THIRD TEST: Remember that the Third Test has been rescheduled for the second-to-last day of class Friday, December 10. It will be in the same multiple-choice format as the two previous tests, and it will cover the material covered in class since the second test. Thus the test will cover from Topic #24 (Congress as a Representative and Legislative Assembly) through as far as we get by the end of class on Wednesday, December 8. Hopefully this will include everything in Topics #38-41, for which you have already received a Study Guide. The Third Test and the Final Exam will not cover Topics #30-34, which we do not have time to cover in class.

The Student Course Evaluation Questionnaire (SCEQ) will be distributed with the test, and you will be asked to fill out the questionnaire only if you have adequate time after completing the test. Because most students finished the previous tests early, and because the third test will be somewhat shorter than the previous ones (about 35 questions), I believe that almost all students will have time to finish the test comfortably and also fill out the questionnaire. But if you are pressed for time, clearly you should give priority to completing the test as well as you can.

As before, test grades will be posted (for those students who request this) by campus ID number on the course web page once they are ready (probably sometime on the evening of Thursday, May 13). The posting will show your grade on the third test, and also your three-test average.

On the last day of class (Monday, December 13), I will go over the questions on both the Second and Third Tests and answer any more general review questions. No new material will be introduced. You may attend either or both (10 and 11 o’clock) session.

COMBINED FINAL EXAM: Wednesday, December 15, 10:30-12:30, in PUP 105 (not our regular classroom but the Lecture Hall downstairs). Remember to check with me if this time presents you with a conflict; I can be flexible in arranging alternate exam times on an individual basis.

Final Grades. For those students who request it (by checking a box on the Final Exam), I will post grades for (i) the second writing assignment (which will not be returned prior to the end of the semester), (ii) the final exam, and (iii) the course as a whole on the course web page once they are ready. You can also come by my office in January or during the Spring semester to collect your second writing assignment and final exam booklet, if you wish to get them back.

Remember that the earlier tests and quizzes will not affect your course grade at all if you do better on the final exam. Therefore, if you are disappointed with your grade thus far, please bear in mind that you can help yourself enormously by doing well on the final exam. However, it has been my experience in the past that some students do not take the final exam seriously enough and thereby hurt rather than help themselves. In particular, some students do not appear to prepare for the exam adequately or simply do not use all the time they have available at the exam to write complete answers. Remember also that if you fail the Final Exam, you cannot get a grade of higher than D in the course (regardless of your test and writing assignment grades).
The final exam will be a two-hour written ("blue book") exam. It will be comprehensive (or "cumulative") in nature, covering both readings and class lectures and discussion from the entire semester. In both respects, therefore, the final exam differs from the midterm tests.

The final exam will not ask you to write essays (as more advanced political science exams typically do). You will write on twenty-four items for five minutes each and with a limited amount of choice among items. A typical portion of the exam would look like this:

(15 minutes). Select three of the four items below. For each, identify what is being referred to and briefly discuss its significance.

a. New Jersey Plan vs. Virginia Plan
b. Brown v. Board of Education
c. pork barrel politics
d. executive privilege vs. executive prerogative

However, on the test itself, related items (dealing with the same general topic, e.g., the Constitution, judicial review, the Presidency) will be grouped together for choice. If an item is a pair of terms ("A vs. B"), you should make clear the nature and significance of the distinction that is to be drawn between them. If possible, relate the item to other concepts introduced in the course. Here are two further sample questions (drawn from Topics #27 and #36, the former covered by an "enhanced" Study Guide), together with very thorough sample answers that would be scored as "better than excellent."

