

*ODESSA  
COLLEGE*

**FEDERAL  
GOVERNMENT  
2305**

**Dr. Brian K. Dille**

**Fall 2012**

# **Government 2305**

## **Syllabus Summary**

**4 exams – 100 points each = 400 points**

**Bonus Questions (3) on Each Exam: Govt. Officials**

**5 20-point attendance quizzes = 100 points**

**Web assignment paper – 300 points**

**Final exam – 200 points**

**Voter's Card: 20 bonus points**

**Volunteer Work To Replace Lowest 1 Hr. Exam Grade**

**(Grade based on number of hours worked + short paper)**

**Attendance & Class Participation Important in Borderline  
Grade Situations**

### **5 Sources of Information:**

**Your Class Notes**

**Textbook**

**Instructor's Lecture Notes (on Blackboard)**

**PowerPoints (on Blackboard)**

**Tegrity Recordings (on Blackboard)**

**\*Cell Phone, Restroom & Drink Policy**

**Dr. Brian K. Dille**

Office: Deaderick Hall 209

Phone: 335-6592

E-Mail: [bdille@odessa.edu](mailto:bdille@odessa.edu)

Web Site: <http://www.odessa.edu/dept/govt/dille/brian/index.htm>

Fax: 915/335-6667

**GOVERNMENT 2305**

**Odessa College**

Office Hours:

MWF: 9-10 am

TTh: 9-9:30, 11-12

T: 6-6:30- pm

**COURSE OBJECTIVES:**

1. To present the basic concepts of politics that will better enable you, the student, to understand American government and politics.
2. To motivate you, the student, to take an interest in and understand issues and problems (current events) facing the United States, Texas, and Odessa.
3. To stimulate you, the student, to exercise your privileges and obligations as a U.S. citizen, through participation in local, state, and national political activities.

**ATTENDANCE:**

Because of the importance of class notes and discussion to learning attendance is vital to student success. Good attendance will help in borderline-grade cases. ***There will be 5 unannounced "attendance quizzes."*** ***A zero will result if not in class to take these quizzes unless the instructor is told in advance of your absence.***

**TARDINESS:**

You are expected to be on time for class. NO ONE will be admitted after the roll is taken and the door is closed. **NO EXCEPTIONS.**

**DROP POLICY:**

You are responsible for dropping this class if you quit coming. The instructor will not do so. Failure to drop results in an F. ***As the instructor, I do have the right to drop any student for nonattendance or failure to do the coursework.***

**CLASS PARTICIPATION:**

You are encouraged to participate actively in class discussions. Often, informal discussions will center on assigned topics or current events. Class participation will help in borderline-grade cases.

**EXAMINATIONS:**

There will be four one-hour exams, each worth 100 points. They will consist of two parts: an in-class objective portion and a take-home essay (**which must be typed**) due the next class period. **The take home essay is mandatory for students earning a grade of less than 70% on the objective portion; it is optional for those earning 70% or above.** A 200-point final exam will be given -- all objective questions. A package of 6 green Scantron answer sheets must be purchased at the O.C. Bookstore and given to the instructor at least one class day before the exam. **You must bring a pen and a #2 pencil to all exams.**

**MAKE-UP EXAMS AND QUIZZES:**

If you are unable to take a quiz or test at the regular scheduled time with your class, you can take it BEFORE your class's test day. Otherwise, there are no makeups unless you give advance notification to the instructor. You must take the make-up before the exam is handed back in class. Makeups taken after exams are handed back in class will be **two-hour ALL ESSAY. Only one make-up is allowed. A MAKE-UP EXAM GRADE WILL BE LOWERED BY ONE FULL LETTER GRADE FOR AN UNDOCUMENTED ABSENCE.**

**UNIT OBJECTIVE SHEETS:**

Unit objective sheets will be handed out at the start of each unit. They will serve both as guide to what is covered in class, what the instructor considers important from the texts, and what the student is expected to know at the completion of the unit. They will also serve as a good study guide for the exams because the exam questions will be drawn from these objective sheets.

## **WEB ASSIGNMENT:**

One web assignment paper, worth 300 points, **is required**. Refer to the "Web Assignment" page. The due date: on the "Semester Schedule" page.

## **PROJECTS**

Projects (research papers, book reports, etc.) are optional. Topics or book must receive instructor approval. A written description must be submitted by the seventh week of class ( ). Projects are due one week before the last scheduled class ( ). Those choosing to do projects must pick up a "Project Handout" explaining specific rules to follow and describing how the project will be graded. A project does not and cannot be substituted for a test grade. The project grade will be counted as an additional grade to be averaged in with all other grades.

## **GRADING POLICY**

The final course grade will be determined on a percentage basis:

% Of total possible points

90-100% = 900 points = A

80-89% = 800 points = B

70-79% = 700 points = C

60-69% = 600 points = D

Below 60% = 479 & below = F

Total possible points:1000

**Exam #1 100 points** = 10% of course grade

**Exam #2 100 points** = 10% of course grade

**Exam #3 100 points** = 10% of course grade

**Exam #4 100 points** = 10% of course grade

**Web Assignment--300 points** = 30%% of course grade

**5 Attendance Quizzes (20 points each)** = 10% of course grade

**Final Exam--200 points** = 20% of course grade

## **BONUS POINTS**

20 points for a current voter registration card will be given and added to your total point count

## **ACADEMIC DISHONESTY**

Exams and quizzes are closed book exams. No notes or additional materials are allowed. Cheating or plagiarism will result in the grade of 0. **Any student handing in a copied paper or letting their paper be copied by another student will get a zero on the assignment.**

## **TEXT:**

Thomas R. Dye & Bartholomew H. Sparrow, ***Politics in America***, 9th Edition (Custom Edition for OC)

## **UNITS:**

### **Part I—The American Democracy**

1. Government & The People
2. The Constitutional Framework
3. The Federal System

**Exam #1 (Units 1-3)**

### **Part II—The Policymakers**

4. The Presidency
5. Congress
6. The Judiciary
7. The Bureaucracy

**Exam #2 (Units 4-7)**

### **Part III—Government in Operation: Public Policy**

8. Civil Liberties
9. Civil Rights

**Exam #3 (Units 8-9)**

### **Part IV—Politics and the People (to be covered as time permits)**

10. Public Opinion Ch. 5 (pp. 134-149)
11. Interest Groups Ch. 9
12. Political Parties Ch. 7 (pp. 199-215, 217-218, 225-235)
13. Political Campaigns & Elections Ch. 8 & 7 (pp. 215-225)
14. Voting Behavior & Elections Ch. 5 (pp. 149-166)
15. Foreign Policy & National Security Ch. 18
16. Government & the Economy & Promoting the General Welfare Ch. 16 & 17

