

# 101: Introduction to American Government Spring 2006

**Instructor: Jennifer Moyer**  
**2081 Derby Hall**  
[moyer.79@osu.edu](mailto:moyer.79@osu.edu)  
or [aurorajm99@hotmail.com](mailto:aurorajm99@hotmail.com)  
**Room: Caldwell 277**

**Office Hours:**  
**After class; 11:30-12:30 T**  
**and R; 9-10 F; all at Main**  
**Library Coffee Shop**  
**378-1256**

Welcome to American Politics! I hope to have a great class this quarter. I intend for this class to be very challenging, yet exciting and interesting. I think our government and political system is a fascinating topic, and I hope to convey that to you. This class is about learning the basics that you need to know about government as well debating current issues. Some people think that politics isn't a topic for polite conversation, but I think the reason so many people think this is because so many people don't learn how to talk about politics. Learning the mutual political respect, background information on the hot topics of today, the history of politics, and the mechanics of our political system are the goals of this class.

## **Goals/Rationale of this Class:**

Introduction to American Government is designed to help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

## **Learning Objectives of this Class, as a GEC Class:**

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

## **GRADING**

Debates: 30% (15% paper, 10% team grade, 5% individual grade)

Reading questions: 15%

Midterm: 25%

Final: 30%

Plus there will be a tiny bit of extra credit, 2%. Political science graduate students often do experiments for their dissertation, and you can help. More details will be offered later.

## **Debates**

There will be 5 debates in this class, with roughly five people on each team, and two teams debating each debate. You will be allowed to express preference for which debate topic you would like to address on the second day of class, March 23. I will do my best to assign you to your first preference debate. The debate is worth 30% of your total grade. 15% of this 30% will come from your team debate paper. Each team will produce one paper, conveying the entirety of their argument. It must be typed, and will be judged by

presentation of the argument, information, style, and grammar. A bibliography is required, and it should be fully cited. (If you do not know how to do this, there is a writing center on campus that can offer some assistance.) It should be 5-6 pages in length, double-spaced, 10-12 point font, with regular margins. It should present a full argument and rebut the other side as well as you can anticipate. There will also be a team grade, based on how well the team as a whole debates their topic as well as answers the other students' questions on the topic. This debate part is worth 10% out of the 30% total the debate accounts for-10% of your total grade. **YOU MAY NOT SIMPLY READ FROM THE PAPER FOR ANY PART OF THE DEBATE.** Outside of the introduction, you are expected to respond to points the other team will make. Finally, 5% of your total grade (and the final part of your debate grade) will be determined by an average, on a scale of 0 to 5, of the grades issued to you by your fellow debate teammates judging the amount of work you have put forth in putting together the debate and paper.

### Team and Debate Information

#### Debate 1: The Legitimacy of the Electoral College

Team 1 should argue that the electoral college is a necessary part of the American political system, how it works, the history and reasoning behind the electoral college, and why it should continue to be a vital part of electing American Presidents. Team 2 should argue that the electoral college should not be part of the current American political system, a history of mistakes that may have been attributed to the electoral college, and solutions that may be implemented instead of the electoral college.

#### Debate 2: The Election of Non-Supreme Court Judges

Team 1 should argue that the election of non-Supreme Court justices contributes to our democracy, how the public and American political system are aided by these elections, a history of electing judges, and different ways judges can be elected. Team 1 should argue that electing justices is not a good idea, as it does not contribute to America's democratization. Team 2 should be able to refute the various ways of electing justices and propose alternative ways for justices to gain their posts.

#### Debate 3: Legalization of Marijuana

Team 1 should argue for the legalization of marijuana, while team 2 should argue against the legalization of marijuana. The following topics should be addressed: the War against Drugs/ Drug Czar post, other drugs that may be associated with the use of marijuana (but remember you are drug you are focusing on must be marijuana), the effects of marijuana, and the international politics associated with drug trafficking.

#### Debate 4: The Politics of Gay Marriage

Team 1 should argue in support of gay marriage, while team 2 should argue against gay marriage. You may touch on the topics of the tourism industry, adoption policies, insurance issues, state versus federal government, the separation of church versus state, and the role or morality in politics. It may also aid your arguments to distinguish between gay marriage and civil unions. **PLEASE NOTE, THIS DEBATE IS ABOUT**

## THE *POLITICS* OF GAY MARRIAGE, NOT NECESSARILY THE MORALITY OF HOMOSEXUALITY ITSELF.

### Debate 5: The War in Iraq

Team 1 should argue that the war in Iraq should not be going on, while Team 2 should argue that the war in Iraq should be going on. You may both address the topics of reasoning for going to war, the way in which the war is being fought, the history of the middle east and America's involvement in that history, soldier death toll, and various political scandals SPECIFICALLY associated with the war.

