



# American National Government – POL 1113 (Spring 2018)

(Section 27161)



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**Office Hours:** M: 4:00-4:30 p.m. & by appointment

## Current Positions:

- Former Department Chair for Political Science at Oklahoma City Community College (2008-2014)
- Lecturer Professor of Political Science at the University of Central Oklahoma (2003-present)
- Masters of Public Administration (MPA) Advisory Board Member for University of Central Oklahoma
- OKCPS Advisory Board Member for Douglass High School

## Education:

- Continuing Education and Professional Development, **Harvard University**
  - Justice: Ethical Reasoning; Managing Yourself and Leading Others; Unlocking the Immunity to Change: A New Approach to Personal Improvement; Saving Schools: History, Politics, and Policy in U.S. Education.
- Ph.D. in Educational Leadership and Policy Studies, **University of Oklahoma**
  - Democracy and Education, Philosophy of Education, Social Issues in Public Policy, and Phenomenology
- Ph.D. in Political Science, **University of Oklahoma** (withdrew from the program)
  - Public Policy, Public Administration, and American Government
  - Completed all coursework for the major and minor.
- Certificate in Graduate Theological Studies, **Phillips Theological Seminary**
  - Exegesis of the Hebrew Bible, New Testament, History of Christianity, Religion and Politics
- M.Ed. in Educational Leadership and Policy Studies, **University of Oklahoma**
  - Philosophy of Education, History of Education, and Sociology of Education
- M.A. in Political Science (with Honors), **University of Central Oklahoma**
  - Public Policy, Public Administration, American Government, Political Theory
- B.A. in Political Science, **University of Central Oklahoma**
  - Public Policy and Public Administration
- A.A. in Political Science, **Oklahoma City Community College**
  - Pre-Law, Public Administration, and Public Policy

**Research:** I have conducted extensive research in the area of capital punishment, which has been passed on to the Oklahoma Legislature, as well research regarding religion and its impact on public policy.

**Publications:** Areas in capital punishment, public policy, and political behavior.

**Panel Discussions:** Chaired topics such as Separation of Church and State, the Bible, Affirmative Action, Same-Sex Marriage, Death Penalty, Religion and Politics, Illegal Immigration, etc.

**Committees:** Search and Hiring; Employee and Student Grievance; and Grade Appeal to name a few.

**Spare Time:** I have competed, taught, trained and coached U.S. Junior, Senior, and Collegiate National team members in Taekwondo as an Instructor (3rd Degree Black Belt) at Poos Taekwondo in Edmond for 15 years. I also have twelve years of Restaurant General Management and Retail Marketing Management experience. I am also a multi-million dollar, top-producing realtor at Keller Williams Elite. To learn more about me and my courses visit my faculty webpage: <http://www.occc.edu/faculty/social-sciences/smith-markus.html> or search me on Facebook: **Dr. Markus Smith**; Instagram: **Smithteam1971**; or Twitter: **Smithteam1971**.

## Course Description:

This course is a study of the principles, structure, processes, and functions of the United States federal government – from its founding events to its unique constitution, from the great social movements of the nineteenth century to the challenges of the twenty-first century. A primary objective of this course is to stimulate *critical thinking* about the impact of government and politics on our society and on individual citizens, and how citizens and organizations influence their government.

## Teaching Methods/Learning Experiences:

Students will attend lectures which will orient them to basic concepts and information concerning the foundations and processes of American national government. Students are responsible, through self-study, readings, and writing assignments to learn relevant concepts and applications related to the study of American government. **This class is designed for active student participation.** Classroom questions and discussion are strongly encouraged. Students are responsible for retaining backup copies of all homework assignments turned in and handed back.

## Texts

Morone and Kersh (2018). *By The People* (Brief 3<sup>rd</sup> Ed.). Oxford University Press. **[Required]**

Scott, Gregory M. & Garrison, Stephen M. 2008/10. *The Political Science Student Writer's Manual* (6th Ed.). Upper Saddle River, NJ: Prentice-Hall. **[Highly Recommended]**

## CLASS ATTENDANCE & PARTICIPATION

Attending class to discuss the material covered is its own reward. Missing class is its own penalty. Research has shown that excessive absences leads to poor performance and grades in the course. **Note: my lectures consist of information directly from the book, and from outside sources. So missing class and simply reading the chapter I covered in the lecture for that day will not be enough to get you fully caught up.** Class attendance is an important part of succeeding in this class and is *expected* of all students. Class time provides an opportunity for you to ask questions, clarify issues, and deepen your understanding of the concepts covered in the text. If you are absent, you are responsible for getting any notes, assignments, and schedule changes made on that day. If you come in late, you are responsible for seeing that the attendance record is correct.