**\*FINAL EXAM\*\*--(1/2 on units 8-9 & 1/2 on units 1-7)**

## **READINGS--Dye**

Ch. 1 & 2

Ch. 3

Ch.4

Ch. 11

Ch. 10

Ch. 13

Ch. 12

Ch. 14

Ch. 15

## **\*EXAM MAKE-UP POLICY**

Due to excessive absences for exams on the scheduled exam day in all of my classes, I have spelled out my exam make-up policy. The policy is as follows:

1. **To make-up an exam, you MUST contact me prior to or the day of the exam, in person, by phone or email.**
2. If you take the exam **BEFORE I HAND IT BACK IN CLASS AND GO OVER IT, THERE IS NO PENALTY.** If however, you take the exam **AFTER** it is handed back and discussed in class, the make-up will be **ALL ESSAY.**
3. I must have **WRITTEN DOCUMENTATION OF A VALID REASON FOR YOU ABSENCE AND INABILITY TO TAKE THE TEST AT THE SCHEDULED TIME WITH YOU CLASS.** Documentation would include:
  1. A note from your employer
  2. A note from your couch or school organization sponsor
  3. Documentation that you were ill and unable to attend (Dr./prescription)
  4. Documentation of a funeral or other significant family event
4. **VALID REASONS TO MISS AN EXAM:**
  1. An OC sponsored event
  2. Job/work responsibilities
  3. Serious illness or accident (auto or otherwise)
  4. Family emergency funeral/surgery/serious illness

**I RESERVE THE RIGHT TO DECIDE IF YOUR REASON FOR MISSING AN EXAM IS INVALID AND IF I SUSPECT IT IS, YOU WILL NOT HAVE THE CHANCE TO TAKE A MAKE-UP.**

**ALL MAKE-UP EXAMS WILL HAVE A FULL LETTER GRADE (10 POINTS DEDUCTED) IF TAKEN AFTER THE SCHEDULED EXAM DAY**

**OPTIONAL PROJECTS** -- To replace the lowest 1-hour test grade.

**PURPOSE:** To encourage personal involvement in a candidate=s campaign, the election, issue, or interest group activities.

**VALUE:** 100 points -- can be used to replace the lowest 1-hour test grade.  
20 hours of work and written report = A -90-100 points.  
17 hours of work and written report = B -80-89 points.  
14 hours of work and written report = C -70-79 points.  
11 hours of work and written report = D -60-69 points.

**OPTION 1:** Work in a candidate=s or party=s campaign and hand in a 2-3 page-typewritten report of the work done, knowledge learned, and conclusions drawn.

**OPTION 2:** Join an interest group and contribute your time and efforts to their cause and activities -- letter writing, picketing, lobbying, petition drives, etc. (A list of interest groups--including local ones--is posted outside my office, DH 209. Hand in a 2-3 page-typewritten report of the work done, knowledge learned, and conclusions drawn.

**Arrangements must be made in advance, with prior instructor approval:**

- a. as to which option is chosen and what campaign or interest group is being worked with
- b. instructor must be able to verify hours worked, for whom, and the nature of the work

# **GOVERNMENT OFFICIALS LIST** -- (For bonus points on Exams)

## **FEDERAL**

	<b>NAME</b>	<b>PARTY</b>	<b>TERM ENDS</b>
1. President	Barack Obama	D	Jan. 13
2. Vice President	Joe Biden	D	Jan. 13
3. U.S. Senators from Texas	John Cornyn	R	Jan. 15
4. A @	Kay Bailey Hutchison	R	Jan. 13
5. <u>U.S. Representatives</u>			
11th Dist: ( <b>Ector, Andrews, Crane, Loving, Martin, Midland, Upton, Ward, Winkler Counties</b> )	<b>Mike Conaway</b>	R	Jan. 13
23rd Dist: (Pecos, Reeves, Terrell Counties)	Quico Canseco	R	Jan. 13
6. U.S. Senate Majority Leader	Harry Reid (Nev.)	D	Jan. 13/caucus
7. U.S. Senate Minority Leader	Mitch McConnell (Ky.)	R	Jan. 13/caucus
<u>U.S. House of Representatives</u>			
8. Speaker	John Boehner (Oh.)	R	Jan. 13/caucus
9. Majority Leader	Eric Cantor (Va.)	R	Jan. 13/caucus
10. Minority Leader	Nancy Pelosi	D	Jan. 13/caucus
11. U.S. Supreme Court -- Chief Justice	John Roberts		Appointed for life

## **STATE**

12. Governor	Rick Perry	R	Jan. 15
13. Lieutenant Governor	David Dewhurst	R	Jan. 15
14. Speaker	Joe Strauss	R	Jan. 13/House
15. State Senator			
<b>Dist. 31 -- (Ector, Andrews, Crane, Gaines, Glasscock, Howard, Midland Counties)</b>	<b>Kel Seliger</b>	<b>R</b>	<b>Jan. 15</b>
Dist. 28-- (Reagan & Upton Counties)	Robert Duncan	R	Jan. 15
Dist. 19 -- (Pecos, Reeves, Terrell, Ward, & Winkler Counties)	Carlos Uresti	D	Jan. 15
<u>State Representatives</u>			
16. <b>81st District -- (Ector, Andrews, Winkler County)</b>	<b>Tryon Lewis</b>	<b>R</b>	<b>Jan. 13</b>
82nd District -- (Midland, Crane, Martin, Upton County)	Tom Craddick	R	Jan. 13
80th District -- (Reeves)	Gary Walker	R	Jan. 13
74th District -- (Loving, Pecos, Reeves, Terrell, Ward)	Pete Gallegos	D	Jan. 13

## **ECTOR COUNTY**

17. County Judge	Susan Redford	R	Jan. 15
18. County Court at Law Judge	J.A. "Jim" Bobo	R	Jan. 15
19. County Commissioners- - Precinct 1	Freddie Gardner	R	Jan. 13
Precinct 2	Greg Simmons	R	Jan. 15
Precinct 3	Dale Childers	R	Jan. 13
Precinct 4	Armando Rodriguez	D	Jan. 15
20. Sheriff	Mark Donaldson	R	Jan. 13
21. District Attorney (70 <sup>th</sup> Judicial Jan. 11 District)	R.N. "Bobby" Bland	R	Jan. 13
22. County Attorney	Cindy Wier-Nutter	R	Jan. 13
23. County Treasurer	Carolyn Sue Bowen	R	Jan. 14
24. County Clerk	Linda Haney	R	Jan. 14
25. County Tax Assessor - Collector	Barbara Horn	R	Jan. 13

## **CITY OF ODESSA**

26. Mayor	Larry Melton	--	Jan. 13
27. Councilpersons -- District 1	Bill Cleaver	--	Jan. 13
2	James Goates	--	Jan. 13
3	Barbara Graff	--	Jan. 15
4	Dean Combs	--	Jan. 15
5	Sandra Carrasco	--	Jan. 15
28. City Manager	Richard Morton	--	Appointed by council