IF YOU HAVE ANY QUESTIONS ABOUT YOUR DEBATE TOPIC, PLEASE SEE ME.

### Debate Schedule

Team 1 Introduction: 5 minutes

Team 2 Introduction: 5 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Conclusion: 3 minutes

Team 2 Conclusion: 3 minutes

Student Questions: 15-20 minutes

### Other Debate Notes

**Lastly on debate grading, the debate that wins the debate, as judged by the class, will receive 2% extra credit.** As soon as I have graded the debate performance, the paper, and have received student evaluations of fellow students, your grades will appear on your cards.

The key to getting a good grade on the debate is not only to completely research your argument, but also anticipate and refute the opposing argument. I suggest you have notes cards or some kind of organization system for refuting arguments the other side makes. Again, the key to doing well is anticipation of the other side.

Also, I encourage students who are debating to take notes on the various points and background of the subject matter, as the debates will appear on your exams.

Concerning sources for your paper: You may use internet sources, but they must be LEGITIMATE sources. A good rule of thumb would be if the site has a companion in actual print. For example, someone's blog cannot be used, but articles from Time, Newsweek, or any newspaper are fine. There are some sources that may not have companions in print (like CNN) that I find acceptable. Please ask me if you have any questions. Also, be very careful when doing your research to distinguish between opinion pieces and news articles. You may do interviews or use documentaries as well, as long as those are cited.

You are more than welcome to use visual aids in your debate, but keep in mind the type of classroom that we are in. Lecture large class and stadium seating mean that visual aids

should probably utilize the in-class technology. If you have any questions about this, please let me know.

### **Reading questions**

For many of the days you are assigned readings, you will be asked a reading question. You can makeup one reading question, and only if you have a legitimate excuse, with proper documentation and decided by me. The total grade for the reading questions is 15% of your total grade. Your reading questions will be done on your card, and therefore you will be able to easily keep track of your score for this section of class.

### **Exams**

The first and second exams will be comprised of four parts. The first part is multiple choice. The second part will be a terms section. The fourth part will be short answer, which should be answered by about a paragraph or so. You will answer a certain amount out of a larger amount. The short answer questions will be based on what you learn during debate. The fourth part will be a couple of extra credit questions. The first midterm is worth 25% of your total grade, and the second midterm OR final, depending on which one you decide to take, is worth 30% of your total grade. The second midterm and the final will be cumulative, but the emphasis will be on the second part of the quarter. The second midterm will be held on the last day of class. If you take the second midterm, you do not need to take the final. The final will be held the regularly scheduled time, and it will be an essay format, due by the end of final time by email. You will receive it 24 hours prior to its due time.

### **Exam Make-ups:**

Make-up for the midterm will be held on the last day of class. If you are scheduled to take the second midterm, we can arrange another time that day for you to take the midterm. The make-up exam will be harder than the regular exam. Basically, it is better to take the exam during the regular time.

### **More Notes on the Exams:**

A review sheet for the exams is attached to the syllabus. I usually hold extra office hours prior to the midterm and the final. I may decide to hold a review for the exams, but that will be decided as we near the exams.

### **TEXT AND READINGS**

The text for this class is **The Basics of American Politics** by Gary Wasserman, 12<sup>th</sup> edition, Pearson Longman Press, ISBN 0-321-31795-5. It has been ordered at all the regular bookstores and you should have access to a copy by the second day of class. There are several other readings for the class, which I will either put on reserve or hand out in class.

### **Readings:**

Reading should be done prior to the day they are listed on the syllabus, and you should be freshly prepared for class. You will be tested on the readings, as detailed above.

