Introduction to Government: United States

Folsom Lake College
Political Science (POLS) 301, Spring 2010
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Course Description/Objectives: This course provides a basic introduction to American politics and government. We will examine the institutions and processes of American government and the political factors that influence them through the use of concepts and frameworks provided by the text. Thus the student should begin to understand both the structures and functions of key concepts in American political life. Moreover, the student should acquire a greater understanding of the sources of political conflict in contemporary American society and consequently should be better prepared to assess attempts by society to address these concerns from both a practical and theoretical perspective. In addition I encourage students to explore the normative questions underlying much of the political dialogue here in America with the goal of developing your own informed and articulated opinions. The course schedule and method of instruction will be informed by the analytical framework presented in your textbook. This course ultimately addresses the question of whether the American experiment has failed i.e. the Struggle for Democracy. Does democracy as practiced work? If not, then how do we fix it? Can it be fixed? These are all issues upon which you will be asked to focus your analytical skills.

Method of Instruction: Lectures, Discussions, Class Simulations, Visual Presentations, Web Explorations, In-Class Discussions.

Textbooks:

COURSE REQUIREMENTS: Grades will be based on a series of three comprehensive exams, a series of open note quizzes, a final research project, attendance, and class participation.

I. Exams: There will be three midterm exams. All exams will consist of multiple choice questions and identifications covering material from class lectures and discussions as well as the readings plus the web explorations and video presentations as well as current events. Make-up exams will be given only in extenuating circumstances and must be negotiated prior to the testing period, no exceptions. Spring Break family plans that conflict with exams and other course work are NOT acceptable excuses. Such conflicts will result in a grade of zero for any missed assignments. Exams will consist of multiple choice questions and some short answer essays. The study guides are included in this syllabus.

II. Open Note Quizzes: There will be a series of pop quizzes designed to encourage you to take good notes. One of the most basic of all college skills is note-taking. I do not lecture for my own edification. You are expected to take continuous notes throughout each course lecture and your notes should be expansive. There will be a total of 5 open note quizzes that will test whether or not you are taking your class responsibilities seriously. Each quiz will be worth a total of 25 points for a total of 100 points. I have not lost my mind (well I have a long time ago but that is beside the point) as I know (25*5=125). However your lowest quiz grade will drop out allowing you to slack off once and only once.
III. **Project:** For your final you will be asked to create a project in which you will construct, on the computer, the analytical framework found in your book. Topics will be chosen by the end of the third week. The analytical framework project is designed to test your final understanding of the core approach of the course and your ability to take that knowledge into the future and apply it to political concerns. The final project will be a single page consisting of the graphical presentation of the framework (examples of which can be found in each chapter, please see the index on page xxi). This graphical presentation will be the culmination of work that will be done throughout the semester. More information is provided within this syllabus, which includes due dates for all of the steps of the project throughout the semester. The project as a whole is worth 150 points that are spread out throughout the semester to keep you on track. Good grammar, spelling, and so on are expected. The quality of the organization of the graphic and writing of the synopsis will affect the clarity and coherence of the paper. Papers should be typed. I cannot require but I highly recommend that all of you enroll in English 70 which should provide you with the support you need to complete the project on schedule. English 70 is a .5 unit class that allows you access to the English lab instructors throughout the semester. Late assignments will be accepted but will be penalized. Overly late assignments will not be accepted. Please remember that each step of the project is only one part of an overall project and so should build toward your analytical framework presentation. The breakdown of the project includes the following points.

A. **Choosing a topic:** Choosing a topic is the most important part of the overall project. I will ask a librarian to come into the classroom to help students through the process of coming up with a topic. Topic choices should follow the advice given in the overall project overview elsewhere in this syllabus. Topic choices should be typed. Topic choice is worth 10 points of your total project grade.

B. **Bibliography:** After you have chosen your topic, you then need to compile a list of resources in order to complete the research portion of your topic. You will be required to find a minimum of eight sources for your topic. Of these eight sources, only two can come from a place on the web, two can be academic books and the remaining four must be professional journal articles relevant to your topic. Newspapers and newsweeklies (i.e. *Time, Newsweek*, etc.) are not acceptable as primary sources although you may use them as supplements to your research. The bibliography must be typed and formatted correctly according to the MLA style of annotation. If you must use another style of reference for professional reasons, please see me as soon as possible. The bibliography is worth 20 points toward your overall project grade.

C. **Annotated Bibliography:** After you have your sources in place, you will actually have to read and make sense of your research material. Towards this purpose, you will be required to write an annotated bibliography, you need only to expand your bibliography to include a brief synopsis of each of your sources. Within the paragraph must be the overall topic being discussed and how the source will help you answer your particular research question. You may need to drop or add sources at this point because the original sources may have been found to be unhelpful. There must always be a minimum of eight sources, only two of which can be from a website. Annotated bibliographies must be typed and formatted correctly. The annotated bibliography is worth 30 points.

