

**U.S. NATIONAL GOVERNMENT**  
**POLS 1100-5 (SHORT COURSE)**  
**JAN. 11-15, 2021**  
**MONDAY-FRIDAY, 8A.M. – 5:00P.M.**  
**UNIVERSITY OF UTAH, SPRING 2021**

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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: ONLINE

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.

***GIVEN THE INTENSIVE NATURE OF THIS COURSE, STUDENT WEB CAMERAS MUST REMAIN ON THROUGHOUT THE INSTRUCTION PERIOD EACH DAY TO VERIFY ATTENDANCE, AS ADJUSTMENTS CANNOT BE GRANTED TO ALLOW NON-ATTENDANCE. STUDENTS MUST ATTEND ALL FIVE DAYS WITH THEIR CAMERAS ON AND ENTER CLASS ON TIME EACH DAY. STUDENTS MUST ENSURE THEY HAVE COMPUTERS/LAPTOPS WITH WEBCAMS PRIOR TO THE START OF THE FIRST DAY OF CLASS, FULL STOP.***

***IT IS IMPORTANT TO NOTE THAT INTERNET ACCESS IS REQUIRED, AS GROUP PROJECTS, QUIZZES, CLASS DISCUSSIONS, EXAMS, AND DISCUSSION POSTS WILL BE MADE DURING THIS ENTIRELY IVC CLASS. **FAILING TO MEET THESE REQUIREMENTS WILL RESULT IN AUTOMATIC FAILURE.*****

## **COURSE OVERVIEW**

THIS COURSE IS DESIGNED TO BE AN INTRODUCTION TO AMERICAN GOVERNMENT, ITS HISTORICAL FOUNDATIONS, INSTITUTIONS AND POLITICAL PROCESSES. WE WILL EXAMINE HOW OUR POLITICAL SYSTEM WAS DESIGNED, HOW IT HAS CHANGED OVER TIME AND HOW PUBLIC OPINION, THE MEDIA AND THE "INFORMATION AGE" HAVE AFFECTED OUR GOVERNMENT INSTITUTIONS AND PUBLIC POLICY. WE WILL DISCUSS THE ROLE AND SCOPE OF GOVERNMENT AS IT WAS CONCEIVED BY THE FOUNDERS AND AS IT IS VIEWED TODAY. FINALLY, WE WILL EXAMINE CURRENT POLICY ISSUES, WEIGH THE COSTS AND BENEFITS OF ACTIONS AND ENGAGE IN THOUGHTFUL DISCUSSION OF CONTEMPORARY POLICIES AND ACTIONS WITH A VIEW TOWARD HOW THOSE ISSUES AND ACTIONS IMPACT THE CURRENT POLITICAL SCENE. TO ACHIEVE THESE OBJECTIVES, I HAVE CHOSEN A TEXTBOOK THAT FOCUSES ATTENTION ON THE ROLE OF CITIZENS AS KEY ACTORS IN THE DEMOCRATIC EXPERIMENT THAT WE CALL THE UNITED STATES OF AMERICA.

## **COURSE OBJECTIVES**

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

<ul style="list-style-type: none"><li>• Explain how government impacts your daily life;</li></ul>
<ul style="list-style-type: none"><li>• Recognize and evaluate the basic debates and issues in American government and American political history;</li></ul>
<ul style="list-style-type: none"><li>• Explain and critically assess the formal and informal political institutions and their respective roles in American politics;</li></ul>
<ul style="list-style-type: none"><li>• Identify and describe the key functions of the three branches of government;</li></ul>
<ul style="list-style-type: none"><li>• Assess the causes and consequences of different forms of political participation and outline the ways in which individuals and groups can affect political outcomes in the United States.</li></ul>

## **REQUIRED COURSE MATERIALS:**

### **TEXTBOOK:**

Christine Barbour; Gerald C. Wright, *AmGov: Long Story Short Interactive eBook*, First Edition (eText ISBN# 9781544364971, 1544364970) (Print ISBN: 9781544364995, 1544364997)

\*\*\*\*\*This book is required and the primary text for this class. \*\*\*\*\*

I have sought (and I believe identified) a textbook that suits all of our course-related needs: *AmGov: Long Story Short Interactive eBook*, 1st Edition. This textbook is organized into chapters, which will more or less encompass each week of our class. This textbook is available via Inclusive Access your Canvas page for Pols 1100-05. "Inclusive Access" means students purchase course materials as part of their tuition—at the lowest possible price. The digital course materials are all available on the first day of class, too.

**Here's how "Inclusive Access" works:** An email will go out to students prior to the first day of class with information on what Inclusive Access is and instructions on how to access their digital course materials. Students are then able to access the content through Canvas on the first day of class. The first two weeks of access to digital content are complimentary for students to utilize and explore. After the first two weeks, in order to retain access, simply do nothing; a charge will have been conveniently billed to your tuition account.

If the student decides they don't want instant access to the course materials they will have the option to OPT OUT and will be refunded accordingly. Students still need to pay for the course materials cost along with their tuition, but once they OPT OUT during the first two weeks of class they will receive a full refund of the course material cost. **They will then be responsible for obtaining their own course material/textbook for that course.**

### **Recommended resources for additional exploration**

The *AMGOV* student companion website: <http://edge.sagepub.com/amgov>

This site is a particularly good resource for review of course materials.

