



# POS 2041: U.S. Government

Poinciana Campus  
Course Syllabus and Classroom Policies  
FALL 2021

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| <b>PROFESSOR:</b>       | Maria Puerta Riera               | <b>CRN:</b>            | <a href="#">202210-POS-2041-17336</a> |
| <b>OFFICE LOCATION:</b> | Online                           | <b>CREDIT HOURS:</b>   | 3                                     |
| <b>OFFICE PHONE:</b>    | (407) 582-6062                   | <b>CLASS MEETINGS:</b> | Online                                |
| <b>EMAIL:</b>           | mpuertariera@valenciacollege.edu | <b>OFFICE HOURS:</b>   | 9 a.m. to 5 p.m.                      |

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## COURSE OVERVIEW

### United States Government

#### Course Description

This course is designed to provide you with the fundamentals necessary to analyze the United States government through its structure, functions, evolution, constitutional basis, and theoretical principles.

**Course Catalog Description/Learning Objectives:** Analysis of the organization, structure and operational dynamics of the U.S. national government, both past and present, and an examination of the U.S. Constitution, including principles and theories supporting it. This course includes learning activity designed to ensure competence in the basic use of computers.

## Major Learning Outcomes

1. Explain the philosophical theories that led to the writing of the Declaration of Independence and U.S. Constitution.
2. Describe the basic principles of American democracy and how they are applied in our Republican form of government.
3. Explain the checks and balances system created by the U.S. Constitution given to each branch.
4. Analyze the relationship between the individual and the government in pursuit of social, political, and economic goals.
5. Students will analyze how the U.S. electoral system impacts the level of political participation of the individual.

## Core Competencies of a Valencia Graduate

Valencia's Student Core Competencies are complex abilities that are considered the essential elements of a successful student. This course will help you develop and demonstrate the abilities to: (1) think clearly, critically, reflectively, and creatively; (2) communicate with others verbally and in written form; (3) make reasoned value judgments and responsible commitments; and (4) act purposefully, reflectively, and responsibly. Our goal is to provide these global competencies in the context of application; this means that students will be required to understand problems and effectively communicate an appropriate solution.

## Canvas

Significant portions of this course may take place online using Canvas. It is recommended that you review the tutorials before beginning this material, and set up your phone or e-mail to give alerts for Canvas (support 407-582-5600). To manage notifications by text, log into Canvas (<https://online.valenciacollege.edu/login/canvas>) and click on:

- Account
- Settings – Other Contact – Contact Method (right side of screen) – enter text information – Register SMS
- A text will go to your phone with a code to enter to confirm your number
- Notifications – select the notifications that you want and where the notification should go to

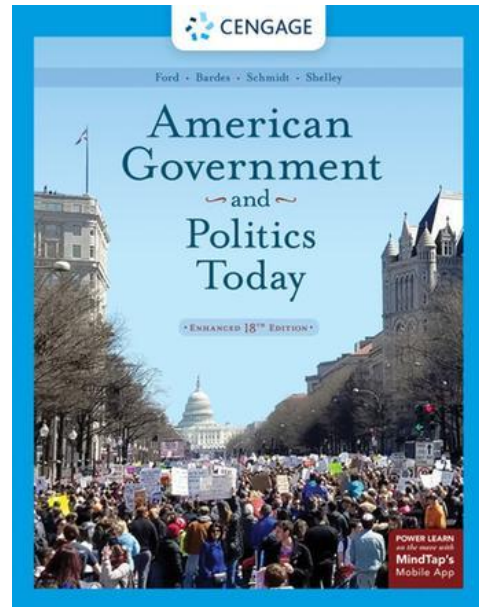
Canvas also has a mobile app! Download the app, click Find My School, search for Valencia College, and enter your Atlas login. Click “allow” to enable notifications.

## Required Materials/Textbooks

**American Government and Politics Today, Enhanced 18th Edition with Mindtap Access Card (access code), Ford, Lynne E., Bardes, Barbara A., Schmidt, Steffen W., Shelley, Mack C.**

Student ISBN 9780357322956

\* Make sure you have the book (e-book or printed version) with the access code you will need to work on MindTap.



## Educational Supplies

These supplies are not *required* but are ***strongly recommended***. A student should own or have access to a current edition of a college-level dictionary and thesaurus. If you cannot obtain a copy, you should have access to a computer or smart phone with online capabilities; I can recommend a number of websites to you (www.webster.com, www.wiktionary.org, or www.dictionary.com are excellent starting points). I'd also recommend purchasing a flash drive (small portable USB storage device) to assist in storing papers (this is a helpful tool through the rest of college). You may also want to investigate online cloud-based storage sites, like Google Drive or Dropbox. Additionally, students should bring a blue or black pen to each class and have access to paper – we will be doing in-class work. Any paper will do just fine, so long as it absorbs ink and can be handed in. Alternatively, having a laptop or tablet that can e-mail/message me the assignment will be acceptable.

## Course Expectations

It can be helpful to understand what's expected of you, and what you can expect of me. Throughout the course, we will be working together to develop your ideas about writing. In

college, there can often be a prevailing attitude that this is all about compliance -- you accomplish a task for the sake of accomplishing a task, and nothing more. It can be that, at times. This seems like a squandered opportunity; one that will inevitably lead to frustration or disillusionment.