D. **Writing Assignment:** The task at hand then is to write five to eight pages of a general narrative of your topic and how it can be understood using the analytical framework found in your textbook. The writing component must be typed, double-spaced and follow the general guidelines found elsewhere in this syllabus. The writing component is worth 40 points.

E. **Final Project:** At the end of the semester, you will be asked to turn in a graphical
representation of your topic that closely resembles the analytical frameworks found throughout your core text. The final graphic is worth **50 points**.

IV. **Current Events**: Students are required to pay attention to national news items. This can be done by reading a national daily newspaper, listening to NPR (KXJZ 90.9 FM), and browsing the websites of new organizations. Nightly news is **not** enough nor are the local papers of either Placerville or Folsom. In order to ensure that you are following current events and are increasing your level of news consumption, students will be required to complete the following assignments:

A. **Sources**: There are two news sources that are required in this class. You must as part of this class visit on a regular basis the following websites: [http://www.latimes.com/](http://www.latimes.com/) and [http://www.slate.com](http://www.slate.com). This insures that we are all on the same page with our current events. The *Los Angeles Times* website is one of the best sources of news and the online magazine *Slate* is one of the best sources of editorial discussion across the political spectrum. Read both with a critical eye. Tracking these two news sources will in turn lead to the following assignments. I also ask that you subscribe to me on Twitter so I can point you to some topics we might share. Depending upon progress elsewhere, you may also have opportunities for using the new Political Science website to access blogs and social networking sites of the faculty in the Department of Political Science. Stay tuned.

V. **Attendance and Participation**: All students will be called on throughout the semester to help us understand and explore what is going on in modern American politics. A students who cannot or will not help us track current events will be marked as absent for the day. Quite simply, if you are not prepared to get us started on class discussion regarding current events, you are not in the class for that day. As attendance is mandatory here at Folsom Lake College, this can have a deleterious effect on your grade and can even lead to expulsion from the class. Please see the attendance and participation section below to understand the policies regarding absences. I do not ask for much other than to know who is deciding what, about what, for whom, and how. The good news is that you all have 100 points to start off the semester. However you will lose points or not based upon your overall attendance and participation. Missing days will result in a loss of points as will not being prepared. Absences will result in a loss of 5 points and each time you are late, you will lose two points. Therefore, class participation and attendance will also affect your grade. As you can see I have given you many tools to be informed and ready to participate. The rest, my dear students, is up to you. Regular, **prompt** attendance is necessary in this course. Please arrive on time. The course flows from you, the students. I can only do so much to encourage you to learn. You must take the first step toward being a well-informed American. That first step is being here. Attendance will be taken at the beginning of most classes and, in accord with Folsom Lake College regulations (pg. 13 of your Folsom Lake College Catalog), students who miss more class sessions during the semester than days the class meets each week may be, and probably will be, dropped by the instructor. Attendance is about more than showing up, you must also be prepared. On most days your attendance grade will be based upon your preparation for the course. Attending is not the only requirement for this portion of your grade — you must also participate. Politics in the liberal tradition is about choice; express yours! You have the right and responsibility to an opinion; I expect you to voice it. If you think I am wrong, then tell me so. I can take it. You will note below that you will be rewarded for giving me a hard time (*within the context of class discussion, please*).

A. **Activities**: In addition to the normal attendance, there are regularly scheduled activity dates throughout the semester. These class sessions are mandatory and will be excused only in extreme circumstances. Missing one activity day will be grounds for dismissal.
from class. On the discussion days, you must be prepared to participate. Please note that class participation depends upon quality, not quantity. You need not feel obligated to participate every session or every ten minutes. I ask that you come to class prepared, listen to the arguments and viewpoints expressed by others, and contribute when appropriate. I ask that you be respectful of all sides in any discussion, including some that you may find very disagreeable.

VI. **Communication**: Please activate your iMail account here at Folsom Lake College. Simply go to [https://imail.losrios.edu](https://imail.losrios.edu) and follow the prompts. It is important that I am able to contact you to send you study guides and class announcements. See current events (IV) above.

**Learning Outcomes**: At the end of the semester you should have a well-rounded knowledge on the listed topics regarding the conduct of American government and hence be able to do the following:

- Describe the nature of government, its theoretical foundations and functions.
- Relate American and global political thought, the Constitution, and governing institutions to one another.
- Identify and explain the structures and functions of government prescribed by the Constitution.
- Compare and contrast the federal, state and local governments with respect to their political foundations, functions, and contemporary problems.
- Assess the relationship between individuals and the state with emphasis on political objectives, rights and liberties.
- Analyze the American political process, including the development of ideologies, voting behavior and other forms of political participation.
- Evaluate the relationship between the governing process and public policy.
- Explain how the American system affects their lives in terms of freedoms and restraints.
- Situate the American system within a world characterized by globalization.
- Utilize the knowledge gained to become engaged with the American political process.
Policies: The following policies concern the governing and administration of this course. 

