Congratulations! You’ve made it through your AP U.S. Government & Politics course and are now ready to prepare for the AP Exam. These tips and strategies should help you in the final days or weeks before taking the exam. Remember that preparing for the exam is a bit like training for a marathon—you won’t do as well if you wait and cram a lot of training into the day before the exam. Working at a reasonable pace from now until test day will pay off in the end.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Time allowed</th>
<th>Percentage of Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 multiple choice</td>
<td>1 hour &amp; 20 minutes</td>
<td>50%</td>
</tr>
<tr>
<td>4 free response</td>
<td>1 hour &amp; 40 minutes</td>
<td>50%</td>
</tr>
</tbody>
</table>

The questions on the test will cover topics from the whole course. However, in the multiple-choice section, you’ll find that certain subjects come up more often.

**Subject of the Test** | **Percentage of Test**
--- | ---
**Government Institutions** | 35 to 40%
(Congress, presidency, courts, bureaucracy) | 35 to 40%
**Political Behavior of Individuals** | 10 to 20%
(political culture, public opinion, voting) | 10 to 20%
**Political Behavior of Groups** | 10 to 20%
.political parties, elections, interest groups, PACs, and mass media | 10 to 20%
**Constitutional Foundations** | 5 to 15%
(federalism, checks & balances, separation of powers, theories of democracy) | 5 to 15%
**Civil Liberties and Civil Rights** | 5 to 15%

**There are 15 Required Supreme Court Cases (15 Cases Combined Review)**
- Marbury v. Madison
- McCulloch v. Maryland
- Schenck v. US
- Brown v. Board of Ed (1954)
- Baker v. Carr
- Engel v. Vitale
- Gideon v. Wainwright
- Tinker v. DesMoiines
- NY Times Co. v. US
- Wisconsin v. Yoder
- Roe v. Wade
- Shaw v. Reno
- US. v. Lopez
- McDonald v. Chicago
- Citizens United v. FEC

**Required Documents (9 Docs Combined Review)**
- The Declaration of Independence
- The Articles of Confederation
- The Constitution of the United States
- Federalist #10
- Brutus #1
- Federalist #51
- Federalist #70
- Federalist #78
- Letter from a Birmingham Jail
UNIT 1: FOUNDATIONS OF AMERICAN DEMOCRACY

The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. To address competing states’ visions for the allocation of governmental authority, compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of debate and negotiation in U.S. politics over the proper balance between federal and state power and between liberty and social order.

Resource Corner

➔ Quizlet: https://quizlet.com/_5ig81q?x=1jqt&i=17unwk
➔ Crash Course Playlist: https://www.youtube.com/playlist?list=PLbYGsCozV3wZ2bUSkDNVShCwykKTUV0at
➔ 15 Min. Review https://www.youtube.com/watch?v=i4E-OFi6GrA&list=PLHwEFig3y11blBkfz8-g5EHVZgh-alzBz&index=124

➔ Click the throughout the document to access short clips about the specific subjects being reviewed.

1.1 - 1.2 → A balance between governmental power and individual rights has been a hallmark of American political development.

**Explain** how democratic ideals are reflected in the Declaration of Independence and the Constitution.

The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

The Declaration of Independence, drafted by Thomas Jefferson with help from John Adams and Benjamin Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia Convention and led by George Washington, with important contributions from James Madison, Alexander Hamilton, and members of the “Grand Committee,” provides the blueprint for a unique form of political democracy in the U.S.

**Representative democracies can take several forms. Explain how models of representative democracy are visible in major institutions, policies, or debates in the U.S.**

**Define:**

- Participatory democracy-
  - Example:
Discuss the five Madisonian Principles of a representative democracy that continue to be reflected in contemporary institutions and political behavior.

Define and provide an example:

Federalism-
Example:

Popular Sovereignty-
Example:

Checks and Balances-
Example:

Separation of Powers-
Example:

Limited Government-
Example:

1.3 - 1.5 → The Constitution emerged from the debate about weaknesses in the Articles of Confederation as a blueprint for limited government.

Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.

Madison’s arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the “mischiefs of faction,” delegating authority to elected representatives and dispersing power between the states and national government.