## QUIZZES

To encourage faithful and current reading of the text, quizzes may be administered occasionally during class time.

## ARTICLE CRITIQUE PRESENTATION

Each student will select one article from a **credible news source** (e.g. *The New York Times*, *Wall Street Journal*, *Washington Post*, *U.S. News & World Report*, *Newsweek*, etc.) or **scholarly journal** (e.g. *American Political Science Review*, *Journal of Politics*, etc) in which to present. **Wikipedia is not a credible source!!** Students will then prepare a **2-3 page** (typed & double-spaced) critique of the contents. **Note: Anything less than 2 complete pages will be penalized points.** Please do **not** attach a copy of the article to the paper. If you wish to provide additional sources of information, please cite the source and include it on your work cited page. **Articles have to relate with government somehow** (war, policy, right-to-die, etc.). **No topics on abortion!!!** If you have any questions or concerns on topics please see me or the SI Leader, if applicable.

Students will be allowed up to five minutes for their presentations and discussion. (You will be required to pose 1 question to the class immediately following your presentation to facilitate discussion.) **Note: Anyone who is called on to present and is absent will automatically lose their opportunity to present and also their presentation points (30)** unless there are exceptional circumstances which can be documented (e.g. death in immediate family or personal illness accompanied by a doctor's note, etc.),

and even then, the final decision is solely up to the professor. However, I **may** accept the late paper with penalty (i.e. 10 pts. per day). Make sure that you have selected your topic by **Jan. 22<sup>nd</sup>**, because I will be passing around a topic sheet for you to sign. **Note: Once you have selected a topic you will NOT be able to change it.** So please make sure that the topic you have selected is one that is of interest to you and not a topic that you chose at a moment's notice because you have procrastinated with this particular assignment. Once topics have been compiled, you will receive notice in regards to when your paper is due and when you will be giving your presentation. Lastly, as for the formatting, see the "Instructions for All Written Assignments" below.

**\*\*\*Successful Critique Papers:** In order to do extremely well on this assignment, you need to make sure to **critique the author and how he/she conveyed the information.** Do not simply write a summary of the article or critique the topic itself. Your main purpose is to critique the author's presentation of logic, facts, reason, analysis, stance, etc. Though you can briefly critique the topic in your conclusion, **at least ninety percent of the entire paper should be the critique of the author. See the handouts and article critique examples from former students in D2L.** Those who follow these specific instructions, examples, and handouts will do extremely well on this assignment. In addition, **do not** speak in **first person** (or using "I"), as it presents your work more in the form of an unsupported opinion.

## **SOCIAL CAPITAL EXERCISE**

In order to comprehend the cohesiveness or discontinuity, connectedness or disconnectedness of society in the U.S., you will write a **2-3-page** paper (typed & double-spaced) on the topic of social capital, as notably articulated by Robert Putnam, a Harvard University scholar and professor of political science. **Note: Anything less than 2 complete pages will be penalized points.**

First, you will need to read Robert Putnam's article "Bowling Alone: America's Declining Social Capital" by accessing it at <http://xroads.virginia.edu/~hyper/DETOC/assoc/bowling.html>. Second, read the list of "*100 Things You Can Do to Increase Social Capital*" **found in D2L** in the respective section. Third, select one of these activities that you do not normally do on a regular basis and attempt to have it completed during the first week of class. **Be careful in the selection of your activity. Use common sense.** Fourth, construct the paper in which you outline the *details and significance* of this activity. Papers will be graded on activity selection, format, grammar, style, content delivery, analysis, and general quality. This paper is due **Apr. 23<sup>rd</sup>**.

The scope and purpose of this assignment is more than simply an exercise for this course – it is larger than you or me, **so choose an activity that you have never done prior nor one that you do not do on a regular basis.** If you feel that you may be cheating, so to speak, in the activity that you have chosen then simply choose another one. **Refer to the resources provided in the "Social Capital Resources" section in D2L.** For purposes of this exercise, you may team up with other members of this class, but the paper should represent your own personal response to this activity. I will attempt to cover the scope of Social Capital prior to the due date of the paper, but if that is not possible, you still have all of the resources in order to proceed and perform well on this assignment. Lastly, as for the formatting, see the "Instructions for All Written Assignments" below, as well as in D2L.