Reading: You are required to complete the readings for the week BEFORE the week begins. This helps in learning and in lectures. I cannot stress enough the importance of completing assigned readings. We meet seldom each week and are together for a very short time at that. I assure you that neither you nor I want to listen to hours and hours of boring lecture. I am not so far removed from college that I have forgotten the droning of my first American Politics class: "There are 435 members of Congress, 100 Senators, three branches of governments, blah blah blah." Please, I ask you now to spare us both this pain. We will be studying material that simply begs to be argued and discussed. However, if you have not read the material, then we will not have much to talk about, and I will be forced to "blah blah blah." In addition, there are web explorations that are included throughout the book. You are required to do these web explorations as they are part of the reading assignment.

Note-taking: As part of any coursework at the college level, your success depends upon taking notes. I do not lecture for my own amusement. I expect to see every student actively engaged in each class through constant note-taking. If you are unsure how to take good notes or need assistance, please ask.

Plagiarism: Students are responsible for citing all sources. Plagiarism is a serious academic offense and confirmed cases will result in a grade of F for the course and may lead to dismissal from Folsom Lake College. We professors understand the use of computers for completing academic research. We also receive extensive information on the ubiquity of using the Internet to avoid doing research. In short, we know the tricks. We can find them out. Please prevent this from becoming an issue for either you or me. I would encourage you to look at the websites professors use to catch those who plagiarize. They are http://www.turnitin.com and http://www.plagiarism.org. Papers may also be googled to find evidence of plagiarism.

Academic Dishonesty: Anyone caught cheating will automatically receive an F for the course and will be reported to the appropriate disciplinary authority.

Make-ups: Make-up exams will not be granted without a legitimate excuse to be determined by the instructor. There are no make-ups on any of the activity days.

Accommodations: Students with disabilities who believe they may need accommodation in this class are encouraged to contact the Office of Disabled Student Programs and Services as soon as possible to better ensure that accommodations are implemented in a timely fashion.

Behavior: Per the Student Conduct Code found in your Folsom Lake College Catalog, each student is expected to behave appropriately in class. Appropriate behavior includes, but is not limited to: not talking when others are speaking, not reading the newspaper or other materials in class, not taking naps in class, turning cell phones off before class begins, not using cell phones for texting, not using computers to do activities that are not class related, remaining in your seats unless asked otherwise, and not causing a disturbance that distracts those in class who wish to learn. This is a legal requirement of you the student. On a personal note, I also ask that you refrain from chewing gum as it is, for me, quite offensive and disgusting. Because of this, gum makes me nervous and grossed out. If you do not behave appropriately, you will be asked to leave. Behavior that creates a hostile, offensive, or intimidating environment due to comments about gender, race, ethnicity, color, religion, age, disability, marital status, sexual orientation, or political persuasion will not be tolerated. Please refrain from chewing gum.

Feedback: Whether or not you are asked to complete a standardized course evaluation, I am interested in your comments and suggestions for improvement of the course, the readings, and the assignments. Please feel free to send comments via email as you think of them.

Flexibility: I reserve the right to make changes to this syllabus as the class dictates.

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.
For all you grade gurus out there, here is the rundown on grades.

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam One</td>
<td>100</td>
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<tr>
<td>Exam Two</td>
<td>100</td>
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<tr>
<td>Exam Three</td>
<td>100</td>
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<tr>
<td>Open Note Quizzes</td>
<td>100</td>
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<tr>
<td>Attendance</td>
<td>100</td>
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<tr>
<td>Analytical Project</td>
<td>150 Total</td>
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That is 650 points total. Your grade will be based upon the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>605-650</td>
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<tr>
<td>B</td>
<td>560-604</td>
</tr>
<tr>
<td>C</td>
<td>515-559</td>
</tr>
<tr>
<td>D</td>
<td>470-514</td>
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<tr>
<td>W/F</td>
<td>469 or Below</td>
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To calculate your grade, use the percentages from above table and multiply with the point grade total you received on the assignment.