What is a faction?

What is the source of factions?

How are factions controlled?
Anti-Federalist writings, including **Brutus No. 1**, adhered to popular democratic theory that emphasized the benefits of a small decentralized republic while warning of the dangers to personal liberty from a large, centralized government.

**Why were the Anti-Federalists reluctant to sign the new Constitution?**

**Explain** the relationship between key provisions of the *Articles of Confederation* and the debate over granting the federal government greater power formerly reserved to the states. **In other words, identify the problems in the Articles of Confederation and how they were corrected in the Constitution.**

Compromises deemed necessary for adoption and ratification of the Constitution are represented by the:

- **Great (Connecticut) Compromise**
- **Electoral College**
- **Three-Fifths Compromise**
- **Compromise on the importation of slaves**

**The Constitutional Basis of Federalism:** Although the term federalism is not found in the Constitution, it is clearly defined in the enumerated, concurrent and reserved powers of the national and state governments.

**Interstate relations:**
**Describe** the general obligations that each state has to every other state under the Constitution because of interstate relations.

- **Enumerated powers**
- **Implied powers**
- **Inherent powers**

The Commerce Clause & the Elastic Clause have played key roles in the expansion of Federal power.
Reserved powers-

Full Faith and Credit Clause-

Privileges and Immunities Clause-

Extradition-

<table>
<thead>
<tr>
<th>1.6 → The Constitution creates a complex competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explain</strong> the ideas represented in <strong>Federalist No. 51</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.7 - 1.8 → Federalism reflects the dynamic distribution of power between the national and state governments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explain</strong> how societal needs affect the constitutional allocation of power between the national and state governments. Be sure to consider the role of the 10th Amendment v. 14th Amendment.</td>
</tr>
</tbody>
</table>

The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.

**Fiscal Federalism: Define and provide an example for each.**

- **Grants-in-aid-**

- **Categorical Grants-**

- **Block Grants-**
**Mandates**

Explain how the appropriate balance of power between national and state governments has been interpreted differently over time. Be sure to compare **dual federalism** and **cooperative federalism**. Then, consider how the **necessary and proper clause** and the **commerce clause** have affected the balance of power between the national and state governments.

Explain how the balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as *McCulloch v. Maryland* and *United States v. Lopez*. 
UNIT 2: INTERACTIONS AMONG BRANCHES OF GOVERNMENT
Because power is widely distributed and checks prevent one branch from usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern.

Resource Corner
→ Quizlet:
  ◆ https://quizlet.com/_5qr1nv?x=1jqt&i=17unwk
  ◆ https://quizlet.com/_7szvgs?x=1jqt&i=17unwk
→ Crash Course Playlists:
  ◆ https://www.youtube.com/playlist?list=PLbYGsCozV3wYTrlr0_FHT89452Yd2VkB
  ◆ https://www.youtube.com/playlist?list=PLbYGsCozV3wZLbwCXSu5j0v5nCkNJHPQ
  ◆ https://www.youtube.com/playlist?list=PLbYGsCozV3wZMVqHJ_qtkC_huFWYD40CuN
→ 15 Min Review https://www.youtube.com/watch?v=dO1NVFHUKL0&list=PLHwEFig3yI1blBkfz8-g5EHVZgh-alzBz&index=125
→ Click the throughout the document to access short clips about the specific subjects being reviewed.

2.1 - 2.3 → The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.

<table>
<thead>
<tr>
<th>Structure</th>
<th>House of Representatives</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number from Each State</td>
<td></td>
<td></td>
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<tr>
<td>Length of term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Powers/Functions</td>
<td></td>
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</tr>
</tbody>
</table>

Did you know: The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes
  - Passing a federal budget, raising revenue, and coining money
  - Declaring war and maintaining the armed forces
  - Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the Necessary and Proper Clause

Describe how a bill becomes a law.
**Explain** how the structure, powers, and functions of both houses of Congress affect the policy making process.

Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process.

**Identify and explain the four types of congressional committees:**

Define and explain chamber-specific procedures, rules, and roles that impact the policy making.

