

Political Science 1010

# Politics of the United States of America

Tuesday and Thursday: 9:30 AM - 10:45 AM

*Course Description:* A survey of American political life, with an emphasis on the U.S. Constitution, political parties and elections, voting behavior, the Presidency, Congress, U.S. Supreme Court, and current national problems.

**Office:** Smiddy Hall 157

**Office Hours:** M/W 2PM-4PM;

T/TH 10AM-Noon; 2PM-4PM;

or by appointment

**Office Phone:** 276-328-0137

**Classroom:** Culbertson Hall 125

**Cell Phone:** 276-708-6868 (no calls after 9PM!)

**E-Mail:** [eds9g@uvawise.edu](mailto:eds9g@uvawise.edu)

**Course Website:**

<http://www.smithsbluebook.com/academics.html>

## *Evaluation:*

25% First Examination

25% Midterm Examination

25% Final Examination

25% Policy Paper

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100% - Final Grade

*Note-taking:* Note-taking is an essential part of any course, and in particular of any course that is introductory in nature. Not only does the act of note-taking reinforce the material in question (it is not merely read and heard, but physically reproduced), it creates a record essential to preparation for quizzes and exams. Always come to class with paper and a writing utensil. If you are forced by circumstance to miss class, you will be expected to catch up on all missed notes (from your classmates if at all possible). Having a designated note-taker does not relieve you of responsibility to take notes unless you are physically incapable of taking notes. Students not taking notes may be asked to leave the class at the instructor's leisure.

*Exams & Quizzes:* There will be three examinations; these examinations will be composed of three sections: (1) an in-class multiple-choice section, (2) an in-class short essay section, and (3) a take-home essay section; take-home sections will be due by the time indicated on the syllabus - each day tardy a given examination is will result in a letter grade deduction from the examination. **Information should come primarily from assigned texts (which, again, must be properly cited) and/or audio-visual material.**

*Policy on Making-up Quizzes/Exams:* Making-up any missed quiz or exam is the responsibility of the student. The student should make an appointment for the make-up ahead of time and should remember the content of the quiz/exam will be different from that in the generally distributed quiz/exam. Make-up work will not be done during class. Excepting extreme situations (emergencies, etc.), make-up work must be completed within five school days of the absence. If the student has made no attempt to address an absence on the day the final exam is administered by the time of grade turn-in, a grade of "0" will be entered in its place and the grade will be calculated and turned in.

*Policy on Attendance:* Attendance for this course is mandatory. Each student will be allowed three (3) unexcused absences. Any unexcused absences beyond this will result in the loss of a letter grade from the final course grade (e.g. an A will become a B). There will be no exceptions. Excused absences include, but are not limited to, serious illness (not hangovers), family emergencies, religious holidays/high holy days, and school related events. Please inform the instructor as soon as possible of any such occurrence. To further quote the Student Handbook:

*Class and laboratory attendance is expected. A student who attends fewer than fifty percent of the lectures or laboratories in a course is not eligible to receive credit for that course. A student who is absent from classes or labs because of serious illness, a death in the immediate family, hospitalization, or as a member of an athletic team or officially recognized field trip may be excused.*

*Policy on Tardiness:* Students arriving later than 20 minutes into class will be counted absent unless their tardiness is excused.

*Policy on Behavior:* All students are at all times expected to be attentive, to take part in class discussions, and above all else, to be courteous and sensitive towards their fellow students. Impropriety will not be tolerated. Further, emotionally charged subject material will be dealt with in this course (ethical, bioethical, religious, political, etc.); such material requires maturity and openness to views that may conflict with one's own. Under no circumstances will racial, religious, or ethnic slurs be used in this course, or the result will be an automatic expulsion from the course.

*Cheating, Plagiarism, & Academic Dishonesty:* Any instance of cheating, plagiarism, and/or academic dishonesty will result in an automatic failure of the course and will be dealt with to the fullest extent. To avoid cheating, all blue books will be checked by the instructor and/or his assistant and no hats will be allowed during the administration of exams.

