Syllabus POS2041

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Howard Phillips Hall 305A (enter through Rm.302) **Hours: 10 :45-11:45 TR**
407-823-2608 **8:00 - 12 c.m. Wed. and by appointment**

This course is designed to familiarize the student with the basic political processes in the United States. We will be exploring the meaning of democracy and the workings of our institutions of government as they were designed and as they exist today. We will also focus our attention on the concept of "power" - what it means, who has it, who doesn't and what its implications are.

I. Course Objectives:

1. To provide an historical and substantive understanding of the American political system.
2. To teach students how to separate fact from opinion, how to evaluate opinions (some are more valid than others), and how to differentiate between what was, what is, and what ought to be.
3. To provide assistance in teaching students **HOW- NOT WHAT**- to think and question.
4. To help students understand the competing interests and diversity in our society in order to enable them to participate in a more aware and rational manner in future decision making.

As members of our society and a global community in the midst of tremendous change, this course is designed to assist the student to become a critical thinker, to respect and understand diversity, and to understand the importance of becoming a life-long learner and a citizen of the society in which you live.

Please read and be familiar with all that is contained in the syllabus and other handouts. I am always available to help or answer questions, but please don't contact me for answers to questions that are already covered in these documents. If you do, I will only refer you to the syllabus or other print-outs you already have.

II. A Policies

I expect you to be familiar with the text coverage of all topics **before** we meet. My class lectures and discussions augment what is in the text - they do NOT just repeat what is in it nor do I merely methodically cover lists of dates and people. If you do not have decent note-taking skills (by hand –no computers are allowed in class) or expect to be taught "for the test", this class is **not** be for you. I do not share my notes or post them on the Internet.

B.

This is a university course, you are **adults**, and I will treat you as such. Test reviews are the day before a test and consist of my answering your questions – I will not tell you what you "need to know" for the test or go over potential questions at any time. If my style, rules and requirements are not of your liking, find another course. This syllabus is a **contract** – letting you know what to expect from me and what I expect from you. Read it thoroughly and don't loose it during the

semester. Please consider all course expectations before the end of Add/Drop. My teaching style and requirements are not for everyone.

III. Course Requirements:

A. Students will be expected to read all text assignments **prior** to class and to "keep up" on current events. Attendance is not mandatory, but **you** are responsible for **all** class lecture material and for any **changes** made in the syllabus, assignments, test dates etc. It is highly recommended that you read **all** the chapters for each test within the first **two** weeks of each section!

B. There will be three objective tests given during the term, each counting 30% of your final grade. An optional comprehensive final can replace a low test score or serve as the make-up test. There will be **NO** individual make-up tests given - no exception except in cases of university approved religious practice or observance or sanctioned University events. You will need a #2 pencil and a **smooth scantron (#2052)** for each quiz and test. There is an option for you to earn up to 3 points of extra credit towards your final grade that will be distributed in class..

10% of your grade will be based on 3 quizzes (only the 2 highest will count) which are discussed later in the syllabus. If you miss a quiz, the other two will count for your grade. I do not offer make-up quizzes.

C. Responsibility for all due dates, being here for tests, all class lectures or changes in any course requirements is **yours**. Everything for this class is subject to changes I may make. **Please exchange** phone numbers, email address etc. with at least **two** other students ASAP for finding out what you missed, class notes etc. There's no excuse for not knowing anyone from whom you can get missed information! After you have the notes you missed, I will be happy to offer any clarification or further elaboration you may need during my office hours, but please don't ask me for my notes or send me a "what did I miss in class?" email.

*It is important to be on time since all announcements will be made at the beginning of the class. Check with your classmates for announcements if you arrive late or miss a class.

IV. Class "Rules"

- The schedule for the university clearly states holidays and final exam times for the term Please don't ask to take tests early or late because you've scheduled a flight for a holiday or vacation on a day when class is scheduled to meet. There will be no exceptions to the previously stated test policy.
- When you arrive in class, do not sit in the back row until all other seats are taken!!!!
- Students are also asked to keep up with current events in local, state, national and international arenas by reading newspapers and magazines, listening to radio, surfing the web, or watching T.V. news. You will be encouraged to talk about current issues at the beginning of each class meeting.
- Be on time for class! Having students arrive late or leave early creates disruption and you may miss announcements for which **you** are responsible. On test days, once the first completed exam is turned in, no one who arrives **Late** will be allowed to take the test. You

will have 50 minutes to take the test, but if arrive late, I will not give you additional time.

