Important Notice

This printable course guide was prepared for students who mail their lesson assignments to IDL.

If you are submitting your assignments through the Web, you may still print and use this course guide; however, please ignore the instructions on completing and mailing lesson assignments and follow all instructions provided in your online course materials for completing and submitting assignments online.
American Government


15 lessons and 2 exams. 3 hours of college credit. 2000.

**Prerequisite:** None
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Welcome

Congratulations! By enrolling in this course, you have taken a major step toward achieving your educational goals. We would like to let you know what you need to do before you start studying and remind you of some of our procedures and rules (for a full listing, please check our website at www.outreach.lsu.edu/idl).

Textbooks

To find out which textbooks you need for the course, refer to the course syllabus. To order your textbooks, see “Where the Books Are” on page vii in this course guide. If you wish to order your books by mail, please use the “Textbook Order Form” that is enclosed in your packet of materials.

Other Materials

Check to see if you need any supplementary materials, or if you need to arrange any interviews or extra materials for projects. You can find this
How to Take an IDL Course

information by reading “Other Materials” section in the course syllabus, and then reviewing the Lesson Assignments at the end of each lesson.

Time Limits & Extensions

Start planning your timetable now. Please note the following rules concerning timing:

- You have an enrollment period of nine months from the date of your enrollment to complete this course. If you are an LSU student, your dean may have given you a shorter deadline. If you cannot finish your course within nine months, you can make a written request for an extension of an additional three months, provided we receive your request before your course enrollment expires. It may be possible to request a second extension. Second extensions are given when you have made progress in the course, but have encountered significant difficulty in reaching completion. For a second extension, you must make a written request, explaining your circumstances. The request must be received prior to the expiration of the first extension period. There is a fee for each extension.

- We will accept a maximum of three lessons every seven calendar days. There must be an interval of seven days between each set of three lessons. If you submit more than three lessons in a seven-day period, the additional lessons will be held until they are eligible, and then logged in and forwarded to your instructor for grading. If more than six lessons are received in a seven-day period, the ineligible lessons will be returned to you for resubmission.

- We recommend that you submit your first lesson and wait for your instructor’s feedback before submitting additional lessons. That way, you will know whether you have a clear understanding of your instructor’s expectations.

- We ask your instructor to grade your lessons and exams within two weeks, but during campus examination periods and vacation time, it may take your instructor longer to return your work.

- **If you are a graduating senior**, you must allow at least four weeks between taking your final exam and expecting your transcript to reach your university.

Exams & Grading

As soon as possible, begin to make arrangements for where you will take your examinations. To find out about your options, read the College
Examination Information in the appendix of this course guide. Then (if you do not plan to take your exam at LSU-BR), fill in the Exam Proctor Information Form in the appendix and send it to us before you start the course, so that we will have all your information prepared when you are ready to take your examinations.

Before we can send your exams to your exam proctor or allow you to take your exams in our office, we must have received all of your completed lesson assignments that precede the exam. Exams may not be taken until all of the assigned lessons have been submitted and accepted within our three-lessons-per-seven-days requirement. If an instructor grades any of your assignments as incomplete, you will not be eligible to take your exam(s) until you have completed the lessons.

Each course has its own grading scale, but for nearly all courses you must pass the final exam to receive credit for the course.

Remember that you only have one chance to take your examinations. You will not be allowed to repeat a failed exam within the same enrollment period. If you need to re-enroll in a course, please contact our office.

Typically, you will have three hours to take a three-credit-hour exam. You should take your exam at least four weeks before you need your grade.

**Refunds & Transfers**

We hope you have enrolled in the course you wanted, but if not, you have 30 days to make a written request to receive an 80% refund, provided you have not submitted any lessons. Alternatively, you can transfer to another course, provided you make your written request within three months and pay a transfer fee. If you transfer, your enrollment period begins on the date of your original enrollment. Enrollments may not be transferred to another student.

If you want to withdraw from a course after the refund and transfer periods have expired, please let us know in writing that you have decided to drop the course. Provided that you do not sign in to take your final examination, there will be no record on your transcript to indicate that you ever enrolled in the course.
Electronic Resources

To assist you with your independent learning experience, we have created StudyNet, available at www.outreach.lsu.edu/idl. Once you reach the site, click “college services” from the enrolled students menu items.

This site includes up-to-date information on policies and procedures as well as resources and a number of online options to help you with your course. Using StudyNet, you may check to see whether we have received a lesson or exam, find out your grades, enroll in a course, submit change of address and exam proctor forms, and locate contact information for LSU Independent & Distance Learning staff members.

Contact Us

If you need us to clarify any of our policies, let us know! We are available by phone, by mail, by fax, and by e-mail.

- For questions regarding enrollment, lessons, or testing, call 800-234-5046.
- For questions regarding difficulty locating textbooks, call 800-234-5046 and ask to speak to the publications section.
- Our fax number is 225-578-3090.
- Our e-mail address is Answers@outreach.lsu.edu.
- Our mailing address is:
  LSU Independent & Distance Learning
  1225 Pleasant Hall
  Louisiana State University
  Baton Rouge, LA  70803-1508
Where the Books Are

Contents

✓ General Textbook Information
✓ LSU Online Bookstore
✓ Local Baton Rouge Bookstores
✓ Other Online Options

General Textbook Information

You must buy your own textbooks and other supplies. The bookstores listed below stock the textbooks used in LSU Independent & Distance Learning courses. If the books are not available from one of the following bookstores, they may be available from the publisher, online vendors, or from other local booksellers.

Other required materials for your course such as calculators, binders, etc., may be purchased locally.

Secondhand and paperback copies of textbooks are often available. If secondhand or paperback books are desired, make that request at the time the order is placed.

You must use the edition of the textbook specified by the course guide! Please do not ask if an alternate book is available. Always order using the ISBN provided in the syllabus to insure that you have the correct materials.

All of the bookstores listed below are independently owned and operated; they are not operated by Louisiana State University or LSU Independent & Distance Learning. Please be aware of refund and buy-back policies before you make your purchase.

LSU Online Bookstore

Specialty Books is the official bookstore for LSU Continuing Education. To order your textbooks online, go to www.specialty-books.com/LSU and follow the instructions provided.
Where the Books Are

**Specialty Books**
6000 Poston Road
Athens, OH 45701
800-466-7132
www.specialty-books.com/LSU

**Note:** Specialty Books is not a part of LSU; any questions or concerns should be directed to their representatives.

**Local Baton Rouge Bookstores**

The following Baton Rouge bookstores also carry course materials and textbooks:

**Chimes Textbook Exchange** (Gonzales location)
432 N. Burnside Avenue
Gonzales, LA 70737
800-925-1704 (toll-free)
E-mail: Chimestext@eatel.net

**Chimes Textbook Exchange**
268 W. Chimes St.
Baton Rouge, LA 70802
225-383-5161
www.chimestext.com

**Co-Op Bookstore**
3960 Burbank Dr.
Baton Rouge, LA 70808
225-383-9870 or 866-383-9870 (toll-free)
E-mail: books@coopbookstore.com
www.coopbookstore.com

**Note:** Always order using the ISBN provided in the syllabus to insure that you have the correct materials. These bookstores carry a wide variety of books that are used in on-campus and IDL courses. Be sure to indicate that you are ordering a book for an independent study course.

**Other Online Options**

Books may also be obtained from any vendor that sells college-level textbooks, including online booksellers, university bookstores, and publishers, but you must purchase the correct edition of the textbook(s). Independent & Distance Learning does not sell textbooks (any exceptions are specifically indicated in
your course guide), so please do not send money for textbooks to Independent & Distance Learning.

You must use the correct edition of the textbook, as specified in your course guide. Please take care to provide the correct information about the author, title, edition, ISBN, and date of publication when ordering your books. If complete information is not given when the order is placed, the wrong edition may be sent.

The best way to make sure that you order the correct textbook is to order by the ISBN provided in the syllabus.

For additional information on ordering books from online book vendors, visit our website at http://idl.lsu.edu/bookvendoronline.asp?nid=106.
Syllabus

POLI 2051—American Government

Textbooks


ISBN-10: 0-53-455359-1

It is recommended that you buy your textbooks as soon as possible. If you wait, you may not be able to find the correct textbook. During the nine months that you have to complete the course, a revised version of the course may be released. If the newer version of the course uses a more recent edition of the textbook or a different textbook from the one required by the version that you are enrolled in, you may have difficulty getting the textbook that you need for your version of the course. For that reason, you should buy your textbooks as soon as possible.

If you have trouble finding a book, check the list of recommended bookstores on the IDL website and order by the ISBN, not the title. If you are outside of the Baton Rouge area and try to buy your textbook locally or from an online bookstore and have difficulty locating the correct textbook or the required edition, please call one of the recommended bookstores. These bookstores try to maintain an inventory of all IDL textbooks. Be sure to specify that you need a textbook for the Independent & Distance Learning version of
the course and verify the ISBN number to make sure you get the correct edition of the textbook.

**Nature and Purpose of the Course**

The purpose of this course is to introduce you to some of the fundamental ideas, institutions, and principles within American government. We will examine the constitutional basis of our system, the means of linking citizens and their government, our major political institutions, and the ways in which our government frames and institutes political issues and decisions. This will be a broad course that is designed to give a brief introduction to the primary areas of study in American government.

**Preparation of Lesson Assignments**

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each lesson in this course equals nearly a week of course work and will require the same time and effort on your part. Do not expect to complete each lesson in a single study session.

In order to receive the most rapid service, mail each lesson in one of the addressed envelopes as soon as the lesson is completed or use the electronic submission option (see Electronic Submission Options in the appendix for additional information).

**General Instructions**

A large part of the instructional process is conducted through the lesson assignments that are located at the end of each lesson. Follow the steps listed below when mailing assignments.

Type or write on one side of 8½” by 11” paper, leaving a one-inch margin on both sides for instructor notes.

Put your name, enrollment number, course number, and lesson number at the top right hand corner of each page. Number your pages 1 of __, etc.

Make a copy of your lessons in case any of them are lost in the mail.

Complete a lesson cover sheet (located in your course packet) for each lesson, and fold it so that your address is on the outside.

Submit one lesson per envelope. Failure to follow this procedure may result in your lesson not being recorded for grading and will require resubmission.
For each lesson, place the corresponding label on the envelope, and mail or bring to the IDL office.

Your lessons will be recorded according to the date received in the IDL office, not the date you mailed them.

IDL will only accept three lessons every seven calendar days.

Follow any additional instructions listed below.

Course Specific Instructions

There are 15 lessons in this course. All answers to the lesson assignments should be written in essay form. (Each essay should be one to two pages long.) Your answers should include a pertinent, descriptive answer and an analysis of its significance.

Lesson objectives, key terms, a lesson introduction, and a reading assignment are provided in each lesson to focus your attention on the information of the lesson and to promote a clearer understanding of the subject matter. Questions to be answered for the lesson assignment end the lesson and serve to partially determine your grade in the course.

The steps below are designed to make it easier for you to do the lessons correctly.

1. Your answers should be well organized. Poor organization of your paper will result in a lower grade.

2. Poor grammar and spelling errors should be avoided because these types of mistakes will result in a lower grade.

3. Proofreading your answers is always a good safeguard.

4. Read the lesson objectives provided in the beginning of each lesson. These will alert you to key points to look for as you read the text.

