

2020-2021

AP US Government & Politics Syllabus

COURSE

COURSE TITLE:	AP US Government & Politics (H5Y)
INSTRUCTOR :	Mr. Yamron
INSTRUCTOR EMAIL:	todd.yamron@archimedean.org
COURSE LENGTH:	16 Weeks
COURSE WEBSITE:	aucapgov.wordpress.com

COURSE DESCRIPTION

AP U.S. Government and Politics is a college-level semester course that not only seeks to prepare students for success on the AP Exam in May, but also provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system.

AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well- reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

The course will be organized around the following units of study:

Unit 1: Foundations of American Democracy

The US Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. Compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of conflict in U.S. politics over the proper balance between individual freedom, social order and equality of opportunity. Multiple actors and institutions interact to produce and implement possible policies.

Unit 2: American Political Ideologies and Beliefs

American political beliefs are shaped by founding ideals, core values, linkage institutions (e.g. elections, political parties, interest groups, and the media in all its forms), and the changing

demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.

Unit 3: 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.

Unit 4: 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.

Unit 5: 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.

Foundational documents and Supreme Court cases are an integral part of the course and necessary for students to understand the philosophical underpinnings, significant legal precedents, and political values of the U.S. political system and may serve as the focus of AP Exam questions. The course requires study of:

- 9 foundational documents:

- The Declaration of Independence

- The Articles of Confederation

- Federalist No. 10*

- Brutus No. 1*

- Federalist No. 51*

- The Constitution of the United States

- Federalist No. 70*

- Federalist No. 78*

- “Letter from Birmingham Jail”

■ 15 landmark Supreme Court cases:

Marbury v. Madison (1803)

McCulloch v. Maryland (1819)

Schenck v. United States (1919)

Brown v. Board of Education (1954)

Baker v. Carr (1961)

Engel v. Vitale (1962)

Gideon v. Wainwright (1963)

Tinker v. Des Moines Independent Community School District (1969)

New York Times Company v. United States (1971)

Wisconsin v. Yoder (1972)

Roe v. Wade (1973)

Shaw v. Reno (1993)

United States v. Lopez (1995)

McDonald v. Chicago (2010)

Citizens United v. Federal Election Commission (FEC) (2010)

AP U.S. GOVERNMENT AND POLITICS DISCIPLINARY PRACTICES

Students will be required to:

Practice 1: Apply political concepts and processes to scenarios in context

- a. Describe political principles, institutions, processes, policies, and behaviors

Practice 2: Apply Supreme Court decisions

- a. Describe the facts, reasoning, decision, and opinion(s) of required Supreme Court cases
- b. Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources

- c. Compare the reasoning, decisions, and opinion(s) of a required Supreme Court case to a non-required Supreme Court case

Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics

- a. Describe and explain patterns and trends in data
- b. Explain what the data imply or illustrate about political principles, institutions, processes, policies, and behaviors

Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources

- a. Describe the author's claim(s), perspective, evidence, and reasoning
- b. Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors
- c. Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors
- d. Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors

Practice 5: Develop an argument in essay format

- a. Articulate a defensible claim/thesis
- b. Support the argument using relevant evidence
- c. Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis
- d. Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives

COURSE GOALS AND OBJECTIVES	
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Goals

1. To develop critical thinking, analytical, reading, and writing skills to be used in the student's college and professional careers.
2. To provide the student with an advanced knowledge and appreciation of U.S. Government.
3. To provide the student with the opportunity to earn college credit by taking the AP U.S. Government & Politics Exam.

Objectives

1. Demonstrate and apply a broad body of knowledge in regard to American government.
2. Utilize current events and historical cases in the analysis of defending and supporting basic arguments and problems.

3. Differentiate between various schools of political thought of evaluation, and interpretation.
4. Interpret and infer from various pieces of historical and political data including original documents, cartoons, etc.
5. Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationships, and compare and contrast.
6. Work effectively in groups to produce products, make presentations, and solve problems.
7. Promote a greater level of civic participation now and throughout the future by engaging in current events and community involvement.

