

*ODESSA
COLLEGE*

*FEDERAL
GOVERNMENT
2305*

Dr. Brian K. Dille

Fall 2013

Government 2305

(A Web-Enhanced Course)

Weekly unit quizzes on Blackboard = 200 points

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

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

5 20-point attendance quizzes = *100 points*

Movie Review paper – *100 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: Deadrick Hall 209

Phone: 335-6592

E-Mail: bdille@odessa.edu

Course Web Site: **Blackboard**

Fax: 915/335-6581

GOVERNMENT 2305

Odessa College

Office Hours:

MWF: 8:30-10 am

TTh: 9-9:30, 2-3:30 pm

W: 6-6:30- pm

F: 11-12 noon

WEB-ENHANCED COURSE

This is a web-enhanced course. Students will be taking weekly unit quizzes on Blackboard. All exams except the final exam will also be taken on Blackboard. PowerPoints, lecture notes, and Tegrity recordings will be available to students on Blackboard. ***Students MUST be knowledgeable on how to use Blackboard.***

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.

QUIZZES

Students will be taking weekly unit quizzes on Blackboard counting for 300 points in the course.

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 OR QUIZ GRADE WILL BE LOWERED BY ONE FULL LETTER GRADE FOR AN UNDOCUMENTED ABSENCE.**

UNIT OBJECTIVE SHEETS:

Unit objective sheets serve as a study or review sheet and what the student is expected to know at the completion of the unit. Exam questions will be drawn from these objective sheets.

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

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

Weekly Unit Quizzes-200 points = 20% of course grade

Movie Review 100 points = 10% of grade

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

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

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: Losco & Baker, **AM GOV,** 2013-2014 edition

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—Politics and the People

4. Public Opinion
5. Political Participation
6. Interest Groups
7. Political Parties

Exam #2 (Units 4-7)

Part II—The Policymakers

8. Congress
9. The Presidency
10. The Judiciary

Exam #3 (8-10)

Part III—Government in Operation: Public Policy

11. Civil Liberties
12. Civil Rights
13. Foreign Policy & National Security
14. Public Policy: Responding to Citizens
15. The Media

Exam #4 (Units 11-13) &

READINGS

Ch. 1

Ch. 2

Ch.3

Ch. 6

Ch. 7

Ch. 8

Ch. 9

Ch. 11

Ch. 12

Ch. 14

Ch. 4

Ch. 5

Ch. 16

Ch. 15

Ch. 10

UNIT QUIZ

Unit 1 Quiz

Unit 2 Quiz

Unit 3 Quiz

Unit 4 Quiz

Unit 5 Quiz

Unit 6 Quiz

Unit 7 Quiz

Unit 8 Quiz

Unit 9 Quiz

Unit 10 Quiz

Unit 11 Quiz

Unit 12 Quiz

Unit 13 Quiz

****FINAL EXAM** (units 1-14)**

EXAM/QUIZ MAKE-UP POLICY

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

1. **To make-up an exam or quiz, 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 YOUR 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 coach 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

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.

Administrative Withdrawals

The Academic Achievement Grading and Credit policy at Odessa College states, "If a student is not attending the class and has not dropped the class, the grade assigned to that student is to be "F." Administrative drops are to be used only for extenuating circumstances that can be verified or by the College District administration." (Faculty Guidelines, para. 5.)

Effective Spring 2013, the following steps outline the process for an administrative drop.

