

**AMERICAN GOVERNMENT**  
**POLS 1100-071 (SHORT COURSE)**  
**THURS-SAT, JAN 2-4 & FRI-SAT, JAN 10-11, 2020**  
**8A.M. – 5:00P.M.**  
**UNIVERSITY OF UTAH, FALL 2019**

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**INSTRUCTOR** – Seth Wright, MPA, ABD

**EMAIL:** [sethwrightmpa@gmail.com](mailto:sethwrightmpa@gmail.com) or [swr10@utah.edu](mailto:swr10@utah.edu) (you can also contact me via Canvas, but I'm typically able to respond more quickly through my Gmail account, so, if you need an immediate response, Gmail is the best way to get ahold of me).

**PHONE NUMBER:** 801.683.9326

**LOCATION:** CAMPUS, GARDNER COMMONS 2560 & GARDNER COMMONS 2950

**CELL NUMBER:** 801.683.9326

**GIVEN THE COMPRESSED SCHEDULE FOR THIS COURSE, I WILL NOT HAVE SCHEDULED OFFICE HOURS. I WILL BE AVAILABLE FOR QUESTIONS EITHER BY EMAIL OR BEFORE/AFTER CLASS.**

**COURSE OVERVIEW**

THIS COURSE IS DESIGNED TO BE A BROAD SURVEY OF AMERICAN GOVERNMENT AND POLITICS. WE WILL EXPLORE THE IDEOLOGICAL AND CULTURAL FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM, THE INSTITUTIONS THAT MAKE UP OUR GOVERNMENT, AND FINALLY, HOW INDIVIDUALS, PARTIES AND INTEREST GROUPS INFLUENCE GOVERNMENT. YOU SHOULD EMERGE FROM THIS CLASS NOT ONLY WITH AN UNDERSTANDING OF HOW GOVERNMENT FUNCTIONS AND THE PROCESSES BY WHICH POLICY IS MADE, BUT ALSO WITH A MORE NUANCED OPINION OF THE AMERICAN POLITICAL SYSTEM.

## COURSE OBJECTIVES

By the end of the course, you should be able:

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| <ul style="list-style-type: none"><li>• To understand the nature, scope, and history of American Government and politics.</li></ul>  |
| <ul style="list-style-type: none"><li>• To understand the ideological and cultural foundations of the American political system, and the institutions that make up our government.</li></ul>   |
| <ul style="list-style-type: none"><li>• To understand how individuals, parties, and interest groups influence government.</li></ul>  |
| <ul style="list-style-type: none"><li>• To emerge from this class not only with an understanding of how government functions and the processes by which policy is made, but also with a more nuanced opinion of the American political system.</li></ul> |

## REQUIRED COURSE MATERIALS:

### TEXTBOOK:

James Morone and Rogan Kersh, *By the People: Debating American Government*,  
Third Edition<sup>1</sup> (ISBN# 978-1531101299)

\*\*\*\*\*This book is required and the primary text for this class.<sup>1</sup>\*\*\*\*\*

Some days may have supplemental readings, which have been made available on this syllabus via embedded links.

**COMPUTERS/LAPTOPS ARE REQUIRED, AS QUIZZES AND DISCUSSION  
POSTS WILL BE MADE DURING CLASS.**

## **ABOUT THIS INTENSIVE SHORT COURSE:**

Because this is an intensive, week long course, your ability to be self-motivated and participate will be critical to your ability to be successful in the class.

### **Accommodation Notice:**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any change will be announced in class and posted on CANVAS under Announcements.*

### **Teaching & Learning Methods:**

#### **Class Participation (10%):**

There is a daily “What do you think?” discussion post (or WDYT discussion post) that will be made on CANVAS, during class. Each day of the week, I will post WDYT questions from the text on CANVAS that relates to a section for the day’s reading. My intent with these prompts is to generate critical thought about course material.

When you post a WDYT post on CANVAS, you should try to use class material (if possible), current events (if possible), and inject your personal opinion. A high-quality mandatory posting will be at least two paragraphs in length (but need not necessarily be more than two paragraphs) and will contain a cogent argument which responds directly to the question asked and does not contain spelling or grammatical errors.

Active participation – whether through comments, listening, or note taking – is expected of all students. Civility and respect are essential to class discussions –

comments and critiques should be focused on the material, not the person.

Although I hope classroom discussion fosters a healthy and vigorous debate between students, I will request decorum if discussion is unreasonably derogatory towards another student. Otherwise, classroom discussion will be fair game. In short, don't refrain from engaging each other, but please make every effort to be respectful.

Students must attend all five days of class and arrive on time each day. **Failing to attend all five days will result in automatic failure.** Upon completion of the course, students who were on time and participated each day will receive a total of ten (10) points.

### **Daily Quizzes (40%):**

There are 4 quizzes that will be administered at the end of each of the first four days of class. Each quiz is open book and will be comprehensive of the day's readings and lecture and has up to 20 questions (multiple choice and several short answer questions) designed to test students' understanding of key concepts and definitions for a total of ten (20) possible points per quiz.

### **Pre & Over the break- Course Work (10%):**

There will be two "What do you think?" discussion posts (or WDYT discussion post) that will be made on CANVAS, one due prior to the start of the first day (8 am) of class on January 2<sup>nd</sup>, and the second due prior to the start of class (8am) on January 10<sup>th</sup> (over the short break). I will post WDYT questions from the text on CANVAS that relates to a section for the day's reading. My intent with these prompts is to generate critical thought about course material prior to the first day of class, and during the short break between intensive sessions.