## **CLASS SCHEDULE**

### **Part 1: The Institutions of American Politics**

March 21: Introduction to Politics and Class

March 23: Introduction to Politics

Reading: Chapter 1

March 28: The Constitution

Reading: Chapter 2

March 30: Elections

Reading: The Federalist Papers

April 4: Presidency

Reading: Chapter 3, pages 44-67

April 6: The Cabinet and Bureaucracy

Reading: Chapter 3, pages 67-84

Debate 1: The legitimacy of the electoral collage

April 11: Congress, Part 1

Reading: Chapter 4

April 13: Congress, Part 2

April 18: The Judiciary, Part 1

Reading: Chapter 5

April 20: The Judiciary, Part 2

Debate 2: The election of non-Supreme Court justices

April 25: First Midterm Exam

### **Part 2: The People and American Government**

April 27: Civil Rights and Civil Liberties

Reading: Chapter 6

May 2: Current Debates in Civil Rights and Liberties

Debate 3: Legalization of marijuana

May 4: The Media, Part 1

Reading: Chapter 8, pages 234-254

May 9: The Media, Part 2

May 11: Interest Groups

Reading: Chapter 8, pages 222-234

Debate 4: Gay Marriage in Politics

May 16: Parties

Reading: Chapter 7, pages 194-219

May 18: Policy Making and Representation

Reading: Chapter 7, pages 184-194

May 23: Changing Expectations of Government

Reading: On Main Reserve

Debate 5: The current war in Iraq

May 25: Pluralism and Elitism

Reading: Chapter 9

May 30: Upcoming Elections, Wrap up, and Review

June 1: Second Midterm Exam

## Final Exams: June 5-8

### **Recommendations for Success in this Class:**

1. Do the readings- Please make sure the you do the readings and understand what you are reading. It helps many students to make an outline. In addition, get your head around the italicized words in the chapter/reading. The book was chosen partially because it was one of the least expensive and lighter, but that means the chapters are packed. **DO NOT JUST SCAN THE READINGS.**
2. Come to class-There will be some material that will **JUST** be available **IN CLASS**, especially the debate material. You will not be able to get this material if you do not come to class.
3. I will email you the outlines for the day in two groups- the before the midterm outlines and the stuff between the midterm and the final. It helps to compare your notes to these outlines but these outlines are really brief. Your outlines and notes should be much more extensive.
4. Try for the extra credit when you can- there are several opportunities for extra credit: Each exam will have two points, if you win the debate you will earn two extra points, if you do the extra credit experiment you will get two extra points, and sometimes I will offer extra 1/2 points on the reading questions. This can equal over 10 points of extra credit- a whole letter grade.
5. Come to my office hours if you are having problems.
6. Study thoroughly for the exams.

### **Disability Info:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

### **Information from the Counseling and Consultation Office that some students may find helpful:**

The social, emotional, and academic concerns that occur occasionally in everyone's life can generate conflicts and questions. Such concerns can make it difficult for a person to function in a satisfying manner, in class and otherwise. If you need help, there are places and people that can help.

Contact Information:

Younkin Success Center

1640 Neil Avenue, 4th Floor

Columbus, Ohio 43201

Phone: 614-292-5766, FAX: 614-688-3440

### **Academic Honesty:**

Do not cheat-it is bad for you. The University Rule for this is 3335-31-02. Please understand that if any of these rules are violated, I will take appropriate action. I want **YOUR** ideas, not something from someone else, a test file of some sort, or an Internet posting! **I WILL TAKE ACTION IF I DISCOVER CHEATING IN ANY FORM.**

## Midterm Review Guide

Politics  
Power  
Coercion  
Legitimate  
Anarchy  
Democracy  
Government  
Magna Carta  
Mayflower Conflict  
Unicameral  
Articles of Confederation  
Great Compromise  
3/5 Compromise  
Federalists  
Anti-Federalists  
Bill of Rights  
Four Major Constitutional Principles  
Separation of Powers  
Federalism  
Limited Government  
Judicial Review  
Legislative Function  
Executive Function  
Judicial Function  
Checks and Balances  
Reserved Powers  
No Child Left Behind Act  
Modern Federalism  
Amendment Process  
# of Amendments  
Writers of the Federalist papers  
Major points of Fed Papers 10, 68, 51  
Lame Duck President  
Electors  
Residual Power (Inherent Power)  
Delegated Power  
Expressed Power  
Crisis Leadership  
New Deal  
Buchanan Presidents, examples  
Lincoln Presidents, examples  
Eisenhower Presidents, examples  
Stewardship Presidency  
Custodial Presidency  
Hidden hand Presidency  
Bully Pulpit  
Psychological Approach to the Presidency  
**8** Presidential Roles  
Chief of State  
Chief of Government  
Chief Executive  
Chief Diplomat  
Commander in Chief  
Chief Legislator  
Party Leader  
Chief Jurist  
Civilian Supremacy  
State of the Union Address  
National Agenda  
Veto  
Pocket Veto  
Party Platform  
Going Public  
Spin  
Bureaucrat  
Structure of the Federal Bureaucracy  
Executive Office of the President  
The Cabinet/Departments  
Executive Agencies  
Government Corporations  
Regulatory Commissions  
White House Office  
National Security Council  
OMB  
Six major characteristics of a bureaucracy  
Congressional Limits on Bureaucracy  
Presidential Limits on Bureaucracy  
Policing v Fire Alarm Monitoring  
Bicameral  
Senators  
Representatives  
Careerism  
Term limits  
Malapportionment  
Reapportionment  
Gerrymandering  
Packing  
Cracking  
Majority Party  
Minority Party  
Speaker of the House  
Majority Leader (both houses)  
Minority Leader (both houses)  
Caucus, party and other  
Majority Whips (both houses)  
Minority Whips (both houses)  
President of the Senate  
President pro tempore  
Committee Chairmen  
How a bill becomes a law  
Standing Committees  
Select or Special Committees  
Joint Committees  
Conference Committees  
Seniority  
Reciprocity  
Logrolling  
Apprenticeship