1. Prior to the last date to drop a course, students who feel they cannot complete a course must go online or see the Wrangler Express to drop a course.
2. After the last date to drop a course, a student must initiate a discussion with his/her instructor about extenuating circumstances in his/her life. Student must express inability to complete course due to the situation. The following steps are applicable *after the last date to drop a course and prior to the last date of class*.
3. The instructor reviews student's performance to determine if 75% of the course work has been completed satisfactorily. If so, the instructor should offer the student an Incomplete and complete the appropriate contract with the student, specifying the required details.
4. If the student is not eligible for or declines an Incomplete, the instructor may offer an administrative drop, based on the extenuating circumstances. Prior to completing the form, the instructor will require the student to visit (or call, in the case of distance learners) the Financial Services (FS) office to learn how an administrative drop affects financial aid – even if the student is not currently receiving aid.
5. The instructor will complete the appropriate form, *with the details of the extenuating circumstances filled in under comments/notes*, and will submit the form for approval to the department chair and dean. ALL fields, to include date of FS visit and the number of drops already applied to the six drop limit, must be completed.
5. Upon approval and signatures, the Administrative Drop/Withdrawal form is sent to the Registrar. The Registrar is the *only* individual who will process this form.
6. Forms with blank comments/notes or unsatisfactory reasons will be returned, unprocessed, to the instructor.

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

<u>FEDERAL</u>	<u>NAME</u>	<u>PARTY</u>	<u>TERM ENDS</u>
1. President	Barack Obama	D	Jan. 17
2. Vice President	Joe Biden	D	Jan. 17
3. U.S. Senators from Texas	John Cornyn	R	Jan. 15
4. <input type="checkbox"/> <input type="checkbox"/>	<i>Ted Cruz</i>	R	Jan. 19
5. <u>U.S. Representatives</u>			
11th Dist: (Ector , Andrews, Crane, Loving, Martin, Midland, Upton, Ward, Winkler Counties)	Mike Conaway	R	Jan. 15
23rd Dist: (<i>Pecos, Reeves, Terrell Counties</i>)	<i>Pete Gallegos</i>	D	Jan. 15
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

<u>STATE</u>			
12. Governor	Rick Perry	R	Jan. 15
13. Lieutenant Governor	David Dewhurst	R	Jan. 15
14. Speaker	<i>Joe Strauss (?)</i>	R	Jan. 13/House
15. State Senator			
Dist. 31 -- (Ector, Andrews, Crane, Gaines, Glasscock, Howard, Midland Counties)	Kel Seliger	R	Jan. 15
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. 81st District -- (Ector, Andrews, Winkler Ward County)	Tryon Lewis	R	Jan. 15
82nd District -- (Midland, Crane, Martin, Upton)	Tom Craddick	R	Jan. 15
80th District -- (Loving, Pecos, Reeves, Terrell)	<i>Alfonso "Poncho" Nevarez.</i>	D	Jan. 15

<u>ECTOR COUNTY</u>			
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. 17
21. District Attorney (70 th Judicial Jan. 11 District)	R.N. "Bobby" Bland	R	Jan. 17
22. County Attorney	<i>Scott Layh</i>	R	Jan. 17
23. County Treasurer	Carolyn Sue Bowen	R	Jan. 17
24. County Clerk	Linda Haney	R	Jan. 17
25. County Tax Assessor - Collector	Barbara Horn	R	Jan. 17

<u>CITY OF ODESSA</u>			
26. Mayor	<i>David Turner</i>	--	Nov. 16
27. Councilpersons -- District 1	<i>Tim McNeil</i>	--	Nov. 16
2	<i>Dewey Bryant</i>	--	Nov. 16
3	Barbara Graff	--	Nov. 14
4	Dean Combs	--	Nov. 14
5	Sandra Carrasco	--	Nov. 14
28. City Manager	Richard Morton	--	Appointed by council

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

LOCAL SPECIAL DISTRICT BOARD MEMBERS

<i>E.C.I.S.D. BOARD OF TRUSTEES</i>			<i>Odessa College Board of Trustees</i>			<i>Ector County Hospital Trustees</i>	
<i>DISTRICT</i>		TERM		TERM			TERM
1	Luis Galvan	2014	Bruce Shearer	2016		Judy Hayes	2016
2	Terri Wheat Ervin	2016	Richard Abalos	2016		Mary Lou Anderson	2014
3	Donna Smith	2014	Royce Bodiford	2018		Richard Herrera	2016
4	Doyle Woodall	2016	J.E. "Coach" Pressly	2014		David Dunn	2014
5	Stephen Brown	2016	Ray Ann Zant	2014		David Nelson	2016
6	Dr. Ray Beaty	2014	Neil Grape	2018		Mary Thompson	2014
7	Thomas Minyard	2016	Gary Johnson	2014		Virgil Trower	2016
8			Tara Deaver	2016			
9			Tommy Clark	2018			
Length of Term	Term: 4 years		Term: 6 years			Term: 4 years	

8/2013

UNIT 1 : PRINCIPLES AND THEORIES OF GOVERNMENT

true

ISSUE: What makes a nation a democracy?

