



# Sonoran Science Academy

## Course Syllabus: AP U.S. Government & Politics

Semester 2

|                   |   |                  |   |
|-------------------|---|------------------|---|
| <b>Teacher:</b>   | Mrs. Amanda Hanson  | <b>Website:</b>  | <a href="http://ahanson.sonoranacademy.org">http://ahanson.sonoranacademy.org</a> |
| <b>Classroom:</b> | 134   | <b>E-mail:</b>   | <a href="mailto:ahanson@sonoranacademy.org">ahanson@sonoranacademy.org</a>        |
| <b>Edmodo:</b>    | <a href="http://sonoranschools.edmodo.com">http://sonoranschools.edmodo.com</a> | <b>Password:</b> | j8y2ln  |

---

### Course Description

AP United States Government and Politics is a **college level** course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics (College Board, 2012).

### Topic Outline

#### 1. Constitutional Underpinnings of United States Government

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances.

#### 2. Political Beliefs and Behaviors

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture.

#### 3. Political Parties, Interest Groups, and Mass Media

The mechanisms that allow citizens to organize and communicate their interests and concerns are political parties, elections, political action committees (PACs), interest groups, and the mass media.

#### 4. Institutions of National Government

The organization and powers, both formal and informal, of the major political institutions in the United States: the Congress, the presidency, the bureaucracy, and the federal courts are separate institutions sharing powers and there are implications of that arrangement. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important.

## 5. Public Policy

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of policies by the bureaucracy and the courts are all important stages in the policy process. The study of policy networks and issue networks in the domestic and foreign policy areas will provide a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policymaking in the federal context. Students should be familiar with major public policies.

## 6. Civil Rights and Civil Liberties

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions including, judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women.

## Objectives

Students successfully completing this course will:

1. know important facts, concepts, and theories pertaining to U.S. government and politics
2. understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
3. be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
4. be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum

## Required Books/Resources

- Textbook: Magleby, David B., Paul C. Light, and Christine L. Nemacheck. *Government by the People*, 24th Ed. Upper Saddle River, NJ: Pearson, 2011.
- Woll, Peter. *American Government: Readings and Cases*, 19th Ed. New York: Longman, 2012.
- Workbook: *Baron's: AP U.S. Government and Politics Exam*

## Supplemental Resources

Assigned and used in class:

- McKenna, George and Stanley Feingold. *Taking Sides: Clashing Views on Political Issues*, 17<sup>th</sup> Ed. New York, NY: McGraw Hill, 2011.
- Braat, Nancy E., et. al. *Advanced Placement U.S. Government and Politics, Book 1*. Cleveland, OH: The Center for Learning, 2007.

- Benedict, James A., et. al. *Advanced Placement U.S. Government and Politics, Book 2*. Cleveland, OH: The Center for Learning, 2007.
- Articles from current newspapers, such as the *New York Times* or the *Wall Street Journal*;
- News magazine excerpts from *Time*, *Newsweek*, or the *Economist*;
- News footage and documentaries; C-SPAN's coverage and current events materials;
- Numerous Web sites.

## Course Materials

- One notebook with college-ruled paper and folders devoted exclusively to European History
- Black pens (all free response questions must be completed in black or dark blue pen)
- Pencils (all multiple choice questions must be completed in pencil)
- Highlighters

Students should keep the following items in your notebook: syllabus, notes (from readings, lectures, and class discussions), daily assignments, and any items handed out in class. All graded tests and quizzes should be kept for studying for the semester final and AP test to be taken in May. Any student not registering for the AP test will be required to take a cumulative final exam.

## Research Project

Students will complete a major research project that will be worth 20% of the semester grade. The project will involve one of the top 30 Supreme Court cases, each representing **Rights and Responsibilities in History**. Students will research the case background, providing information on each party in the case, the main issue and arguments on both sides, the ruling with the justices' explanations, and the impact of the case on the United States government and politics. Students will need to include an explicit, arguable thesis statement. While there is not specific limit to the number of sources used, successful projects will use over 20 sources minimum, of which 2/3 must be primary sources and the remaining 1/3 must be **scholarly** secondary sources. Wikipedia and Ask.com are NOT considered scholarly sources. Students will produce an annotated bibliography indicating the historical context, purpose and/or intended audience, author's point of view, and type of source or argument and tone. The final paper should be between 1500 and 2400 words in proper MLA format.

## Course Policies

### MAKE-UP WORK:

After an **excused absence** it is the student's responsibility to contact the teacher to receive any instruction or paperwork that was missed. Students are responsible for making-up assignments, tests or quizzes missed as a result of an excused absence.