There's an opportunity here, however, for us to go beyond compliance, and to grow. I always like to argue that college isn't just a place to go for job preparation; truth be told, my opinion is that education should be more than simple job preparation. This is an opportunity for you to develop as a leader -- someone who can help guide others and who can appreciate a capacity for thinking critically and creatively. It's a chance for you to think in ways that are alien, and to build on existing ideas, and strive to create new thoughts based on those older ideas.

With that in mind, I thought it would be helpful to take a moment to define what's expected of you, and what you can expect from me:

### **Expectations of me, as your professor:**

- I will strive to give feedback on your writing that is constructive, and designed to engage with your ideas and guide you to improve your writing.
  - You can expect feedback on simple assignments within a week, and on larger assignments within one to two weeks.
- I will strive to treat you all fairly and to comply with the same standards of academic integrity I expect from you.
  - You can expect me to listen to any issues you may be facing this semester, and to give you as many opportunities as I can reasonably give you to be successful in the course.
- I will strive to engage you in the material, and encourage you to think critically about writing and academic standards for writing.
  - You can expect me to give you assignments that are challenging, and that have an opportunity for depth of thought.

### **Expectations of you, as a student:**

- I hope you will strive to read all material given and give it thought and consideration.
- I hope you will strive to earnestly engage in the writing activities.
- I hope you will demonstrate academic integrity.
- I hope you will be curious about new theories, and ask questions of me about the specific course material.

## **CLASSROOM POLICIES**

### **Attendance Policy for Online Classes**

This is an online course managed through Canvas. You must have access to the Internet to complete the course requirements. Your online attendance will be checked each week based on

your participation in the course and submission of coursework. In the event of an extended absence, you should contact me via email or phone as soon as possible to indicate the reason. If you do not access the course website or contact me letting me know of your absence for a period of seven consecutive days, you will be contacted, and if there is no communication within 48 hours, you may be withdrawn from the course up until the withdraw deadline. After the withdraw deadline, students with an absence of more than 7 days will receive the final grade that is earned according to the course grading policy.

## **“No Show” Status for Online Classes**

If you do not log into the course and complete the academically required attendance assignment in Canvas during the first week of the semester, you will be withdrawn from the class as a "No Show." Participation is required for online classes; students who are not actively participating in an online class and/or do not submit the required attendance activity or assignment by the scheduled due date must be withdrawn by the instructor at the end of the first week as a "No Show". If you are withdrawn as a “No Show,” you will be financially responsible for the class and a final grade of “WN” will appear on your transcript for the course.

## **Class Participation in an Online Class**

Students are expected to actively participate in online discussions and activities. This will affect your performance in this course (students who are actively involved in course material tend to be more successful). Be prepared to discuss all materials in each module: take notes while reading at home, complete all assigned tasks on the weekly schedule, and have at least one question or comment about assigned readings every module.

## **Student Illness**

If you are unable to participate in the course due to illness, family emergency, etc., please communicate with me as soon as possible in order to create a plan to complete any missed assignments so that your learning can progress in your course. In the case of a prolonged online absence, please communicate with me as soon as possible in order to create a plan for the best course of action.

## **Withdrawal Policy**

If you do not access the course website or contact me letting me know of your absence for a period of **seven (7) consecutive days**, you will be contacted, and if there is no communication **within 48 hours**, you may be withdrawn from the course up until the withdraw deadline. After the withdraw deadline, students with an absence of more than 7 days will receive the final grade that is earned according to the course grading policy.

## **Communication Policy**

Communication is the key to success in any course and it's important to remember that the first thing you should do if you have a question, concern, or issue (academic or non-academic) is to check the syllabus, and afterwards, contact me. Please use the Canvas course email for all communication and **allow 24-48 hours for email responses**. I will be checking and responding to emails Monday through Friday, from 9 am to 9 pm, you can also schedule an appointment to meet with me online, **if I consider it necessary**.

In addition to your Canvas email, you should check your Valencia Atlas email regularly for communication about upcoming events, financial aid, business office payments, and more! Visit [Valencia's Home Page](#) and click on LOGIN - Atlas Email

## Online Protocol

Students are expected to maintain proper decorum while online. Proper etiquette includes, but is not limited to, treating your fellow students with respect online, using appropriate language in all work submitted online, and acting the same way you would behave in a classroom – consider the digital classroom to be no different from the traditional classroom or professional workplace.

## International Students (F-1 or J-1 Visa)

Please be advised that withdrawal from this course due to attendance may result in the termination of your visa status if you fall below the full-time enrollment requirements of 12 credit hours. Consult the International Student Service office for more information.

# EVALUATION AND GRADING

### Course Evaluation & Grading Scale

#### Grading Criteria

| Grading Breakdown                    | %           | Points | Grading Scale         |   |
|--------------------------------------|-------------|--------|-----------------------|---|
| Weekly Discussions<br><b>CANVAS</b>  | 30%         | 100    | 90% - 100%            | A |
| Weekly Quizzes <b>MindTap</b>        | 30%         | 100    | 89.9% - 80%           | B |
| Weekly Assignments<br><b>MindTap</b> | 40%         | 100    | 79.9% - 70%           | C |
|                                      |             |        | 69.9% - 60%           | D |
|                                      |             |        | 59.9% - 50% and lower | F |
| <b>Total</b>                         | <b>100%</b> |        |                       |   |

\*Rubrics for assignments and evaluations are available on Canvas.

