shape public policy outcomes.
2. Compare/contrast the characteristics of liberal and conservative ideology.

Read

- Chapter 6 (The Politics of Public Opinion)
 - Introduction
 - The Nature of Public Opinion
 - How is Public Opinion Measured?
 - What does the Public Think?
 - The Effects of Public Opinion

Watch

- Crash Course: Public Opinion (9m:49s)
- Crash Course: Shaping Public Opinion (7m:20s)
- Crash Course: Political Ideology (8m:46s)

Assignments

- News Briefing Quest 3
Due 5/27 @ 11:59pm

Activity

- Level 6 Key Terms & Definitions Self-Test

Level 7: Voting & Elections

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Discuss the role of money in elections and campaigns through an essay assignment.
2. Explain how candidates are elected and how election laws effect campaign behavior.
3. Demonstrate understanding of the key terms/concepts related to interest group and party influence on voting and election outcomes through written assignments.

Read

- Chapter 7 (Voting and Elections)
 - Introduction
 - Voter Registration
 - Voter Turnout
 - Elections
 - Campaigns and Voting
 - Direct Democracy

Watch

- [▶ Crash Course: Election Basics \(8m:45s\)](#)
- [▶ Crash Course: Political Campaigns \(9m:35s\)](#)
- [▶ Crash Course: How Voters Decide \(7m:35s\)](#)
- [▶ TED Talk: There's No Such Thing as Not Voting \(13m:33s\)](#)
- [▶ How to Vote in Every State: Florida \(2m:24s\)](#)

Discussions

- [▶ Discussion Arena 4](#)
Due 5/30 @ 11:59pm

Assessments

- [▶ Reading & Concept Challenge 3 \(Levels 6-7\)](#)
Due 5/27 @ 11:59pm

Assignments

- [▶ Co-Curricular Activity Choice \(not graded\)](#)
Upload your choice of activity to the dropbox
Due 5/30 @ 11:59pm (*Access this assignment through the content section: **Final Co-Curricular Activity Writing Challenge***)

Activities

- [▶ Explore Upcoming Elections](#)
- [▶ Level 7 Key Terms & Definitions Self-Test](#)

Midterm Challenge

Opens 5/26 -- Closes 6/2 @ 11:59pm

QUEST 3 - POLITICAL ACTORS & FORMAL INSTITUTIONS

Level 8: Title

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Describe the various influences of the media in American politics through written assignments.
2. Appraise how the print media and broadcast media differ in approaches to covering public policy.
3. Demonstrate understanding of the various agents of political socialization through written assignments.
4. Discuss examples of the media acting as gatekeeper.

Read

- ➔ Chapter 8 (The Media)
 - ➔ Introduction
 - ➔ What Is the Media?
 - ➔ The Evolution of the Media
 - ➔ Regulating the Media
 - ➔ The Impact of the Media

Watch

- ➔ Crash Course: Media Institution (8m:44s)
- ➔ Crash Course: Media Regulation (9m:15s)
- ➔ TED Talk: How Fake News Does Real Harm (6m:26s)

Assignments

- ➔ News Briefing Quest 4
Due 6/1 @ 11:59pm

Activity

- ➔ Level 8 Key Terms & Definitions Self-Test

Level 9: Political Parties

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Describe the various influences on party identification and political participation as discussed in assigned readings.
2. Compare/contrast the two main parties in America today via readings in the text and/or supplemental sources.
3. Demonstrate understanding of the key terms/concepts related to interest group and party influence on voting and election outcomes through written assignments.

Read

- Chapter 9 (Political Parties)
 - Introduction
 - What Are Parties and How Did They Form?
 - The Two-Party System
 - The Shape of Modern Political Parties
 - Divided Government and Partisan Polarization

Watch

- Crash Course: Political Parties (9m:23s)
- Crash Course: Party Systems (10m:47s)
- TED Talk: Political Common Ground in a Polarized United States (47m:33s)

Discussions

- Discussion Arena 5
Due 6/3 @ 11:59pm

Activities

- "I Side With" Political Self-Test
- Level 9 Key Terms & Definitions Self-Test

Level 10: Interest Groups & Lobbying

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Describe the various influences on party identification and political participation as discussed in assigned readings.
2. Demonstrate understanding of the key terms/concepts related to interest group and party influence on voting and election outcomes through written assignments.