Homework assignments, tests, and quizzes are announced at least a week in advance on the homework board and on my website, as a result, students are expected to make-up quizzes and turn in missing assignments on the day they return to school. Tests must be made-up within three days of returning to school. It is the student's responsibility to schedule a time to make up a missing test with the teacher.

In-class assignments missed due to an excused absence may be made up with three days of returning to school. If missing assignments, tests, or quizzes are not made up within the specified time they will receive a zero.

### **HOMEWORK POLICY:**

Students are expected to complete weekly readings in both the textbook and supplementary assignments. Students will complete a detailed outline of the textbook chapter, in addition to, answering assigned questions or preparing a 2 – 3 page précis for the supplemental material.

**No late homework assignments will be accepted.** If you do not have your homework at the beginning of class on the due date, you will receive a zero.

In terms of extended projects and papers, the grade will drop one letter grade for each day the assignment is late. One Day Late – highest grade possible is a B, Two Days Late – highest grade possible is a C, etc. **Late projects and papers will not be accepted after 5 days.**

The teacher will inform students when a project or paper that follows this policy is being assigned and will remind them of the grading policy.

Tutoring is offered after school *by appointment* on Mondays or Wednesdays from 3:15 – 4:15.

### **HONOR CODE:**

I expect every student to conduct themselves honorably. I WILL NOT TOLERATE CHEATING, LYING, STEALING OR PLAGIARIZING!

**Cheating** is attempting to receive academic credit or helping someone else receive credit for work that was not personally done or for knowledge not personally mastered.

Cheating occurs not only when you receive an answer but also when you give an answer. Cheating also occurs when you copy someone else's homework or allow someone else to copy your homework. Examples of cheating include, but are not limited to: deception; the use of talking, signs, or gestures during a quiz or test; copying from another student or allowing another student to copy an individual assignment; passing test or quiz information during a class period or from one class period to members of another class period; submission of pre-written writing assignments at times when such assignments are supposed to be written in class; illegally exceeding the time limits on timed tests, quizzes, or assignments; unauthorized use of study aids, notes, books, data, or other information; computer fraud; sabotaging the projects the projects or experiments of other students.

**Plagiarism** occurs not only when you turn in someone else's work as your own but also when you turn in a previous assignment done by you for a current assignment. It occurs when you use the ideas or someone else and do not give them credit. Examples include: having a parent or another

person write an essay or do a project that is then submitted as your own work; failing to use proper documentation and bibliography. **Please be aware that it is not acceptable to use quote large portions (i.e. two or more paragraphs) of another's work, even if properly cited.**

**Penalties:**

THE PENALTY FOR CHEATING OR PLAGIARIZING IS A ZERO THAT CANNOT BE DROPPED OR REPLACED, A PHONE CALL TO YOUR PARENT OR GUARDIAN, AND A DISCIPLINE NOTICE SENT TO THE PRINCIPAL.

The purpose of this Honor Code is to communicate with you so that you have a clear understanding of when cheating, plagiarism, lying, stealing occurs and the resulting harsh penalty. If you neither cheat, nor give the appearance of cheating there will be no penalty. Because the circumstances under which cheating, plagiarizing, lying and stealing occurs are clearly spelled out, I do not expect to see any such situations, however, in the unhappy event that such an occurrence arises, there will be no exceptions to enforcing the stated penalty. THE PRESUMPTION IS THAT YOU ARE HONORABLE AND ETHICAL AND WOULD NEVER KNOWINGLY CHEAT.

**Grading:**

**Grading scale**

|                  |           |
|------------------|-----------|
| <b>98-100%</b>   | <b>A+</b> |
| <b>90-97%</b>    | <b>A</b>  |
| <b>88-89%</b>    | <b>B+</b> |
| <b>80-87%</b>    | <b>B</b>  |
| <b>78-79%</b>    | <b>C+</b> |
| <b>70-77%</b>    | <b>C</b>  |
| <b>65-69%</b>    | <b>D</b>  |
| <b>Below 65%</b> | <b>F</b>  |

**Course Schedule:**

|   |                |
|---|----------------|
| <b>UNIT 1 – Constitutional Principals</b> | <b>3 weeks</b> |
|---|----------------|

*Essential Questions:*

1. If citizens are fit to select their leaders, why may they be unfit to decide public policies?
2. What is democracy, and why is democracy alone not sufficient to protect personal freedom?
3. What was wrong with the Articles of Confederation?
4. How did the authors of the Constitution view human nature?