5. Define the key terms presented at the beginning of each lesson. They will provide you with a basic understanding of the material and render future readings easier.

6. A good essay is easy to understand. Thus, it would benefit you to provide clear, concise, and comprehensive answers to all questions. Do not waste words. Remember that the length of your answer is not as important as what you are saying and how you say it.
7. When in doubt regarding rules or procedures to be followed concerning your course, consult the “How to Take an Independent and Distance Learning Course” section on page iii or submit questions with your lesson assignments.

Suggested Study Techniques

Carefully study the textbook, study guide material (if applicable), additional resources provided, and the information in your course guide before you begin to prepare the lesson assignments. This study should include a detailed examination of the illustrative problems and examples, as well as the assigned reading. After a lesson assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.

Review your lesson assignments after they have been graded and returned to you. LSU Independent & Distance Learning suggests that you wait for your first lesson to be returned to you before you submit subsequent lessons; however, after the first lesson, it is normally not necessary to wait for the corrected lesson assignment to be returned before completing and submitting the next one.

One temptation you may have in an independent study course is to rely too heavily on textbook material when preparing your lesson assignment. If you give in to such a temptation, you may not realize until exam time that the perfect response you prepared was possible only because you repeatedly referred to the textbook without really learning or understanding the material. Therefore, you should attempt each assignment without referring to the textbook, and if “thumbing back” is necessary, be sure you have actually learned the point rather than merely reflected it in the answer.

Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal. Try to submit a lesson each week or at least every two weeks. Delays in submitting lessons usually result in lagging interest and the inability to complete the course.

Academic Integrity

*LSU Independent & Distance Learning adheres to Louisiana State University’s policy on academic misconduct. This policy defines plagiarism as follows:*

“Plagiarism” is defined as the lack of citation or the unacknowledged inclusion of someone else’s words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and,
if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism. Plagiarism also includes:

Falsifying or fabricating any information or citation in any academic exercise, work, speech, thesis, dissertation, test, or examination.

Submission of essentially the same written assignment for two courses without the prior permission of the instructors.¹

Contact Information

If you need to contact your instructor concerning your lesson assignment, you may include a note with your completed assignment, or you may email him or her at MyInstructor@outreach.lsu.edu. Your instructor does not have an office within the Independent & Distance Learning building. Instructors only answer questions related to course content. Please direct all other questions to our Learner Services office by emailing Answers@outreach.lsu.edu or by calling 800-234-5046.

Examinations and Grading Policy

The mid-course exam covers material from Lessons 1–8; the final exam covers material from Lessons 9–15. Both the mid-course and the final examination will contain two sections. The first section will count for 30% of the exam and will consist of multiple choice questions. The second section will count for 70% of the exam and will consist of short essay questions. The mid-course and final exams will primarily focus on (but will not be limited to) your understanding of each lesson’s objectives and key terms. Since the self check and lesson assignments also focus on these points, you may want to use these assignments as a foundation for preparing yourself for the mid-course and final exams.

The course lessons will comprise 40% of your final grade and the examinations will make up 60% of your final grade (30% each). Each examination and lesson assignment will be graded on a scale of zero to 100. If you have any questions about grading procedures and/or standards, you are invited to include your inquiries in the lessons.

The following grading scale applies:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90% – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% – 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% – 79%</td>
<td>C</td>
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<tr>
<td>60% – 69%</td>
<td>D</td>
</tr>
<tr>
<td>0% – 59%</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Lesson Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Mid-Course Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

**YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.**

**Transcript Information**

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request **in writing** to:

Office of the University Registrar  
Louisiana State University  
Thomas Boyd Hall  
Baton Rouge, LA  70803  
Phone: 225-578-1686  
FAX: 225-578-5991
Examination Proctors

If you are not going to take your exam at LSU–Baton Rouge, notify us of your proctor by sending the completed Exam Proctor Information Form located in the appendix of this course guide to the Independent & Distance Learning office.

Please read the College Examination Information document in the appendix of this course guide for further details.
Lesson 1: American Democracy

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Be aware of the cultural, economic, and geographic diversity that contributes to American political culture
✓ Understand the core values of American democracy: individual liberty, political equality, majority rule, minority rights, and economic rights
✓ Be able to explain the differences between direct democracy and the indirect form of democracy practiced in the United States
✓ Be able to identify and distinguish between classical, direct, and indirect democracies
✓ Know who is most likely and who is most unlikely to actively participate in American politics and how this relates to contemporary theories of American democracy

Key Terms

classical democracy  majority rule
democracy  minority rights
direct democracy  pluralism
hyperpluralism  politics
identity politics  popular sovereignty
indirect democracy

Lesson Introduction

This lesson is designed to introduce you to the roots and principles of the American political system. Our parents, teachers, leaders, and even politicians tell us that America is a democratic nation. But is America truly a democratic nation? In this lesson, we will consider the different meanings that have been attached to democracy and which, if any, best describes the government of the United States. The principles and values of a society directly affect its form of government. Individual liberty, political equality, majority rule, minority rights, and economic rights are important values in American politics. With this lesson,
Lesson 1: American Democracy

we will consider how each of these values affected the thoughts of our founding fathers and how they continue to affect American government today.

Reading Assignment

Welch et al., Chapter 1

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. Which of the following terms best defines what a republic is?
   A. direct democracy
   B. confederal system
   C. indirect democracy
   D. pluralism

_____ 2. Direct democracy:
   A. is the form of government in the U.S.
   B. permits every citizen a direct vote on all policy decisions
   C. was practiced in America in the first years of the Constitution
   D. was practiced in America under the Articles of Confederation.

_____ 3. Which of the following are valued in a democracy?
   A. political equality
   B. majority rule
   C. individuals
   D. heredity
Lesson 1: American Democracy

_____ 4. Which organization promotes identity politics?
A. National Right to Life
B. National Organization for Women
C. NAACP
D. Republican Party

_____ 5. Popular sovereignty is:
A. the right of people to vote on all issues
B. the same as majority rule
C. the right of the people to govern themselves
D. equivalent to direct democracy.

_____ 6. Which of the following is the central characteristic of a classical democracy?
A. Citizens have their greatest impact on policy by participating in town meetings, not by voting for elected representatives.
B. Most people are not politically active, but a highly motivated minority of activists make the system work.
C. The government works because most citizens are motivated to participate in an informed and responsible manner.
D. Most people are not interested in political participation, but their interests are adequately articulated by their elected representatives.

_____ 7. Critics claim that the description of American Democracy as a classical democracy is in error because:
A. the majority of Americans are not politically active and do not try to influence policy making
B. the vast majority of Americans vote and are not content to let a minority make major decisions
C. the opportunity does not exist for most citizens to participate
D. citizens cannot be sufficiently well-informed to act responsibly.

_____ 8. It is estimated that what percentage of Americans take full advantage of their political participation rights?
A. 10%
B. 25%
C. 50%
D. 68%
E. 100%
Lesson 1: American Democracy

9. The “blame game” that causes gridlock in government is a result of what?
   A. interest group vetoes
   B. Congressional oversight
   C. Presidential performance
   D. indirect democracy

10. The greatest wave of immigration to the United States occurred during which period?
    A. 1881–1900
    B. 1901–1920
    C. 1961–1980

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions: Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answer from the textbook. Each answer should be one to two pages long.

1. What is a classical democracy and why is it not considered an accurate description of how the United States democracy works? Describe the form of democracy created by the U.S. Constitution.

2. Discuss the political significance of the cultural, ethnic, economic, and geographical diversity of the American population. How does our national diversity affect our political culture?

3. Discuss the pluralist explanation of American politics. Is it an accurate account of American politics? Why or why not?

4. Discuss the core values of American democracy. Is there a tension between individual liberty and political equality? Between majority rule and minority rights? Provide examples in your answer.
Lesson 2: The Constitution

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Understand how the framers’ different conceptions of government and the lessons learned from the Articles of Confederation affected the outcome of the Constitutional Convention and its final product—the U.S. Constitution
✓ Know the philosophical ideas, political experiences, and economic interests that shaped the framers’ views at the Constitutional Convention
✓ Know the importance of and be able to define the basic principles of the U.S. Constitution: a written constitution, a republic, federalism, separation of powers, and checks and balances
✓ Be able to describe the republican form of government established by the U.S. Constitution and know how it differs from the government created by the Articles of Confederation

Key Terms

Antifederalists Federalists
Articles of Confederation Great Compromise
Bill of Rights limited government
checks and balances natural rights
Constitutional Convention separation of powers
federalism Three-fifth Compromise

Lesson Introduction

Chapter 2 discusses the failures of the Articles of Confederation that led to the Constitutional Convention. You will learn about the debates and challenges of the Constitutional Convention and how the U.S. Constitution ultimately became ratified. This lesson also should bring to light how the various experiences, interests, and philosophical ideas of our founding fathers influenced the writing and final ratification of our Constitution. Moreover, it demonstrates how conflict and compromise have consistently been a central aspect of the American political system.
Lesson 2: The Constitution

Reading Assignment

Welch et al., Chapter 2

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. Among the chief objections to the Constitution by the Antifederalists were:
   A. it endorsed slavery
   B. it made the national government too weak
   C. it contained no bill of rights
   D. that a federal republic was the wrong form of government for a large country.

_____ 2. The framers of the U.S. Constitution:
   A. represented a cross section of the U.S. population
   B. were mainly young to middle-aged white males
   C. were an elite group in terms of their economic and educational background
   D. were intellectuals who also had practical experience in government.

_____ 3. The Articles of Confederation:
   A. established a Congress but no executive or judiciary
   B. established an executive and a legislature, but no judiciary
   C. placed all governmental power in the executive
   D. created a very weak national government.
4. Which statement best characterizes the framers’ conception of democracy?
   A. Most of the framers believed in the principle of “one man, one vote.”
   B. Most of the framers feared direct democracy, universal suffrage, and the direct election of officials.
   C. Most of the framers advocated a strong central government with many restrictions on individual liberty.
   D. The majority of the framers were in favor of direct democracy in the form of a republic.

5. Which of the following came into being as a result of the Great Compromise?
   A. the four year presidency
   B. the U.S. House of Representatives and the Senate
   C. a Senate directly elected by the people
   D. legalized slavery

6. The Bill of Rights includes:
   A. powers for the people and the states that are not given to the national government
   B. freedom of speech and press
   C. the right to vote
   D. freedom from self incrimination in criminal trials.

7. Shays’s Rebellion illustrates which of the following about the government created by the Articles of Confederation?
   A. It was adequate for dealing with internal crises.
   B. It had the power to crush internal revolt.
   C. It had a lot of authority in foreign policy but little in domestic affairs.
   D. It had too little power to resolve serious social and economic problems.

8. To ratify an amendment to the U.S. Constitution, it is necessary:
   A. to call a national referendum
   B. to gain 3/4 vote of both houses in Congress and 3/4 approval by the states
   C. to gain 2/3 vote of both houses in Congress and 3/4 approval by the states
   D. to gain 3/4 vote of both houses in Congress and 2/3 approval by the states.
Lesson 2: The Constitution

9. Which of the following are examples of constitutional checks on the legislative branch?
   A. A law cannot pass without approval of a majority in both chambers.
   B. The courts can rule laws unconstitutional.
   C. The president can sign legislation passed by Congress.
   D. The Senate can refuse to pass a law already passed in the House.