1. Define and explain the significance of:
 - a. government
 - b. politics
 - c. ideology (p. 141)
 - d. democracy (direct & indirect)
 - e. 5 major beliefs of Am. Political culture (L)
 - f. libertarians (p. 141)
 - g. populists (p. 141)
2. Discuss the ten essentials for a representative democracy, the paradox of democracy and five resulting problems. (L & T)
3. Define liberalism and conservatism and compare their philosophies on government. (L & pp. 140-141, 146)
4. Discuss the major beliefs of the American political culture. (L & T)
5. Explain the growing diversity and changing demographics of the United States.

LEARNING ACTIVITIES

Ch. 1 (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) & T)
 - 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, check 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:

Ch. 2

UNIT 3 -- THE FEDERAL SYSTEM

ISSUE: How has the power of the federal 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 (p. 28)
 - f. John Marshall (L)
 - g. enumerated powers
 - h. implied powers
 - i. necessary and proper (elastic) clause
 - j. full faith and credit clause (L)
 - k. privileges & immunities clause
 - 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 various methods by which federal power has expanded since 1789. (L & T)

LEARNING ACTIVITIES

Ch. 3

UNIT 4 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
2. Explain the impact of the mass media on public opinion. (L & T)
3. Define political socialization (politicization) and discuss and evaluate the roles played by the six main agents of political socialization. (L & T)

LEARNING ACTIVITIES

Ch.6

UNIT 5 POLITICAL PARTICIPATION

ISSUE: Why were voting requirements so restrictive in 1789?

1. Define the following:
 - a. Voting Rights Acts (L)
 - b. 15th Amendment (L)
 - c. 19th Amendment (L)
 - d. 26th Amendment (L)
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)

LEARNING ACTIVITIES

Ch. 7

UNIT 6 - INTEREST GROUPS

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

1. Define and explain the significant of the following:
 - b. interest groups
 - c. lobbyist
 - c. litigation (p. 194)
 - d. oversight (L)
 - e. 1st Amendment (L)
 - f. PACs
 - g. direct action (L)
 - h. lobbying
2. List and discuss the seven tactics used by interest groups to influence government policy. (L & T)
3. Discuss the advantages and disadvantages of interest groups. (T & L)
4. Discuss which interests are best represented by lobbyists and spending.

LEARNING ACTIVITIES

Ch. 8

UNIT 7 POLITICAL PARTIES

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

1. Define a political party and its basic function.
2. Compare the current Democratic and Republican parties on the following aspects (L & T)
 - 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
3. Explain why third parties have not been very successful in the United States. (L & T)

LEARNING ACTIVITIES

Ch. 9

UNIT 8 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 & types
 - c. one man (person)-one vote (L)
 - d. Rules Committee
 - e. seniority system/rule
 - f. pigeonhole (L)
 - g. filibuster
 - h. cloture
 - i. mark-up session
 - j. oversight
 - k. conference committee
 - l. pork barrel
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. (L&T)
5. Compare and contrast the two theories on the role of the congressperson (trustee & delegate).
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:

Ch. 11

UNIT 9 THE PRESIDENCY

ISSUE: Is the President too powerful?

1. Define and explain the significance of the following:
 - a. executive privilege (L)
 - b. impoundment
 - c. Impoundment Act of 1974 (L)
 - d. Prize Cases (L)
 - e. War Powers Act of 1973
 - f. executive agreement
 - g. item, pocket and regular veto
 - h. Vice President-duties and selection
 - i. riders (L)
 - j. 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.