-**Cell phones, computers** and all electronic devices **must** be turned off. For the first ring of your phone, you will receive a warning and will stand up to apologize to the class, the second will result in your being required to lead the class in singing "Row, Row, Row Your Boat" or to answer your phone and quack like a duck (my choice) and then turn it off.

- All written elements (extra credit) must be typed (double spaced) and multiple pages stapled together or points will be lost. All are due **in class** on their due date. **No email papers will be accepted.**

- **All students are "special" please do not ask to be treated in a different manner than your classmates.** (i.e. – give you an extra assignment to raise your grade or be granted an option not given to everyone else etc.)

V. Email

My email is cbenson@mail.ucf.edu. Please be sure to **always put you class # and time on the subject line** (I have more than one section of 2041) and remember to put your name on the message– I don't have you listed anywhere by email address. I do not open emails with no subject!!!!!

E-mail does not mean I am available for "office hours" 24-7! I check at least once a day and once on weekends, but please don't e-mail me at 11 PM Friday and expect a response before Monday. I'm a lousy typist, so talking with me is best if you have a complex question.

VI. Text: GOVT second Edition by Sidlow and Henschen

Text Web Site:

Go to http://cengage.com/highered/ . Type in *Govt (2nd edition)* in the search box on the right upper corner of the page. Use the access code on the tab in the front of the text in order to gain access to the content. Click the link to the "student book companion". For every chapter, there is a practice quiz and many other very helpful tools to assist in your understanding of text material, some of which I will discuss in class.

Reading Assignments and tentative schedule

(Helpful suggestion : Try to stay ahead in your reading. I suggest you read all the chapters for each test in the fist two weeks of each test section. The material is organized by topics and I will often refer material in other chapters during class lecture. For example, I will refer to something from Ch. 4 (Civil Liberties) while specifically covering the Constitution (Ch. 2) You will "understand the lectures even better if you do this, but I don't require you to read all the chapters at once. Students who do this have overwhelmingly given positive feedback on it – it can of tremendous help during lectures and discussions, especially for those with little background in this subject. If you choose not to do so, for many of you, my lectures will be harder to understand.

Test #1 - Introductory class lectures (material not in your text), Ch.1-3 (2& 3 together), the Constitution (in the back of your text), and Ch.4 and 5 (this first section will take several weeks to cover in class since I discuss things not in the book)

Test #2 - Ch.6&7, **10**, then 8 & 9 together (this section will not take as long in class time as the first or third)

Test #3 - Ch.11, 12&13 together, 14-16

Test dates for the first two tests will be announced in class at least one week before they are given. Test 3 will be given on the day of your last regular class meeting, Dec.1, 2011.

The optional **final** exam for this class is listed on the online "MYUCF" site. Class finals are: 7:30 class=12/8 at 8 AM (not 7); The 9:00 class final will be at 8 am (not 7 as listed on the site) on 12/6 and the noon class will be at 10 AM on12/6. Finals are given in the same room as used for regular class meetings. It is a 50 question multiple choice test (like all others) that will cover material from the entire semester. It should take you no longer than 50 minutes to complete. Be there at the beginning of the scheduled final time since you will have 55 minutes in which to take it.

Late Policy- tests and quizes: If you arrive late on a quiz or test day, if no one has turned in a completed scantron, you may take it, but you will not be given extra time to do so. If someone has turned in a completed scantron, you will not be allowed to take the quiz or test. = Be on time!

VII. Quizzes

10% of your grade will be composed of your scores on two of three quizzes given during the semester. I will announce the dates they will be given in class (another good reason <u>not</u> to miss class!) You will need scantrons (#2052) and #2 pencils.

VIII. Grade Calculation:

I do not use plus/minus grading, nor do I automatically "round up" grades. There has to be a cut-off somewhere and mine is stated below. I must be fair and use the same standards for all students, so please don't ask for exceptions.