*Policy on the Paper:* The major paper for this course will be a policy analysis paper – specifically, students will have to identify at least one piece of legislation that was passed by at least one house of Congress and complete the following tasks with regards to it:

- 1 – Summarize the legislation's purpose and method of implementation.
- 2 – Describe what legislators introduced the bill and why.
- 3 – Describe what legislators, political party(ies) and interest groups both supported and opposed the legislation and why.
- 4 – Describe whether the law was passed, by what majority, and with what riders.
- 5 – Describe whether the law was vetoed by the President and if so why.
- 6 – If the bill passed into law when this was done and whether it has been fully implemented.

The major paper for this course will be at minimum 10 pages (double-spaced, 12-point, Times New Roman Font – margins will be no more than one inch and no cover page is necessary). Paper length will not include citations or graphics; pages indicate full pages. Failure to receive approval on the subject or failure to notify the instructor as to changes in the paper's subject (receiving necessary approval) will result in the loss of at least two letter grades on the paper's final grade. Final versions of the papers will receive a letter grade deduction for each day late without the permission of the professor. Any and all factual or theoretical material must be cited in-text AND the citation must be accounted for in a Works Cited section. Students are expected to cite using the APA-style of citation (for examples of APA Style

see <http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm> or <http://owl.english.purdue.edu/owl/resource/560/01/>). Note that all sources (10 minimum are required) must be of high-quality – academic journals, published books, theses, dissertations, interviews, quality news media, and government publications are all acceptable. Blogs, non-documented websites, and "wiki" ANYTHING are not allowed. If you are unsure whether a source is acceptable, please contact Dr. Smith for confirmation. Papers which are tardy will be deducted one letter grade per day late. Papers which are not turned in within four days of the due date will receive grades of "zero."

*Policy on Readings:* Students are expected to have read all assigned readings - while this is always essential in any course, in an online course it is particularly critical - a student's success or failure is almost entirely in their own hands. Remember that on exams you will be required to cite specifically from your readings - not reading your materials will make this responsibility impossible to fulfill.

*Outline of the Course:* Note that this outline is imperfect and may have to be changed to meet needs/realities of the class. Should this be the case, the class will be given sufficient alert, both in class and on the course website. Some additional readings not yet listed may be added through the course of the class in ample time for the students to digest the material. All readings are required before the class period listed. Note: should it be evident the class consistently fail to read the instructor reserves the right to add assignments, such as but not limited to pop quizzes, in order to force the students to read consistently.

*Honor Code:* All students are expected to adhere strictly to the Honor Code of the University of Virginia's College at Wise – all Honor Code violations will be referred to the Honor System and will result in punishment up to and including expulsion. Further, all students at The University of Virginia's College at Wise will sign the following pledge to all work completed. This signifies understanding and agreement of the articles of the Constitution of the Honor System.

I, (name), certify as a student at The University of Virginia's College at Wise that I have neither received nor given aid on this \_\_\_\_ (test, exam, etc.) \_\_\_\_ .

*Academic Assistance:* The University of Virginia's College at Wise provides several types of academic assistance:

*Student Support Services:* Student Support Services helps students on the path toward graduation by providing academic support services that help them navigate the "college experience" and assist them in reaching their academic goals. Eligible students are enrolled at The University of Virginia's College at Wise and meet one or more of the following criteria: they must be first generation college students (neither parent/guardian has a bachelor's degree), have a limited income, have a physical or learning disability, be U.S. citizens or meet residency requirements for Federal financial aid, and demonstrate a need for academic support. Services include: academic advising, priority registration, financial aid counseling, financial literacy education, additional grant aid, career counseling, graduate school preparation, accommodations for students with disabilities, laptop and book programs, priority tutoring, and academic coaching. A student must apply and be accepted into the program based on eligibility criteria and a need for academic support. The need for academic support is based on SAT/ACT scores, academic GPA, placement tests, prior participation in a TRiO program, and other factors. If interested in applying, complete an application. Applications can be emailed as attachments to [los5s@uvawise.edu](mailto:los5s@uvawise.edu) or mailed to: Student Support Services, UVa-Wise, 1 College Avenue, Wise, VA 24293.