10. To what office(s) or institution(s) does the Constitution explicitly give the right to interpret the constitutionality of laws?
   A. the Attorney General of the U.S.
   B. the Judiciary Committee of the Senate
   C. the Federal Courts
   D. none of the above

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions: Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. It is often said that the U.S. Constitution is as much a product of political compromise as it is a reflection of the framers’ conception of good government. Discuss this statement. (Hint: Discuss the major areas of conflict at the Constitutional Convention including slavery, representation, and trade, the competing interest groups, and finally the major proposals and compromises in each of these areas.)

2. Compare and contrast the concepts of federalism, separation of powers, and checks and balances.

3. Discuss how the founders’ philosophical ideas, political experiences, and economic interests influenced the creation of the U.S. Constitution.

4. Discuss the process of amending the U.S. Constitution. Did the founders expect the Constitution would require change? Besides the process of formally amending the Constitution, how else has the Constitution been changed?
Lesson 3: Federalism and the Growth of Government

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Know why the writers of the Constitution chose a federal form of government
✓ Understand how the Constitution divides the powers of government between national and state units
✓ Be able to discuss how certain significant historical events such as the Civil War and the Great Depression affected the evolution of federalism
✓ Understand the contemporary state of federalism between the federal and state governments, between interstate governments, and between the state and local governments

Key Terms

block grants  nation-centered federalism
Confederal  New Deal
cooperative federalism  New Federalism
dual federalism  political culture
Federalism  state-centered federalism
full faith and credit clause  supremacy clause
general revenue sharing  System Dual Federalism
implied powers clause  unfunded mandates
McCulloch v. Maryland  unitary system

Lesson Introduction

The framers’ distrust of human nature is nowhere better reflected than in their treatment of the issues represented by Federalism. It was the framers’ goal to divide power—to make it so difficult to hold and exercise power that the government would only act when there was substantial support for its policies. In the preceding lesson, we learned how the framers provided for a system of
separation of powers among the institutions of the national government: no single individual or body of individuals is to hold exclusive executive, legislative, or judicial power. The framers used Federalism as a second means of dividing political power.

Federalism refers to the division and sharing of constitutionally assigned or implied powers between the national and state governments. America’s federal system, a mixture of states’ rights and national supremacy, permits the states and municipalities control over a number of important programs—highways, education, the police, land regulations, etc. While the federal government possesses enormous power, it must persuade the states to govern in ways that will meet national political, economic, and social goals. The states may not always be so persuaded—witness the years of resistance to progressive civil rights legislation passed by Congress, or the desegregation rulings of the United States Supreme Court.

Before completing this lesson, ask yourself: In a country of our size, complexity, and diversity can any one level of government ever respond to the needs and demands of its citizens?

Reading Assignment

Welch et al., Chapter 3

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

1. The term “implied powers” comes from:
   A. the supremacy clause
   B. a Supreme Court decision in a Ninth Amendment suit
   C. a Supreme Court decision on the constitutionality of local spending of revenue-sharing funds
   D. the Federalist Papers.
Lesson 3: Federalism and the Growth of Government

2. The supremacy clause in the Constitution:
   A. causes treaties and laws made in pursuance of the U.S. Constitution to be the supreme law of the land
   B. grants the Supreme Court the power to interpret the Constitution
   C. gives the national government supremacy over the states
   D. gives the states supremacy over the national government in local government functions.

3. The Constitution gives the national government supremacy over state government in which of the following matters?
   A. passing social-welfare legislation
   B. regulating interstate commerce
   C. foreign policy making
   D. building highways

4. Which of the following powers are specifically prohibited to the states by the U.S. Constitution?
   A. treaty making
   B. coining or printing money
   C. making war
   D. levying import or export taxes

5. Which of the following does the Constitution prevent the federal government from doing?
   A. levying taxes without approval of state governments
   B. drafting troops without approval of the states
   C. changing the boundaries of a state without state approval
   D. making treaties without ratification by ⅔ of the states

6. Which of the following events is thought to have had the greatest impact on increased acceptance of an expanded role for the national government?
   A. the Civil War
   B. World War II
   C. the Great Depression
   D. industrialization and unfair labor practices

7. According to the binding commitments regulating relations between states, states must:
   A. respect marriage and divorce decrees of other states
   B. honor business contracts made in other states
   C. extradite criminals for trial on request from prosecuting states
   D. help fund interstate highways.
Lesson 3: Federalism and the Growth of Government

8. The Supreme Court’s decision in *McCulloch v. Maryland* was significant because it:
   A. gave states more power with respect to the national government
   B. validated the doctrine of nullification
   C. expanded the legislative power of the U.S. Congress
   D. took away the right of states to secede from the Union.

9. The major features of federalism, as provided for in the U.S. Constitution, are:
   A. a weak national government
   B. the reservation of some powers for the national government and other powers for state governments
   C. a relatively strong national government
   D. state governments that have more power than the national government in all areas but foreign policy.

10. In creating a federal system, the intent of the founders was to:
    A. give major powers to a national government and minor powers to the state governments
    B. create a national government that was stronger than the one created by the Articles of Confederation
    C. concentrate more powers in the states than in the national government
    D. to limit government power by dividing it.

Lesson Assignment

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.*

*Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.*

1. For the past 200 years, there has been a continuing debate in the U.S. over what is a proper division of power between the state and national governments. One of the reasons for this is that the Constitution is not specific in assigning authority for all government functions. What specific division of power between state and national governments is made by the Constitution? Identify important policies, judicial decisions, and historical events (studied in this chapter) that affected the division of power between state and national governments and explain how they have affected it.
2. Federalism is only one type of arrangement of government power. Name two other systems that arrange government powers. How are these two systems different from federalism?

3. It is often argued that state governments are “closer to the people” than the federal government. What are some of the arguments (studied in this chapter) for suggesting that state governments are closer to the people than the federal government? What are some of the arguments suggesting that states are not closer to the people than the federal government?

4. Discuss the changing role of state government and of the relations among the states since the advent of New Federalism.
Lesson 4: Public Opinion

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Have a general understanding of the means through which people acquire their political attitudes and opinions
✓ Be able to discuss the political functions of public opinion polls and their positive and negative effects on campaigns
✓ Recognize the role of ideology in the formation of public opinion and issue positions
✓ Understand the role of public opinion in American politics and its influence on public policy

Key Terms

agents of political socialization  public opinion
conservative  push poll
ideology  SLOP
liberal  straw polls
political socialization

Lesson Introduction

This lesson is designed to introduce you to the study and analysis of public opinion. Public opinion plays a major role in shaping American politics. It affects the legislative and presidential elections, as well as the voting within the Congress and the Senate.

Government in the U.S. is supposed to be influenced by the opinions and activities of individual citizens, but what that influence is and what it should be are much in dispute. If you believe that the major or sole objective of government is to do “what the people want,” then American government falls far short of this goal, and always will. There is simply no way for a government that each year enacts hundreds of laws, issues thousands of executive and judicial orders, and makes tens of thousands of administrative decisions to discover, much less act upon, some clear idea of the public’s opinion.
Additionally, we might ask ourselves if we truly want government to do “what the people want.” Considering the complexity and the large number of issues that Congress considers each year, most citizens do not have the time or resources to truly understand all of the alternative policies.

**Reading Assignment**

Welch et al., Chapter 4

**Self Check**

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

**Multiple Choice (one or more answers may be correct).**

_____ 1. Which of the following are true about political socialization?
   A. It continues throughout one’s lifetime.
   B. It is sometimes unconsciously transmitted.
   C. It is often a deliberate, conscious learning process.
   D. It is completed between the ages of three and eighteen.

_____ 2. Which of the following are agents of political socialization?
   A. the press
   B. the schools
   C. political leaders
   D. peers

_____ 3. Which of the following characterize differences between people calling themselves “liberal” and those calling themselves “conservative”?
   A. Their differences are mainly confined to foreign policy.
   B. Liberals are more supportive of gun control and abortion rights.
   C. They differ on issues linked to poverty and race.
   D. Conservatives tend to favor a larger role for government in education and health care.
Lesson 4: Public Opinion

______ 4. For political candidates, public opinion polls serve the purpose of helping to:
A. choose party identity
B. choose target areas for getting campaign funds
C. decide which issues to emphasize in the campaign
D. decide whether or not to run for office.

______ 5. Public opinion polls of recent years have shown that:
A. Americans are the best-informed voters in the world
B. Americans are uninformed on many issues
C. the people most likely to have an opinion on an issue are those with the greatest stake in the issue
D. most people know generally what they like or dislike, but do not have well-formed opinions.

______ 6. In general, government is more responsive to:
A. the majority, whatever its opinion or level of information on issues
B. those with intensely held opinions, even if they are a minority
C. those with middle of the road views
D. those who are well informed and politically active, even if they are a minority.

______ 7. With respect to their ideology, most Americans:
A. are liberal
B. are conservative
C. are not consistently liberal or conservative on issues
D. have identities as liberals or conservatives that do not always match their positions on the issues.

______ 8. The level of ideological thinking among the American public can be attributed to:
A. the high level of information possessed by most voters
B. the lack of a set of fixed and consistent political beliefs
C. the fact that the two main parties appeal to moderate positions
D. the low levels of information possessed by most voters.

______ 9. A conservative is someone who believes in:
A. big government
B. small government
C. military spending
D. religion.
Lesson 4: Public Opinion

10. A liberal is someone who believes in:
   A. big government
   B. small government
   C. welfare
   D. abortion rights.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. How does political socialization support the status quo? Give specific examples of agents of socialization that support the status quo (e.g., family, school, peers, mass media, adult socialization). Under what conditions might political socialization not support the status quo?

2. Trace the history of measuring public opinion from straw polls to current scientific methods. What are SLOP and push polls? Why are they considered to be negative examples of sound polling techniques?

3. How informed is the American public about government? What do you think accounts for the public’s misperception of government?

4. Discuss the impact of public opinion on social issues, race, and trust in government.
Lesson 5: Interest Groups

Lesson Objectives

After you have completed this module, you should be able to do the following:

✓ Understand the function of interest groups in the American political process
✓ Be able to distinguish between different kinds of interest groups, their purposes, and how they function
✓ Be able to explain the different methods of lobbying policy makers and why some of these methods work better than others
✓ Recognize some of major interest groups in American politics that the book discusses
✓ Be able to distinguish which interest groups are public, private, or single issue groups, and which interests each represents

Key Terms

coalitions         lobbying
direct lobbying    PAC
grassroots lobbying private interest groups
indirect lobbying  public interest groups
interest groups    single issue group

Lesson Introduction

This lesson introduces you to the significant role that interest groups play in American politics. The lesson challenges some of the common misconceptions many Americans have about interest groups. Contrary to the claims of the media and even some politicians, all interest groups are not evil. This lesson will define the various types of interest groups and the various tactics interest groups use to influence public policy. When reading this chapter, consider which interest groups might support your interests. Note the powerful role businesses have in the contemporary interest group system and consider how other groups can compete. Finally, ask yourself if interest groups are good for the American political system. Should politicians prevent interest groups from forming?
Lesson 5: Interest Groups

Reading Assignment

Welch et al., Chapter 5

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the module’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. The right to organize and petition government is protected by which amendment to the Constitution?
   A. the Fourth Amendment
   B. the Seventh Amendment
   C. the Second Amendment
   D. the First Amendment

_____ 2. What do the National Rifle Association and Planned Parenthood have in common?
   A. Both are multi-issue interest groups.
   B. Both have high market shares.
   C. Both are public, single interest groups.
   D. Both are part of the coalition that supports environmental protection legislation.