Grade Scale

90-100	A (**not 89.9!**)
80-89	B
70-79	C
60-69	D
below 60	F

Example Course grade:

The top three test scores are averaged, divided by 3, then multiplied by .90 (90% of your grade). Quiz points (10%) are then added. Any extra credit points are then included and the result is the grade for the class.

Example: Test #1 = 70, Test # 2 = 78, Test # 3 = 90, Final = 98, quizzes = 9 (out of 10), Extra credit = 2

Calculation:

Test # 1 is dropped
Test average 78+90+98 = 264
264 divided by 3 = 88
88 x .9 (90% of your grade)= 79.2 (test total)
79.2 + 9 (quiz total) = 88.2 (B)
Extra credit -2
88.2 +2 = 90.2 (A) (Doing extra credit can really help!)

IX Keep track of your own grades

It is critical for you to keep track of your own grades in this course during the semester. Your grades will by listed on "MYUCF" under the heading MyUCFGrades (do not use the link that may appear under the web course heading!) as soon as they are calculated. I calculate final grades only once at the end of the semester.

X. Correction Limitations

If you find an error or have a question about a posted grade, you **must** notify me within **five (5)** working days of the posting of that grade. If you wait longer, **no** corrections will be made – no exceptions! I have no sympathy for students who wait until the last week or two to realize they don't know what their grade is until the end of the semester.

F.Y.I. (For your information):

On any written assignments, proper grammar and composition count!

***Plagarism** of any kind will result in an "F" grade for the class. **Please do your own work!!** I'd hate for you to fail you for the course, but if I catch it, I will take the stated action.

*If class attendance is particularly low on a given, I may pass around an attendance sheet and give a bit of extra credit to those who came. Attendance is NOT mandatory, but to do well, you really need to be there as much as possible. (you will not lose points if you aren't there.)

Disclaimer:

Once again, the test dates, class assignments, and the rest of this syllabus are all subject to change by the instructor at any time and you are responsible for knowing about it if it should be done.

Final Note:

Be sure to read and be familiar with all the requirements, rules, policies and expectations for this class written on this syllabus before the end of Add/Drop.

POS 2041

Terms for the first test from the text and / or class lecture (**understand** their meaning and significance - don't just memorize a definition). Please refer to your text, index and the companion site for terms not discussed in class. This is not to be taken as the only things subject to test questions – use it as a guide.

Public policy
social conflict
authority
theorocracy
political culture
separation of powers
implied powers
politics
government
systems model(inputs etc.)
legitimacy
political socialization
capitalism
socialism
communism
democracy
Totalitarian
authoritarianism
liberal
libertarian
populist
conservative
de jure/ de facto segregation
John Locke
Thomas Hobbes
Divine right
representative as: agent, partisan, trustee
characteristics of the delegates at Philadelphia
constitutional democracy
conflicting values (liberty v. order etc.)
Madisonian model
confederation
unitary system
federalism
direct democracy
ideologue
Great Compromise
civil liberties
incorporation
4th Amendment

Economic v. Political philosophies
Power
Autocracy
Equality
Political ideology
checks and balances
necessary and proper clause
republic
Constitutional characteristics (5)
dual federalism
co-operative federalism
Supremacy Clause
concurrent powers
police powers
enumerated (listed) powers
U.S. Constitution Art.I Section 8
Marbury v. Madison
McCulloch v. Maryland
John Marshall
Purposes of government

Liberal democratic theory
Bill of Rights
Social Contract
Principles of Am. Democracy
Thomas Paine
judicial review
public service
Federalist Papers
New Deal
Representative democracy
Radical left
Radical right
Exclusionary Rule
Suffrage
Ideology
Prior restraint
Free exercise clause
1st Amendment
14th Amendment

Shay's Rebellion
Equal Protection and Due Process Clauses (14th Am)
civil rights
Civil Rights Act of 1964
Brown v. The Board of Education
Fundamental rights
Establishment clause
Chief Justice John Marshall

Constitution - Art V
Lemon test
rational basis test – ordinary scrutiny
strict scrutiny – compelling interest
intermediate scrutiny
Suspect classifications

Preferred freedoms

"It is of the greatest importance in a republic not only to guard against the oppression of its rulers, but to guard one part of society against the injustice of the other part"
Alexander Hamilton

"If men were angels, Government would not be necessary."