Roles of Speaker of the House, party leadership, and committee leadership in both chambers-

Role of Rules Committee, Committee of the Whole, and discharge petitions in the House-

Filibuster-

Cloture-

Treaty ratification and confirmation role of the U.S. Senate-

Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases.

**Discretionary spending**

Example:

Mandatory spending

Example:
Pork barrel legislation and logrolling affect lawmaking in both chambers.

<table>
<thead>
<tr>
<th>Pork barrel legislation-</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logrolling-</td>
<td>Example:</td>
</tr>
</tbody>
</table>

Explain how congressional behavior is influenced by election processes, partisanship, and divided government.

Gerrymandering-

Redistricting-

Reapportionment-

Ideological divisions within Congress-

Elections that have led to a “divided government”-

Congressional refusal to confirm appointments of “lame duck” presidents of the opposite party-

Define the models of Congressional representation.

Trustee model-

Delegate model-

Politico model-

Explain how decisions in *Baker v. Carr* and *Shaw v. Reno* have affected partisanship and divided government.

2.4 - 2.7 → The presidency has been enhanced beyond its expressed constitutional powers.

Presidents use powers and functions of the office to accomplish a policy agenda. Discuss the formal and informal powers of the president.

<table>
<thead>
<tr>
<th>Formal Powers</th>
<th>Informal Powers</th>
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<tbody>
<tr>
<td>●</td>
<td>●</td>
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</tbody>
</table>
**Explain** how the president can implement a policy agenda.

**Explain** how the president’s agenda can create tension and frequent confrontations with Congress.

**Discuss** the how the potential for conflict with the Senate depends upon executive appointments including cabinet, ambassadors, and White House staff.

Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments.

**Explain** how the president exerts long-lasting influence via judicial appointments.

**Summarize** Federalist No. 70

**Term-of-office** and constitutional-power restrictions, including the passage of the 22nd Amendment, demonstrate changing presidential roles.

**Define** 22nd Amendment-

**Discuss** how the communication impact of the presidency can be demonstrated through such factors as:

- Modern technology, social media, and rapid response to political issues
- Nationally broadcast State of the Union messages and the president’s bully pulpit used as tools for agenda setting

2.12 - 2.15 → The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability.

**Explain** how the bureaucracy carries out the responsibilities of the federal government.
Explain how the bureaucracy interacts with the president and Congress by:

- Writing and enforcing regulations
- Issuing fines
- Testifying before Congress
- Iron triangles

**Define and explain** how political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.

- Civil service
- Merit
- Pendleton Act

**Define** and explain the roles of bureaucratic institutions

**Independent Executive Agency**
- Example:

**Independent Regulatory Commission**
- Example:

**Government Corporation**
- Example:

**Explain** how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.

**Explain** how Congress uses its oversight power in its relationship with the executive branch. Consider the role of committee hearings and the Congressional power of the purse.

**Discuss**: As a means to curtail the use of presidential power, “congressional oversight” serves as a check of executive authorization and appropriation.
Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.

Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

2.8 - 2.11 → Judicial Branch: The design of the judicial branch protects the court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.

Explain the principle of judicial review and how it checks the power of other institutions and state governments.

Describe how the foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in:

- Article III of the Constitution
- Federalist No. 78
- Marbury v. Madison (1803)

Explain how the exercise of judicial review in conjunction with life tenure can lead to controversy about the legitimacy of the Supreme Court’s power.

Define Writ of Certiorari
Rule of Four-
amicus curiae briefs-
majority opinion-
dissenting opinion-
concurring opinion-

Precedents and stare decisis play an important role in judicial decision making.

<table>
<thead>
<tr>
<th>Define:</th>
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<tbody>
<tr>
<td>Stare Decisis-</td>
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<tr>
<td>Precedent-</td>
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</tbody>
</table>

Discuss how ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court’s establishing new or rejecting existing precedents.

Controversial or unpopular court decisions can lead to challenges of the court’s legitimacy and power from Congress and the president. Discuss how the President and Congress can limit or change unpopular decisions.

- future appointments-
- legislation changing the Court’s jurisdiction refusing to implement decisions-
- Constitutional Amendment-

Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.

