

POLITICAL SCIENCE 110  
INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS  
Professor Kelly D. Patterson  
Fall 2008

**Instructor Information:**

Class Instruction: MWF 11:00-11:50 a.m. 250 SWKT  
Office: 1134 SWKT  
Phone : 422-4985  
Email: Kelly\_Patterson@byu.edu  
Hours: Monday and Friday 2:00 p.m. to 3:00 p.m. and by appointment.

**Teaching Assistants:**

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All T.A. office hours will be held in the TA office on the 9<sup>th</sup> floor of the SWKT and will be posted on Blackboard.

The teaching assistants are here to help you succeed in the course. The course will not have lab sections. However, each teaching assistant is responsible for tracking your progress and effort in the course. You must meet with your teaching assistant at least once during the semester, preferably after your first midterm, to discuss your performance and to get to know the teaching assistant. The teaching assistants will hold regular office hours for your convenience. I urge you to make use of these individuals as you prepare for your papers and examinations. It would be best if you met with the teaching assistant assigned to monitor your progress, but you should feel free to meet with me or any of the teaching assistants whenever you need help. You should treat them with courtesy and respect at all times. Please respect their office hours and their personal lives.

**Course Overview:**

This is a course for students interested in American government and politics. It is not restricted to political science majors and there are no prerequisites. During the course, we shall discuss many facets of the American political system, various aspects of political life, and political science as a way of thinking. The course begins by reviewing important elements in the founding of the American political system and by comparing these elements to the French experience. The comparison should provide perspective on unique attributes of American history and politics. The course will then systematically cover such major institutions and processes of American government as the Presidency, Congress, Courts, Public Opinion, Elections, and the Bureaucracy. The lectures and class discussions will be parallel to, but generally not repetitions of, the readings. Special attention will be given to the U.S. Constitution, the founding period, and the singularity of the American experience. I expect students to come to class prepared to follow the lecture and topic for that particular date.

On those days when a particular chapter for reading is listed twice, I would urge you to come to the first class having completed the reading. You can then review the chapter for the second day of discussion on that chapter. You will find this preparation will help you immensely in the course.

Since political life is an exercise in public morality on the grandest scale, this course also seeks to orient the student to the normative issues of public policy by recourse to religious thinking. In order to encourage integration of religious commitments with the themes and problems of American politics, three lectures will be given over the course of the semester which attempt to synthesize gospel principles and the more 'secular' topics addressed in class. By providing a forum where individuals may discuss ways of applying the gospel to political questions, it is hoped that students will seek to more fully harmonize their intellectual and spiritual lives. I hope that the effort will promote both increased scholastic rigor and deepened faith.

### **Course Objectives**

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. If you are interested in learning what the expected student outcomes for the programs in this department and college are, you may go to <<http://learningoutcomes.byu.edu>> and click on the College of Family, Home and Social Sciences and then Political Science department. The College welcomes feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <[FHSS@byu.edu](mailto:FHSS@byu.edu)>.

I have identified the following objectives for this course and the activities designed to achieve them:

- 1.) Students will be able to identify the major principles that the Founding Fathers considered and debated. (Lectures and Texts)
- 2.) Students will be able to recognize American democratic principles and compare them to those in France. (Lectures and Texts)
- 3.) Students will be able to recognize the extent to which each these democratic principles is manifest in the major institutions of American government. (Classroom activities such as quizzes and in-class writing)
- 4.) Students will be able to analyze current events in American politics using concepts developed by the Framers. (Classroom activities such as one-minute writing exercises)
- 5.) Students will be able to identify major concepts in the study of American politics. (Multiple-choice quizzes and examinations)
- 6.) Students will be able to write an essay using theoretical concepts used in political science and history. (There will be one 5-page essay.)
- 7.) Students will begin to consider how their religious commitments might inform their political inquiries. (supplemental readings, lectures, and classroom discussion)

## Course Assignments

- 1.) One medium-length paper (5 pages, topic assigned—objectives 4 & 6)
- 2.) Two midterm examinations (Multiple choice—objectives 1-5)
- 3.) Final examination (Multiple choice —objectives 4-5)
- 4.) Quizzes and in-class essays (objectives 5-7)

## Texts and Other Assigned Materials

The following four items are required and available in the BYU Bookstore

Magleby, David, B., David M. O'Brien, Paul C. Light, J.W. Peltason, and Thomas E. Cronin. *Government by the People*, Basic 22<sup>nd</sup> ed. (Englewood Cliffs, N.J.: Prentice Hall, 2008)

Dunn, Susan. *Sister Revolutions: French Lightning, American Light* (New York: Faber and Faber, 2000) (Paperback)

Ellis, Joseph. *Founding Brothers: The Revolutionary Generation*. (New York: Vintage, 2002) (Paperback)

Lewis, Anthony. *Gideon's Trumpet*. (New York: Vintage, 1964).