Read

- ➔ Chapter 10 (Interest Groups and Lobbying)
 - ➔ Introduction
 - ➔ Interest Groups Defined
 - ➔ Collective Action and Interest Group Formation
 - ➔ Interest Groups as Political Participation
 - ➔ Pathways of Interest Group Influence
 - ➔ Free Speech and the Regulation of Interest Groups

Watch

- ➔ Crash Course: Interest Groups (8m:12s)
- ➔ Crash Course: Interest Group Formation (8m:56s)
- ➔ TED Talk: How to Upgrade Democracy for the Internet Era (13m:28s)

Assignments

- ➔ News Briefing Quest 5
Due 6/6 @ 11:59pm

Activities

- ➔ Open Secrets Campaign & Lobbying Donations to Politicians
- ➔ Level 10 Key Terms & Definitions Self-Test

Level 11: Congress

Activities

Learning Outcomes

Read

By the end of this module students will be able to:

1. Analyze the structure and organization of Congress, including Congressional leadership and seniority.
2. Demonstrate understanding of functions of committees and define the types of committees.
3. Illustrate examples of bills that ultimately became laws and discuss how a bill becomes a law as discussed in assigned readings.
4. Discuss the various representational roles of Congress through a written assignment.
5. Demonstrate understanding of contemporary issues regarding the relationship between Congress and the judicial and executive branches.

Chapter 11 (Congress)

- Introduction
- The Institutional Design of Congress
- Congressional Elections
- Congressional Representation
- House and Senate Organizations
- The Legislative Process

Watch

- Crash Course: Bicameral Congress (9m:04s)
- Gerrymandering Explained (5m:26s)
- Crash Course: Congressional Leadership (8m:11s)
- Crash Course: Congressional Committees (8m:27s)
- Crash Course: Congressional Decisions (6m:35s)
- Crash Course: How a Bill Becomes a Law (7m:00s)

Discussions

- Discussion Arena 6
Due 6/8 @ 11:59pm

Assessments

- Reading & Concept Challenge 4 (Levels 8-11)
Due 6/8 @ 11:59pm

Activities

- Look Up Your Representative

Level 12: The Presidency <

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Explain the various constitutional powers of the presidency.
2. Compare/contrast the formal powers and the informal powers of the president as discussed in assigned readings.
3. Discuss the various roles (both political and economic) of the president.
4. Analyze the growth in presidential power over the course of two centuries via assigned readings.
5. Compare/contrast the modern presidency with the office in early American history.
6. Explain in writing how the executive branch operates and how the president directs the federal bureaucratic agencies of government.
7. Demonstrate understanding of the changing nature of the presidency in our constitutional system.
8. Analyze the various styles of presidential leadership, including the Barber model and other models of presidential decision making.
9. Analyze the various presidential scandals (including: Watergate, Clinton impeachment, and Iran-Contra) and examine the ethical, legal and political aspects of the scandals.

Read

- [↻](#) Chapter 12 (The Presidency)
 - [↻](#) Introduction
 - [↻](#) The Design and Evolution of the Presidency
 - [↻](#) The Presidential Election Process
 - [↻](#) Organizing to Govern
 - [↻](#) The Public Presidency
 - [↻](#) Presidential Governance: Direct Presidential Action

Watch

- [↻](#) Federalist Papers: The Presidency (9m:07s)
- [↻](#) Crash Course: How Presidents Govern (9m:22s)
- [↻](#) Crash Course: Presidential Power (Part 1) (6m:29s)
- [↻](#) Crash Course: Presidential Power (Part 2) (7m:52s)

Assignments

- [↻](#) News Briefing Quest 6
Due 6/10 @ 11:59pm

Activities

- [↻](#) Twitter Account of the POTUS
- [↻](#) Level 12 Key Terms & Definitions Self-Test