I give you all of this information for a number of reasons. First, you should always be aware of what your course grade is. You can calculate any time during the course of the semester using any of the tables given above. Second, I have many students and I cannot possible calculate your grade any time you wonder what your average is. This way, I don’t need to. Lastly, if your grade is not what you would like it to be, you should know, and you should come to see me about it as soon as is possible for you. At any time during the course of the semester that you feel you are having trouble, or not doing as well as you feel you should, come talk to me. If you come up to me only before the last exam, it will probably be too late to help you at that point. I am available for you during my office hours and by appointment. I am extremely happy to meet with you and talk with you about anything.
**Topics to be Covered, Course Outline, and Reading List:** As activities and lectures will utilize the readings as a point of departure, assigned readings should be completed **BEFORE** the class meets. The schedule is **tentative** and may be changed depending upon circumstances in current events and/or class personality.

| Week One: Introduction, Analytical Foundations | SFD: Chapter 1  
KOR: Chapter 1  
**LEARN THE FRAMEWORK!!!** |
| Week Two: Structural Level: Constitution | SFD: Chapter 2 plus 450-455  
KOR: Begin Chapter 2 |
| Week Three: Structural Level: Constitution Continued | KOR: Finish Chapter 2  
**MW Classes Topics due on Wednesday**  
**TR, R Classes Topics due on Thursday** |
| Week Four: Structural Level: Constitution Concluded & Federalism | SFD: Chapter 3 plus 456-466  
KOR: Chapter 9 |
| Week Five: Structural Level: Federalism Continued & Structural Foundations | SFD: Chapter 4 plus 466-477  
**TEST**  
SFD Chapters 1 – 4, 15 & KOR Chapters 1-2  
**MW Classes will have Exam on Wednesday**  
**TR, R Classes will have Exam on Thursday** |
| Week Six: Structural Level: Structural Foundations | SFD: Chapters 5, 6  
KOR: Chapter 3  
**MW Classes Bibliographies due on Wednesday**  
**TR, R Classes Bibliographies due on Thursday** |
| Week Seven: Linkages Level: Public Opinion & The Mass Media | SFD: Chapter 7 plus 478-484  
KOR: Begin Chapter 4  
**TEST**  
SFD Chapters 8, 9  
KOR: Finish Chapter 4  
**Week Ten: Linkages Level: Political Parties Continued & Participation, Voting, Elections** | SFD: Chapter 10 plus 485-503  
KOR: Chapter 5 |
<table>
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<tr>
<th>Week Eleven: Linkages Level: Participation and Civil Rights</th>
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<tr>
<td>Starting April 5</td>
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<tr>
<td><strong>ANNOTATED BIBLIOGRAPHY DUE</strong></td>
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<tr>
<td>SFD: Review</td>
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<tr>
<td>MW Classes Annotation due on Wednesday</td>
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<td>TR, R Classes Annotation due on Thursday</td>
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<tr>
<th>Week Twelve: Political Linkages Revisited</th>
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<tr>
<td>Starting April 12</td>
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<tr>
<td><strong>TEST</strong></td>
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<tr>
<td>SFD Chapters 5 – 10, 16 &amp; KOR Chapters 3-4</td>
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<tr>
<td>MW Class will have Exam on Wednesday</td>
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<td>TR, R Class will have Exam on Thursday</td>
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<tr>
<th>Week Thirteen: Governmental Level: Congress</th>
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<tr>
<td>Starting April 19</td>
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<tr>
<td><strong>WRITING ASSIGNMENT DUE</strong></td>
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<tr>
<td>SFD: Chapter 11 plus 504-520</td>
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<td>KOR: Chapter 6</td>
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<tr>
<th>Week Fourteen: Governmental Level: Congress Continued &amp; The Presidency</th>
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<tr>
<td>Starting April 26</td>
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<tr>
<td><strong>WRITING ASSIGNMENT DUE</strong></td>
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<tr>
<td>SFD: Chapter 11 plus 520-534</td>
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<tr>
<td>KOR: Begin Chapter 7</td>
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<tr>
<td>MW Class rough draft due on Wednesday</td>
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<td>TR, R Class rough draft due on Tuesday</td>
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<tr>
<th>Week Fifteen: Governmental Level: The Presidency &amp; The Judiciary</th>
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<tr>
<td>Starting May 3</td>
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<tr>
<td><strong>WRITING ASSIGNMENT DUE</strong></td>
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<tr>
<td>SFD: Chapters 12 plus 536-568 plus skim 13</td>
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<td>KOR: Finish Chapter 7</td>
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<tr>
<th>Week Sixteen: Governmental Level: The Judiciary</th>
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<tr>
<td>Starting May 10</td>
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<tr>
<td><strong>FINAL PROJECTS DUE</strong></td>
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<tr>
<td>SFD: Chapter 14</td>
</tr>
<tr>
<td>KOR: Chapter 8</td>
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<tr>
<td>MW Classes Framework due on Wednesday</td>
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<tr>
<td>TR, R Classes Framework due on Thursday</td>
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**Final Examination Week May 13-19**

Consult your Final Examination Schedule in your Spring 2010 Class Schedule available online.
Guide to the Political Science Analytical Framework Project
Political Science 301
Spring 2010
Professor David Alan Reese

Purpose: The primary goal of these assignments is to help you complete your final project in a timely manner. The secondary purpose is to improve your reading comprehension, improve your writing skills, and to stimulate your own critical thinking skills. Please remember that, although each assignment is due separately, each assignment must be seen as part of the larger assignment of utilizing the analytical framework. It is the analytical framework in which you are being asked to show proficiency.