*Disability Support Services:* Disability Support Services works to assist all qualified students with disabilities in the pursuit of their educational objectives. They attempt to coordinate the students' needs with services and resources available within our college system, and to ensure accessible educational opportunities for students according to their individual needs. The need for equal access to education in college campuses was mandated by the passage of the Rehabilitation Act of 1973. Section 504 states that reasonable adjustments in post-secondary programs must be made in order for persons with disabilities to fulfill academic requirements. In 1990, the Americans with Disabilities (ADA) was passed, extending equal protection to persons with disabilities in the private sector, public institutions, employment, communications and public accommodations. On September 25, 2008, the President signed the Americans with Disabilities Act Amendments Act of 2008 ("ADA Amendments Act" or "Act"). The Act emphasizes that the definition of disability should be construed in favor of broad interpretation of the term "substantial limitation." Students requesting services from the Office of the ADA Coordinator at The University of Virginia's College at Wise are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The ADA Coordinator reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will be maintained by the ADA Coordinator. Guidelines include:

1. A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific learning disability must be submitted. A statement indicating the current (eleventh/twelfth grade) status and impact of the learning disability in an academic setting should be included. If another diagnosis is applicable (e.g., ADD/HD, mood disorder), it should be stated.
2. The evaluation must be performed by a professional who is certified/licensed in the area of learning disabilities. The evaluator's name, title, and professional credentials and affiliation should be provided.
3. The evaluation should be based on a comprehensive assessment battery:
  - A. Aptitude**

Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, administered during high school tenure, such as the WAIS-R, WAIS-III, WISC-R, WISC-III, or WJ-R Cognitive Battery. Subscales/subtests scores should be listed.
  - B. Academic Achievement**

A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension, decoding), oral and written language, and mathematics. Standard scores, grade levels, and percentages for subtests administered should be stated.
  - C. Information Processing**

Specific areas of information processing (e.g., short- and long term memory, auditory, and visual perception/processing, executive functioning) should be assessed.

#### **D. Social-Emotional Assessment**

To rule-out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.

#### **E. Clinical Summary**

A diagnostic summary should present a diagnosis of a specific learning disability; provide impressions of the testing situation; interpret the testing data; indicate how patterns in cognitive ability, achievement, and information processing reflect the specific learning disability; recommend specific accommodations based on disability-related deficits; and rule out alternative explanations for and include factors contributing to academic difficulties.

4. For students just graduating high school, an evaluation reflecting current levels of academic skills should have been administered during their high school tenure; for students who have been out of school for a number of years, documentation will be considered on a case by case basis. Students may be required to submit up-dated information and/or documentation.
5. Additional documents that do not constitute sufficient documentation, but that may be submitted in addition to a psychological, psycho-educational, or neuropsychological evaluation are: an individualized educational plan (IEP), a 504 Plan, and/or an educational assessment.

For more information contact Whitney E. Wells, Director of Disability Services, in Zehmer Hall (Room 152), or by e-mail at [wew3x@uvawise.edu](mailto:wew3x@uvawise.edu) or telephone at 276-328-0265.

*The Tutor Connection:* The Tutor Connection is located on the first floor of Zehmer Hall beside the Writing Center. UVa-Wise students in need of tutoring can drop by the office and fill out a tutor request form or click on the forms link to the left to print out the form. Hours of operation are 8:00 a.m. until 5:00 p.m. weekdays with additional evening hours arranged as needed. Except for designated holidays, the Tutor Connection is open year round. Summer hours are from 8:00 a.m. to 4:30 p.m. All tutoring services are provided free of cost to students enrolled in courses offered by the College. Tutors are qualified individuals who possess proven academic backgrounds, foster strong study habits, and are endorsed by faculty. The program seeks to promote independent learning that students may use throughout their academic careers. For more information regarding the Tutor Connection or if you have questions, please call 328-0283 or contact Marshall Bradley at [mnb4n@uvawise.edu](mailto:mnb4n@uvawise.edu).

*Online Tutoring:* Students enrolled at UVa-Wise have access to FREE online tutoring through SMARTHINKING.com. Topics supported by SMARTHINKING include: math (up to calculus), writing, chemistry, accounting, statistics, physics, Spanish, and more. To get started, contact Whitney Wells at [wew3x@uvawise.edu](mailto:wew3x@uvawise.edu) or 276-328-0265.