**STUDENTS NOT LIVING IN ECTOR COUNTY OR ODESSA: LEARN YOUR COUNTY & CITY OFFICIALS.**

<b>LOCAL SPECIAL DISTRICT BOARD MEMBERS</b>						
<i>DISTRICT</i>	<b><i>E.C.I.S.D. BOARD OF TRUSTEES</i></b>		<b><i>Odessa College Board of Trustees</i></b>		<b><i>Ector County Hospital Trustees</i></b>	
		TERM		TERM	TERM	
<b>1</b>	Luis Galvan	2014	Bruce Shearer	2016	Judy Hayes	2016
<b>2</b>	Faye Batch	2016	Richard Abalos	2016	Mary Lou Anderson	2014
<b>3</b>	Donna Smith	2014	Ralph McCain	2018	Richard Herrera	2016
<b>4</b>	Tom Pace	2016	J.E. "Coach" Pressly	2014	David Dunn	2014
<b>5</b>	Yollie Wilkins	2016	Ray Ann Zant	2014	David Nelson	2016
<b>6</b>	Dr. Ray Beaty	2014	Walter Smith	2018	Mary Thompson	2014
<b>7</b>	Donnie Norwood	2016	Gary Johnson	2014	Virgil Trower	2016
<b>8</b>			Tara Deaver	2016		
<b>9</b>			David Turner	2018		
<b>Length of Term</b>	Term: 4 years		Term: 6 years		Term: 4 years	

9/2012

### **GOVT 2305 Federal Government (Federal Constitution and Topics)**

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights.

#### **Learning Outcomes**

***Upon successful completion of this course, students will:***

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate an understanding of our federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens
8. Analyze issues and policies in U.S. politics.

#### **Help for Students With Academic Problems**

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

#### **Special Needs**

Odessa College complies with Section 504 of the 1973 Vocational Rehabilitation Act and with the 1990 Americans with Disabilities Act. Issues with special needs will be referred to the Office of Disability Services.















## **UNIT 1 : PRINCIPLES AND THEORIES OF GOVERNMENT**

**ISSUE:** What makes a nation a true democracy?

1. Define and explain the significance of:
  - a. government (ch 1)
  - b. politics (ch 1)
  - c. political culture (ch 3)
  - d. political socialization (L)
  - e. elite (L)
  - f. democracy (direct & indirect) (ch 1)
  - g. ideology (ch 2)
  - h. 5 major beliefs of Am. Political culture (L)
2. Discuss the four major purposes of government
3. Discuss the ten essentials for a representative democracy, the paradox of democracy and five resulting problems. (L & T)
4. Define liberalism and conservatism and compare their philosophies on government. (L & T)
5. Discuss the 5 major beliefs of the American political culture. (L & T)

### **LEARNING ACTIVITIES**

Dye, Ch. 1 & 2

(L) = lecture

(T) = textbook

---

## **UNIT 2 THE CONSTITUTIONAL FRAMEWORK**

**ISSUE:** Were the motives of the framers of the U.S. Constitution elitist?

1. Explain the significance of:
  - a. Magna Carta
  - b. John Locke (L)
  - c. Equal protection clause (L)
  - d. Due process clause (L)
  - e. Bill of Rights
  - f. First Amendment
  - g. supremacy clause (L)
  - h. exclusive, concurrent & reserved powers (L & T)
2. Explain the purpose and functions of a constitution in the American political experience. (L & T)
3. Discuss whether democracy existed in 1789 when the U.S. Constitution was adopted. (L & T)
4. Discuss the flaws in the Articles of Confederation as a system of government for the states. (L & T)
5. Discuss the six major constitutional principles in the U.S. Constitution: separation of powers, checks and balances, federalism, judicial review, limited government, and popular sovereignty. (L & T)
6. Discuss and evaluate the various methods of changing the U.S. Constitution. (L & T)

### **LEARNING ACTIVITIES:**

Dye, Ch. 3, The Constitution

---

### **UNIT 3 -- THE FEDERAL SYSTEM**

federal

**ISSUE:** How has the power of the government grown so tremendously?

1. Define and explain the significance of the following:
  - a. exclusive powers (L)
  - b. concurrent powers
  - c. reserved powers
  - d. 10th amendment
  - e. supremacy clause
  - f. John Marshall (L)
  - g. enumerated powers
  - h. implied powers
  - i. necessary and proper clause
  - j. full faith and credit clause (L)
  - k. privileges and immunities clause (L)
  - l. categorical & block grants
2. Compare unitary, confederate, and federal systems of governments and explain why the framers chose federalism. (L & T)
3. Trace the development of federalism and explain the eight methods by which federal power has expanded since 1789. (L & T)
4. Discuss the pros and cons (advantages & disadvantages of federalism). (Notes & Text)

### **LEARNING ACTIVITIES**

Dye, Ch. 4-Federalism

---

### **UNIT 4 THE PRESIDENCY**

**ISSUE:** Is the President too powerful?

1. Define and explain the significance of the following:
  - a. executive privilege
  - b. impoundment
  - c. Impoundment Act of 1974 (L)
  - d. Prize Cases (L)
  - e. War Powers Act of 1973
  - f. executive agreement
  - g. Curtiss-Wright Case (L)
  - h. item, pocket and regular veto
  - i. Vice President-duties and selection
  - j. riders
  - k. twenty fifth amendment
  - l. executive orders
  - m. Cabinet
2. Explain the type of president the framers of the Constitution intended to create and their reasons. Discuss the various reasons for the growth of the presidency, reasons for our recent reevaluation of this growth of presidential power, examples of abuses, and examples of Congress's reassertion of its powers. (L&T)
3. Explain the issue of impoundment, what is at stake, and Congress's response. (L&T)
4. Compare and contrast the three views or theories on presidential power. (L)
5. Discuss the effects of Vietnam and Watergate on the Presidency and nation.
6. Discuss the process of impeachment and how it works.