Seniority  
 Specialization  
 Senatorial Courtesy  
 Differences Between the House and Senate  
 Filibuster  
 Cloture  
 Ways and Means Committee  
 Appropriations Committee  
 Pork Barrel Legislation  
 Congressional Oversight  
 Congressional Investigation  
 Impeachment  
 Campaign Finance Reform  
 Original Jurisdiction  
 District Courts  
 Courts of Appeals  
 Special Courts  
 U.S. Claims Court  
 U.S. Court of Military Appeals  
 Borking  
 Concurrent Jurisdiction  
 Appellate Jurisdiction  
 Writ of certiorari  
 Popularity of the different institutions  
 National Supremacy  
*Marbury v Madison*  
*McCulloch v Maryland*  
*Dred Scott v Sandford*  
*Miranda v Arizona*  
*Bush v Gore*  
*Roe v Wade*  
*Brown v Board of Education*  
*Plessy v Ferguson*  
 Court Packing  
 Precedent  
 Stare decisis  
 Modern Court  
 Strengths of the Court  
 Judicial Restraint  
 Judicial Activism  
 Legal Segregation  
 Affirmative Action  
  
 Isle of Ted lessons  
 How a bill becomes a law v Constitutional Amendment  
 Campaign ads-Eisenhower's ad, Kennedy's ad, Johnson's ad, Reagan's ad, and Bush's (Sr.) ad-why were these effective ads?  
 Taking on the Kennedys-the advantages and disadvantages of each candidate  
 Iowa Caucus  
 New Hampshire Primary  
 How running for president has changes  
 Terms of House, Senate, and President

Requirements for House, Senate, and President  
 Who runs for office  
 Role of the VP  
 How the office of the VP has changed over time  
 Role of the First Lady  
 How Presidents are Ranked  
 Virginia Presidents v Ohio Presidents (general trends)  
 Major Presidential Scandal  
 Major Congressional Scandal  
 Major Judicial Scandals  
 Iron triangles v Issue networks  
 Privatization  
 Devolution  
 New Majority Leader of the House  
 How District Apportionment Changes and Possible Trends Why  
 Selecting a Supreme Court Justice  
 How a case gets to the Supreme Court  
  
 Debates-  
 The Pros and Cons of the Electoral College  
 The Pros and Cons of Judicial Elections