#### *Primary Text:*

Samuel Kernell, Gary C. Jacobson, & Thad Kousser (2008) *The Logic of American Politics*. (4th Edition) Washington, DC: CQ Press.

ISBN: 978-0-87289-604-8

#### **1 Introduction to the Course**

Thursday, August 25

#### *Audio-Visual:*

David Lewis (2010) *Executive Branch Structure and Policy-Making*, "How do you react to the claim that political science isn't producing useful knowledge, that it's irrelevant?"

<http://www.youtube.com/watch?v=cjr7UPD8rGA&feature=youtu.be>

## 2 Key Concepts of Political Science

Tuesday, August 30; Thursday, September 1

*Readings:*

Book III of Aristotle's *Politics* (Approx. 350 BCE) [http://www.constitution.org/ari/polit\\_03.htm](http://www.constitution.org/ari/polit_03.htm)

Excerpt from Benedict Anderson's *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (1983)  
<http://www.nationalismproject.org/what/anderson.htm>

*Primary Concepts and Questions:*

1. What are "politics?"
2. What is political science and how does it differ from political thought and political philosophy?
3. What is the distinction between a community and a society?
4. What is the distinction between a state, nation, and country?
5. What is a nation-state?
6. What are monarchies, aristocracies, and democracies?
7. What is a republic?
8. What are legitimacy and authority?
9. What are structures and institutions?

## Social Contract Theory

Tuesday, September 6; Thursday, September 8

*Readings:*

Excerpts from Thomas Hobbes' *Leviathan* (1651) at the *Modern History Sourcebook*  
<http://www.fordham.edu/Halsall/mod/hobbes-lev13.asp>

Excerpts from John Locke's *Second Treatise on Government* (1690)  
<http://orias.berkeley.edu/summer2004/Final%20Drafts/locke.pdf>

Excerpts from Jean-Jacques Rousseau's *The Social Contract* (1762) at the *Modern History Sourcebook*  
<http://www.fordham.edu/halsall/mod/rousseau-soccon.asp>

*Primary Concepts and Questions:*

1. What is atomism?
2. What is a contract?
3. What are the "states of nature" posited by Hobbes, Locke, and Rousseau?
4. What is the essential nature of human individuals according to Hobbes, Locke, and Rousseau?
5. Why do human beings form social contracts according to Hobbes, Locke, and Rousseau?
6. What is the nature of the social contract according to Hobbes, Locke, and Rousseau?
7. When is it legitimate to invalidate a social contract (rebel) according to Hobbes, Locke, and Rousseau, respectively?

### 3 Federalism and the Origins of the United States of America

Tuesday, September 13; Thursday, September 15; Tuesday, September 20; Thursday, September 22

#### *Readings:*

Kernell, Jacobson, & Kousser Chapter 1, Chapter 2, & Chapter 3

The Declaration of Independence (1776)

The Articles of Confederation (1781)

The Constitution of the United States of America (1787)

#### *Audio-Visual:*

James Dimunation (2010) on C-SPAN, "The Federalist Papers" <http://www.c-spanclassroom.org/Video/873/The+Federalist+Papers.aspx>

#### *Primary Concepts and Questions:*

1. What is a constitution?
2. Define the concept of the "Prisoner's Dilemma."
3. Define the concept of the "Tragedy of the Commons."
4. Define, describe, and give examples of the following concepts used by the Framers to develop a constitution which limited the possibility of bad government and/or tyranny: command, veto, agenda control, voting rules, and delegation.
5. Define a republic and give an example – how are republics different from direct democracies?
6. What was home rule and its role regarding the American Revolution?
7. The Declaration of Independence is essentially a list of justifications for rebelling against the United Kingdom –what are these justifications? Explain each.
8. Describe the basic form and design of the Articles of Confederation.
9. Define Locke's principle of "popular sovereignty."
10. Compare and contrast the Virginia Plan, New Jersey Plan, and the Connecticut Plan – describe which one made it into the constitution and why.
11. Describe the Constitution's "Commerce Clause," specifically noting what its implications are.
12. Describe the Constitution's "Necessary and Proper Clause," specifically noting its implications.
13. Define the concept of "Checks and Balances." Give examples.
14. Define the concept of "Judicial Review" and give examples.
15. What is the process by which the Constitution may be amended? Give a hypothetical example.
16. Who were the Federalists and Antifederalists? Compare and contrast their ideological beliefs.
17. Describe the Federalist #10 and the concept of faction.
18. Define the concept of "pluralism" and give examples.
19. Define, compare, and contrast the following concepts: unitary states, federal states, and confederations.
20. Compare and contrast dual federalism and shared federalism.
21. Define the "Supremacy Clause" and explain its implications.
22. Define the concepts of the enumerated powers and the "Elastic Clause." Explain the implications of each and give examples.
23. Enumerate, define and describe those parts of the Constitution that establish federalism in the United States.
24. What was the significance of the cause of *McCulloch v. Maryland* (1809)?
25. In terms of Federalism, what is Nationalization and what is the logic which underlies it?
26. What are the different general types of grants the Federal government uses to influence state governments? Give examples.
27. What is an unfunded mandate? Give an example.