<table>
<thead>
<tr>
<th>Define and provide an example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judicial Activism-</td>
</tr>
<tr>
<td>Example:</td>
</tr>
<tr>
<td>Judicial Restraint-</td>
</tr>
<tr>
<td>Example:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Court</th>
<th>Number of Courts</th>
<th>Number of Judges</th>
<th>Jurisdiction</th>
<th>Policy Implications</th>
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</thead>
<tbody>
<tr>
<td>District Court</td>
<td></td>
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</table>
### CHECKS & BALANCES

#### BRANCH

<table>
<thead>
<tr>
<th>Legislative Branch</th>
<th>Checks on the Executive Branch</th>
<th>Checks on the Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congress makes laws</td>
<td>□</td>
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<tr>
<td>House of Representatives</td>
<td>□</td>
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<tr>
<td>Senate</td>
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<table>
<thead>
<tr>
<th>Executive Branch</th>
<th>Checks on the Legislative Branch</th>
<th>Checks on the Judicial Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carries out laws</td>
<td>□</td>
<td>□</td>
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<tr>
<td>President, VP</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Bureaucracy</td>
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</table>

<table>
<thead>
<tr>
<th>Judicial Branch</th>
<th>Checks on the Legislative Branch</th>
<th>Checks on the Executive Branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprets the law</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Supreme Court</td>
<td>□</td>
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<tr>
<td>Federal Courts</td>
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</tbody>
</table>

#### LINKAGE INSTITUTIONS

<table>
<thead>
<tr>
<th>LINKAGE INSTITUTIONS</th>
<th>CHECKS ON THE LEGISLATIVE BRANCH</th>
<th>CHECKS ON THE EXECUTIVE BRANCH</th>
<th>CHECKS ON THE JUDICIAL BRANCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Groups</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>Political Parties</td>
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<tr>
<td>Media</td>
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</table>
UNIT 3: CIVIL LIBERTIES AND CIVIL RIGHTS
Through the U.S. constitution, but primarily through the Bill of Rights and the Fourteenth amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights essential to ordered liberty and from denying equal protection under the law. Likewise, it has sometimes been argued that these legal protections have been used to block reforms and restrict freedoms of others in the name of social order.

Resource Corner
➔ Quizlet Vocab: https://quizlet.com/86zdwa?x=1jqt&i=17unwk
➔ Crash Course Playlist: https://www.youtube.com/playlist?list=PLbYGsCozV3wb3AsC9tkwyY6dHPnYCMUQ
➔ 15 Min Review: https://www.youtube.com/watch?v=2Aaf2rbnu_w&list=PLHwEFig3y1blBkfx8-g5EHVZgh-alzBz&index=126

➔ Click the throughout the document to access short clips about the specific subjects being reviewed.

3.1 - 3.6 → Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.

Explain how the U.S. Constitution protects individual liberties and rights.

The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights. Describe the rights protected in the Bill of Rights.

1st Amendment-

2nd Amendment-

4th Amendment-

5th Amendment-

6th Amendment-

8th Amendment-
<table>
<thead>
<tr>
<th>9th Amendment-</th>
<th>10th Amendment-</th>
</tr>
</thead>
</table>

**Explain** the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.

**Explain** how the interpretation and application of the First Amendment’s establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious practice and free exercise, as represented by such cases as *Engel v. Vitale* and *Wisconsin v. Yoder*.

**Explain** the decision in *Tinker v. Des Moines Independent Community School District*.

Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech.

| Define |
| Time, place, and manner regulations- |
| Miller Test- |
| *Schenck v. US*- Clear and Present Danger Test- |

In *New York Times Co. v. United States* (1971), the Supreme Court bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security.

**Explain** how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.

*Mapp v. Ohio*- Exclusionary Rule

*4th Amendment*- Protection against warrantless searches & collection of metadata

*Patriot Act-

*Gideon v. Wainwright*-
Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes.

<table>
<thead>
<tr>
<th>Case</th>
<th>Case</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furman v. Georgia-</td>
<td>Atkins v. Virginia-</td>
<td>Roper v. Simmons-</td>
</tr>
</tbody>
</table>

3.7 - 3.9 → Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s “due process” clause to prevent state infringement of basic liberties.