**LEARNING ACTIVITIES--** Dye, Ch. 11—The President

---

## **UNIT 5 THE CONGRESS**

**ISSUE:** Why is Congress so slow and seemingly ineffectual?

1. Define and explain the significance of the following:
  - a. House-Senate comparison
  - b. gerrymandering & 4 types
  - c. one man (person)-one vote (L)
  - d. Rules Committee
  - e. seniority system/rule
  - f. pigeonhole (L)
  - g. filibuster
  - h. cloture
  - i. conference committee
  - j. mark-up session
  - k. oversight
  - l. pork barrel
  - m. legislative veto
  - n. power of the purse
2. Discuss the various roles or functions of Congress. (L&T)
3. Discuss Congress's leaders, their roles and power. (L&T)
4. Discuss the various stages a successful bill must pass to become law, explaining the most important step. Include an explanation of the committee system -- reasons for it, how it operates, its good points, and the resulting problems. Discuss Congress's internal reforms. (L&T)
5. Compare and discuss the two theories on the role of the congressperson (trustee & delegate) and the pros and cons of each.
6. Discuss and evaluate the various means Congress has at its disposal to influence and limit the President and suggest further reforms needed. (L)

### **LEARNING ACTIVITIES:**

Dye, Ch. 10--Congress  
Speaker handout

---

## **UNIT 6 THE JUDICARY**

**ISSUE:** Is judicial activism desirable?

1.
  - a. judicial review
  - b. have standing
  - c. original jurisdiction
  - d. appellate jurisdiction
  - e. writ of certiorari
  - f. rule of four
  - g. policy question (L)
  - h. stare decisis
  - i. majority opinion
  - j. concurring opinion
  - k. dissenting opinion
  - l. senatorial courtesy (L)
  - m. Missouri Plan (L)
  - n. John Marshall (L)
  - o. Earl Warren (L)
  - p. Warren Burger (L)
  - q. William Rehnquist (L)
  - r. original intent
2. Explain the five functions of the judiciary. (L&T)
3. Define judicial review, explain its significance to our democracy. (L&T)
4. Explain the passive nature of the judiciary and the implications. (L)

5. Explain the structure and operation of the federal court system and how a case works its way up the system to the U.S. Supreme Court. (L&T)
6. Explain how the U.S. Supreme Court operates, the steps a case must take once it reaches the U.S. Supreme Court until a decision is handed down, and the writing of the opinions. (L&T)
7. Explain what factors influence the implementation of a Supreme Court decision. (L&T)
8. Describe the federal judge selection process, the factors a President considers, and the characteristics of the typical federal judge. (L&T)
9. Compare and contrast the two theories on the role of the courts. (L&T)
10. Discuss and evaluate the checks on the Supreme Court. (L&T)

### **LEARNING ACTIVITIES**

Dye, Ch. 13- The Courts

---

## **UNIT 7 THE BUREAUCRACY**

**ISSUE:** Who controls the bureaucracy?

1. Define and discuss the significance of:
 

a. spoils system	e. White House Office (L)	i. ombudsman (L)
b. merit system/ Civil Service	f. iron triangle/Triangle alliance (L)	j. sunset law (L)
c. Executive Office of The Pres	g. legislative veto	k. whistle blowers
d..OMB, CEA, NSC	h. oversight	l. deregulation
2. List and discuss the functions of the bureaucracy. (L&T)
3. Discuss the structure of the bureaucracy, including the Cabinet, the Executive Office of the President, the 14 Cabinet level departments, the independent executive agencies, the independent regulatory commissions, and the government corporations. Explain the functions, history, and growth of each. (L&T)
4. Discuss the reasons for the growth of the bureaucracy. (L&T)
5. Discuss bureaucratic policymaking and the role of the President, Congress, the media, the public, interest groups, and the courts. (L&T)
6. Explain the iron triangle and discuss the effects on bureaucratic operations and decision-making. (L)
7. Using the movie "The Regulators" as a guide, discuss the bureaucracy -- what it does, why it is so indispensable and powerful, and the various groups attempting to influence the bureaucracy. Explain the sources and limitations of presidential and congressional control over the bureaucracy and the purpose and effects of the Civil Service System. What conclusions can you draw from the movie? (L, movie, &T)

### **LEARNING ACTIVITIES**

Dye, Ch. 12-The Bureaucracy

Movie: "The Regulators: Our Invisible Government"

1. What is the role & influence of the following in the writing of the regulation:
  1. The courts --
  2. Interest groups -- Friends of the Earth & the utilities -- & goals of each
  3. Congress --
  4. The President --
  5. The public --
  6. Gordon Anderson --
2. The important steps or stages they went through to write the regulation:
3. Who seemed to be most influential in the writing of the regulation & why?
4. What was the effect of the vaguely worded statute passed by Congress --(to protect visibility in our national parks)?
5. What was the debate or controversy over “integral vistas?”
6. List all the groups (mentioned in the movie) involved in the writing of the regulation:
7. Could Congress do this --write this regulation-- why or why not?

**Conclusions you can draw --what does this movie tell you about how the bureaucracy operates-- its good and bad point**

**PART A First Amendment Rights and the Right of Privacy**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| a. civil liberties (L)            | i. Lemon test                  |
| b. Bill of Rights                 | l. clear & present danger rule |
| c. ACLU (L)                       | n. libel & slander             |
| d. establishment clause           | o. no prior restraint rule     |
| e. free exercise clause           | p. gag order                   |
| f. conscientious objector (L)     | q. shield law                  |
| g. nonpolitical (pure) speech (L) | r. obscenity & Miller test     |
| h. commercial speech (            | s. fighting words (L)          |
| i. political speech (L)           | t. sodomy laws                 |
| j. symbolic speech                | u. Privacy Act of 1974         |
| k. incorporation                  | v. <u>Roe v. Wade</u>          |

2. Discuss the freedoms protected by the first amendment and the restrictions placed upon them: religion, speech, press, assembly, petition, association, and demonstration. (L&T)
3. Discuss and define the types of expression not protected by the first amendment. (L&T)
4. Discuss the right to privacy and the Supreme Court rulings concerning this right - the areas protected and the areas not protected. (L & pp. 508-12)
5. Discuss the right to die issue and the Supreme Court's ruling in the Cruzan case. (L)

**PART B Criminal Justice Rights**

**ISSUE:** Are criminals overprotected?

1. Discuss criminal justice rights found in Amendments 4-8 in the following areas (L &T):
  - a. rights of criminal suspects
  - b. rights of the accused
  - c. punishment and review of convictions
  - e. double jeopardy (G)
  - f. due process clause (L)
  - g. habeas corpus (G)
  - h. cruel and unusual punishment
2. Define and discuss the significance of:
  - a. unreasonable search & seizure
  - b. exclusionary rule
  - c. pleading the fifth (L)
  - d. Miranda rights
3. Discuss gun control and the second Amendment right to bear arms. (L)