GRADING

How students are evaluated and the percentage that item is weighted in the final grade for the course:

Tests	40%
Quizzes	30%
Homework	10%
Participation	20%
Total	100%

Transformation to a letter grade will be based on the following thresholds:

A	90 – 100 %
B	80 – 89 %
C	70 – 79%
D	60 – 69 %
F	59 % and below
I	Incomplete

	COURSE RESOURCES
TEXTBOOK (S)	<p><i>Government in America: People, Politics, and Policy</i>. Fifteenth Edition. Edwards, George C, Martin P. Wattenberg, and Robert Lineberry. (New York: Pearson Longman, 2010).</p> <p><i>American Government; Readings and Cases</i>. Seventeenth Edition. Peter Woll. (New York: Pearson Longman, 2008).</p> <p><i>The Lanahan Readings in American Polity</i>. Third Edition. Serow Ann G. and Everett C. Ladd. (Baltimore, MD: Lanahan Publishers, Inc., 2003)</p>

	<p><i>Amsco Advanced Placement United States Government and Politics</i></p> <p><i>AP US Government & Politics Crash Course</i>. Larry Krieger. (Piscataway, NJ: REA, 2011).</p>
SUPPLEMENTAL READINGS, CURRENT EVENTS, & INTERNET RESOURCES	<p><i>There will also be various articles and handouts from time to time provided by the teacher.</i> A collegiate level dictionary and a thesaurus are needed for this class.</p> <p>Students are required to keep up with current events by following national news and politics in a national newspaper such as the <i>New York Times</i>, <i>Washington Post</i>, or <i>Wall Street Journal</i>, watch a television news station such as CNN, listen to NPR or another news program, or access a reliable news source online.</p>

COURSE ASSIGNMENTS, EXAMS, AND QUIZZES	
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AP CLASSROOM	At the beginning of the year, I will guide you through the process of accessing and logging into your AP Classroom website, created by the College Board. Throughout the year you will be completing the Personal Progress Checks which will help you and me gauge your understanding of the course content as we progress through the class. You will be assigned MCQs, SAQs, and LEQs.	. T
CED	The AP Government Course & Exam Description is one of the most important resources that you have access to. All students are to have a copy (either electronic or printed), of the relevant sections of the CED for AP Government. This is the outline of the course provided by the College Board, and specifies the topics, essential knowledge, big ideas, and general content that can and will be tested on the AP Exam in May. We will be actively using them in class as we review for both unit exams and the AP exam.	
IDENTIFICATIONS	For each chapter in Edwards you will be assigned identifications. These should be written in your own words.	
GUIDED READINGS/MC QUESTIONS	For each Amsco chapter you will be assigned a guided reading and multiple-choice questions.	
FOUNDATIONAL DOCUMENTS GROUP PROJECTS	Each group will be randomly assigned 2 foundational documents to design a creative activity for the class. Each activity should take no more than 20 minutes to complete. This should include both lower (knowledge, comprehension, and application) and higher order thinking skills (analysis, synthesis, and evaluation). Groups must meet with me during office hours to discuss their project and have it approved before you begin. The final project should also be cleared with the instructor before being presented to the class.	

SUPREME COURT CASES BRIEFS AND COMPANION ASSIGNMENTS	For each of the mandatory cases you will complete a cases and companion assignment brief. Instructions, examples, and the assignment are posted under assignments on the course website.	
Current Events Presentations	Students, individually or as a pair, will prepare a current events presentation that they will share with the class at the start of their assigned week. The presentation must include at least one story that links one or more of the big ideas to the unit currently under study (see CED). The current events presentation also must include at least one relevant visual source (photo, political cartoon, or infographic) for each story with a caption that explains its connection to the big idea and/unit that story covers.	
Civic Component Project	The required project adds a civic component to the course engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. You have several options to choose from see pages 133-137 of the CED. Students must meet with me during office hours to discuss their project and it must be approved by me before you begin.	
FRQ	You will be assigned a FRQ as either an in class assignment, pop quiz, or as a take-home assignment. These timed essays will require you to analyze and interpret the structure and actors within American government and politics and prepare you for the AP exam. ALL FRQs MUST BE WRITTEN IN BLACK or BLUE PEN.	
READING QUIZZES	Throughout the course you will have quizzes on the Edwards/Amsco content. This will consist of oral questions. You are not allowed to use notes, books or any consult any other materials. You must use the ipad camera showing your computer screen and your desk area.	
UNIT EXAMS	During the course you will have five-unit exams. Exams will be either short answer or essay and follow the format of the AP Exam. These are timed tests and will vary based on the number of questions. You must use the ipad camera showing your computer screen and your desk area. Unless told otherwise you will be required to access the exam using the lockdown browser via AP Classroom.	
FINAL EXAM	The final will include four frqs. You must use the ipad camera showing your computer screen and your desk area. Unless told otherwise you will be required to access the exam using the lockdown browser via AP Classroom.	