5. How can a government be strong enough to govern without threatening freedom?
6. Has the system of separated powers and checks and balances protected liberty?
7. What is “sovereignty,” and where is it located in American government?
8. How does the Constitution divide power between the state and federal governments?
9. How has that division changed since the first days of the Republic?

### **Week 20 – Foundations of American Government**

- 1.2: Differentiate democracy from other forms of government, and identify conditions, values, political processes, and political structures conducive to a successful democracy.
- 1.3: Show how politics before 1787 shaped the Constitution.
- 1.4: Assess the important compromises reached by the delegates to the Constitutional Convention of 1787.
- 1.5: Evaluate the arguments for and against the ratification of the Constitution.

BELL WORK: *Debating the Documents: Slavery and Virginia's Enlightened Aristocracy*

HOMEWORK: Magleby: Chapter 1, Constitutional Democracy

Woll: Chapter 1, Constitutional Government (pp. 3-50) – Locke, *Second Treatise, Of Civil Government*; John P. Roche, *The Founding Fathers: A Reform Caucus in Action* (secondary); Charles A. Beard, *Framing the Constitution* (secondary); James Madison, *Federalist 47, 48, 51*; Laurence H. Tribe and Michael C. Dorf, *How Not to Read the Constitution* (secondary).

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

### **Week 21 – Foundations of American Government**

- 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.
- 2.4: Illustrate how the Constitution has evolved over time, both through formal amendment process and through changes in the informal, unwritten Constitution.

BELL WORK: *Debating the Documents: The “Grand Compromise” and the Making of the Constitution*

HOMEWORK: Magleby: Chapters 2, Constitutional Foundations and American Federalism

Multiple choice quiz on chapters 1 & 2

### **Week 22 – American Federalism**

- 3.1: Interpret the definitions of federalism, and assess the advantages and disadvantages of the American system of federalism.

BELL WORK:

HOMEWORK: Magleby: Chapters 3, Constitutional Foundations and American Federalism

Multiple choice quiz on chapter 3

**Unit 1 Exam on chapters 1-3 – two free response questions on Federalism and The Articles of Confederation.**

|                                       |         |
|---------------------------------------|---------|
| <b>UNIT 2 – The Political Process</b> | 5 weeks |
|---------------------------------------|---------|

*Essential Questions:*

1. Under the U.S. Constitution, how big a role should public opinion play in making policy?
2. What the biggest sources of the political views of Americans?
3. What is meant by “liberal” and “conservative”?
4. Why is television news different from that in newspapers?
5. Are reporters biased in how they cover politics?
6. Why are political parties weaker today than in the past?
7. Why does America have just two political parties?
8. Why does America have so many interest groups?
9. What is the best way to calculate the rate at which Americans vote?
10. What factors chiefly influence who wins a presidential election?
11. Can federal laws keep big money out of political campaigns?
12. Do interest groups have too much power?

**Week 23 – The Political Landscape**

- 4.1: Identify the most important elements of and sources for the American political culture.
- 4.2: Compare and contrast political ideologies and evaluate the critiques of each ideology.
- 4.3: Assess the importance of political ideology in light of competing ideas and the contemporary American context.
- 5.3: Analyze how demographic factors - including race and ethnicity, religion, gender, family structures, education, income, class, and age - affect American politics.

Class Simulations: **AP U.S. Government and Politics, Book 2**, Political Beliefs and Behaviors (pp. 49-69): Lesson 10, Are Younger Voters Really Apathetic?; Lesson 11, Political Tolerance; Lesson 12, Political Culture: A Self-Evaluation; Lesson 13, Formation of Political Beliefs: A Study in Seuss – Students will utilize a variety of written sources and voting data to understand voting characteristics of younger voters, to become aware of political tolerance as an element of political ideology, to define political culture, to

create a graph depicting responses to a political questionnaire, and to identify the source of political beliefs.

BELL WORK: *Debating the Documents: The Missouri Compromise*

HOMEWORK: Magleby: Chapter 4, Political Culture & Ideology & Chapter 5, The American Political Landscape

*Taking Sides: Issue 1, Should Americans Believe in a Unique American "Mission"?* – Wilfred M. McClay, from "The Founding of Nations," *First Things* (March 2006) and Howard Zinn, from "The Power and the Glory: Myths of American Exceptionalism," *Boston Review* (Summer 2005).