**\*\*\*Successful Social Capital Papers:** You will need to: 1). **Introduction** – discuss why you chose a particular activity or activities; 2). **Body** – in essence, this portion of the paper will be more of a reflection paper. You will reflect on the activity as you were participating and completing it; and 3). **Conclusion** – discuss how it impacted or affected you as well as other individuals and society. Lastly, in the conclusion, you will need to illustrate your understanding of social capital as presented by Putnam. In order to convince me that you have grasped the concept(s) from Putnam, you should be referencing and briefly citing him throughout the entire paper, but especially in the conclusion.

## \*\*\*\*\*BEING SUCCESSFUL ON ALL WRITTEN ASSIGNMENTS\*\*\*\*\*

In order to do extremely well on your written assignments, here are some things to keep in mind:

- Utilize **all** of the resources in the respective sections, e.g. Article Critique, Social Capital, etc., **which are found in D2L**. These resources may include handouts, examples from former students, etc. **Utilize the handout in the “Formatting Guidelines For All Written Assignments” folder in D2L**. Finally, utilize the resources in the *Political Science Student Writer’s Manual*.
- Make sure to follow the formatting guidelines as presented in the “Instructions for All Written Assignments” below. Those who do not follow these guidelines will be penalized. **Note: all papers must have the “Instructions For All Written Assignments” handout checked off and attached to all papers or they will not be accepted and you will be penalized.** You will find these particular handouts in D2L.
- Students who do not utilize all of these resources will **not** do well on the assignments.

## INSTRUCTIONS FOR ALL WRITTEN ASSIGNMENTS

(I will not accept any papers that do not follow these formatting guidelines):

- **No folders** please (except for the Group Project papers);
- Make sure that your paper meets the **required minimum page length**;
- Make sure that you submit your paper with a **cover page and work cited page** (if applicable) that follows the examples provided in your syllabus;
- **One-inch** margins (top, bottom, left, and right);
- Use **12-point Times New Roman** only;
- **Last name with page numbers** should be placed in the top right hand corner of the paper (e.g. Smith 1);
- Use **APSA** or **MLA** format; **If using MLA, do not include name, assignment, date, etc. on pg. 1**
- Papers must be stapled upon submission; Do not **bunny-ear** or **paper clip** any paper. This is college and not high school.
- **The use of block quotes is unacceptable** for any written paper, or the **excessive use of regular quotes**, unless I approve it.
- Lastly, **do not** speak in **first person** (or using “I”), as it presents your work more in the form of an unsupported opinion.
- Unless there are **extraordinary** circumstances which can be **documented** (e.g. death in immediate family, personal illness accompanied by a doctor’s note, jury duty, college-sponsored activity, etc.), late papers will be penalized **10 points per day**; not class period until I receive it. Even if a student can provide documentation, your professor has full discretion in determining whether or not to accept any late papers. This is done to be fair to all students.
- **I strongly encourage ALL papers to go through the Writing or English lab or face deductions in points.**

## REQUIREMENTS FOR RESEARCH PAPER

Each student will write an **8-10 page** (type & double-spaced) research paper for this course. **Note: Anything less than 8 complete pages will be penalized.** You will choose as your topic some issue that directly relates to contemporary American politics. While you must cite sufficient references to make your paper convincing, this assignment requires a minimum of **8 references** from outside sources. Students should follow an APSA or MLA style as outlined in the resources. **The research paper is due Apr. 16th.** Papers will be graded on topic selection, format, grammar, writing style, research documentation, research quality, content delivery, and analysis. Please refer to the discussion of plagiarism in the “Academic Integrity Statement,” the “Instructions for All Written Assignments,” as well as the “Traditional Research Papers” chapter in the *Political Science Student Writers Manual* to

maximize your grade. **Note: This assignment is only necessary if you choose to substitute it for your lowest midterm grade.** It is important to note that the grade you receive on the research paper may in fact be lower than the grade you received on the exam you are substituting. So please make sure that you approach each exam diligently, and not simply depend on the paper to solely bring your grade up because it could actually have a significant negative impact on your final grade.

