

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

05-20a
JWVEC Appr 10/11/05
Senate Info 11/1/05

Existing and Special Topics Course

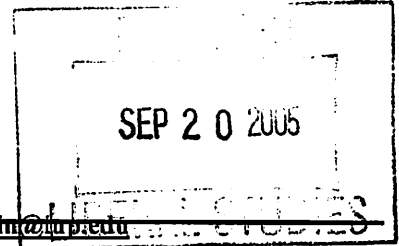
Course: PLSC 351 Legislative Process

Instructor(s) of Record: Susan J. Martin

Phone: 724-357-7901

*Original signed
pages without
revisions*

Email: smartin@hup.edu



Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

I am a qualified instructor and I was trained by Brian Carothers, Instructional Design Instructor, on how to create and facilitate a course on WebCt software. Over the last three years, I have put at least 30% of four regular courses on WebCt. This included tools for discussions, grades, chapter summaries, internet resources, important documents, syllabi, assignments, and tests. The students from my PLSC 111, PLSC 250, PLSC 351, PLSC 371 courses have used the WebCt components for testing, discussion, email, and independent assignments without a problem. WebCt software has been excellent software for my use and for the students. The Instructional Design staff has given excellent support to my students and to me. My PLSC 250 Public Policy course went completely online during the first summer session of 2005.

2. How will each objective in the course be met using distance education technologies?

All of the final products produced by the student through the activities below will be submitted through the WebCt Assignment tool. The professor will grade the submission with a rubric and release the grade for each assignment to each student. The Discussion tool and WebCt email will be used to communicate with the professor if the students have questions on an assignment. The professor will discuss ideas or concerns through the Discussion tool.

Course Objectives:

1. To develop the competencies needed to successfully understand the legislative process within the structure of the United States Constitution, government institutions, interest groups, citizens, and businesses.
Activity: Readings, in depth questions, tests, and debates
2. To analyze the types of legislation and the creation of law in order to determine who and how legislation is influenced.
Activity: Tests, readings, in depth questions, and debates
3. To employ relevant philosophies as they relate to law.
Activity: In depth questions, readings, and debates
4. To utilize knowledge of law, legislation and general policies to identify and explain the various components of the policy and program analysis process.
Activity: In depth questions, readings, tests, and debates
5. To be able to communicate the barriers and constraints of the policy-making process.
Activity: In depth questions, debates, and tests
6. To enhance the critical thinking skills necessary to produce the analysis of laws.
Activity: Tests, in depth questions, and debates
7. To know why leadership skills are critical in the development of laws in the United States.
Activity: In depth questions, readings, tests, and debates
8. To research and understand the integrated nature of modern policy structures and public problems.
Activity: In depth questions, tests, and debates.

3. How will instructor-student and student-student, if applicable, interaction take place?

The course is designed for suitable interaction by the professor and the students. Please review the syllabus, In Depth questions, debates, cases, discussions, WebCt assignments, the position paper criteria, and the tests. The syllabus is designed as a road map which gives specific deadlines for all of the student's assignments. Both WebCt email and the discussion tool may be used by students and the professor to communicate. Also, as I have stated, I have used WebCt tests with my regular course, PLSC 351, and it has been an effective method of testing. Also, In Depth questions, and the Chapter Review questions for each chapter will be evaluated to determine the students grasp of the subject matter, their ability to critically think, and their ability to present the material in an essay.

4. How will student achievement be evaluated?

All students will know the due date of all assignments from the syllabus. After each assignment is submitted by the students, the professor will check through the assignment tool to determine if all the assignments have been submitted properly. The professor will then release the grade. Each assignment will be evaluated through a specific rubric for understanding of the material, completeness, content, and presentation. Following is an example of the evaluation process for each of the four debates: From the student's pro, con, and his/her position on the debate, I will determine the student's ability to digest the material, critically think, and express his/her view. The essay will be evaluated for content, clarity, critical thinking, and presentation through a rubric.

5. How will academic honesty for tests and assignments be addressed?

All tests are given 20 minutes for completion, have a closing date and ending time, are printed on a black background with white letters in order to stop tests from being printed out easily, and are randomly generated from a test bank which makes every test different.

All assignments have different closing dates which will help to keep the students on track with the course. I will randomly check essays questions on Google for plagiarism.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative


Signature of Department Designee

9/6/05
Date

Endorsed:


Signature of College Dean

9/18/05
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Undergraduate Distance Education Review Form
 (Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: PLSC 351 Legislative Process

Instructor(s) of Record: Susan J. Martin

~~Phone: 724-357-7901~~

~~Email: smartin@iup.edu~~

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

I am a qualified instructor and I was trained by Brian Carothers, Instructional Design Instructor, on how to create and facilitate a course on WebCT software. Over the last three years, I have put at least 30% of four regular courses on WebCT. This included tools for discussions, grades, chapter summaries, internet resources, important documents, syllabi, assignments, and tests. The students from my PLSC 111, PLSC 250, PLSC 351, and PLSC 371 courses have used the WebCT components for testing, discussion, email, and independent assignments without a problem. WebCT software has been excellent software for my use and for the students. The Instructional Design staff has given excellent support to my students and to me. My PLSC 250 Public Policy course went completely online during the first summer session of 2005.

2. How will each objective in the course be met using distance education technologies?

All of the final products produced by the student through the activities below will be submitted through the WebCT Assignment tool. The professor will grade the submission with a rubric and release the grade for each assignment to each student. The Discussion tool and WebCT email will be used to communicate with the professor if the students have questions on an assignment. The professor will discuss ideas or concerns through the Discussion tool. Also, the WebCT Discussion tool will be used for threaded discussions between Professor – student and student - student.

Course Objectives:

1. To develop the competencies needed to successfully understand the legislative process within the structure of the United States Constitution, government institutions, interest groups, citizens, and businesses.
Activity: Readings, in depth questions, tests, discussions, and arguments
2. To analyze the types of legislation and the creation of law in order to determine who and how legislation is influenced.
Activity: Tests, readings, in depth questions, discussions, and arguments
3. To employ relevant philosophies as they relate to law.
Activity: In depth questions, readings, discussions, and arguments
4. To utilize knowledge of law, legislation and general policies to identify and explain the various components of the policy and program analysis process.
Activity: In depth questions, readings, tests, discussions, and arguments
5. To be able to communicate the barriers and constraints of the policy-making process.
Activity: In depth questions, discussions, arguments, and tests
6. To enhance the critical thinking skills necessary to produce the analysis of laws.
Activity: Tests, in depth questions, discussions, and arguments
7. To know why leadership skills are critical in the development of laws in the United States.
Activity: In depth questions, readings, tests, discussions, and arguments
8. To research and understand the integrated nature of modern policy structures and public problems.
Activity: In depth questions, tests, discussions, and arguments

3. How will instructor-student and student-student, if applicable, interaction take place?

The course is designed for suitable interaction by the professor and the students. Please review the syllabus, In Depth questions, Arguments, cases, discussions, WebCT assignments, the position paper criteria, and the tests. The syllabus is designed as a road map which gives specific deadlines for all of the student's assignments. Both WebCT email and the discussion tool may be used by students and the professor to communicate. The WebCT Discussion tool will be used during each chapter to create a threaded discussion between Professor – student and student - student. Also, as I have stated, I have used WebCT tests with my regular course, PLSC 351, and it has been an effective method of testing. Also, In Depth questions, and the Chapter Review questions for each chapter will be evaluated to determine the students grasp of the subject matter, their ability to critically think, and their ability to present the material in an essay.

4. How will student achievement be evaluated?

All students will know the due date of all assignments from the syllabus. After each assignment is submitted by the students, the professor will check through the assignment tool to determine if all the assignments have been submitted properly. Each assignment will be evaluated through a specific rubric for understanding of the material, completeness, content, and presentation. The professor will then release the grade. Following is an example of the evaluation process for each of the four Arguments: From the student's pro, con, and his/her position on the argument, I will determine the student's ability to digest the material, critically think, and express his/her view. The essay will be evaluated for content, clarity, critical thinking, and presentation through a rubric.

5. How will academic honesty for tests and assignments be addressed?

All tests are given 20 minutes for completion, have a closing date and ending time, are printed on a black background with white letters in order to stop tests from being printed out easily, and are randomly generated from a test bank which makes every test different. All assignments have different closing dates which will help to keep the students on track with the course. I will randomly check essays questions on Google for plagiarism.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Signature of Department Designee

Date

Endorsed:

Signature of College Dean

Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Schriest Oct. 11, 2005
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

J. Mark Stuebs 10/12/05
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

10/06/05

INDIANA UNIVERSITY OF PENNSYLVANIA

LEGISLATIVE PROCESS

Course: PLSC351/551 Section: 001 Semester: Fall, 05 Days: Tues and
Thursday CRN 13241
Campus: Main Building: Keith Hall Room: 244 Time: 9:45 a.m. to 11:15 a.m.
Professor: Susan J. Martin Office: 107 Keith Hall Annex

Telephone #: 724-357-7901

Email: smartin@iup.edu

Office Hours: Monday/Wednesday, 8:30 a.m. to 9:00 a.m.
T/Thurs 8:30 a.m. to 9:30 a.m. and 11:15 a.m. to 12:15 p.m.
and by appointment
Please complete the sign-up sheet on my office door to schedule an
appointment.

Goal of the Course: To familiarize the student with the functional study of legislative bodies and process of legislation, covering organization of legislative assemblies, operation of committee system, procedures, bill drafting, aides, and control over legislation.

