



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

---

**Semester:** Spring

**Year:** 2025

**Course Prefix:** POLS

**Course and Section #:** 1100-001

**Course Title:** American National Government

**Credits:** 3.0

---

### ***Course Description***

This course studies the history and structure of the American national government, the rights and responsibilities of citizens, political institutions, political processes, and governmental policies.

---

### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

---

### ***Instructor Information***

**Instructor Name:** Dr. Verlan Lewis

---

### ***Student Learning Outcomes***

Explain the key principles and philosophies that influenced the creation of the U.S. Constitution and the American system of government.

Differentiate between the civil rights and civil liberties protected by the U.S. Constitution.

Discuss the development and influence of public opinion in the American system of government.

Describe the American election process, including the nomination and general election processes for local, state, and national offices.

Explain the function and operation of the institutions of government at the national, state, and local levels of the American political system.

Analyze current political debates, trends, and challenges facing American society and government.

---

### ***Course Materials and Texts***

Joseph Bessette and John J. Pitney, Jr., *American Government & Politics: Deliberation, Democracy and Citizenship*

Aristotle, *The Politics*

Alexis de Tocqueville, *Democracy in America*

The Declaration of Independence

The U.S. Constitution

Publius, *The Federalist Papers*

---

# ***Course Requirements***

## **Course Assignments, Assessments, and Grading Policy**

### PREPARATION (25%)

To succeed in this course, a student will need to stay up-to-date on the reading schedule and come prepared to lecture having done the readings ahead of time. On each day we meet there will be a quiz on the assigned readings for that day administered at the beginning of class. The quizzes will be administered by randomly choosing a student to give a 2-4 minute oral presentation summarizing the readings. To guide your class presentation, each week I will supply you with a set of “preparation questions” that you can address. The overall “preparation” grade will simply be an average of all the pop teaching scores you earn each time you are called on over the course of the semester. It is worth 25% of your final grade. The pop teaching will reward students for reading the course material ahead of time, attending lectures, and arriving on time. If you are unable to present on the day you are chosen because you are absent or tardy, or simply decline the opportunity to present, you will receive 0 points for that day’s pop teaching quiz. Be as thorough as you can. The more expertise, competence, and detailed knowledge you demonstrate when teaching the class, the higher your grade will be. You may use a 3”x5” notecard to help you teach, but *do not simply read from the card* (which only demonstrates that you know how to read, not that you know the material). You will be graded based on the length of your presentation (staying within the time constraints) and demonstrated expertise (how little you rely on the notecard).

### PARTICIPATION (25%)

This part of your grade evaluates the quantity and quality of your class participation and answers to questions posed in class. You will be docked points if you disrupt the learning environment by using electronic devices, chatting out of order with other students, or showing disrespect to others in class.

I will grade class participation on 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 the preparation questions. You volunteer to participate frequently.
- B:** You ask questions and make 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. You demonstrate a basic understanding of what the readings say and that you have thought enough about the text to have an informed question to ask. You volunteer to participate sometimes.
- D:** 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. You often come without hard copies of the readings, or sleep during class. You have side conversations more often than you volunteer to participate.
- F:** You frequently have side conversations while the professor or other class members have the floor. Instead of listening to the class lecture and discussion, you use your electronic devices.

### EXAMS (50%)

There will be a midterm and final exam to test your mastery of the course material. Each exam will be worth 25% of your overall grade. The final exam will be comprehensive. You must be in class on exam days.

---

## Required or Recommended Reading Assignments

Aristotle, selections from *The Politics*  
Pierre Manent, “The Question of Political Forms”  
Alexis de Tocqueville, Introduction to *Democracy in America*  
Alexis de Tocqueville, “On the Point of Departure,” *Democracy in America*  
“Slaves’ Petition to Massachusetts Governor Thomas Gage”  
The Declaration of Independence  
Textbook Chapter 1: “Deliberation and Citizenship in Service of Freedom and Democracy”  
Textbook Chapter 2: “The American Constitution”  
The U.S. Constitution  
James Madison, Federalist 10  
James Madison, Federalist 51  
Brutus, “Republican Government”  
Centinel, “Balanced Government”  
Textbook Chapter 4: “American Citizenship and Civic Culture”  
Franklin Roosevelt, “Second Bill of Rights”  
Ronald Reagan, “Time for Choosing”  
Textbook Chapter 12: “Congress”  
Textbook Chapter 13: “The Presidency”  
Textbook Chapter 14: “Bureaucracy and the Administrative State”  
Hamilton, *Federalist 68*  
Matthew Franck, “Presidential Elections, Party Establishments, and Demagogues”  
Textbook Chapter 9: “Political Parties”  
Alexander Hamilton, *Federalist 78*  
Brutus, “The Problem of Judicial Review”  
Textbook Chapter 15: “The Judiciary”  
Textbook Chapter 7: “Public Opinion and Political Participation”  
Textbook Chapter 10: “Elections and Campaigns”  
Textbook Chapter 11: “Mass Media”

---

## General Description of the Subject Matter of Each Lecture or Discussion

1. Introduction to POLS 1100-001
2. Political Regimes
3. Political Forms
4. Democracy in the Modern World
5. Democracy in America
6. Liberal Democracy in the Modern World
7. Liberal Democracy in America
8. How to Maintain Liberal Democracy in America
9. The U.S. Constitution
10. The Federalist Arguments for Ratification
11. The Anti-Federalist Arguments against Ratification
12. American Citizenship
13. American Civic Culture

14. American Political Ideologies
15. Congressional Structure and Powers
16. Congressional Organization
17. The American Presidency
18. American Bureaucracy
19. Presidential Selection
20. Political Parties
21. Judicial Review
22. The American Judiciary
23. Public Opinion
24. Political Participation
25. Elections
26. Campaigns
27. Mass Media and Politics

---

## ***Required Course Syllabus Statements***

### **Generative AI**

You may not use other people's words without giving them appropriate credit through citation and reference. All forms of academic dishonesty may result in an "F" for the course and university discipline. If you have any questions about your work and the policies regarding academic integrity, please speak with me.

---

### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

---

## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

---

## **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

---

## **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

---

## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.