## Final Review Guide

Civil Liberties  
Civil Rights  
Equal Protection  
Due Process  
Partial Incorporationists  
Complete Incorporationists  
Freedom of Speech  
Freedom of Religion  
Freedom of Press  
Right of Privacy  
Speech Plus  
Affirmative Action  
Class Action Suits  
Actors in Civil Rights and Liberties: Judges, The Justice Department, Private Attorneys General, Legal Strategies, Obeying the Courts  
ACLU  
NAACP  
Landmark decision  
Famous Civil Rights and Liberties cases: Skokie, IL; Japanese Internment Camps; MyLai Massacre; *Plessy v Ferguson*; *Brown v the Board of Education*; *Dukes v Walmart*; *Powell v Alabama*; Emmett Till; Scopes Monkey Trial  
The Sopranos and Civil Liberties  
Who Votes? Class, Education, Age, Interest, Efficacy  
4 Functions of Parties  
Mandate  
Federalists and Anti-Federalists  
Democrats  
Republicans  
Liberal  
Conservatives  
Plurality  
Maintaining Elections  
Realigning Elections  
Deviating Elections  
Differences Between the Parties/Ideologies  
Political Machines  
Why Machines Declined  
National Committee  
Soft Money  
Hard Money  
Party Platform  
Presidential Primaries  
Balancing the Ticket  
Two Party System  
Multiparty System  
Historic Dualism  
Proportional Representation  
Third Parties v Independents  
Single Member Districts  
Multi Member Districts  
Why we have a two party system?  
Realignment-the 6 (maybe 7?) realignments, and the issues involved  
The Populists  
The Progressive Movement  
The goals of third parties  
The Wizard of Oz and the Populists  
Party in Government  
Party in Masses  
Party in Organization  
Pros and Cons of Being in the Majority Party  
Federalist Papers  
Interest Groups  
Business Groups  
Professional Groups  
Labor Unions  
Agricultural Business Groups  
Lobbying  
Iron Triangle  
Issue Networks  
Grassroots Campaign  
Astroturf Lobbying  
PACs  
McCain Feingold Campaign Finance Reform Bill  
Hyperpluralism  
527s  
Why join interest groups?  
Collective goods  
Selective/Material Benefits  
Solidiary Benefits  
Moral/Purposive Benefits  
Informational Benefits  
Mass v Elites in Interest Groups  
New Politics  
Gaining Access: Lobbying, Contributions, Litigation, Going Public  
The Hat Trick  
Goldstein's reasons communication to politicians has increased  
Tom Delay and Jack Abramoff  
Media  
What does the media do?  
Agenda Setting  
Priming  
The Marketplace of Ideas  
Sound bite  
Media's Two Political Functions  
Types of Media and Who Uses Which Kinds  
How persuasive is the media?  
Equal Time Rule  
Right of Rebuttal  
Fairness Doctrine  
Spin

Framing v Priming  
Informational Ads  
Positive Ads  
Negative Ads  
The Potential Impact of Negative Ads  
The Daily Shows Contribution to Politics-  
Commentary on the State of the Democratic  
Party, John Edward's Announcement, Midterm  
Election Rock  
Surveys in Politics-why used and advantages and  
disadvantages  
What makes a good survey  
Sample  
Population  
Pluralism  
Elitism  
Fragmentation  
Bargaining  
Compromising  
Consensus  
Power Elite  
Conspiracy Theorists  
Competitive & Representative parts of elitism  
and pluralism  
What goes into policy making: constituencies,  
personal preferences, the president, party, inter-  
Washington influence, caucuses, career choices  
Execution of law-congress, president,  
bureaucracy, judiciary, state legislature, local  
government  
De facto laws  
De jure laws  
Why legislation may not work after it is passed  
Models of representation-delegate, trustee,  
hybrid  
Fenno's Homestyle-the four circles-geographic,  
reelection, primary, personal constituencies  
Minority groups advantages and disadvantages  
to getting represented: women; African  
Americans, Latinos, Asian Americans, Gay  
People  
Symbolic v Substantive Representation  
Silent Majority  
Tyranny of the Majority v Tyranny of the  
Minority  
Who can vote-the rules  
Who does vote-the trends  
Comparing the US to other countries in terms of  
turnout rates  
Types of Elections-primaries v general,  
presidential v midterm v off-off year  
Primaries- open, closed, semi-open, semi-closed  
Who participates in primaries v generals  
What do we see on the Ballot  
Initiative

Referendum  
Ways to Vote  
Straight Ticket v Split Ticket  
Single issue v Multi Issue  
Sincere v Strategic  
Retrospective v prospective  
Many ways of participating  
Interest v time v money tradeoff in participating-  
and why some groups are harder to figure out  
Mobilizing Factors  
Participation Trends  
Current Issue in Government: Immigration,  
America Post-911, Minorities in the Presidency,  
Relations Within the Republican Party, Relations  
Between Congress and the Judiciary, Important  
Congressional Races, the Patriot Act

Gist of the Following Amendments: 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup>,  
9<sup>th</sup>, 10<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>

The Debates: We saw three debates this half of  
the quarter: the legalization of marijuana, the  
politics of gay marriage, and the war in Iraq. Go  
back to you sheets on the debates and make sure  
you can present each side well. Remember that  
you are presenting an argument, not just facts.  
Expect to write a FULL paragraph for each  
question-about 6-8 sentences, at least.