LEARNING ACTIVITIES:

Ch. 12

Unit 10 THE JUDICARY

ISSUE: Is judicial activism desirable?

1. a. judicial review
b. have “standing”
c. writ of certiorari
d. rule of four
e. majority opinion
f. dissenting opinion
g. concurring opinion
h. stare decisis/precedent
i. John Marshall (L)
j. Earl Warren
k. John Roberts
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)

LEARNING ACTIVITIES: Ch. 14

UNIT 11—CIVIL LIBERTIES

ISSUE: Should the First Amendment protect subversive, radical or extremist groups & speech?

PART A First Amendment Rights and the Right of Privacy

1. Define and explain the significance of the following:
 - a. civil liberties
 - b. Bill of Rights
 - c. establishment clause
 - d. .Lemon test
 - e. free exercise clause
 - f. political speech
 - g. pure speech (L)
 - h. commercial speech
 - i. symbolic speech
 - j. clear & present danger rule
 - k. libel & slander
 - l. fighting words (L)
 - m. no prior restraint rule
 - n. gag order (L)
 - o. shield law (L)
 - p. obscenity & Miller test
 - q. Roe v. Wade
 - r. sodomy laws (L)
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. (T & L)

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 Amendment 4-8.(L&T):
2. Define and discuss the significance of:
 - a. unreasonable search & seizure
 - b. exclusionary rule
 - c. pleading the fifth (L)
 - d. Miranda rights
 - e. double jeopardy (G)
 - f. due process clause (L)
 - g. habeas corpus (G)
 - h. cruel and unusual punishment
3. Discuss the second Amendment right to bear arms, recent Supreme Court changes in its interpretation, and the issue of gun control. (T & L)

LEARNING ACTIVITIES:

Ch. 4

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 4th 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 5th amendment rights were violated - freedom from self-incrimination (compulsory) - and his 6th 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 14th 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 12 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. 13, 14, 15 Amendments
 - c. *Plessy v. Ferguson* (p. 97)
 - d. "separate but equal"(p. 98)
 - e. *Brown v. Board of Education*
 - f. .Martin Luther King (p. 101)
 - g. Voting Rights Acts
 - h. civil rights
 - i. NAACP
2. Trace the political experience of blacks in America from 1619 to the present, discussing the types of discrimination they faced. (L& T & 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. Define and explain the significance of the following:
 - a. Hispanics (Latinos) (L)
 - b. Treaty of Guadalupe Hidalgo (L)
 - c. braceros (L)
2. Trace the political experience of the three main Hispanic groups in America, discussing important affecting their status. (L & T)
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 possible solutions. (L)

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 & movie)
2. Discuss the problems, experiences, and discrimination of Asian Americans and their situation today. (L, T & movie)

PART D Women

ISSUE: Is the ERA needed?

1. a.. Elizabeth Cady Stanton(L) b.. Susan B. Anthony (L) c. Title IX Ed. Amends d. ERA
2. Discuss the status, treatment, stereotyping, and discrimination of women in American history and continuing sex discrimination today. (L & T & movie)

PART F Overall

ISSUE: Is the affirmative action needed and justifiable?

1. a. equal protection clause (p. 97) d. affirmative action g. Rodriguez case (L)
 b. de jure segregation e. Bakke case h. Edgewood v. Kirby (L)
 c. de facto segregation f. poverty cycle (L)
2. 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. 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)
6. Explain affirmative action, its pros and cons, and Supreme Court decisions, especially the Bakke decision. (L&T)

LEARNING ACTIVITIES

Ch. 5 – Politics and Civil Rights

Movies:	“Black History-Lost, Stolen, or Strayed”	973.0496 B627
	“The North American Indian: How the West was Won and Honor Lost”	970.1N864
	“Guilty by Reason of Race”	323.4 G962
	“American Women: Portraits in Courage”	305.42 A512

UNIT 13 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)	c. Containment	e. deterrence
b. United Nations	d. NATO	f. Mutual Assured Destruction (MAD)
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. (L & T)
5. Discuss the post-cold war threats to the United States and Americas world role. (L & T)
6. Discuss the effects of 9/11 on U.S. defense and foreign policy. (L & T)

LEARNING ACTIVITIES

Ch. 16

Unit 14—Economic & Domestic Policy

ISSUE: Why is the government so much more involved in regulating the economy & providing social programs today?

