



## **POLS 1100-70 U.S. National Government**

Summer "Mini-Mester" 2024

Tuesday and Thursday, 8:00am-5:00pm, 5/14/24-5/30/24, Sandy Center  
(Tuesdays online, Thursdays in person)

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**Office Location:** Sandy U of U

### **Required Materials**

There is no required textbook for this course. We will instead be reading directly from original documents (the Declaration of Independence, the U.S. Constitution, the Bill of Rights and its subsequent constitutional amendments) and accessing government information directly from [www.congress.gov](http://www.congress.gov), [www.whitehouse.gov](http://www.whitehouse.gov), and [www.supremecourt.gov](http://www.supremecourt.gov). You will also need access to the New York Times. The University provides free access to the Times. Please follow these steps to activate your University of Utah New York Times account (if you don't already have one):

1. Navigate to [accessNYT.com](http://accessNYT.com) and enter "University of Utah" into the search box when prompted.
2. Click on the *CREATE ACCOUNT* button using your current "utah.edu" email address (*University of Utah email address is required*).
3. You will then receive an email from *New York Times* with instructions on completing the registration. Follow the instructions as given.
4. When you see the **Start Your Access** screen, the expiration\* time and date of your pass will appear. Create a reminder on your calendar as access is good for 52 weeks (or 364 days from account activation).
5. Go to [nytimes.com](http://nytimes.com) and enjoy access from any location by logging into your account (upper right corner of the page).

### **Course Description**

The University of Utah requires this course to ensure that all students are well-informed and responsible citizens. The course is 3 credit hours. There are no prerequisite courses. It fulfills the American Institutions (AI) requirement.

### **Course Outcomes**

This class will help you understand our nation's founding documents, including the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. It will help you understand the roles and powers of the three branches of government. It will explore the critical issues of Civil Liberties and Civil Rights. It will then explore three major areas of public policy: domestic, economic and foreign and culminate with a discussion of elections and public opinion.

I'm passionate about this material and also about your individual success. My personal goal is not just to teach the mechanics of American government but also to inspire participation in our community, state and nation.

By the end of this course, you will be able to:

- Understand the origins of American governance.
- Summarize the various articles of the U.S. Constitution and what they address.
- Analyze the powers of the three branches of government as well as their overlapping “checks and balances.”
- Comprehend the evolution of the Constitution as demonstrated by constitutional amendments (including the Bill of Rights) and case law.
- Consider the freedoms, challenges and aspirations of Civil Liberties and Civil Rights.
- Explore the issues encased in social policy, economic policy and foreign policy.
- Understand the structure and operation of elections in the nation.
- Critically consider the study of “public opinion.”

### **Teaching and Learning Methods**

Because this “mini-mester” course lasts only three weeks, we must use our time strategically. Our in-person days will be dedicated to interactive discussions of topics such as the U.S. Constitution, State & Local Government, Civil Liberties, Civil Rights, and political parties. Online lectures will provide in-depth coverage of the three branches of government (Legislative, Executive, and Judicial), elections, public opinion, social policy, economic policy, and foreign policy.

I am committed to a free and respectful exchange of ideas. Policy discussions involving people with diverse backgrounds, needs, and priorities are inherently challenging. We will actively explore options but not seek to reach conclusions; reaching decisions on public policy is a private endeavor.

Our goal is the increase understanding. You will be graded upon your understanding of the structure and operation of the U.S. government, not upon your opinions.

### **University Policies**

1. ***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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
  - Given the nature of this course, attendance is required on May 16<sup>th</sup>, May 23<sup>rd</sup>, and May 30<sup>th</sup>. 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

2. ***University 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-COPS (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 [safeu.utah.edu](http://safeu.utah.edu).
3. ***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).
4. ***University of Utah's COVID-19 Guidelines.*** The COVID-19 guidelines for the University of Utah are adapted often due to the ever-changing status of the pandemic. For the most up-to-date information regarding the campus guidelines, visit <https://coronavirus.utah.edu>.
5. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [www.dream.utah.edu](http://www.dream.utah.edu).
6. ***Drop/Withdrawal Policies.*** Because this is an abbreviated semester, please be aware that you do not have two weeks to drop the course (as you would during a traditional semester). For all deadlines related to first session classes, see the U's Academic Calendar.

**7. Student Code & Accommodation Policy**

- a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
- b. Accommodation Policy (see Section Q):  
<http://regulations.utah.edu/academics/6-100.php>

- 8. Student Mental Health Resources.** Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased. If you need help, reach out for [campus mental health resources](#), including counseling, trainings and other support. You may also wish to consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.
- 9. Diverse Student Support.** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

For programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities, please visit [www.trio.utah.edu](http://www.trio.utah.edu).

For programs that increase American Indian student visibility and success on campus, please visit the American Indian Resource Center at [diversity.utah.edu/centers/airc](http://diversity.utah.edu/centers/airc).

The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, please visit [diversity.utah.edu/centers/bcc](http://diversity.utah.edu/centers/bcc).

For information related to the availability, affordability and quality of child care for University students, faculty and staff please visit the Center for Childcare and Family Resources at [childcare.utah.edu](http://childcare.utah.edu).

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment. For more information, please visit the Center for Disability Services at [disability.utah.edu](http://disability.utah.edu)

The Center for Equity and Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color. For more information, please visit [diversity.utah.edu/centers/CESB/](http://diversity.utah.edu/centers/CESB/).