## **Policy Paper Proposals**

*Due: Tuesday, September 27*

## **First Examination**

*In-Class Exam and Take-Home Distributed: Tuesday, September 27*

*Take-Home Due: Thursday, October 6*

## **4 The Legislative Function**

Thursday, September 29; Tuesday, October 4; Thursday, October 6

*Readings:*

Kernell, Jacobson, & Kousser Chapter 6

*Audio-Visual:*

School House Rock "How a Bill Becomes a Law" (1975) <http://www.youtube.com/watch?v=mEJL2Uuv-oQ&feature=youtu.be>

*Primary Concepts and Questions:*

1. What are the constitutionally defined powers of Congress?
2. How do members of the House of Representatives attain office and for how long? What are the consequences of this?
3. How do members of the Senate attain office and for how long? Is this how Senators have always attained office? What are the consequences of the current term length?
4. How many Congressional districts are there and how are they apportioned?
5. What is Gerrymandering? Give an example.
6. Is incumbency usually considered to be a benefit or a cost when seeking reelection and why?
7. What is pork-barrel legislation? Give an example.
8. What is the principle of seniority rule? Give an example.
9. Describe the leadership of the House of Representatives and the Senate, contrasting their roles and powers, both ceremonial and formal.
10. What are the special powers exclusively reserved to the House of Representatives? What are the special powers exclusively reserved to the Senate? Why were these powers respectfully given to these various houses?
11. What role do committees play in congress? Specifically define special committees, select committees, joint committees, ad hoc committees, and conference committees.
12. Describe at length the process by which a bill is introduced and becomes law.
13. Describe the different major operating rules present in the House of Representatives and the Senate, what the effects of these rules are, and why they exist. Be sure to include a definition of the concept of "filibustering" and to describe how filibusters are used.
14. What is a rider? Give an example.
15. What is a quorum?

## **Fall Break**

*Tuesday, October 11; Thursday, October 12*

## **5 The Executive Function**

Tuesday, October 18; Thursday, October 20

*Readings:*

Kernell, Jacobson, & Kousser Chapter 7

*Primary Concepts and Questions:*

1. Define and describe the concept of the “imperial presidency.”
2. What is meant by describing the president as Commander in Chief?
3. What is meant by describing the president as Head of State?
4. What effect the War Powers Act of 1973 seek to have, and what impact does it actually have?
5. What is an executive agreement? Give examples.
6. What is meant by describing the president as Chief Executive?
7. What is executive privilege? Give an example.
8. What is an executive order? Give examples.
9. What is the president’s role in the budget-making process?
10. Define, compare, and contrast the concepts of unified government and divided government, giving examples. Be sure to include the concept of gridlock.
11. What is the veto and what are the limits of the veto?
12. What is a line-item veto, does our president have this right, and why or why not?
13. What is the “State of the Union” report? How often does it have to be issued?
14. What is the cabinet and who are members of it? How do these members receive confirmation? What role do they play in policy-making?