Note: Not everything in this class will be done “for a grade,” but completion of all activities/assignments is essential to being successful in this course.

Course Policies

Every student is expected to comply with the rules listed by the school. All policies (including dress code, attendance, and general behavior) will be enforced in this classroom.

Academic Honesty

As far as I’m concerned, this is the most important point in this syllabus.

Regarding plagiarism and cheating: **Don't do it!** Fair warning - you will have **earned a zero** and that is what you will receive. **No exceptions.** Consider this your one and only warning. In addition, depending on the severity, you may have also **earned** an 'F' for the class. Moreover, for any

infraction of this rule, you will be immediately referred to the administration, where appropriate additional disciplinary measures will be taken.

Students will do their own work unless the assignment is a group project.

Accommodations

Students with special accommodations that allow for extended deadlines may request them. Please do so prior to the due date.

Students without accommodations may also submit a request for a deadline extension in special cases. Depending on the nature of the extension, the request may be submitted before or after the assignment due date. What constitutes a qualifying event is to be decided by me after careful review of your request. I reserve the right to deny any request without explanation, but will do my best to provide one. If I determine that more information is needed to reach a final determination on your case, I will request more evidence be submitted. If this is the case, you will be notified within 24 hours of your request and will have 24 hours from receipt of said notification to provide the requested evidence. No appeals will be allowed once a final decision has been made.

Dress Code

AUC's dress code policy will be enforced in this class. You must be wearing the proper uniform jackets, shirts, shoes, etc. to be admitted to class. Moreover, no hats are allowed to be worn in class at any time; this includes baseball style caps, hoodies, etc.

Electronic Devices

The general rule of thumb **no electronic devices** are allowed in the classroom. Unless otherwise specifically stated, no mobile phones, iPods, or similar devices are allowed anywhere in the classroom -- **no exceptions**. They are disruptive and disrespectful. They will be confiscated on sight, and the student will have to claim it from the main office.

Attendance

Students are to follow all set school rules regarding attendance. All students will be held responsible for any and all material missed. To that end, I am available, as usual, to all students at the end of the school day or via email. Any assignments due during the absence are due immediately upon return to class -- no exceptions. If possible, prior notice should be given before a missed exam, and it will be scheduled **before** the absence. If an absence is unavoidable, an alternate form of the exam will be administered at the earliest date possible.

Note: Because class participation is a critical component of a student's final grade, and due to the lecture/ discussion nature of this course, attendance is critical and will affect your final grade.

Tardiness

Tardiness is disruptive to both myself, and the class. In that light, please be advised that no student will be allowed late entry into the class without the proper forms from the main office, or a valid pass from another teacher. If you are denied entrance into the class, you will be held responsible for any material missed, assignments due, etc. Please bear in mind that you are expected to be in your seat and ready to work by the time the second bell rings. **Please note: tardiness is factored into your weekly participation grade.**

Assignments/ Late and Make-Up Work

Homework should be handwritten, include your name, class period and subject, and the date turned in, and it should be placed in the in-basket at the beginning of class unless directed otherwise. Any group assignments should have the name of each team member. Points will be

deducted for failing to include this information. **No late homework will be accepted unless the student has an excused absence or is attending a school-sponsored event.** Mrs. Bardoutsos will assign students who have four or more missing assignments Saturday detention. In addition, students who fail to complete assignments will have their parents notified.

It is the responsibility of the student to arrange with the instructor all matters related to excused absences. These include religious holidays, emergencies, school sponsored events, etc. Any missing work or exams should be made up within a week of returning to school. Work not made up within a week including missing exams will receive a grade of zero (Z). **Students who miss class that is recorded officially as an unexcused absence in the gradebook will not be allowed to make up work including tests.**

If you have missed a quiz due to an excused absence, an X will be entered into the gradebook and there will be no make ups.

Do not attempt to turn in any late assignments at the end of the grading period as they will NOT be graded.

Note: No make-up exam will be the same version as the assessment given in class.

