

Advanced Placement U.S. Government and Politics

AP U.S. Government and Politics is a challenging course that 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. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Political theory and everyday practice that direct the daily operation of our government and shape our public policies will be explored and discussed. This course is taught at a college level and requires a substantial amount of reading and preparation for every class. The purpose of this course is to prepare the students for the AP Exam in U.S. Government and Politics as well as making them more informed citizens that participate and get involved in our political systems.

By the end of the course, you should be able to:

- Explain how government and politics impacts your daily life;
- Recognize and evaluate the basic debates and issues in American government and American political history;
- Explain and critically assess the formal and informal political institutions, and their respective roles, in American politics;
- Identify and describe the key functions of the three branches of government;
- Assess the causes and consequences of different forms of political participation, and outline the ways in which individuals and groups can affect political outcomes in the United States;
- Explain how public policy is made; and outline the ways in which individuals and groups can affect political outcomes in the United States
- Assess the impact of public policy on the daily lives of American citizens.

United States Government & Politics

Curricular Requirements

AP United States Government and Politics Syllabus

Instructional Schedule

Primary Textbook

Supplemental Readings

Major Class Activities

AP U.S. Government and Politics Course Plan

Unit 1: Foundations of American Democracy

Unit 2: Interactions among Branches of Government

Unit 3: Civil Liberties and Civil Rights

Unit 4: American Political Ideologies and Beliefs

Unit 5: Political Participation

United States Government and Politics

Curricular Requirements

- CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). See page 6
- CR2 The course includes the Interactions among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). See pages 8, 9
- CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). See page 11
- CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). See page 12
- CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). See page 14
- CR6 The course integrates public policy within each unit. See pages 7, 11, 12, 13, 15, 16
- CR7 The course addresses the big ideas by connecting enduring understandings across one or more units. See pages 4, 9, 11, 15, 16
- CR8 The course provides opportunities to analyze and compare political concepts. See pages 7, 9, 11, 15, 16
- CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors. See pages 9, 10, 12, 15
- CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. See pages 4, 7, 9, 13
- CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors. See pages 4, 5, 9
- CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios. See pages 3, 7, 9, 10, 11, 13, 15

- CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*. See pages 11, 13, 15
- CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings. See page 16
- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases. See pages 4, 5, 7, 11
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook. See page 4

AP United States Government and Politics Syllabus

Instructional Schedule

This AP U.S. Government and Politics class is taught in a half-year course using a traditional school day schedule. Each class period is 40 minutes long.

Unit 1: Foundations of American Democracy

Unit 2: Interactions among Branches of Government

Unit 3: Civil Liberties and Civil Rights

Unit 4: American Political Ideologies and Beliefs

Unit 5: Political Participation

Primary Textbook

Edwards, George C., Martin P. Wattenberg, and Robert L. Lineberry, eds. *Government in America: People, Politics, and Policy, 2012 Election Edition*. 15th edition, New York, NY: Pearson, 2014. **[CR16]**

[CR16] — Students and teachers have access to a college-level U.S. government and politics textbook.

Supplemental Readings

The primary text will be heavily supplemented by outside readings, including the 15 required Supreme Court cases and the 9 foundational documents which will all be assigned during the course. **[CR10: foundational documents] [CR15: Supreme Court cases]**

In addition to the required cases and documents, recent articles regarding political science concepts and current political issues will be provided to students to supplement the primary text. Links to the supplemental readings will be posted on the course website or provided to students in hard copy.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Major Class Activities

Current events presentations: Students, as a group, 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 each of the five units in the *AP U.S. Government and Politics Curriculum Framework*. The current events presentation also must include at least one relevant visual source (photo, political cartoon, or info graphic) for each story with a caption that explains its connection to the big idea and/or unit that story covers. **[CR11]**

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

Analytical paper assignment: Students will be required to write three analytical papers about important topics in United States government and politics. These papers will be due on varying dates during the semester. Each paper must be no more than four pages in length. In each paper, the students must briefly summarize the assigned readings, connect the readings to the current unit of study (how they do this will vary depending on the resources provided for each paper and the unit of study in which it is due), and make a connection between the readings and a current political issue. One to two analytical paper assignments will require students to also examine how the assigned article and a required case/foundational document corroborate or contradict one another. **[CR7] [CR12]**

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Monster vocabulary exam [attached]: Using the *AP U.S. Government and Politics Curriculum Framework*, a list of important political science and government terms has been generated for use in this course, such as political culture, etc. At the start of the semester, each student will be assigned terms. Students will use their assigned terms to create a study presentation, such as a Google Slides presentation, a Quizlet presentation, or a Kahoot quiz that can be used by the entire class as a study aid. At a later date, students will take an exam over these terms. On this exam, they must score a 90% or better in order to earn credit. They can take the exam up to three times in order to earn credit.

