

ODESSA COLLEGE

FEDERAL GOVERNMENT 2305

Dr. Brian K. Dille

Spring 2013

Government 2305

4 exams – 100 points each = *400 points*

Revised Exam Review & “Group Exams”

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**

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GOVERNMENT 2305

Odessa College

Office Hours:

MWF: 9-10 am

TTh: 9-9:30, 11-12

T: 6-7- 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 three 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 300-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

Total possible points:1000

Exam #1 100 points = 10% of course grade

80-89% = 800 points = B

70-79% = 700 points = C

60-69% = 600 points = D

Below 60% = 479 & below = F

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.**

TEXTS:

Thomas R. Dye, ***Politics in America***, 8th 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—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

Exam #4 (Units 10-16) & **FINAL EXAM(units 1-7)**

“Group Exam” & Exam Review Policy

I am going to try a new exam review policy to replace the old “instructor goes over the exam and frequently missed questions.” Before I hand back the exams for students to see their exam grades, I will divide the class into groups of 4 students and they must stay in the room and not use any notes. They will “retake” the exam as a group. One student records the scores on the Scantron. They will decide **as a group** which answers to choose. ***I will make the attempt to make sure each group has at least one high scoring student, one medium scoring student, and one low scoring student so that each group has basically the same level of knowledge.***

Bonus points will be earned to be added to the exam grades the students earned on taking the exam **individually.**

- **For a group score in the A range, 3 points extra credit are awarded** to the individual student percentage score (out of 100%);

- For a group score in the B range, then 2 extra credit points are awarded to the students' initial grade
- For a group score in the C range, then 1 extra credit point is awarded to the students' initial grade

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 YOUR ABSENCE AND INABILITY TO TAKE THE TEST AT THE SCHEDULED TIME WITH YOUR 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

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. π \circ	<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
<hr/>			
<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

State Representatives**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)

Alfonso "Poncho" Nevárez.

D

Jan. 15

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. 17

21. District Attorney (70th Judicial Jan. 11 District)

R.N. "Bobby" Bland

R

Jan. 17

22. County Attorney

Scott Layh

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

CITY OF ODESSA

26. Mayor

David Turner

--

Nov. 16

27. Councilpersons -- District 1

Tim McNeil

--

Nov. 16

2

Dewey Bryant

--

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>LOCAL SPECIAL DISTRICT BOARD MEMBERS</i>								
<i>DISTRICT</i>	<i>E.C.I.S.D. BOARD OF TRUSTEES</i>							
		TERM						TERM
1	Luis Galvan	2014		Bruce Shearer	2016		Judy Hayes	2012
2	Faye Batch	2012		Richard Abalos	2016		Mary Lou Anderson	2014
3	Donna Smith	2014		Ralph McCain	2012		Richard Herrera	2012
4	Tom Pace	2012		J.E. "Coach" Pressly	2014		David Dunn	2014
5	Yollie Wilkins	2012		Ray Ann Zant	2014		David Nelson	2012
6	Dr. Ray Beaty	2014		Walter Smith	2012		Mary Thompson	2014
7	Donnie Norwood	2012		Gary Johnson	2014		Virgil Trower	2012
8				Tara Deaver	2016			
9				David Turner	2012			

<i>Length of Term</i>	Term: 4 years			Term: 6 years			Term: 4 years

12/2012

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.

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	g. policy question (L)	m. Missouri Plan (L)
b. have standing	h. <u>stare decisis</u>	n. John Marshall (L)
c. original jurisdiction	i. majority opinion	o. Earl Warren (L)
d. appellate jurisdiction	j. concurring opinion	p. Warren Burger (L)
e. <u>writ of certiorari</u>	k. dissenting opinion	q. William Rehnquist (L)
f. rule of four	l. senatorial courtesy (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