Classroom Behavior

It is my hope to conduct this class in a manner that is conducive to an open and civilized exchange of ideas. To that end, it is imperative that everyone is treated with **respect**. Talking over others, shouting out answers without first having been recognized, and other disruptive behaviors will not be tolerated. I also do not tolerate any bullying, intolerance, or harassment in the classroom. A warning will be given the first time, after which you will be asked to leave the class (again, you are responsible for any missed material, assignments due, etc.).

Moreover, poor behavior, sleeping in class, talking during class, working on assignments for other classes, and other disruptive behaviors are heavily factored into your weekly participation grade.

Class Participation

Your participation in class discussions is an integral part of this class. To that end, every student is expected to contribute to the class discussions. The **level and quality of a student's participation, the level of your engagement in the class discussions and lectures, the timely submission of your assigned work, along with your punctual arrival to class daily, and your classroom behavior and deportment** will be factored into the final grade, as a weekly participation grade in the gradebook.

Classroom

No furniture (chairs, desks, etc) is to be moved. Ever. Consider the desks nailed in place. Moreover, you are expected to leave the classroom as you found it, free of garbage, ink and pencil marks, left behind books, etc., on a daily basis. Moreover, there is to be no food or drink (other than water) in the classroom, unless otherwise discussed.

Also, no students are allowed in the classroom during lunch or before/after school unless I or another teacher is in here with you.

Food & Drink

There is no eating in class. If you do eat in class, you will be asked to leave the classroom and report to the office. Your absence from class, as well as your disobeying of the rules, will adversely affect your weekly participation grade.

You are allowed a bottle of water at your desk. No sodas, juices, or other drinks are allowed in the classroom.

Bathroom Breaks

You may not interrupt the lecture or discussion with requests to use the restroom. Please wait for a natural break in the conversation to make your requests. Moreover, no student will be allowed to use the restroom in the first 10 and the last 10 minutes of class.

Grade “Bumping”

I do not “bump up” grades, so please do not ask. The grade you receive in the class is the grade you have earned.

EXPECTATIONS AND STUDENT RESPONSIBILITIES	
1	<p>It is your responsibility to have all of the following supplies by the end of the first week.</p> <ul style="list-style-type: none"> • An appropriate notebook or binder, with paper available to take notes during class each day. • Blue or black pens for taking notes, and for completing homework, class work, short answers and essays. I will not accept written work completed in pencil, no exceptions. • A pencil is required to take all multiple-choice sections of unit exams and quizzes since they are graded with a zip grade sheet. • A stapler with an ample supply of staples. I will not accept any work that has multiple pages that is not stapled, and you may not use mine in class. <u>No exceptions.</u>
2	<p>Each student is required to maintain a <u>dedicated</u>, organized notebook or three ring binder. The notebook should contain detailed classroom notes and in-class assignments. As stated above, it should contain blank paper for in-class note taking, as well as pockets to keep the handouts and print outs that you will receive throughout the year. It should be organized with dated, titled entries. <u>You must have this notebook by the end of the first week of school</u>, no exceptions. These notebooks will be checked periodically and without warning, and it is your responsibility to have it in class with you daily. Notebook checks count as a classwork grade in this class.</p>
3	<p>All classroom handouts and returned work must be saved and organized in your three-ring binder or notebook. This is important for several reasons: First, these materials will be an essential part of the review for exams and quizzes. Second, you may need to refer to that work at a later point.</p>
4	<p>You are responsible for all assignments, deadlines, announcements, etc. presented in class, as well as for all material including readings, lectures, class discussions, exercises, and videos.</p>

5	I expect you to be prepared and to actively participate in class. You need to bring all required materials (three-ring binder, textbooks, homework, pens and pencils, paper, and you need to be focused and engaged in class. I expect you to be in your seat and prepared to work when class begins.
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CLASSROOM RULES

1	Keep your hands, feet, and objects to yourself.
2	Follow all directions the first time they are given.
3	Remain in your seat unless you have permission to get up.
4	Be respectful of others and their belongings.
5	When I am talking, I expect you to be courteous and listen. If you have a question, please raise your hand and I will call on you as soon as possible.
6	Items on my desk are NOT to be removed or borrowed without my permission.

CONSEQUENCES

1	Student will receive a verbal warning.
2	Student will be given after school detention with Mr. Yamron.
3	Student will have their parents notified and a conference may be arranged.
4	Student will be referred to the administration for discipline.
5	Immediate notification of the administration and removal from class.