## Early Alert

All Poinciana campus classes participate in Early Alert which means that professors will report grades at midterm in Atlas. Students who are in jeopardy of failing their class will be contacted and provided with information for additional support as needed.

## Exam/Quiz/Project/Late Work Make-Up Policy

Make-up exams will be given only for emergency situations, once the Professor is notified, and the approval has been given. Upon approval, the exam will be reopened. Any test missed will have an adverse effect on your grade, and make-up tests will not be given unless approved by the Professor. A no show on that assessment will result in an F; to clarify, this means you will receive a “0” for the grade. **LATE WORK will not be accepted once the assignment closes.**

## Course Assignments

| DATES                                | TOPICS   | LEARNING OUTCOMES  | ASSIGNMENTS  |
|--------------------------------------|--|--|--|
| <b>Week 1</b><br><b>August 23-29</b> | <b>Course Orientation &amp; Syllabus Review</b>                          | <ul style="list-style-type: none"><li>Read carefully the <b>INTRODUCTION MODULE.</b></li></ul>   | <ul style="list-style-type: none"><li>Follow the instructions, and complete the</li></ul> <b>Discussion: Introduce Yourself.</b>   |
| <b>Week 1</b><br><b>August 23-29</b> | The American System:<br><br>One republic - two America's?<br><br>Chap. 1 | <b>LO 1.1</b> Define the institution of government and the process of politics.<br><br><b>LO 1.2</b> Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.<br><br><b>LO 1.3</b> Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about | <ul style="list-style-type: none"><li>Chapter 1 Watch and Consider: The Democratic Republic</li><li>Chapter 1 Reading: One Republic - Two Americas?</li><li>Chapter 1 Focus Activities: One Republic - Two Americas?</li><li>Chapter 1 Wrap It Up Quiz</li></ul> |

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|  |  | <p>government and politics shared by all.</p> <p><b>LO 1.4</b> Compare and contrast types of government systems and identify the source of power in each.</p> <p><b>LO 1.5</b> Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p><b>LO 1.6</b> Apply understanding of the purpose of government and the U.S. political culture to evaluate government's ability to meet new challenges over time.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 1 and Discussion on Canvas</li> </ul> |  |
|  | <p>The Constitution</p> <p>Chap. 2</p> | <p><b>LO 2.1</b> Explain the theoretical and historical factors that influenced the writers of the U.S. Constitution.</p> <p><b>LO 2.2</b> Describe the structure of the Articles of Confederation and explain why the confederation failed.</p> <p><b>LO 2.3</b> Identify and explain the compromises made by the delegates to come to agreement on the U.S. Constitution.</p> <p><b>LO 2.4</b> Explain the rationale for, and give examples of,</p>   | <ul style="list-style-type: none"> <li>• Chapter 2 Watch and Consider: The Constitution</li> <li>• Chapter 2 Reading: The Constitution</li> <li>• Chapter 2 Focus Activities: The Constitution</li> <li>• Chapter 2 Wrap It Up Quiz</li> </ul> |



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|  |                                  | <p>the separation of powers and the checks and balances in the U.S. Constitution.</p> <p><b>LO 2.5</b> Explain why some states and their citizens especially wanted the Constitution to include a bill of rights.</p> <p><b>LO 2.6</b> Demonstrate understanding of the formal and informal processes for amending the U.S. Constitution.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 2 and Discussion on Canvas</li> </ul>  |  |
| <p><b>Week 2</b></p> <p><b>Aug 30</b></p> <p><b>- Sept 5</b></p> | <p>Federalism</p> <p>Chap. 3</p> | <p><b>LO 3.1</b> Define federalism and contrast the federal system of government with the unitary and confederal systems in explaining where governmental power lies.</p> <p><b>LO 3.2</b> Identify two advantages and two disadvantages of the U.S. federal system.</p> <p><b>LO 3.3</b> Locate the sources of federalism in the U.S. Constitution; using the terms vertical control and horizontal control, explain how the founders intended federalism and separation of powers to limit the expansion of national power.</p> <p><b>LO 3.4</b> Explain the historical evolution of federalism as a result of the Marshall Court, the Civil</p> | <ul style="list-style-type: none"> <li>• Chapter 3 Watch and Consider: Federalism</li> <li>• Chapter 3 Reading: Federalism</li> <li>• Chapter 3 Focus Activities: Federalism</li> <li>• Chapter 3 Wrap It Up Quiz</li> </ul> |

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|  |                                       | <p>War, the New Deal, civil rights, and federal grant making.</p> <p><b>LO 3.5</b> Evaluate immigration policy as a challenge to modern federalism.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 3 and Discussion on Canvas</li> </ul>   |   |
| <p><b>Week 3</b></p> <p><b>Sept 6 - 12</b></p> | <p>Civil Liberties</p> <p>Chap. 4</p> | <p><b>LO 4.1</b> Identify the protection of civil liberties in the Bill of Rights and explain how these protections against government interference were applied to the states.</p> <p><b>LO 4.2</b> Give examples of how the Bill of Rights protects freedom of religion while maintaining a separation between the state and religion, thereby limiting the direct influence of religion in public life.</p> <p><b>LO 4.3</b> Locate the protections of political expression and dissent in the Constitution and explain why freedom of expression is critical to people's participation in politics.</p> <p><b>LO 4.4</b> Discuss the constitutional protection of privacy rights in personal and public life and evaluate the threats to privacy rights posed by technology and security interests.</p> | <ul style="list-style-type: none"> <li>• Chapter 4 Watch and Consider: Civil Liberties</li> <li>• Chapter 4 Reading: Civil Liberties</li> <li>• Chapter 4 Focus Activities: Civil Liberties</li> <li>• Chapter 4 Wrap It Up Quiz</li> </ul> |