**LEARNING ACTIVITIES**

Dye, Ch.14—Politics and Personal Liberty  
handouts

## **CIVIL LIBERTIES QUESTIONNAIRE**

1. A man is convicted of murder. Evidence used to convict him was seized illegally, without a valid search warrant. He charges his 4<sup>th</sup> amendment rights - freedom from unreasonable search and seizure - have been violated. Should the evidence convicting him be thrown out because of this?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. A man is convicted of rape. A confession was obtained from him after 22 hours of questioning and denying him access to his attorney. He charges his 5<sup>th</sup> amendment rights were violated - freedom from self-incrimination (compulsory) - and his 6<sup>th</sup> amendment rights - right to council. Should his conviction be thrown out on those grounds? Yes \_\_\_\_\_ No \_\_\_\_\_
3. A theater owner is convicted for showing allegedly obscene films depicting explicit sexual acts. He claims that he is protected by the first amendment - freedom of speech and press. Do you agree? Yes \_\_\_\_\_ No \_\_\_\_\_
4. The American Nazi Party is repeatedly denied a permit to march through your neighborhood because they are considered a threat to law and order. They charge that their first amendment rights are being violated -freedom of speech and assembly. Do you agree? Yes \_\_\_\_\_ No\_\_\_\_  
Should they be allowed to march peacefully? Yes\_\_\_\_ No \_\_\_\_\_
5. A man is convicted of six charges of rape and first degree murder and is given the death penalty. He charges this is a violation of the eighth amendment - freedom from cruel and unusual punishment. Do you agree?  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. The federal government requests an injunction against a newspaper to stop their printing of allegedly secret government documents which would destroy national security secrets. Should the government be allowed to stop the newspaper from printing the material? Yes \_\_\_\_\_ No\_\_\_\_\_
7. A fair housing and anti-job discrimination ordinance guaranteeing nondiscrimination on the basis of sex, religion, race, color, or sexual orientation is repealed. A group of gays and blacks challenge this as a denial of the 14<sup>th</sup> amendment rights - equal protection of the laws. Do the blacks have a valid case? Yes \_\_\_\_\_ No \_\_\_\_\_ Do the gays? Yes \_\_\_\_\_ No \_\_\_\_\_
8. A researcher whose thesis attempts to prove blacks are genetically inferior is denied permission to speak at a university due to the "racist" nature of his material. Is this a violation of his freedom of speech rights? Yes \_\_\_\_\_ No
9. A gay couple prosecuted for violating sodomy laws (while in the privacy of their home) charge their rights to privacy are being violated. Yes \_\_\_\_\_ No



## UNIT 9 CIVIL RIGHTS

### PART A -- African Americans

**ISSUE:** Has equality arrived & if not, is affirmative action needed and fair or is it reverse discrimination?

1. Define and identify the significance of:
  - a. *Dred Scott* case
  - b. Ku Klux Klan (L)
  - c. 13, 14, 15 Amendments
  - d. sharecropping (L)
  - e. *Plessy v. Ferguson*
  - f. "separate but equal"
  - g. NAACP
  - h. *Brown v. Board of Education*
  - i. Martin Luther King
  - j. Malcolm X (L)
  - k. Voting Rights Acts
  - l. Kerner Commission(L)
  - m. *Bakke* case
2. Trace the political experience of blacks in America from 1619 to the present, discussing important political and historical experiences affecting their political status. (L, T--pp. 537-556, & movie)
3. Discuss the various methods used to deny blacks the right to vote. (L & T)
4. Discuss the immigrant analogy, its validity, and the implications if it is believed. (L)

### PART B Hispanics

**ISSUE:** What has caused the illegal alien problem?

1.
  - a. Hispanics (Latinos) (L)
  - b. Treaty of Guadalupe Hidalgo (L)
  - c. braceros (L)
  - d. LULAC (L)
  - e. Cesar Chavez
  - f. Raza Unida Party (L)
  - g. *Cisneros* case (L)
  - h. *Rodriguez* case (L)
  - i. *Edgewood v. Kirby* (L)
2. Trace the political experience of the three main Hispanic groups in America, discussing important affecting their status. (L & T--pp. 557-560 and Hispanics Handout)
3. Discuss the importance of the proximity of Mexico to Mexican American assimilation.(L)
4. Discuss the issues, problems, and solutions raised by the problem of illegal aliens and the Immigration Reform and Control Act of 1986. (L & T)
5. Discuss the poverty cycle, the issues involved, the U.S. Supreme Court's *Rodriguez* decision, and the Texas Supreme Court 's *Edgewood v. Kirby* decision. (L&T)

### PART C Other Racial Minorities

**ISSUE:** Should compensation be paid for past injustices?

1. Discuss the problems, experiences, and discrimination of American Indians and their situation today. (L, T--pp. 560-564, & movie)
2. Discuss the problems, experiences, and discrimination of Asian Americans and their situation today. (L, & Asian-American Handout, & movie)

### PART D Women

**ISSUE:** Is the ERA needed?

1.
  - a. Reed v. Reed (L)
  - b. ERA
  - c. Phyllis Schlafly (L)
  - d. NOW
  - e. Elizabeth Cady Stanton(L)
  - f. Susan B. Anthony (L)
  - g. Title IX Ed. Amends

2. Discuss the status, treatment, stereotyping, and discrimination of women in American history and continuing sex discrimination today. (movie, L, T, pp. 566-570 & Sex Discrimination Today handout)
3. Discuss the ERA, its content and aim, and the pros and cons. (L & T)

**PART F Overall**

**ISSUE:** Is the affirmative action needed and justifiable?

- |                                   |                       |                                 |
|-----------------------------------|-----------------------|---------------------------------|
| 1. a. equal protection clause     | d. affirmative action | g. <u>Rodriquez</u> case (L)    |
| b. <u>de jure</u> segregation (L) | e. <u>Bakke</u> case  | h. <u>Edgewood v. Kirby</u> (L) |
| c. <u>de facto</u> segregation    | f. poverty cycle (L)  |                                 |
1. Discuss what the statistics reveal about the situation these minority groups face--economic status, employment status, educational status, particularly in contrast to Anglos and males. (L&T)
  3. Discuss the major areas dealt with by Congress in the various Civil Rights Acts. (L&T—p. 538)
  4. Discuss the reasons for and the effect of stereotyping and the distortions of history on minorities and Anglos. (L and movies)
  5. Explain affirmative action, its pros and cons, and Supreme Court decisions, especially the Bakke decision. (L&T)
  6. Discuss the rights of disabled Americans and the discrimination they faced. (pp. 564-565)

**LEARNING ACTIVITIES**

Dye, Ch. 15 – Politics and Civil Rights

**Lecture Notes: on Hispanics; Asian Americans; Continuing Sex Discrimination Today**

Movies: “Black History-Lost, Stolen, or Strayed”;  
 “The North American Indian: How the West was Won and Honor Lost”  
 “Guilty by Reason of Race”  
 “American Women: Portraits in Courage”



**. Film: THE NORTH AMERICAN INDIAN: HOW THE WEST WAS WON AND HONOR LOST 970.1N864**

1. How would you describe the U.S. government policy towards the Native American?
2. Why were the Five Civilized Tribes called civilized and what is the moral of their experience?
3. Explain how Native Americans have been stereotyped.
4. What is your reaction to the film and what have you learned? What has most surprised you?

