Advanced Placement American Government & Politics

This course is designed to be equivalent to an entry-level college level course in US Government and Politics. In order to succeed in this course the student must be willing to devote a large amount of time to homework and study. During this course emphasis will be placed on the ability to analyze and interpret data, documents and other primary sources. Students will also have many opportunities to work on the skills needed to answer the free-response questions on the AP® Exam. The students will have in-class and take home free response questions (FRQ’s) [CR 9]. Guiding our study of U.S. History will be several themes: 1) The Constitutional Underpinnings 2) Political Beliefs and Behavior 3) Parties, Interest Groups, Elections, and the Mass Media 4) Institutions of National Government 5) Public Policy 6) Civil Rights and Liberties

Textbook

Additional Course Texts and Materials

American Government Readings and Cases 18th Edition; Peter Woll; Publisher- Pearson Education

In addition to the text, you are expected to read assigned articles from selected periodicals and to watch and analyze television newscasts and special news events. During the course, many primary source readings will be required, including The Federalist Papers, The Articles of Confederation, The U.S. Constitution, The Declaration of Independence, and landmark Supreme Court cases and decisions [CR8]. Students will also be required to analyze and interpret polls, charts, graphs and other data as that may pertain to US government and politics.

Students will read excerpts and analyze documents from the following:

Pew Research Center; http://www.pewresearch.org/

Organization:
Daily reading assignments and discussion questions for outlining will be included. Quiz and test dates will be noted. Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests. Class will be a combination of lecture, group work, coverage of discussion questions, and answering student questions. Periodically, student essays, reports, or presentations will be required.

Within each unit students will interpret primary source material [CR 8], maps, statistical tables, pictorial and graphic materials [CR 7] using America Government: Readings and Cases, as noted in the outline. Students will also read and analyze evidence and interpretations in historical scholarship as noted in additional texts and materials and unit
COURSE OUTLINE

Weeks 1-3
Unit 1: Constitutional Underpinnings of the U.S. Government (CR 1: 5-15% of course/exam)

1.1 The State
1.2 Original Intent
1.3 Federalism

Students will develop an understanding of origin of democracy, natural rights of American colonists, origins of the American Republic, Principles of the US Constitution, Separation of Powers, Limited Government, the Principle of Judicial Review, origin and structure of Federalism. In this unit, students will address the underpinnings of the Constitution. The six principles of government will direct the discussions on both historic and current events. The ideas of the Framers will be analyzed and ideas found within will be applied to current issues.

Janda Textbook Readings:
Chapter 1 – Freedom, Order, Or Equality?
Chapter 2 – Majoritarian or Pluralist Democracy?
Chapter 3 – The Constitution
Chapter 4 – Federalism

Supplemental Readings (CR 8):
Woll Reader:
Reading 1: John Locke, Second Treatise, Of Civil Government
Reading 4: James Madison, Federalist 47, 48, 51.
Reading 6: Alexander Hamilton, Federalist 16, 17
Reading 8: James Madison, Federalist 44
Reading 9: James Madison, Federalist 45
Reading 10: James Madison, Federalist 39
Reading 12: McCulloch v. Maryland, 4 Wheaton 316 (1819)
Reading 13: Gibbons v. Ogden, 9 Wheaton 1 (1824)
Reading 31: Federalist No. 10
Lanahan Reader:
Reading 21: Is Federalism the Reason for Policy Failure in Hurricane Katrina

Interpretation of Data (CR 7):
A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation

Unit exam consisting of multiple choice questions as well as free response questions based on all readings and classroom discussions (CR 9)

Weeks 4-7
Unit 2: Political Beliefs & Behaviors (CR 2: 10-20% of course/exam)

2.1 Political Culture

Students will analyzes beliefs that citizens hold about their government and its leaders, processes by which citizens learn about politics, the nature, sources, and consequences of public opinion, the ways in which citizens vote and otherwise participate in political life, and factors that influence citizens to differ from one another in terms of political beliefs and behaviors. In this Unit, students will study sources of American’s political beliefs and behaviors. Particular attention will be paid to the influence of family, peers, and the media. Multiple types of political participation will be studied such as voting, protest, campaigning, and community activities. Students will evaluate why people do or do not participate in government. Data will be analyzed in search of historical and current trends in voting and other forms of political participation. Different demographics will be studied through the use of maps and graphs.
Janda Textbook Readings:
  Chapter 5 – Public Opinion and Political Socialization