_____ 3. Lobbying is a name given to:
   A. any fund raising for political candidates
   B. the selection of political candidates
   C. the actions of interest groups that are intended to influence government
   D. attempts to mobilize voters to support a particular candidate.
Lesson 5: Interest Groups

4. Who among the following is most likely to belong to an interest group?
   A. an elderly, retired white woman
   B. a 40-year-old, middle-class, male professional
   C. an unemployed worker
   D. a young, black graduate student

5. The greatest number of interest groups of any one kind are those for:
   A. lawyers
   B. business and trade
   C. civil rights
   D. labor.

6. Examples of interests pursued by public interest groups include:
   A. tax reform
   B. election campaign reform
   C. increases in farm subsidies
   D. enforcement of air quality standards.

7. Direct lobbying tactics include:
   A. forming coalitions
   B. providing expertise to policy makers
   C. testifying at hearings
   D. mobilizing grassroots support.

8. The functions performed by interest groups include:
   A. representation
   B. articulating interests
   C. making policy
   D. improving access to government.

9. Which of the following are criticisms of interest group activity?
   A. Interest group activity contributes to political instability.
   B. Too much competition can block the government from acting in the larger interest.
   C. The interests of the most powerful groups are over represented.
   D. Lobbyists usually do not represent their membership’s views.
Lesson 5: Interest Groups

10. The period that saw the largest surge in interest group formation in the U.S. occurred:
   A. between 1900 and 1920
   B. during the Great Depression
   C. during the Cold War era of the 1950s
   D. during the Vietnam War era of the 1960s.

Lesson Assignment

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.*

*Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.*

1. The right to organize is guaranteed under the First Amendment. Have Americans taken advantage of this right? Have Americans recently stopped joining groups?

2. What are lobbyists and what basic techniques do they use to achieve their goals? Are some of these techniques better than others?

3. Explain the differences between private interest groups and public interest groups, and between single issue groups and multiple issue groups. Give examples of each.
Lesson 6: Political Parties

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Understand the function of political parties in the United States and how parties perform these functions
✓ Be able to identify the ideological and issue differences between the Republican and Democratic parties
✓ Understand the roles parties play in the electoral process, and in particular how they recruit and nominate candidates for office
✓ Be able to explain how primary elections are used for nominating candidates for elected office, the different types of primaries, and the impact of the primary system on the party in government and party organization

Key Terms

caucus
closed primary
dealignment
direct primary
multi-party system
national party chair
national committees
New Deal coalition
open primary
party in the government
party in the electorate
party identification
party organization
political machine
proportional representation
responsible party government
single member district
ticket splitting
two-party system
winner-take-all

Lesson Introduction

Political parties have evolved from early American history and are extra-constitutional institutions. At almost all periods of American history, there have tended to be only two major parties at any given time. Hence, the American political system is often and accurately known as a “two-party” system.

The political parties in the U.S. are the oldest in the world; among democratic nations, they may also be the weakest. A political party is a group that seeks to
 elect candidates to public office by supplying them with labels—a "party identification"—by which they are known to the electorate. This definition suggests the three political arenas within which parties may be found: a party exists as a label in the minds of the voters, as an organization that recruits and campaigns for candidates, and as a set of leaders who try to organize and control the legislative and executive branches of government. This lesson will cover all three arenas.

Reading Assignment

Welch et al., Chapter 6

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson's principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. The government planned by the founders was to be:
   A. a multi-party system
   B. a two-party system
   C. a one-party system
   D. without parties.

_____ 2. A run-off election:
   A. is held only in states that have open primaries
   B. pits the two highest vote-getters in a party’s primary against one another
   C. decides primary or general elections that result in a tie
   D. pits the top vote-getter in the Republican primary against the top vote-getter in the Democratic primary.
Lesson 6: Political Parties

___ 3. The modern Democratic Party was founded by:
   A. Alexander Hamilton in 1789
   B. the supporters of Andrew Jackson in the 1830s
   C. Stephen Douglas in 1854
   D. Thomas Jefferson in 1796.

___ 4. Which of the following is (are) true about primary elections?
   A. They increased citizen participation in the nomination process.
   B. They have contributed to the decline of the party in government and party organization.
   C. Voter turnout in primary elections is higher than in the general elections.
   D. They have been used to select delegates to the presidential nominating conventions as well as candidates for office.

___ 5. The U.S. party system is best described as:
   A. two-party
   B. one-party dominant
   C. multi-party
   D. open-ended.

___ 6. Election systems with single-member districts:
   A. elect one member per district to legislative bodies
   B. have proportional representation
   C. are winner-take-all arrangements
   D. are found in all Western democracies.

___ 7. A person who favors cuts in social welfare spending, higher spending on defense, and opposes tax increases is most likely to vote:
   A. Libertarian
   B. Democratic
   C. Independent
   D. Republican.

___ 8. On average, those who identify themselves as Democrats:
   A. have lower educational and income levels than Republicans
   B. have higher educational and income levels than Republicans
   C. are slightly more likely to be female than male
   D. are slightly more likely to be male than female.
Lesson 6: Political Parties

9. On average, when compared to Democrats, Republicans:
   A. have lower income and educational levels
   B. are more likely to be white, male Protestants
   C. are more likely to be skilled laborers than businessmen or farmers
   D. are more likely to be black, Jewish, or Hispanic.

10. An example of a country with a responsible party government is:
    A. the United States
    B. France
    C. Great Britain
    D. Russia.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. Political parties were not provided for in the Constitution, and they were generally feared by most of the founders. Describe the development of political parties in the U.S. (Hint: Describe the founding of the first parties and the controversy which separated them, then continue with a discussion of the evolution of parties in the U.S. and describe the key issue or issues around which each new party emerged.)

2. Discuss the key characteristics of the American party system: two-parties, fragmentation, moderation, and the role of minor parties in American politics.

3. What advantages would a responsible party government system offer the U.S. over its present party system?

4. Discuss the differences between election systems that use proportional representation and those which are winner-take-all arrangements.

5. Describe and discuss at least three different primaries used in U.S. elections.
Lesson 7: Elections

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Understand why voting and political participation are important to a democratic system
✓ Be able to describe the voting and participation habits of Americans; this includes knowing who votes, how they cast their votes and why, and how this has changed over the past two hundred years
✓ Know how political campaigns are waged and how campaign organizations go about mobilizing the vote and encouraging participation

Key Terms

Electoral College, faithless elector, grandfather clause, literacy tests, mandate, party platform, poll tax, progressive reforms, Reconstruction, retrospective voting, suffrage, white primary

Lesson Introduction

There are more elections to fill more offices in the United States than in perhaps any other major democracy; public participation in American elections, however, is lower than in elections elsewhere. Moreover, political parties, as both organizations and labels, play a smaller role in American elections and campaigns than they do in other countries.

This lesson is designed to introduce you to American voting patterns and elections and to familiarize you with the processes and debates involved. After reading this material, it should become apparent that some practices and processes are designed to increase democratic representation, while others are designed to limit political participation to the more elite political players (e.g., super delegates). The question of political participation (who should participate...
and how much) should, therefore, be at the forefront of your analysis of this material.

**Reading Assignment**

Welch et al., Chapter 7

**Self Check**

*Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.*

*The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.*

**Multiple Choice (one or more answers may be correct).**

_____ 1. The Fifteenth Amendment expanded suffrage to:
   A. women
   B. black men
   C. black women
   D. black women and men.

_____ 2. The fee some Southern states required to be paid before a person could vote was known as:
   A. a poll tax
   B. a registration fee
   C. a license to vote
   D. “proof of property” tax.

_____ 3. Political scientists generally agree that the most important factor affecting a person’s vote over the years has been:
   A. the issue position of the candidate
   B. personal style and appearance of the candidate
   C. a candidate’s visibility on t.v.
   D. a candidate’s party identification.
4. To be considered an issue voter, you must:
   A. vote on the single most important issue to you
   B. vote for candidates whose issue positions are consistent with your own
   C. vote for the issue, not the candidate
   D. vote for the party label closest to your party affiliation.

5. The proportion of the total electorate that issue votes is:
   A. less than 40%
   B. less than 20%
   C. about half
   D. almost two-thirds.

6. The importance of candidates’ personality and style to election outcomes:
   A. was greater when nominations were made in smoke-filled rooms
   B. increased with the decline in party influence
   C. increased with the use of television in campaigns
   D. decreased with the increasing importance of the primary system.

7. If a vice-presidential candidate does not receive a majority of votes in the Electoral College, the election is decided by:
   A. a new election
   B. a run-off
   C. the House of Representatives
   D. the Senate
   E. the flip of a coin.

8. The winner-take-all feature of the Electoral College gives an advantage to:
   A. the most populous states
   B. the least populous states
   C. medium sized states
   D. no state.

9. When the founders created the Electoral College, they intended that it would:
   A. have less power than it does
   B. be a formal validation of elections
   C. have a lot more power than it does now
   D. give representation to both major parties.
Lesson 7: Elections

10. If no presidential candidate wins a majority of votes in the Electoral College, then the election is decided by:
   A. state legislatures
   B. the Supreme Court
   C. the House of Representatives
   D. the U.S. Senate
   E. the flip of a coin.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. The Electoral College is an often-debated feature of the U.S. Constitution. It has had a decisive impact on several presidential elections and always affects campaign strategy. Describe how the Electoral College functions and its impact on presidential campaigns. What are the arguments for and against keeping this system? Which arguments appear stronger to you?

2. What were some of the obstacles that prevented African-Americans and women from receiving the right to vote? How was the right to vote gained by these groups? What legislation was passed to guarantee African-Americans and women the right to vote?

3. Describe the presidential campaign process from the presidential primaries to the general election.

4. Describe in detail the influences of party loyalty, candidate evaluation, issue voting, and the effect of the media on a voter’s decision at the ballot box.

5. Who does not vote and why? What proposals do you find attractive to increase voter participation?
Lesson 8: The Media

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Understand the symbiotic and adversarial relationships among reporters, politicians, and government officials
✓ Know how these relationships affect the content and quality of the news reported by the media
✓ Be able to discuss commercial and political bias in the mass media (television in particular) and the extent and direction to which this bias affects government, the political process, and public opinion

Key Terms

- commercial bias
- leaks
- media events
- political bias
- presidential press conference
- scoop
- selective perception
- setting the agenda
- sound bites

Lesson Introduction

This lesson is designed to help us understand our dependency on the mass media. Consider for a moment how our lives would be without the media—without newspapers, radio, or television. We would be totally dependent on those with whom we come into personal contact for news and interpretations of political (and other) events. Let’s suppose that you are in contact with only one person during an entire “media-less” day; clearly that person’s fund of information would become exceptionally important to you, for you would be dependent on it for your news. Further suppose that your sole contact is biased by nature and, while telling you a great deal about political developments, this bias colors all of his or her reporting with a self-serving perspective. What would happen? Would we be able to make informed political decisions? Can democracy work without the information provided by the mass media?
The importance of the mass media in maintaining a well-informed citizenry is foundational in the security of a representative democracy. While debates may arise over how far the media can go before it has over-stepped its bounds (libel), a competitive free press promotes honesty and diversity in news reporting. Perhaps most importantly, a competitive free press offers a diversity of opinions and perspectives, which allows the voters to reason and choose from a number of possible solutions.