## Special Readings on Blackboard

The additional reading, organized into three lectures, will be placed on Blackboard.

- (i) Lecture #1, On Scholarship and Discipleship
- (ii) Lecture #2, Religious Dimensions of the Founding and Constitution;
- (iii) Lecture #3, Religion in Public Life

## Course Requirements and Grading

<b>Assignment</b>	<b>Weight</b>
Midterms	40% (20% each)
Essay	30%
Final Examination	25%
Attendance, Quizzes, and in-class Writing	5%
Total	100%

There will be two midterm examinations held in the Testing Center and a final examination. The midterm exams will count 40% of the grade, and the final examination will count 25% of the final grade. Examinations will contain only multiple-choice questions. Allow yourself sufficient time to take each examination. I will **not** accommodate students who are too late to receive an exam or unable to finish an exam. No exams will be given out less than one hour prior to closing time. All exams will be picked up 15 minutes prior to closing time. If circumstances beyond your control make it impossible for you to take the exam during the scheduled examination period, contact me at ext. 2-4985 *before* the exam period has ended (as early as possible). Students who do not make prior arrangements should expect severe penalties. The final examination will be comprehensive. The final examination will also be placed in the Testing Center and will be available for the entire final exam schedule.

***Please do not ask to take the final examination early. It is against university policy to give final examinations outside of the scheduled final examination period. Do not make any plans that interfere with the final exam schedule. Please do not ask for exceptions. I am not authorized to grant them.***

There will also be in-class writing assignments, occasional quizzes, and various other assignments to help stimulate thought and reading about American politics. These will occur during class. I will also frequently take attendance in class. The points you receive for the in-class writing, quizzes, and attendance will be summed and factored into your final grade. I will drop a total of two of these quizzes, assignments, or attendance marks during the semester. If you miss a quiz, get a wrong answer, or are unable to attend class, you will have a cushion. However, please do not ask to make up in-class assignments, quizzes, or attendance. If you miss any of these responsibilities, you must simply count them against the two that will be dropped. Plan your semester wisely.

Roughly one-third of the course grade is based on an essay you will write. Instructions for this essay appear below.

### **Guidelines for the Essay:**

#### **Paper Topic:**

An ancient problem with which the Founders dealt was how to make a democracy stable. What factors or features do you see in the 2008 presidential election that produce or undermine the stability of the American political system? Can you identify specific traits or practices in the American electoral system that may contribute or compromise its stability?

#### **Preparation and Requirements:**

While reading *Founding Brothers*, *Sister Revolutions* and *Government By The People*, I would like you to contemplate the extent to which the current practices of the American political system helps to produce stability. I want you to use the 2008 presidential election as a case study. Pay close attention to the rhetoric, the rules, and the kinds of candidates in this election. We will discuss many of these factors during the semester. I want you to contemplate how the practice of democracy may or may not produce stability. Use specific examples you read in papers or see on television or read on the internet. Your essay should integrate what you observe about the campaign and link it to the principles discussed in our textbooks.

You will need to do some outside research for your paper by paying attention the presidential election. However, you should have access to all of the principles you need to write a coherent and thoughtful essay from the textbooks. Remember that you will need to cite correctly whatever material you use, even if it is material from the texts we use.

The length of the essay is limited strictly to five pages of text (not including title page and works-cited page). It must be double-spaced with one-inch margins. Please use a 12 point font.

