

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

Janda, Kenneth., et al. *The Challenge of Democracy*. Seventh ed. Boston, MA: Houghton Mifflin Company, 2002.

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 *American 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

outline. Each unit will be assessed using a variety of free-response essays in combination with multiple choice tests [CR 9].

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 analyze 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/>

<http://pewresearch.org/pubs/1207/republican-party-identification-slips-nationwide-pennsylvania-specter-switch>

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

Weeks 8-11

Unit 3 – Political Parties, Interest Groups, and Mass Media (CR-3: 10-20% of course/exam)

3.1 Interest Groups

3.2 Media

3.3 Political Parties

3.4 Elections

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 52. Boumediene v. Bush, President of the US, US Supreme Court, 2008

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):

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 23-25

Unit 5 – Public Policy (CR 5: 5-15% of the course/exam)

5.1 Economic

5.2 Regulatory Policy

5.3 Domestic & Social Policy

5.4 Foreign Policy

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)

Weeks 26-29

Unit 6 – Civil Rights and Civil Liberties (CR 6: 5-15% course/exam)

6.1 1st Amendment

6.2 Due Process

6.3 Equal Protection Clause

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 19: Oliver Wendell Holmes, *The Need to Maintain a Free Marketplace of Ideas*, *Abrams v. United States* 250 U.S. 616 (1919) Reading 20. *New York Times Co. v. Sullivan* 376 U.S. 254 (1964)

Reading 21: *Plessy v. Ferguson*, 163 U.S. 537 (1896)

Reading 22: *Brown v. Board of Education of Topeka* 347 U.S. 483 (1954)

Reading 23: *Brown v. Board of Education of Topeka* 349 U.S. 294 (1955)

Reading 25: *Engel v. Vitale*, 370 U.S. 421 (1962)

Reading 27: *Griswold v. Connecticut*, 381 U.S. 479 (1965)

Reading 28: *Roe v. Wade*, 410 U.S. 113 (1973)

Reading 29: *University of California Board of Regents v. Bakke*, 438 U.S. 265 (1978)

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**

