

WEEK	DATES	TOPIC	READINGS
1	7 Jan	Introduction to the course	
2	12 14	The Christian Right in Context	Wilcox, Ch. 1
3	19 20 21	Revivals and Revolution: The Christian Right in the 20th Century	Wilcox, Ch.
4	26 28	The Christian Right in American Politics	Wilcox, Ch. 3
5	2 Feb 4	Assessing the Christian Right	Wilcox, Ch. 4
6	9 11	The Future of the Christian Right	Wilcox, Ch. 5
7	16 18 1	MIDTERM EXAM The Christian Right and the 1996 Elections: An Overview	Rozell & Wilcox, Ch.
8	23 25	South Carolina Christian Right: Just Part of the Family Now? Texas: A Success Story, at Least for Now	Rozell & Wilcox, Ch. 2 Rozell & Wilcox, Ch. 3
9	2 Mar 4	Georgia: Purists, Pragmatists, and Electoral Outcomes North Carolina: Jesse's Last Stand?	Rozell & Wilcox, Ch. 4 Rozell & Wilcox, Ch. 5
10	9 11	SPRING BREAK SPRING BREAK	
11	16 18	Florida: Losing by Winning? Virginia: When the Music Stops, Choose Your Faction	Rozell & Wilcox, Ch. 6 Rozell & Wilcox, Ch. 7
12	23 25	Michigan: Veering to the Left? California: Between a Rock and A Hard Place	Rozell & Wilcox, Ch. 8 Rozell & Wilcox, Ch. 9
13	30 1 Apr	Oregon: The Flood Tide Recedes EASTER BREAK	Rozell & Wilcox, Ch. 10
14	6 8	Washington: Mobilizing for Victory Minnesota: Christian Conservatives Confront Their Limitations	Rozell & Wilcox, Ch. 11 Rozell & Wilcox, Ch. 12
15	13 15	Kansas: The Christian Right and the New Mainstream of Republican Politics Maine: Slow Growth in the pine Tree State	Rozell & Wilcox, Ch. 13 Rozell & Wilcox, Ch. 14
16	20 22	West Virginia: In Search of the Christian Right Conclusion: The Christian Right in Campaign '96	Rozell & Wilcox, Ch. 15 Rozell & Wilcox, Ch. 16
17	27 29	Review Review	
	3 May	FINAL EXAM -- Monday, 11:30 am to 2:30 pm	

MY PHILOSOPHY OF EDUCATION

I believe that good teachers can be best recognized by two traits. First, good teachers enjoy assisting their students in mastering knowledge. Hence, good teachers invest a great deal of time and effort in designing learning experiences (assignments, lectures, discussions, quizzes, exams, etc.) that motivate and bring out the best in students. *In other words, good teachers work hard to help their students.*

Second, good teachers also recognize their obligation to uphold academic standards. They meet their responsibility to their discipline, institution, and society to verify that the students they certify have mastered appropriate knowledge. Only then do the grades, credits, and degrees granted have meaning, integrity, or worth. *Hence, good teachers expect hard work from their students.*

These two teaching traits are not contradictory. Good teachers exhibit both traits. They do this by clearly stating requirements, stressing high standards from the very beginning of class, and not wavering from that commitment to excellence. Once it is clear what the rules are -- and that those rules will not be capriciously bent -- then the good teacher works hard to aid student efforts to achieve those high standards. But, the good teacher also expects hard work from all students. ***Mastery of knowledge is not an easy challenge. It requires significant effort on the part of the student as well as the teacher.***

STUDY HINTS

For this course, you are expected to complete the reading assignments (listed on the previous page) ***before the class meets***. Learning experts suggest five ways to improve your study habits:

- Budget your time.
 - A reliable rule of thumb is 2 hours of study outside the classroom for every hour in class.
 - For this course, that means ***at least 5 hours per week*** for reading, review, and study (not counting time spent in class).
- Maximize your learning efficiency.
 - Find a quiet location with no distractions.
 - Find your best time of day for study. Research indicates that most people are more efficient in the morning than in the afternoon or evening.
 - Break up your study sessions. After 40 or 50 minutes, take a 5 or 10 minute break.
- Read with a purpose.
 - Use some systematic method to mark important information presented in the text.
 - Make marginal notes to yourself in the text or on the chapter outline that summarize the content and organization of the chapter.
- Review early and often.
 - Don't wait until the last day and try to cram for all the material covered in many chapters.
 - Instead, review your notes at the end of each major subject heading. There are typically half-a-dozen major subject headings in most introductory textbook chapters.
 - Review all of your notes after completing the entire chapter.
- Recruit other students into a study group.
 - Compare study notes.
 - Quiz each other on facts, concepts, and theories covered in your reading assignments