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|  |                                 | <p><b>LO 4.5</b> Identify the rights of the accused and discuss the role of the Supreme Court in defining criminal due process rights over time.</p> <p><b>LO 4.6</b> Evaluate modern threats to civil liberties posed by spy technology, the transfer of personal information through social media, and heightened security concerns following the September 11, 2001 terrorist attacks.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 4 and Discussion on Canvas</li> </ul>   |  |
| <p><b>Week 4</b><br/><b>Sept 13 - 19</b></p> | <p>Civil Rights<br/>Chap. 5</p> | <p><b>LO 5.1</b> Define civil rights and locate in the U.S. Constitution the obligation on government to guarantee all citizens equal protection of the law.</p> <p><b>LO 5.2</b> Explain why discrimination against individuals and groups exists in the United States today.</p> <p><b>LO 5.3</b> Assess the limits of the state and federal law in guaranteeing equality to all people.</p> <p><b>LO 5.4</b> Explain why the U.S. Supreme Court plays such an important role relative to civil rights and identify at least two significant Supreme Court decisions that advanced civil rights in the United States.</p> | <ul style="list-style-type: none"> <li>• Chapter 5 Watch and Consider: Civil Rights</li> <li>• Chapter 5 Reading: Civil Rights</li> <li>• Chapter 5 Focus Activities: Civil Rights</li> <li>• Chapter 5 Wrap It Up Quiz</li> </ul> |

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|  |  | <p><b>LO 5.5</b> Identify and explain three significant events related to each of the campaigns for civil rights undertaken by African Americans, women, the Latino community, persons with disabilities, and the LGBTQ community.</p> <p><b>LO 5.6</b> Define the goal of affirmative action and explain why this approach is controversial in the United States.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 5 and Discussion on Canvas</li> </ul>   |  |
| <p><b>Week 5</b><br/><b>Sept 20 - 26</b></p> | <p>People and Politics: Public Opinion, Political Socialization</p> <p>Chap. 6</p> | <p><b>LO 6.1</b> Define public opinion and identify at least two ways public opinion impacts government actions.</p> <p><b>LO 6.2</b> Evaluate how the political socialization process shapes political attitudes, opinions, and behavior and explain the impact of demographic characteristics on political behavior.</p> <p><b>LO 6.3</b> Describe three forms of social media and explain how social media can shape political decisions or events.</p> <p><b>LO 6.4</b> Assess the impact that world opinion of the United States has on the government's domestic and foreign policy decisions.</p> | <ul style="list-style-type: none"> <li>• Chapter 6 Watch and Consider: Public Opinion and Political Socialization</li> <li>• Chapter 6 Reading: Public Opinion and Political Socialization</li> <li>• Chapter 6 Focus Activities: Public Opinion</li> <li>• Chapter 6 Wrap It Up Quiz</li> </ul> |

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|   |   | <p><b>LO 6.5</b> Identify three factors that might distort public opinion results collected through opinion polling.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 6 and Discussion on Canvas</li> </ul>  |   |
| <p><b>Week 6</b><br/><b>Sept 27 - Oct 3</b></p> | <p>People and Politics:<br/>Interest Group<br/><br/>Chap. 7</p> | <p>LO 7.1 Define an interest group and explain the constitutional and political reasons why so many groups are found in the United States.</p> <p>LO 7.2 Explain why an individual may or may not decide to join an interest group and the benefits that membership can confer.</p> <p>LO 7.3 Describe different types of interest groups and the sources of their political power.</p> <p>LO 7.4 Identify the direct and indirect techniques that interest groups use to influence government decisions.</p> <p>LO 7.5 Describe the legislation which regulates the reporting of lobbying efforts at the federal level and discuss why it is relatively ineffective.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 7 and Discussion on Canvas</li> </ul> | <ul style="list-style-type: none"> <li>• Chapter 7 Watch and Consider: Interest Groups</li> <li>• Chapter 7 Reading: Interest Groups</li> <li>• Chapter 7 Focus Activities: Interest Groups</li> <li>• Chapter 7 Wrap It Up Quiz</li> </ul> |

