Course Overview
This is an introductory course in American politics. It is not restricted to political science majors, and there are no prerequisites. The course will survey the processes, institutions, ideas, and development of American government and politics. This course is designed to help you improve your critical thinking and writing skills in the context of American politics.

Texts

Additional readings posted on Blackboard (including many selections from The Federalist Papers, The Anti-Federalist, and Democracy in America).

Course Schedule

1. Mon 20 June: Introduction to the course

Unit 1: American Political Thought and Founding

2. Wed 22 June: Types of regimes; The American regime
   Aristotle, selections from The Politics
   Manent, “The Question of Political Forms”
   Montesquieu, selections from The Spirit of the Laws
   Publius, selections from The Federalist Papers

3. Fri 24 June: American Founding in Context
   Tocqueville, selections from “Introduction,” Democracy in America
   Tocqueville, selections from “On the Point of Departure,” DA

4. Mon 27 June: Early American Political Thought
   Winthrop, “A Model of Christian Charity”
   Locke, selections from Second Treatise
   Declaration of Independence (Appendix A)
Adams, selections from “A Dissertation on the Canon and Feudal Law”

5. Wed 29 June: U.S. Constitution
   U.S. Constitution (Appendix B)
   Tocqueville, selections from “On the Federal Constitution,” DA, pp.105-110

6. Fri 1 July: Federalists and Anti-Federalists
   Publius, selections from The Federalist Papers
   Selections from The Anti-Federalist

7. Wed 6 July: Federalism
   Chapter 3: “Federalism”
   Publius, selections from The Federalist Papers
   Tocqueville, selections from “Necessity of Studying What Takes Place in the Particular States before Speaking of the Government of the Union,” DA

8. Fri 8 July: American Political Culture
   Chapter 5: “Civic Culture”
   Hartz, selections from The Liberal Tradition in America

9. Mon 11 July: American Political Ideologies
   Chapter 8: “Public Opinion and Political Participation” pp. 252-53
   FDR, “Commonwealth Club Address”
   FDR, “Second Bill of Rights”
   Reagan, “Time for Choosing”

Unit 2: American Political Institutions

10. Wed 13 July: Congress
    Chapter 13: “Congress”
    Tocqueville, DA, pp. 110-13

11. Fri 15 July: Presidential Selection Process
    Hamilton, Federalist 68
    Tocqueville, DA, pp. 120-29
    Ceaser, “The Presidential Nomination Mess”

12. Mon 18 July: Presidency
    Chapter 14: “Presidency”
    Paper assignment distributed

13. Wed 20 July: Administrative Bureaucracy
    Chapter 15: “Bureaucracy and the Administrative State”

14. Fri 22 July: Judiciary and Jurisprudential Theory
    Chapter 16: “The Judiciary”
    Chapter 6: “Civil Liberties”
    Hamilton, Federalist 78
Brutus, “The Problem of Judicial Review”

Unit 3: American Political Processes

15. Wed 27 July: Public Opinion
   Chapter 8: “Public Opinion and Political Participation” pp. 244-51, 254-68

16. Fri 29 July: Interest Groups
   Chapter 9: “Interest Groups”

17. Mon 1 Aug: Political Parties
   Chapter 10: “Political Parties”

   Chapter 11: “Elections and Campaigns”
   Paper due in class

19. Fri 5 Aug: Media
   Chapter 12: “Mass Media”

20. Mon 8 Aug: Conclusion

Grading Scale:
The grading for this course will be equally divided up between preparation/participation (150 points), midterm paper and exam (150 points), and the final exam (150 points). Grades will be determined based on the number of points earned out of 450 points possible.

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Class Participation (50 points):
I will grade participation on roughly the following scale.

A: You raise the level of discussion by asking insightful questions or making insightful observations, especially those that draw attention to the texts and the comments of other participants. You show that you have thought carefully about any discussion questions that you have been asked to think about. You volunteer to participate frequently.

B: You ask questions and make observations that move the discussion forward, especially questions and observations that show your familiarity and engagement with the texts and with the comments of other
participants. If called upon, you consistently show that you have thought about any discussion questions that you have been asked to think about. You volunteer to participate regularly.

**C:** You show up. If called on, you are able to demonstrate a basic understanding of what the readings say, demonstrate that you have made an observation about the text, or demonstrate that you have thought enough about the text to have an informed question to ask. You volunteer to participate sometimes.

**D** and below: You lower the level of discussion by coming to class with nothing to contribute, or by failing to treat the discussion and participants in it with respect. When called upon, you demonstrate that you have not thought about the discussion questions you have been asked to think about, or that you have made no observations about the text, or that you have not thought enough about the texts to ask an informed question. You often come without the books, or do not take notes, or sleep during class. You volunteer to participate rarely.

**Reading Quizzes (100 points):**

On 12 of the days we meet there will be a quiz on the assigned readings. Each quiz is worth 10 points. At the end of the term, your two lowest quiz score will be dropped to give you a total of 100 points possible.

Midterm Exam (50 points)

Term Paper (100 points)

Final Exam (150 points)

**Communication**
I will use the Blackboard site and email to regularly communicate with you. In addition, all emails sent to the class will be archived on the Blackboard site. Please be sure you add my email address to your “safe senders” list.

**Academic Honesty**
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Honor Code**
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own
expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Harassment**
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.

**Students with Disabilities**
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.