Course Objectives:

1. To develop the competencies needed to successfully understand the legislative process within the structure of the United States Constitution, government institutions, interest groups, citizens, and businesses.
Activity: Readings, mock legislative sessions, trip to the Pennsylvania Legislature, and debates
2. To analyze the types of legislation and the creation of law in order to determine who and how legislation is influenced.
Activity: Mock legislative preparation and sessions, readings, and debates
3. To employ relevant philosophies as they relate to law.
Activity: In depth questions, readings, and debates
4. To utilize knowledge of law, legislation and general policies to identify and explain the various components of the policy and program analysis process.
Activity: In depth questions, readings, and debates
5. To be able to communicate the barriers and constraints of the policy-making process.
Activity: Power Point presentation, in depth questions, debates, and tests
6. To enhance the critical thinking skills necessary to produce the analysis of laws.
Activity: Tests, in depth questions, and debates

7. To know why leadership skills are critical in the development of laws in the United States.

Activity: In depth questions, readings, and debates

8. To research and understand the integrated nature of modern policy structures and public problems.

Activity: In depth questions and debates.

Text: Frantzich and Schier, *Congress, Games and Strategies*, Atomic Dog, 2003, second edition. ISBN 1-931442-96-7

Katsh and Rose, *Taking Sides, Clashing Views on Controversial Legal Issues*, McGraw Hill/Dushkin 2002, tenth edition. ISBN 0-07-248040-8

Requirements of the Course: There will be ten WebCT test during the semester. Also, you will be responsible for completing one five - page position paper which you will submit and present to the class during the last days of the class. Your topic will be on a specific issue regarding the United States Constitution or the Legislative Process and will be approved by the Professor. During the semester you will participate in at least one debate and give input on three other debates. Each student will interview a Pennsylvania State Representative and submit the written findings from the interview. Your participation and submission of papers in a timely manner will influence your grade. Late papers will lose one grade.

Grade: Attendance, which includes being punctual for class, participation, and cooperation in the class, is 20% of your grade. Each student starts out with 100% for attendance. The five page position paper, written interview results, and your presentation is 20% of your grade. There will be ten WebCT test. Eight of the test will be counted as 40% of your grade. Each of the eight tests is worth 5% of your final grade. **THERE ARE NO MAKE UP TEST** because you may drop **TWO** of the ten test or not **TAKE TWO TESTS**. Otherwise if you take all of the ten tests, your **TWO** lowest grades will be dropped. Each test is timed for 20 minutes on WebCT. You must take the test during the 48 hour time frame. *Each written response to the Central Questions in each chapter is worth 1% of your grade which totals 10% of your grade. You must submit the written response on the date designated on the syllabus or it will not be accepted.* The quality, research, and enthusiasm of your debate and contribution to the other debates is 10% of your grade. Papers not submitted on time will lose one grade.

Also, on WebCT is a mandatory practice test on the subject matter of this syllabus. The practice test is given to make sure you understand your obligations to the class and to make sure you know how to use .

Statement of Student Responsibility: I am committed to the principle of active learning. For me, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it

is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class on time and being prepared to remain in one's seat for the duration of the class period. Respect for the learning community and the learning process would normally exclude persistent lateness, leaving the classroom during class time, and/or falling asleep in class.

Academic Honesty: “Learning, to have true value, must be linked to a sense of honesty and integrity.” A student that submits work that is plagiarized, copied, or that is not uniquely his or her own will fail the course.

Debate Format: When you are not on the debate team, you will submit, on the day of the debate, a one-page summary, which describes both sides of the issues. You will give your opinion on the issues after the debate. The debate is structured. Each member of the positive side will have 3 minutes to present on the issue. Usually, one of the team presents the issue, the 2nd person elaborates and may present another angle, and the other person or persons may present another angle and summarize that side of the issue. The opposite side has 3 minutes to ask clarifying questions on what was presented. The opposite side has 3 minutes each to present. The positive side has 3 minutes to ask clarifying questions. Each side takes a 4-minute huddle. One person from each side presents a summary statement. All the people in the class are asked for their input. The members of the class will determine the winners of the debate by a show of hands.

Video: After viewing a video, you will submit a one-page hand written summary of it.

Course Outline:

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| August 30 - Tuesday | Introduction – Ice Breakers – Go over syllabus |
| | <p>Discuss Text — Debates Assignments – Explain 5 page position paper, your choice of a PA State Representative, interview questionnaire, mock legislative sessions, and your presentation. The mandatory syllabus test on WebCT must be taken by September 5.</p> <p>Your interview with your Pennsylvania Representative needs to be completed before assignments are made for the mock legislative session and before the mock legislative sessions are held in the class. Please submit your written interview by September 27. Late submissions will not be accepted.</p> |
| September 1 - Thursday | <p>Introduction to Congress and Chapter 1 Congress</p> <p>Complete and submit your written answers, which will be a brief paragraph outlining why you selected the answer, to all the review questions at the end of this chapter and note the page number where the answer was found. Your answers must be submitted on this day in class to be counted as 1 point toward your grade.</p> |
| September 6 - Tuesday | <p>Chapter 1 Congress</p> <p>United States Constitution, Bill of Rights, and 17 additional amendments</p> <p>Debate preparation time</p> <p>Decide who your Pennsylvania Representative is and sign the sheet with your choice.</p> <p>Test #1 on WebCT, Tuesday, September 6 at 6 p.m. to 6 p.m. Friday, September 9. This includes the Introduction and Chapter 1.</p> |
| September 8 - Thursday | <p>Chapter 2 Congress</p> <p>Complete and submit your written answers.</p> <p>Video, VCV 3278 Public Trust, private interests...</p> <p>Debate preparation time</p> |
| September 13 – Tuesday | <p>Chapter 2 Congress</p> <p>Test #2 on WebCT, Tuesday, September 13 at 6 p.m. to 6 p.m. Friday, September 16.</p> <p>Debate preparation time for all teams.</p> |
| September 15 – Thursday | <p>Introduction to Taking Sides I to x v i</p> <p>Debate #1 Issue 5 Does the Sharing of Music Files Through the Internet Violate Copyright Laws?</p> |

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| September 20 – Tuesday | Chapter 3 Complete and submit your written answers. |
| September 22 – Thursday | Chapter 3 Video, VCV 1865 Freshman Comes to Washington Test #3 on WebCT, Thursday, September 22 at 6 p.m. to 6 p.m. Saturday, September 24. |
| | |
| September 27 – Tuesday | Chapter 4 Complete and submit your written answers. Video, VCV 1877 Day in the House |
| September 29 - Thursday | Chapter 4 Test #4 on WebCT, Thursday, September 29 at 6 p.m. to 6 p.m. Monday, October 3. Representative Kenney Video and go over parliamentary procedures. House of Representative handout. Define the rolls for mock legislative sessions. |
| October 4 - Tuesday | Mock Legislative Session #1 on Gaming in Pennsylvania |
| | |
| October 6– Thursday | Chapter 5 Congress Complete and submit your written answers. Test #5 on Thursday, October 6 at 6 p.m. to 6 p.m. Monday, October 10. Five Bonus Points On Friday, October 7, 2005, in room 245 Keith Hall, at 9:15 a.m. or 10:30 a.m., you must sign the sign-in sheet for credit. Guest Speaker, Dave Reddecliff, Executive Assistant to the Pennsylvania Republican Caucus and Advisor to the Majority Leader in the Pennsylvania House of Representatives, IUP graduate, will talk about his career in government. |
| | |
| October 11–Tuesday | Chapter 6 Congress Independent Assignment see WebCT Discussion Submit written assignment on Thursday, October 13. Complete In Depth question number 2 on page 200. |
| October 13– Thursday | Chapter 6 Congress |

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| | <p>Complete and submit your written answers.</p> <p>Test #6 on WebCT, Thursday, October 13 at 6 p.m. to 6 p.m. Monday, October 17.</p> |
| October 18 – Tuesday | <p>A trip to the Pennsylvania Capitol to observe the House of Representatives in session is scheduled. We will leave IUP at 5 a.m. sharp and return around 8 p.m. A letter from the Professor will be available for you to share with other Professors that you may have a class scheduled with on that day. Transportation will be provided at no cost to the students. Lunch will be provided (\$5.00). Extra credit of 5 Bonus Points will be given to those that participate.</p> |
| October 20 – Thursday | <p>Debate #2 Issue 4 Do People Have a Legal Right to Clone Themselves?</p> <p>Video, VCV 1871 Congress in Committee</p> |
| October 25 - Tuesday | <p>Fall Recess</p> |
| October 27 – Thursday | <p>Chapter 7 Congress Complete and submit your written answers.</p> <p>Video, VCV 1873 Who runs Congress?</p> |
| November 1 – Tuesday | <p>Chapter 7 Congress Debate #3 Issue 2 Is Abortion Protected by the Constitution?</p> <p>Test #7 on WebCT, Tuesday, November 1, at 6 p.m. to 6 p.m. Thursday, November 3.</p> |
| November 3 - Thursday | <p>Chapter 8 Congress Complete and submit your written answers.</p> |
| November 8 – Tuesday | <p>Pennsylvania Representative will visit class.</p> <p>Video, VCV 4735 Pt. 1 – 2 LBJ</p> |
| November 10 – Thursday | <p>Chapter 8 Congress</p> <p>Debate #4 Issue 19 Do Race Conscious Programs in Public Universities Admission Policies Violate the 14th Amendment of Equal Protection Under the Law?</p> |