When you post a WDYT post on CANVAS, you should try to use class material (if possible), current events (if possible), and inject your personal opinion. A high-quality mandatory posting will be at least two paragraphs in length (but need not necessarily be more than two paragraphs) and will contain a cogent argument which responds directly to the question asked and does not contain spelling or grammatical errors. Each post with worth a total of 5%, or 5 points, for a combined total of 10% of the overall grade.

### **Final Exam – Simulation & Written (40%):**

The final day of class will involve two components – the first will be a classroom simulation and the second will be a written exam. Both components of the final exam must be taken in order to receive any credit for the final exam. **That is to say, failing to engage in both components of the final exam will result in an automatic failure.**

#### **Component 1:**

The first component of the exam will be an in-class simulation designed to apply course concepts regarding how government functions and stimulate critical thought and reflection. This will take the majority of class time, and willingness to participate fully in this simulation is an absolute requirement for taking this course. More information regarding the in-class simulation will be given in-class on Friday, January 10<sup>th</sup>.

#### **Component 2:**

The second component, a written exam, will be comprehensive, drawing on material from lectures and readings covered over the course of the class. It will be administered at the end of class. The written exam will have up to 35 questions (multiple choice and several short answer questions) designed to test students' understanding of key concepts and definitions for a total of thirty-five (35) possible points. Many of the multiple-choice questions will be taken from the quizzes taken thus far. The short-answer questions will focus on your ability to apply the principles and concepts that you have learned. You will have two hours to complete the written exam once you start it. The written exam is open book and will include several extra credit questions. This being said, no collaboration is allowed on the written exam component.

**THERE IS NO MAKE-UP OPTION FOR CLASS PARTICIPATION, QUIZZES OR THE FINAL EXAM.**

## **Grading Policy (Evaluation Methods & Criteria):**

Grading is based on a standard point system, calculating final grades by dividing the number of points earned by the total number of points possible. This course is worth 100 points.

A	93-100%	B+	88-89%	C+	78-79%	D+	68-69%
A-	90-92%	B	83-87%	C	73-77%	D	63-67%
		B-	80-82%	C-	70-72%	D-	60-62%
						E	<60%

The course assignments and their value in terms of the final grade break down are as follows:

Class Participation:	10%
Quizzes:	40%
Final Exam:	50%

## **University Policies:**

**Academic Code of Integrity:** The University of Utah states that “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” See: <http://regulations.utah.edu/academics/6-400.php>

Disrupting class or discussions and/or threatening fellow students are forms of misconduct (academic or non-academic). Depending on the circumstances, cases of misconduct may also be prosecuted at the college-level and could result in a failing grade for the course or suspension for a second occurrence. If you have any questions regarding what constitutes academic misconduct, please talk with me.

**Communication:** Your official university email address and the course Canvas page will be used for important course-related communication. To avoid missing official information, please talk with me. It is your responsibility to make sure the instructor (Seth) has your correct email address.

**University Safety Statement:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request courtesy escort, call campus police at 801-585-COPS (2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu). In Sandy, please call the Sandy Police at 801-799-3000.

### **Addressing Sexual Misconduct:**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expressions) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

## **The Americans with Disabilities Act:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. ([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))

## **Canvas/Email Responses – Don't be too afraid to ask!**

### **Course Schedule:**

<b>Date</b>	<b>Learning Focus:</b>	<b>Readings:</b>	<b>Assignments Due:</b>
<b>DAY 1</b> Thursday, January 2 <sup>nd</sup> , 2020	Ideas and Rights, Part 1	By the People, Chapter 2: The Ideas that Shape America  By the People, Chapter 3: The Constitution  By the People, Chapter 4: Federalism  Federalist Paper #10: <a href="https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-10">https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-10</a>	Pre-Course WDYT post due by 8am  In-class WDYT Canvas Discussion post  Quiz #1

<p><b>DAY 2</b> Friday, January 3<sup>rd</sup>, 2020</p>	<p>Ideas and Rights, Part 2</p> <p>Political Behavior, Part 1</p>	<p>By the People, Chapter 5: Civil Liberties</p> <p>By the People, Chapter 6: Civil Rights</p> <p>By the People, Chapter 7: Public Opinion</p>	<p>In-class WDYT Canvas Discussion post</p> <p>Quiz #2</p>
<p><b>DAY 3</b> Saturday, January 4<sup>th</sup>, 2020</p>	<p>Political Behavior, Part 2</p>	<p>By the People, Chapter 8: Political Participation</p> <p>By the People, Chapter 10: Campaigns and Elections</p> <p>By the People, Chapter 11: Political Parties</p> <p>By the People, Chapter 12: Interest Groups</p>	<p>In-class WDYT Canvas Discussion post</p> <p>Quiz #3</p>

<p><b>DAY 4</b></p> <p>Friday, January 10<sup>th</sup>, 2020</p>	<p>Political Institutions</p>	<p>By the People, Chapter 13: Congress</p> <p>By the People, Chapter 14: The Presidency</p> <p>By the People, Chapter 15: The Bureaucracy</p> <p>By the People, Chapter 16: The Judicial Branch</p>	<p>Due: WDYT post by 8am (to be done over break)</p> <p>In-class WDYT Canvas Discussion post</p> <p>Quiz #4</p> <p>Also:</p> <p>Introduction to Final Exam In-class Simulation</p>
<p><b>DAY 5</b></p> <p>Saturday, January 11<sup>th</sup>, 2020</p>	<p>Final Exam!</p>	<p>Both components of the final exam must be taken in order to receive any credit for the final exam. <b>That is to say, failing to engage in both components of the final exam will result in an automatic failure.</b></p>	<p>*No In-class WDYT Canvas Discussion post*</p> <p>Component 1: In-Class Simulation</p> <p>Component 2: Written exam</p>