1. Give examples of discrimination against Japanese Americans before World War II.

2. Discuss what happened to Japanese Americans after Pearl Harbor.

3. Explain the only way Japanese American internees could be released.

4. Explain the Korematsu decision and its significance even today.

**Film: American Women: Portraits In Courage”**

**305.42 A512**

You need to get 3 things from this movie:

EXAMPLES OF DISCRIMINATION WOMEN FACED IN AMERICAN HISTORY

HOW WOMEN HAVE BEEN STEREOTYPED IN THE U.S. HISTORY

CONTRIBUTIONS WOMEN HAVE MADE TO OUR COUNTRY

(Women mentioned in film in order of appearance)

2. Sybil Ludington –
3. Deborah Sampson Gannett/Robert Shirliff –
4. Abigail Adams –
5. Elizabeth Cady Stanton \*\*\* (Important)
6. Susan B. Anthony \*\*\* (Important)
7. Harriet Tubman -
8. Sojourner Truth -
9. Belva Lockwood -
10. Margaret Higgins Sanger -
11. “Mother” Mary Harris Jones -
12. Rosa Parks-

## **UNIT 10 PUBLIC OPINION**

**ISSUE:** Does public opinion have any influence on American government?

1. Define and explain the significance of the following:
  - a. public opinion
  - b. political socialization
  - c. political culture (L)
2. Define public opinion and assess its importance in the American political system & explain the hierarchies of public opinion. (T & L)
3. Explain the impact of the mass media on public opinion. (L & T)
4. Define political socialization (politicization) and discuss and evaluate the roles played by the six main agents of political socialization. (L & T)

### **LEARNING ACTIVITIES**

Dye, Ch. 5-Opinion and Participation (pp. 131-148)

---

## **UNIT 11 - INTEREST GROUPS**

**ISSUE:** Do interest groups contribute anything positive to our political system?

1. Define and explain the significant of the following:
  - a. interest groups
  - b. lobbyist
  - c. litigation
  - d. oversight (L)
  - e. 1st Amendment (L)
  - f. PACs
  - g. direct action
  - h. lobbying
2. List and discuss the seven tactics used by interest groups to influence government policy. (L & T)
3. Discuss the new 1995 lobby regulation law improves on the old 1946 law. (L & T)
4. Discuss the advantages and disadvantages of interest groups. (T & L)

### **LEARNING ACTIVITIES**

Dye, Ch. 9-- Interest Groups

---

## **UNIT 12 POLITICAL PARTIES**

**ISSUE:** Is there really much difference between the Democratic and Republican parties?

1. Define a political party and its basic function.
2. Discuss the history of political parties in the United States, and explain their basic philosophies and groups supporting each. (L & T)

3. Compare the current Democratic and Republican parties on the following aspects (L & T & handout):
  - a. dominant political philosophy
  - b. issue stands
  - c. voters supporting each party
  - d. geographical areas of strength
  - e. images—positive and negative of both parties
4. Explain why third parties have not been very successful in the United States. (L & T & Third Party handout)

**LEARNING ACTIVITIES**

Dye, Ch. 7--Political Parties (pp. 199-215, 217-218, 226-236)  
Third Party handout

**UNIT 13 –Political Campaigns and Candidates**

**ISSUE:** How has television changed campaigns and elections?

1. Define and explain the significance of :
  - a. television spots (L)
  - b. sound bites
  - c. ticket splitter (L)
  - d. negative campaigning (L)
  - e. equal time provision (L)
  - f. public financing
  - g. negative advertising
  - h. soft money
  - i. independent expenditures (L)
  - j. check-off law (L)
  - k. Federal Election Committee (FEC)
  - l. Political action committees (PACs)
2. Explain how television has dramatically changed political campaigning since 1948. (L & T)
3. Discuss the importance of “undecided” voters and how campaigns attempt to gain their support. (L &T)
4. Evaluate the impact of televised debates on presidential elections since 1960. (L & T)
5. Explain how political candidates are “packaged” through television advertising and discuss some of the consequences of this practice. (L & T)
6. Describe the campaign finance reforms of the 1970s and the resulting “loopholes.”
7. Discuss the typical campaign strategy and the eight campaign guidelines. (L & T)

**LEARNING ACTIVITIES**

Cummings and Wise, Ch. 10-Political Campaigns and Candidates

**UNIT 14 POLITICAL PARTICIPATION AND ELECTORAL BEHAVIOR**

**ISSUE:** Why were voting requirements so restrictive in 1789?

1. Define the following:
  - a. suffrage
  - b. Voting Rights Acts
  - c. 15th Amendment
  - d. 19<sup>th</sup> Amendment.
  - e. 26th Amendment
  - f. open primary
  - g. closed primary
  - h. blanket (mixed) primary
  - i. party & office column ballots

2. Explain voting requirements in 1789, why they were so restrictive, why and how they were changed and discuss voting requirements and barriers today. (L & T)
3. Discuss the various methods used to prevent blacks from voting in the South. (L & T)
4. Discuss the socioeconomic factors that contribute to voting and nonvoting, comparing the typical characteristics of the voter and non-voter. (L & T)
5. Discuss the two different ballot types and the impact of each on voting patterns. (L)
6. Discuss the changes in the nomination process. (L)
7. Discuss the three types of primaries and the pros and cons of each. (ch 5)

**LEARNING ACTIVITIES**

Dye, Ch. 5 –Opinion and Participation (pp. 149-165)

---

**UNIT 15 FOREIGN AFFAIRS AND NATIONAL DEFENSE**

**ISSUE:** Why did the U.S. get involved in Vietnam?

1. Define and explain the significance of:
 

a. Isolationism (L)	f. NATO
b. Monroe doctrine (L)	g. domino theory (L)
c. Manifest Destiny (L)	h. Gulf of Tonkin Resolution (L)
d. United Nations	i. military industrial complex
e. Containment	j. M.A.D/mutual assured destruction/balance of terror
	k. deterrence
2. Discuss the history of U.S. foreign policy and the major past and present goals of American foreign policy in this post-cold war world.
3. Explain the policy of containment.
4. Discuss the importance of the Vietnam experience: why the U.S. became involved, and the aftereffects on U.S. foreign policy.
5. Explain why President Eisenhower warned Americans against the unwarranted influence of military-industrial complex. (L)
6. Discuss the post-cold war threats to the United States and Americas World role in the 1990s and after 2000.
7. Discuss the effects of 9/11 on U.S. defense and foreign policy. (L & T)

**LEARNING ACTIVITIES**

Dye, Ch. 18—Politics and National Security

---

## **Unit 16--Government & the Economy & Promoting the General Welfare**

1. Define and explain the significance of the following:

**(From Ch. 16)**

- a. capitalism (L)
- b. laissez-faire (L)
- c. fiscal policy
- d. monetary policy
- e. supply-side economics
- f. authorizations (L)
- g. appropriations (L)
- h. deficit
- i. national debt
- j. tariff
- k. balance of trade (L)
- l. balance of payments
- m. free trade
- n. protectionism
- o. progressive taxes
- p. regressive taxes
- q. flat taxes

**(From Ch. 17)**

- a. monopoly
- b. oligopoly
- b. closed shop
- d. union shop
- e. "right to work" laws
- f. Social Security
- g. entitlement programs
- h. Medicare
- i. Medicaid
- j. poverty line
- k. social insurance programs
- l. public assistance
- m. unemployment compensation
- n. Food Stamps
- o. AFDC/TANF

**From Chapter 16:**

- 2. Explain how the United States has a mixed, or modified, free enterprise system in which both private industry and government play important roles. (L & T)
- 3. Explain how, during the New Deal of the 1930s, government for the first time began to assume a key role in the nation's economic system. (L)
- 4. Discuss the basic principles of *laissez-faire* economics, Keynesian economics, supply-side economics, and monetarism. (L)
- 5. Discuss the various fiscal and monetary tools used by the federal government to influence the shape of the American economy: spending, taxing, borrowing, and the control of the supply of money and credit.
- 6. Explain the function of the Federal Reserve System.
- 7. Evaluate the state of the American economy in the 21st century.