**6 The Judicial Function**

Tuesday, October 25; Thursday, October 27

*Readings:*

Kernell, Jacobson, & Kousser Chapter 9

*Audio-Visual:*

C-SPAN's "Supreme Court Week Documentary" (2011) [http://supremecourt.c-span.org/Video/TVPrograms/SC\\_Week\\_Documentary.aspx](http://supremecourt.c-span.org/Video/TVPrograms/SC_Week_Documentary.aspx)

*Primary Questions and Concepts:*

1. Define and describe judicial review.
2. Define the term “writ of mandamus.”
3. Describe the three historical eras of judicial review – give examples of how each functions.
4. Define court-packing and describe at least one instance in which it was attempted.
5. Define the following, describe their jurisdiction, describe how many of each there are, describe their relationship amongst one another, and note in particular which is the only one described in the Constitution of the United States: the district courts, the courts of appeal, and the Supreme Court.
6. Define the concept of “writ of certiorari” and give an example.
7. Define the concept of the “rule of four.”
8. Define the concept of amicus curiae.
9. What is the primary duty of the office of the solicitor general?
10. Explain the concept of judicial doctrine and specifically distinguish between procedural and substantive doctrine.
11. Define the terms “dissenting opinion” and “concurring opinion.”
12. What are the primary responsibilities of the attorney general?
13. What is the method by which members of the Federal Judiciary receive their offices?
14. Define the concept of “senatorial courtesy.”

## **7 The Bureaucracy**

Tuesday, November 1; Thursday, November 3

### *Readings:*

Kernell, Jacobson, & Kousser Chapter 8

### *Primary Concepts and Questions:*

1. Define the concept of bureaucracy – specifically note how bureaucratic organs of government differ from the executive, legislative, and judicial branches.
2. Define the concept of the spoils system and explain Andrew Jackson’s argument in favor thereof. What are its potential benefits and what are its potential costs?
3. Define the cabinet and discuss its role in connecting the executive branch with the bureaucracy.
4. Define and give examples of clientele agencies.
5. Define and give examples of independent executive agencies.
6. Define and give examples of independent regulatory commissions.
7. Define and give examples of outsourcing.
8. Describe the methods of Congressional control over the bureaucracy.
9. Describe the methods of Presidential control over the bureaucracy.
10. Describe the methods of Judicial control over the bureaucracy.
11. Define the concept of “Iron Triangle” and give an example thereof. What are the potential costs and benefits of these and specify whom carries the burden of the costs and who collects the benefits.

## **Midterm Examination**

*In-Class and Take-Home Distribution: Tuesday, November 8*

*Take-Home Due: Thursday, November 17*

## **8 Civil Rights and Civil Liberties**

Thursday, November 10; Tuesday, November 15; Thursday, November 17

### *Readings:*

Kernell, Jacobson, & Kousser Chapter 4 and Chapter 5

### *Audio-Visual:*

"Supreme Court 'Mistakes': Dred Scott v. Sandford" at Pepperdine University Law School (2011) <http://www.c-span.org/Events/Supreme-Court-Mistakes-Dred-Scott-v-Sandford/10737421620-2/>

Lyndon B. Johnson (1965) "Speech in Favor of the Voting Rights Act of 1965" (Excerpt) <http://www.c-spanvideo.org/program/Vo/start/241/stop/496>

Tom Foley (1996) "Lecture on the 26th Amendment" (Excerpt) <http://www.c-spanvideo.org/program/WashingtonSundayJournal60/start/5927/stop/6112>

### *Primary Concepts and Questions:*

1. Define the terms civil rights and civil liberties, specifically contrasting the two concepts.
2. Describe the Missouri Compromise.
3. Describe the Compromise of 1850.
4. Describe the Fugitive Slave Law.
5. Describe the legal decision Dred Scott v. Sandford (1857) and the legal implications thereof.
6. Describe the Emancipation Proclamation – was it a law or an executive act and what specifically did it state?

7. Describe specifically what the 14th, 15th, and 16th Amendments to the Constitution of the United States accomplished.
8. Define the terms “black codes” and “Jim Crow laws”
9. Define the terms “segregation.”
10. Explain the various methods by which African-American voters were systematically excluded from participating in electoral politics.
11. Describe the legal decision Plessy v. Ferguson (1896) and the legal implications thereof.
12. Explain the conditions under which the American Civil Rights movements of the 20th Century emerged.
13. Survey the various Civil Rights Acts, specifically describing how each expanded the field of civil rights.
14. Define the term “affirmative action.” What is the legal status of affirmative action today?
15. Describe the liberties guaranteed under the First Amendment, giving examples. Explain the “Clear and Present Danger Test” exception, as well as the exceptions of obscenity, libel, and slander. Explain the “Lemon Test” and “Neutrality Test.”
16. Describe the liberties guaranteed under the Second Amendment; why is this amendment’s interpretation so contentious?
17. Describe the legal protections (specifically the elaboration of the rights found in the Due Process Clause) guaranteed in the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments. Specifically explain the “Miranda Rule” and the concept of “Cruel and Unusual Punishment” clause.