Level 13: The Judiciary	Activities
<p>Learning Outcomes</p> <p>By the end of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate examples of how the Supreme Court hears adjudicates cases and acts as the court of final review. 2. Demonstrate understanding of and comprehend the selection, retention, removal, and retirement of federal judges. 3. Compare/contrast the constitutional perspectives and political philosophies regarding judicial activism and judicial restraint. 4. Demonstrate understanding of the significance of landmark decisions involving the exercise of judicial power including Marbury v. Madison and McCulloch v. Maryland. 5. Discuss the powers of the Supreme Court with the other coequal branches of government in the system of separation of powers via assigned readings. 	<p>Read</p> <ul style="list-style-type: none"> ➔ Chapter 13 (The Courts) <ul style="list-style-type: none"> ➔ Introduction ➔ Guardians of the Constitution and Individual Rights ➔ The Dual Court System ➔ The Federal Court System ➔ The Supreme Court ➔ Judicial Decision-Making and Implementation by the Supreme Court <p>Watch</p> <ul style="list-style-type: none"> ➔ Crash Course: Structure of the Court System (6m:58s) ➔ Crash Course: Supreme Court of the U.S. (6m:53s) ➔ Crash Course: Judicial Decisions (7m:13s) <p>Discussions</p> <ul style="list-style-type: none"> ➔ Discussion Arena 7 (Bonus) Due 6/13 @ 11:59pm <p>Activities</p> <ul style="list-style-type: none"> ➔ Official Supreme Court Website ➔ Level 13 Key Terms & Definitions Self-Test
<p>Level 14: State & Local Government</p>	<p>Activities</p>

Learning Outcomes

By the end of this module students will be able to:

1. Explain how the balance of power between national and state governments shifted with the drafting and ratification of the Constitution.
2. Identify parts of the Constitution that grant power to the national government and parts that support states' rights.
3. Identify two fiscal policies by which the federal government exerts control over state policy decisions.
4. Compare Daniel Elazar's three forms of political culture.
5. Describe how cultural differences between the states can shape attitudes about the role of government and citizen participation.
6. Discuss the main criticisms of Daniel Elazar's theory.
7. Identify the formal powers and responsibilities of modern-day governors.
8. List the basic functions performed by state legislatures.
9. Describe how state legislatures vary in size, diversity, party composition, and professionalism.
10. Describe the history of state legislative term limits.
11. Compare the costs and benefits of term limits.

Read

- Chapter 14 (State and Local Government)
 - Introduction
 - State Power and Delegation
 - State Political Culture
 - Governors and State Legislatures
 - State Legislative Term Limits
 - County and City Government

Watch

- Evolution of Federalism (14m:53s)
- State and Local Government (1m:34s)

Assignments

- News Briefing Quest 7
Due 6/15 @ 11:59pm

Assessments

- Reading & Concept Challenge 5 (Levels 12-14)
Due 6/15 @ 11:59pm

Activities

- Find Your Local Government
- Level 14 Key Terms & Definitions Self-Test

QUEST 4 - U.S. Bureaucracy & Policies

Level 15: The Bureaucracy

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Define bureaucracy and bureaucrat.
2. Describe the evolution and growth of public administration in the United States.
3. Identify the reasons people undertake civil service.
4. Explain how the creation of the Civil Service Commission transformed the spoils system of the nineteenth century into a merit-based system of civil service.
5. Understand how carefully regulated hiring and pay practices helps to maintain a merit-based civil service.
6. Explain the three different models sociologists and others use to understand bureaucracies.
7. Identify the different types of federal bureaucracies and their functional differences.
8. Explain the way Congress, the president, bureaucrats, and citizens provide meaningful oversight over the bureaucracies.
9. Identify the ways in which privatization has made bureaucracies both more and less efficient.

Read

- Chapter 15 (The Bureaucracy)
 - Introduction
 - Bureaucracy and the Evolution of Public Administration
 - Toward a Merit-Based Civil Service
 - Understanding Bureaucracies and their Types
 - Controlling the Bureaucracy

Watch

- Crash Course: Bureaucracy Basics (6m:58s)
- Crash Course: Government Regulation (9m:48s)
- Crash Course: Types of Bureaucracies (5m:57s)
- Crash Course: Controlling Bureaucracies (7m:24s)

Discussions

- Discussion Arena 8 (Bonus)
Due 6/17 @ 11:59pm

Activity

- Level 15 Key Terms & Definitions Self-Test

Level 16: Domestic Policy

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Demonstrate understanding of the role of government in managing the economy through monetary and fiscal policy.
2. Compare/contrast progressive and regressive tax schemes through a written assignment.
3. Discuss the basic economic principles of Adam Smith and John M. Keynes.
4. Analyze through assigned readings how budgetary policy is formulated and explain how Congress and the President respond to competing policy agendas.
5. Explain the causes contributing to the wide disparity of wealth distribution in America and the antipoverty programs that have been instituted over time to address those disparities.