Reading Assignment

Welch et al., Chapter 8

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. The power of the media to “set the agenda” can be said to:
   A. be nearly absolute
   B. vary with the size and importance of the media organization
   C. be almost completely offset by the agenda of the president and his staff
   D. be more important in creating nonpolicy than policy issues during election campaigns.

_____ 2. Which of the following is true about the impact of the media on political parties?
   A. It has been inconsequential.
   B. The electronic media have furthered the decline of political parties.
   C. The media influences the process of nominating candidates.
   D. The use of televised campaign ads and the decline of party strength are unrelated phenomenon.
3. Television coverage influences elections by providing information on candidates’ issue positions and helping to set the campaign agenda. But the period during an election campaign when television is believed to have its greatest influence is:
   A. just before the polls close
   B. between the end of the convention and election day
   C. during the coverage of the nominating conventions
   D. during the coverage of the primaries and caucuses, when candidates are seeking party nominations.

4. Commercial bias in news coverage has led to:
   A. emphasis on human interest stories
   B. de-emphasizing issues in election coverage in favor of the race itself
   C. disproportionate coverage of stories on crime and scandal
   D. more reports that focus on conflict rather than consensus.

5. In trying to use the media to communicate his positions on issues during his first term, President Clinton focused on:
   A. bypassing the national media in favor of regional or local media coverage
   B. staging media events hoping to get them on the networks’ evening news programs
   C. holding televised town meetings where he could interact more directly with the public
   D. holding weekly televised press conferences to strengthen his relationship with the Washington press corps.

6. The agency that regulates and licenses the use of the public airwaves is the:
   A. FCC
   B. UPI
   C. FTC
   D. AP.

7. In studies of the personal opinions of journalists who work for prominent newspapers and radio and TV stations, it was found that:
   A. most are apolitical
   B. most are Republicans
   C. more are Democrats than Republicans
   D. most are more liberal than the people who employ them.
Lesson 8: The Media

_____ 8. Atomization of the media refers to:
   A. the decline in the influence of the national media
   B. the explosion of twenty-four hour cable news shows
   C. specialization media networks
   D. greater coverage of news by local radio stations.

_____ 9. A leak is:
   A. a disclosure that was supposed to be kept secret
   B. a disclosure that was supposed to be known
   C. an act of political sabotage
   D. none of the above.

_____ 10. The majority of people get most of their news from:
   A. newspapers
   B. weekly news magazines
   C. radio
   D. television.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. Discuss the symbiotic and adversarial relationships between the media and government (e.g., leaks, presidential press conferences, Watergate). Which relationship do you think provides more accurate reporting from the press? Why?

2. Compare and contrast the Presidents Reagan, Bush, and Clinton on their use of the media.

3. Explain political and commercial bias in the press. Provide an example of each. How do you think these biases can be rectified?
Mid-Course Examination

Preparation

It is now time to prepare for and take the mid-course examination. If you are not going to take your exam at LSU-Baton Rouge, notify us of your proctor by sending the completed Exam Proctor Information Form located in the appendix of this course guide to the Independent & Distance Learning office.

Please read the College Examination Information instructions located in the appendix of this course guide for further details.

About the Mid-Course Examination

The mid-course exam covers material from Lessons 1–8 and will contain two sections. The first section will count for approximately 30% of the exam and will consist of multiple choice questions. The second section will count for approximately 70% of the exam and will consist of short essay questions. The mid-course will primarily focus on (but will not be limited to) your understanding of each lesson’s objectives and key terms. Since the self checks and lesson assignments also focus on these points, you may want to use these assignments as a foundation for preparing yourself for the mid-course exam.
Lesson 9: Money and Politics

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Be able to discuss the historic role of money in influencing campaign outcomes and buying influence in American politics
✓ Know what PACs are, how they function, and what impact they have on election campaigns
✓ Be able to discuss the influence of PACs and other big campaign contributors on the issue stances of presidential and congressional candidates and on policy outcomes

Key Terms

- conflict of interest
- Federal Election Campaign Act
- independent spending
- influence peddling
- muckrakers
- political action committees (PAC)
- soft money

Lesson Introduction

Money has been an important factor in election campaigns since the early years of our republic. But the interest of Americans in trying to curb its corrupting influences seems to run in cycles, with periods of indifference followed by periods of reform. When reading this chapter, make note of the reform periods, the kinds of events that precipitated them, and the major changes brought by these reforms. Finally, consider how the regulation of campaign money may infringe on our freedom of speech.

Reading Assignment

Welch et al., Chapter 9
Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

1. In a political campaign, the term independent spending refers to:
   A. spending by independent candidates
   B. money spent by candidates which they have donated themselves
   C. money given to a party nominee by an independent group
   D. money spent on a candidate by a person or group not working with the candidate or his or her organization.

2. In a political campaign, soft money means:
   A. indirect contributions not covered by federal campaign spending regulations
   B. money given to a candidate for unspecific purposes
   C. money given to a party nominee by an independent group
   D. money spent on a candidate by a person or group not working with the candidate or his or her organization.

3. Conflict of interest regulations require that members of Congress and federal bureaucrats:
   A. abstain from decisions affecting their personal interest
   B. make public disclosure of decisions they participate in that could lead to personal gain
   C. never go to work for an industry they regulated while in Congress
   D. put all their business holdings in blind trusts while they hold public office.
4. A member of Congress who sets up a committee to raise funds to support the reelection campaigns of other members of Congress from his party has:
   A. violated the Federal Election Campaign Act of 1974
   B. created a political action committee
   C. engaged in a conflict of interest
   D. been guilty of influence peddling.

5. A committee established solely to raise and distribute money and provide services to candidates is known as a:
   A. lobby
   B. special interest group
   C. single interest group
   D. political action committee.

6. In the decade after it was passed, the Federal Election Campaign Act:
   A. drastically reduced the influence of money in politics
   B. made open graft less acceptable
   C. had no effect on the role of money in politics
   D. led to a reduction in bribes and an increase in campaign contributions.

7. Which of the following provisions of the Federal Election Campaign Act have been ruled unconstitutional?
   A. spending limits for campaigns not publicly funded
   B. restrictions on the amount of money candidates can spend on their own campaigns
   C. use of public funds for presidential campaigns
   D. limitations on the amount individuals can spend independently to promote or attack a candidate

8. The Federal Election Campaign Act:
   A. outlawed PAC spending in presidential campaigns
   B. allows public funding of presidential campaigns
   C. outlawed all cash contribution to candidates for Congress
   D. set limits on direct gifts to candidates and their organizations.
Lesson 9: Money and Politics

9. Current evidence indicates that PAC contributions to members of Congress:
   A. can buy access to policy makers
   B. can buy congressional influence with federal regulators
   C. have made money a greater influence on voting than party identification and ideology
   D. influence voting in Congress on less publicized issues.

10. Which of the following are likely uses of soft money in an election campaign?
    A. a television ad for a political party rather than a candidate
    B. purchase of campaign buttons by a candidate
    C. paying for a candidate’s travel expenses
    D. a voter registration drive just before an election

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. Briefly outline the Federal Campaign Act and the public campaign finance system for presidential and congressional elections. What are the loopholes in this system? How can they be corrected?

2. Do you think the current campaign finance system deters good candidates? Did you think money wins elections for candidates and buys favorable policies for special interest groups? Why or why not?

3. What is a “conflict of interest?” Do you think the Ethics in Government Act of 1978 prevents conflicts of interest from happening? Provide examples in your answer.
Lesson 10: Congress

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Be able to discuss the constitutional roles of the House and Senate and how these roles evolved during the past two hundred years
✓ Be able to discuss the basic internal organization of Congress, including the committee structure, and how it operates on a daily basis
✓ Understand the advantages of incumbency and its effects on congressional elections

Key Terms

authorizations
appropriations
casework
cloture
Conference committee
constituency
constituency service
filibuster
franking
gerrymander
going public
incumbency
informal norms
institutional loyalty

legislative veto
majority leader
markup
minority leader
oversight
pork barrel
reapportionment
reciprocity
redistricting
seniority rule
speaker of the house
standing committees
whips

Lesson Introduction

The legislative branch of government is, by far, the most powerful branch of government in the U.S. This was intended at the founding of the nation, within the framework of the Constitution. Congress controls the “purse strings” of the nation. All money collected and spent by the U.S. government is dependent upon acts of Congress. All revenue bills must originate in the House of Representatives. All laws must be passed by each house of the national
Lesson 10: Congress

As you read the textbook, think about why so much power is concentrated in the legislative branch of government. How partisan is the legislative process? How representative is each house? How deliberative is each house? How is power distributed within the committee system and within each house?

Reading Assignment

Welch et al., Chapter 10

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. Redistricting is the process of:
   A. determining which states get how many congressional districts
   B. changing district boundaries to maximize a party’s political advantage
   C. changing boundaries of representative districts within states to adjust for population changes
   D. all of the above.

_____ 2. A gerrymander is:
   A. a politically influenced form of redistricting
   B. the same as reapportionment
   C. an election district whose boundaries resemble the shape of a reptile
   D. a form of redistricting that tries to increase the number of people in a district.
3. Casework is another name for:
   A. constituency service
   B. door to door campaigning
   C. research on congressional committee assignments
   D. monitoring of patronage jobs.

4. The constitutional powers granted to Congress include:
   A. levying taxes
   B. spending revenue
   C. appointing the Cabinet
   D. regulating interstate commerce.

5. Franking is a term for:
   A. leveling with one’s constituents
   B. the pressing and issuing of congressional medals
   C. the use of congressional seals on official correspondence
   D. free mailing privileges for members of Congress.

6. Pork barrel is a name given to:
   A. a project sponsored by a member of Congress to benefit his or her district
   B. bribes paid to members of Congress
   C. illegal or under-the-table agreements between Congress and a business
   D. all expensive agriculture projects sponsored by Congress.

7. The process of rewriting a bill in subcommittee before it is sent to full committee is called:
   A. a legislative veto
   B. a markup session
   C. reciprocity
   D. authorization.

8. In a newly elected Senate in which there is a change in majority party, who would be the most likely candidate for Majority Leader?
   A. the incumbent
   B. the former Minority Leader
   C. the Senate Pro Tempore
   D. the most senior member of the majority party
Lesson 10: Congress

9. When the Constitution was written, the founders intended Congress to be:
   A. the weakest branch of government
   B. the strongest branch of government
   C. subordinate only to the executive branch
   D. subordinate only to the judicial branch.

10. Compared to how the Senate operates, the House:
   A. is more centralized
   B. gives more attention to revenue and tax policy
   C. gives greater power to the majority party
   D. leads members to become more specialized.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. Explain the relationship between the principle of “one person, one vote” and the processes of redistricting and reapportionment.

2. Discuss the advantages of incumbency. Do incumbency advantages help with reelection?

3. What are the informal norms of a Congressman? Describe each one - institutional loyalty, reciprocity, and specialization - and provide an example for each.

4. What sources influence members of Congress when they vote on legislation? Which are most influential?

5. Describe the function of each of the following: Speaker of the House, Majority Leader, President Pro Tempore of the Senate, and party whips.

6. Explain the important differences between the House and the Senate and briefly discuss how these differences affect how each is organized.