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapters 4 & 5

## **Week 24 – Interest Groups**

**6.1:** Explain the role of interest groups and social movements in American politics.

**6.3:** Analyze sources of interest group power.

**6.5:** Identify ways interest groups use money in elections and assess efforts to regulate this spending.

**6.6:** Evaluate the effectiveness of interest groups in influencing elections and legislation.

BELL WORK: *AP U.S. Government & Politics 2 (91-102): Evaluating Voting Patterns: Understanding the Voter Paradox (1 day); Differences in Voting Patterns: The Political Gender Gap (1 day); Demographics of Voters (2 days)* – Students will utilize information from maps, charts, and tables to identify characteristics of voter behavior, to examine voting patterns and to evaluate methods of statistical analysis in determining to winner of an election.

HOMEWORK: Magleby: Chapter 6, Interest Groups

Woll: Chapter 5, Interest Groups (pp. 221-256) – Jeffrey M. Berry, *Madison's Dilemma; Buckley v. Valeo*, 424 U.S. 1 (1976); *Citizens United b. Federal Election Commission*, United States Supreme Court, January 21, 2010; Daniel R. Ortiz, *The Democratic Paradox of Campaign Finance Reform*; David B. Truman, *The Government Process*; Pendleton Herring, *The Role of Interest Groups in Government*; Larry J. Sabato, *The Misplaced Obsession with PACs*.

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapter 6

## **Week 25 – Political Parties**

**7.1:** Identify the primary functions of parties in democracies and distinguish the U.S. party system from those in European democracies.



**7.3:** Differentiate the functions of parties as institutions, parties in government, and parties in the electorate.

**7.4:** Explain party fundraising and expenditures, and assess their regulation.

Classroom Simulation:

Video:

BELL WORK: AP U.S. Government and Politics 2, "Campaign Financing" (pp. 87-90, 3 days) and "Financing a Presidential Campaign" (pp. 111-114, 1 day) – Students will utilize written sources and data from tables to examine the limitations on financing federal elections.

HOMEWORK: Magleby: Chapter 7, Political Parties

Woll: Chapter 4, Political Parties and the Electorate (pp. 175-220) – James Madison, *Federalist 10*; E. E. Schattschneider, *Party Government*; Sir Ernest Barker, *Government by Discussion*; *Toward a More Responsible Two-Party System*, Report of the Committee on Political Parties, American Political Science Association; David R. Mayhew, *Divided We Govern*; V. O. Key, Jr., *A Theory of Critical Elections*; Bernard R. Berelson, Paul F. Lazarsfeld, and William N. McPhee, *Democratic Practice and Democratic Theory*; V. O. Key, Jr., *The Responsible Electorate*.

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapter 7

## **Week 26 – Campaigns and Public Opinion**

**8.1:** Identify the forces that create and shape individuals' political attitudes.

**8.2:** Outline the key dimensions of public opinion, how public opinion is measured, and the relationship between public opinion and public policy.

**8.3:** Identify forms of political participation, and assess the effect on voter turnout of demographic, legal, and electioneering factors.

**9.2:** Explain how congressional elections work and why they are generally not competitive.

**9.4:** Evaluate the influence of money in American elections and the main approaches to campaign finance reform.

**9.5:** Assess concerns regarding presidential elections and reforms that have been proposed.

Classroom Simulation: *A More Perfect Union: Independence and Constitution (Week 2)*

Video: "America's Documents of Freedom, 1787 – 1796" from *Just the Facts Learning Series*

Video: *10 Days that Unexpectedly Changed America: Shay's Rebellion*

BELL WORK: AP U.S. Government and Politics, Book 1, pp. 105-113 – Political Socialization and Sampling Public Opinion – Students will utilize written documents, survey data collected, and Gallup poll results to understand how a survey of public opinion is taken and how to evaluate its accuracy.

HOMEWORK: Magleby: Chapter 8, Public Opinion, Participation & Voting and Chapter 9, Campaigns & Elections

*Taking Sides*: Issue 3, Should America Adopt Public Financing of Political Campaigns? – Mark Green, from *Selling Out: How Big Corporate Money Buys Elections, Rams Through Legislation, and Betrays Our Democracy* (Regan Books, 2002) and John Samples, from "Taxpayer Financing of Campaigns," in John Samples, ed., *Welfare for Politicians? Taxpayer Financing of Campaigns* (Cato Institute, 2005).

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapters 8 & 9

### Week 27 – Media

**10.1:** Outline changes in the nature and extent of the political influence of the various news media.

**10.3:** Evaluate the media's influence on public opinion and attention.

**10.4:** Describe the media's role in elections and the associated problems and benefits.

**10.5:** Assess the media's relationship to governance in the United States.

Classroom Simulation: **AP U.S. Government & Politics 2**, "The Impact of Mass Media: Analyzing a Debate," (pp103-109) - The First Nixon-Kennedy Debate

Video: The First Nixon-Kennedy Debate (from <http://www.c-span.org/classroom/govt/video.asp>) or watch the Presidential debates and analyze the influence of the media.

