

PARTIES AND PRESSURE GROUPS IN THE UNITED STATES
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WEEK	DATE	LOCATION	TOPIC
1	11 January	LH-110	Introduction to the course
2	16 18	LH-110 LH-110	Quiz 1: Hershey, Part One: Parties and Party Systems Hershey, Ch. 1: What Are Political Parties?
3	23 25	LH-110 LH-110	Quiz 2: Hershey, Ch. 2: The American Two-Party System
4	30 1 February	LH-110 LH-110	Quiz 3: Hershey, Part Two: The Political Party as an Organization Hershey, Ch. 3: The State and Local Party Organization Hershey, Ch. 4: The Parties' National Organizations
5	6 8	LH-110 LH-110	Quiz 4: Hershey, Ch. 5: Party Activists
6	13 15	LH-110 LH-110	Quiz 5: Hershey, Part Three: The Political Party in the Electorate Hershey, Ch. 6: Party Identification
7	20 22	LH-110 LH-110	Quiz 6: Hershey, Ch. 7: Party Coalitions and Party Change Brewer & Stonecash, Ch. 1: Divisions in American Politics Brewer & Stonecash, Ch. 2: Inequality and Opportunity in America: Growing Differences
8	27 1 March	LH-110 LH-110	Quiz 7: Hershey, Ch. 8: Who Votes – and Why It Matters Brewer & Stonecash, Ch. 3: Parties and Policy Proposals on Class Issues Brewer & Stonecash, Ch. 4: Class Divides in the American Public
9	6 & 8		Spring Vacation
10	13 15	LH-110 LH-110	Review Midterm Exam: Hershey, Chs. 1-8; Brewer & Stonecash, Chs. 1-4
11	20 22	LH-110 LH-110	Quiz 8: Hershey, Part Four: Parties, Nominations, and Elections Hershey, Ch. 9: How Parties Choose Candidates Hershey, Ph. 10: Choosing the Presidential Nominees
12	27 29	LH-110 LH-110	Quiz 9: Hershey, Ch. 11: The General Election
13	3 April 5	LH-110	Quiz 10: Hershey, Ch. 12: Financing the Campaigns Easter Vacation
14	10 12	LH-110 LH-110	Quiz 11: Hershey, Part Five: The Party in Government Hershey, Ch. 13: Parties in Congress and State Legislatures Brewer & Stonecash, Ch. 5: The Rise of Cultural Issues Brewer & Stonecash, Ch. 6: Party and Policy Proposals on Cultural Issues
15	17 19	LH-110 LH-110	Quiz 12: Hershey, Ch. 14: The Party in the Executive and the Courts Brewer & Stonecash, Ch. 7: Cultural Divides in the American Public Brewer & Stonecash, Ch. 8: The Dual Divisions of Class and Culture
16	24 26	LH-110 LH-110	Quiz 13: Hershey, Ch. 15: The Semi-Responsible Parties Hershey, Ch. 16: The Place of the Parties in American Politics
17	1 May 3 May		Reading Day Final Exam: Hershey, Chs. 9-16; Brewer & Stonecash, Chs. 5-8 Thursday, 3-6 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 and knowledge-acquisition skills. 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 and knowledge-acquisition skills. 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 and knowledge-acquisition skills at the university level 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 course credit hour. For this three-credit-hour course, that means ***about 6 hours per week*** for reading, review, and study (not counting the time spent in class).
 - Pulling an all-nighter before the midterm or the final exam will *not* make up for investing 6 hours per week each and every week of class.
- Maximize your learning efficiency.
 - Find a quiet location with no distractions.
 - Find your best time of day for study. Research indicates that most adults are more efficient in the morning than in the afternoon or evening (which is why surgeries are scheduled for early morning hours), but that may not be the case for you.
 - Break up your study sessions. After 40 or 50 minutes, take a 5 or 10 minute break.
- Read and listen critically.
 - Make marginal notes to yourself in the text and on the chapter outline handed out in class.
 - Be an active participant in class. Ask questions about any reading materials or classroom discussions that are not clear to you or that you disagree with.
- Read and review daily
 - Don't wait until the last day or weekend before an exam to try to cram.
 - Read each chapter ahead of class discussion.
 - Review your class notes and textbook notations after every class.
- Recruit other students into a study group.
 - Compare study notes.
 - Quiz each other on facts, concepts, and theories covered in your reading assignments.