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. For more

information, contact the Writing Center at [writingcenter.utah.edu](http://writingcenter.utah.edu) and the English Language Institute at [continue.utah.edu/eli](http://continue.utah.edu/eli).

For information regarding programs and support for people with a queer range of [a]gender and [a]sexual experiences, please visit the LGBTQ+ Resource Center at [lgbt.utah.edu](http://lgbt.utah.edu).

For programs that support the individual and academic success of veterans, service members, and their family members who attend the university, please visit the Veterans Support Center at [veteranscenter.utah.edu](http://veteranscenter.utah.edu)

For educational and support services for women, please visit the Women's Resource Center at [womenscenter.utah.edu](http://womenscenter.utah.edu)

To report instances of bias in the classroom, please contact the Office for Inclusive Excellence at [inclusive-excellence.utah.edu](http://inclusive-excellence.utah.edu). Bias is defined as follows: *Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.*

To learn more about some of the other resource groups available at the U, please visit [getinvolved.utah.edu/](http://getinvolved.utah.edu/) and [studentsuccess.utah.edu/resources/student-support](http://studentsuccess.utah.edu/resources/student-support)

## Course Policies

***Attendance:*** Attendance is mandatory on three days: May 16<sup>th</sup>, May 23<sup>rd</sup>, and May 30<sup>th</sup>. The online videos may be watched on the Tuesdays allocated for our class, or they may be watched at any other time that may be convenient for you.

***Participation:*** Active participation in our class discussions is encouraged, but not graded. You will be graded upon individual assignments and the class Final.

***Food & Drink:*** We will follow food/drink policies set by the Sandy Center. We will have an hour lunch plus regular breaks on Thursdays.

***Canvas:*** All class materials will be available on Canvas. All assignments will be submitted through Canvas.

***Assignments:*** Assignments (both pre-work and during class) are each worth 4% of your grade. Together they constitute 52% of your grade.

***Assignments will be due by midnight on the Sunday of the week they are assigned.*** For example, the assignments from May 14<sup>th</sup> and 16<sup>th</sup> are due no later than midnight on

Sunday, May 19<sup>th</sup>. Hopefully that will give you a great deal of flexibility but also ensure that you make regular, rapid progress on the course.

The final exam will be held on **Thursday, May 30<sup>th</sup>, 3:00-5:00 at the Sandy Center**. It will be short answer/essay format. I know that this is a challenging format, but it gives me the best sense of how well you understand the material. To help you prepare for the final, I will provide a study guide on May 23<sup>rd</sup>. No books/notes will be allowed during the exam. It is worth 48% of your grade.

### Course Schedule & Assignments

<b>Date:</b>	<b>Topic:</b>	<b>Assignment:</b>
<i>Tuesday, April 23<sup>rd</sup></i>	<i>PRE-WORK</i>	<ul style="list-style-type: none"> <li>■ 6-question Pew Research Quiz, class poll, review of Pew Research Poll results.</li> </ul>
<i>Tuesday, April 29<sup>th</sup></i>	<i>PRE-WORK</i>	<ul style="list-style-type: none"> <li>■ Read two assigned passages regarding the American Revolution. What surprised you? What can we learn from this era? Are there any echoes of Revolutionary-era challenges that are still pertinent now?</li> </ul>
<i>Tuesday, May 7<sup>th</sup></i>	<i>PRE-WORK</i>	<ul style="list-style-type: none"> <li>■ Read three assigned stories from the New York Times. Consider the issues being discussed and tell me which BRANCHES of government are/could be/should be involved</li> </ul>
Tues., May 14 <sup>th</sup> ONLINE	Welcome Video Legislative Branch Executive Branch Judicial Branch	<ul style="list-style-type: none"> <li>■ Assignment based on Congress.gov</li> <li>■ Assignment based on whitehouse.gov</li> <li>■ Assignment based on Supremecourt.gov</li> </ul>
Thurs., May 16 <sup>th</sup> IN PERSON	Historical overview Forms of Government U.S. Constitution State & Local Gov't	<ul style="list-style-type: none"> <li>■ Summarize constitution cases that we discussed in class.</li> </ul>
Tues., May 21 <sup>st</sup> ONLINE	Social Policy Economic Policy Foreign Policy	<ul style="list-style-type: none"> <li>■ Assignment based on the NYTimes "The Daily" broadcast from March 16, 2022: "Inflation Lessons from the 1970s"</li> <li>■ Assignment based on foreign policy regarding Ukraine and Russia</li> </ul>
Thurs., May 23 <sup>rd</sup> IN PERSON	Civil Liberties Civil Rights	<ul style="list-style-type: none"> <li>■ Choose 3 cases. Summarize. Why are they important to you?</li> </ul>

Tues., May 28 <sup>th</sup> ONLINE	Elections Public Opinion	<ul style="list-style-type: none"> <li>■ Assignment based on the Electoral College.</li> <li>■ Assignment based on Public Opinion.</li> </ul>
Thurs., May 30 <sup>th</sup> IN PERSON	News Media Political Parties Interest Groups  ----(break)----  Final Exam	NOTE: <i>The final will be short answer/essay format. No notes will be allowed.</i>

### **Grading Policy**

Grading will follow a standard grading scale (93-100 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, etc.). I commit to grading your work within 3 days of receiving it.

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