BELL WORK: *Debating the Documents: Why Women Won the Vote*

HOMEWORK: Magleby: Chapter 10, The Media and U.S. Politics

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapter 10

**Unit 2 Exam on chapters 4-10 - two free response questions on special interest groups and mass media.**

|  |         |
|--|---------|
| <b>UNIT 3 – Policy Making Institutions</b> | 4 weeks |
|--|---------|

### *Essential Questions:*

1. Are the members of Congress representative of the American people?
2. Does Congress prefer strong leadership, or does it allow its members a lot of freedom?
3. How important are political parties in Congress?

4. Why does it take so long for Congress to act?
5. Did the Founding Fathers want the president to be stronger or weaker than Congress?
6. Does character influence how the president does his job?
7. Should we abolish the Electoral College?
8. Why did the bureaucracy become known as the “fourth branch” of American government?
9. How many people work for the federal government?
10. What can be done to improve bureaucratic performance?
11. Should judges be limited to interpreting the Constitution and federal laws?
12. Why should federal courts be able to declare an act of Congress unconstitutional?
13. Why is the Supreme Court so deeply divided on so many questions?

### **Week 28 – Congress**

- 11.1:** Describe the congressional election process and the advantages it gives incumbents.
- 11.2:** Differentiate the powers of Congress and compare and contrast the structure and powers of the House and Senate.
- 11.3:** Compare and contrast the leadership systems used in the House and Senate and explain how work is done through congressional committees.
- 11.4:** Identify the steps by which a bill becomes a law and the ways a bill can be stopped at each step.
- 11.5:** Characterize the two ways legislators represent their constituents, and identify the various influences on their votes.
- 11.6:** Evaluate the influence of citizens on the legislative process.

Class Simulation: Challenge to the New Republic: The War of 1812 (Day 1)

Video: *Congress*

BELL WORK: *AP U.S. Government & Politics 2*, “Reapportionment: Under Court Control?” (117-130, 5 days) – Students will utilize congressional district maps and written sources to examine major contributors to political campaigns, to research the motives of major campaign donors, and to compare and contrast the major donors, their companies, and their overall involvement in elections.

HOMEWORK: Magleby: Chapter 11, Congress

Woll: Chapter 8, Congress (pp. 311-354) – James Madison, *Federalist 53, 56, 57, 58, 62, 63*; Woodrow Wilson, *Congressional Government*; Morris P. Fiorina, *The Rise of the Washington Establishment*; Lawrence C. Dodd, *Congress and the Quest for Power*; Edmund Burke, Speech to the Electors of Bristol; David R. Mayhew, *Congress: The Electoral Connection*; Richard F. Fenno, Jr., *Home Style and Washington Career*; Evan Bayh, *Why I'm Leaving the Senate*.

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapter 11

### **Week 29 – The Presidency**

- 12.1:** Describe the constitutional foundations of the presidency and of three presidential roles.
- 12.3:** Outline the functions of the White House staff, the Executive Office of the President, the cabinet, and the vice president.
- 12.5:** Identify the sources of presidential-congressional conflict and the tools presidents use to influence Congress.

Video: *Thirteen Days* (145 minutes) or *Missiles of October* (150 minutes) in conjunction with *AP U.S. Government & Politics 2*, "Factors That Influence Presidential Decision Making (pp. 141-144)

BELL WORK: *Debating the Documents: The Impeachment of Andrew Johnson*

HOMEWORK: Magleby: Chapter 12, The President

Woll, Chapter 6, The Presidency (pp. 259-296) – Alexander Hamilton, *Federalist 70*; Mark J. Rozell, *George Washington and the Origins of the American Presidency*; Clinton Rossiter, *The Presidency – Focus of Leadership*; Richard E. Neustadt, *Presidential Power*; James David Barber, *The Presidential Character; Ex Parte Milligan*, 71 U.S. 2 (1866); *Boumediene et. al. v. Bush*, *President of the United States*, United States Supreme Court, 2008.

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday..

SPRING BREAK

### **Week 30 – The Bureaucracy**

- 13.1:** Outline the constitutional roots of the federal bureaucracy and pros and cons of bureaucratic administration.
- 13.2:** Identify the four types of federal organizations.
- 13.4:** Analyze the bureaucracy's tools of implementation and their effectiveness.
- 13.5:** Assess presidential and congressional efforts to control the federal bureaucracy.

Class Simulation: *AP U.S. Government & Policies 2*, "Bureaucratic Pathology" (pp. 171-175) – Students will utilize written sources and organizational charts to understand the flexibility of the White House, the two methods of organizing White House staff and the advantages and disadvantages of each.