You will also notice on the syllabus that you have ample opportunity to revise and update your essay. You are encouraged to integrate more material into your essay as your factual and conceptual knowledge of the topic grows or as your thinking about the topic changes. You may revise your essay

and turn it in as many as two more times. The first draft is due October 13<sup>th</sup>. If you are satisfied with your grade and essay, then you do not need to turn in another draft. A person who decides to turn in another draft can receive an improvement in the grade of up to 10 points. In other words, if you submit your first essay and it receives a 75 out of 100 points, you could revise the essay and receive up to an 85 on the second essay. If you decide to revise the essay a third time, you could receive up to a 95. *You are not required to revise the essay.* The grade on the last draft you submit will be your final grade for the essay. Also, a revision does not guarantee an increase in 10 points. Your grade could increase 10 points, stay roughly the same, or even decline if mistakes are made. Grades on subsequent revisions depend on the quality of the essay. You are also required to submit your previous draft along with the new draft. Finally, you must submit a first draft in order to submit a second draft. You must submit a second draft in order to submit a third draft. A person who does not hand in a paper on the date specified will not be able to hand in a later draft. For example, a person who does not hand in a first or second draft will not be allowed to hand in a paper on the date that the third draft is due.

### *Essay Due Dates*

1<sup>st</sup> due date: October 13

2<sup>nd</sup> due date: November 19

Final due date: December 10

### **Organizational Guidelines:**

This topic lends itself easily to a standard format for you to follow.

First, the introductory paragraph should introduce the topic and end with a thesis statement (e.g. “Conditions x, y, and z lead to the creation of stable democracies.”).

Second, subsequent paragraphs should fully develop each reason completely and clearly.

These paragraphs should include thoughtful analyses and insights. They should also include relevant evidence and examples.

Third, the paragraphs should connect to each other in a logical fashion. The essay must contain clear transitions from one idea to the next.

Fourth, the essay must contain a summary paragraph and conclusion. This paragraph restates the thesis and summarizes the pertinent evidence.

### **Theoretical Guidelines:**

As you read the assignments for this class, you will encounter ideas about democracies and how they emerge. You will read about how the practices are designed to manage political conflict. To help you prepare for writing about this topic, you should pay particular attention to the following types of analyses:

Historical analysis: What kinds of tensions exist between democracy and stability? What are the sources of these tensions? Have these tensions changed over time or are they natural? What specific rules and practices have been devised to manage conflict?

Conceptual analysis: What do you mean by a democracy? What factors must a government possess for it to earn the label “democratic?” What do you mean by “stable?” What conditions make it possible for us to recognize stability when we see it?

**Grading Criteria:**

The following criteria will be used in grading the essay:

<p>Title Page and Opening Paragraph: A complete (title, name, date, course, and draft #) and neat title page. The opening paragraph must contain an introduction to the topic and end with an identifiable thesis statement.</p>	<p>0-10 points</p>
<p>Evidentiary paragraphs: These paragraphs must contain thoughtful and correct analysis of the historical conditions surrounding the electoral practices, particularly those in the 2008 presidential election. The paragraphs must be linked in a coherent and logical fashion using clear transitions. Each paragraph should develop one reason for accepting your thesis statement and should contain evidence to support this reason. Your essay will be more coherent if you focus on one reason and the supporting evidence in just one paragraph.</p>	<p>0-25 points</p>
<p>Grammar, Syntax, Spelling: Paper well-organized with <b>few</b> (three or four) or <b>no</b> errors in sentence structure, spelling and mechanics.*</p>	<p>0-30 points * You cannot lose more than 25 points for this portion of the assignment. However, you can lose this much each time you submit a draft.</p>
<p>Content: Offers unique arguments or evidence that most others missed or misunderstood. You must consider recent examples from American politics or pertinent examples from other materials to bolster your argument</p>	<p>0-15 points</p>
<p>Concluding Paragraph: This paragraph summarizes the main argument clearly and succinctly. It also provides an indication of other areas of research or investigation if you were writing another essay or speculation about the future.</p>	<p>0-10 points</p>

Reference Page: Complete and informative reference page. You must cite any outside sources and arguments derived from somebody else. When you do, you need to include citations and a reference page. In-text citation styles are preferred for this paper, but you can use any style that you may have learned.	0-10 points
Total	100 points