**From Chapter 17:**

- 8. Discuss the emergence of the federal government as regulator of business and labor unions. (L)
- 9. Describe the basic demands and achievements of the consumer movement. (L)
- 10. Discuss the importance of social-welfare programs such as Social Security, Medicare, unemployment insurance, food stamps, and Medicaid.
- 11. Discuss the nature of the crisis in the social security system, including the problems of the Medicare program.
- 12. Discuss the rising cost of health care, and the debate over the role of the federal government in providing access to health care for all Americans. (L)
- 13. Identify and evaluate potential conflicts between the nation's environmental concerns and its energy needs. (L)

**Learning Activities:**

Dye, Ch. 16—Politics and the Economy & Ch. 17—Politics and Social Welfare

# Required INTERNET ASSIGNMENT: Government 2305

## Web Assignment --What Am I Politically?

Value: 300 points

---

### **WEB SITE TO USE AS A RESOURCE:**

<http://www.selectsmart.com/politics.html> , click on “Politics”, then find (under “More Political Quizzes”) & take the survey “**MOST COMPREHENSIVE POLITICAL SELECTOR**” By Robert LeMichael Carter J and print out the survey results AND attach to your final typed paper. *(Print out survey & your answers **BEFORE** clicking on “Submit results”*

**Go to the website of the political party listed and find their party platform and stands on the issues**—Using the knowledge and information you have gained in this course, from the textbook, class lecture, class discussion, and the following websites listed below, **discuss what you are politically:**

1. **Your political philosophy (liberal, conservative, libertarian, neo-libertarian, or populist) based on selectsmart.com survey results**—refer to your text and class notes and discuss—**your reaction:** do you agree—why or why not, and discuss which issues you agree and disagree with that political philosophy listed **highest on your survey results**
2. **Your political party affiliation (or which party comes closest to your political views)-based on selectsmart.com survey results—your reaction:** do you agree—why or why not, and discuss which issues you agree and disagree with that political party listed **highest on your survey results** (using their platform on their website)
3. **Your political priorities (issues most important to you and your stand on each)**
4. **How YOU have changed politically during the semester as a result of the information and knowledge you learned in this course? How are you different politically? (On what issues have you changed your position and why?)**
5. **What areas of knowledge and understanding about U.S. Government have you gained?**
6. **Which unit in the course did you find most interesting and WHY?**
7. **Which unit in the course did you find least interesting and WHY?**
8. **What was the most surprising information/knowledge that you learned about U.S. government & politics in the course?**

**Include with your typed paper the printouts of the web site survey results you took for this assignment.**

### **FORMAT FOR PAPER:**

- Typed, double-spaced, with a cover sheet with your name, assignment name, class time & number (Govt. 2305), and date
- Approximate length—10 pages (**NOT** counting surveys that are attached)

---

---

## **ODESSA COLLEGE CODE OF STUDENT CLASSROOM BEHAVIOR**

---

What follows is a general description of what many teachers here at Odessa College expect from their good students:

### **Good Students behave in ways that enhance the learning experience for everyone in the class.**

They attend regularly and come to class prepared even after an absence;

They arrive on time and stay for the entire class;

They are engaged during class, often actively participating in lecture and discussion;

**They leave cellular phones, beepers, and other electronic equipment turned off during class:**

They are attentive during class, not whispering, giggling, or holding side conversations;

They use appropriate language in class: no profanity or foul language;

They wear clothing that allows them to participate fully in class activities, clothing which does not distract others in class;

They stay on task, using class time to work on projects related to that class, rather than reading for or working on projects related to other classes;

They avoid using tobacco during class or eating or drinking in classes where it is inappropriate;

### **Good students practice personal and academic integrity.**

1. They do not cheat in or out of class on tests and quizzes;
2. They do not plagiarize on assignments: hand in the work of others as their own;
3. They do not lie or make excuses;
4. They complete assignments, projects, papers, and exams in a timely manner.

### **Good students respect the dignity of all people.**

5. They do not compromise or demean the dignity of others by taunting, teasing, insulting, sexually harassing or discriminating;
6. They respect the opinions of others in the class;
7. They do not engage in theft, vandalism, or malicious damage of property;
8. They encourage the equal rights and treatment of all students, regardless of age, gender, race, religion, ethnic heritage, socioeconomic status, sexual orientation and/or political ideology.

### **Good students are responsible for their own needs.**

- They recognize it is their responsibility to communicate any problems or concerns to the appropriate Odessa college personnel, such as instructors, counselors, and coaches. This includes extended absences, health problems, job conflicts, emergencies, incarcerations, family problems, and documented learning disabilities;
- They follow appropriate procedures if they a grievance. After discussing the problem with the instructor, coach, or counselor first, they proceed in a hierarchical order as diagramed below, following the steps outlined in the Student Right to Due Process, available in full text from the office of the Vice-President for Student Life.

### **Grievance Procedure**

Student → Instructor/Coach/Counselor → Department Chairperson → Division Dean → Vice President → President of Odessa College → Board of Trustees

### **Professor's Pet Peeves:**

- Excessive absences
- Walking in late after roll is taken & door is closed
- Falling asleep during class

- Talking/whispering during class
- Working on other assignments or read other materials during class
- Leaving prior to the end of class without instructor's prior approval
- Cellular telephones, beepers, or other similar forms of telecommunications going off during class

# **GOVERNMENT 2305 SCHEDULE**

## **FALL 2012**

### M-W-F Classes

#### **Part I—The American Democracy**

- |                                 |                        |
|---------------------------------|------------------------|
| 1. Government & The People      | 8/29, 8/31, 9/5, 9/7   |
| 2. The Constitutional Framework | 9/10, 9/12, 9/14, 9/17 |
| 3. The Federal System           | 9/19, 9/22, 9/24, 9/26 |