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| | <p>Test #8 on WebCT, Thursday, November 10 at 6 p.m. to 6 p.m. Monday, November 14.</p> |
| <p>November 15 – Tuesday</p> | <p>Independent Assignment see WebCT Discussion on Chapter 9 Complete In Depth question number 1 on page 283. Submit both items on Tuesday, November 22.</p> |
| <p>November 17 – Thursday</p> | <p>Independent Assignment see Discussion on Chapter 9 Complete In Depth question number 2 on page 283. Submit both items on Tuesday, November 22.</p> |
| <p>November 22- Tuesday</p> | <p>Chapter 9 Congress Complete and submit your written answers. Video, VCV 8268 Marbury v Madison</p> <p>Test #9 on WebCT, Tuesday, November 22 at 6 p.m. to 6 p.m. Tuesday, November, 29</p> |
| | |
| <p>November 23 – Wednesday thru November 27– Sunday</p> | <p>Thanksgiving Recess</p> |
| <p>November 29– Tuesday</p> | <p>Chapter 10 Congress Complete and submit your written answers. State handout – How a Law is Made Video, VCV 1890 Assessment of Congress</p> |
| <p>December 1 - Thursday</p> | <p>Chapter 10 Congress Test #10 on WebCT, Thursday, December 1 at 6 p.m. to 6 p.m. Monday, December 5.</p> |
| <p>December 6 –Tuesday</p> | <p>Mock Legislative Session #2 School Financing</p> |
| <p>December 8 - Thursday</p> | <p>Presentations by students</p> |
| | |
| <p>December 15 - Thursday 10:15 a.m. – 12:15 p.m.</p> | <p>Presentation by students</p> |

04-14-05 issued

Legislative Process Questionnaire for Representatives of the Pennsylvania State Government

Name: _____

Telephone number: _____ Email: _____

District: _____ County: _____

Gender: _____

Age: _____

Length of services in the House of Representatives:

Other careers:

Family:

Was your family in politics?

Education:

High school:

College attended:

Major:

Graduate School:

Degree:

What did you do right after school?

How did you make the initial decision to run for office?

What age were you when you were first elected?

Party affiliation:

Who have you run against?

What were your key issues during your campaign?

How did you receive funding for your campaign?

What is your greatest accomplishment?

Personal feelings about PA Congress:

Legislation you support:

Legislation you do not support:

What advice would you give a college student pursuing a career in your field?

LEGISLATIVE PROCESS
PLSC351 / 557
Addendum for Graduate Students
Issued August 22, 2002

Research Paper

Research and compare the legislature in the United States of America, Russia, England, France, Germany, Italy, Africa, Argentina, Brazil, China, Australia, Ireland, Greece, and Japan.

Your paper will have the following components:

1. **Introduction:** Introduces the reader to the issues and to the paper itself. (1 page)
2. **Review of the Literature:** Gives a solid background (research) and detail of the issue. State and describe the following for each legislature: structure, function, power, number of legislatures and its composition, relationship with the executive, decision making dependency or independence, party relationship, if there is interest group influence on their decision, and their actual policy making power. (8 pages) Please include a bibliography of your resources.
3. **Create a chart:** Create a composite chart, which describes your research. (1 page)

All work is to be typed and doubled spaced.

10/06/05

INDIANA UNIVERSITY OF PENNSYLVANIA

LEGISLATIVE PROCESS - ONLINE

Course: PLSC351/551 Section: 001 Semester: ? Days: Online
CRN: ?

Professor: Susan J. Martin Office: 107 Keith Hall Annex

Telephone #: 724-357-7901

Email: smartin@iup.edu

Office Hours: ?

and by appointment

**If you are on campus please complete the sign-up sheet on my
office door to schedule an appointment.**

Goal of the Course: To familiarize the student with the functional study of legislative bodies and process of legislation, covering organization of legislative assemblies, operation of committee system, procedures, bill drafting, aides, and control over legislation.

Course Objectives:

1. To develop the competencies needed to successfully understand the legislative process within the structure of the United States Constitution, government institutions, interest groups, citizens, and businesses.
Activity: Readings, in depth questions, tests, discussions, and arguments
2. To analyze the types of legislation and the creation of law in order to determine who and how legislation is influenced.
Activity: Tests, readings, in depth questions, discussions, and arguments
3. To employ relevant philosophies as they relate to law.
Activity: In depth questions, readings, discussions, and arguments
4. To utilize knowledge of law, legislation and general policies to identify and explain the various components of the policy and program analysis process.
Activity: In depth questions, readings, tests, discussions, and arguments
5. To be able to communicate the barriers and constraints of the policy-making process.
Activity: In depth questions, discussions, arguments, and tests
6. To enhance the critical thinking skills necessary to produce the analysis of laws.
Activity: Tests, in depth questions, discussions, and arguments
7. To know why leadership skills are critical in the development of laws in the United States.
Activity: In depth questions, readings, tests, discussions, and arguments

8. To research and understand the integrated nature of modern policy structures and public problems.

Activity: In depth questions, tests, discussions, and arguments

Text: Frantzich and Schier, *Congress, Games and Strategies*, Atomic Dog, 2003, second edition. ISBN 1-931442-96-7

Katsh and Rose, *Taking Sides, Clashing Views on Controversial Legal Issues*, McGraw Hill/Dushkin 2002, tenth edition. ISBN 0-07-248040-8

Requirements of the Course: This course has a total of 100 points which is 100% of your grade. Each point is worth 1% of your grade. Each student is required to read the assigned material for each session.

1. There will be ten tests given. A test will be given when a section is completed. A test must be taken by the due date. (40 points or 40%)
2. Each chapter has one WebCt Discussion worth 1 point. Each student must contribute to the discussion in WebCT which is started by the Professor. A student will respond to the Professor and other students. (10 points or 10%)
3. Your timely submission of your written response for each In Depth question will influence your grade. Your written response to the In Depth question in each chapter will be submitted to the Professor through the WebCT Assignment tool. (10 points or 10%)
4. Also, your written answers to the Review Questions at the end of each chapter will be submitted through the WebCT Assignment tool. (10 points or 10%)
5. Your five page position paper will be submitted through the WebCT Assignment tool. Your topic will be on a specific issue regarding the United States Constitution or the Legislative Process and will be approved by the Professor. (10 points or 10%)
6. Taking Sides Argument summaries must be submitted by WebCT Assignment tool on the designated dates. Papers not submitted on time will lose one grade. (10 points or 10%)
7. Each student will interview a Pennsylvania State Representative and submit the written findings from the interview through the WebCT Assignment tool by the due date. (10 points or 10%)

Grade: The five page position paper and the written interview results are both worth 10% of your grade. There will be ten WebCT test. Eight of the test will be counted as 40% of your grade. Each of the eight tests is worth 5% of your final grade. **THERE ARE NO MAKE UP TEST** because you may drop **TWO** of the ten test or not **TAKE TWO TESTS**. Otherwise if you take all of the ten tests, your **TWO** lowest grades will be dropped. Each test is timed for 20 minutes on WebCT. You must take the test during the 48 hour time frame. *Each written response to the Review Questions in each chapter is worth 1% of your grade which totals 10% of your grade. You must submit the written response on the date designated on the syllabus or*

it will not be accepted. The quality of your research and the enthusiasm of your arguments are 10% of your grade. Papers not submitted on time will lose one grade. Your written answer to the In Depth question for each chapter is also worth 1% which totals 10% for all the chapters. Also, your participation in the WebCt Discussion for each chapter is worth 1% of your grade which total 10% of your grade. You will find the discussions for each chapter in the WebCt Discussion tool. Each student must contribute a well thought out response to the threaded WebCt Discussion for each section.

Also, on WebCT is a mandatory practice test on the subject matter of this syllabus. The practice test is given to make sure you understand your obligations to the class and to make sure you know how to use WebCT.

Academic Honesty: “Learning, to have true value, must be linked to a sense of honesty and integrity.” A student that submits work that is plagiarized, copied, or that is not uniquely his or her own will fail the course.

Course Outline:

| | |
|-------------------|--|
| Section 1: | Introduction– Go over syllabus- Complete the Mandatory Syllabus test on WebCT before taking test 1. |
| | Please submit your written Pennsylvania Representative interview by ?. Contact your Pennsylvania Representative for your county and complete the interview. Use the questions provided for you in the syllabus. Ask your Representative if it would be possible for you to visit him while the Pennsylvania House of Representative is in session. (5 Bonus points if you attend a session in Harrisburg) Late submissions will not be accepted. |
| | Introduction to Congress and Chapter 1 Congress Complete and submit your written answers to the Review Questions on page 32 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade. Also, answer question number 3 of the In Depth questions on page 33 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions. |
| | United States Constitution, Bill of Rights, and 17 additional amendments Give your input to the threaded discussion for this chapter in the WebCt Discussion by ?. (Look for the icon for Discussions in WebCt.) Test #1 on WebCT Tuesday, ???September 6 at 6 p.m. to 6 p.m. Friday, September 9. This includes the Introduction and Chapter 1. |
| Section 2: | Chapter 2 Congress Complete and submit your written answers to the Review Questions on page 78 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade. |

| | |
|--------------------------|--|
| | <p>Also, answer question number 1 of the In Depth questions on page 79 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT)</p> <p>Test #2 on WebCT ?? Tuesday, September 13 at 6 p.m. to 6 p.m. Friday, September 16.</p> |
| | <p>Introduction to Taking Sides I to x v i</p> <p>Argument #1 Issue 5 Does the Sharing of Music Files Through the Internet Violate Copyright Laws? Please use the Argument Summary form provided in your syllabus. Read the material in your Taking Sides book and provide a summary for the con side, the pro side, and your actual opinion. Submit your form through the WebCT Assignment tool for Arguments.</p> |
| <p>Section 3:</p> | <p>Chapter 3</p> <p>Complete and submit your written answers to the Review Questions on pages 114 and 115 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 2 of the In Depth questions on page 115 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #3 on WebCT Thursday, September 22 at 6 p.m. to 6 p.m. Saturday, September 24.</p> |
| <p>Section 4:</p> | <p>Chapter 4</p> <p>Complete and submit your written answers to the Review</p> |