Lastly, before you consider substituting a research paper for your lowest midterm grade, please come and visit with me first, because in some cases substituting a research paper may not have enough of an impact on your grade to justify writing one. **Note: I must approve the topic for your research paper – NO EXCEPTIONS!!!!!!!**

## **GROUP RESEARCH & MOOT COURT PROJECT**

Each student will participate in a moot court project relating to some type of contentious issue associated with government. Once a topic is selected, one group will argue for the State and the other for the Defense. Groups will also be required to present their arguments in class before a judge(s). Detailed instructions will be given at a later date. Extra points (and bragging rights) will be given to the group who presents their arguments and position the best. **Note: Anyone absent on the day that we begin working on this project will receive a grade of zero.**

As part of the Moot Court Project, each group will submit an **8–10 page** (typed & double-spaced) paper. **Note: Anything less than 8 complete pages will be penalized.** Extra points (and bragging rights) will be given to the group who presents and defends their arguments and position the best. We will have approximately three weeks to work on this project which will require some out-of-the-class meetings during our regularly scheduled class times. Refer to the “Issue Reaction Papers” section (found in D2L) to maximize your grade. **All papers are due Apr. 2<sup>nd</sup>.**

## **EXAMINATIONS AND LEARNING OBJECTIVES**

There will be two midterms and a final during the semester. Your lowest midterm exam grade may be dropped by substituting it for the research paper. Unless there are **extraordinary** circumstances, which can be **documented** (e.g. death in immediate family, personal illness accompanied by a doctor’s note, jury duty, college-sponsored activity, etc.), **THERE WILL BE NO MAKE-UPS FOR THE MIDTERM AND FINAL.** Even if a student can provide documentation, your professor has full discretion in determining whether or not to allow any makeup exams. This is done to be fair to all students. However, since I may substitute the lowest midterm exam grade, no make-ups will be allowed **for any undocumented reasons** and, thus, you will have to complete the research paper. **Note: Make sure that you are on time to class, especially on exam day, because no one will be allowed to take the exam if someone has already turned one in. So be on time, if not early.**

In case of school cancellation due to weather or other reasons during the scheduled time for the final exam, college policy will be followed in the assigning of grades, which in the past has included the professor’s best judgment to what the student has earned up until that point. Therefore, it is in your best interest not to depend upon the final exam to make up for previously poor grades. You will not pass the exam if you do not take the time to prepare and study the **learning objectives found in D2L.**

## Course Schedule – Spring 2018\*

<b>Week</b>		<b>Monday</b>	
Jan 8	Introduction & Syllabus Philosopher Sign-up	Brief History of Political Science	Philosopher Discussion
Jan 15	<b>MLK Day</b>	<b>MLK Day</b>	<b>MLK Day</b>
Jan 22	Political Landscape	Ch. 1 – Ideas That Shape...	Ch. 2 – Constitution <b>Article Topics Due</b>
Jan 29	Ch. 2 – Constitution	Ch. 2 – Constitution	Ch. 3 – Federalism and Natl. <b>Article Presentations</b>
Feb 5	<b>Exam #1</b>	<b>Article Presentations</b>	Ch. 4 – Civil Liberties
Feb 12	Ch. 4 – Civil Liberties (cont.)	<b>Article Presentations</b>	Ch. 5 – Civil Rights
Feb 19	Ch. 5 – Civil Rights	Ch. 10 – Congress <b>Article Presentations</b>	Ch. 11 – The Presidency
Feb 26	Ch. 13 – The Judiciary	<b>Article Presentations</b>	Ch. 13 – The Judiciary
Mar 5	<b>Exam #2</b>	Group Project Instructions	Research Project
Mar 12	Research Project	Research Project	Research Project
Mar 19	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
Mar 26	Research Project	Research Project	Research Project
Apr 2	<b>Group Presentations</b> <b>All Group Papers are Due</b>	<b>Group Presentations</b>	<b>Group Presentations</b>
Apr 9	Ch. 6 – Public Opinion	<b>Article Presentations</b>	Ch. 9 – Political Parties
Apr 16	Ch. 9 – Political Parties <b>Research Papers Due</b>	<b>Article Presentations</b>	Ch. 8 – Campaigns & Elections
Apr 23	<b>Social Capital Papers Due</b> Ch. 8 – Campaigns & Elections	Ch. 8 – Campaigns & Elections	Ch. 8 – Campaigns & Elections <b>Article Presentations</b>
Apr 30		<b>Final Exam (5:30p-6:30p)</b>	

\*Tentative – subject to change

## Grading Scale:

The grading scale (%) for the course is as follows:

90-100	Excellent	A
80-89	Good	B
70-79	Average	C
60-69	Below Average	D
59-0	Failure	F

## Grading Components

Quizzes (5):	50 pts.
Social Capital Paper:	100 pts.
Article Critique	100pts.
Exam #1:	100 pts.
Exam #2:	100 pts.
Final Exam:	100 pts.
Moot Court Project:	150 pts.
<b>Total Points:</b>	<b>700 pts.</b>

A = 630 pts.; B = 560 pts.; C = 490 pts.; D = 420 pts.; Anything less than 420 pts. will receiving a failing grade for the course.