Debates: Students, in teams of three, will compete in a debate about a current public policy or issue in American government and politics. Each team will get a five-minute opening statement, a five-minute cross examination period, and a five-minute closing statement. Students must also have a visual that helps support their main arguments. This visual can be a chart, graph, table, political cartoon, or info graphic. Students will analyze the visuals presented by other teams as part of the debate. Finally, each team is responsible for

providing an annotated works cited page of the resources used to develop their arguments and questions. [CR11]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

Thinglink assignment for required court cases: In pairs, students will create a Thinglink interactive presentation for one of the 15 required Supreme Court cases using Thinglink.com. Their interactive presentation must include a summary of the constitutional issue involved in the case, a summary of the holding of the case, any significant dissents in the case, and connections to at least two similar cases (acting as precedent or overturning the original decision). In addition to the previous requirements, each student’s Thinglink should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case. [CR11] [CR12] [CR15: activity]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

By the end of the course, you should be able to:

- Explain how government and politics impacts your daily life;
- Recognize and evaluate the basic debates and issues in American government and American political history;
- Explain and critically assess the formal and informal political institutions, and their respective roles, in American politics;
- Identify and describe the key functions of the three branches of government;
- Assess the causes and consequences of different forms of political participation, and outline the ways in which individuals and groups can affect political outcomes in the United States;
- Explain how public policy is made; and outline the ways in which individuals and groups can affect political outcomes in the United States
- Assess the impact of public policy on the daily lives of American citizens.

COURSE OBJECTIVES

Students will:

- Know important facts, concepts, and theories pertaining to U.S. government and politics.
- 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)
- Be able to analyze and interpret basic data relevant to U.S. government and politics
- Comprehend the value of participating in political at the local, the state and the federal levels
- Be more informed citizens
- Be more aware as how to participate in US politics at the local, state and the federal levels
- Write weekly essays to address analytical and interpretive free-response questions that will assist in the AP Exam.

AP U.S. Government and Politics Course Plan

Unit 1: Foundations of American Democracy

Essential Questions

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

Key Terms to know:

Natural rights Popular sovereignty Republicanism
Social contract Declaration of Independence
Philadelphia Convention Participatory democracy
Pluralist democracy Elite democracy
Shays' Rebellion Great (Connecticut) Compromise
Electoral College

Three-Fifths Compromise
Importation (slavery)
compromise
Separation of powers
Checks and balances
Federalism
Exclusive powers
Implied powers
Concurrent powers
Categorical grants
Block grants
Mandates (unfunded)
Commerce clause

Readings

- Chapters 1-3 in Edwards, et al. *Government in America*
- The Declaration of Independence
- *Federalist No. 10* •

- *Brutus No. 1*
- *Federalist No. 51*
- The Articles of Confederation
- The Constitution of the United States (Articles I-VII, 10th and 14th Amendments)
- *McCulloch v. Maryland* (1819)
- *Lopez v. United States* (1995)
- Rauch, Jonathan. "How American Politics Went Insane." *The Atlantic*, July/August 2016.
- Toobin, Jeffrey. "Our Broken Constitution." *The New Yorker*, December 9, 2013.

Primary Lecture Topics [CR1]

- The philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety. (EU LOR-1)
- How the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution. (EU LOR-1)
- The compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate. (EU CON-1)
- The evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution. (EU CON-1)

[CR1] The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). **Instructional Activities for Unit 1**

3-2-1 Activity/Seminar. Using the 3-2-1 seminar protocol, students discuss the "How American Politics Went Insane" article from The Atlantic. This will allow students to connect the current state of politics to important Unit 1 concepts such as popular sovereignty, republicanism, and social contract theory of government. This is a high interest article that will help "hook" students at the start of the semester. [CR10: activity] [CR12]

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. [CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Students brainstorm a list of things they believe government should do by asking the question, "What should government do?" Make a list of student responses on the board. Use this list to facilitate a discussion about order, liberty, and equality. Then share the Preamble to the Constitution and have students' link their list to the language in the Preamble. (EU LOR-1)

ThingLink Court cases assignment. See description in the major class activities section above.

Monster vocabulary terms. See description in the major class activities section above.