| | |
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| | <p>Questions on page 150 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 1 of the In Depth questions on page 151 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #4 on WebCT ??Thursday, September 29 at 6 p.m. to 6 p.m. Monday, October 3.</p> |
| <p>Section 5:</p> | <p>Chapter 5 Congress</p> <p>Complete and submit your written answers to the Review Questions on page 176 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 1 of the In Depth questions on page 177 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #5 on WebCT ??Thursday, October 6 at 6 p.m. to 6 p.m. Monday, October 10.</p> |
| | <p>Argument #2 Issue 4 Do People Have a Legal Right to Clone Themselves?</p> <p>Please use the Argument Summary form provided in your syllabus. Read the material in your Taking Sides book and</p> |

| | |
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| | <p>provide a summary for the con side, the pro side, and your actual opinion. Submit your form through the WebCT Assignment tool for Argument.</p> |
| <p>Section 6:</p> | <p>Chapter 6 Congress</p> <p>Complete and submit your written answers to the Review Questions on page 199 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 1 of the In Depth questions on page 200 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #6 on WebCT ??Thursday, October 20 at 6 p.m. to 6 p.m. Monday, October 24.</p> |
| <p>Section 7:</p> | <p>Chapter 7 Congress</p> <p>Complete and submit your written answers to the Review Questions on page 232 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 1 of the In Depth questions on page 233 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #7 on WebCT Tuesday, November 1, at 6 p.m. to 6 p.m. Thursday, November 3.</p> |
| | <p>Argument #3 Issue 2 Is Abortion Protected by the</p> |

| | |
|--------------------------|---|
| | <p>Constitution?</p> <p>Please use the Argument Summary form provided in your syllabus. Read the material in your Taking Sides book and provide a summary for the con side, the pro side, and your actual opinion. Submit your form through the WebCT Assignment tool for Arguments.</p> |
| <p>Section 8:</p> | <p>Chapter 8 Congress</p> <p>Complete and submit your written answers to the Review Questions on page 259 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 1 of the In Depth questions on page 260 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #8 on WebCT ?? Thursday, November 10 at 6 p.m. to 6 p.m. Monday, November 14.</p> |
| | <p>Argument #4 Issue 19 Do Race Conscious Programs in Public Universities Admission Policies Violate the 14th Amendment of Equal Protection Under the Law?</p> <p>Please use the Argument Summary form provided in your syllabus. Read the material in your Taking Sides book and provide a summary for the con side, the pro side, and your actual opinion. Submit your form through the WebCT Assignment tool for Arguments.</p> |
| <p>Section 9:</p> | <p>Chapter 9 Congress</p> <p>Complete and submit your written answers to the Review Questions on page 283 in your Congress text. Write a brief</p> |

| | |
|---------------------------|--|
| | <p>paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 1 of the In Depth questions on page 283 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #9 on WebCT ?? Thursday, November 17 at 6 p.m. to 6 p.m. Tuesday, November, 22</p> |
| <p>Section 10:</p> | <p>Chapter 10 Congress</p> <p>Complete and submit your written answers to the Review Questions on page 302 in your Congress text. Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter. Your answers must be submitted through the Assignment tool for Chapter Review Questions by ? to be counted as 1 point toward your grade.</p> <p>Also, answer question number 2 of the In Depth questions on page 303 in your Congress text. Your written answer must be submitted through the Assignment tool for In Depth questions.</p> <p>Give your input to the threaded discussion for this chapter in the WebCT Discussion by ?. (Look for the icon for Discussions in WebCT.)</p> <p>Test #10 on WebCT Thursday, December 1 at 6 p.m. to 6 p.m. Monday, December 5.</p> <p>Submit your five page position paper through the Assignment Tool on WebCT by ?</p> |

ARGUMENT SUMMARY SHEET

NAME: _____

ISSUE: _____

DATE: _____

PRO POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE PRO SIDE:

CON POSITION SUMMARY AND YOUR FOCUSED DEFENSE OF THE CON SIDE:

YOUR REAL POSITION ON THE ISSUE:

04-14-05 issued

Legislative Process Questionnaire for Representatives of the Pennsylvania State Government

Name: _____

Telephone number: _____ Email: _____

District: _____ County: _____

Gender: _____

Age: _____

Length of services in the House of Representatives:

Other careers:

Family:

Was your family in politics?

Education:

High school:

College attended:

Major:

Graduate School:

Degree:

What did you do right after school?

How did you make the initial decision to run for office?

What age were you when you were first elected?

Party affiliation:

Who have you run against?

What were your key issues during your campaign?

How did you receive funding for your campaign?

What is your greatest accomplishment?

Personal feelings about PA Congress:

Legislation you support:

Legislation you do not support:

What advice would you give a college student pursuing a career in your field?

Description of Legislative Process Position Paper

There are three steps to the completion of this paper:

1. Decide which Legislative Process issue/problem you would like to evaluate. Your topic must be approved by the Professor.
2. Review the Literature and Criteria for the Evaluation.
3. Complete the Paper

Your paper will have the following components:

| | |
|---|--|
| Introduction | Introduces the reader to the issue/problem and to the paper itself. (1/2 page) |
| Statement of the problem | Gives a more detailed, yet succinct statement of the problem being explored. (1/2 page) |
| Review of the Literature/Needs Assessment | Gives solid background (research) and detail of the problem; a synthesis of data and research literature. (1 pages) |
| Exploration of the Alternatives | Gives detailed accounting of the possible strategies of intervention. This is the section that gives students the greatest trouble because they do not effectively think through or communicate the details, advantages, and disadvantages of the various alternatives. (2pages) |
| Conclusions | The chosen alternative is offered; includes rationale of choice with specific attention to issues of feasibility. (1 page) |

LEGISLATIVE PROCESS

PLSC351/557

Addendum for Graduate Students

Issued August 22, 2002

Research Paper

Research and compare the legislature in the United States of America, Russia, England, France, Germany, Italy, Africa, Argentina, Brazil, China, Australia, Ireland, Greece, and Japan.

Your paper will have the following components:

1. **Introduction:** Introduces the reader to the issues and to the paper itself. (1 page)
2. **Review of the Literature:** Gives a solid background (research) and detail of the issue. State and describe the following for each legislature: structure, function, power, number of legislatures and its composition, relationship with the executive, decision making dependency or independence, party relationship, if there is interest group influence on their decision, and their actual policy making power. (8 pages) Please include a bibliography of your resources.
3. **Create a chart:** Create a composite chart, which describes your research. (1 page)

All work is to be typed and doubled spaced.

between presidential and parliamentary systems and between offices of President and governor.

PLSC 351 Legislative Process 3c-01-3cr
A functional study of legislative bodies and process of legislation, covering organization of legislative assemblies, operation of committee system, procedures, bill drafting, aides, and controls over legislation.

PLSC 353 American Political Parties 3c-01-3cr
The role of people, parties, and pressure groups in politics of American democracy; attention to sectional and historical roots of national politics, voting behavior, pressure group analysis, and campaign activities.

PLSC 354 Metropolitan Problems 3c-01-3cr
Analyzes multiplicity of problems facing our metropolitan areas. Contemporary developments such as urban renewal, shrinking tax base, federal aid to cities, subsidized mass transit, municipal authorities, and political consolidation are examined.

PLSC 355 Intergovernmental Relations 3c-01-3cr
Explores characteristics of federal systems of government, with emphasis on theories, origins, institutions, problems in intergovernmental relations in the United States, federal systems in other nations, and trends.

PLSC 356 Mass Media in American Politics 3c-01-3cr
Variant theories of the symbolic relationship between American politics and the press are examined in the light of the American colonial-national experience. The special constitutional rights given to the media are explored, with particular attention to radio-TV.

PLSC 358 Judicial Process 3c-01-3cr
Prerequisite: PLSC 111
Explores nature and limits of judicial power, courts as policymaking bodies, selection of judges, decision process, external forces impinging on the courts, and role of Supreme Court in its relationship with Congress, the Presidency, and federalism.

PLSC 359 Constitutional Law and Civil Liberties 3c-01-3cr
Prerequisite: PLSC 111
A study of civil liberties and civil rights issues through leading Supreme Court decisions; topics treated include First Amendment rights, procedural due process and the Bill of Rights, and Equal Protection problems in civil rights.

PLSC 360 Classical Political Thought 3c-01-3cr
Restriction: Not for credit after PHIL 323
The origins and development of Western thought from Plato and Aristotle through Cicero and Saint Aquinas. Focuses especially on political participation as a way of life, the unity of political and moral conceptions in premodern political thought, and the relationship between order and justice.

PLSC 361 Modern Political Thought 3c-01-3cr
Covers the major representatives of modern political thought since the Renaissance. Follows the development of the specifically modern notion of the state and political action through the works of Machiavelli, Hobbes, Locke, Rousseau, Marx, and Lenin. Emphasizes the "instrumentalist" state and the idea of a political science.

PLSC 362 American Political Thought 3c-01-3cr
Covers a variety of American political ideas from the Puritans through recent radical and conservative critiques of American liberal democracy. Focus on the continuing development of the idea of individual rights, the political theory of the Constitution, and the tension between classical liberalism and popular rule.

PLSC 370 Introduction to Public Administration 3c-01-3cr
Theories of organization and structural organization, personnel processes, executive functions, financial administration, the politics of administration, public relations, and problems of democratic control of bureaucracy.