1. Define and explain the significance of the following:
 - a. fiscal policy
 - b. monetary policy
 - c. recession
 - d. deficit
 - e. national debt
 - f. EPA.
 - g. global warming debate
 - h. TANF/welfare
 - i.. Patient Protection & Affordable Care Act
 - j. Social Security
 - k. entitlement programs
 - l. Medicare (p. 393)
 - m. Medicaid (p. 393)
 - n. Food Stamps (L)
 - o.. poverty line (L)
2. Discuss and explain the issues and programs involved in protecting the environment, explaining the conflict between the nation's environmental concerns and its energy needs. (L & T)
3. Discuss and explain the issues and programs involved in helping the poor.
4. Discuss fiscal policy and the tools used to influence the economy.
5. Discuss monetary policy and the tools used to influence the economy.
6. 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 & T)
7. 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 & T)

Learning Activities: Ch. 15

Movie Review 100 points = 10% of grade

1. This is a required assignment
2. Must be typed, double spaced and 2-3 pages in length
3. 12 size font with cover page

Students must choose one of the following movies (all on reserve) to watch and write a review on or choose a film directly imbedded in Blackboard in any of the unit folders.

- “Hamilton and Jefferson on Democracy” 973.4 H217M
- “The Constitution: A Compromise That Made A Nation” 342.73029 C756
- “Our Constitution: A Conversation” 342.73 SU958O
- “Third Parties in American Politics” 324.273 T445
- “The Congress: The History & Promise of Representative Government” 328.365 R344C
- “The Congress: A Day in the Life of a Representative” 328.73 C749B
- “Evolution of Congress” 328.73 c749E
- “Executive Branch of Government” 353 EX96
- “Mandate: The President and the People” 342.73 SU958M
- “George Washington: American Revolutionary” 973.41 w318B
- “Teddy Roosevelt: Right Man at the Right Time” 973.911 T256S
- “Franklin Roosevelt and the Mass Media” 973.917 R781M

• “Truman and the Policy of Containment” –Beginning of the Cold War	Vol. 1	973.918 T867B
• Truman and the Policy of Containment”	Vol. 2	973.918T867B
• ”John F. Kennedy”		973.922 k351
• “The Assassination of President Kennedy”		973.922 K35A
• “”American Experience: LBJ”		973.923 J67ZA
• “Richard Nixon”	Vol. 1	353.03 W361
• “Nixon”		973.924 N736WP
• “Nixon”		973.924 N737
• “Gerald Ford”	Vol. 2	353.03 W361
• “Jimmy Carter”	Vol. 3.	353.03 W361
• “Ronald Reagan”	Vol. 4	353.03 W361
• “The Regulators: The Invisible Government”		328.3650R344C
• “The Judicial Branch”		347.73 J92F
• “Interpreting the Law: The Role of the Supreme Court”	Volumes 1-3	347.7326 IN61
• “The Supreme Court—Vol. 3 A Nation of Liberties”		347.7326 SU959S
• Bill of Rights—A Living Document		342.73 B596C
• “Bill of Rights: Bill of Responsibilities”		342.73 B596M
• “First Amendment Freedoms”		342.73 F527D
• “The First Amendment and Hate Speech”		342.73 T367F
• “Life and Choice After Roe v. Wade”		342.73 T367L
• The Constitution: That Delicate Balance-#10 The Sovereign Self-The Right to Live, Right to Die”		342.73 C757F
• “You, The Jury”		347.73 T67U
• “Equality and the Individual”		342.73 T367E
• “Black History: Lost, Stolen, or Strayed”		973.0496 B627
• “In Search of the American Dream: A Story of the African American Experience”	Volumes 1-6	305.896 IN35A
• “Separate But Equal”		305.8 ST844S
• “Great Black Women”		973.092 G786
• “The North American Indian: How the West Was Won & Honor Lost”		970.1N864
• “Native American Influence on the US”		970.1 N278A
• “Guilty By Reason of Race		323.4 G962
• “American Women: Portraits In Courage”		305.42 A512
• “America’s Multicultural Heritage”		305.8 AM512E
• “Hispanics—There Differences”		305.868 H673
• “Hispanic Americans		305.868 H673S
• “The Latino Family”		305.85 L357
• “Mexican Americans”		973.046872 M611
• “The Eyes on the Prize” –Volumes 1-7		323.1 EY97
• “The Equal Rights Amendment”		324.623 EQ64
• “How Racism Harms White Americans”		305.8 H847B
• “America’s Multicultural Heritage”		305.8 AM512E
• “Race and Ethnicity”		305.8 R118D
• “Affirmative Action: The History of an Idea”		331.133 AF256C
• “The Vietnam War”		959.7043 V666
• “Vietnam: Unfinished Business”		973.923 V666
• “The USA Patriot Act”		352.379 UN58W
• “Security Threat”		355.033 SE446C