## Course Grade Worksheet:

Quiz #1	_____	Moot Court Project	_____
Quiz #2	_____	Article Critique	_____
Quiz #3	_____	Exam #1	_____
Quiz #4	_____	Exam #2	_____
Quiz #5	_____	Final Exam	_____
Social Capital Paper	_____	Research Paper	_____

## IS THIS COURSE FOR ME RIGHT NOW?

If you are disciplined, and do not have serious conflicts with managing time or other potentially serious educational interruptions, you will do well in this course. Be realistic. Be responsible in your studies. You will be reading approximately **20-30 pages** of assigned readings per week, as well as writing a **minimum of 6-10 pages** over the course of the semester. Though this course is rigorous and at times may prove to be too difficult or too much for you, **DO NOT GIVE UP! DO NOT BAIL ON ME!** I promise as long as you meet me halfway I will get you through this course, and not only will you be successful in this course, but I will provide you with the necessary tools to be successful in other courses as well.

**STUDENT LEARNING OBJECTIVES** – given your conscientious reading of the text and other assigned material, regular class attendance, and active participation in class discussions, you will be able to:

- Identify the essential elements of the US political system (the Constitution, Congress, the Presidency, the Judiciary), and the powers allocated to each.
- Identify the political actors (Political Parties, the Public, Media, & Interest Groups) that seek to influence the electoral process.
- Identify important civil liberties and civil rights, and how these act as a check on unwarranted governmental powers.
- Recognize the salience of ideology and political culture, and of selected present-day policy debates.

**What is most important to your achieving the above objectives is that you take responsibility for your own education!**

Please note that the Political Science Department is committed to furthering the academic mission, vision, goals, values, and philosophy of the University community as outlined in its Academic Mission/Vision 2009. See: <http://www.uco.edu/academicaffairs/MissionVision2009.pdf>

This course directly incorporates the following **Transformative Learning Goals:**

**Discipline Knowledge** – of Government/Political Science by a thorough review of the structures and processes of American government.

**Leadership** – by examining the leadership styles and challenges faced by American presidents and other political leaders.

**Research, Scholarly and Creative Activities** – by requiring the critical analysis of current political, social, and economic issues confronting the American polity, and demonstrating the written ability to integrate course material on essay questions and/or short papers.

**Service Learning and Civic Engagement Activities** – by acquiring the knowledge to become an informed voter, and the motivation to become an active participant in one's community.

**Global and Cultural Competencies** – by examining the ways in which the United States relates with the world, and is challenged to react to global issues, such as the increasingly globalizing economy.

## **EXTRA CREDIT**

*Extra credit assignments are generally not offered*, but if so, may be announced in class.

## **D2L (Desire to Learn)**

Make sure to check D2L on a regular-basis, because I may post announcements, additional information, or notify you in case of class cancellations, changes in the syllabus, etc.

## **OUTSIDE WORK**

Based upon the Oklahoma Regents' Statement on Course Workload and Homework [OSRHE 11-2-34], a college student should expect to spend 3 hours on average, on outside work for each hour spent in class. The message the Oklahoma Regents are communicating is that if you have a full-time job (30-40 hours) you should not at the same time maintain a full-time academic schedule (12-15 hours). If you expect to do well, plan to put in the time!

## **ACADEMIC HONESTY**

Cheating = Failure (please refer to attached Academic Integrity Statement). Cheating is unacceptable conduct and will result in an automatic grade of "F" for the course, and be reported to Academic Affairs. Students are required to do all of the work for this class on their own. Copying answers to exercises or examinations from anyone constitutes cheating. Allowing another student to copy one's answers will be treated as cheating. Consulting with the instructor about any assignment does not constitute cheating and is encouraged.

## **Academic Integrity Statement**

The University of Central Oklahoma places the highest value on student learning and academic integrity is critical for that learning to take place. A lack of academic integrity will undermine the learning

process leaving students less prepared to face challenges in future classes as well as in the work environment. Therefore, the University of Central Oklahoma expects all students to meet the highest ethical standards in their academic pursuits. Faculty and staff share in the responsibility to ensure standards are maintained. Violations of academic integrity are viewed very seriously. Any form of academic dishonesty is subject to disciplinary action by the college.