Note: Some conduct is so egregious that you skip directly to step five.

Online Etiquette

In order to ensure a smooth start to the school year, I ask that you review this and ensure that you follow the guidelines below:

- Your camera must remain on for the duration of the class. If your camera turns off, I will remove you from the meeting.
- Your camera must show your entire face... not just the top of your head, your ceiling, etc. I have to be able read your expressions and see your body language in order to be able to effectively teach.
- You must be in an adequately lit space.
- I absolutely encourage participation. Please use the “raise hand” function, instead of just speaking out.
- Ensure that your mic is muted unless you are called on to speak.
- If you need to step away from your computer during class, please send me a private message via zoom to let me know.
- While I empathize with the desire to hide a messy room behind you, please do not use a background unless you have discussed it with me first. They are distracting and sometimes make it difficult for me to see you.
- While I understand that attending class virtually from your home is far from ideal, and I fully understand that you may have interruptions from parents and siblings, please try your best to minimize them. I will try my best to minimize the interruptions on my side, too.
- I suspect and hope that this goes without saying, but you CANNOT share our class meeting codes with anyone without my prior permission, your clothing must be school appropriate, as well as anything else that may appear in your background.

Tentative Course Outline

NOTE: This syllabus will be followed as closely as possible, however due to last minute school schedule changes this may not always be possible. Changes will be announced when applicable. Be certain you are prepared in advance.

The course integrates public policy within each unit. Throughout the course in addition to the assigned reading you will be asked to read the chapters containing public policy material (Chapters 14, 17, 18, 19, and 20).

UNIT ONE

January 4- January 22

Foundations of American Democracy

Essential Questions

1. How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
2. How have theory, debate, and compromise influenced the U.S. constitutional system?
3. How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

Learning Objectives

1. Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.
2. Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.
3. Explain how Federalist and Anti- Federalist views on central government and democracy are reflected in U.S. foundational documents.
4. 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.
5. Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
6. Explain the constitutional principles of separation of powers and checks and balances.
7. Explain the implications of separation of powers and checks and balances for the U.S. political system.
8. Explain how societal needs affect the constitutional allocation of power between the national and state governments.

9. Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.

10. Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

Readings

Edwards, Chapter 1, Introducing Government in America

Edwards, Chapter 2, The Constitution

Edwards, Chapter 3, Federalism

Woll, John Locke *Second Treatise of Civil Government*

The Declaration of Independence

The Articles of Confederation

Federalist 10

The Federalist 51

Brutus No. 1

The US Constitution (Articles I-VII, 10th and 14th Amendments)

McCulloch v. Maryland (1819)

Gibbons v. Ogden (1824)

Lopez v. United States (1995)

Serow & Ladd, Chapter 1, Alexis De Tocqueville *Democracy in America*

Serow & Ladd, Chapter 12, C. Wright Mills *The Power Elite*

Serow & Ladd, Chapter 14, Robert Dahl *Who Governs? A Preface to Democratic Theory*

Rauch, Jonathan. "How American Politics Went Insane." *The Atlantic*, July/August 2016.

Toobin, Jeffrey. "Our Broken Constitution." *The New Yorker*, December 9, 2013.

Amsco, Chapters 1-2

Unit I Exam

UNIT TWO

January 25 – February 5

American Political Ideologies and Beliefs

Essential Questions

1. How are American political beliefs formed and how do they evolve over time?
2. How do political ideology and core values influence government policy making?

Learning Objectives

1. Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
2. Explain how cultural factors influence political attitudes and socialization.
3. Describe the elements of a scientific poll.
4. Explain the quality and credibility of claims based on public opinion data.
5. Explain how the ideologies of the two major parties shape policy debates.
6. Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
7. Describe different political ideologies regarding the role of government in regulating the marketplace.
8. Explain how political ideologies vary on the government's role in regulating the marketplace.
9. Explain how political ideologies vary on the role of the government in addressing social issues.
10. Explain how different ideologies impact policy on social issues.