**Explain** the implications of the doctrine of selective incorporation.

Explain how the decision *McDonald v. Chicago* used the doctrine of selective incorporation to impose limitations on state regulation of civil rights and liberties.

**Explain** the extent to which states are limited by the due process clause from infringing upon individual rights.

- 5th Amendment-
- 6th Amendment-
- Miranda Rule-

The Court has on occasion ruled in favor of states’ power to restrict individual liberty, as for example, which speech can be shown to increase the danger to public safety.

**Example:**

While a right to privacy is not explicitly named in the Constitution, the court has interpreted the due process clause to protect the right of privacy from infringement.

- Due Process-
- *Roe v. Wade-*
The interpretation of the due process clause has been the subject of controversy.

3.10 → The 14th Amendment’s “equal protection clause” as well as other constitutional provisions have often been used to support the advancement of equality.

Explain how constitutional provisions have supported and motivated social movements.

<table>
<thead>
<tr>
<th>Civil Rights Movement (Letter from Birmingham Jail)</th>
<th>Women’s Rights Movement</th>
<th>LGBT Rights Movement</th>
</tr>
</thead>
</table>

Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.

Rational Basis-
Intermediate Scrutiny-
Strict Scrutiny-

3.11 → Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.

Explain how the government has responded to social movements.

The government can respond to social movements through court rulings and/or policies.

Brown v. Board of Education-

The Civil Rights Act of 1964-

Title IX of the Civil Rights Act Amendments (1972)-
The Voting Rights Act of 1965-

Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights. Consider state laws & Supreme Court holdings.

The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.

Bakke v. California-
UNIT 4: AMERICAN POLITICAL IDEOLOGIES AND BELIEFS

American political beliefs are shaped by founding ideals, core values, linkage institutions, political parties, interest groups and the media.

Resource Corner

➔ Quizlet: https://quizlet.com/_5ioo7g?x=1jqt&i=17unwk
➔ Crash Course Playlist: https://www.youtube.com/playlist?list=PLbYGsCozV3wYVzB15bPaqZ2m9WUVO4R9d
➔ 15 Min Review: https://www.youtube.com/watch?v=Rw-qz--jafI&list=PLHwEFig3y1blBkfz8-g5EHVZgh-alzBz&index=127

➔ Click the throughout the document to access short clips about the specific subjects being reviewed.

4.1 – 4.4 → Citizen beliefs about government are sharpened by the intersection of demographics, political culture, and dynamic social change.

Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.

Explain how cultural factors influence political attitudes and socialization.

4.5 – 4.6 → Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.

Describe the elements of a scientific poll.

Public opinion data that can impact elections and policy debates is affected by scientific polling types and methods.

- opinion polls-
- tracking polls-
- entrance and exit polls-

Did you know that polls repeatedly report that a majority of Americans disapprove of the job Congress is doing?

Explain the quality and credibility of claims based on public opinion data.

Explain the relationship between scientific polling and elections and how policy debates are affected by the:

- Importance of public opinion as a source of political influence in a given election or policy debate-
Reliability and veracity of public opinion data:

4.7 - 4.10 → Widely held political ideologies shape policy debates and choices in American policies.

<table>
<thead>
<tr>
<th>Explain how ideologies of the two major parties shape policy debates.</th>
<th>Liberal Ideology</th>
<th>Conservative Ideology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Party</td>
<td>Economic:</td>
<td>Republican party</td>
</tr>
<tr>
<td>Social:</td>
<td></td>
<td>Economic:</td>
</tr>
</tbody>
</table>

Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
UNIT 5: POLITICAL PARTICIPATION

Governing is achieved directly through citizen participation and indirectly through institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Resource Corner

➔ Khan Academy: https://www.khanacademy.org/humanities/ap-us-government-and-politics/political-participation
➔ Quizlet: https://quizlet.com/_5ioo7g?x=1jqt&i=17unwk
➔ Crash Course Playlist: https://www.youtube.com/playlist?list=PLbYGsCozV3wYVzB15bPaqZ2m9WUVO4R9d
➔ 15 Min Review: https://www.youtube.com/watch?v=z9YKKZQ9xS8&list=PLHwEFig3y1IblBkfz8-g5EHVZgh-alzBz&index=128 https://www.youtube.com/watch?v=lBYde_CvfdQ&list=PLHwEFig3y1IblBkfz8-g5EHVZgh-alzBz&index=129

➔ Click the throughout the document to access short clips about the specific subjects being reviewed.