The absence of academic integrity is described as cheating, often defined as “the deception of others about one’s work.” Such acts may include but are not limited to the following list compiled by the Oklahoma State Regents for Higher Education Advisory Council:

- Submitting another’s work as one’s own or allowing another to submit one’s work as though it were his or hers.
- Several people completing an assignment and turning in multiple copies, all represented either implicitly or explicitly as individual work.
- Failing to contribute an equal share in group assignments or projects while claiming equal credit for the work.
- Using a textbook, notes, or technology tools during an examination without permission of the instructor.
- Receiving or giving unauthorized help on assignment or examinations.  
Stealing a problem solution or assessment answers from a professor, a student or other sources.
- Tampering with experimental data to obtain “desired” results, or creating results for experiments not done.
- Creating results for observations or interviews that were not done.
- Obtaining an unfair advantage by gaining or providing access to examination materials prior to the time authorized by the professor.
- Tampering with or destroying the work of others.
- Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present professor.
- Lying about these or other academic matters.
- Falsifying college records, forms or other documents.
- Accessing computer systems or files without authorization.
- Plagiarizing (Plagiarism is generally defined as the use in one’s writing of specific words, phrases, and/or ideas of another without giving proper credit.)

Any violation of academic integrity by a student that is detected by a college staff member shall be reported by the staff member to the appropriate professor or College administrator.

Should a professor determine that a student violation of academic integrity has occurred, the following actions shall be taken.

- **The professor may record a zero for the assignment, require the student to redo the assignment, assign a failing grade in the class, or recommend other appropriate action.**
- The professor shall present in writing to the appropriate Dean and to the Associate Vice President for Academic Affairs a description of the specific occurrence, supporting documentation and action taken.
- The Associate Vice President for Academic Affairs shall send the student a certified letter that verifies that a report of the incident and the professor’s actions is on file in the office of the Associate Vice President for Academic Affairs. The student may file an appeal in accordance with the Student Appeal of a Grade Procedure if he/she believes that an erroneous or unfair accusation has been made.

- The Associate Vice President for Academic Affairs may file an official complaint of a Student Conduct Code Violation if a) the incident is an extreme violation or b) if there are repeated instances of violations on file. The Student Conduct Code is published each year in the Student Handbook.

Revised 2010

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The Political Science Department expects that its students will conduct themselves honestly. This means, above all, that students submit for credit work that is the product of their own efforts. Principles of academic integrity require that all dishonest work be rejected as a basis for academic credit, and that students refrain from any and all forms of dishonorable conduct in the course of their academic work.

The examples and definitions given below are intended to clarify the standards by which academic honesty and integrity is judged. The list is merely illustrative of some of the more common infractions. It is not intended to be exhaustive. Any question a student has about what constitutes inappropriate behavior should be directed towards their instructor. The rule of thumb to follow is: If in doubt, ASK!

### **Definitions and Examples**

**Plagiarism** - Plagiarism is presenting another person's work as one's own. Plagiarism includes not only the exact use of another's words, word for word, but also the paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility. In case of doubt, give a citation of the author you are using. Failure to indicate the extent and nature of one's reliance on other sources is plagiarism. **A plagiarized paper will result in a failing grade on the work in question and perhaps for the entire course.**

**Cheating on Examinations** - Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless receiving instructor approval), or sharing information with another student either during or after an examination. **A student caught cheating will result in a failing grade on the work in question and perhaps for the entire course.**

**Falsification** - It is a violation of academic honesty to misrepresent material or to fabricate information in an academic exercise or assignment (e.g. false or misleading citation of sources, the falsification of the results of experiments or of computer data). **A student caught fabricating information will result in a failing grade on the work in question and perhaps for the entire course.**

**Multiple Submissions** - It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor to whom the material is being submitted the second time. **A student caught submitting multiple submissions will result in a failing grade on the work in question and perhaps for the entire course.**

# Learning Objectives

Familiarize yourself with the learning objectives for each unit as we cover it. This is your "blueprint" and "study guide" for the course! Exam questions are taken directly from these objectives! I have put *emphasis* on key words to look/listen for when reading through the text and during lectures. **Note: FREQUENT CHANGES MAY BE MADE IN THESE OBJECTIVES TO MORE CLOSELY FIT ITEMS COVERED IN CLASS TO EXAM MATERIAL. MAKE SURE YOU GET THESE CHANGES IN CLASS!!.**

Remember, these learning objectives are designed to help *guide* you to the necessary information needed to do well on the exam. By simply looking up the definitions, Amendments, Court Cases, etc. will not be sufficient; you will have to apply some thought and analysis in choosing the correct answers. For example, the Thirteenth Amendment not only abolished slavery, *but* it was also one of the three Civil War Amendments, plus it *also* shaped the creation of the Black Codes. Thus, the Thirteenth Amendment has multiple significances.

