

✓ face-to-face, government

**Palo Alto College Course Syllabus**  
**Govt. 2305 – American Government I – National**  
**Spring, 2017**  
**Monday/Wednesday Evening Format**

**Section and Time:** 054 (CRN 23951) 5:30-6:45 p.m.

**Name of Instructor:** Ginny Stowitts Traina, Associate Professor

**Instructor's Office Phone Number:** 486-3149

**Instructor's E-Mail Address:** [vstowitts@alamo.edu](mailto:vstowitts@alamo.edu)

**Instructor's Office Number:** Brazos, Room 217

**Instructor's Office Hours:** 8:30-5:30 Monday & Wednesday

8:00-5:00 Tuesday, Thursday, Friday

**Catalog Description:** A general survey course in American government covering the theories and concepts of government, the United States Constitution, politics, public opinion, political parties, human rights, and the functions of national, state and local governments.

**Course Objectives:** The aim of government 2305 is to provide students with the understanding of:

- 1) The nature of a political system as it relates to the concept of the social contract, the origination and rationalization of political power.
- 2) The principles that our political system is based on, how these principles are expressed in the Constitution, and how they guide the functioning of our institutions, i.e., executive, legislative, and judicial branches and the federal bureaucracy.
- 3) The political processes in our society as they relate to the relationship between citizens and government in a democratic system.

**Student Learning Outcomes:** Upon successful completion of this course, students will:

- 1) Explain the origin and development of constitutional democracy in the United States.
- 2) Demonstrate knowledge of the federal system.
- 3) Describe separation of powers and checks and balances in both theory and practice.
- 4) Demonstrate knowledge of the legislative, executive and judicial branches of the federal government.
- 5) Evaluate the role of public opinion, interest groups, and political parties in the political system.
- 6) Analyze the election process.
- 7) Describe the rights and responsibilities of the citizen.
- 8) Analyze issues and policies in United States politics.
- 9) Express oneself with precision and clarity, whether orally or in writing.

### Methods of Assessment

**Textbook Assignments:** Students are required to read all textbook assignments as scheduled throughout the course of the semester. Please refer to the daily course plan attached to the end of the syllabus.

**Current Events Reports:** At the beginning of each class, students will report orally on the important events on the national, state or local level that occurred during the week.

**Written Assignment:** Students will be provided with a list of five separate essay question options from which to select **one from each list** to answer and analyze. **Responses must be typed, double spaced and at least 2 pages in length.** If students need information from an outside source, they must properly cite the source in the body of the essay as well as attach a bibliography. Each essay must be submitted according to the daily course schedule. Late essays will be accepted with point deductions of at least five points. **I will not accept e-mailed essays. All responses must be original work.** If duplicated work is submitted, I will give a zero on the assignment submitted by each participating member. A second instance on the part of the student will result in the student being removed from the class. **These five essays will count as 30 percent of your total grade.**

**Section Tests:** Students are required to take four tests covering all classroom materials. The questions for the tests are taken from the study guide that accompanies the textbook. Therefore, it is imperative that students complete the study guide questions prior to examination periods. The answers to the study guide questions are provided within the study guides. Students do not need to purchase a Scranton. I will provide my own answer sheets. The tests are closed book consisting of 25 multiple choice questions, 20 true/false questions and one discussion question. Once every one has taken the test, the answer sheet will be returned to the students. The tests will cover the following:

Test #1 – Foundations of government, the Constitution, federalism, and political socialization process (Study Guides: 1, 2, 3, 4)

Test #2 – Political parties, campaigns and elections, the media, and interest groups (Study Guides: 5, 6, 7, 8)

Test #3 – Congress, the presidency, the bureaucracy (Study Guides: 9, 10, 11)

Test #4 – The federal court system, civil rights, civil liberties, public policy and social services (Study Guides; 12, 13, 14, 15, 16)

**Section Tests count as 50 percent of the total grade.**

**Extra Credit for section tests:** Students can earn extra credit by submitting their responses to questions from the articles assigned in the Reader portion of the study guide (located in the back of the study guide). At the end of each article is a series of questions. Each question submitted with the correct and complete answer will be counted as 1.5 points of extra credit for that particular section test. Students must include the question to accompany their response. Students need to submit their responses at the

time they take a section test. **Responses must be original work.** Students will not receive any extra credit points if they submit copied or plagiarized responses. Please be sure to put your name on your question responses. The maximum number of extra credit points per test is as follows:

Test Number	Set of Reader Questions	Possible Points
Test #1	33 questions x 1.5	49.5
Test #2	16 questions x 1.5	24.0
Test #3	29 questions x 1.5	43.5
Test #4	53 questions x 1.5	79.5
Total	131 questions x 1.5	196.5

The block of reader questions that can be used for each test are as follow:

Test No.	Article Title	No. of Questions
Test #1	James Madison Promotes Religious Freedom	3
	The Blueprint for a New Government	3
	George mason: A Voce Opposed to the Constitution	4
	The Federalist Papers	3
	Dred Scott	3
	Lincoln Defends the Preservation of the Union	3
	Excerpts from <i>Democracy in America</i>	3
	The Dilemma of Race in America	1
	William Bradford on Samoset, Squanto, etc.	1
	Virginia Statutes on Slaves and Servants	5
	Thomas Paine	3
	Why We Don't Want Men to Vote	1
<b>Total</b>	<b>33 questions x 1.5 = 49.5 points</b>	
Test #2	<i>The New York Times Co., v Sullivan</i>	2
	Lobby Acts of 1994	2
	The Power Elite	3
	<i>Bush v Gore</i>	4
	<i>Bush v Gore: Judge Ginsberg, Dissenting</i>	2
	Senators Talk About their Votes in the Impeachment Trial	3
<b>Total</b>	<b>16 questions x 1.5 = 24 points</b>	

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<b>Test #3</b>	Gulf of Tonkin Resolution	2
	War Powers Act of 1973	4
	Sam Ervin's Perspective on Watergate	4
	State of the Union Message – William Clinton	2
	Predicting Presidential Performance	3
	Lyndon Johnson on the Great Society	2
	Pentagon Issues New Guidelines for Gays in the Military	3
	The Plight of the Homeless	3
	The Great Depression and the City	2
	Theodore Roosevelt Publicizes Conservation, 1908	3
	Phillis Wheatley Eulogizes Nature 1773	1
		<b>29 questions x 1.5 = 43.5 points</b>
<b>Test #4</b>	President Kennedy to President Diem	2
	<i>Plessy v Ferguson</i> and <i>Brown v Board of Education</i>	5
	<i>Roe v Wade</i>	2
	<i>Buckley v Valeo</i>	2
	<i>Burlington Industries Inc., v Ellerth</i>	2
	Flag Desecration and the Proposed Constitutional Amendment Banning Flag-Burning	1
	Giving Honor to Old Glory	1
	The Psychology of Student Discontent	2
	Declaration of Sentiments and Resolutions	4
	The Civil Rights Movement: Fraud, Sham and Hoax	2
	The Indian Child Welfare Act	3
	Defense of Marriage Act	2
	Two Statements on Race Relations	4
	A Proclamation from the Indians of All Tribes, Alcatraz Island, 1969	2
	Elsie Hill on Why Women Should Have Full Equality	2
	The Equal Rights Amendment	1
	The Equal Rights Amendment Support	3
	The Bureau of Indian Affairs Lauds Indian Participation . . .	1
	Hopi Leaders on the Desecration of their Sacred Lands	2
	Dr. Leslie Holman Asks:	3
	Old Lady Horse Tells How the Buffalo Disappeared	3
	Mary Church Terrell – Lynching from a Negro's Point of View	2
	A White Man's Rational for Killing Indians . . .	2
	<b>Total</b>	<b>53 questions x 1.5 = 79.5 points</b>

**Final Exam:** The final exam will be a comprehensive test covering all of the required textbook materials, classroom lectures and study guides 1-18. **The final exam is worth 20 percent of the final grade.**

**Academic Dishonesty:** Any incidence of academic dishonesty will result in a zero for that particular test to include the final exam. If you share testing information during the testing period, all parties involved will be penalized. If any identifiable incidence of academic dishonesty is discovered on a student's written assignments, the student will receive a zero for that assignment. There will be no exceptions.