For each item below, identify what is being referred to and briefly discuss its significance.

a. patronage (or spoils) system vs. civil service system
b. pledged presidential electors

a. Under the federal patronage or spoils systems used for much government employment during most of the 19th century, Presidents upon winning an election and assuming office would dismiss ordinary government employees (such as clerks, postmasters, tax collectors, etc.) and replace them with their own supporters, based on the principle that “to the victors belong the spoils.” This made government employees very responsive to the President’s wishes, but it also produced a lot of corruption. The patronage system was in due course ended by civil service reform, under which government employees are hired and promoted on the basis of “merit” as assessed by competitive exams and neutral procedures, and they can acquire permanent tenure. Civil service reform increased the technical competence of the government workforce and reduced corruption, but it also created a federal bureaucracy that is less responsive to Presidential wishes.

b. The framers of the Constitution expected (or at least hoped) that Presidential electors would function as representative trustees of their states or districts. But once contested Presidential elections arose in 1796, the voters or state legislators who selected the electors quickly realized that they were not looking for “wise” electors
of the trustee type but electors of the instructed delegate type who would cast their
electoral votes in a predictable and preferred way. Thus prospective presidential
electors have been pledged in advance as to how they would cast their electoral votes
if selected, and they have been chosen exclusively on the basis of such pledges, not
their personal qualities.

Each 5-minute item on the Final Exam will be evaluated on a scale running from 0 to 5. Both
of the sample answers above would be deemed to be complete, accurate, and excellent and would
be scored as 5 — and indeed shorter and less detailed answers could earn the same maximum score.
Most actual student answers are scored between 2.5 and 4. A test in which all answers are scored
2.5 would get a grade of D+; one in which all answers are scored 4 would get a grade of an A– and
one in which all are scored 4.5 would get an A+. Of course, most student exam books include a
mixture of stronger and weaker answers.

Every item on the test will be drawn from the Review List that follows. (In fact, only the more
significant and heavily emphasized items on this Review List will appear directly on the final exam;
however, many other items on the Review List might be referred to in good answers.) Therefore, the
Review List (together with the complete set of Study Guides) should be an important aid for preparing
for the final exam. If you have followed something like the Recommended Study Procedure outlined
in the syllabus, the material you have accumulated should be especially helpful in preparing for the
final exam. All the PowerPoint slides used in class will remain on the course website until after the
final exam.

In answering these questions, you should aim for precise, accurate, and complete answers.
A complete answer to one of these five-minute items will usually require several sentences or short
paragraph. In my experience, it is necessary for students to use most or all of the two hours in order
to write complete answers.

REVIEW LIST OF KEY WORDS

Empirical vs. normative statements
Anarchism/anarchy
Legitimacy (empirical and normative)
Consent theory (Hobbes vs. Locke)
    state of nature /state of war: law of nature and natural rights
    social contract/covenant
    limited vs. unlimited government
    right of revolution
Declaration of Independence
Anarchic / confederal / federal / unitary systems
    delegated vs. reserved powers
Articles of Confederation
  government by states (manner of representation)
  government of states (manner of exercising delegated powers)
Federal constitutional convention
  Virginia vs. New Jersey Plan
  representation / commerce / executive / federal compromises
Ratification campaign (Article VII)
  Federalists vs. Antifederalists
  Federalist Papers
  Bill of Rights
Popular government
  democratic vs. republican forms (Madison)
  classical vs. factional tyranny
Federalist 51 (Madison)
  constitutional “checks and balances” (“ambition vs. ambition”)
Federalist 10 (Madison)
  factions / “social checks and balances” / extensive compound republic
Amending the constitution (Article V)
  alternate procedures for proposal and ratification
Constitutional interpretation
Judicial review: automatic/abstract vs. “byproduct”
  Federalist 78 (Hamilton)
  Marbury v. Madison
Federal vs. state courts
  district / appeals (circuit) / supreme court
  appellate vs. original jurisdiction
  judicial decision making
    writ of certiorari
    court / concurring / dissenting opinions
  judicial appointments and tenure during “good behavior”
  judicial self-restraint vs. activism: stare decisis
Federalism (vs. decentralization)
  federal grants-in-aid and block grants
Phases of Supreme Court activity
  1800-1850: delegated (national) vs. reserved (state) power
  1875-1935: economic laissez-faire
  1940-present: civil rights and liberties
McCulloch v. Maryland
  “necessary and proper” clause / “supremacy” clause
Gibbons v. Ogden / Hammer v. Dagenhart
  “interstate commerce” clause
Court vs. New Deal
  “court packing” plan / “switch in time”
Subject (procedural) vs. citizen (political) rights