### **Exam #1 (Units 1-3)—Friday, September 28**

#### **Part II—The Institutions**

- |                            |                            |
|----------------------------|----------------------------|
| 4. The Presidency          | 10/1, 10/3, 10/5, 10/8     |
| 5. Congress                | 10/10, 10/12, 10/15, 10/17 |
| 6. The Judiciary & Justice | 10/19, 10/22, 10/24, 10/26 |
| 7. <i>The Bureaucracy*</i> |                            |

### **Exam #2 (Units 4-7)—Monday, October 29**

#### **Part III—Outcomes: Public Policy**

- |                    |  |
|--------------------|--|
| 8. Civil Liberties | 10/31, 11/2, 11/5, 11/7, 11/9, 11/12           |
| 9. Civil Rights    | 11/14, 11/16, 11/19, 11/26, 11/28, 11/30, 12/3 |

### **Web Assignment Paper Due—Monday, November**

**12**

### ***Thanksgiving Holiday - 5 pm November 20-25***

### **Exam #3 (Units 8-9)—Wednesday, December 5**

#### **Part IV—Participants (as time permits)**

10. *Public Opinion\**
11. *Interest Groups\**
12. *Political Parties\**
13. *Political Campaigns & Elections\**
14. *Voting Behavior & Elections\**
  
15. *Foreign Policy & National Security\**
16. *Government & the Economy & Promoting the General Welfare\**

***\*These units will be covered as time permits***

**10:00 MWF class Monday , December 10 11 am:**

**Exam #4 (Units 8 & 9)\***

**&**

**\*FINAL EXAM\*\* ( comprehensive Units 1-7)**

**GOVERNMENT 2305 SCHEDULE**

**FALL 2012**

MW 11-12:20 class

**Part I—The American Democracy**

- |                                 |                  |
|---------------------------------|------------------|
| 1. Government & The People      | 8/29, 9/5, 9/10  |
| 2. The Constitutional Framework | 9/12, 9/17       |
| 3. The Federal System           | 9/19, 9/24, 9/26 |

**Exam #1 (Units 1-3)—Monday, October 1**

**Part II—The Institutions**

- |                            |                     |
|----------------------------|---------------------|
| 4. The Presidency          | 10/3, 10/8, 10/10   |
| 5. Congress                | 10/15, 10/17, 10/22 |
| 6. The Judiciary & Justice | 10/24, 10/29        |
| 7. <i>The Bureaucracy*</i> |                     |

**Exam #2 (Units 4-7)—Tuesday, October 31**

**Part III—Outcomes: Public Policy**

- |                    |                           |
|--------------------|---------------------------|
| 8. Civil Liberties | 11/5, 11/7, 11/12, 11/14  |
| 9. Civil Rights    | 11/19, 11/26, 11/28, 12/3 |

**Web Assignment Paper Due—Monday, November**

**12**

***Thanksgiving Holiday – 5 pm November 20-25***

**Exam #3 (Units 8-9)—Wednesday, December 5**

**Part IV—Participants (as time permits)**

10. *Public Opinion\**
11. *Interest Groups\**
12. *Political Parties\**
13. *Political Campaigns & Elections\**
14. *Voting Behavior & Elections\**
15. *Foreign Policy & National Security\**
16. *Government & the Economy & Promoting the General Welfare\**

***\*These units will be covered as time permits***

**11 am class  
11am**

**Wednesday, December 12**

**Exam #4 (units 8-9)**  
**&**  
**\*\*FINAL EXAM\*\* (Units 1-9)**  
**GOVERNMENT 2305 SCHEDULE**  
**Fall 2012**

**Tuesday Evening Class**

**Part I—The American Democracy**

- |                                 |                 |
|---------------------------------|-----------------|
| 1. Government & The People      | 8/28, 9/4, 9/11 |
| 2. The Constitutional Framework | 9/11, 9/18      |
| 3. The Federal System           | 9/18, 9/25      |

**Exam #1 (Units 1-3)—October 2**

**Part II—The Institutions**

- |                            |            |
|----------------------------|------------|
| 4. The Presidency          | 10/2, 10/9 |
| 5. Congress                | 10/16      |
| 6. The Judiciary & Justice | 10/23      |
| 7. <i>The Bureaucracy*</i> |            |

**Exam #2 (Units 4-7)—October 30**

**Part III—Outcomes: Public Policy**

- |                    |                    |
|--------------------|--------------------|
| 8. Civil Liberties | 10/30, 11/6, 11/13 |
| 9. Civil Rights    | 11/27, 12/4        |

**Web Assignment Paper Due—November 13**

***Thanksgiving Holiday – 5 pm November 20-25***

**Exam #3 (Units 8-9)—December 4**

**Part IV—Participants (as time permits)**

10. *Public Opinion\**
11. *Interest Groups\**
12. *Political Parties\**
13. *Political Campaigns & Elections\**
14. *Voting Behavior & Elections\**
15. *Foreign Policy & National Security\**

**Tuesday, December 11—7pm:**

**Exam #4 (units 8-9)**

**&**

**\*\*FINAL EXAM\*\*** (comprehensive on highlights of Units 1-7)

**GOVERNMENT 2305 SCHEDULE**

**Fall 2010**

TTh Classes

**Part I—The American Democracy**

- |                                 |                  |
|---------------------------------|------------------|
| 1. Government & The People      | 8/23, 8/25, 8/30 |
| 2. The Constitutional Framework | 9/1, 9/6         |
| 3. The Federal System           | 9/8, 9/13, 9/15  |

**Exam #1 (Units 1-3)—Tuesday, September 20**

**Part II—The Institutions**

- |                            |                   |
|----------------------------|-------------------|
| 4. The Presidency          | 9/22, 9/27, 9/29  |
| 5. Congress                | 10/4, 10/6, 10/11 |
| 6. The Judiciary & Justice | 10/13, 10/18      |
| 7. <i>The Bureaucracy*</i> |                   |

**Exam #2 (Units 4-7)—Thursday, October 20**

**Part III—Outcomes: Public Policy**

- |                    |   |
|--------------------|---|
| 8. Civil Liberties | 10/25, 10/27, 11/1, 11/3                |
| 9. Civil Rights    | 11/8, 11/10, 11/15, 11/17, 11/22, 11/29 |

**Web Assignment Paper Due—Tuesday, November 22**

**Exam #3 (Units 8-9)—Thursday, December 1**

**Part IV—Participants (as time permits)**

10. *Public Opinion\**
11. *Interest Groups\**
12. *Political Parties\**
13. *Political Campaigns & Elections\**
14. *Voting Behavior & Elections\**
  
15. *Foreign Policy & National Security\**
16. *Government & the Economy & Promoting the General Welfare\**

***\*These units will be covered as time permits***

**\*\*FINAL EXAM\*\*** (2 on Units 10-16 and 2 comprehensive on highlights of Units 1-9)

**12:30 pm class  
pm**

**Tuesday, December 6**

**2-4:30**