Procedure and Format: At each step of the process you will be required to submit typed, double-spaced responses to the specific requirements. Assignments should use standard 8 ½ * 11 inches, white, unlined bond paper. Hand written assignments are not acceptable. Additional guidelines are as follows:
- Use font size 12
- Font style Times New Roman
- Use 1” margins on top, bottom, and sides
- Include your name, course, class, and semester in the top right corner of the header on your first page.
- Number all pages
- Staple pages together
- Do not use cover sheets or plastic covers.

Policies: See general guidelines above for policies on plagiarism and the acceptance of late papers.

Assignments:
Overview: consider that the project is much like a traditional story in that it has a beginning (Structural Level), a middle that introduces conflict (Political Linkages Level), a middle that resolves conflict (Governmental Level), and an ending (Governmental Action). As such do not choose a current event or current issue. If the government and the political system are working on it RIGHT NOW, then that topic is NOT acceptable.

Choosing a Topic: When choosing your topic please keep the above advice in mind. Then explore your own interests. Unless you are a really boring individual, I am going to assume you have personal interests outside of politics. Use those interests to help you choose a political topic. Trust me that no matter what your interests, future plans, or personal life, the American government is involved in something of concern to you. This is not a paper that is asking you to explore the past, present, and future of some current issue before Congress, the President and the Courts. It is about discovering how the American political system did something in the past to address some issue. For that reason it is helpful to think of the project as a historical assignment. The best advice for choosing topics is:
- Choose something that has been completed.
- Do not choose a topic that is current (avoid would, could, or should in the topic title).
- Know your ending.
- Complete each piece of your project as we explore each of the levels in class (Keep Up!).
- Consider writing a storybook narrative for your project and then converting it into the format of the analytical project.

Bibliography: You must have a minimum of eight sources. Of these eight sources two can come from a place on the web, two can be academic books and the remaining four must be professional journal articles relevant to your topic. Newspapers and newsweeklies (i.e. Time, Newsweek, etc.) are not acceptable as
primary sources although you may use them as supplements to your research. The formatting should follow the MLA style unless your future goals include a specific discipline that uses some other citation format. In that case, please advise me ahead of time of such a need.

**Annotated Bibliography:** The annotated bibliography should be seen as notes on your readings. Please include a paragraph underneath each source that includes an overview of the main argument and relevancy of your reading to your chosen topic. More information will be provided but you must read your sources.

**Writing Assignment:** For your writing assignment I highly encourage you to narrate the story behind your topic. Each topic should have a beginning (Structural Level), middle (Political Linkages Level, Governmental Level) and end (Governmental Action). Writing assignments should be 5-8 pages long. I once again highly recommend all of you in this class to enroll in English 70B as I will mark very poorly written assignments as rewrites. If you get a rewrite than the most points you can get on the writing portion of your project is 30 points out of 50 if you complete and turn in your rewritten essay with the previously poorly written essay attached. Do both of us a favor and know that I will not read poorly written papers and, if this is a trouble area for you, there are many resources available at Folsom Lake College that will help you improve your writing. It is your responsibility to seek out these resources and make use of them. I can be of some assistance in giving you advice on where to go to improve your writing. This is not an introductory or remedial English class. It is assumed you have the college writing skills needed to do the assignment.

**Final Project:** Now, to do the graphical component of your project, here are some simple steps. I include this here as I would rather have you concentrate on substance rather than format.

I. Open a new Word Document
II. Click View, then Toolbars, then Drawing.
   A. The Drawing toolbar will appear at the bottom of the page. This toolbar contains the tools that you will need in order to construct the pyramid for your analytical framework.
III. Click AutoShapes and choose Basic Shapes. Click on the pyramid-shaped object. This will create a drawing box in your document.
IV. Click inside the drawing box. A pyramid form will appear. Click and hold the circles on the pyramid form to enlarge and shape the form. The pyramid should be at least ¾ of the page to allow for enough room for the text of your project.
V. Once the pyramid is created, use text boxes to make spaces for your text.
VI. On the drawing toolbar at the bottom of the page, click the Text Box icon (it looks like a small piece of white paper).
VII. Move the cursor inside the pyramid, then hold down the left mouse button and draw a box. Click and drag on the circles on the box edges to shape the text box.
VIII. Repeat this action until you have four text boxes over your pyramid. You are now ready to insert your text content into your pyramid.
IX. Click into the uppermost text box. Type your heading (e.g. GOVERNMENTAL ACTION). You may want to center the heading. Click on the Center icon on the formatting toolbar.
X. To create a bulleted list of item under the heading, click bullets on the formatting toolbar.
XI. Repeat these actions in each of the text boxes.