PLSC 371 Issues in Public Administration 3c-01-3cr
An intensive study of the role of federal agencies and their administrators in determining and developing public policy. Public administration in practice is emphasized by utilizing case studies.

PLSC 377 Political Behavior 3c-01-3cr
Prerequisites: PLSC 111, PSYC 101
An interdisciplinary course which investigates the psychological bases of political behavior. Cross-listed as PSYC 377.

PLSC 380 Soviet Politics 3c-01-3cr
Essential features of Communist party and government of the former U.S.S.R., including geographical and historical background and ideological and theoretical foundations. PLSC 280 should be taken prior to this course. (Content is in revision to reflect changing structure)

PLSC 382-387 Political Systems 3c-01-3cr
Suggested Prerequisites: PLSC 280 and/or 285
An intensive, comparative study of the government and politics of a selected region. PLSC 382 Africa; PLSC 383 Asia; PLSC 384 Middle East; PLSC 385 Central and Eastern Europe; PLSC 387 Latin America

PLSC 388 Political-Military Strategy 3c-01-3cr
Prerequisites: PLSC 281 or 283 or MS101-102
Deals with national security problems including decision making and budgeting, levels of strategy, the utility of force, and the impact of the military on American society.

PLSC 389 Developing Nations 3c-01-3cr
Suggested Prerequisites: PLSC 280 and/or 285
Political characteristics of emerging nations; impact of economic and social change upon political structure; evolving patterns of political development; and techniques of nation-building.

PLSC 480 Political Science Seminar 3c-01-3cr
Readings and written assignments on a specific topic determined by the instructor in charge.

PLSC 481 Special Topics var-1-3cr
Prerequisite: As appropriate to course content
Special topics courses are offered on an experimental or temporary basis to explore topics not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times. Special topics numbered 481 are primarily for upper-level undergraduate students.

PLSC 482 Independent Study var-3cr
Prerequisite: Prior approval through advisor, faculty member, department chairperson, dean, and Provost's Office
Students with interest in independent study of a topic not offered in the curriculum may propose a plan of study in conjunction with a faculty member. Approval is based on academic appropriateness and availability of resources.

PLSC 493 Political Science Internship var-2-12cr
Prerequisites: 9cr in Political Science with 2.0 GPA; PLSC 111; approval of internship director and chairperson
Practical experience in government and politics. "Log" and research project required. Course grade determined by the instructor. Maximum of 6cr applied to minimum in major; maximum of 3cr applied to minimum in minor.

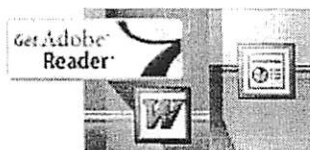
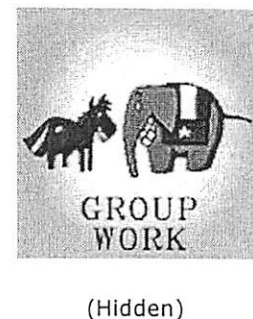
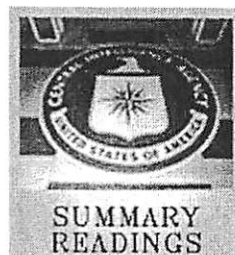
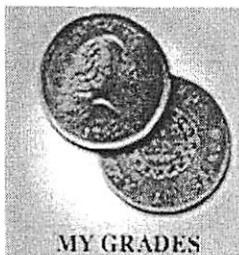
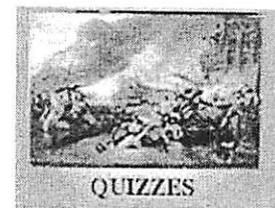
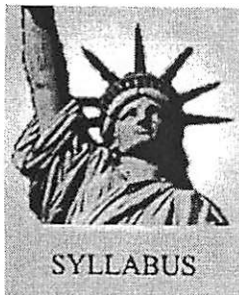
PNAF: Pan-African Studies **College of Humanities and Social Sciences**

PNAF 131 Introduction to Pan-African Studies 3c-01-3cr
A multidisciplinary introduction to Africa and the African diaspora. Explores the effects of Africa's history, in particular colonialism and independence, on present-day Africa; examines the relationship between Africa and the African diaspora with special attention to African arts, social systems, and political and economic development; looks at Africa's contribution to contemporary culture in the Americas.

WebCT screens



Welcome to Legislative Process



Required Viewers and
Reader




Instructions:

Assignments and due dates are noted on the syllabus. Click on View List of Assignments to view the entire list of assignments for the semester. Click on Access Assignments to access individual assignments. Each individual assignment includes instructions on how to upload and submit an assignment.



[Access Assignments](#)

Assignments

 0 Available |  0 Late |  0 Due soon

Display:

October 4, 2005 2:40pm

Chapter 1 - In Depth Question

Availability: April 27, 2005 11:00am - April 27, 2005 11:00am

Grade: -- / 1

Status: Unavailable

Chapter 1 - Review Questions

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Pennsylvania State Representative Interview - Answers

Availability: April 27, 2005 1:00pm - April 27, 2005 1:00pm

Grade: -- / 15

Status: Unavailable

Chapter 2 - In Depth Question

Availability: April 27, 2005 11:00am - April 27, 2005 11:00am

Grade: -- / 1

Status: Unavailable

Chapter 2 - Review Questions

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Argument Summary - Argument #1 Issue 5

Availability: April 27, 2005 1:00pm - April 27, 2005 1:00pm

Grade: -- / 2

Status: Unavailable

Chapter 3 - In Depth Question

Availability: April 27, 2005 11:00am - April 27, 2005 11:00am

Grade: -- / 1

Status: Unavailable

Chapter 3 - Review Questions

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 4 - In Depth Question

Availability: April 27, 2005 11:00am - April 27, 2005 11:00am

Grade: -- / 1

Status: Unavailable

Chapter 4 - Review Questions

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 5 - In Depth Question

Availability: April 27, 2005 11:00am - April 27, 2005 11:00am

Grade: -- / 1

Status: Unavailable

Chapter 5 - Review Questions

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Argument Summary - Argument #2 Issue 4

Availability: April 27, 2005 1:00pm - April 27, 2005 1:00pm

Grade: -- / 3

Status: Unavailable

Chapter 6 - In Depth Question

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 6 - Review Questions

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 7 - In Depth Question

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 7 - Review Questions

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Argument Summary - Argument #3 Issue 2

Availability: April 27, 2005 2:00pm - April 27, 2005 2:00pm

Grade: -- / 3

Status: Unavailable

Chapter 8 - In Depth Question

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 8 - Review Questions

Availability: April 27, 2005 1:00pm - April 27, 2005 1:00pm

Grade: -- / 1

Status: Unavailable

Argument Summary - Argument #4 Issue 19

Availability: April 27, 2005 2:00pm - April 27, 2005 2:00pm

Grade: -- / 2

Status: Unavailable

Chapter 9 - In Depth Question

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 9 - Review Questions

Availability: April 27, 2005 1:00pm - April 27, 2005 1:00pm

Grade: -- / 1

Status: Unavailable

Chapter 10 - In Depth Question

Availability: April 27, 2005 12:00pm - April 27, 2005 12:00pm

Grade: -- / 1

Status: Unavailable

Chapter 10 - Review Questions

Availability: April 27, 2005 1:00pm - April 27, 2005 1:00pm

Grade: -- / 1

Status: Unavailable

Position Paper

Availability: April 27, 2005 1:00pm - April 27, 2005 1:00pm

Grade: -- / 15

Status: Unavailable

Supporting Documents



Basic Meeting Rules



Preparation of Position Paper



Legislative Process Bibliography



Legislative Process Addendum Graduates



Representative for PA State Government Questionnaire



Argument Summary Form

Click Here for Quiz Directions

Honor Statement

- I the student taking these quizzes am properly registered for this course and am the student whose name appears at the top of this quiz.
- I also acknowledge that during the time I am taking a quiz I have no outside help from any other person in developing my answers to the questions.
- I understand that these on-line quizzes are closed book and I will not refer to my textbook, or any other reference, while taking a quiz.
- I will not print all or part of any quiz.
- I also agree that during the taking of this quiz and after I have completed and submitted my quiz I will not share information about the quiz, including the questions with anyone else.
- I further agree that if I violate any aspects of this code either in form or spirit that I am subject to a failing grade on this quiz and a failing grade in the course. In addition the instructor may file charges against me with the judicial board.

 0 Available  0 Due soon

Display:

October 4, 2005 2:4

Mandatory Legislative Process Quiz

Availability: June 6, 2005 6:00pm - June 8, 2005 6:00pm

Duration: 20 minutes Grade: --- / 10

Attempts: 0 completed, 1 remaining

Quiz 1

Availability: June 8, 2005 6:00pm - June 10, 2005 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining

Quiz 2

Availability: June 10, 2005 6:00pm - June 13, 2005 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining

Quiz 3

Availability: June 14, 2005 6:00pm - June 16, 2005 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining

Quiz 4

Availability: June 16, 2005 6:00pm - June 20, 2005 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining

Quiz 5

Availability: June 23, 2005 6:00pm - June 27, 2005 6:00pm

Duration: 20 minutes Grade: --- / 25

Attempts: 0 completed, 1 remaining

Quiz 6

Availability: June 27, 2005 6:00pm - June 29, 2005 6:00pm

Duration: 20 minutes | Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Quiz 7

Availability: June 29, 2005 6:00pm - July 1, 2005 6:00pm

Duration: 20 minutes | Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Quiz 8

Availability: July 5, 2005 6:00pm - July 7, 2005 6:00pm

Duration: 20 minutes | Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Quiz 9

Availability: July 6, 2005 6:00pm - July 8, 2005 6:00pm

Duration: 20 minutes | Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Quiz 10

Availability: July 7, 2005 6:00pm - July 8, 2005 6:00pm

Duration: 20 minutes | Grade: --- / 25

Attempts: 0 completed, 1 remaining [View scores](#)

Chapter 1 – Conclusion

To the Founders, political competition spawned all sorts of dangerous legislative games. They designed checks and balances, bicameralism, and enumerated legislative powers to limit the power of Congress. The House would serve as volatile center of popular sentiment, while the Senate would slow the legislative process and promote deliberation. Two hundred years later, the Congress is more democratic and less constrained by enumerated powers, but it is also less powerful than the Philadelphia delegates expected. Particular interests do dominate congressional action at times, and partisan factions lie at the center of legislative life. Nevertheless, basic checks and balances, combined with the evolution of strong judicial and executive branches, keep legislative supremacy from becoming a reality. The Constitution continues to structure and limit the games played in Congress.