Readings

Edwards, Chapters 6, Public Opinion and Political Action

Edwards, Chapter 10: 306-315 & 316-321, Voting and Political Behavior

Serow & Ladd, Chapter 61, V.O Key *Public Opinion and American Democracy*

Serow & Ladd, Chapter 71, Frances Fox Piven/Richard Cloward *Why Americans Still Don't Vote*

Woll, Chapter 37, V.O. Key, Jr. *The Responsible Electorate*

The Monkey Cage series on political polarization in America found at The Washington Post

Political Polarization in the American Public." *Pew Research Center*, June 12, 2014.

Abramowitz, Alan I., and Morris P. Fiorina. "Polarized or Sorted? Just What's Wrong with Our Politics, Anyway?" *The American Interest*, March 11, 2013.

Fiorina, Morris P. "America's Missing Moderates: Hiding in Plain Sight." *The American Interest* 8, no. 4, February 12, 2013.

Amsco, Chapters 10-11

Unit II Exam

UNIT THREE

February 8 - March 5

Political Participation

Essential Questions

1. How have changes in technology influenced political communication and behavior?
2. Why do levels of participation and influence in politics vary?
3. How effective are the various methods of political participation in shaping public policies?

Learning Objectives

1. Describe the voting rights protections in the Constitution and in legislation.
2. Describe different models of voting behavior.
3. Explain the roles that individual choice and state laws play in voter turnout in elections.
4. Describe linkage institutions.
5. Explain the function and impact of political parties on the electorate and government.
6. Explain why and how political parties change and adapt.
7. Explain how structural barriers impact third-party and independent- candidate success.
8. Explain the benefits and potential problems of interest-group influence on elections and policy making.
9. Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
10. Explain how various political actors influence public policy outcomes.
11. Explain how the different processes work in a U.S. presidential election.
12. Explain how the Electoral College impacts democratic participation.
13. Explain how the different processes work in U.S. Congressional Elections.
14. Explain how campaign organizations and strategies affect the election process.

15. Explain how the organization, finance, and strategies of national political campaigns affect the election process.

16. Explain the media's role as a linkage institution.

17. Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Readings

Edwards, Chapter 7, The Mass Media and the Political Agenda

Edwards, Chapter 8, Political Parties

Edwards, Chapter 11, Interest Groups

Edwards, Chapter 9, Nominations and Campaigns

Edwards, Chapter 10: 296-305 (Elections) & 315-316 (Electoral College), Chapter 12: 358-363 (Congressional Elections)

Federalist No. 10

Citizens United v. FEC (2010)

Gaslowitz, Lea. "How to Spot a Misleading Graph - Lea Gaslowitz." TED-Ed video, 4:09.

Barthel, Michael, and Amy Mitchell. "Americans' Attitudes About the News Media Deeply Divided Along Partisan Lines." *Pew Research Center*, May 10, 2017.

Kiely, Eugene, and Lori Robertson. "How to Spot Fake News." *FactCheck.org*, November 18, 2016.

Neale, Thomas H. "The Electoral College: How It Works in Contemporary Presidential Elections." *The Congressional Research Service*, May 15, 2017.

Serow & Ladd, Chapter 86, Larry Sabato *Feeding Frenzy*

Serow & Ladd, Chapter 87, Howard Kurtz, *Spin Cycle*

Serow & Ladd, Chapter 80, David Broder *The Party's Over*

Serow & Ladd, Chapter 82, Earl Black/Merle Black *The Rise of Southern Republicans*

Woll, Chapter 34, David R. Mayhew *Divided We Govern*

Woll, Chapter 35, V.O. Key, Jr. *A Theory of Critical Elections*

Serow and Ladd, Chapter 74, Dennis Johnson *No Place for Amateurs*

Serow and Ladd, Chapter 75, Kathleen Hall Jamieson *Dirty Politics*

Serow and Ladd, Chapter 76, Stephen Ansolabehere/Shanto Iyengar *Going Negative*

Unit III Exam

UNIT FOUR

March 15 - April 9

Interactions Among Branches of Government

Essential Questions

1. How do the branches of the national government compete and cooperate in order to govern?
2. To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Learning Objectives

1. Describe the different structures, powers, and functions of each house of Congress.
2. Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.
3. Explain how congressional behavior is influenced by election processes, partisanship, and divided government.
4. Explain how the president can implement a policy agenda.
5. Explain how the president's agenda can create tension and frequent confrontations with Congress.
6. Explain how presidents have interpreted and justified their use of formal and informal powers.
7. Explain how communication technology has changed the president's relationship with the national constituency and the other branches.
8. Explain the principle of judicial review and how it checks the power of other institutions and state governments.
9. Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.
10. Explain how other branches in the government can limit the Supreme Court's power.
11. Explain how the bureaucracy carries out the responsibilities of the federal government.
12. Explain how the federal bureaucracy uses delegated discretionary authority for rule

making and implementation.