## Philosopher's Lecture

- Know the contributions and theories of the major philosophers (Socrates, Montesquieu, Marx, Cicero, and Saint Augustine).

## Politics and Political Landscape Lecture

- What are some of the *similarities and differences* between Thomas Hobbes and John Locke.
- Know the concept behind *State of Nature*.
- Be able to discuss the *purposes of government* (hint – we discussed four).
- Be able to discuss some of the major events (reformation and enlightenment period, Martin Luther, King Henry VIII, etc.) that influenced the Framers who drafted the Constitution.
- Significance of the Mayflower Compact.

## Ch. 1 – Ideas That Shape American Politics

- Be able to define *democracy*, and know the different types.
- Elitist v. Pluralist Perspective.
- Know how the U.S. ranks in terms of voter turnout when compared to other countries.
- How do totalitarian governments treat their citizens?
- What did Alexis de Tocqueville say about the “essence of American politics?”
- How is it that we can live in a country that is so diverse and still be able to get along?
- Which group constitutes an eighth of the nation's population?
- What is the fastest-growing minority group in the U.S.?

## Ch. 2 – The Constitution

- Why did the colonists reject a system with a strong British monarch?
- Know the systems of *checks and balances* and *separation of powers*.
- Be able to define *mercantilism*.
- Be able to discuss the *events* that led to the colonists declaring their independence from Great Britain.
- Be able to discuss the *major weaknesses* of the Articles of Confederation.
- What was the *unwritten agreement* between the colonists and Parliament?
- What was the significance of *Federalist No. 51*? (see A-32 in the Appendix in your textbook).
- What were the *Anti-Federalists arguments* opposing the adoption of the Constitution?
- What was the purpose for the meetings, conventions, etc. that the Framers attended?
- Know the difference between an *Anti-Federalist* and a *Federalist*.
- In determining the constitutional compromises, what was the most serious disagreement pertaining to the new constitution (or government)?

### **Ch. 3 – Federalism and Nationalism**

- Franklin D. Roosevelt's contribution to American politics.
- Know the relationship between the Tenth Amendment and state's powers.
- What is the difference between a unitary system and a federal system?
- Know the court cases that defined the nature of the federal and state relationship.
- Be able to define *federalism*, and know the different types (Dual, Cooperative, etc.).
- Know who *settles disputes between states*.
- Be familiar with the *supremacy clause* and its effect on the states.
- Be familiar with the States' Rights cases and rulings.
- Be familiar with the powers and clauses discussed in the lectures and text (i.e. necessary and proper, implied, concurrent, reserved, etc.).
- Article I denies certain powers to the national/state governments. In keeping with the Framers' desire to forge a national economy, states are *prohibited* from doing what?

### **\*\*\* FIRST EXAMINATION**

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### **Ch. 4 – Civil Liberties**

- What did *Barron v. Baltimore* (1833) expose?
- Know the importance of the amendments discussed in this chapter.
- The importance of the *14th Amendment*, especially as it relates to *Barron v. Baltimore*.
- Be able to associate the court cases with the amendment (i.e. *Gideon v. Wainwright* was a case that dealt with "assistance of counsel," which is inherently stated in the Sixth Amendment).
- Understand and know the importance of the *Barnette*, *Newdow*, and *Jaffree* cases as they relate to schools.
- Know the types of *tests* that were articulated in the freedom of speech cases.
- Significance of *Roe v. Wade* and the trimester breakdown.
- Which amendments provide *procedural guarantees* (due process rights) for those accused of a crime.