Chapter Summary

In designing Congress as the first and most important branch of government, the Founders took into account their view of human nature, unhappy experience with the Articles of Confederation, and the political goals and aspirations of the participants and the states they represented. The Constitution would become the rulebook of American national politics guiding and constraining behavior.

From the outset, the Congress was viewed as a representative body that would enhance government policymaking by providing various routes for input by a wide range of citizens. The House of Representatives, based on state population and members chosen for short terms, would serve as the political barometer for short-term public desires. Indirect election of senators for longer terms by state legislators would infuse the process with a stabilizing force and input by states as corporate entities. Fearful of concentration of power, the Founders not only divided specific powers between two legislative bodies, but also among the other branches (executive and judicial) and levels of government (federalism). The Founders might have viewed Congress as the “first branch” but sought to ensure it would have to work with the other branches to consummate acceptable compromises.

The Constitution only provided the most general rules on congressional elections, leaving much of the detail up to the states. Internal procedures of Congress were also left largely to succeeding generations of legislators to develop and refine. Early extensive turnover in membership gradually gave way to the development of congressional careers and an institutionalization of rules and procedures.

The contemporary Congress is not exactly what the Founders planned, but their plan sketched out the main principles under which Congress and its members continue to operate. Understanding where Congress came from provides useful direction as to where Congress has been and where it is going.

Chapter 2 – Conclusion

The electoral process determines the prime players in the congressional arena. Many congressional elections are determined before the formal campaign begins on the basis of partisan preferences of the voters, the presence or absence of an incumbent, and the high-stakes political game of drawing the congressional district lines. Deciding to contest a congressional election requires evaluating the significant costs and benefits of such political involvement, and relatively few individuals have both the motivation and opportunities to take the step. An effective campaign strategy involves gathering the adequate financial and human resources so one can communicate the right campaign message to the right people in the right way. The complex mix of voter motivations complicates the necessary strategic decisions and requires campaigns with a multifaceted approach. Although most congressional elections are determined by local factors, the overall outcome tends to reflect a pattern that favors incumbents, candidates from the majority party in the district, and those rare challengers who can expand the relatively limited congressional electorate with a disproportionate number of their supporters. The electoral process not only determines the individual players, but also establishes many of the ground rules that affect how they will behave once in office.

Chapter Summary

Congressional elections determine who will serve in the House and Senate, while in the process enriching the dialogue about public policy issues. House and Senate election procedures are designed to create representatives with different outlooks and expectations. Only a small portion of the population find it feasible to run for Congress, given the personal motivations, resources, and skills necessary. Successful campaigns require gathering significant financial and personal backing. Incumbent officeholders maintain a significant advantage in most races, with new senators and House members largely winning election in races with no incumbent running. Although political parties still play a role in congressional elections, candidate-centered organizations now dominate. Candidates use a wide variety of media to contact, influence, and activate potential supporters among the electorate. Congressional elections are increasingly disassociated from presidential election outcomes, leading to the common contemporary pattern of divided government. Elections remain the most significant and realistic method for the average citizen to have an intermittent, but influential, say in the direction of government.

Chapter 3 – Conclusion

Each new Congress welcomes a relatively small group of new players, most of whom pretty much resemble the members they replaced in terms of social background and political experience. Patterns of motivation and opportunity make it significantly easier for middle-aged, well-educated, White men with experience in business or law to successfully vie for election to Congress.

Members of Congress increasingly view service in the legislative branch as a continuous game with numerous rounds and guide their behavior by that expectation. In the desire to stay in office, members marshal staff resources and expend personal effort to accomplish the tasks voters expect and to make sure that voters know of their efforts. For incumbents desiring to stay, electoral office is something lost by mistakes or inattention, rather than won by a challenger.

Chapter Summary

Although significant change has taken place in recent decades, Congress is not a random sample of the U.S. population. Its members tend to be more male, White, middle aged, and middle class than a random sample of Americans. Certain occupations, such as law and business, give their practitioners an advantage in seeking office. A combination of legal requirements for membership, differing motivations, varying resources, and voter preferences ensure unique demographics.

The demographics of Congress do make a difference, bringing together individuals who make decisions based on a unique set of life experiences and projecting an image that affects the legitimacy of the institution.

Service in Congress is increasingly viewed as a long-term career. Once elected, most members seek to stay in office. The members of Congress have worked hard to structure institutional procedures and a set of political resources that work to the benefit of incumbent reelection. Resources such as large staffs and subsidized travel and postage, as well as methods of handling legislation that reduce the risk of constituent displeasure, all combine to keep most incumbents in office. By the early 1990s, frustration with the political security of incumbents led to a movement for term limitations. These were largely thwarted by the political desires of incumbents and the assertion that experience was necessary.

Chapter 4 – Conclusion

Members of Congress are either selected for or choose to join various teams. Knowing who a member affiliates with helps explain his or her behavior on policy. The nature of the players, rules, and strategies differs among the various chambers, parties, committees, and special teams. The teams within each chamber are task oriented, transmitting information, suggesting policy alternatives, and/or coordinating efforts. Team leaders guide party and committee efforts but increasingly lead through persuasion and accommodation as opposed to authority and power. For the individual member, participating in a particular party or special interest team defines the key issues on which they will spend their time, while affiliating with a party team or policy team provides guidance as to which policy positions are acceptable to embrace. Increasing member independence does not vitiate the continuing impact of congressional teams on either the members or Congress. Some of the most interesting challenges for members arise when different teams demand conflicting behavior. Loyalty and commitment are more often extended to Congress's teamlike subunits than to the institution as a whole.

Chapter Summary

Members of Congress arrive as individuals, often with only limited ties to their political parties and often no tie to other internal groupings of the House and Senate. Senators and representatives quickly realize the importance of the party caucus, which through its chosen leaders provides structure to the congressional process. Although not all members of a party caucus think alike, Republicans tend to have more in common with fellow Republicans than with Democrats and vice versa. By acting as a team, party caucuses have a greater potential for reaching their collective policy goals. The caucuses become the vehicle through which new members get committee assignments, the entities where most of congressional work takes place. Members assess their interests and political needs, seeking out committees that can support their reelection goals, help them promote specific policy interests, and/or provide them with broad-based power in their chamber.

Committees provide members with a vehicle for participating in the details of legislation and affecting its outcome. Committees vary in the types of members they draw and the way they operate.

Since numbers count in majority rule institutions like the House and Senate, a variety of other special caucuses based on region, industry, constituency, and/or personal interest have developed. These caucuses also attempt to guide the agenda and policy outcomes of Congress.

In the final analysis, members are subject to a large number of influences internal to Congress from party, committee, and special interest caucus leaders as they decide on legislation. As we will see in later chapters, these influences are only the beginning of the factors a member must consider when making a decision on public policy.

Chapter 5 – Conclusion

A well-informed public is critical to both democratic government and the proper functioning of Congress. The media and the Congress play a symbiotic set of games, each needing the other, but each having different players, goals, and strategies. The president stands in waiting to capture an increasing percentage of media attention. Congress and its members desire to control their public exposure to present the most positive image possible. The media cover Congress in ways they hope will expand its audience and increase profits. National media tend to present a critical analysis of Congress, while local media seldom take “their” member to task. Frustration with the media coverage has led Congress to develop its own methods of communicating with the public through individual outreach efforts and the institutional decisions to harness new technology, such as allowing live television coverage.

The media and outreach efforts result in a mixed public image of Congress. The public generally has a negative image of Congress as an institution, but a much more positive image of their local representative. The nature of the public’s evaluation undergirds the electoral success of incumbents while undermining the effectiveness of Congress as an institution.

Chapter Summary

In democracies, legislative bodies are public institutions designed to link citizens with the policy process. Without public access to information, meaningful citizen participation would be impossible. From the beginning, Congress has—although at times somewhat hesitantly—opened its procedures to public scrutiny through the media. Both Congress as an institution and its individual members have attempted to use the media to pursue their goals.

Congress is a hard institution for the contemporary media to cover, since it often lacks the drama and visual appeal of the presidency. Media coverage, especially in national sources, often emphasizes conflict rather than the more common compromise and consensus. As a result, the public is relatively uninformed about Congress, with overall negative opinions dominating positive ones. An abiding distinction has been the generally positive view most voters have of their own member of Congress and the negative impression most voters have of Congress as a whole. To a large degree, this distinction is undergirded by the differing types of coverage given by local versus national media. This dichotomy in public evaluation has implications for incumbent reelection rates and the power of Congress as an institution.