Forms of academic dishonesty include:

- a) Cheating – deception in which a student misrepresents that he/she has mastered information on a academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- b) Academic misconduct – tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- c) Fabrication – use of invented information or falsified research.
- d) Plagiarism – unacknowledged quotation and/or paraphrasing of someone else's words, ideas, or data as one's own work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Extra Credit Assignments:** Throughout the course of the semester numerous seminars, lectures and activities will be conducted throughout the San Antonio area. Approved extra credit activities will earn you ten points for each event. On Thursday, April 27, Palo Alto will present its annual PACfest Fiesta event. I will give ten points of extra credit for every hour a student volunteers to work the event during the day with twenty points of extra credit per hour for the after-event clean up assignment.

***Please note: extra credit cannot be used to replace an assignment. The points merely enhance the grade for that assignment.***

Extra credit points are applied first to section tests, then to the written assignments and last to the final exam. Extra credit is applied at the end of the semester. For example, a student's test average is 80/B. I multiply 80 x 5 to equal 400 points. If the student has 200 points of extra credit, I take 100 of those points and add them to the 400 to equal a maximum of 500 points. I then take the written assignment grade and multiply that by 3. If the student's total points of 250, I then take 50 points from the leftover 100 points of extra credit and add those to the 250 for a maximum of 300 points. The remaining 50 points of extra credit would then be added to the final exam score to bring that grade to 200 points.

**No assignments, extra credit or makeup tests will be accepted beyond the last day of the regularly scheduled classes for the Spring, 2017 semester, May 5, 2017.**

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**Evaluation:** The evaluation of a student's performance should reflect the expected student competencies. In the area of writing, the evaluation will be based on the student's ability to express his/her views on politics and institutions. In other words, the student will be evaluated on his/her ability to use political concepts in an integrated manner in describing his/her views. The student's classroom performance will be evaluated as follows:

<b>Assignment</b>	<b>Percentage of Final Grade</b>
Section Tests	50%
Four Essays	30
Final Exam	20%
Total	100%

**Grading Scale:** The following grading scale will be used for this course:

- A – 90 through 100
- B – 80 through 89
- C – 70 through 79
- D- 60 through 69
- F – 59 and below

**Required Text:** Schultz, et al., *American Government and Politics in the New Millennium*, 9<sup>th</sup> ed., Abigail Press, 2011 and the *Study Guide/Reader* 9<sup>th</sup> ed.

**Student Requirements:**

**Attendance** - Students are required to attend each scheduled class meeting. The 'Excessive Absence Policy' as described in the PAC College Bulletin (Catalog) states that "a student who has absences equivalent to two weeks of class instruction **maybe** dropped by the instructor." The instructor does have the right to drop a student from the class for excessive absences. However, you should **never** depend upon me to exercise this option. Please remember that your attendance does have an effect on your final grade.

It is the student's responsibility to notify the instructor preferably before the class meets, that they will be absent from class. Students may call me at PAC at (210) 486-3149 or (210) 486-3140. My office is Room 217 in the Brazos Building.

**Dropping the course:** Palo Alto College requires that any student wishing to drop a class, must speak to their instructor prior to initiating the drop. I will not sign a drop slip unless the student has followed the college's policy. The last day to drop is April 17, 2017. No student or instructor initiated withdrawals will be accepted after this date.

**Assignments:** It is the student's responsibility to complete all assignments as scheduled by the instructor. Please refer to the daily course plan attached to the end of the syllabus. If a student is absent, it is the student's responsibility to obtain class notes from their classmates.

**Makeup tests:** Any student who is absent from a scheduled test date will be required to take the test during the next scheduled class meeting. This test may be an all essay test. All tests with the exception of the final exam, must be completed by **Friday, May 5, 2017**.

**Disability Accommodations:** Students with physical and/or learning disabilities that require special accommodation must be registered with PAC's Disability Services Office in order to receive these accommodations.

**Cell Phones and Laptops in Class:** With the exception of an identified family emergency, all cell phones are to be turned off and placed off of the desk. Laptops can be used for course specific work only. Students using the laptop for work other than class-specific assignments will be asked to turn it off.

**Conduct in Class:** Since this is a government course, there will be times when a side of an argument or an issue belongs to one or a few students. All of us must be respectful of each other's right to express their opinions. We owe our fellow students to listen and pay attention to their points of view without reacting in unpleasant or unsettling behavior.