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

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

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

### **Important Notice:**

*Given the nature of this course, virtual attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.*

Please note that **that students must self-report if they test positive for COVID-19** via [utah.edu](http://utah.edu).

### **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 “Big Think” discussion post (or BTDP discussion post) that will be made on CANVAS, during class. Each day of the week, I will post BTDP 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.

**Each day, you will be required to make at least two postings: (1) an initial posting in response to questions I post; (2) a posting in response to the posting of another student.**

When you post a BTDP 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 will be at least 100 words in length (but need not exceed 200 words in length) 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 virtually attend all five days of class and arrive on time each day.

**Failing to attend online, with web cameras on, all five days will result in automatic failure.** Each day’s posting is worth up to 6 points – 3 points for the initial BTDP posting and 3 points to the responsive posting (in other words, you could receive less than 6 points if your postings do not conform to the criteria above).

Each post with worth a total of 5%, for a combined total of 10% of the overall grade.

### **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 true or false, video quiz, data analysis and/or several short answer questions) designed to test students' understanding of key concepts and definitions. Each quiz is worth a total of 10% of the overall grade.

### **Pre & Post - Course Work (10%):**

There will be two "Big Think" discussion posts (or BTDP discussion post) that will be made on CANVAS, one due prior to the start of the first day (8 am) of class, and the second due by 11:59 pm the Sunday after class ends. I will post BTDP questions from the text on CANVAS that relate to a section for the day's reading and/or activities. My intent with these prompts is to generate critical thought about course material prior to the first day of class, and after the course is completed.

**For both the pre and post BTDP course work, you will be required to make at least two postings: (1) an initial posting in response to questions I post; (2) a posting in response to the posting of another student.**

When you post a BTDP 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 100 words in length (but need not exceed 200 words in length) and will contain a cogent argument which responds directly to the question asked and does not contain spelling or grammatical errors.

A high-quality posting in response to another student's posting may be slightly shorter in length than the initial posting (but should be at least one full paragraph in length, or 4-5 sentences), and should still contain a cogent argument and correct spelling and grammar. It is not acceptable, in other words, to simply state that you agree with the student to whom you are responding.

Although I want to use this portion of the class to foster a healthy and vigorous debate between students, I reserve the right to delete any posting I choose. I will delete a posting if it is unreasonably derogatory towards another student. Otherwise, the posting board will be fair game. If I delete your posting, you will

not receive credit for it. In short, don't refrain from engaging each other, but please make every effort to be respectful.

Each day's posting is worth up to 6 points – 3 points for the initial BTDP posting and 3 points to the responsive posting (in other words, you could receive less than 6 points if your postings do not conform to the criteria above).

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 Thursday, January 14, 2021.

#### **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 25 questions (multiple choice and true or false, and several short answer questions) designed to test students' understanding of key concepts and definitions for a total of twenty-five (25) 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 & WDYT posts:	10%
Quizzes:	40%
Pre & Post Coursework:	10%
Final Exam:	40%

**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/))

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

## Course Schedule:

Date	Learning Focus:	Readings:	Assignments Due:
<p><b>DAY 1</b></p> <p>Monday, January 11<sup>th</sup>, 2021</p>	<p>Foundation of American government, including its history, critical concepts, and important documents and achievements.</p>	<p>Chapter 1: Politics &amp; Citizenship</p> <p>Chapter 2: The United States' Founding</p> <p>Chapter 3: Civil Liberties &amp; Civil Rights</p>	<p>Pre-Course BTDP post due by 8am</p> <p>In-class BTDP Canvas Discussion post</p> <p>Quiz #1</p>
<p><b>DAY 2</b></p> <p>Tuesday, January 12<sup>th</sup>, 2021</p>	<p>Explain the main institutions of American government, including their roles and interrelationships.</p>	<p>Chapter 4: The Legislative Branch</p> <p>Chapter 5: The Executive Branch</p> <p>Chapter 6: The Judicial Branch</p>	<p>In-class BTDP Canvas Discussion post</p> <p>Quiz #2</p>
<p><b>DAY 3</b></p> <p>Wednesday, January 13<sup>th</sup>, 2021</p>	<p>Political Behavior, Part 2</p>	<p>Chapter 7: Parties &amp; Interest Groups</p> <p>Chapter 8: Public Opinion, Campaigns, and Elections</p> <p>Chapter 9: Media &amp; Political Communication</p>	<p>In-class BTDP Canvas Discussion post</p> <p>Quiz #3</p>

<p><b>DAY 4</b></p> <p>Thursday, January 14<sup>th</sup>, 2021</p>	<p>Analyze the development and impact of important governmental policies. Understand Public Administration, and discuss major concepts introduced in the Federalist papers #10, #51 and #84.</p>	<p>Chapter 10: Domestic &amp; Foreign Policy</p> <p>Public Administration (my presentation)</p> <p>Federalist #10, #51 &amp; #84 (section 2.4 in e-textbook)</p> <p>Also:</p> <p>Introduction to Final Exam In-class Simulation</p>	<p>In-class BTDP Canvas Discussion post</p> <p>Quiz #4</p>
<p><b>DAY 5</b></p> <p>Friday, January 15<sup>th</sup>, 2021</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 BTDP Canvas Discussion post*</p> <p>Component 1: In-Class Simulation</p> <p>Component 2: Written exam</p> <p>Post-Course BTDP post due Jan. 17<sup>th</sup> by 11:59 pm</p>