13. Explain how Congress uses its oversight power in its relationship with the executive branch.

14. Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.

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

Readings

Edwards, Chapters 12: 352-358 & 363-389, Congress

Edwards, Chapter 13, The Presidency

Edwards, Chapter 15, The Federal Bureaucracy

Edwards, Chapter 16, The Federal Courts

The Constitution of the United States (Articles I-III)

Baker v. Carr (1962)

Shaw v. Reno (1993)

Federalist No. 70

Federalist No. 78

Marbury v. Madison (1803)

Moe, Terry M., and William G. Howell. "Unilateral Action and Presidential Power: A Theory." *Presidential Studies Quarterly* 29, no. 4 (December 1999): 850-73.

Serow & Ladd, Chapter 23, David Mayhew *Congress: The Electoral Connection*

Woll, Chapter 59, Richard Fenno *If, as Ralph Nader Says, Congress Is "The Broken Branch," How Come We Love Our Congressmen So Much?*

Serow & Ladd, Chapter 32, Richard Neustadt, *Presidential Power and the Modern Presidents*

Woll, Chapter 53, James Q. Wilson *The Rise of the Bureaucratic State*

Special Assignment - How a Bill Becomes a Law

Students will be divided into a House and Senate and write an original bill which then will make its way through the legislative process.

Amsco, Chapters 3-6

Unit IV Exam

UNIT FIVE

April 12 - April 16

Civil Liberties and Civil Rights

Essential Questions

1. To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
2. How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Learning Objectives

1. Explain how the U.S. Constitution protects individual liberties and rights.
2. Describe the rights protected in the Bill of Rights.
3. Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.
4. Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
5. Explain the implications of the doctrine of selective incorporation.
6. Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
7. Explain how constitutional provisions have supported and motivated social movements.
8. Explain how the government has responded to social movements.
9. Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

Readings

Edwards, Chapter 4, Civil Liberties and Public Policy

Edwards, Chapter 5, Civil Rights and Public Policy

The Bill of Rights

The 14th Amendment's due process and equal protection clauses

Engel v. Vitale (1962)

Wisconsin v. Yoder (1972)

Tinker v. Des Moines Independent Community School District (1969)

Schenck v. United States (1919)

New York Times Co. v. United States (1971)

McDonald v. Chicago (2010)

Gideon v. Wainwright (1963)

Roe v. Wade (1973)

Brown v. Board of Education, Topeka Kansas (1954)

“Letter from Birmingham Jail” (Martin Luther King, Jr.)

Amsco, Chapters 7-9

Unit V Exam

Final Exam April 19-20, 2021

AP EXAM MAY 3, 2021

**Advanced Placement United States Government and Politics
Syllabus Acknowledgement & Course Agreement**

Please return this page, signed, no later than the first Friday of this class. Your copy of the syllabus should be kept in your binder or notebook for reference throughout the year. I have received, read, and understood the syllabus provided, and I understand the course requirements and procedures.

Moreover:

- I agree to comply with the stated rules and procedures for this course.
- I understand that this is a college level class and agree to put forth the necessary effort to succeed.
- I agree to come to class prepared and ready for engagement.
- I agree to complete independent work outside of class and know that the pace of learning will be faster than those of honors classes.
- Students understand a high level of independent study is required on their part.
- I agree to meet deadlines for assignments.
- I agree to seek extra help when needed.
- I agree to prepare diligently for the AP Exam, including attending after school review sessions in the Spring semester.
- I understand that I will be assessed frequently.
- I will approach coursework with an open mind and positive attitude.
- I understand that I will need 30 minutes to 1 hour outside of class everyday if spread out the work appropriately.
- I understand that I will need to read around 50 to 150 pages of text per week.
- I agree to read carefully and completely.
- I understand that I will have quizzes over each section and exams for each unit of study. Exams are a combination of a multiple choice and/or essay questions.
- I understand that I will read numerous primary sources and supplemental readings throughout the course.

Student Name (Print) _____

Student Signature _____

Date _____

Class Period _____