Read

- Chapter 16 (Domestic Policy)
 - Introduction
 - Categorizing Public Policy
 - Policy Arenas
 - Policymakers
 - Budgeting and Tax Policy

Watch

- Crash Course: Monetary Policy (9m:24s)
- Crash Course: Economic Schools of Thought (10m:04s)
- Crash Course: Social Policy (8m:53s)

Assignments

- News Briefing Quest 8 (Bonus)
Due 6/20 @ 11:59pm

Activities

- U.S. National Debt Clock: Real Time
- Level 16 Key Terms & Definitions Self-Test

Level 17: Foreign Policy

Activities

Learning Outcomes

By the end of this module students will be able to:

1. Demonstrate understanding of the development of American diplomatic history from the initial policy of isolationism to the contemporary U.S. policy of internationalism through a written assignment.
2. Illustrate examples of international and regional organizations to which the U.S. belongs, and the role they play in influencing American foreign policy.
3. Discuss relations between the president and Congress in formulating and executing foreign and defense policy
4. Demonstrate understanding of the ideological cleavages (liberal and conservative) that exist in America, and how these differences influence national security policy outcomes.
5. Formulate examples of how the United States policy priorities have changed over time, and how they should change in response to such events as the 911 terrorist attacks.
6. Analyze the role of the Military-Industrial-Complex and comprehend the various social, political, and economic factors that influence American foreign policy.

Read

- Chapter 17 (Foreign Policy)
 - Introduction
 - Defining Foreign Policy
 - Foreign Policy Instruments
 - Institutional Relations in Foreign Policy
 - Approaches to Foreign Policy

Watch

- TED Talk: How the U.S. Should Use Its Superpower Status (15m:37s)

Assessments

- Reading & Concept Challenge 6 (Levels 15-17)
Due 6/20 @ 11:59pm

Activity

- Level 17 Key Terms & Definitions Self-Test

Final Co-Curricular Activity Writing Challenge

Due 6/14 @ 11:59pm

Grades

Grades

Assessment	Graded Points	Percent of Final Grade
Orientation Assessments (Syllabus Quiz 1 @ 5 pts.; Introduce Yourself Discussion 1 @ 10 pts.)	15	3%

Reading & Concept Challenges 6 @ 20 pts. each	120	24%
News Briefing Quests 7 @ 15 pts. each	105	21%
Discussion Arenas 6 @ 10 pts. each	60	12%
Midterm Challenge 1 @ 100 pts.	100	20%
Final Co-Curricular Activity Writing Challenge 1 @ 100 pts.	100	20%
<i>(***Optional Bonus MBFC Quiz @ 5 pts., One (1) News Briefing Quest @ 15 pts. & Two (2) Optional Bonus Discussion Arenas @ 10 pts. each***)</i>	(40)	(Extra Credit)
Total	500	100%

Grading Scale

Grades	Percentage
Grade = A	90 - 100%
Grade = B	80 - 89.9%
Grade = C	70 - 79.9%
Grade = D	60 - 69.9%
Grade = F	59.9 - 0.0 %

Communication and Faculty Response

Communication

During the semester, your communications concerning the course should be restricted to the D2L email. As mentioned earlier, do not send class related emails to the instructor's BC email address.

It is recommended that you post class-related questions in the discussion area called the Course Café. Other students may have the same questions as you or may even be able to answer your questions.

Netiquette

➡ In all online communications, it is expected that students will follow the rules of online netiquette, a guideline for polite online behavior. Review some of the general [netiquette rules](http://online.broward.edu/policies/netiquette) [http://online.broward.edu/policies/netiquette].

➡ Individuals who violate netiquette rules or engage in disruptive online behaviors, such as flaming (posting disrespectful or hostile comments), posting inappropriate comments, or shouting (posting messages using all capitals), may have their class access privileges revoked and/or they may be referred to the Dean of Student Affairs. Students who continue to engage in unacceptable online behavior even after being warned, may be permanently denied access to the class and/or may receive an F for the class.