5.1 - 5.2 → Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

Describe the voting rights protections in the Constitution and in legislation and be able to explain how this increased voter participation.

15th Amendment-

17th Amendment-

19th Amendment-

24th Amendment-

26th Amendment-

Discuss how structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and the following can influence voter turnout among democracies worldwide:

political efficacy-

National versus state-controlled elections-

Voter registration laws and procedures-
| Voting incentives or penalties or fines- |
| Election type (mid-term or presidential) |

**Discuss** the demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.

**Discuss** the factors influencing voter choice include:

- **Party identification and ideological orientation**-
- **Candidate characteristics**-
- **Contemporary political issues**-
- **Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics**-

5.3 - 5.7 → Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.

Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers.

Identify the four linkage institutions and provide an example for each one.
Explain the function and impact of political parties on the electorate and government.

The functions and impact of political parties on the electorate and government are represented by:

- Mobilization and education of voters
- Party platforms
- Candidate recruitment
- Campaign management, including fundraising and media strategy

Explain how parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.

Explain how the structure of parties has been influenced by:

- Regional realignments
- Campaign finance law
- Changes in communication and data-management technology

*Citizens United v. FEC*
Explain how structural barriers impact third-party and independent-candidate success.

Explain: In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success.

Discuss the role interest groups play in policy making.
THE INFLUENCE OF LOBBYISTS

WHAT IS LOBBYING?
- Attempting to influence the decisions of policymakers
- Interest group lobbying is generally most effective on narrow technical issues that are not well publicized (nobody has expertise on the issue except for the lobbyist)

WHO ARE LOBBYISTS AND WHAT DO THEY DO?
- A person who is employed by and acts for an organized interest group or corporation to try to influence policy decisions and positions in the executive branch (bureaucratic agency) and legislative branch (congressional committee)
  - Influence governmental decisions, especially legislation
  - Provide information to government (lobbyist = policy specialist, congressman = policy generalist)
  - Testify at hearings
  - Help write legislation
- Revolving door – the employment cycle from government to interest group
  - Government employee to lobby the agency they came from is illegal – conflict of interest
  - Congress to lobbyist is legal (with a “cooling off” period)
  - Iron triangles (issue networks) are mutually supporting relationships among
    - Interest groups
    - Congressional committees and subcommittees
    - Government agencies

Discuss the role of an iron triangle in policy making.

In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, Congressional committees, and other interest groups; such relationships are described as “iron triangles” and issue networks and they help interest groups exert influence across political party coalitions.

Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
Discuss how Interest group influence may be impacted by:

- Inequality of resources-
- Unequal access to decision makers-
- “Free rider” problem-

Explain how various political actors influence public policy outcomes.

Provide examples of single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.

Be sure to know the difference between monetary policy and fiscal policy. Monetary policy refers to the money supply and interest rates. Fiscal policy refers to taxing and spending policies. Both the executive and legislative branches share responsibility for fiscal policies.
The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.

Explain how the different processes work in a U.S. presidential election. The process and outcomes in U.S. presidential elections are impacted by:

- **Incumbency advantage phenomenon**
- **Open primaries**
- **Closed primaries**
- **Caucuses**
- **Party conventions**
- **General (presidential) elections**
- **The Electoral College**

Evaluate the extent to which the Electoral College facilitates or impedes democracy.

Explain how the winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.
**Explain** how the different processes work in a U.S. Congressional election.

**Explain** how campaign organizations and strategies affect the election process.

Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in:

- **Bipartisan Campaign Reform Act of 2002 (McCain-Feingold Act)**
- **Citizens United v. Federal Election Commission**

Discuss the debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, PACs and political parties).

5.12 - 5.13 → The various forms of media provide citizens with political information and influence the ways in which they participate politically.