BELL WORK: *AP U.S. Government & Politics 2*, "The White House Office" (pp. 145-150, 3 days)

HOMEWORK: Magleby: Chapter 13, The Federal Bureaucracy

Woll: Chapter 7, The Bureaucracy (pp. 297-310) – Peter Woll, *Constitutional Democracy and Bureaucratic Power*; James Q. Wilson, *The Rise of the Bureaucratic State*.

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapters 12 & 13

**Saturday, March 29, 2014, 8:30 AM – 12:00 noon – Practice AP Exam, including multiple choice and free response questions**

**Week 31 – The Judiciary**

- 14.1: Determine characteristics of the federal judiciary and implications of the adversarial process.
- 14.2: Outline the structure of the federal court system.
- 14.3: Analyze the factors that play an important role in selecting judicial nominees.
- 14.4: Trace the process by which Supreme Court decisions are reached and assess influences on this process.
- 14.5: Assess the limits on judicial action and the role of the judiciary in a constitutional democracy.

Classroom Simulation: *AP U.S. Government & Politics 2*, “Analyzing a Supreme Court Case” (pp. 159-166) - Students analyze a current Supreme Court case, predict the likely outcome of that case, and explain why the predicted outcome is the most likely result.

BELL WORK: *Debating the Documents*: John Marshall's Court

HOMEWORK: Magleby: Chapter 14, The Judiciary

Woll: Chapter 9, The Judiciary (pp. 355-402) – William Blackstone, *Commentaries on the Laws of England 1765*; Alexander Hamilton, *Federalist 78*; *Marbury v. Madison*, 1 Cranch 137 (1803); John P. Roche, *Judicial Self-Restraint*; Daniel Webster, *Why Courts Cannot Fairly Decide Political Questions: Counsel for Defendant Borden in Luther v. Borden* (1849); *Luther v. Borden*, 48 U.S. 1 (1849); William J. Brennan, Jr., *How the Supreme Court Arrives at Decisions*; Sandra Day O'Connor, *The Obligation to Follow Precedent; In Re Slaughter-House Cases*, 83 U.S. 36 (1873); *McDonald v. Chicago* (2010), Oral Argument: Should the Slaughter-House Precedent be Overruled?; *McDonald v. Chicago*, United States Supreme Court (2010).

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapter 14

**UNIT 3 EXAM – Two free response questions.**

|  |         |
|--|---------|
| <b>UNIT 4 – Rights, Liberties, and National Policy</b> | 5 weeks |
|--|---------|

*Essential Questions:*

1. Why not display religious symbols on government property?

2. What does the court mean by “obscenity”?
3. Is all political advertising constitutional?
4. Do you think there is a “right to privacy” in the Constitution?
5. Should numerical goals be used to ensure that students and workers are drawn from every racial group?
6. What are the Constitutional limits to the right to have an abortion?
7. Can the president make the country prosperous?
8. Why do we have a public debt?
9. How has terrorism changed U.S. foreign and military policy?
10. Does the United States know how to rebuild nations?
11. How important is the United Nations to America in taking military action abroad?

### **Week 32 – Civil Liberties**

- 15.1:** Trace the roots of civil liberties in the original Constitution and their subsequent development in the Bill of Rights.
- 15.2:** Outline the First Amendment freedoms and the limitations on them.
- 15.5:** Assess the kinds of behavior that may be covered by a constitutional right to privacy.
- 15.7:** Evaluate the roles of institutions and the people in protecting civil liberties.

History's Mysteries Crime Scene Investigation: “The Trail of Tears”

Video: “America's Documents of Destiny: Nationalism & Change, 1818 – 1830” from *Just the Facts Learning Series*

Video: *America: The Story of Us*, “Westward”

BELL WORK: *Debating the Documents: The New Feminism and Its Critics*

HOMEWORK: Magleby: Chapter 15, Civil Liberties

Woll: Chapter 3, Civil Liberties and Civil Rights (pp. 103- 139) – *Anti-Federalist Paper No. 84*; *Gideon v. Wainwright*, 372 U.S. 335 (1963); Oliver Wendell Holmes, *Abrams v. United States* 250 U.S. 616 (1919); *New York Times Co. v. Sullivan*, 376 U.S. 254 (1964); *Plessy v. Ferguson*, 163 U.S. 537 (1896); *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954); *Brown v. Board of Education of Topeka*, 349 U.S. 294 (1955); *Gomillion v. Lightfoot*, 364 U.S. 339(1960).