⦿ Don't use email short hand like ROTFLO (rolling on the floor laughing out loud), BTW (by the way), or text-style writing like R-U thinking, etc. Not everyone knows what these abbreviations mean. If you want to use emoticons (smileys) to convey feelings, stick with the basics happy :-), sad :-(or wink ;-). Others are less well-known and are subject to different interpretations. The idea is to be clear in your communications.

⦿ Use discretion when posting and/or sending emails. Make sure to check spelling, punctuation, grammar, capitalization, and sentence structure.

Faculty Response

Class emails will be answered within 24-36 hours. If you need information related to a test or assignment, plan ahead and submit your questions in advance of the due date. If for some reason the class communication tools are unavailable for more than 24 hours, the instructor will communicate with students (if necessary) via their BC email address. Once the semester has ended, and only if necessary, you may contact the faculty member using the instructor's email address.

Policies and Procedures

You are responsible for being familiar with all BC Online policies and procedures related to your activity in this course.

Academic Accommodations for Students with Disabilities

If you are requesting academic accommodations for this class, you must first register with Accessibility Resources, who will evaluate your request and determine eligibility. To contact Accessibility Resources either call 954-201-6527 or visit their website at www.broward.edu/accessibility [<http://www.broward.edu/accessibility>]. If approved, you will be provided with an Accommodation Plan that you must deliver to me electronically. Once received, we will discuss which accommodations you are requesting for this class, and in accordance with [Broward College policy 6Hx2-5.09](https://www.broward.edu/legal/policies-and-procedures/docs/policy/6hx2-5.09) [<https://www.broward.edu/legal/policies-and-procedures/docs/policy/6hx2-5.09.pdf>] you will be provided with the appropriate accommodations. Students who wait until after completing the course, or an activity, to request accommodations should not expect any grade to be changed, or to be able to retake the course or activity.

Academic Honesty

When you log into D2L, you do so with the understanding and agreement that you will produce your own work, complete class assignments and discussions yourself, and take class exams, tests, or quizzes without the assistance of others. All academic work must be the result of your own thought, research, or self-expression. Academic misconduct includes, but is not limited to, the following:

Types of Academic Dishonesty:

⦿ **Sharing Access or Passwords to D2L:** Keep your username and password confidential.

- ➡ **Cheating:** Obtaining or attempting to obtain, or aiding another to obtain credit for work by dishonest or deceptive means.
- ➡ **Plagiarism:** Using the words or ideas of the original creator without attribution as if they were your own. Plagiarism ranges from copying someone else's work verbatim and elaborating on or altering someone else's work.
- ➡ **Self-Plagiarism:** Submitting or reusing parts of a previous paper without referencing source it was first submitted. This includes retaking a course and turning in previously submitted papers and data.
- ➡ **Unacceptable Collaboration:** Using answers, solutions, or ideas that are the results of collaboration without citing the fact of the collaboration.
- ➡ **Falsification of Data:** Making up or falsifying information and data. Examples include making up or altering data for an experiment or citing reference to sources you did not actually use.
- ➡ **Pay Services:** Employing an assignment writing service or having another person/student write the paper for you.
- ➡ **Article Rewriting Tools:** Using a tool to rewrite, rephrase, or otherwise paraphrase material subject to citation requirements.
- ➡ **Enabling:** Aiding and abetting another student in an act of academic dishonesty. Examples include giving someone a paper to copy and/or allowing someone access to your account.
- ➡ **Unauthorized or Malicious Interference:** Deliberately interfering with the work or activities of another person on purpose to cause the other harm or irreparable damages.
- ➡ **Inappropriate Use of Course Materials:** Distributing materials in this class and on D2L, including the syllabus, exams, slides, handouts, study aids, and presentations, that may be protected by copyright and are provided solely for the educational use of students enrolled in this course. You are not permitted to redistribute them for purposes unapproved by the instructor; in particular, you are not permitted to post course materials, quiz or exam questions, or discussions on commercial websites. Unauthorized uses of course materials may be considered academic misconduct.

Online courses use tools such as Turnitin and Honorlock to deter and detect academic dishonesty.

Academic honesty violations are considered a breach of policy and may result in academic penalties (zero points on the assignment/test in question, and/or a failing grade for the class), disciplinary action, and/or referral to the Dean of Student Affairs.