Debate. Two teams of three students each debate the resolution, "States have exceeded their authority in legalizing recreational marijuana use, and the federal government should reassert its national supremacy over drug policy." (EU CON-2) [CR6] [CR12]

[CR6] — The course integrates public policy within each unit.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Analytical paper "Our Broken Constitution" due. The purpose of this analytical paper is to allow the students to examine criticisms of how the U.S. Constitution operates in modern America. Student papers must connect the issues the author explores to arguments made by the Anti-Federalists, in particular, *Brutus No. 1*. (EU CON-1,

CON-3, CON-4) [CR10: activity]

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. Students engage in a Deliberative Discussion using *Federalist No. 51* and *Brutus No. 1*. (EU CON-1) [CR10: activity]

Checks and balances graphic organizer. During class lectures and their reading of the Constitution, students create a graphic organizer detailing the system of checks and balances. In addition to the basic checks and balances system, students annotate their organizer with a list of Supreme Court cases and public policies that gave one or more branches the opportunity to check another. (EU PMI-1)

Free-Response Question (FRQ). Students respond to a textual, qualitative-based FRQ comparing the *McCulloch* and the *Lopez* decisions. The FRQ will include an excerpt from the *McCulloch* and/or the *Lopez* decision. The FRQ will require the students to understand and make connections to the concepts of enumerated, implied powers, and federalism. (EU CON-2) [CR8] [CR15: activity]

[CR8] The course provides opportunities to analyze and compare political concepts.

[CR15] Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Unit 2: Interactions among the Branches of Government

Essential Questions

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

Key Terms to know:

Enumerated powers
 Implied powers
 Necessary and proper clause
 Checks and balances
 Bicameralism
 Speaker of the House
 President of the Senate
 Senate Majority Leader
 Filibuster
 Cloture
 Holds
 Rules Committee
 Committee of the Whole
 Discharge petitions
 Discretionary spending
 Mandatory spending
 Pork barrel legislation
 Logrolling
 Partisanship
 Civil service

Gridlock
 gerrymandering
 Divided government
 Trustee
 Delegate
 Politico
 Veto (including pocket veto)
 Commander in Chief
 Executive order
 Signing statements
 Nomination and confirmation
 Treaty negotiation and ratification
 22nd Amendment
 Bully pulpit
Judicial review
Precedent/stare decisis
Judicial activism
Judicial restraint
 Patronage
 Congressional oversight

Readings

- Chapters 11-15 in Edwards, et al. *Government in America*
- 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
- Moe, Terry M., and William G. Howell. "Unilateral Action and Presidential Power: A Theory." *Presidential Studies Quarterly* 29, no. 4 (December 1999): 850-73.

Primary/Secondary Sources:

Article I of the US Constitution

Federalist No. 57

Content:

1. Constitutional Requirements
2. The organization of Congress
3. The Powers of Congress
4. Congress' relationship with the President
5. Congress' relationship and influence over the Judiciary
6. Article II
7. The role of tradition
8. The relationship of the president and the media
9. The many ways the President may influence the government
10. Constitutional requirements and protection for federal judges
11. Judicial activism and judicial restraint
12. Judicial review
13. Judicial interpretation
14. Myths regarding the federal bureaucracy
15. Structure of the federal bureaucracy
16. Policy implementation and Regulation

Free-Response: Analytical and interpretive free-response question (Topic: *Legislative Issues*)

Students will interpret the 2000 Congressional Reapportionment Map, state redistricting maps, Charts of Congressional votes and voting patterns, party line votes, charts on the legislative process, and the various PACS and lobbyists wielding the most influence on members of Congress.

Key Concepts: Bicameral legislature, Bill, Casework, Caucus, Committee chairs, Conference committee, Filibuster, House Rules Committee, Incumbents, Joint committees, Legislative oversight, Majority leader, Minority leader, Pork barrel, Select committees, Seniority system, Speaker of the House, Standing committees, Whip, Cabinet, Council of Economic Advisors, Crisis, Impeachment, Legislative veto, National Security Council, Office of Management and Budget, Pocket veto, Presidential coattails, Twenty-fifth Amendment, Twenty-Second Amendment, Veto, Line item veto, War Powers Resolution, Watergate, Administrative discretion, Bureaucracy, Civil service, Command-and-control policy, Deregulation, Executive orders, Governmental corporations, GS (General Service) rating, Hatch Act, Incentive system, Independent executive agency, Iron triangles, Merit principle, Office of Personnel Management, Patronage, Pendleton Civil Service Act, Policy implementation, Regulation, Senior Executive Service, Standard operating procedures, Street-level bureaucrats, *Amicus Curiae* briefs, *Appellate jurisdiction*, *Class action suits*, *Courts of Appeal*, *District courts*, *Judicial activism*, *Judicial implementation*, *Judicial restraint*, *Judicial review*, *Justiciable disputes*, *Marbury vs. Madison*, *Opinion*,

Original intent, Original jurisdiction, Political questions, "rule-of-four" Precedent, Senatorial courtesy, Solicitor general, Standing to sue, Stare decisis, Statutory construction, Supreme Court, United States vs. Nixon.

