

Course Information

Semester & Year:	Fall 2023
Course Title:	American National Government
Course Prefix & Number:	POS110
Section Number:	20766
Credit Hours:	3
Start Date:	8/21/2023
End Date:	10/13/2023
Room Number:	online
Meeting Days:	N/A
Meeting Times:	N/A

Course Format

The course format for this course is On Your Time Online.

Instructor Information

Instructor:	Nicholas Damask, PhD
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Phone:	480-423-6201
Office Location:	SB-117
Office Hours:	by appointment

Course Description

Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States.

Prerequisites

None.

Course Competencies

1. State the causes of the American Revolution.
2. Explain why the American Revolution is consistent with British constitutional values.
3. List the main weaknesses of the government of the United States that operated under the Articles of Confederation.
4. Identify three historians who interpreted the Philadelphia Constitutional Convention, and state briefly their main concepts or theories.
5. Identify the four major compromises agreed to by the participants at the Philadelphia Constitutional Convention.
6. Indicate the votes in the big four states for and against the adoption of the new constitution.
7. State the titles held by persons elected to leadership positions in both the U.S. House of Representatives and the U.S. Senate.
8. Trace the steps involved when a bill becomes a law in the U.S. Congress.
9. State the main aspects of the Congressional support staff and describe their general duties.
10. Identify constitutional duties of the chief executive officer of the United States, and indicate whether they make high, moderate, or low demands on the office.
11. Identify the five major support systems of the President of the United States.
12. List the major steps involved in the formation of the U.S. national budget from its beginning in the Office of Management and Budget to its final passage by Congress.
13. Describe the composition of a typical U.S. board or commission, and the general powers given to such a board or commission by congress.
14. Explain the process by which a person is nominated and appointed to serve on the U.S. Supreme Court bench.
15. Present the main points in the judicial review case, Marbury vs. Madison.
16. Describe the structure of the lower federal courts.

Texts and Course Materials

There is no textbook required. Readings will be provided as supplemental readings in pdf format that can be either viewed in Canvas or downloaded to the student's device.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of technologies used in this course.

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included in the [General Catalog & Student Handbook](#).

The course is an online course, divided into six modules (each with one or two topics), six quizzes (one per module), and a final exam.

Students are encouraged to contact me should you have any questions at all about the class – no question is “silly” or a bother for me to answer, and it’s likely that other students may have the same question as you, so please don’t hesitate to ask!

The entire course will be made accessible to students via Canvas at 12:01am on the start date – thereafter, the student may work at his/her own pace, completing the quizzes and the final exam by the class end date.

The course must be taken in the sequential order of modules. Students should first view each module's PowerPoint presentation(s), then complete the supplemental readings, watch the recorded mini-lecture, and only then attempt the related quiz.

Class reading material is comprised of:

1. Lectures delivered in the form of PowerPoint slides – the slides are both downloadable and viewable in Canvas and will remain accessible throughout the course.

2.) Supplemental readings in the form of pdf files and found within that topic's module in Canvas – the slides are both downloadable and viewable in Canvas and will remain accessible throughout the course.

Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Class Schedule

Module #1: Introduction & The Constitution and Federalism

Reading:

Federalist #15, by Alexander Hamilton

Video lecture #1: Introduction

Assignment: **Quiz #1**

Module #2: The Congress

Reading:

Federalist #62, by James Madison

Video lecture #2: The Congress

Assignment: **Quiz #2**

Module #3: The Presidency

Reading:

Federalist #70, by Alexander Hamilton

Video lecture #3: The Presidency

Assignment: **Quiz #3**

Module #4: The Courts

Reading:

Federalist #78, by Alexander Hamilton

Video lecture #4: The Courts

Assignment: **Quiz #4**

Module #5: The Political Parties

Reading:

“Farewell Address,” by George Washington

Video lecture #5: The Political Parties

Assignment: **Quiz #5**

Module #6: The Media and Politics

Reading:

Report on the Virginia Resolutions, by James Madison

Video lecture #6: The Media

Assignment: **Quiz #6**

Assignment: **FINAL EXAM**

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89.99%
C	70 – 79.99%
D	60 – 69.99%
F	0 – 59.99%

Response Time

Students can expect a response time of a few hours for the instructor to respond to messages sent via the Canvas Learning Management System or by email. Once students have completed their quizzes and the final exam they will immediately be able to see their grade for that assignment. Grades will be accessible throughout the length of the class

Attendance Policy

Students are not required to be online at any specific time.

Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly. Accelerated courses will require additional time per week.

Online Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [SCC Tutoring & Learning Centers](#) page for detailed information on the five learning center's hours and procedures.

As much as possible, it is highly recommended that you utilize SCC tutors since they are more familiar with SCC coursework, instructor expectations, and assignments; however, if you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. Brainfuse provides online tutoring in a variety of academic subjects. Each student may utilize up to 6 hours of online tutoring through Brainfuse per semester, and has the option of requesting additional time if needed.

To access Brainfuse and begin working with a tutor:

1. Visit the [SCC Online Tutoring Services Through Brainfuse](https://www.scottsdalecc.edu/students/tutoring/online-tutoring) page (https://www.scottsdalecc.edu/students/tutoring/online-tutoring)
2. Click the **Visit a tutor online** button
3. Enter your MEID and password
4. Choose your topic and subject
5. Click the **Connect** button

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real-time so whatever you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All Brainfuse sessions are recorded for review later.

Learning Tools and Your Privacy and Security

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a user name or password, and submit work and/or download information from these tools. Inherent with all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District [Student Conduct Code](#), such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the “First Steps” module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.