Supplemental Readings (CR 8):
  Lanahan Reader:
    Reading 1: Democracy in America
    Reading 5: Race Matters
    Reading 57: Public Opinion & American Democracy

Interpretation of Data (CR 7):
  A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation
  http://people-press.org/
  http://people-press.org/reports/

Unit exam consisting of multiple choice questions as well as free response questions based on all readings and classroom discussions (CR 9)

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<tr>
<th>Weeks 8-11</th>
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<tr>
<td>Unit 3 – Political Parties, Interest Groups, and Mass Media (CR-3: 10-20% of course/exam)</td>
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<tr>
<td>3.1 Interest Groups</td>
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<td>3.2 Media</td>
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<td>3.3 Political Parties</td>
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<td>3.4 Elections</td>
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Students will research the strongest influences on public opinion and how Americans organize to express their opinions. Historical and current opinions of political parties, interest groups, and the media will be analyzed. Focus will be placed on the structure and history of these groups. Group activities will be used to emphasize the need for compromise amongst groups.

Janda Textbook Readings:
  Chapter 6 – The Media
  Chapter 7 – Participation and Voting
  Chapter 8 – Political Parties
  Chapter 9 – Nominations, Elections, and Campaigns
  Chapter 10 – Interest Groups

Supplemental Readings (CR 8):
  Woll Reader:
    Reading 35: Divided We Govern, Theory of Critical Elections
    Reading 36: A Theory of Critical Elections
    Reading 38: Reading 38. The Responsible Electorate
    Reading 40: Buckley v Valeo
    Reading 41: Citizens United v Federal Election Commission, US Supreme Court, 2010
    Reading 44: The Role of Interest Groups in Government
  Lanahan Reader:
    Reading 30: Hey There! SenJohnMcCain Is Using Twitter
    Reading 70: How Barack Obama Won
    Reading 74: IS 2008 a Realigning Election? Numbers Offer Some Clues

Primary Documents (CR 8):
  New York Times Co. v. United States
  Buckley v Valeo

Interpretation of Data (CR 7):
A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation

http://www.livingroomcandidate.org

Unit exam consisting of multiple choice questions as well as free response questions based on all readings and classroom discussions (CR 9)

Weeks 12-22
Unit Four – Institutions of National Government (CR 4: 35-45% of course/exam)

4.1 Congress
4.2 Executive
4.3 The Imperial Presidency
4.4 Judiciary
4.5 Bureaucracy

Students will compare and contrast Expressed and Implied powers of the three branches of government, evaluate the influence and power of the bureaucracy, and analyze the relationships between the four organizations. In this Unit, students will be exposed to the structure and workings of the three branches of government and the bureaucracy. The importance of checks and balances and the separation of powers will be emphasized. Conflicts between these institutions and other groups previously studied will be analyzed in historic and current contexts. Students will address questions such as: How does the President deal with the media? How is Congress limited by the Courts? How are states affected by federal decisions?

Janda Textbook Readings:
Chapter 11 – Congress
Chapter 12 – The Presidency
Chapter 13 - The Bureaucracy
Chapter 14 – The Courts

Supplemental Readings (CR 8):
Woll Reader:
Reading 46: Federalist 70
Reading 51: Ex Parte Milligan
Reading 55: James Madison, Federalist 53, 56, 57, 58, 62, 63
Reading 60: David R. Mayhew, Congress: The Electoral Connection
Reading 61: Richard F. Fenno, Jr., Home Style and Washington Career
Reading 64: Alexander Hamilton, Federalist 78
Reading 65: Marbury v. Madison, 1 Cranch 137 (1803)
Reading 66: John P. Roche, Judicial Self-Restraint
Reading 70: The Obligation to Follow Precedent
Reading 71. In Re Slaughter-House Cases, 83 U.S. 36 (1873)