Pick up handout from your instructor on specific points to write about from the movie of your choice.

Students can choose any other commercially available movie on a topic relating to American government and politics with the instructor's approval.

• 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 2013

MWF Classes

Part I—The American Democracy

Week 1 & 2:	Unit 1. Government & The People	<u>Unit 1 Quiz: Sept. 6-8</u>
Week 3:	Unit 2. The Constitutional Framework	<u>Unit 2 Quiz: Sept. 13-15</u>
Week 4:	Unit 3. The Federal System	<u>Unit 3 Quiz: Sept. 20-22</u>

Exam #1 (Units 1-3)—Friday-Sunday, Sept. 20-22

Part II—Participants

Week 5:	Unit 4. Public Opinion	<u>Unit 4 Quiz: Sept. 27-29</u>
Week 6:	Unit 5. Political Participation	<u>Unit 5 Quiz: Oct. 4-6</u>
Week 7:	Unit 6. Interest Groups	<u>Unit 6 Quiz: Oct. 11-13</u>
Week 8:	Unit 7. Political Parties	<u>Unit 7 Quiz: Oct. 18-20</u>

Exam #2 (Units 4-7)—Friday-Sunday, Oct. 18-20

Part III— The Institutions

Week 9:	Unit 8. Congress	<u>Unit 8 Quiz: Oct. 25-27</u>
Week 10:	Unit 9. The Presidency	<u>Unit 9 Quiz: Nov. 1-3</u>
Week 11:	Unit 10. The Judiciary	<u>Unit 10 Quiz: Nov. 8-10</u>

Exam #3 (Units 8-10)—Friday-Sunday, Nov. 8-10

Part IV— Outcomes: Public Policy

Week 12:	Unit 11. Civil Liberties	<u>Unit 11 Quiz: Nov. 15-17</u>
----------	--------------------------	--

Movie Review Paper Due —Monday, November 18

Week 13 & 14:	Unit 12. Civil Rights *	<u>Unit 12 Quiz: Nov. 29-Dec. 1</u>
Week 15:	Unit 13. Foreign Policy	<u>Unit 13 Quiz: December 6-8</u>
:	Unit 14. Public Policy (Economic & Domestic Policy)	

Exam #4 (Units 11-14) Friday-Sunday, Dec. 6-8

****FINAL EXAM**** 10 am class Monday, December 9 11 am

GOVERNMENT 2305 SCHEDULE

Fall 2013

MW Classes

Part I—The American Democracy

Week 1 & 2:	Unit 1. Government & The People	<u>Unit 1 Quiz: Sept. 6-8</u>
Week 3:	Unit 2. The Constitutional Framework	<u>Unit 2 Quiz: Sept. 13-15</u>
Week 4:	Unit 3. The Federal System	<u>Unit 3 Quiz: Sept. 20-22</u>