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

**Saturday, April 12, 2014, 8:30 AM – 12:00 noon – Practice AP Exam, including multiple choice and free response questions**

### **Week 33 – Civil Rights**

- 16.1: Explain the concept of equality and assess the rights of citizens.
- 16.4: Trace the evolution of voting rights, and analyze the protections provided by the 1965 Voting Rights Act.
- 16.5: Describe congressional legislation against discrimination in housing, employment, and accommodations.
- 16.7: Assess the status of civil rights in the United States today.

BELL WORK: *Debating the Documents*: Pluribus and Unum

HOMEWORK: Magleby: Chapter 16, Civil Rights

Woll: Chapter 3, Civil Liberties and Civil Rights (pp. 140- 173) – *Engel v. Vitale*, 370 U.S. 421 (1962); Samuel D. Warren and Louis D. Brandeis, *The Right to Privacy*; *Griswold v. Connecticut*, 381 U.S. 479 (1965); *Roe v. Wade*, 410 U.S. 113 (1973); *University of California Regents v. Bakke*, 438 U.S. 265 (1978); *District of Columbia et. al. v. Heller*, United States Supreme Court, 2008.

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapters 15 & 16

**Saturday, April 26, 2014, 8:30 AM – 12:00 noon – Practice AP Exam, including multiple choice and free response questions**

### **Week 34 – Public Policy**

- 17.2: Outline eight steps in making public policy and assess types of policy solutions.
- 17.3: Assess ways in which citizens can influence the public policy process.

VIDEO: *The Alaska Pipeline* from PBS (60 min.).

Class Simulations: *AP U.S. Government & Politics 2*, “Political Parties: The Differences between Democrats and Republicans (pp. 181-188) and “PACs: Out of Control” (pp. 189-195) – Students will analyze data from the charts and tables provided to understand the scope of the impact of political action committees.

BELL WORK: *AP U.S. Government & Politics 2*, “Political Parties: The Differences between Democrats and Republicans (pp. 181-188, 2 days) and “PACs: Out of Control” (pp. 189-195, 1 day) – Students will analyze data from the charts and tables provided to understand the scope of the impact of political action committees.

HOMEWORK: Magleby: Chapter 17, Public Policy

*AP U.S. Government & Politics 2*, “Wilson’s Four Points of Public Policy” (pp.169-170) and excerpt from James Q. Wilson’s “Public Policy Theory,” *American Government: Brief Version*

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

**Student groups will be assigned one of the following *Taking Sides* debates:**

*Taking Sides: Issue 9, Does Affirmative Action Advance Racial Equality?* – Glenn C. Loury, from *The Anatomy of Racial Inequality* (Harvard University Press, 2002) and Walter E. Williams, from "Affirmative Action Can't Be Mended," in David Boaz, ed., *Toward Liberty: The Idea That is Changing the World* (Cato Institute, 2002).

Issue 10, *Should Abortion Be Restricted?* – Robert P. George, from *The Clash of Orthodoxies: Law, Religion, and Morality in Crisis* (ISI Books, 2001) and Mary Gordon, from "A Moral Choice," *The Atlantic Monthly* (March 1990)

Issue 11, *Do We Need National Health Insurance?* – Ezra Klein, from "The Health of Nations," *The American Prospect* (May 2007) and John C. Goodman, from "Health Care in a Free Society: Rebutting the Myths of National Health Insurance," *Policy Analysis* (January 27, 2005)

Issue 12, *Is America Becoming More Unequal?* – Robert Greenstein, from *Testimony before the Subcommittee on Workforce Protections of the House Committee on Education and Labor* (July 31, 2008) and Christopher C. DeMuth, from "The New Wealth of Nations," *Commentary* (October 1997).

Issue 15, *Stopping Illegal Immigration: Should Border Security Come First?* – Mark Krikorian, from "Comprehensive Immigration Reform II," *Testimony Before the Senate Committee on the Judiciary* (October 18, 2005) and Frank Sharry, from "Comprehensive Immigration Reform II," *Testimony Before the Senate Committee on the Judiciary* (October 18, 2005).

Issue 16, *Should There Be a "Wall of Separation" Between Church and State?* – John Paul Stevens, from *Dissenting Opinion in Van Orden v. Perry*, 545 U.S. 677 (June 27, 2005) and Antonin Scalia, from *Dissenting Opinion in McCreary County, et. al. v. American Civil Liberties Union of Kentucky, et. al.*, 545 U.S. 844 (June 27, 2005).