Learning Objectives:

1. Describe the essential roles and functions of a senator and representative.
2. Explain the role of money in congressional elections-where it comes from, how it is used, and what influence or effect it has.
3. Summarize both the advantages and disadvantages of the growing influence of PACs.
4. Contrast organizational style and procedures in the House of Representatives with those of the Senate.
5. Identify the major leadership positions in the House and Senate and, summarize the functions of each office.
6. Review the four types of congressional committees and explain how they control the congressional agenda and guide legislation.
7. Explain the significance of legislative procedures like the filibuster and oversight.
8. Outline the process by which a bill would move through the legislative process, from introduction to the point where it is sent to the president.
9. Contrast three theories of the role of a legislator: trustee, instructed delegate, and, politico.
10. Describe the influence of lobbyists and interest groups on the legislative process.
11. Identify both representative and unrepresentative aspects of Congress
12. Describe the constitutional process of impeachment and explain why it is so difficult to remove a discredited president before the end of his term.
13. Outline the procedures established in the Twenty-fifth Amendment to deal with presidential succession and presidential disability.
14. Trace the evolution of the presidency from the limited office envisioned by the framers to the more powerful contemporary office.
15. Identify the major offices and positions that serve as key aides and advisors to the president.
16. Examine the ways in which the American system of separation of powers is actually one of shared powers and responsibilities.
17. Summarize the constitutional powers that are allocated to the president in the realm of national security.
18. Identify and review major roles and functions of the president, such as chief executive, chief legislator, commander in chief, foreign policy maker, and crisis manager.
19. Explain the role that public opinion plays in setting and implementing the president's agenda.
20. Describe the methods used by presidents and their advisors to encourage the media to project a positive image of the president's activities and policies.
21. Explain the impact that changing world/domestic events (such as the transition from the 1950s and 1960s to the era of Vietnam and Watergate) have had on public debate over whether a "strong" president is a threat or a support to democratic government.
22. Explain why the American judicial system is called an adversarial system. Identify the major actors in the judicial system and explain their functions and responsibilities.
23. Describe the functions of federal district courts, courts of appeals, and the U. S. Supreme Court.
24. Summarize judicial selection procedures for federal judges and justices.
25. Discuss the backgrounds of judges and justices.
26. Describe the role of the courts as interpreters of the US Constitution
27. Summarize procedure in the S. Supreme Court, including the "discuss list," oral argument, the conference, and opinion writing.
28. Explain the importance of opinion writing at the Supreme Court level and describe the different types of opinions.
29. Identify factors used by the Supreme Court in deciding which cases to accept for review.
30. Explain why you would/would not ratify the Constitution that created a judiciary in the way argued in Federalist Paper #78
31. Explain the positions of judicial restraint and judicial activism.
32. Discuss the ways in which American courts are both democratic and undemocratic institutions
33. Identify common myths that surround the bureaucracy and either justify or refute them.

34. Describe in what ways the permanent bureaucracy is broadly representative of the American people.
35. Trace the development of the American bureaucracy from the "spoils system" to the "merit system."
36. Identify and describe several theories of the functions and organization of bureaucracies.
37. Contrast among the four basic types of federal agencies: cabinet departments, regulatory agencies, government corporations, and independent executive agencies.
38. Explain why implementation of policy can break down.
39. Describe the importance of administrative routine and administrative discretion.
40. Explain the effects that the movement toward deregulation has had on the American economy.
41. Discuss how presidents try to control the bureaucracy and how Congress tries to control the bureaucracy.
42. Discuss the importance of iron triangles and issue networks.
43. Explain the relationship between democratic theory and the operations of bureaucracies

Primary/Secondary Sources:

Article II of the US Constitution

Federalist No. 70

Article III of the US Constitution

Marbury v. Madison

Federalist Paper No. 78; handout and written assignment

Bureaucracy: What Government Agencies Do, and Why They Do It

Free-Response: Analytical and interpretive free-response question (Topic: *Judicial Branch Issues*). Students will interpret graphs and charts that illustrate the opinions of the court and the appellate process [especially student-related and school related cases]. Charts of presidential nominees of the court will be analyzed. *Federalist Paper No. 78* will also be analyzed and discussed.