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| <p><b>Week 7</b><br/><b>Oct 4 - 10</b></p>  | <p>People and Politics:<br/>Political Parties<br/><br/>Chap. 8</p> | <p>LO 8.1 Define the role political parties play in the U.S. political system.</p> <p>LO 8.2 Identify the three major components. Of the political party and describe how each contributes to overall party coherence.</p> <p>LO 8.3 Explain why political parties formed in the United States and evaluate how their strength and importance has changed over time.</p> <p>LO 8.4 Compare and contrast the demographics of people who identify as Democrats and Republicans; explain how party positions differ on economic and social issues.</p> <p>LO 8.5 Summarize the factors that reinforce a two-party system and explain why third parties are rarely successful at winning national elections.</p> <p>LO 8.6 Discuss the rise of political independents and evaluate how this change might affect American politics.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 8 and Discussion on Canvas</li> </ul> | <ul style="list-style-type: none"> <li>• Chapter 8 Watch and Consider: Political Parties</li> <li>• Chapter 8 Reading: Political Parties</li> <li>• Chapter 8 Focus Activities: Political Parties</li> <li>• Chapter 8 Wrap It Up Quiz</li> </ul> |
| <p><b>Week 8</b><br/><b>Oct 11 - 17</b></p> | <p>People and Politics:<br/>Campaigns,</p>                         | <p>LO 9.1 Explain the eligibility requirements for president, senator, and representative; discuss why</p>   | <ul style="list-style-type: none"> <li>• Chapter 9 Watch and Consider: Elections</li> </ul>   |

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|  | <p>Voting and Elections</p> <p>Chap. 9</p> | <p>an individual might choose to become a candidate for office.</p> <p>LO 9.2 Produce a plan for a modern campaign for the United States Senate; include the strategy, staff, and finances necessary for such an endeavor.</p> <p>LO 9.3 Demonstrate an understanding of the evolution of campaign finance regulation, the development of political action committees (PACs), and the current state of such regulation.</p> <p>LO 9.4 Describe the general outline of today's campaign for the presidency and discuss the impact of the primary system on the outcome of the nomination process.</p> <p>LO 9.5 Demonstrate an understanding of the electoral process in the United States and explain how it relates to democratic theory.</p> <p>LO 9.6 Discuss the factors that influence voter turnout in the United States and compare American voter turnout to that of other nations.</p> <p>LO 9.7 Describe historical restrictions on the vote in the United States and explain</p> | <p>· Chapter 9 Reading: Campaigns, Voting, and Elections</p> <p>· Chapter 9 Focus Activities: Campaigns, Voting, and Elections</p> <p>Chapter 9 Wrap It Up Quiz</p> |
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|  |  | <p>how these restrictions have been ended.</p> <p>LO 9.8 Discuss the impact of the mechanics and technology of voting on voter turnout, vote fraud, and the ability of citizens to trust the process.</p> <p>LO 9.9 Demonstrate an understanding of the electoral college and its impact on the presidential election campaign.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 9 and Discussion on Canvas</li> </ul>        |  |
| <p><b>Week 9</b></p> <p><b>Oct 18 - 24</b></p> | <p>People and Politics: The Media and Politics</p> <p>Chap. 10</p> | <p>LO 10.1 Briefly describe the evolution of the media's role in U.S. politics.</p> <p>LO 10.2 Explain the political functions of the media in American society.</p> <p>LO 10.3 Discuss the impact of all forms of the media on political campaigning.</p> <p>LO 10.4 Identify ways in which the media influence voters.</p> <p>LO 10.5 Demonstrate an understanding of the relationship between government and all media sources.</p> | <ul style="list-style-type: none"> <li>• Chapter 10 Watch and Consider: Media and Politics</li> <li>• Chapter 10 Reading: The Media and Politics</li> <li>• Chapter 10 Focus Activities: The Media and Politics</li> <li>• Chapter 10 Wrap It Up Quiz</li> </ul> |



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|  |  | <p>LO 10.6 Critically analyze news stories published by any form of the media.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 10 and Discussion on Canvas</li> </ul>  |   |
| <p><b>Week 10</b><br/><b>Oct 25 - 31</b></p> | <p>Political Institutions:<br/>The Congress<br/>Chap. 11</p> | <p>LO 11.1 Describe the major powers of the Congress as granted by the U.S. Constitution.</p> <p>LO 11.2 Explain the differences between the House of Representatives and the Senate with regard to their constituencies, terms of office, powers, and political processes.</p> <p>LO 11.3 Describe the processes of reapportionment and redistricting.</p> <p>LO 11.4 Discuss the importance of committees to the lawmaking process and to the ability of members of Congress to do their jobs.</p> <p>LO 11.5 Describe the leadership structure in each house of Congress, noting the differences between the House and the Senate.</p> <p>LO 11.6 Demonstrate how a bill becomes a law and explain how the different processes in the House and the Senate influence legislating.</p> | <ul style="list-style-type: none"> <li>• Chapter 11 Watch and Consider: Congress</li> <li>• Chapter 11 Reading: The Congress</li> <li>• Chapter 11 Focus Activities: The Congress</li> <li>• Chapter 11 Wrap It Up Quiz</li> <li>• Chapter 11 Adaptive Test Prep</li> </ul> |