Chapter 6 - Conclusion

Both the public and interest groups employ rewards and punishments in playing the influence game in Congress. The aim of the game is first access, then influence. The public, though usually inattentive, does punish lawmakers with electoral defeat if too often ignored or offended. Lawmakers correspondingly take pains to “read” their constituencies carefully. Interest groups pursue three types of strategies, either singly or in combination. The public strategies involve influencing popular and policymaker opinion through such means as advertising or demonstrations. Electoral strategies include mobilizing money and votes to affect who sits in Congress. Institutional strategies concern the effective use of direct lobbying before the legislature. In recent years, many interests began using indirect “grassroots” strategies to augment their direct attempts at influence. They found that a group could most reliably influence lawmakers by demonstrating a presence among their constituents. This “constituent filter” for group demands makes the game of persuading Congress more consistent with the requirements of democratic representation.

Chapter Summary

Representative government requires the implied threat that elected officials will be held accountable for their actions. Although most of the general public remain relatively inattentive to Congress most of the time, they can be activated over certain issues. Members of Congress, mindful of their next election challenge, expend considerable effort assessing the opinions of individual constituents and those of organized interests who purport to speak for groups of constituents.

Organized interest groups have developed around a wide variety of causes and involve themselves in a full range of congressionally related processes, such as candidate recruitment, campaign financing, information distribution to voters, and influencing elected officials. As

individuals, lobbyists share many of the social background characteristics of the members of Congress they attempt to influence. While interest groups vary significantly in the financial and human resources they possess, their most potent weapon tends to stem from their ability to activate the constituents of individual members.

Chapter 7 – Conclusion

Moving from the identification of a potential problem to the enactment of a public law involves a complex and interrelated set of strategy games. Proposed legislation seldom makes it through the process on the basis of its own self-evident benefits. Like a child, legislation must be nurtured by astute coalition managers.

The multiple rounds and stages of the legislative process mean that even the most carefully crafted legislative proposal must face numerous potential pitfalls. Successful legislation must ultimately post a win at every stage, while it takes only one defeat to result in failure. Many possible problems never make it to Congress's agenda. Numerous others fail to make it through the subcommittee or committee process. Floor action in the House and Senate involves differing rules and strategies designed to meet the differing needs of the respective chambers and to discourage more than facilitate the passage of a bill. Success in Congress does not necessarily ensure the required approval from the presidential arena.

The quantity of legislation passed versus the amount introduced in Congress implies inefficiency, but legislatures should be judged on *quality* not *quantity*. The multiple and interrelated games of the policy process help ensure that all legislation is looked at in a variety of different ways and that bills which pass have the support of many concurrent majorities.

Chapter Summary

Processing public policy ideas into acceptable legislation is the primary official output of the congressional game. Ideas for new legislation come to Congress from many quarters, with the president increasingly becoming the key agenda setter. Coalition building is the primary activity in Congress as members assess the political costs and benefits of joining short-term coalitions to pass or thwart specific proposed legislation. Coalition managers attempt to develop a strong natural coalition of supporters and, if necessary, augment it through bargaining with amenable colleagues desiring changes in the substance of the legislation or other unrelated benefits.

The legislative process in Congress is complex, requiring a series of decision to be made by different subgroups. Subcommittees, committees, and the House and Senate chambers as a whole each involve sets of members who evaluate legislation in different ways. Victory at one stage does not guarantee victory at another. Only a small percentage of proposed bills make it through the legislative labyrinth. Congress was not designed for efficiency, but rather to screen policy ideas for quality considering all aspects and potential outcomes.

Chapter 8 – Conclusion

Congress competes for power with the other major governmental institutions in Washington. The president possesses an edge in agenda and image games but encounters many frustrations in playing the coalition game in Congress. Bureaucratic strategies toward Congress are subtler than those of the president. The legislature and bureaucracy each possess power resources in this relationship, but the formal lawmaking powers of Congress give it the upper hand. The sorts of coalition games played here do not include the president and his White House advisors, often to their frustration. The courts are most removed from the more obvious power games of Washington, but institutional maintenance requires strategic attention to congressional preferences. In recent years, Congress has overturned decisions by a more assertive Supreme Court. Such jostling for power is a staple of the power games between national institutions.

Chapter Summary

The constitutional rules of the federal government game require Congress to work with the other institutions of government. The president, bureaucracy, and courts often have different legal responsibilities and political priorities from those of Congress, which creates an environment requiring bargaining and compromise.

The most visible and intensive policy and power battles generally occur between Congress and the president, especially in the modern era where divided government has become the rule. Presidential success in getting his way with Congress is related to a variety of political conditions and the president's skill and motivation to overcome or capitalize on those conditions.

While Congress can legislate, the vast federal bureaucracy must turn legislative goals into operating policies. In the process of implementation, the bureaucracy often receives significant discretion. Congress influences the bureaucracy through the careful drafting of legislation, control over agency budgets, and the threat of oversight.

Congress recognizes the federal courts as the "referees" in the political game, deciding on the appropriateness of legislation and mediating the battles between federal institutions. Congress willingly plays a role in influencing appointments and giving legislative guidance to the courts.

The institutional power game in Washington is not permanently fixed. The various institutions are involved in a continual battle over specific policy outcomes and their more general power positions.

Chapter 9 – Conclusion

Policy substance shapes the course of policy games in Congress. Distributive and structural policies involve diffuse costs and concentrated benefits, allowing sub-governments great influence over the allocation of such benefits. Redistributive and regulatory domestic policies involve higher costs for more interests and often create major policy competition between president and Congress. Strategic and crisis foreign policy cause Capitol Hill to often defer to White House leadership.

Since 1980, policymaking on Capitol Hill has operated in a highly variable and frequently difficult game environment. Large deficits and divided government challenged the established policy tendencies of localism, incrementalism, and fragmentation. Deficit reduction is a redistributive policy, with large costs and diffuse, long-term benefits. It created a negative-sum game in which action on the deficit makes most players worse off. The surplus politics of the late 1990s resulted from a booming economy that increased tax revenues to government. But the advent of recession and war in 2001 ended that positive-sum interlude, producing instead a period of crisis policy that enhanced presidential authority, placed national security at the top of the agenda, and diminished prospects for increased in many areas of domestic spending.

Chapter Summary

Public policy is the ultimate output of the congressional game. Policymaking in recent years has been heavily affected by divided government and the battle to contain the budget deficit, resulting in fewer government resources being shared among more players. Revealing the quickness with which the policy environment can change, just as it looked like budget surpluses would provide opportunities for expanded government programs, the election of a president with different priorities and a major foreign policy crisis required reevaluation.

The various categories of domestic policies (distributive, redistributive, and regulatory) not only indicate different types of government activity, but also suggest different players, rules, strategies, and levels of conflict. Foreign policy categories focusing on strategy and crisis management also stand out as unique in terms of Congress role, level of interest and competition for influence with the president.

Since virtually all government programs require funding, battles over budget and taxation procedures and outcomes dominate much of Congress's concern. Recent decades have not only forced Congress to consider policy outcomes, but also to look carefully at reforming its methods of budgeting to better reach collective goals.

Chapter 10 – Conclusion

Public opinion, the increasing diversity of American society, technological innovation, and austerity politics all produce change in the environment of congressional games. A careful understanding of the environment is strategically necessary for those seeking to reform Congress. The players in reform games include the public, legislators and their staffs, and interest groups. Reforms proposed for the players include term limits, new campaign finance rules, and ethics regulations. Institutional rules targeted for reform concern the committee system, Senate floor procedures, and the line-item veto.

In considering possible improvements, we need first to consider what an ideal Congress might look like. What is best for the institution may not be what best serves our personal ideology. No matter what reforms Congress adopts in the near future, it faces a variety of challenges from changing information technology, a more diverse public, and possible problems of budget austerity.

Chapter Summary

Congress does not exist in a vacuum. It is subject to environmental changes such as the increased diversity of the American population, technological alterations, and variable levels of public expectations and support. Change and dissatisfaction with congressional procedures and outcomes lead to suggestions for intentional reforms. Reforms in the rules and procedures under which Congress operates involve a political process in which participants both inside and outside of Congress attempt to assess the consequence of proposed reforms for their party, personal careers, and/or policy goals. Reform initiatives often fall on deaf ears, since those benefiting from current procedures often hold positions of power and see reform as a threat. Battles over term limits, campaign financing, ethics, and internal congressional procedures vividly reveal the differing political motivations and the inherent difficulties of reform. Seeking the ideal of a Congress that is responsible, responsive, and accountable remains an illusive goal, since specific reforms often lead to conflicting consequences. Congress as we know it today will face continuous rounds of challenges as it attempts to react to its past reforms and the continuing changes in technology and American society. Congress is, and always has been, a work in progress.