Lanahan Reader:
Reading 33: The Imperial President
Reading 36: The Rise of the Plebiscitary Presidency
Reading 42: Bureaucracy
Reading 46: Pursuit of Justices

“Why We Love to Hate Congress” http://www.npr.org/2010/12/17/132141805/why-we-love-to-hate-congress

Balance of Power Between Congress and the President, College Board
Incorporation Doctrine, College Board
Interconnections-Teaching Across the Field, College Board

Primary Documents (CR 8): Marbury v. Madison, Federalist No. 55, 57, 68, 70 & 78

Interpretation of Data (CR 7):
Unit exam consisting of multiple choice questions as well as free response questions based on all readings and classroom discussions (CR 9)

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<th>Weeks 23-25</th>
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<tr>
<td>Unit 5 – Public Policy (CR 5: 5-15% of the course/exam)</td>
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<tr>
<td>5.1 Economic</td>
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<td>5.2 Regulatory Policy</td>
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<td>5.3 Domestic &amp; Social Policy</td>
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<td>5.4 Foreign Policy</td>
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Students will evaluate federal policymaking, the formation of policy agendas, the role of institutions in the enactment of policy, the role of the bureaucracy and the courts in policy implementation, and interpretation between policy processes and political institutions and federalism, political parties, interest groups, public opinion, elections and policy networks. In this unit, students will examine the role of governmental institutions, interests, and processes in the making of public policy. Students will also research how the interpretation of public policy affects its implementation and survival. This unit will be used to demonstrate the full impact of institutions, players, and principles in our federal government. Also, students will look at the state and local government’s role in public policy making.

Janda Textbook Readings:
- Chapter 17 – Policy Making
- Chapter 18 – Economic Policy
- Chapter 19 – Domestic Policy
- Chapter 20 – Global Policy

Supplemental Readings (CR 8):
- Woll Reader:
  - Reading 45: The Misplaced Obsession with PACs
  - Reading 54: The Rise of the Bureaucratic State
- Lanahan Reader:
  - Reading 88: Bad Money

Primary Documents (CR 8):

Interpretation of Data (CR 7):
- A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation

Unit exam consisting of multiple choice questions as well as free response questions based on all readings and classroom discussions (CR 9)

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<th>Weeks 26-29</th>
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<tr>
<td>Unit 6 – Civil Rights and Civil Liberties (CR 6: 5-15% course/exam)</td>
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<td>6.1 1st Amendment</td>
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<td>6.2 Due Process</td>
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<td>6.3 Equal Protection Clause</td>
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Students will trace the development of civil liberties and civil rights by judicial Interpretation, knowledge of substantive rights and liberties, the Fourteenth Amendment on the constitutional development of rights and liberties. Students should understand the institutional guarantees to political and civil rights granted under the Constitution. Key Supreme Court cases and arguments regarding constitutional protections will be presented and researched. The impact of the Fourteenth Amendment on civil rights at the state level and the impact of judicial decisions on American society will be analyzed using historic and current court cases. Students will analyze the difference between civil rights and civil liberties.

Janda Textbook Readings:
- Chapter 15 – Order and Civil Liberties
Chapter 16 – Equality and Civil Rights

Supplemental Readings (CR 8):

Woll Reader:
- Reading 18: Gideon v. Wainwright, 372 U.S. 335 (1963)
- Reading 21: Plessy v. Ferguson, 163 U.S. 537 (1896)
- Reading 26: Roe v. Wade, 410 U.S. 113 (1973)

Lanahan Reader:
- Reading 52: All Deliberate Speed
- Reading 53: The Lesbian and Gay Movements
- Reading 56: You Can’t Say That!

Primary Documents (CR 8):
- Planned Parenthood of Southeastern Pennsylvania v. Casey
- Bolling v. Sharpe

Interpretation of Data (CR 7):
- A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation

Unit exam consisting of multiple choice questions as well as free response questions based on all readings and classroom discussions (CR 9)

Weeks 30-31
AP Exam Review