Exam #1 (Units 1-3)—Friday-Sunday, Sept. 20-22

Part II—Participants

Week 5:	Unit 4. Public Opinion	<u>Unit 4 Quiz: Sept. 27-29</u>
Week 6:	Unit 5. Political Participation	<u>Unit 5 Quiz: Oct. 4-6</u>
Week 7:	Unit 6. Interest Groups	<u>Unit 6 Quiz: Oct. 11-13</u>
Week 8:	Unit 7. Political Parties	<u>Unit 7 Quiz: Oct. 18-20</u>

Exam #2 (Units 4-7)—Friday-Sunday, Oct. 18-20

Part III— The Institutions

Week 9:	Unit 8. Congress	<u>Unit 8 Quiz: Oct. 25-27</u>
Week 10:	Unit 9. The Presidency	<u>Unit 9 Quiz: Nov. 1-3</u>
Week 11:	Unit 10. The Judiciary	<u>Unit 10 Quiz: Nov. 8-10</u>

Exam #3 (Units 8-10)—Friday-Sunday, Nov. 8-10

Part IV— Outcomes: Public Policy

Week 12:	Unit 11. Civil Liberties	<u>Unit 11 Quiz: Nov. 15-17</u>
----------	--------------------------	--

Movie Review Paper Due –Monday, November 25

Week 13 & 14:	Unit 12. Civil Rights *	<u>Unit 12 Quiz: Nov. 29-Dec. 1</u>
Week 15:	Unit 13. Foreign Policy	<u>Unit 13 Quiz: December 6-8</u>
:	Unit 14. Public Policy (Economic & Domestic Policy)	

Exam #4 (Units 11-14) Friday-Sunday, Dec. 6-8

****FINAL EXAM**** 11 am class Wednesday, December 11 11 am

GOVERNMENT 2305 SCHEDULE

Fall 2013

TTh Classes

Part I—The American Democracy

Week 1 & 2:	Unit 1. Government & The People	<u>Unit 1 Quiz: Sept. 6-8</u>
Week 3:	Unit 2. The Constitutional Framework	<u>Unit 2 Quiz: Sept. 13-15</u>
Week 4:	Unit 3. The Federal System	<u>Unit 3 Quiz: Sept. 20-22</u>

Exam #1 (Units 1-3)—Friday-Sunday, Sept. 20-22

Part II—Participants

Week 5:	Unit 4. Public Opinion	<u>Unit 4 Quiz: Sept. 27-29</u>
Week 6:	Unit 5. Political Participation	<u>Unit 5 Quiz: Oct. 4-6</u>
Week 7:	Unit 6. Interest Groups	<u>Unit 6 Quiz: Oct. 11-13</u>
Week 8:	Unit 7. Political Parties	<u>Unit 7 Quiz: Oct. 18-20</u>

Exam #2 (Units 4-7)—Friday-Sunday, Oct. 18-20

Part III— The Institutions

Week 9:	Unit 8. Congress	<u>Unit 8 Quiz: Oct. 25-27</u>
Week 10:	Unit 9. The Presidency	<u>Unit 9 Quiz: Nov. 1-3</u>
Week 11:	Unit 10. The Judiciary	<u>Unit 10 Quiz: Nov. 8-10</u>

Exam #3 (Units 8-10)—Friday-Sunday, Nov. 8-10

Part IV— Outcomes: Public Policy

Week 12:	Unit 11. Civil Liberties	<u>Unit 11 Quiz: Nov. 15-17</u>
----------	--------------------------	--

Web Assignment Paper Due—Monday, November 18

Week 13 & 14:	Unit 12. Civil Rights *	<u>Unit 12 Quiz: Nov. 29-Dec.</u>
---------------	-------------------------	--

Movie Review Paper Due –Monday, November 25

Week 15:	Unit 13. Foreign Policy	<u>Unit 13 Quiz: December 6-8</u>
:	Unit 14. Public Policy (Economic & Domestic Policy)	

Exam #4 (Units 11-14) Friday-Sunday, Dec. 6-8

****FINAL EXAM**** 11 am class Tuesday, December 10 11 am