Internet Sites that will assist you with your research.

| | |
|--|--|
| www.state.pa.us | Pennsylvania State Government home page |
| www.house.gov | U. S. House of Representatives |
| www.senate.gov | U. S. Senate |
| www.dnet.org | Candidate's background |
| www.fec.gov | Campaign Financing |
| www.opensecrets.org | Documents on Campaign Financing |
| www.c-span.org | C-Span |
| www.cq.com/home/home.jsp | Congressional Quarterly |
| www.rollcall.com | U. S. Congress Roll Call |
| www.hillnews.com | U. S. Hill |
| | |
| www.epa.gov | U. S. Environmental Protection Agency |
| www.energy.gov | U.S. Department of Energy |
| www.doi.gov | U. S. Department of Interior |
| www.gao.gov | U. S. General Accounting Office |
| www.usda.gov | U. S. Department of Agriculture |
| www.nrc.gov | U. S. Nuclear Regulatory Commission |
| www.rff.org | Resources for the future |
| www.environmentaldefense.org | Environmental Defense |
| www.nrdc.org | Natural Resource Defense Council |
| www.nam.org | National Association of Manufacturers |
| www.sierraclub.org | Sierra Club |
| www.ucsusa.org | Union of Concerned Citizens |
| www.heritage.org | Heritage Foundation |
| www.cato.org | Cato Institute |
| www.cei.org | Competitive Enterprise Institute |
| www.cnie.org | National Council for Science and the Environment |
| http://apsapolicysection.org/index.html | American Political Science Association |
| www.firstgov.gov/Citizen/Citizen_Gateway.shtml | Citizens gateway |
| www.ipsonet.org/page.cgi | Policy Studies home page. |
| www.napawash.org | National Academy of Public Administration |
| www.polisci.com/web/web.htm | Portal to government organizations. |
| www.apsanet.org | American Political Science Association with public policy. |
| www.firstgov.gov | Federal Government Sites |
| www.fsuedu/~spap/orgs/apsa.html | Public Policy site – APSA |
| www.ipsonet.org/page.cgi | Policy Studies home page. |
| www.policylibrary.com/index.html | Policy Library home page. |

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|---|---|
| www.publicagenda.org | Diverse policies and public opinion surveys.. |
| http://thomas.loc.gov | Library of Congress's search engine |
| www.ciser.cornell.edu/info/polls.html | Links to all major public opinion polls |
| www.csg.org | Council of State Governments |
| www.publicagenda.org | Research Organization |
| www.uscourts.gov | U. S. Judiciary |
| www.whitehouse.gov | U. S. Whitehouse |
| http://cms.hhs.gov | Health care programs |
| http://movingideas.org/links/healthlinks.html | Various health links |
| www.aahp.org | American Association of Health Plans |
| www.achoo.com/main.asp | Achoo, a web magazine on health care news. |
| www.citizen.org/hrq | Public Citizen's Health Research Group site. |
| www.hiaa.org | Health Insurance Association |
| www.kaisernetwork.org | Timely health care news. |
| www.kff.org | Kaiser Family Foundation – health care news. |
| www.milbank.org/quarterly/links.html | Health care policy journals. |
| www.rwif.org/index.jsp | Robert Woods Johnson Foundation progressive learning on health care issues. |
| http://edreform.com | Support for teachers. |
| http://nces.ed.gov | Education Statistics |
| www.acenet.org | American Council of Education |
| www.aft.org | American Federation of Teachers |
| www.ed.gov | U. S. Department of Education |
| www.edtrust.org/edtrusthome.htm | Statistics on schools in low income areas. |
| www.heritage.org/library/education.html | Education Policy |
| www.nbpts.org/nbpts | National Board for Professional Teaching |
| www.nea.org | Teachers' organization |
| www.pta.org/index.stm | Parents and Teachers' Organization |
| www.nber.org | National Bureau of Economic Research |
| www.taxfoundation.org | Tax Foundation |
| www.concordcoalition.org | Concord Coalition |
| www.whitehouse.gov/cea/index.html | Council of Economic Advisors |
| www.cbpp.org | Center on Budget and Policy Priorities |

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Finding Information in American Politics

Government and commercial publications which document the work of the government are essential to those who wish to understand the U.S. govern

Background information on Government Agencies and Congressional Activ

- United States Government Manual—information on structure and activities of federal government. Ask at the reference desk in Stapleton Library for paper e
- Agency web sites--most government bodies have their own web sites that are sources of information on their mission, personnel, and services.
- Congressional Directory. Directory of members of Congress. Ask at reference desk for most recent copy in Stapleton Library.
- House of Representatives Web Page
- Senate Web Page
- Congressional Record—proceedings of debates and daily digest of the United States House and Senate.
- *Congressional Digest*--located in the Serials Department, this publications provide information on Congressional Activity.
- Thomas-- this frequently updated sites provides information on the text and status of proposed and passed federal legislation
- CIS Index The hearings, documents, and reports of the United States Senate and House of Representatives provide valuable, authoritative information on nearly any topic, but can be difficult to locate. The *CIS Index* analyzes and reprints in its collection, the publications created through the activities of Congress and makes them much easier. To access the bibliographic records, descriptive annotations, or the actual publication on microfiche:
 - o Consult the index under subject, title, or name, and record the entry number.
 - o Look in the abstract volume under the entry number and read the abstract.
 - o If you want to read the publication microfiche, request it in the Serials Department by the collection name (CIS) entry number, and year of the publication.
- *Congressional Quarterly's Washington Information Directory*—contains information on the structure and activities of the federal government as well as government-related organizations. Ask at the reference desk in Stapleton Library
- Congressional Districts and Apportionment--the decennial census (every ten years) has been taken since 1790 to determine population on which to reapportion the House of Representatives. See the following publication by the Bureau of the Census to learn about trends in apportionment in the last few decades
<http://www.census.gov/prod/2001pubs/c2kbr01-7.pdf>

Statistical Information:

- *Statistical Abstract of the United States*- This statistical almanac offers easy access to both commercial and governmentally produced statistics. Some versions available on the web at: <http://www.census.gov/prod/www/statistical-abstract-us.html>

Codes and Regulations:

- *United States Code*—lists current federal laws in order by subject. [REF] K44 . available through Lexis Nexis/Legal Research/Federal Code
- Code of Federal Regulations—current regulations which have the force of law Government Documents Section AE 2.106/3: Also available on the Internet at Lexis/Legal Research/Federal Regulations

Elections

- Federal Elections Commission (FEC) is an independent regulatory agency that discloses campaign finance information, to enforce the provisions of the law that sets limits and prohibitions on contributions, and to oversee the public funding of Presidential elections.

Public Affairs

- *Public Affairs Information Service*-- index provides access to the literature of public affairs—current issues and actions that affect world communities, countries, people, and governments. [INDEX] H96 .P9

Other useful links:

- [Uncle Sam's Migrating Government Publications](#) Links to the full-text of many government publications now available in electronic format.
- [Government Information in Stapleton Library and on the WWW](#)

Search engines which search retrieve government websites:

- Google UncleSam <http://www.google.com/unclesam>
- Firstgov <http://www.firstgov.com/>

Questions or comments concerning this page should be directed to [Theresa McDevitt](#). Correspondence regarding this site should be sent to its maintainer, Ed Zimmerman, edzimmer@iup.edu. Please see IUP's [statement](#) regarding pages that do not officially represent the university. Revised on 04/25/03.

Subject: 1 Comparison of National and Local coverage of political actors **Message no. 19****Author:** Susan Martin (PLSC351SM_DE)**Date:** Wednesday, September 7, 2005 8:05am

Your assignment is to compare your local newspaper's coverage of Congress with one of the national newspapers, such as the New York Times, Washington Post, Christian Science Monitor, Wall Street Journal, or Los Angeles Times. Many newspapers are available on the web. They usually provide free access for recent issues and free searching of titles and abstracts. They may charge a small fee for archival material.

1. Compare the column inches devoted to Congress in each paper.
2. Compare the percentage of the front page in each paper devoted to Congress.
3. Evaluate the articles in the local paper and determine if they are negative or positive or neutral toward Congress.
4. Evaluate the articles in the national paper that you chose and determine if they are negative or positive or neutral.
5. What is your hypothesis on how local and national reporters portray Congress.

Your written answers will be discussed through the discussion too on ?

Washington Post: <http://www.washingtonpost.com/wp-adv/archives/>

New York Times: <http://www.nytimes.com/pages/index.html>

Wall Street Journal: <http://www.online.wsj.com/public/us>

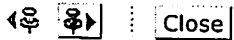
Los Angeles Times: <http://www.latimes.com/>

Also, in the basement of the IUP Library are newspapers. You may also want to try your local library.

Take Care!

Dr. Martin



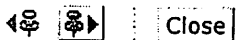
Subject: Separation of Powers


Reply **Quote** **Download****Message no. 17****Author:** Susan Martin (PLSC351SM_DE)**Date:** Wednesday, September 7, 2005 8:01am

Please submit a well thought out answer to the following question:

The institutional resurgence of Congress in the 1970's and its battles with the executive recent years produced numerous consequences for our political system. What are these? Which consequences are good, and which are bad? On balance, is an aggressive national Legislature actively contesting for power in Washington good for our political system? Why or why not? Are the hearings on September 11, 2001 and on the abuses toward Iraq prisoners a reflection of the struggle between the branches?

Take care!
Dr. Martin




Subject: Assignment 9

 Message no. 18**Author:** Susan Martin (PLSC351SM_DE)**Date:** Wednesday, September 7, 2005 8:03am

Chapter 9 identified several policy strategies of Congress: localism, fragmentation, incrementalism, and symbolism. Analyze and evaluate each of these traits in terms of (1) whether they further congressional power in comparison to other Washington powers and (2) whether they are proper uses of congressional time and resources. How might the operation of Congress be improved by altering its mix of these strategies?

Your written answers will be discussed in the discussion tool on ?
Take care!
Dr. Martin



Attachment E

Lesson

Assignment: Chapter 1 - Review Questions

Assignment Information

Maximum grade: 1

Due date: April 27, 2005

Instructions: Chapter 1 Review Questions - Page 32

Write a brief paragraph outlining why you selected the answer, the letter of the answer, and note the page number where the answer was found in the chapter.

Uploading and submission instructions:

1. When naming your completed assignment include your name and the corresponding assignment title. EXAMPLE: JaneDoe-Chapter1ReviewQuestionsAssignment.doc
2. Click on the Upload File button located below.
3. Click on the Browse button.
4. Locate your completed assignment file.
5. Click on your completed assignment file.
6. Click the Open button.
7. Click the Upload button.
8. Scroll down to the bottom and click the Submit Assignment button.

Assignment files: None