### **Lecture Schedule and Reading Assignments**

<b>Date</b>	<b>Assignment</b>	<b>Special Instructions</b>
<b>September 3</b>	<b>Scholarship and Discipleship</b>	<b>Readings Available on Blackboard</b>
<b>5</b>	<b>Ellis, Preface, Dunn Ch. 1 The Declaration of Independence in Magleby Appendix</b>	
<b>8</b>	<b>Magleby Ch 1 and Federalist #10 in Magleby Appendix</b>	
<b>10</b>	<b>Dunn, Ch. 2</b>	
<b>12</b>	<b>Magleby, Ch. 2 and Federalist #51 in Magleby Appendix</b>	
<b>15</b>	<b>Dunn, Ch. 3,</b>	
<b>17</b>	<b>Ellis, Chs. 1 &amp; 2</b>	
<b>19</b>	<b>Dunn, Ch. 4</b>	
<b>22</b>	<b>Ellis, Ch. 4</b>	
<b>24</b>	<b>Dunn, Ch. 5 and Appendix</b>	
<b>26</b>	<b>Ellis, Ch. 3</b>	
<b>29</b>	<b>Midterm #1—No Class</b>	<b>Test Available in Testing Center</b>
<b>October 1</b>	<b>Dunn, Chs. 6 &amp; 7</b>	
<b>3</b>	<b>Ellis, Chs. 5 &amp; 6</b>	
<b>6</b>	<b>Religious Dimensions of the Founding and Constitution</b>	<b>Readings Available on Blackboard</b>
<b>8</b>	<b>Magleby, Ch. 3</b>	
<b>10</b>	<b>Magleby, Ch. 3</b>	
<b>13</b>	<b>Magleby, Ch. 4</b>	<b>*1<sup>st</sup> Draft of Paper Due in 745 SWKT by 5:00 p.m.</b>
<b>15</b>	<b>Magleby, Ch. 5</b>	
<b>17</b>	<b>Magleby, Ch. 6</b>	
<b>20</b>	<b>Magleby, Ch. 6</b>	
<b>22</b>	<b>Magleby, Ch. 7</b>	
<b>24</b>	<b>Magleby, Ch. 7</b>	
<b>27</b>	<b>Magleby, Ch. 8</b>	
<b>29</b>	<b>Midterm #2—No Class</b>	<b>Test Available in Testing Center</b>

<b>Date</b>	<b>Assignment</b>	<b>Special Instructions</b>
<b>31</b>	<b>Magleby, Ch. 8</b>	
<b>November 3</b>	<b>Magleby, Ch. 9</b>	
<b>4</b>	<b>Election Day</b>	<b>Exit Poll Experience—See Syllabus for more details</b>
<b>5</b>	<b>Magleby, Ch. 9</b>	
<b>7</b>	<b>Magleby, Ch. 10</b>	
<b>10</b>	<b>Magleby, Ch. 11</b>	
<b>12</b>	<b>Magleby, Ch. 11</b>	
<b>14</b>	<b>Magleby, Ch. 12</b>	
<b>17</b>	<b>Magleby, Ch. 13</b>	
<b>19</b>	<b>Magleby, Ch. 14 and Federalist #78 in Magleby Appendix</b>	<b>*2<sup>nd</sup> Draft of Paper Due in 745 SWKT by 5:00 p.m.</b>
<b>21</b>	<b>Election Conference</b>	<b>More information will be provided.</b>
<b>24</b>	<b>Magleby, Ch. 15</b>	
<b>25</b>	<b>Magleby, Ch. 16</b>	<b>Friday Instruction Day</b>
<b>26-29</b>	<b>No Class</b>	<b>Thanksgiving Holiday</b>
<b>1</b>	<b>Magleby, Ch. 17</b>	
<b>3</b>	<b>Magleby, Ch. 18</b>	
<b>5</b>	<b>Lewis, Chs. 1-6</b>	While reading Gideon's Trumpet, I would like you to consider the power of the Supreme Court. Does the Supreme Court wield too much power? Or is it just the opposite? How does the Supreme Court contribute, if at all, to help stabilize American democracy?
<b>8</b>	<b>Lewis, Chs. 7-Epilogue</b>	
<b>10</b>	<b>Religion in Public Life Magleby, Sustaining Constitutional Democracy</b>	<b>Readings also available on Blackboard</b> <b>*Final Draft of Paper Due in 745 SWKT by 5:00 p.m.</b>
<b>15 through 19</b>	<b>Final Examination</b>	<b>Testing Center</b>

### Course Policies

**Plagiarism:** While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please realize that the teaching assistants and I will probably be able to detect instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at [honorcode.byu.edu](http://honorcode.byu.edu). Details about Academic Honesty at the Honor Code site can be found by moving your mouse over "Honor

Code" in the second grey bar and then move down then right and click on "Other Clarifications", then move your mouse down and click on "Academic Honesty."