7. Briefly describe the three major tasks of Congress: lawmaking, overseeing the federal bureaucracy, and budget-making.
Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Describe the constitutional role of the presidency and be able to distinguish between the formal and inherent powers of the presidency
✓ Identify and define the president’s many roles
✓ Understand the evolution of the Executive Office of the President, including the White House staff and leadership, to its present size and role
✓ Understand the idea of going public and how Presidents have used this tool for influencing public policy

Key Terms

- Chief of State
- divided government
- executive orders
- executive privilege
- head of state
- parliamentary government
- personal presidency
- pocket veto
- senatorial courtesy
- War Powers Act

Lesson Introduction

The presidency is traditionally understood to be the weakest branch of government. This seems to have been the clear intention of the writers of the Constitution. In recent years, however, there has been a transformation of the office of the president. This began with the advent of the “modern presidency” which came into existence with the administration of Franklin Roosevelt.

The president has explicit powers enumerated in the U.S. Constitution and “extra-Constitutional” powers such as the “bully-pulpit” (the power to persuade). He or she can, and often does, receive free television coverage for addresses to the nation.

This lesson will introduce you to both the enumerated and the “extra-Constitutional” powers of the presidency. The following questions will be helpful in guiding you in your reading assignment. How has the presidency...
evolved in American history? What tools does the president have at his
disposal to carry out his political agenda? Why does the president seem to
have more power in foreign affairs than in domestic affairs?

Reading Assignment

Welch et al., Chapter 11

Self Check

Read and complete the following. Check your answers to the activities
against the solutions provided in Appendix B at the end of this course
guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the
lesson’s principal concepts and to assist in preparing you for your exam.
Try to answer them, without referring to your text, after you have read the
material in the chapter. After you check your answers, refer to the reading
material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. The formal duties of the vice-president include:
   A. succeeding to the presidency if vacated
   B. presiding over the Senate
   C. heading the Cabinet
   D. directing the White House staff.

_____ 2. The informal powers of the presidency:
   A. are the same for all presidents
   B. vary from administration to administration
   C. are used differently by different presidents
   D. have been underutilized by most recent presidents.

_____ 3. People appointed to head major executive agencies:
   A. come from career civil service positions
   B. must be appointed by the president and approved by the
      Senate
   C. must be appointed by the president and approved by the
      House and the Senate
   D. must have seniority in the agencies which they will head.
Lesson 11: The Presidency

____ 4. Initiation of impeachment proceedings is a power the Constitution gives to:
   A. the House of Representatives
   B. the Senate
   C. the Supreme Court
   D. the House and Senate Ethics Committees.

____ 5. The only president(s) to resign from office was (were):
   A. Harrison
   B. Jackson
   C. Nixon
   D. Hoover.

____ 6. A pocket veto is the power of:
   A. the president to kill a bill by not signing it within ten working days of Congressional adjournment
   B. the president to kill a bill by listing his objections to it
   C. Congress to refuse to consider a bill backed by the president
   D. Congress to override a presidential veto.

____ 7. Which of the following is not a constitutional requirement for serving as president of the U.S.?
   A. must be 35 years old
   B. must be a natural-born citizen
   C. must have received the nomination of a political party
   D. must have lived in the U.S. for fourteen years

____ 8. Impeachment refers to:
   A. a criminal trial in federal court of a sitting president
   B. charges of high crimes and misdemeanors being brought against a sitting president
   C. any congressional inquiry into presidential actions
   D. the subjection of the president to a recall vote.

____ 9. The Twenty-second amendment:
   A. decided presidential succession
   B. provided for filling a vacant vice-presidency
   C. limited presidents to two terms
   D. required presidential and vice-presidential candidates to run as a team.
Lesson 11: The Presidency

10. The president's role as chief executive includes the following duties:
   A. appointing officials
   B. removing officials
   C. budget making
   D. welfare legislation.

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. What are the major duties and powers of the president? Describe each one in detail, especially executive privilege and executive orders.

2. Briefly describe the president’s role as head of state, chief diplomat, commander-in-chief, legislative leader, and party leader. Do you see a potential conflict of interest between the roles of head of state and party leader? Provide examples to support your answer.

3. Compare and contrast the powers of the U.S. president with those of a prime minister in a parliamentary system.

4. Briefly discuss the role of the Vice Presidency. Has this role expanded over time?
Lesson 12: The Bureaucracy

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Be able to discuss the role of the federal bureaucracy in American government, and how that role has evolved in response to growing demands on government and an increasing delegation of authority from Congress

✓ Know how the bureaucracy performs its role, what effect it has on the responsiveness of government, and the overall quality of its performance

✓ Understand the bureaucracy’s relationship with the president, Congress and its oversight committees, the courts, interest groups, and individual citizens

Key Terms

<table>
<thead>
<tr>
<th>Civil Service Commission</th>
<th>policy implementation</th>
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<tbody>
<tr>
<td>delegated legislative authority</td>
<td>regulation</td>
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<tr>
<td>executive leadership</td>
<td>patronage</td>
</tr>
<tr>
<td>independent agencies</td>
<td>Civil Service Commission</td>
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<tr>
<td>merit system</td>
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</tbody>
</table>

Lesson Introduction

“Bureaucracy” was once simply a pejorative term, implying red tape, rigidity, confusion, or arrogance. People who criticize government still use the word in that sense. But the word also has a technical meaning, and that is how we will use it. A bureaucracy is a large, complex organization composed of appointed officials. By “complex” we mean that authority in the organization is divided among several managers; no one person is able to make all of the decisions.

Bureaucratic government has become an obvious feature of all modern societies, democratic and nondemocratic. In the U.S., this has especially been the case with the advent of the “modern presidency” under Franklin Roosevelt.

The United States is the largest employer in the nation. Many of those employees are part of the massive bureaucratic machinery of the modern state.
Lesson 12: The Bureaucracy

This lesson will introduce you to the various departments and agencies of the bureaucracy. It will also investigate how the bureaucracy works and ways that it can be improved.

Reading Assignment

Welch et al., Chapter 12

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

_____ 1. The federal government employs how many people, both civilian and military?
   A. 3 million
   B. 5 million
   C. 7 million
   D. 10 million

_____ 2. The first period of large-scale expansion of the federal bureaucracy came:
   A. during the Jefferson administration
   B. under Andrew Jackson
   C. during the War of 1812
   D. in the post-Civil War era.

_____ 3. Among the major controls the president has over the bureaucracy are:
   A. the power to fire all federal employees
   B. the power to make budget recommendations
   C. the ability to appoint many agency heads
   D. the power to hire all executive branch employees.
Lesson 12: The Bureaucracy

4. Which of the following is not a tool used by Congress to influence the bureaucracy?
   A. budget control
   B. oversight functions
   C. the power to abolish agencies
   D. the power to fire agency heads

5. Which of the following are government corporations?
   A. National Aeronautics and Space Administration
   B. Security and Exchange Commission
   C. Tennessee Valley Authority
   D. Postal Service

6. Which of the following are regulatory agencies?
   A. Arms Control and Disarmament Agency
   B. Security and Exchange Commission
   C. Federal Communications Commission
   D. Environmental Protection Agency

7. Which of the following are independent agencies?
   A. National Aeronautical and Space Administration
   B. Federal Trade Commission
   C. Central Intelligence Agency
   D. National Labor Relations Board

8. Reasons for the expansion of the role of the bureaucracy include:
   A. Constitutional amendments that altered its role
   B. delegation of policy drafting duties by Congress to federal agencies
   C. the growing complexity and technical nature of laws
   D. the weakening of Congress and the presidency.

9. The merit system:
   A. covers all positions in the federal bureaucracy
   B. allows no factors to be considered in hiring except for performance on the civil service exam
   C. was intended to replace the patronage system in staffing the bureaucracy
   D. has come to mean political merit, not competence.

10. Government corporations are created to:
    A. perform essential services private business will not perform
    B. enter into competition with private business
    C. raise revenue for the federal government
    D. provide free essential services to everyone.
Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. Identify the three periods of significant expansion of the federal bureaucracy and discuss the reasons for each.

2. Explain the differences between regulatory boards, independent agencies, and cabinet departments.

3. Discuss the kinds of influence or control the president, Congress, interest groups, and the courts can exert over the federal bureaucracy.

4. Discuss bureaucracies’ delegated legislative authority and administration of policy. Do you think this is a feasible way to run government? Why or why not?
Lesson 13: The Judiciary

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Know what the constitutional powers of the federal courts are and how these have evolved through practice
✓ Be able to discuss the structure of the federal court system in the U.S. and know the jurisdictions of the various courts
✓ Be able to describe how cases are tried and appealed through the federal court system
✓ Understand how judges make policy and be able to explain the impact of court rulings on policy

Key Terms

activate judges  jurisdiction
Burger court  Marbury v. Madison
Civil cases  Rehnquist court
Court of appeals  restrained judges
Criminal cases  stare decisis
District courts  Warren court
Judicial review  write of certiorari

Lesson Introduction

The courts play a larger role in making public policy in the United States than they do in any other country in the world. One major aspect of this power is “judicial review”—the right to declare laws of Congress and acts of the executive branch void and unenforceable if they are judged to be in conflict with the Constitution. This is a uniquely American legal practice. Since 1789 the Supreme Court has declared over one hundred federal laws to be unconstitutional. In Britain, by contrast, Parliament is supreme, and no court may strike down a law it passes.

This lesson is designed to introduce you to the distinctive character of the American judicial system, and to teach you the principles and processes in its
operations. You should keep the following questions in mind when reading your assignment: What is “judicial review” and how does it create a check on the other branches of government? On what foundations do judges make their legal decisions? What is an appropriate legal basis for legal decision-making? What is the role of politics in the judiciary? Should politics play a part in judicial decision-making? Who has the power to create new courts?

Reading Assignment

Welch et al., Chapter 13

Self Check

Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

Multiple Choice (one or more answers may be correct).

______ 1. The principal function of appellate courts is to:
A. consider new evidence that challenges old decisions
B. consider the legal merits of a case
C. review all evidence presented at a trial to see if a decision was justified
D. introduce testimony that could not be admitted to the lower courts.

______ 2. In a case where one state sues a citizen of another state for failure to pay taxes on income earned in that state, what court would have original jurisdiction?
A. a lower level state court
B. the state’s upper level courts
C. a federal district court
D. a State Supreme Court
3. In most cases involving a man brought to trial for rape, the court with original jurisdiction is:
   A. a state trial court
   B. an upper level state court
   C. a federal trial court
   D. a local court handling family relations.

4. The Constitution provides that the selection of federal court judges should be:
   A. made by presidential nomination and Senate confirmation
   B. made in part by presidential nomination and in part by election
   C. left to Congress
   D. nominated by the Senate and confirmed by the president.

5. The process of federal judge selection can best be described as:
   A. dominated by the concept of neutral competence
   B. almost completely non-partisan
   C. very political
   D. a popularity contest.

6. In the period from the 1950s to the present, the primary issue focus of the Supreme Court has been the:
   A. relationship between Congress and the president
   B. relationship between government and individuals
   C. relationship between government and business
   D. role of the courts in making policy.

7. The federal district courts were established by:
   A. the Supreme Court
   B. the Constitution
   C. congressional act
   D. state legislatures.