That completes the basic pyramid. You could do more. For example, you could shade the various boxes, use color backgrounds and fonts, or create columns for bulleted text. However, content is the key to a good framework assignment. Email me with any questions.
STUDY GUIDES

Overall: There will be thirty-five multiple choice questions (2 points each), five short answer questions (4 points each), and two short answer essays (10 points each) covering the readings in your Greenberg text and quite possibly current events. Questions will come from the core text, and classroom lecture. I include these study guides to help with the readings. However the material presented here is neither exhaustive nor exclusive. The questions are all multiple-choice. Please bring a scantron, a number two pencil, and a bluebook with you to the exam.

Test One:
1. After reading Chapter One, you should be able to:
   - Explain how the organizing framework of the Struggle for Democracy may be used to understand and evaluate the American political Process.
   - Understand how democracy can be used as a standard to evaluate American government and politics.
   - Develop both supporting and opposing views of the concept of majority rule as the key component of a democratic process.
   - Explain the contrasting theories of direct democracy and representative democracy, and determine the circumstance in which they could operate.
   - Describe the fundamental principles of representative democracy, including popular sovereignty, political equality, political liberty, and majority rule.

2. After reading Chapter Two, you should be able to:
   - Recognize the legacies of the Declaration of Independence, the American Revolution, and the Articles of Confederation.
   - Explain why the Articles of Confederation failed as a governing document.
   - Describe the political environment that led to the Constitutional Convention and explain the five aims the founders hoped to accomplish.
   - Identify democratic and undemocratic aspects of the Constitutional Convention.
   - Understand the disagreement between proponents of liberty and democracy, and explain what role they played in the formulation of the Constitution.
   - Identify the fundamental principles of the U.S. Constitution.
   - Describe the major compromises that were adopted at the Constitutional Convention.
   - Explain why the framers of the Constitution feared certain democratizing and egalitarian tendencies.
   - Explain how some democratic practices such as majority rule can lead to majority tyranny.

3. After reading Chapter Three, you should be able to:
   - Describe how today’s federal system emerged out of the conflicts between those who advanced a stronger national government and those who wanted to retain power for the states.
   - Evaluate the advantages and disadvantages of federalism, and examine how the American federal system differs from those of other countries.
   - Understand why certain kinds of policies are difficult or impossible to carry out at the state of local levels of government.
   - Examine how the interplay between national and state governments illustrates the dispersion of power in our federal system.
   - Identify provisions of the Constitution that form the foundation for federalism.
   - Explain the evolution of federalism and what causes changes to the federal relations.
   - Identify the major forms of grants-in-aid programs and how state policies are influenced by national mandates and conditional aid.
   - Analyze the consequences and implication of federalism for a democratic system.

4. After reading Chapter Four, you should be able to:
   - Explain what worldviews are and understand the American worldview of Classical Liberalism.
   - Explain how the structural factors affect the American political agenda.
   - Identify the major characteristics of the American population and explain how they affect American politics.
   - Explain why ethnic, racial, and religious diversity seem to be important factors in the relatively low level of class consciousness in the United States.
   - Examine the political and social consequences of the aging of American society.
   - Explain how developments that occur in society and the economy affect the issues that become part of the American political agenda and the distribution of political power.
   - Determine how inequalities of income and distribution of wealth may have an impact upon our political equality.
   - Discuss the evolution of America’s superpower status within a bipolar world and the evolution to a more multipolar world.
   - Explain how globalization affects the United States and helps shape its policies.

After reading Chapter 15, you should be able to:
- Understand the basic meanings of civil liberties and civil rights, and list specific examples that illustrate each term.
- Determine how amendments to the Constitution have extended individual liberties and have made the Constitution more democratic.
- Understand why liberty and political equality are important in a democracy, and explain how rights and liberties were gradually applied to the states.

Possible Essays:
- Discuss the concept "democracy" can be used as a standard for evaluating American political life.
- Discuss major objections to majority representative democracy. According to the authors of Struggle for Democracy, are the arguments valid? Why or why not? Do you think the objections are valid? Why?
Discuss in some detail the analytical framework offered by the authors of Struggle for Democracy to understand American political life. Be sure to include a discussion of the interrelationships among the four categories in the framework.

What were the strengths and weaknesses of the Articles of Confederation?

Compare and contrast eighteenth-century republicanism and the democratic ideal.