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

**Discrimination:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Access:** Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC, 422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB

**Communications:** Because it is the best way for us to communicate with each other outside of class, all class members are *required* to maintain an active email account. It is your responsibility to ensure that the email address that is listed for you in the BYU directory is accurate. To update your email address, log in to Route Y and select "Update Personal Information." There you can specify a current email address if you are not using the one assigned to you by BYU, or you can have your BYU email forwarded to the account you plan to use. I may relay important or time-sensitive class announcements via email. I **strongly** encourage you to check your email and Blackboard daily throughout the semester. You are responsible for any information that I or the teaching assistants pass along via these media.

**Extensions:** **All deadlines in this course are firm.** Except in the case of medical or family emergency, I give no individual extensions. If, due to such an emergency, you cannot meet a deadline,

please contact your teaching assistant as soon as possible. In the event of a medical emergency, you must produce a note from a doctor or from the Student Health Center.

**Late Policy:** For assignments turned in within 24 hours after the due date, there is a 10% penalty. Assignments turned in within 48 hours receive a 25% penalty. Assignments more than 48 hours late will not be accepted.

**Incompletes:** I adhere to University policy on incompletes, which is that an incomplete (I) is given only WHEN CIRCUMSTANCES BEYOND THE STUDENT'S CONTROL MAKE IT IMPOSSIBLE to complete the required work within the prescribed time. Arrangements must be made between the professor and the student prior to the end of the semester. The "I" is never given when a student is failing or has failed the course. Circumstances beyond the student's control **do not** include poor performance in class, heavy work load, engagement or marriage.

**Returned Papers:** Graded papers and exams that have not been retrieved by the student will be discarded on January 5, 2009. They will be placed in a file in the Department of Political Science (745 SWKT) until January 5, 2009. You can stop by and pick them up during normal business hours. If you would like to receive your graded final essay but cannot pick it up in the Department, please give your TA a self-addressed and stamped envelope before the final examination.

**Extra credit:** I generally do not offer opportunities for students to earn extra credit in the course. However, this year students are encouraged to participate as interviewers in the KBYU-Utah Colleges Exit Poll. The KBYU-Utah Colleges Exit Poll has been interviewing voters in Utah elections for over 26 years and this year's exit poll will focus on the interesting and important federal and state races in Utah. You will spend half of the day (either from early in the morning to the early afternoon or early afternoon until the polls close) at a voting precinct most likely in Utah or Salt Lake County on **November 4, 2008**. It will also involve a one-hour training session to prepare you for Election Day. Specific assignments for location and time will be made later in the semester. **This will be a university-excused absence and any student who would like is encouraged to participate.** All students who participate will receive 4 bonus points on the final examination. This will be a significant addition to your grade. In return, I hope that you will take the assignment seriously and act responsibly while you are at the polls. Those individuals who do sign up should not make additional plans for that day. The exit poll depends on your ability to commit to work on that specific day. Last-minute changes seriously compromise our ability to organize an accurate exit poll. Students who commit to the exit poll but leave their assigned polling places before their obligations are over may receive reduced or no extra credit. This is a rare opportunity to learn about the practice, conduct, and excitement that surrounds elections and will increase your understanding and appreciation of public opinion. We will devote some class time after the election to synthesize your learning experience as well as to examine some of the data together as it relates to course topics in elections, public opinion, public policy, and state and local government.

For those students who cannot participate in the exit poll but who would like to try and receive extra credit, they may write a paper analyzing a competitive congressional race occurring in the United States during the 2008 election cycle. The paper must be five-pages long and include analysis of the candidates, the issues in the campaign, campaign spending, and the interest groups involved in the campaign. More instructions on how to write this paper will be provided, but the paper must be well written and insightful to receive the full number of extra credit points (4 points). This paper will be due November 25<sup>th</sup>.