8. Which of the following best describes *stare decisis*?
   A. following precedent set in earlier judicial decisions
   B. deciding cases on the basis of statutory law
   C. deciding cases on a literal interpretation of the Constitution
   D. deciding each case on its own merits without reference to precedent
Lesson 13: The Judiciary

______  9. The most important aspect of the court’s ruling in *Marbury v. Madison* was:
A. the denial of appointments of Federalist candidates to the federal bench
B. the Chief Justice giving in to the political goals of the president
C. accepting the power of the president to refuse to enforce court decisions
D. establishing that it was the duty of the courts to decide whether laws are constitutional.

______  10. The legal requirements for becoming a Supreme Court Justice are:
A. a law degree
B. passing of the bar exam
C. to have been appointed by the president and confirmed by the Senate
D. to have had experience in the lower courts.

Lesson Assignment

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.*

*Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.*

1. As the federal judiciary was designed by the founders, it was intended to be the weakest, “least dangerous” branch of government, only exercising the power of judgement. As the judiciary has evolved, however, it has acquired substantial policy-making powers. How was this power acquired and what are the legal bases for it?

2. Briefly discuss each one of the checks that the legislative and executive branches have over the judicial branch.

3. Outline the process followed by Supreme Court justices in hearing and deciding a case.

4. What are the constitutional requirements to be a federal judge? Are there any other formal or informal requirements?
Lesson 14: Civil Liberties

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Know the meaning of and the legal bases for civil liberties in the United States
✓ Be able to discuss how the interpretation and application of the Bill of Rights by the courts has changed over time
✓ Be able to identify and discuss court rulings that have established those civil liberties, such as the right to privacy, that are not mentioned in the Constitution and Bill of Rights

Key Terms

- Bill of Rights
- cruel and unusual punishment
- due process
- establishment clause
- exclusionary rule
- free exercise clause
- libel
- Miranda rights
- obscenity
- plea bargain
- pure speech
- right to privacy
- seditious speech
- speech plus conduct
- symbolic speech
- unreasonable searches and seizures

Lesson Introduction

The framers of the Constitution believed they were creating a national government of strictly limited powers. Therefore, they felt that it should not be necessary to make a special list of those things the government could do regarding speech or press. However, they suspected—rightly, as it turned out—that the government might well try to act in ways it was not expressly authorized to act, and they insisted that a list of things that government should not do become part of the constitution. Hence, the Bill of Rights was added shortly after the Constitution was ratified. These rights, originally intended only for federal application and enforcement, have since been broadened to apply to more and more state cases regarding civil liberties. When you read this chapter,
keep in mind the importance of the Bill of Rights and the impact it has had on today’s American society. Consider what our government and society would be like without the Bill of Rights.

**Reading Assignment**

Welch et al., Chapter 14

**Self Check**

*Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.*

The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.

**Multiple Choice (one or more answers may be correct).**

_____ 1. Protection against self-incrimination is given by which amendment?
   A. First
   B. Second
   C. Fourth
   D. Fifth

_____ 2. The *Miranda v. Arizona* suit involved which civil liberty?
   A. protection against unreasonable search and seizure
   B. protection against self-incrimination
   C. right to a fair trial
   D. right to jury trial

_____ 3. Protection against unreasonable searches and seizures is granted by which amendment?
   A. First
   B. Fourth
   C. Fifth
   D. Sixth
4. The right to a fair trial is granted by which amendment?
   A. Second
   B. Fourth
   C. Fifth
   D. Sixth

5. Obscene statements or pictures that are printed or broadcast are:
   A. considered free speech for legal purposes
   B. regulated by state laws on obscenity
   C. protected by the First Amendment
   D. not protected by the First Amendment.

6. Which of the following provided legal bases for the civil liberties of Americans?
   A. the Constitution prior to amendment
   B. the Bill of Rights
   C. custom
   D. court rulings

7. As originally ratified, the Bill of Rights applied to individuals in:
   A. all legal cases
   B. their relationships with the federal government only
   C. their relationships with state and national government
   D. all criminal cases, but not civil cases.

8. In Roe v. Wade (1973), the Supreme Court:
   A. extended the right to privacy from birth control to abortion
   B. ruled that women could have abortions on demand throughout the term of pregnancy
   C. gave states the right to regulate access to abortion during the final three months of pregnancy
   D. gave states the right to regulate access to abortion from conception to birth.

9. Which of the following is true about capital punishment in the United States?
   A. It is still banned in federal cases as cruel and unusual punishment.
   B. It is an allowable punishment for murder in seventy-five percent of all states.
   C. Its use is opposed by a majority of Americans.
   D. After years of public opposition to its use, a large majority of Americans now support capital punishment.
Lesson 14: Civil Liberties

10. The policy of “don’t ask—don’t tell” refers to which category of individuals?
    A. minors seeking abortions without parental approval
    B. homosexuals serving in the military
    C. doctor-assisted suicides
    D. criminal suspects being interrogated by police

Lesson Assignment

Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.

Essay Questions. Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. Over the years, the Supreme Court has identified three different kinds of speech protected by the First Amendment. Identify and define each of these kinds of speech.

2. Explain the meaning of “due process” and identify the rights associated with it.

3. The “right to privacy” is an area the court is just beginning to explore. What are the legal bases for this as a civil liberty? What notable rulings has the court made on this issue?

4. Briefly define civil liberties and then identify the bases in law of these liberties. Choose one of the three major categories of civil liberties examined in this chapter (e.g., freedom of expression, rights of criminal defendants, and the right to privacy) and then discuss some of the court rulings that have established their current interpretations.
Lesson 15: Civil Rights

Lesson Objectives

After you have completed this lesson, you should be able to do the following:

✓ Know what civil rights are and how they have been supported by congressional legislation and interpreted by the federal courts
✓ Be able to discuss the political struggle for civil rights by women and by African, Hispanic, Asian, and Native Americans, and the roles of the federal courts and Congress in impeding and advancing these causes
✓ Be able to analyze policies such as affirmative action, including proposed reforms, that were adopted to achieve equality of opportunity for minorities and women

Key Terms

affirmative action
Brown v. Board of Education
Civil Rights Act of 1964
dejure segregation
defacto segregation
Dred Scott
Equal Rights Amendments (ERA)
Equal Pay Act (1963)
equal protection clause
NAACP
Plessy v. Ferguson
redlining
separate-but-equal doctrine

Lesson Introduction

This lesson is designed to introduce you to the history of the struggle for civil rights in America, with special emphasis on the struggle of blacks. This nation was founded with the institution of slavery, and from the very beginning, tremendous moral and political controversy surrounded this issue. In all civil rights cases, some group, usually defined along racial, sexual, or ethnic lines, is denied access to facilities, opportunities, or services that are available to other groups. In American history, major court cases raise the issue of civil rights to the forefront of the American political agenda. The central issue of civil rights is not whether the government has the authority to treat people differently, but whether such treatment is “reasonable.” All laws and policies make distinctions. For example, the tax laws require people with higher incomes to pay taxes at a
higher rate than people with lower income—but not all distinctions are defensible. Increasingly, the courts have held that classifying people on the basis of sex, race, or ethnicity is “unreasonable” and these are “suspect classifications.” While not every law making such classifications will be ruled unconstitutional, they all will be subjected to especially strict scrutiny. As will be seen from the reading, there has been a gradual movement to increase the civil rights of minorities in this nation. It has required many great acts of courage, both by members of groups being discriminated against, and by the politicians who helped to change the laws of the land.

**Reading Assignment**

Welch et al., Chapter 15

**Self Check**

*Read and complete the following. Check your answers to the activities against the solutions provided in Appendix B at the end of this course guide. Do not submit self-check activities for grading.*

*The following questions are designed to test your understanding of the lesson’s principal concepts and to assist in preparing you for your exam. Try to answer them, without referring to your text, after you have read the material in the chapter. After you check your answers, refer to the reading material to clarify any concepts or questions you did not fully understand.*

**Multiple Choice (one or more answers may be correct).**

_____ 1. The impact of affirmative action thus far has:
   A. replaced merit as the primary consideration in hiring and promotion
   B. increased the percentage of jobs of high skill held by women and minorities
   C. done little to improve employment for women and minorities with lower educational or skill levels
   D. brought women and minorities into parity with men regarding the number of high level jobs held in government and business.
Lesson 15: Civil Rights

_____ 2. Reverse discrimination is a term applied to:
A. bias directed against white males in favor of women and minorities
B. discriminatory acts against whites by blacks
C. discrimination imposed by the law instead of by social practice
D. discriminatory acts by women against men in the workplace.

_____ 3. Women received the vote in the U.S. in:
A. 1808
B. 1868
C. 1900
D. 1920.

_____ 4. When the U.S. Constitution was ratified in 1789, slaves:
A. were not citizens
B. could not be imported into the U.S.
C. had to be returned to their owners if they escaped
D. were counted in the census for the purposes of allocating representatives.

_____ 5. The Equal Rights Amendment:
A. became law in 1984
B. was defeated in Congress
C. was passed by Congress but not ratified
D. has not been reintroduced in Congress since 1968.

_____ 6. Women who work outside the home earn on average ____ percent of what men earn.
A. 59%
B. 75%
C. 83%
D. 90%

_____ 7. The phrase “with all deliberate speed”:
A. is associated with court-ordered school desegregation
B. comes from the Plessy v. Ferguson decision
C. stems from the Brown v. Board of Education ruling
D. is associated with the extension of suffrage to black Americans.
Lesson 15: Civil Rights

_____ 8. In general, the court-ordered desegregation of public schools was:
A. implemented much faster in the North than in the South
B. adversely affected by white flight
C. slowed by those opposed to desegregation through busing
D. met with the least resistance in large urban areas.

_____ 9. Segregation as a widespread practice in the South dates to the:
A. first importation of slaves
B. period following ratification of the Constitution
C. pre-Civil War period
D. Reconstruction era.

_____ 10. The importance of the *Dred Scott* case was that:
A. it held that black Americans were not citizens
B. it gave black Americans the right to sue for their freedom
C. it declared slavery an issue outside the province of Congress’s legislative power
D. it was the first case granting a slave his freedom through the courts.

Lesson Assignment

*Complete the following and submit to LSU Independent & Distance Learning for grading. Be sure to follow the guidelines under “Preparation of Lesson Assignments” in the course syllabus.*

*Essay Questions.* Answer the following questions thoroughly. These questions must be submitted for grading. Take your time and completely answer each one. Remember: Do not copy your answers from the textbook. Each answer should be one to two pages long.

1. Identify and briefly discuss the amendments and court rulings that were most important in the achievement of political equality for African-Americans. Describe the overall strategy and the specific tactics used by African-Americans during the 1950–1970 phase of their struggle for civil rights.

2. What is the policy of affirmative action? How has it affected women and African-Americans?

3. Describe the obstacles that Hispanic-Americans and Native-Americans have confronted. How have they overcome these obstacles?
4. Identify and briefly discuss the women’s movement after the Civil War to the 1990s. What are the major gains for women? What are the future obstacles confronting them?
Final Examination

Preparation

It is now time to prepare for and take the final examination.

YOU MUST PASS THE FINAL EXAMINATION IN ORDER TO PASS THE COURSE.

About the Final Examination

The final examination covers material from Lessons 9–15 and will contain two sections. The first section will count for approximately 30% of the exam and will consist of multiple choice questions. The second section will count for approximately 70% of the exam and will consist of short essay questions. The final exam will primarily focus on (but will not be limited to) your understanding of each lesson’s objectives and key terms. Since the self checks and lesson assignments also focus on these points, you may want to use these assignments as a foundation for preparing yourself for the final examination.