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|  |  | <p>LO 11.7 Explain how the federal budget is constructed and the legislative process for approving the budget.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 11 and Discussion on Canvas</li> </ul>  |  |
| <p><b>Week 11</b><br/><b>Nov 1 - 7</b></p> | <p>Political Institutions:<br/>The President<br/><br/>Chap. 12</p> | <p>LO 12.1 Explain the formal and informal roles played by the president and discuss the constitutional or political origins of those roles.</p> <p>LO 12.2 Demonstrate an understanding of the president's powers as commander in chief and the procedures described in the War Powers Act.</p> <p>LO 12.3 Discuss the president's role in the legislative process; describe executive tools to initiate or block legislation.</p> <p>LO 12.4 Explain the emergency powers of the president and the executive powers of the president.</p> <p>LO 12.5 Explain the process by which a president could be impeached and forced to leave office.</p> <p>LO 12.6 Describe the executive offices that support the president.</p> <p>LO 12.7 Describe the job of the vice president and explain the circumstances</p> | <ul style="list-style-type: none"> <li>• Chapter 12 Watch and Consider: The Presidency</li> <li>• Chapter 12 Reading: The President</li> <li>• Chapter 12 Focus Activities: The President</li> <li>• Chapter 12 Wrap It Up Quiz</li> </ul> |

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|  |  | <p>under which the vice president becomes president.</p> <ul style="list-style-type: none"> <li>Quiz Chapter 12 and Discussion on Canvas</li> </ul>   |   |
| <p><b>Week 12</b><br/><b>Nov 8- 14</b></p> | <p>Political Institutions:<br/>The Bureaucracy<br/><br/>Chap. 13</p> | <p>LO 13.1 Define the concept of the bureaucracy, explain why such an organization is necessary, and discuss the various theories of how bureaucracies act.</p> <p>LO 13.2 Compare the structure and function of executive departments, executive agencies, independent regulatory agencies, and government corporations.</p> <p>LO 13.3 Explain how individuals get positions in the federal bureaucracy and discuss the history of attempts to reform that process.</p> <p>LO 13.4 Discuss some of the critiques of large bureaucracies and describe several types of bureaucratic reform.</p> <p>LO 13.5 Describe the tools and powers that bureaucratic agencies have to shape policies and regulations.</p> <p>LO 13.6 Analyze the relationship among Congress, its committees, interest groups and the bureaucracy.</p> | <ul style="list-style-type: none"> <li>Chapter 13 Watch and Consider: The Bureaucracy</li> <li>Chapter 13 Reading: The Bureaucracy</li> <li>Chapter 13 Focus Activities: The Bureaucracy</li> <li>Chapter 13 Wrap It Up Quiz</li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>Quiz Chapter 13 and Discussion on Canvas</li> </ul>   |   |
| <b>Week 13</b><br><b>Nov 15 - 21</b>  | Political Institutions:<br>The Courts<br>Chap. 14 | <p>LO 14.1 Explain how judges in the American system decide cases and define stare decisis.</p> <p>LO 14.2 Define judicial review and explain the constitutional and judicial origins of this power.</p> <p>LO 14.4 Explain how judges are nominated and confirmed for the Supreme Court.</p> <p>LO 14.5 Compare the concepts of judicial activism and judicial restraint; link these concepts to the decisions of the Supreme Court in the last few decades.</p> <p>LO 14.6 Discuss the constitutional and political constraints on the Supreme Court.</p> <ul style="list-style-type: none"> <li>Quiz Chapter 14 and Discussion on Canvas</li> </ul> | <ul style="list-style-type: none"> <li>Chapter 14 Watch and Consider: The Judiciary</li> <li>Chapter 14 Reading: The Courts</li> <li>Chapter 14 Focus Activities: The Courts</li> <li>Chapter 14 Wrap It Up Quiz</li> </ul> |
| <b>Week 14</b><br><b>Nov 22 - 28</b><br><b>Thanksgiving Break</b><br><b>Nov 24 - 28</b> | Public Policy:                                    | <p>LO 15.1 Define public policy and describe policy-making process as it applies to American national government institutions.</p> <p>LO 15.2 Explain the principles underlying the American health-care system</p>  | <ul style="list-style-type: none"> <li>Chapter 15 Watch and Consider: Domestic Policy</li> <li>Chapter 15 Reading: Domestic Policy</li> <li>Chapter 15 Focus Activities: Domestic Policy</li> </ul>                         |

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|   | Domestic Policy<br><br>Chap. 15                       | <p>and the issues facing that system.</p> <p>LO 15.4 Analyze American energy policy and discuss how it encourages energy independence.</p> <p>LO 15.5 Describe the national policies for ending poverty in the United States and alleviating the issues caused by economic downturns.</p> <p>LO 15.6 Discuss the issues raised by immigration into the United States and the proposed reforms to the immigration system.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 15 and Discussion on Canvas</li> </ul> | Chapter 15 Wrap It Up Quiz  |
| <b>Week 15</b><br><br><b>Nov 29 - Dec 5</b> | Public Policy:<br><br>Economic Policy<br><br>Chap. 16 | <p>LO 16.1 Explain how the financial crisis that began in 2008 has affected a range of national and state policies and how it is having a long-term impact on the lives of citizens.</p> <p>LO 16.2 Define fiscal and monetary policy; explain the tools used by the institutions of the national government to shape economic policy.</p> <p>LO 16.3 Discuss the annual deficit and the total national debt; explain the impact of these two concepts on American life and policies.</p>                                 | <ul style="list-style-type: none"> <li>• Chapter 16 Watch and Consider: Economic Policy</li> <li>• Chapter 16 Reading: Economic Policy</li> <li>• Chapter 16 Focus Activities: Economic Policy</li> </ul> <p>Chapter 16 Wrap It Up Quiz</p> |