### **Ch. 5 – The Struggle for Civil Rights**

- Be familiar with the amendments that pertain to equality.
- Significances of the *Civil War Amendments*
- Know the difference between *black codes* and *Jim Crow* laws
- Significance of the *Northwest Ordinance* of 1787
- How are *Plessy v. Ferguson* and *Brown v. Board of Education* related to one another, and also know the significances of each (i.e. separate but equal, 14th Amendment, equal protection, etc.)
- Why the hypocrisy between slavery and equality?
- Significance of *Dred Scott v. Sandford*
- Understand what *Affirmative Action* is and how it relates to the *Bakke* case
- How did Supreme Court Justice Clarence Thomas feel about Affirmative Action policies in colleges?
- Women's role in the drive for equality
- Significances of the *Missouri Compromise of 1820* (i.e. lightning rod (or catalyst), admission as slave/free states, etc.)
- Be familiar with Oklahoma's history and role in regards to laws passed to hinder and/or prohibit blacks from voting.
- Why did Lincoln pass the Emancipation Proclamation?
- Significance of the *CRA of 1964* (i.e. evolution, Title VII, JFK, etc.)

## Ch. 10 – Congress

- *Qualifications* and characteristics for House of Representatives and Senators
- Congress's *most important* and *ultimate oversight* powers
- Understand the process of *impeachment* and *conducting trials* for impeachment (i.e. definition, Congress's role in the process, etc.)
- What is the purpose of *redistricting* and *apportionment*?
- Why are a high percentage of *incumbents* reelected?
- Know the *roles* of the Members of Congress (i.e. trustees, delegates, and politicians)

## Ch. 11 – The Presidency

- Know and understand John Locke's Prerogative Power
- In regards to a chief executive, what was the Anti-Federalists biggest fear?
- Know the Amendments that affect *term limits* and *succession*
- Understand *Executive Privilege* and the court cases associated with it
- Know the *qualifications* for the president
- What are the president's *Constitutional Powers* as discussed in your text and in class (hint – there are five)?
- Know the circumstances surrounding *Rasul v. Bush*
- Understand the different *presidential theories* as discussed in class (i.e. Prerogative and Restricted) and the presidents that are associated with those theories

## Ch. 13 – The Judicial Branch

- Understand *jurisdiction* and the different types
- What process is used to consider if a case will be heard before the Court?
- What are the types of opinions that can be written by the Supreme Court?
- The Judiciary Act of 1789 as it relates to *Marbury v. Madison* (especially Section 13)
- Define *judicial review*
- Upon its creation, how did the Framers feel about Article III?
- What are the instances in which the U.S. Supreme Court has *original jurisdiction*?
- Be able to explain the *three-tiered structure* of the court system

## \*\*\* SECOND EXAMINATION

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### Ch. 6 – Public Opinion and Political Participation

- Be able to explain the *gender gap* (i.e. why women view issues differently than men)
- Be able to define *public opinion polls*, and also know the importance of in regards to democracy
- *Impairment of socialization*
- Know how different *public figures* associate to different children
- Understand the realm of *political socialization* (i.e. definition, influences, agents, etc.)
- Be able to define *public opinion*
- What does Putnam say about social trust?
- How did *African Americans* view the government in the 1960s? Why?
- The role of senior citizens as a potent political force or group
- Who is the primary culprit for perpetuating and spreading the racial divide that we have witnessed through controversial criminal cases?
- How does college *affect* a student's way of thinking in regards to public opinion?
- Understand and be able to explain the *characteristics* of the *social groups* discussed in class
- The influence of the family can be traced to what two factors?
- When are *parental influences* the greatest?

### **Ch. 9 – Interest Groups and Political Parties**

- Know the *main* reasons for the decline in political parties and also how patronage, spoils system, and civil service laws affected party decline as well.
- The three *entities* of political parties
- Political organizations function as *intermediaries* in order to organize individuals to give them power in doing what?
- Why was the Pendleton Act passed?
- The significance of *machines* during the *Golden Age* of politics
- The *disadvantages* that third parties endure
- What are the *primary concerns* of political parties and interest groups?

### **Ch. 8 – Campaigns and Elections**

- What are the purposes of *national conventions*?
- Know the significance of *primary elections* and the different types (open, closed, runoff, etc.)
- How are campaign funds *raised*?
- Know what the national party platform is and why it is so important
- What is the most important hurdle for candidates running for public office, and why?
- The importance of the *26th Amendment* and why it was created
- The relationship between *raising political awareness* and our *nation's schools*
- Define *turnout*
- Know the *factors known to influence voter turnout* and their characteristics (i.e. education, race, income, etc.)
- People who are *highly interested* in politics constitute what portion of the population?
- According to Robert Putnam, what are the main excuses for not participating?
- *Lifestyle-change theory*