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request in writing to:

Office of the University Registrar
Louisiana State University
Thomas Boyd Hall
Baton Rouge, LA  70803
FAX: 225-578-5991
To the Student

Congratulations on finishing the lesson assignments for your course. We hope you will continue your education by taking another course with us.

Our current bulletin is available online at www.outreach.lsu.edu/idl. You can also receive a copy of our latest bulletin by calling 800-234-5046. We look forward to hearing from you!
Appendix A

Contents

✓ College Examination Information
✓ Exam Proctor Information Form
✓ Electronic Submission Options
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College Examination Information

Information for All Students

Please follow these regulations:

You will only be allowed to take your examination when the IDL office has received and accepted all the assigned lessons.

You must bring a picture I.D. to your examination.

For additional rules concerning exam procedures, please refer to the Syllabus and Exam sections of this course guide.

If you change an exam proctor or address, you must notify IDL immediately so your exams can be routed correctly.

If you will take your exam at LSU-Baton Rouge, refer to the information in Section A, below.

If you cannot take your exam at LSU-Baton Rouge, refer to the information in Section B.

SECTION A

Information for Students Taking Examinations at LSU-Baton Rouge

LSU IDL tests by appointment only. We offer one morning session and one afternoon session Monday through Friday and a morning session only on select Saturdays. Visit our Web site (www.outreach.lsu.edu/idl) to see which dates and times are available. Before scheduling your exam, make sure that you will be eligible to test by your selected date (see our Web site for eligibility requirements).
SECTION B

Information for Students Who Cannot Take Their Examinations at LSU-Baton Rouge

- Make arrangements with one of the following local officials to act as your testing supervisor:
  
  College students → Testing center of an accredited college/university, college administrator or UCEA Correspondence Study Department
  
  Overseas students → American University (school) or American Embassy
  
  Military personnel → Education office at the military base, or college locations listed above

- You must submit your Exam Proctor Information using the form in the Appendix of this course guide, or if you have access to the Internet, you may submit this information through the LSU IDL Web site (www.outreach.lsu.edu/idl).

You need to submit only one proctor information form per course to the IDL office. Any subsequent exams you need to take for the same course will be sent to the same proctor.

The proctor information form should be submitted as soon as you have found a proctor and must be received by the IDL office at least three lessons before you are ready to take your exam. Receipt of this form by the IDL office does not mean your exam will be sent immediately. Your exam will be mailed to your proctor after the IDL office has received and accepted all lessons that must be completed prior to taking the exam.

Your exam proctor will hold your examination for no longer than thirty days. You should check to be certain the exam has arrived; if not, notify this office immediately. You must make arrangements for a time to take your exam, and you are responsible for any proctor fees.

If you change an exam proctor or address, please notify IDL immediately so your exams can be routed correctly.
Exam Proctor Information Form

Before you complete this form, please read the preceding examination information.

Directions:

• If you will take your exam at LSU-Baton Rouge, you do not need to complete this form.
• Do not send this form with one of your lessons; send it separately to the IDL office.
• Our office has two weeks to process proctor requests. If your proctor is denied, you will receive a notification through regular mail.
• If you have any questions concerning this form, please call the IDL office at 225-578-2500 or 800-234-5046.
• If you have access to the Internet, you may submit this information through the LSU IDL Web site (www.outreach.lsu.edu/idl).

Enrollment Number ______________________________________________________________
Course Name ______________________________________________________________________
Student Name _____________________________________________________________________
Address ____________________________________________________________________________
City ____________________________________________ State ___________ Zip _______________
Telephone __________________________ E-mail ____________________________________
☐ Check the box if this is an address change from your original enrollment.

Complete the information below with reference to the person who will proctor your exam.

☐ This is my initial proctor request.
☐ I would like to change my proctor as indicated below.

Exam Proctor’s Name ______________________________________________________________
Exam Proctor’s Title _______________________________________________________________
Office Telephone (_______) _______________________________________________________
E-mail ________________________________________________________________
Institution ________________________________________________________________
Department/Section ____________________________________________________________
Building, Street, or P.O. Box _______________________________________________________
City ____________________________________________ State ___________ Zip _______________

✉ Mail to: LSU Independent & Distance Learning
1225 Pleasant Hall
Louisiana State University
Baton Rouge, LA 70803
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**Electronic Submission Options**

This LSU Independent & Distance Learning (IDL) course offers electronic submission of lesson assignments. If you have access to a computer and the Internet, you can submit lessons online instead of through the mail. Or, you may mail your lesson assignments in the traditional manner, using the U.S. Postal Service.

**What is ISO?**

ISO is the LSU IDL online course system that allows you to submit your lesson assignments electronically, over the Internet. Electronic submissions reduce mailing delays and speed delivery of your assignment to LSU IDL. Course guide materials are available over the Internet for many courses.

When we receive your lesson assignment, it will be forwarded to your instructor. You will receive a confirmation e-mail to let you know your assignment was received.

Most assignments will be printed and graded by an instructor on paper. Graded paper lesson assignments will be returned to you through the mail with instructor comments. If your course includes computer-graded lesson assignments, they will be scored immediately.

**How do I get started?**

Submitting lessons electronically is an option, not a requirement. If you would like to explore ISO, read the information below to find out what you need to begin.

You should also review the online orientation on our Web site for complete step-by-step directions on how to use ISO and submit lessons online. To locate the orientation information from the IDL main page, select >college home>online courses >orientation from the navigation menu. Most computers purchased in the past three years will have everything you need. Computers at public libraries and schools also should be sufficient.

**How soon can I begin working on my online course?**

Before you can submit an assignment, you need to have your textbook and any other required materials. Complete the readings assigned in the course guide, then answer essay-style and short-answer questions using Microsoft Word, Microsoft Excel, or Corel WordPerfect.

For multiple-choice and matching items, mark answers in your printed course guide then transfer them to a Word, Excel, or WordPerfect file. All questions in a lesson assignment must be answered in a single file. When you have completed a lesson assignment, you are ready to log in to the course and submit your assignment online.
Appendix A

From the IDL main page, select >enrolled students >online course login from the menu bar. If this is the first time you are accessing an online course, you may wish to review the orientation section of our Web site (select the orientation link from the online courses menu). You will be prompted for your user ID and password. Follow the on-screen instructions to submit your lesson. Most courses allow you to upload a single file that you have saved on your computer. Only one file can be uploaded for a single lesson.

How do I get my User ID and password?

**User ID:** Your user ID is the six-digit enrollment number that you received with your course materials and in your enrollment confirmation e-mail. The enrollment number is printed on your receipt and on your lesson submission labels.

**Password:** Your password is the first two letters of your last name and last four digits of your social security number. The password is case sensitive, so make sure that the first letter of your last name is upper case and the second letter is lower case.

For example:  
John Smith  
SSN: 123-45-6789  
Password: Sm6789

For each course in which you enroll, you receive a unique enrollment number that serves as your user ID for that course. However, your password will be the same for every course you take with LSU IDL.

Computer Requirements

**Hardware and Software Requirements**

Because LSU IDL online course materials are available through the Internet, you will need to have access to a computer and the hardware and software resources needed to access the Internet.

**Computer**

The computer you use to submit assignments must have enough memory and processing power to operate a recent version of a Web browser and to download files in a reasonable amount of time.

- **Minimum system requirements:**  
  486 75 MHz personal computer (or its equivalent Apple or SUN/Unix machine) with at least 8 megabytes of RAM.

- **Recommended system requirements:** Pentium class personal computer (or its equivalent Apple or SUN/Unix machine) with at least 16 megabytes of RAM.
Appendix A

Internet Access

You will need to be able to reach the Internet, either through a network at your place of business or school or through a DSL connection, cable modem, or dial-up modem from home. If you use a dial-up modem, the speed should be at least 28.8 bps. If possible, use an Internet service provider that has a local access number, so that you can avoid long-distance connection charges.

Web Browser

Web browsers, such as Internet Explorer and Firefox, are used by a computer to navigate the Internet. To access our courses, you must use a browser that is both Java and JavaScript enabled. This option needs to be set in the preferences of your browser.

If you do not have Internet Explorer or Firefox, you can download the latest free versions to install on your computer using the links on our online orientation page.

E-mail Account

You need to have a valid e-mail address, so that we can confirm receipt of your lesson assignments. If you do not have an e-mail account as part of your Internet access, you may subscribe to one of the many free e-mail services available.
Appendix B

Contents

✓ Lesson 1 Self Check
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✓ Lesson 12 Self Check
✓ Lesson 13 Self Check
✓ Lesson 14 Self Check
✓ Lesson 15 Self Check
[This page left blank intentionally.]
### Lesson 1 Self Check

1. C  
2. B  
3. A, B, C  
4. B, C  
5. C, D  
6. A, C  
7. A, D  
8. A  
9. A  
10. B

### Lesson 2 Self Check

1. C, D  
2. B, C, D  
3. A, D  
4. B  
5. B  
6. A, B, D  
7. D  
8. C  
9. B  
10. B, C

### Lesson 3 Self Check

1. C  
2. C  
3. A  
4. A, B, C, D  
5. A, B, C, D  
6. C  
7. A, B, C, D  
8. C  
9. B, C  
10. A, B, D

### Lesson 4 Self Check

1. A, B, C  
2. A, B, C, D  
3. B, C  
4. A, C, D  
5. B, C, D  
6. B, C, D  
7. B, D  
8. C, D  
9. B, C, D  
10. A, C, D

### Lesson 5 Self Check

1. D  
2. C  
3. C  
4. B  
5. B  
6. A, B, D  
7. B, C  
8. A, B, D  
9. B, C  
10. A
### Lesson 6 Self Check

1. D  
2. B  
3. B  
4. A, B  
5. A

6. A  
7. A, D  
8. A, C  
9. B  
10. C

### Lesson 7 Self Check

1. B  
2. A  
3. A, B, D  
4. B  
5. A

6. B, C, D  
7. D  
8. A  
9. C  
10. C

### Lesson 8 Self Check

1. B, D  
2. B, C  
3. D  
4. A, B, C, D  
5. C

6. A  
7. C  
8. A, B, C, D  
9. A  
10. D

### Lesson 9 Self Check

1. D  
2. A  
3. A, B, C, D  
4. B  
5. D

6. B, D  
7. A, B, D  
8. B, D  
9. A, B, D  
10. A, D

### Lesson 10 Self Check

1. C  
2. A  
3. A  
4. A, B, D  
5. D

6. A  
7. B  
8. B  
9. B  
10. A, B, D
### Lesson 11 Self Check

1. A, B  
2. B, C  
3. B  
4. A  
5. C  
6. A  
7. C  
8. B  
9. C  
10. A, B, C

### Lesson 12 Self Check

1. B  
2. D  
3. B, C  
4. D  
5. C, D  
6. B, C  
7. A, C  
8. B, C  
9. C  
10. A

### Lesson 13 Self Check

1. B  
2. C  
3. A  
4. A  
5. C  
6. B  
7. C  
8. A  
9. D  
10. C

### Lesson 14 Self Check

1. D  
2. B  
3. C  
4. D  
5. B, D  
6. B  
7. B  
8. A, C  
9. B, D  
10. B

### Lesson 15 Self Check

1. B  
2. A  
3. D  
4. A, C, D  
5. C  
6. B  
7. C  
8. B, C  
9. D  
10. A