Describe four advantages of federalism. What are three counter arguments against federalism?

Test Two:
1. After reading Chapter Five, you should be able to:
   • Explain what public opinion is and how it plays a crucial part in democratic government.
   • Establish how public opinion polls or surveys can be designed in order to avoid distorted or inaccurate results.
   • Examine how much the American public knows about politics, and recognize the basic beliefs and values where American public opinion reflects a high degree of consensus.
   • Identify areas where Americans’ collective policy preferences have been relatively stable over a long period of time.
   • Show how opinions differ according to factors such as race, gender, age, and income.
   • Understand how public opinion may be changed or manipulated by political leaders or interest groups.
   • Explain why high levels of public confidence and political efficacy are essential to satisfactory government.
   • Identify the agents of socialization and summarize how the process of political socialization influences the formation of public opinion.
   • Evaluate how well democracy is working in America, particularly with respects to how closely the government’s policies correspond to the expressed wishes of its citizens.

2. After reading Chapter Six, you should be able to:
   • Determine how the media interact with political and governmental institutions.
   • Explain why government officials are key sources for journalists and analyze the impact this factor has on how the news is reported.
   • Explain why an evaluation of how well democracy works depends partly on the effectiveness of the mass media.
   • Determine how the media affect public opinion and policymaking.
   • Trace the historical development of journalism in America.
   • Describe the debate over whether the media have a liberal or conservative bias. Measure the possible effects of bias on public opinion and policymaking.
   • Explain how the kinds of news that the media present is affected by the organization and technology of news-gathering and news production.
   • Analyze how the media act as public watchdogs and how well they provide information about public policy and electoral choices.
   • Determine how the media are influenced by the major structural and political forces in the United States.

3. After reading Chapter Seven, you should be able to:
   • Explain what James Madison meant by the mischief of factions.
   • Describe what interest groups are, what role they play in American politics, and how they try to shape public policy.
   • Identify the various types of interest groups.
   • Describe how interest groups play the inside game and lobby Congress, the executive branch, and the courts.
   • Contrast private interest groups and public interest groups.
   • Explain pluralism and the consequences of a pluralist understanding of the American political experience.
   • Understand why the interest groups system in its present form makes political equality less likely and thus helps to diminish democracy in the United States.

4. After reading Chapter Eight, you should be able to:
   • Explain how interest groups and social movements play the outside game of influencing government and society.
   • Explain how social movements fit within the framework of a democratic society.
   • Explain how social movements can convince the majority that new policies are needed.
   • Understand how social movements may protect fundamental rights and encourage public awareness and participation in public affairs.
   • Describe the conventional and unconventional tactics of social movements and why they are used to try and achieve movement goals.

5. After reading Chapter Nine, you should be able to:
   • Trace the history of the American party system, and explain why we have a two-party system.
   • Identify structural factors that have led to periods of realignment and dealignment.
   • Explain how and why American political parties are different from political parties in most other countries.
   • Recognize the functions of political parties and explain why parties are important in a democracy.
   • Recognize the role of third parties within the framework of the American two-party system.
   • Recognize similarities and differences between the Republican and Democratic parties.
   • Explain how the Republican and Democratic parties differ from each other, and explain why neither of the two major parties is considered to be an ideological institution.
   • Evaluate the effect of divided government, and understand the effect of candidate-centered American politics.
   • Describe the decentralized and fragmented structure of party organization in the United States.

6. After reading Chapter Ten, you should be able to:
   • Explain why elections are essential to the democratic process.
   • Determine how the right to vote in the United States was gradually expanded over a period of time.
   • Evaluate why voter turnout as a percentage of eligible voters has declined in recent years.
   • Identify how voting patterns change, and explain why people who are least likely to vote are more likely to vote than those who do not vote, and explain how voters make decisions about how they vote.
   • Outline the process by which a viable candidate would campaign for the office of the president.
After reading Chapter 16, you should be able to:

- Assess the alternative theories of responsible party government, electoral competition, and electoral reward and punishment.
- Understand the roles of direct primaries, caucuses, and nominating conventions as integral parts of the election process.
- Evaluate the effects that the recent decline of party loyalties is likely to have on the election system.

After reading Chapter Eleven, you should be able to:

- Understand the basic meanings of civil liberties and civil rights. And explain why they are important in a democracy.
- Discuss the changing political climate toward civil rights as it evolved over our history.
- Determine how the legal and political battles waged by the civil rights movement in the twentieth century eventually moved the courts, the president, and Congress to take the equal protection clause of the Fourteenth Amendment seriously.
- Explain how the practical and political meaning and application of equality have changed.