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|  |   | <p>LO 16.4 Compare progressive taxes and regressive taxes and explain the taxation systems used in the United States.</p> <p>LO 16.5 Define entitlement programs and describe how these programs are related to economic policies.</p> <p>LO 16.6 Describe the role of the Federal Reserve Bank and its Board of Governors in influencing the economy.</p> <p>LO 16.7 Discuss the impact of exports and imports on the American economy and how the World Trade Organization regulates trade.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 16 and Discussion on Canvas</li> </ul> |  |
| <p><b>Week 15</b></p> <p><b>Nov 29 - Dec 5</b></p> | <p>Foreign Policy and National Security</p> <p>Chap. 17</p> | <p>LO 17.1 Define foreign policy, diplomacy, and national security policy; explain how these policies shape the position of the United States in the world.</p> <p>LO 17.2 Explain the president's role in setting foreign policy and national security policy; compare those powers to the powers of the Congress.</p> <p>LO 17.3 Trace the evolution of United States foreign policy from isolationism to global leadership.</p>   | <ul style="list-style-type: none"> <li>• Chapter 17 Watch and Consider: Foreign Policy and Military Policy</li> <li>• Chapter 17 Reading: Foreign Policy and National Security</li> <li>• Chapter 17 Focus Activities: Foreign Policy and National Security</li> <li>• Chapter 17 Wrap It Up Quiz</li> </ul> |

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|  |   | <p>LO 17.4 Explain the origins of the war on terror and how it has influenced domestic policy and relations with other nations.</p> <p>LO 17.5 Discuss the security and diplomatic challenges facing the United States today.</p> <p>LO 17.6 Describe the current distribution of nuclear weapons in the world and the efforts to control further proliferation of these weapons.</p> <ul style="list-style-type: none"> <li>• Quiz Chapter 17</li> </ul>   |  |
| <p><b>Week 16</b></p> <p><b>Dec 6 - 12</b></p> | <p>State and Local Government</p> <p>Chap. 18</p> | <p>LO 18.1 Discuss the relationship of state laws and constitutions to the U.S. Constitution and federal law.</p> <p>LO 18.2 Discuss the relationship between governors and state legislatures and the powers associated with each.</p> <p>LO 18.3 Explain why counties, cities, and other units of local government are limited in their power and their autonomy.</p> <p>LO 18.4 Describe the most important sources of revenue for states and local governments and their biggest expenditures, and contrast these with those of the federal government.</p> | <ul style="list-style-type: none"> <li>• Chapter 18 Watch and Consider: State and Local Government</li> <li>• Chapter 18 Reading: State and Local Government</li> <li>• Chapter 18 Focus Activities: State and Local Government</li> <li>• Chapter 18 Wrap It Up Quiz</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Quiz Chapter 18 and Discussion on Canvas</li> </ul> |  |
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## Extra Credit Assignments

The availability of extra credit opportunities is at my discretion.

# VALENCIA COLLEGE POLICIES & GENERAL INFORMATION

## Important Valencia Website Links

- College Calendar: <http://valenciacollege.edu/calendar/>
- Important Dates & Deadlines: <https://valenciacollege.edu/academics/calendar/>
- College Catalog: <http://valenciacollege.edu/catalog/>
- Valencia Policy and Procedures: <http://valenciacollege.edu/generalcounsel/policy/>
- FERPA: <http://valenciacollege.edu/ferpa/>

## Important Course and College Dates

- August 23: Classes Begin for Full Term
- **September 6: College Closed for Labor Day**
- August 30: Drop/Refund Deadline (midnight)
- September 10: Change of Program Deadline
- **October 4 (week of): Mid-term Grades Reported for Full-Term Classes for Early Alert**
- October 29: Withdrawal Deadline
- **November 11: College Closed for Veterans Day**
- **November 24-28: College Closed for Thanksgiving Break**
- December 6-12: Final Exam Week
- December 12: Day and Evening Classes End
- December 14: Final Grades Viewable in Atlas
- **December 22-January 2: Closed Closed for Winter Break**

**NOTE:** Visit the following website for any changes to the current academic calendar year: <http://valenciacollege.edu/calendar/>



# Student Code of Conduct

Valencia College is dedicated not only to the advancement of knowledge and learning, but the development of responsible personal and social conduct. By enrolling at Valencia College, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct. The primary responsibility for managing the online environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of online learning for other students may be directed to Student Services. Violation of any Valencia rules may lead to disciplinary action up to and including expulsion from Valencia. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. You will find the Student Code of Conduct in the current *Valencia Student Handbook*.

## Academic Honesty

Each student is required to follow Valencia policy regarding academic honesty. All work submitted by students is expected to be the result of the student's individual thoughts, research, and self-expression, unless the assignment specifically states "group project." Any act of academic dishonesty will be handled in accordance with Valencia policy as set forth in the Student Handbook and Catalog. At Valencia, we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with policy 6Hx28: 8-11 upheld by the Vice President of Student Affairs (<http://valenciacollege.edu/generalcounsel/policy/>). Academic dishonesty includes, but is not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive.