**American Government-Daily Course Plan  
Spring, 2017 Monday/Wednesday Evening Format**

<b>Date</b>	<b>Content</b>	<b>Assignment</b>
1/16/17	No Classes - Holiday	
1/18/17	Introduction to the Course Review of the Syllabus	Read Chapter 1
1/23/17	Current Event Reports Topic: The Foundations of Government	Read Chapter 2, Schultz
1/25/17	Current Events Reports Topic: The Constitution <b>Essay #1 Due</b>	Read Chapter 3, Schultz
1/30/17	Current Events Reports Topic: Federalism	Read Chapter 4, Schultz
2/1/17	Current Events Reports Topic: The Political Socialization Process	Study for Test #1
2/6/17	<b>Take Test #1 (Study Guides 1-4)</b>	Read Chapter 5, Schultz
2/8/17	Current Events Reports Topic: Political Parties	Read Chapter 6, Schultz
2/13/17	Current Events Reports Topic: Campaigns and Elections <b>Essay #2 Due</b>	Read Chapter 7, Schultz
2/15/17	Current Events Reports Topic: The Media <b>Essay #2 Due</b>	Read Chapter 8, Schultz
2/20/17	Current Events Reports Topic: Interest Groups	
2/22/17	Current Events Reports Topic: Interest Groups	Study for Test #2



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<b>Date</b>	<b>Classroom Activity</b>	<b>Homework Assignment</b>
2/27/17	<b>Take Test #2 (Study Guides 5-8)</b>	Read Chapter 9, Schultz
3/1/17	Current Events Reports Topic: Congress	
3/6/17	Current Events Reports Topic: Congress <b>Essay #3 Due</b>	Read Chapter 10, Schultz
3/8/17	Current Events Reports Topic: The Federal Bureaucracy	Read Chapter 11, Schultz
3/13-3/19	No Classes – Spring Break	
3/20/17	Current Events Reports Topic: The Presidency	
3/22/17	Current Events Reports Topic: The Presidency	Study for Test #3
3/27/17	<b>Take Test #3 (Study Guides 9-11)</b>	Read Chapter 12, Schultz
3/29/17	Current Events Reports Topic: The Federal Court System	
4/3/17	Current Events Reports Topic: The Federal Court System <b>Essay #4 Due</b>	Read Chapters 13 & 14, Schultz
4/5/17	Current Events Reports Topic: Civil Liberties	
4/10/17	Current Events Reports Topic: Civil Rights	Read Chapter 15, Schultz
4/12/17	Current Events Reports Topic: Public Policy Development Process	Read Chapter 16, Schultz

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<b>Date</b>	<b>Classroom Activity</b>	<b>Homework Assignment</b>
4/17/17	Current Events Reports Topic: Social Services Essay #5 Due	
4/19/17	Current Events Reports Topic: Social Services	Study for Test #4
4/24/17	Take Test #4 (Chapters 12-16)	Read Chapter 17, Schultz
4/26/17	Current Events Reports Topic: The Environment	Read Chapter 18, Schultz
5/1/17	Current Events Reports Topic: Foreign Policy	
5/3/17	Current Events Reports Topic: Foreign Policy	Study for Final Exam
5/8-5/12	Final Exam Week	

### Question for Essay #1 (2015 update)

**Directions:** Students may submit responses to one of the following questions to be submitted as indicated on the daily course schedule. Only for extraordinary circumstances determined by me will a student be allowed to turn on a late essay. All responses must be ORIGINAL WORK, typed, double space and at least two pages in length. If materials are taken from an outside source to include the textbook, a proper in-text citation or note cited page as well as a bibliography must accompany this paper. Any use of copied materials will merit a zero for this assignment. The bibliography must be on a separate page from the body of the essay. On the first page of your essay, please include the question you are addressing.