UNIT 8—CIVIL LIBERTIES

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

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
2. Define and discuss the significance of:

a. unreasonable search & seizure	e. double jeopardy (G)
b. exclusionary rule	f. due process clause (L)
c. pleading the fifth (L)	g. habeas corpus (G)
d. <u>Miranda</u> rights	h. cruel and unusual punishment
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 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 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
b. de jure segregation (L)
c. de facto segregation
- d. affirmative action
e. Bakke case
f. poverty cycle (L)
- g. Rodriguez case (L)
h. Edgewood v. Kirby (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. 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°

1. What were the major messages of the film?
2. Give examples of black stereotypes from the film.
3. Explain the affects of stereotyping of blacks on both blacks and whites.
4. What is the reason or justification for stereotyping?
5. What is your reaction to the film and what have you learned? What has most surprised you?

. 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)

Sybil Ludington –

Deborah Sampson Gannett/Robert Shirtliff –

Abigail Adams –

Elizabeth Cady Stanton *** (Important)

Susan B. Anthony *** (Important)

Harriet Tubman -

Sojourner Truth -

Belva Lockwood -

Margaret Higgins Sanger -

10. “Mother” Mary Harris Jones -

11. 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. 19th 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)
 - b. Monroe doctrine (L)
 - c. Manifest Destiny (L)
 - d. United Nations
 - e. Containment
 - f. NATO
 - g. domino theory (L)
 - h. Gulf of Tonkin Resolution (L)
 - i. military industrial complex
 - 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 (the top-ranked party, which 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

SPRING 2013

TTh Classes

Part I—The American Democracy

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

Exam #1 (Units 1-3)—Thursday, February 21

Part II—The Institutions

- | | |
|-------------------|-----------------|
| 4. The Presidency | 2/26, 2/28, 3/5 |
| 5. Congress | 3/7, 3/19, 3/21 |

Spring Break—March 11-17

- | | |
|----------------------------|------------|
| 6. The Judiciary & Justice | 3/26, 3/28 |
| 7. <i>The Bureaucracy*</i> | |

Exam #2 (Units 4-7)—Tuesday, April 2

Part III—Outcomes: Public Policy

- | | |
|--------------------|----------------------------------|
| 8. Civil Liberties | 4/4, 4/9, 4/11, 4/16 |
| 9. Civil Rights | 4/18, 4/23, 4/25, 4/30, 5/2, 5/7 |

Web Assignment Paper Due—Thursday, April 25

Exam #3 (Units 8-9)—Thursday, May 9

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*

Exam #4 (Units 10-16) & **FINAL EXAM (Units 1-7)**

GOVERNMENT 2305 SCHEDULE

Spring 2010

Thursday Evening Class

Part I—The American Democracy

- | | |
|---------------------------------|-----------------|
| 1. Government & The People | 1/21, 1/28, 2/4 |
| 2. The Constitutional Framework | 2/4, 2/11 |
| 3. The Federal System | 2/11, 2/18 |

Exam #1 (Units 1-3)—February 25

Part II—The Institutions

- | | |
|-------------------|-----------|
| 4. The Presidency | 2/25, 3/4 |
| 5. Congress | 3/11 |

Spring Break –March 15-21

- | | |
|----------------------------|------|
| 6. The Judiciary & Justice | 3/25 |
| 7. <i>The Bureaucracy*</i> | |

Exam #2 (Units 4-7)—April 2

Part III—Outcomes: Public Policy

- | | |
|--------------------|-----------------------|
| 8. Civil Liberties | 4/1, 4/8, 4/15 |
| 9. Civil Rights | 4/15, 4/22, 4/29, 5/6 |

Web Assignment Paper Due—April 22

Exam #3 (Units 8-9)—May 6

Part IV—Participants (as time permits)

- 10. *Public Opinion**
- 11. *Interest Groups**
- 12. *Political Parties**
- 13. *Political Campaigns & Elections**
- 15. *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**** (1/2 on Units 8 & 9 and 1/2 comprehensive on highlights of Units 1-7)
 Thursday, May 13, 7 pm