## Plagiarism

Plagiarism is the act of taking another individual's writings or ideas and passing them off as your own. This includes directly copying even a small portion of the text, indirectly taking thoughts by paraphrasing ideas without correctly attributing to the source (meaning both with signal phrases and in-text parenthetical citations), using papers written in previous courses (self-plagiarism), and using another individual's research without the correct attribution. Any act of plagiarism or academic dishonesty will result in an automatic failing grade on the assignment, no matter how small the infraction; to clarify, this means the assignment will receive no points. Additional action may be taken with the college's administrative offices. Do not endanger your academic career: If there is a severe issue, you are confused about what constitutes plagiarism, or you feel dishonesty is your only solution, contact me immediately and we will discuss the matter. Remember, once the assignment has been submitted, there is no distinction between unintentional plagiarism and intentional plagiarism – it's just intentional in my eyes. Students' work will be submitted through Canvas's plagiarism assessment tool.

## Internet Research Statement

Because of the variety of sources, ease of publication, lack of central control, and proliferation of commercial information on the free Internet, it is often hard to tell if information obtained online is reliable. Many sites contain research and information of high quality; however, unlike traditional print publications or library-based electronic resources, there is usually no process of peer review, nor is there an editor verifying the accuracy of information presented on the Internet. There are an increasing number of sites containing information that may be incomplete, anonymously written, out-of-date, biased, fraudulent, or whose content may not be factual. Students should, therefore, use caution in use of the free Internet for their research needs. For academic topics that are addressed in scholarly literature, use of electronic databases or visiting the library may better meet your needs. However, each professor makes the final determination of what is, or is not, accepted as a valid source, so review the syllabus for specific guidelines from your professor.

## Students with Disabilities

Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with their professor, preferably during the first two weeks of class. <http://valenciacollege.edu/osd/>

Personal Policy: If you require any special accommodations for the course, do not hesitate to let me know. You have my permission to tape record anything in the course; any additional accommodations must go through the Office for Students with Disabilities (see below).

*From the Office for Students with Disabilities: Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. All requests will be kept in strict confidence.*

## Student Assistance Program

Valencia College is interested in making sure all of our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management, as well as relationship problems dealing with school, home, or work. BayCare Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is also available.

## Disclaimer

The syllabus, assignments, and due dates are subject to change at the discretion of the professor.

## **ADDITIONAL READINGS (supporting material)**

1. Is the United States of America a republic or a democracy?:  
[https://www.washingtonpost.com/news/volokh-conspiracy/wp/2015/05/13/is-the-united-states-of-america-a-republic-or-a-democracy/?utm\\_term=.36d4370cb196](https://www.washingtonpost.com/news/volokh-conspiracy/wp/2015/05/13/is-the-united-states-of-america-a-republic-or-a-democracy/?utm_term=.36d4370cb196)
2. What is federalism? The Economist. June 13, 2017. URL:  
<https://www.economist.com/blogs/economist-explains/2017/06/economist-explains-9>
3. Civil liberties keep Americans safe:  
<https://www.theatlantic.com/politics/archive/2016/06/terror-civil-liberties/487115/>
4. A look at U.S. public opinion in 2017: <http://www.pewresearch.org/essay/from-maga-to-metoo-a-look-at-u-s-public-opinion-in-2017/>
5. Few Americans see nation's political debate as 'respectful':  
<http://www.pewresearch.org/fact-tank/2018/05/01/few-americans-see-nations-political-debate-as-respectful/>
6. Democracy and government, the U.S. political system, elected officials and governmental institutions: <http://www.people-press.org/2018/04/26/1-democracy-and-government-the-u-s-political-system-elected-officials-and-governmental-institutions/>
7. Providing Context for the Midterm Election Results:  
<https://news.gallup.com/opinion/polling-matters/244661/providing-context-midterm-election-results.aspx>
8. We asked experts to grade Trump's first year as president. Here's what they said:  
[https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/19/we-asked-experts-to-grade-trumps-first-year-as-a-president-heres-what-they-said/?utm\\_term=.044f451d50f3](https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/19/we-asked-experts-to-grade-trumps-first-year-as-a-president-heres-what-they-said/?utm_term=.044f451d50f3)
9. Despite talk of 'trade war' with China, highest U.S. tariffs are on imports from other Asian countries: <http://www.pewresearch.org/fact-tank/2018/04/05/despite-talk-of-trade-war-with-china-highest-u-s-tariffs-are-on-imports-from-other-asian-countries/>
10. U.S. foreign policy experts are more pessimistic about democracy than their European counterparts: : <http://www.pewresearch.org/fact-tank/2018/04/13/u-s-foreign-policy-experts-are-more-pessimistic-about-democracy-than-their-european-counterparts/>
11. What's Ahead for US Supreme Court as It Starts New Term:  
<https://www.voanews.com/a/us-supreme-court-new-term/4592566.html>

**12. Trump Has Made U.S. Policy Much More Resistant To Immigration — Without The Wall:** <https://fivethirtyeight.com/features/trump-hasnt-needed-the-wall-to-remake-u-s-immigration-policy/>

**13. Who Benefits from Trump's Trade War?:** <https://www.project-syndicate.org/commentary/us-china-trade-diversion-costs-and-benefits-by-koichi-hamada-2018-12>

**14. Deconstructing Trump's foreign policy:** <https://www.brookings.edu/blog/order-from-chaos/2018/11/05/deconstructing-trumps-foreign-policy/>

**15. In Florida, Not All Politics Are Local, as Trump Shapes Governor's Race:** <https://www.nytimes.com/2018/07/30/us/politics/florida-governor-election.html>