Freedom of expression
  J.S. Mill, *On Liberty*
  First Amendment rights
    “clear and present danger” doctrine (*Schenck v. U.S.*)

14th Amendment: “due process” clause
  substantive due process
  nationalization of the Bill of Rights
    *Gideon v. Wainwright*

Constitution and slavery
  3/5 compromise
    *Dred Scott v. Sandford*
  13th Amendment

15th Amendment

14th Amendment: “equal protection” clause

Southern “Jim Crow” system
  *de facto* racial disenfranchisement
  *de jure* racial segregation
    “separate but equal” doctrine (*Plessy v. Ferguson*)
    *Brown v. Board of Education*

Representation vs. legislation

  national vs. local (constituency) representation
  descriptive representation (similarity)
    demographic / personality / experiential / political and policy preferences
    sample assembly / election by lot
  representation as agency: delegate vs. trustee / Burkean dilemma / delegate’s dilemma
    pork barrel politics / casework

Apportionment of House seats

Single Member Districts (SMDs) with simple plurality

Congressional districting
  “malapportionment” (district size)
    “one man, one vote” doctrine (*Baker v. Carr*)
  “gerrymandering” (district shape)
    homogenous vs. heterogenous districts
    “majority-minority” districts / *Shaw v. Reno*

Legislative process

  parliamentary vs. separation of powers systems
  standing committees and subcommittees
    agenda power
    hearings / markup

House Rules Committee: open vs. closed rule
Senate vs. House contrasts in procedure
  House germaneness rule vs. Senate “riders”
  limited debate (House) vs. unlimited debate (Senate): “filibusters” and cloture
voice / teller / roll call votes
conference committee
Presidential veto / override / pocket veto / item veto
Citizen legislature vs. professional legislature
  Congressional turnover / term limits
  Congressional specialization
    committee assignments and tenure
    seniority system
Congressional localism: popular members vs. unpopular Congress
Office of President
  unitary vs. plural executive (Hamilton, Federalist #70)
  constitutionally enumerated powers of the President
    expansive precedents
  inherent executive power
    executive privilege
    executive prerogative
Presidential leadership
  national representation (President) vs. local representation (Congress)
  normative aspects of Presidential power
Congressional vs. Presidential powers
  “the two presidencies” (Wildavsky)
    “powers” vs. “power” of President
Government bureaus and agencies
  Congressional delegation: bureaucratic rule-making
    independent regulatory agencies
  bureaucratic recruitment and tenure
    patronage/spoils system
    merit system/civil service reform
American liberal political culture (“liberal consensus”)
  Tocqueville, *Democracy in America*
    individualism
      (individual) rights and liberties
      equality of opportunity (vs. results)
Presidential selection
  Electoral College: contingent procedure / 12th Amendment
    transformation due to party system
      pledged electors / popular election of electors / general ticket system
Presidential nominations:
  congressional caucus
  nominating convention
    party-dominant system of nomination
    presidential primaries
    mixed system of nomination
    candidate-dominant system of nomination

Extension of suffrage (constitutional amendments, Voting Rights Act)
  “Jacksonian revolution”
  voter registration
  voting turnout

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Political parties and party competition
  market model / jury model

Two-party vs. multi-party system
  single-member districts (SMD) + plurality rule => two-party convergence
  multi-member districts (MMD) + proportional representation => multi-party divergence

Direct primary elections

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Historical American party systems
  realigning elections
  First Party System
  Second Party System
  Third Party System
    “Solid South”
  Fourth Party System
  Fifth Party System
    “New Deal Coalition”
  Sixth (Dealigned) Party System
  Seventh (Contemporary) Party System

Note 1: Items below the first line break [~~~] had not been covered in class as of 12/03/10 [when this Review List was prepared].

Note 2: Many items below the second line break do not appear in the Study Guide for Topics #38-41, but will probably be presented in class, in which case they may appear on the Third Test and/or Final Exam.