### **9 Factions: Parties and PACs**

Tuesday, November 22; Tuesday, November 29

#### *Readings:*

Kernell, Jacobson, & Kousser Chapter 12 & Chapter 13

James Madison's The Federalist Papers (1787) "The Federalist Number 10: The Utility of the Union as a Safeguard Against Faction and Insurrection (continued)" <http://www.constitution.org/fed/federa10.htm>

The Federal Elections Commission's "Quick Answers to PAC Questions" [http://www.fec.gov/ans/answers\\_pac.shtml](http://www.fec.gov/ans/answers_pac.shtml)

#### *Primary Concepts and Questions:*

1. Define the term “political party.”
2. Explain why the Founding Fathers feared the emergence of political parties.
3. Explain why, in competitive democracies, the emergence of political parties is nearly inevitable.
4. Explain the functions of political parties, giving examples.
5. Explain why the American system of winner-takes-all voting (plurality voting) results in a two-party system.
6. Define proportional representation and give an example.
7. Define the concept of political patronage and give an example.
8. Define the term “caucus” in the political party sense of the word.
9. What is a national party convention?
10. Define the term “spoils system.” Explain its problems and which president was the most avid advocate of the spoils system and why.
11. Define the term “party-machine” and explain how they work, using an example.
12. Define the term “split ticket.”
13. Define the term “Australian ballot.”
14. Define the term “primary election.”
15. Distinguish between the various party systems present throughout American history, noting specifically who dominated them, when they existed, and the conditions under which they existed.
16. Define the term “divided government.” What are the consequences of such a government?
17. Explain the president’s unique role vis-à-vis his or her political party.
18. Define the terms “lobbyist” and “lobbying.”

19. What is an interest group? Give an example.
20. Define the term, "policy gridlock."
21. Explain the concept of free-riding as defined by Mancur Olson.
22. Define, compare, and contrast "insider" and "outsider" tactics of lobbying.
23. Define and give examples of "grassroots lobbying."
24. Define the term Political Action Committee or "PAC."
25. How might lobbying groups use litigation to achieve their political goals?

### **Thanksgiving Break**

Thursday, November 24

### **10 Authority, Legitimacy, and Public Opinion**

Thursday, December 1

*Readings:*

Kernell, Jacobson, & Kousser Chapter 10 & Chapter 14

*Primary Concepts and Questions:*

1. Define the term "public opinion."
2. Describe and define scientific polling.
3. Define the term "straw poll."
4. Define the term "attitude."
5. Define the term "ideology." Give an example.
6. Define the term "core values."
7. Define the term "political socialization" and give an example.
8. Define the term "ambivalence" and explain some of its sources.
9. Define the term "framing."
10. Define the term "aggregate public opinion."
11. Define the term "cognitive shortcut" and give an example.
12. Define the term "news media."
13. Define the term "unit costs" and compare historical unit costs to modern unit costs.
14. Define the term "yellow journalism" and give an example.
15. Define the term "muckraking" and give an example.
16. Define the concept of "equal time" in terms of political media.
17. Define the term "fairness doctrine."
18. Define the concept of "carrying capacity" with regards to political media.
19. Define the term "media bias."
20. Define the term "prior restraint" and give examples.
21. Define the term "libel."
22. Define the term "slander."
23. Define the term "credibility gap."
24. Define the term "infotainment."
25. Define the term "pack journalism."
26. Define the term "shield law."

### **11 Institutions of the Commonwealth of Virginia**

Tuesday, December 6; Thursday, December 8

*Readings:*

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**Policy Paper**

*Due:* Thursday, December 8

**Final Examination**

*Distributed:* Thursday, December 8

*Due:* Friday, December 16