1. Democracy has two basic forms: direct democracy and representative democracy. What are the major differences between the two concepts? Why did the Athenians change their system from direct to representative?
2. What are the fundamental differences between ideological perspectives of communism and socialism? Provide specific examples to illustrate your key points. In your opinion, what are the fundamental flaws that prevent these political philosophies from guiding governing institutions over the long term?
3. Define liberalism. What are the different schools of political thought that fall under the banner of liberalism? What differentiates a liberal from a conservative?
4. Define conservatism. What are the different schools of political thought that fall under the banner of conservatism? What differentiates a conservative from a liberal?
5. Define elitism and pluralism. What are the fundamental differences between the two? In your opinion, is American politics dominated by the elitist or pluralist theories or a combination of both? Support your assessment with specific examples.
6. The Declaration of Independence is a statement of specific grievances against the British government whereas the United States Constitution provides guarantees against the nation's new government from exercising the same tactics against American citizens. By analyzing the two documents, what specific grievances were listed and what measures did the framers take in the Constitution to address these concerns?
7. Define and compare the two primary means of dividing governing power: federal, confederation and unitary. In your opinion, what one is the best model for the United States government to follow?

## Question for Essay #2

**Directions:** Students may submit responses to one of the following questions to be submitted as indicated on the daily course schedule. Only for extraordinary circumstances determined by me will a student be allowed to turn on a late essay. All responses must be ORIGINAL WORK, typed, double space and at least two pages in length. If materials are taken from an outside source to include the textbook, a proper in-text citation or note cited page as well as a bibliography must accompany this paper. Any use of copied materials will merit a zero for this assignment. The bibliography must be on a separate page from the body of the essay. On the first page of your essay, please include the question you are addressing.

1. Few would disagree that civil liberties are not absolute and that there remains a need for constraints on them to preserve social order. In your estimation what is the appropriate balance between the exercise of individual liberties and the government's role in preserving social order? Provide specific examples to illustrate your position.
2. In your opinion, should the framers of the Constitution have abolished slavery at the time they wrote the document? What political, social, economic and perhaps, moral guidelines were prevalent at that period of time that dominated their differing viewpoints and their ultimate decision?
3. With the adoption of the 14<sup>th</sup> Amendment, all levels of government were tied to the protection of civil liberties detailed in the Bill of Rights. What is the concept of the incorporation doctrine? Specifically list those provisions of the Bill of Rights that have been incorporated by the Supreme Court. In your opinion, does the incorporation doctrine restrict the ability of the states to govern over their residents? Provide specific examples to support your response.
4. From your personal experiences, how did the public school system influence your personal political perspectives and issue positions? Provide specific examples.
5. What were the issues before the Supreme Court in *Texas v Johnson*? How did the Court rule in the issue(s)? Do you agree with the Court's decision?
6. What is nationalism? In your opinion, is nationalism necessary to building a strong nation state?
7. How has the candidate-centered campaign adversely impacted the popularity and power of both the Democratic and Republican Parties?
8. What are the major issues of the Tea Party Movement? In your opinion, is the Tea Party Movement viable enough to overtake the Republican Party or go on its own and create a third political party?
9. What were the major issues in *Citizens United vs the Federal Elections Campaign* decision rendered by the United States Supreme Court? In your opinion, has the court's decision made a positive or negative impact on campaigns and elections? Support your response with specific examples.

### Question for Essay #3

**Directions:** Students may submit responses to one of the following questions to be submitted as indicated on the daily course schedule. Only for extraordinary circumstances determined by me will a student be allowed to turn on a late essay. All responses must be ORIGINAL WORK, typed, double space and at least two pages in length. If materials are taken from an outside source to include the textbook, a proper in-text citation or note cited page as well as a bibliography must accompany this paper. Any use of copied materials will merit a zero for this assignment. The bibliography must be on a separate page from the body of the essay. On the first page of your essay, please include the question you are addressing.

1. What is an interest group? In your estimation, are interest groups helpful or harmful to the democratic process? Provide specific examples in support of your opinion.
2. What is an iron triangle? Are they necessarily harmful or beneficial to the public policy process? Provide specific examples in support of your response.
3. In your opinion, is the United States Congress representative of the needs of the American people? Defend your position.
4. Define incumbency. What are the advantages and disadvantages in the election process of being an incumbent candidate? Provide specific examples to illustrate your points.
5. What are the constitutional powers of the presidency? In your opinion, what is the most important power of the presidency? Defend your position.
6. Affirmative action is governmental actions designed to help minorities and women to overcome the effects of past discrimination and complete on an equal basis with the majority. In your estimation, in what ways has affirmative action been helpful or harmful in advancing women and minorities in employment opportunities? Provide specific examples in support of your position.
7. Why did the two-party system develop in the United States?
8. Minor or third parties do exist in the United States and have periodically had an important impact on American politics. The modern Republican Party is the only third party movement to evolve into a major political party. In your estimation, why do third party movements fail to garner long term support with the American electorate? Provide specific examples in support of your observations.
9. Why is public opinion so important to policymaking in the United States? Provide specific examples in support of your observations.
10. In your opinion, does public opinion really reflect the will of the people? Provide specific examples in support of your observations.