Possible Essays:

- How are the media essential to the functioning of democracy in a large, modern nation like the U.S.?
- Summarize Americans' knowledge of and interest in politics. What do Americans know about politics? What don't they know? What difference, if any, does it make whether or not the public is informed about politics?
- According to the authors of Struggle for Democracy, Americans' collective policy preferences are actually very stable over time. Explain.
- Summarize the effects of public opinion on policy. To what extent do policies and changes in policy correspond to public opinion and changes in public opinion?
- In The Federalist, No. 10, James Madison talked about "factions." What are factions?
- Offer reasons why there are so many interest groups in the United States.
- Write an essay in which you compare and contrast the formation and activity of private and public interest groups.
- Why do we have a two-party system in the United States?
- What are the ideological differences between the parties? Are they becoming more ideological?
- Who votes? Does it make any difference who votes?

Final Test:

1. After reading Chapter Eleven, you should be able to:
   - Describe how Congress has changed since the Constitution was written.
   - Discuss how Congress is shaped by the U.S. Constitution.
   - Explain what is meant by the institutionalization of Congress, and show how it has affected congressional procedures.
   - Describe how members of Congress are elected and explain how congressional elections affect the quality of representation in the United States.
   - Explain the advantages of incumbency, and assess the role of money and interest groups in congressional elections.
   - Clarify how Congress is guided by both formal and informal norms.
   - Identify the four main types of legislation, and show how a bill becomes a law.
   - Review the differences between the House of Representatives and the Senate.
   - Explain why the committee system is central to an understanding of the legislative process.
   - Describe the functions of legislative leaders and political parties in Congress.
   - Establish why the authors or your textbook and your instructor refer to the organization of Congress as fragmented and decentralized.
   - Describe structural changes that have shaped Congress and the decision-making process.
   - Describe whether Congress carries out the representative responsibility in a way that can be considered democratic.

2. After reading Chapter Twelve, you should be able to:
   - Explain how and why the presidency has expanded into a more powerful office than the one envisioned by the framers of the Constitution.
   - Determine how individual presidents have been important in expanding the scope of the office of the president.
   - Identify the key aides who are the president's closest and most trusted advisors, and describe their basic functions.
   - Explain why different presidents with differing parties or philosophies often seem to pursue similar policies.
   - Understand why the president is not able to maintain a firm control over the bureaucracy and the executive branch of government.
   - Identify the "hats" that a president must wear.
   - Explain why presidents are often at odds with Congress, and determine what factors tend to make a president successful in relations with Congress.
   - Understand why different types of presidents often pursue very similar policies.
   - Explain how presidents both react to and manipulate public opinion.
   - Determine whether presidents listen to the public and respond to public preferences.
   - Identify changes that have led to the democratizing of the presidency, and evaluate how democratic the presidency is today.

3. After reading Chapter Thirteen, you should be able to:
   - Explain what bureaucracy is and determine what bureaucrats do.
   - Decide if federal bureaucracy is compatible with democracy.
   - Analyze the effects that divided government have had on the development of the bureaucracy and on the effectiveness of the federal bureaucracy.
   - Show how the executive branch is organized, and identify the functions of the different administrative units that make up the federal executive branch.
   - Identify the structural factors that led to the transformation of the federal government.
   - Explain how and why the American bureaucracy is different from bureaucracies in other democratic nations.
• Recognize common criticisms of the federal bureaucracy, decide if they have merit, and evaluate proposals for reform of the bureaucracy.
• Evaluate the relationship between bureaucracy and democracy.
• Determine if the bureaucracy meets the standards of popular sovereignty, political equality, and political liberty.

4. After reading Chapter Fourteen, you should be able to:
• Describe how the judicial system operates.
• Trace the origin and development of judicial review.
• Outline the organization and jurisdiction of the federal court system.
• Identify the screening mechanisms of the Supreme Court.
• Explain how the Supreme Court functions and makes decisions.
• Discuss the continuing debates on judicial activism and original intent.
• Explain how and why judicial interpretations have changed over the course of U.S. history.
• Summarize governmental, political linkage, and structural influences on the federal court system.
• Analyze the role of the Supreme Court as a national policymaker, and assess its role in a democratic society.
• Identify and analyze the nomination and confirmation processes.

Possible Essays:
• Discuss the structural differences between the House and Senate.
• If Congress does not reflect the demographic diversity of the citizenry, can it claim to represent the public?
• Why do incumbents tend to be reelected at such high rates? Is this bad for democracy? Why or why not?
• What is the purpose of committees in Congress? Identify and discuss types of committees. How do congress people get on various committees?
• Identify and discuss the roles that the president performs.
• Describe the origins of judicial review in the United States. Does the power of judicial review diminish or expand the practice of democracy in the United States?
• Discuss governmental- and political-level influences on the Court.
• What arguments do some observers make against the excessive use of judicial review by the Supreme Court?