Copying and pasting from other online sources is plagiarism and is a violation of the Broward College Student Code of Conduct. To avoid plagiarism, students who consult any source other than the course textbook must use proper citation. Students who quote word-for-word more than four words from any source -- including the textbook -- must properly credit the source by using quotation marks and following appropriate citation methodology.

A first violation of the academic honesty policy will result in the following penalties:

1. You will receive a zero on the assignment;
2. You will be required to submit within 7 days of the violation an additional 1000 word, 5-7 source research paper on an academic honesty topic assigned by the professor.

Failure to submit the above research paper after a first violation will result in an F in the class. Even if the above conditions are met, a second violation of the academic honesty policy will result in an F for the class and possible referral to the Dean of Students.

Students are encouraged to consult the professor with questions or if they need assistance with academic citation.

Relevant Broward College Policies and Procedures:

- [Broward College Policy 6Hx2-4.19 \[https://www.broward.edu/legal/policies-and-procedures/docs/policy/6hx2-4.19.pdf\]](https://www.broward.edu/legal/policies-and-procedures/docs/policy/6hx2-4.19.pdf)
- [Broward College Procedure 6Hx2-4.19 \[https://www.broward.edu/legal/policies-and-procedures/docs/procedure/a6hx2-4.19.pdf\]](https://www.broward.edu/legal/policies-and-procedures/docs/procedure/a6hx2-4.19.pdf)
- [Broward College Policy A6Hx2-5.02 \[https://www.broward.edu/legal/policies-and-procedures/docs/policy/6hx2-5.02.pdf\]](https://www.broward.edu/legal/policies-and-procedures/docs/policy/6hx2-5.02.pdf)
- [Broward College Procedure A6Hx2-5.02 \[https://www.broward.edu/legal/policies-and-procedures/docs/procedure/a6hx2-5.02.pdf\]](https://www.broward.edu/legal/policies-and-procedures/docs/procedure/a6hx2-5.02.pdf)
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For more information, refer to the [Student Code of Conduct Policy \[http://www.broward.edu/legal/policies/Section%20Template/6Hx2-5.02.pdf\]](http://www.broward.edu/legal/policies/Section%20Template/6Hx2-5.02.pdf) and the Student Code of Conduct section located in the [Student Handbook \[http://www.broward.edu/studentresources/rights-and-responsibilities/Pages/student-handbook.aspx\]](http://www.broward.edu/studentresources/rights-and-responsibilities/Pages/student-handbook.aspx).

Changes to the Syllabus

The instructor reserves the right to make changes to the class syllabus. The syllabus is a guide and every attempt is made to provide an accurate overview of the class. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. In the event changes become necessary, students will be notified through class email, the discussion board, and/or the announcements tool.

Safety, Security & Emergency Preparedness

Safety is everyone's responsibility, and it is essential that all members of the Broward College community familiarize themselves with various safety tools, resources, and procedures to remain safe both on and off campus. You are encouraged to visit the [Campus Safety & Security website \[http://www.broward.edu/safety/Pages/default.aspx\]](http://www.broward.edu/safety/Pages/default.aspx) for a wealth of information and resources as it relates

to safety at Broward College. Included on the website is a variety of information, videos, and resources on crime prevention, active shooter preparedness, how to report suspicious activity, [hurricane preparedness \[http://www.broward.edu/safety/Pages/Hurricane-Preparedness.aspx\]](http://www.broward.edu/safety/Pages/Hurricane-Preparedness.aspx), services, and how to respond in an emergency. Campus Safety is available 24 hours a day, 7 days a week and can be reached by calling [954-201-HELP \(4357\) \[tel:+19542014357\]](tel:+19542014357).

In the event of a school closing, due to weather or other major events that might impact class schedules, the instructor will post an announcement and/or send an email indicating what changes, if any, the event will have on the course schedule and due dates.

Help Desk

If you need help using D2L:

- ➦ click on [D2L Support at Broward College \[/content/resources/d2l/index.html?ou=470441\]](/content/resources/d2l/index.html?ou=470441),
 - ➦ visit the [24/7 Help Desk \[https://helpdesk.broward.edu/TDClient/Home/\]](https://helpdesk.broward.edu/TDClient/Home/) page for 24-hour technical assistance, or
 - ➦ contact the BC Help Desk at 954-201-7521.
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