### Question for Essay #4 (CT)

**Directions:** Students may submit responses to one of the following questions to be submitted as indicated on the daily course schedule. Only for extraordinary circumstances determined by me will a student be allowed to turn on a late essay. All responses must be ORIGINAL WORK, typed, double space and at least two pages in length. If materials are taken from an outside source to include the textbook, a proper in-text citation or note cited page as well as a bibliography must accompany this paper. Any use of copied materials will merit a zero for this assignment. The bibliography must be on a separate page from the body of the essay. On the first page of your essay, please include the question you are addressing.

1. If you were President of the United States, what policy options would you use to address the rise of terrorist organizations in the Middle East? Provide specific data in support of your policy option.
2. If you were President of the United States, what would be your major domestic policy objective? Why would you choose this particular problem? What actions would you take to address this objective?
3. In your estimation, what is the nation's most pressing environmental concern? If you were President of the United States, what actions would you take to address this issue? Provide specific examples in support of your policy directive.
4. In your opinion, what policy position should the federal government take regarding illegal immigration? Provide specific examples in support of your policy directive.
5. In your estimation, what is the nation's most pressing issue regarding civil rights? Provide specific examples in support of your response. What actions should government take to address this issue?
6. In your opinion, should the election for the presidency be changed from the electoral system to a direct election? What are the pluses and minuses of each option?
7. In your opinion, why do some people participate in politics while others do not?
8. Voter participation in the United States had generally decline over time and with the exception of presidential elections, American voter turnout is lower than in other Western representative democracies. In your estimation, what specific actions can be taken the reverse these trends?
9. In your opinion, does the president have enough power to do what people expect him/her to do? Provide specific examples in support of your position.

### Question for Essay #5

**Directions:** Students may submit responses to one of the following questions to be submitted as indicated on the daily course schedule. Only for extraordinary circumstances determined by me will a student be allowed to turn on a late essay. All responses must be ORIGINAL WORK, typed, double space and at least two pages in length. If materials are taken from an outside source to include the textbook, a proper in-text citation or note cited page as well as a bibliography must accompany this paper. Any use of copied materials will merit a zero for this assignment. The bibliography must be on a separate page from the body of the essay. On the first page of your essay, please include the question you are addressing.

For this essay, students must use the eight steps of the planning process detailed in Chapter 15 of the textbook. These steps are: problem identification, agenda building, formulation of policy, budgeting, political implications, implementation, adoption and selling, and evaluation.

Situation 1 – Nationwide the number of individuals out of work have exhausted their unemployment benefits but are still unemployed. As President of the United States, what public policy initiatives would you develop to address this issue?

Situation 2- As evidenced in mid-west and Texas, the summer's drought, water shortages and wildfires have resulted in damage to agricultural crops and livestock herds, property damage, and unfortunately, loss of life. As President of the United States, what policy initiative would you develop to either address regional water shortages for both the short and long term or assist local and federal agencies such as FEMA in providing adequate assistance to affected parties?

Situation 3 – As President of the United States, you are confronted with the reality that the new governments in Egypt and Libya are receiving military and economic support from China. What policy directive would you propose to address this concern?

Situation 4 – Recently there has been an increase in the number of shootings and unfortunately, deaths of innocent people in public facilities such as theaters, sports venues, etc. The public wants action from the President to address this issue. However, the President is caught between the NRA's gun lobby for less restrictions on private ownership of guns. What policy option would you propose for the President that could address both sides of the issue?

Situation 5 – The nation's economy is gradually recovering from the last economic recession. The public is concerned that too much debt would plunge the country into another deep recession. There are only three options available: a) raise taxes, b) cut spending, or c) do both. As President of the United States, what option would you pick and why? If you are increasing taxes, specify what revenue sources you would tax. If you are cutting spending, specify what budgetary items you would and would absolutely not cut. Of course, if you are doing both, you need to provide the same details as in options a and b.