**Explain** the media’s role as a linkage institution.

**Discuss** the media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.
Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

<table>
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<tr>
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<td>Nomination</td>
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<td>Full Faith &amp; Credit Clause</td>
<td>Privileges &amp; Immunities</td>
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<td>Equal Protection Clause</td>
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<td>Separation of Powers</td>
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<td>Impeachment</td>
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<td>Office of Management and Budget</td>
<td>Congressional Budget Office</td>
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<td>White House Staff</td>
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<td>Congressional Caucus</td>
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<td>Majority Whip</td>
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<td>President of Senate</td>
<td>Senate President Pro Tempore</td>
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<td>Casework</td>
<td>Pork Barrel</td>
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<tr>
<td>Standing Committee</td>
<td>Conference Committee</td>
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</table>

**TOP 10 ACTS OF CONGRESS**

1. Civil Rights Act of 1964

2. The Voting Rights Act of 1965

3. The Clean Air Act (1970)

4. The War Powers Resolution (1973)
5. The Budget & Impoundment Control Act of 1974


7. Americans with Disabilities Act (1990)

8. Welfare Reform Act (1976)

9. No Child Left Behind Act (2001)

10. USA Patriot Act (2001)
## REQUIRED FOUNDATIONAL DOCUMENTS

<table>
<thead>
<tr>
<th>Document</th>
<th>Summary</th>
<th>Author</th>
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</table>
| **Declaration of Independence** | ● Natural rights – people are born with them; government should protect them  
● Popular sovereignty: people = source of power  
● Abolish unjust governments  
● Social contract  
Author: Thomas Jefferson |                                                                             |
| **Articles of Confederation** | ● States were sovereign  
● Each state had 1 vote  
● Congress couldn’t collect taxes or regulate interstate commerce  
● No executive or judicial branches  
● States basically did what they wanted  |                                                                             |
| **Constitution**          | ● Separation of powers (3 branches of government)  
● Checks and balances  
● Federalism  
● Republican form of government  
● Limited government  
● Bill of Rights and amendments (27 total)  
Author: Delegates to the Grand Convention |                                                                             |
| **Federalist #10**        | ● Madison says factions are the biggest threat facing republic  
● Factions are groups that don’t want what’s best for everyone  
● Factions are inevitable because of liberty – can’t get rid of them without taking away liberty  
● You can control negative effects of factions but not through democracy – that would lead to tyranny of majority  
● Rather, best solution to control effects is a large republic  
Author: James Madison |                                                                             |
| **Brutus #1**             | ● Advocates for small republic  
● Warns that if you give up power, you will never get it back  
● Elastic clause is risky because it gives the federal government absolute power  
● Power to tax leads to tyrannical government  
● Federal government would destroy the states  
Author: Anti-Federalist |                                                                             |
| **Federalist #51**        | ● Since men aren’t angels, there is a need for government to limit the ambition of men  
● However, we need limited government because men can become corrupt  
● Separation of powers – divide power amongst the 3 branches in order to counteract ambition  
● Checks and balances – each branch will guard its own power and keep the other branches in check  
● Congress has the most power of the 3 branches, so it’s divided into 2 houses so they can check each other’s powers  
Author: James Madison |                                                                             |
| **Federalist #70**        | ● Hamilton argues for unitary executive  
● Executive must be strong and energetic  
● Congress needs to be slow to act while executive needs to act fast and one person can act faster than group |                                                                             |
<table>
<thead>
<tr>
<th><strong>Federalist #78</strong></th>
<th><strong>Letter from a Birmingham Jail</strong></th>
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<tbody>
<tr>
<td>Author: Alexander Hamilton</td>
<td>Author: Dr. Martin Luther King, Jr.</td>
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<tr>
<td>• Judiciary is the least dangerous branch because they can’t make laws, declare war or even enforce their own rulings</td>
<td>• Demand that the ideals of the DoI and Constitution (14th amendment) finally applied to all</td>
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<td>• Life terms for judges so they are not bound to political/outside pressure</td>
<td>• List of grievances (similar to DoI)</td>
</tr>
<tr>
<td>• Power of judicial review</td>
<td>• Freedom has never been given; only get freedom when demanded</td>
</tr>
<tr>
<td></td>
<td>• Advocates for civil disobedience</td>
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