This interdisciplinary course focuses on politics, government, communication, government funding, data analysis (specifically voter targeting, social media, and polling), and advocacy (how individuals, businesses, and associations lobby government for their interests). We will focus on how decisions are made, how individuals can make a difference, and how important it is to know about: the process; how to communicate your thoughts and opinions; and how other fields interact with the political process (including the health industry, business, finance, etc.).

This course’s aim is to provide students with an interdisciplinary approach to politics, government, civic engagement, policy analysis, political communication, and advocacy.

During this course we will discuss our federal system, how politics work, how individuals make an impact on politics and the country, and how important data, effective communication, and media are to the process. We will also put our policy analysis, review, and advocacy skills into practice by simulating real-world situation via unique assignments [each student will place themselves in the role of congressional aide, campaign aide, and elected official (senator)].

**Course Goals:**

- To assist students in understanding the political system, including how both campaigns and governing work.
- To improve student knowledge and awareness of local, state and national politics.
- To help students acquire knowledge that will advance their understanding of the practical, and theoretical foundations of politics and governance.
- For students to understand, identify, and apply key skills required in the political process.
- How to effectively research and communicate your thoughts and opinions in the political process.
- To help students understand how their field of interest is impacted by the political process at all levels.

**Course Objectives:**

Upon completion of this course, students will develop the key skills listed below.

- Be able to evaluate and assess their commitment and aptitude in politics, American government and the political cycle.
- Develop their interest and skills in service, leadership, communication, analysis and organization.
• Develop essential learning elements and strategies for time management, preparation, writing, research, and other needed skills for success in professional schools and careers.
• Be able to apply their knowledge to solve problems that require logical reasoning.
• Have acquired habits of thought that will prepare them for politically active lives and careers.
• Understand the basic history, structure and impact of the political system and the American Government and its impact on all sectors and areas of society.
• Have developed skills to work collaboratively and in an interdisciplinary manner.

**GL Learning Outcomes for IDH 3034-5**

**Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

*Course Learning Outcome:* Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

**Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

*Course Learning Outcome:* Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

**Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

*Course Learning Outcome:* Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

**Course Communication and Canvas:** Highly recommended to check Canvas daily and read your e-mail regularly. I have spaced out assignments as best as possible in this condensed summer semester schedule. There is at least one assignment due each week. Please carefully review due dates.

**Course Materials:**

• All course readings will be available on Canvas, and sorted into weekly modules.
• Netflix or other video service will be required to watch the assigned TV shows or movies. Estimated cost of all episodes is $15 to purchase/rent or free with trials for streaming service.

**Grade Breakdown:**

| Pts. Out of 100 | Assessment |
Quizzes (25%)

Discussion Posts (25%)

Campaign Announcement Video (10%)

Political Leader Selection and Presentation (30%)

Participation (10%)

Any late submissions will lose 10% of the total points for that assignment for each day they are late.

Assignments Breakdown:

**Quizzes (25%)**: The material covered in each of these quizzes will come from the assigned readings, videos and module presentations. Each quiz will be between 10-15 questions, and you will have 90 seconds per question.

**Discussion Posts (25%)**: There will be discussion posts due during 4 weeks of the course. These posts will focus on questions requiring students to compare the assigned readings with the portrayal of politics, communications, government, elections, etc. in popular culture and the media, specifically movies or episodes of *The West Wing, Madame Secretary, Designated Survivor*, etc. The first post is due each Thursday by 11:59 p.m.

Discussion post rules:

1. Each student will post 1 unique post by Thursday of the assigned week. At least 150 words. *Students can elect to make a video of their initial module post.*
2. Students will engage with at least 1 other students comment by Sunday at 11:59 p.m.

Discussion Post Rubric:

- Full points will require a clear response to the prompt.
- The response should be proof-read, and use the assigned readings, materials posted exclusively for the discussion post (videos, episodes, articles, etc. (there will be deduction of points if the questions are not fully answered).
- If you decide to cite (not required), or are quoting directly, please include source and page number.

**Political Leader Selection (10%) and Presentation (20%)**: (30%) Students will select a political figure (preferably pre-2013) and analyze their leadership during a particular crisis, significant challenge, monumental event, etc. Please be creative and think big.

You will select a political figure (state, local or federal) and post your selection on the discussion board by **END OF MODULE 4**. You will write about the politician, the situation you selected, and how they handed it.
• Focus on how they used their powers (economic, military, “bull-pulpit,” etc. to manage the crisis.
• How did they communicate with their constituents, foreign countries, etc. How did they interact with other branches/areas of government?
• Select political figure, and submit for instructor approval by end of module 4.
• Presentation will be during Week 6.

Campaign Assignment Video (10%): Students will make a video announcing their candidacy for the selected position. This should be between 60 and 90 seconds. The video should introduce yourself, your platform, and why you should be elected. You can select the office you are running for.

Please select a position other than “POTUS.” Local, state and federal legislature all up for grabs. Instructor does not need to approve the selection.

Participation (10%): Participation and preparation to be measured by active involvement in class discussions via zoom. Students will be expected to participate in the live weekly live Zoom session. Students who cannot attend the zoom session live will be asked to write a reflection (350 words) on that week’s topic and zoom video to receive full participation credit.

• Zoom Sessions: a zoom session will be scheduled for each week.
• Live Zoom Session Time: Mondays 2-5pm

Summer A Schedule
Each module corresponds to the week of the semester. Readings, videos and other materials are linked in the weekly modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>0</td>
<td>Background Materials</td>
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<tr>
<td></td>
<td>Politics, Governing and the American System with a refresher on Federalism and Government Structures</td>
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<tr>
<td>1</td>
<td>Where do we come from? Political Thought and its Evolution.</td>
<td>Quiz 1 and Discussion Post due (Posts due on Thursday and by Sunday)</td>
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<tr>
<td></td>
<td>How does our system work?</td>
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<tr>
<td></td>
<td>Governing: Perception, Politics, and Power</td>
<td>Discussion Post</td>
</tr>
<tr>
<td>2</td>
<td>How the Federal Branches work together</td>
<td></td>
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<tr>
<td></td>
<td>The Federal and State Governments</td>
<td></td>
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</tbody>
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Communications, Polling, and Data

- How social media has changed the game
- Data and targeting
- Polling (its failures and successes)
- Websites and Social Media

Campaign Announcement Video Assignment Due

Political, Cultural and Economic Events

Political, Cultural and Economic Events 1952-2020

- The rise of sponsored research, “big” government, experts, and 24-hour media.

Discussion Post

Quiz

Political Leader Selection by Sunday

Modern Politics and Campaign 2020

- Tribalism
- Platforms

Power and “power” of each state.

Discussion Post

Political Leadership

- What is “leadership”?
- What are examples of leadership in the modern era?
- Do all ex-presidents become beloved?

Presentations to class via Zoom.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical
to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php. Please refer to the following documents for additional information:


Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. http://honors.fiu.edu/current-students/portfolio/

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. http://honors.fiu.edu/current-students/hearts/

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at
caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

The instructor reserves the right to change this syllabus. The instructor will provide students notice of any changes.