James Madison

The best argument against democracy is found in talking to the average voter for five minutes

Winston Churchill

Test 2 -Terms for the second test from the text and / or class lecture. Please refer to your text, index, and companion site for terms not covered in class

amicus curiae
Alexis de Tocqueville
lobbying
dealignment
realignment
interest groups
FECA
techniques for influencing public policy
bi-partisanship
soft money
primary election
party structure & organization
Third parties
front loading
electorate
Democratic Republicans
electors
opinion / polls
political socialization
interest groups
national party conventions
closed primaries
open primaries
straight ticket voting
split ticket voting
sound bites
Negative advertising
Spin doctors
Political functions of mass media:
- Interpretation
- Socialization
- Newsmaking
- Persuasion
- Agenda setting

electoral college
electors
negative voting
electorate
impact of media (especially TV) on campaigns and elections

P.A.C.
Campaign Finance Act of 1974
interest group ratings
"revolving doors"
single/multi issue interest groups
Pluralist/Elite theories

white primaries
Democratic Republicans
Democratic party characteristics
party platform
caucus
decline in party power
Republican party characteristics
political party
Whigs
tolerance - democratic values public
who votes, who doesn't & why
factors affecting voter turnout
major life events
ideologues
selective perception
public opinion
nature of voters (primary and general elections
attack ads
sensational & other bias in the news
Managed news coverage
media in war time
citizen journalism
sensational bias in media news
negative voting
push polls
elections as policy mandates
Winner-take-all system
Voting Rights Act of 1965
literacy tests
rational voter
poll tax

"Difference of opinion leads to inquiry and inquiry leads to truth...If a nation expects to be ignorant and free...it expects what never was and never will be. " Thomas Jefferson

POS 2041 - Terms for Test 3

Congressional districts
Gerrymandering
Baker v. Carr
apportionment
malapportionment
reapportionment
Congressional oversight and investigation
cloture
earmarks / pork barrel
seniority system
Rules committee
filibuster
going public
minority leader
4 types of Congressional committees
joint, select, standing, conference
majority and minority whips
Speaker of the House
majority leader
"real" power in Congress
(elite within the elite)

"federal question"
Gideon v. Wainwright
majority opinion
dissenting opinion
factors effecting judicial decision-making
(the generic "pie")
original jurisdiction
appellate jurisdiction
criminal law
civil law
statutory law
judicial restraint
stare decisis
district court
Domestic policy
monetary policy, fiscal policy
Homeland Security – cost/benefit
Health care
AFDC

White House Staff
OMB
National Security Council
Regulatory Agencies
bureaucracy
Watergate
3 sources of presidential power
Saturday Night Massacre
U.S. v. Nixon
view of the office (active/passive)
War Powers Act (Resolution)
executive orders
signing statements
iron triangles
4 reasons for the growth of
presidential power- 20th century
Viet Nam war
Cabinet
Council of Economic Advisors
kitchen cabinet
executive privilege
Executive Agencies
Executive Office
Gulf of Tonkin Resolution
Rule of Four
Case law
concurring opinions
C.J. Earl Warren
justiciable controversy
rules of access
standing to sue
3 levels of federal courts
judicial activism

administrative law
judicial rules of access
court of appeals
judicial review
national debt/ deficit
4 stages of the domestic policy process
global warming
social security

Foreign policy
executive agreements
Terrorism
Unilateral / multilateral reactions to terrorism
isolationism
Monroe Doctrine
Marshall Plan
MAD
preemptive war
WMDs
history of foreign policy
colonialism
Gulf of Tonkin
who makes foreign policy
Interventionism
Cold war
Containment
Cuban Missile Crisis
Iron Curtain

Exact dates are not required, but please have a good understanding of the "timeline"

There is a great deal of important information in these two policy chapters, so for your own knowledge please read them, even if we don't cover them in class

"Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world, in thousands of rooms like this one, would do this, it would change the earth."
--William Faulkner