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

## Chapter 17 quiz

### Week 35 – Making Economic Policy

**18.1:** Describe the federal government's economic policy making role and how economic performance is measured.

**18.2:** Outline the way in which the federal government makes fiscal policy and the role of fiscal policy  
Classroom Simulation: *Westward Expansion: A New History* –OR– *Westward Expansion Classroom Game*

Video: "America's Documents of Freedom: National Expansion, 1832 – 1848" from *Just the Facts Learning Series*

Video: *10 Days that Unexpectedly Changed America: Sutter's Mill*

BELL WORK: *Debating the Documents: 1945: The Post-War Mood*

HOMEWORK: Magleby: Chapter 17, Public Policy & Chapter 18, Making Economic Policy

Issue 13, *Are Americans Overtaxed?* – Curtis S. Dubay, from "Seven Myths About Taxing the Rich," *Backgrounder, The American Heritage Foundation* (August 3, 2009) and Steve Brouwer, "If We Decided to Tax the Rich," from *Sharing the Pie: A Citizen's Guide to Wealth and Power* (Holt Paperbacks, 1998).



Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

Multiple choice quiz on chapters 17 & 18

### **Week 36 – Social, Foreign and Defense Policy**

**19.1:** Outline the goals of the federal government's social policy and the forms of protection it provides.

**20.1:** Analyze the questions and responses that shape approaches to U.S. foreign policy and defense.

BELL WORK: *Debating the Documents: Martin Luther King, Jr. and the "Black Power" Debate*

HOMEWORK: Magleby: Chapter 19, Making Social Policy and Chapter 20, Making Foreign and Defense Policy

Students are required to read, watch, or listen to a newspaper, magazine, website, television program, or other contemporary source of political information and write a one page summary due on Friday.

#### **Student groups will be assigned one of the following Taking Sides debates:**

Issue 10, Should Abortion Be Restricted? – Robert P. George, from *The Clash of Orthodoxies: Law, Religion, and Morality in Crisis* (ISI Books, 2001) and Mary Gordon, from "A Moral Choice," *The Atlantic Monthly* (March 1990)

Issue 11, Do We Need National Health Insurance? – Ezra Klein, from "The Health of Nations," *The American Prospect* (May 2007) and John C. Goodman, from "Health Care in a Free Society: Rebutting the Myths of National Health Insurance," *Policy Analysis* (January 27, 2005)

Issue 12, Is America Becoming More Unequal? – Robert Greenstein, from *Testimony before the Subcommittee on Workforce Protections of the House Committee on Education and Labor* (July 31, 2008) and Christopher C. DeMuth, from "The New Wealth of Nations," *Commentary* (October 1997).

Issue 15, Stopping Illegal Immigration: Should Border Security Come First? – Mark Krikorian, from "Comprehensive Immigration Reform II," *Testimony Before the Senate Committee on the Judiciary* (October 18, 2005) and Frank Sharry, from "Comprehensive Immigration Reform II," *Testimony Before the Senate Committee on the Judiciary* (October 18, 2005).

Issue 16, Should There Be a "Wall of Separation" Between Church and State? – John Paul Stevens, from Dissenting Opinion in *Van Orden v. Perry*, 545 U.S. 677 (June 27, 2005) and Antonin Scalia, from Dissenting Opinion in *McCreary County, et. al. v. American Civil Liberties Union of Kentucky, et. al.*, 545 U.S. 844 (June 27, 2005).

Multiple choice quiz on chapters 19 & 20

### **Week 37 –**

**THIS SYLLABUS IS SUBJECT TO CHANGE, IF NECESSARY, AND IS AVAILABLE ON THE TEACHER'S WEBSITE**

-----  
(Return this portion to class)

AP U.S. Government

Student Name \_\_\_\_\_ Class \_\_\_\_\_

Occasionally photos are taken of classroom activities and may be posted on Mrs. Hanson's school web page without any identifying labels indicating specific student names. I \_\_\_\_\_ give/ \_\_\_\_\_ do not give my permission to post such pictures of my child on Mrs. Hanson's school web site.

Preferred parent contact information:

Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

My child will have access to (check all that apply):  computer;  printer;  internet

I give permission for my child to watch the documentaries listed in the syllabus

I give permission for my child to watch the documentaries listed, with the exception of the following: \_\_\_\_\_

I do not give permission for my child to watch the documentaries listed in the syllabus and understand that alternative assignments will be required instead.

I have read the Honor Code and understand the circumstances under which cheating, plagiarism, lying, and stealing occur and the resulting penalties.

Parent or guardian signature: \_\_\_\_\_

Printed parent name: \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail Address \_\_\_\_\_

Student signature: \_\_\_\_\_

Printed student name: \_\_\_\_\_ Date: \_\_\_\_\_