

# AMERICAN NATIONAL GOVERNMENT

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POLS 1100; Fall 2023



Instructor: Jerry Stott  
Email: [jerry.stott@utah.edu](mailto:jerry.stott@utah.edu)  
Meeting: Monday – Friday, 8am – 4pm  
Credits: 3 credit hours

**A note on availability to students:** If something comes up, feel free to contact me at the email address above or through the “Inbox” feature in Canvas. Please use the subject **POLS 1100** when composing the email so I know it’s important enough to respond to.

## Course Description

This is an introductory course in the organization and structure of the U.S. national government and American politics. Each of you has experienced in American government, whether it be in other collegiate settings, high school, or arguments during family holidays. By contrast, in this class, we’ll be discussing theories of democracy and how American political systems fit into our understanding of public participation, representation, accountability, and reform. This course is one of the lower division options for a Political Science major or minor and fulfills one of the University’s American Institutions General Education Core Requirements.

## Course Objectives

Upon completing an American Institutions course a student shall demonstrate a reasonable understanding of:

- The significant political, economic, and social changes in American history
- The major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.
- The institutions and practices of the government provided for in the United States Constitution
- The basic workings and evolution of a market economy in the United States
- Be able to correctly identify the political institutions and processes of the government of the United States.
- Be able to defend a thesis in a written or oral format.

## Text

The required text for this course is:

1. Lowi, et al., *American Government: Power & Purpose*. 16<sup>th</sup> Brief Edition. New York: W.W. Norton, 2017. ISBN: 978-0-393-28377-8
  - a. If you can access the 14<sup>th</sup> or 15<sup>th</sup> editions, that would also work. Please let me know beforehand though, so I can help identify discrepancies in page number or updated information.

Students are expected to purchase this text and to remain current with the assigned readings. Class discussion is strongly encouraged, so please feel free to raise questions concerning the readings or current events in class.

## Grading

Grades for this course will be based on four criteria:

1. Quizzes (based on readings from the text and lecture)
  - a. Value
    - i. 10 quizzes, each covering the material, worth 10pts each.
    - ii. Overall, quizzes are worth 25% of your final grade.
  - b. Format
    - i. The quizzes are not comprehensive.
    - ii. Each quiz is made up of multiple-choice and true/false questions.
    - iii. Each quiz will have a time limit of 120 minutes.
  - c. Procedure
    - i. Each quiz must be taken at the scheduled time unless other arrangements are approved by the instructor.

- ii. Requests for make-up quizzes must be made **in writing (via email)** within seven calendar days before the first class meeting. The written request must include the reason for missing the quiz.
2. **Discussion** (based on readings from the text and/or other material TBD)
- a. Value
    - i. 10 discussions worth 10pts each.
    - ii. Overall, discussions are worth 25% of your final grade.
  - b. Format
    - i. Each day there will be a discussion topic relating to the readings. Participation in the discussion will result in full credit
  - c. Procedure
    - i. Discussions are your chance to get into the text and other concepts on a more intimate level than is possible in our lectures.
3. **Final Exam**
- a. Value
    - i. The final exam is worth 200pts.
    - ii. The final is worth 50% of your overall grade.
  - b. Format
    - i. The essay assignment will be submitted through the respective Canvas module.
    - ii. Similar to the essays, responses should be properly cited where necessary.
  - c. Procedure
    - i. This is an essay format, with questions offering you the ability to showcase course material, readings, and concepts that we have covered this semester.

<b>Course Grading at a Glance</b>		
<b>Gradable Items</b>	<b>Assignment Point Value</b>	<b>Total Point Value for Item</b>
<b>10 Quizzes</b>	10 pts.	100
<b>10 Discussions</b>	10 pts.	100
<b>Final Exam</b>	200 pts.	200
<b>Total Points Possible</b>		<b>400</b>

## Reading Schedule

Before Our First Meeting	<i>Chapter 1: Making Sense of Government</i> <i>Chapter 2: The Founding</i>
Day 1	<i>Chapter 3: Federalism</i> <i>Chapter 4: Civil Liberties and Rights</i>
Day 2	<i>Chapter 5: Congress</i> <i>Chapter 6: Presidency</i>
Day 3	<i>Chapter 7: Bureaucracy</i> <i>Chapter 8: Courts</i>
Day 4	<i>Chapter 9: Public Opinion</i> <i>Chapter 10: Elections</i>
Day 5	<i>Chapter 11: Political Parties</i> <i>Chapter 12: Interest Groups</i>

### Academic Misconduct

All quotes must be cited as such and include a clear reference to the work from which they were drawn; they will otherwise be treated as plagiarism. All use of materials other than course materials must be accompanied by full citations. All work in this course is assigned as individual work; working as groups or teams is strongly discouraged (and may be treated as cheating), as is all but the most casual assistance from others; this includes parents, spouses and other family members. Any form of academic dishonesty will result in a failing grade for the course and other disciplinary action, up to expulsion from the University.

### Americans with Disabilities Act Notice

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.

Persons with disabilities requiring special accommodations to meet the expectations of this course should provide reasonable prior notice to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements. Written material in this course can be made available in alternative format with prior notification.

### Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at (801) 585-2677. 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 [safety.utah.edu](http://safety.utah.edu).

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) 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**

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. For helpful resources, contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) (<http://www.wellness.utah.edu>) or 801-581-7776.

### **Veterans Support Center**

The Veterans Support Center is a "one stop shop" for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at: <http://veteranscenter.utah.edu> (<http://veteranscenter.utah.edu>)

### **LGBT Resource Center**

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu> (<http://lgbt.utah.edu>).

### **Diversity and Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the

diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Preferred Name and Personal Pronouns**

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center ([https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)).

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include:

Writing Center: <http://writingcenter.utah.edu> (<http://writingcenter.utah.edu>)

Writing Program: <http://writing-program.utah.edu> (<http://writing-program.utah.edu>)

English Language Institute: <http://continue.utah.edu/eli> (<http://continue.utah.edu/eli>)

### **Safety**

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### **Syllabus Changes**

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 changes will be announced in class and posted on Canvas under Announcements.