Analytical and interpretive free-response question (Topic: *Executive Issues*)

Students will interpret charts of presidential legislative success, Presidential vetoes, and polls of Presidential approval ratings. Students will interpret a chart demonstrating the use of executive Agreements and/or treaties. Students will interpret federal budget data. Charts and organizational material Concerning the EOP, federal regulatory agencies, and the cabinet will be interpreted also. They will also read *Federalist Paper No 10*, answering selected questions upon completion.

Free-Response: Analytical and interpretive free-response question (Topic: *Federal Bureaucracy and Domestic Policy*)

Primary Lecture Topics [CR2]

- Structure of Congress, including significant differences between the chambers regarding organization, leadership, incumbency, and powers. (EU CON-3)
- Congressional representation and gerrymandering. (EU CON-3)
- The president's formal and informal powers. (EU CON-4)
- Judicial independence, *Federalist No. 78*, *Marbury v. Madison*, and judicial decision-making. (EU CON-5)
- How the bureaucracy operates and its place in the checks and balances system. (EU PMI-1, PMI-2) •
The future of entitlement spending in the United States. (EU CON-3)

[CR2] — The course includes the Interactions among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 2

Budget simulation and class discussion. Using the Committee for a Responsible Federal Budget's *The Debt Fixer* website and the quantitative data therein, students try to reduce the debt as a percentage of GDP. After completing the online simulation, students discuss the difficulties they encountered in reducing the size of the national debt. During

this discussion students should link the budget process to important concepts such as entitlement spending and the political nature of the budget. (EU CON-3) [CR9] [CR11] [CR12]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Debate. Two teams of three students each debate the resolution, “Congress has abandoned its role in the checks and balances system.” (EU PMI-1, CON-3, CON-4)

Analytical paper for “Unilateral Action and Presidential Power: A Theory” and *Federalist No. 70* due. The purpose of this paper is for the students to examine the growth of presidential power and how the other two branches may attempt to check presidential power. See description of critical article reviews found above under major class activities. (EU CON-4) [CR7] [CR8] [CR10: activity] [CR12]

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. [CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Checks and balances role play. Using a lesson from the National Constitution Center’s Separation of Powers Lesson Plan as a model, students engage in a simulation in which they develop a plan of action to ensure the creation/implementation of a policy based on the powers given to their assigned branch of government (legislative, executive, judicial). In addition to developing this plan of action for their own goal, students must develop a plan to either support or oppose another branch’s goal. (EU PMI-1) [CR7] [CR12]

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Watch “The Stackhouse Filibuster” (Season 2, Episode 17) from *The West Wing*. Political concepts examined in this episode include the filibuster, the White House Staff, the presidential relationship with the press, and how legislation is developed by both the presidency and Congress. *The West Wing* is available on both Netflix and iTunes. (EU CON-3, CON-4)

Students complete at least two of the scenarios in The Redistricting Game found online. This is an online simulation that allows the students to draw and gerrymander imaginary congressional districts. The simulation has four different scenarios, each with a different take on the process of redistricting and gerrymandering. As students complete each of the scenarios, they respond to a set of questions about the process and the difficulties they encountered. All students must do scenario 1, a straight redistricting scenario. The second scenario is up to them. In addition to completing two of the scenarios, students read about proposed changes to the redistricting process and respond to these proposals. (EU CON-3) [CR12]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Students respond to a quantitative data FRQ regarding presidential vetoes and the interaction between the president and Congress. (EU CON-4) [CR9]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students respond to a scenario-based FRQ examining how the bureaucracy operates and its interactions with the presidency, Congress, and the courts. (EU PMI-1, CON-4, CON-5, PMI-2) [CR12]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Unit 3: Civil Liberties and Civil Rights

Essential Questions

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

Readings

- Chapters 4-5 in Edwards, et al. *Government in America*
- The Bill of Rights
- The 14th Amendment's due process and equal protection clauses
- Engel v. Vitale (1962) and Abrams v. U.S
- 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)
- Gitlow v. New York and Roe vs. Wade
- Mapp v. Ohio
- Dennis v. U.S. and Yates v. U.S.
- Brandenburg v. Ohio
- Miranda v. Arizona
- Engel v. Kurtzman
- Escobedo v. Illinois
- Zelman v. Simmons-Harris
- Furman v. Georgia and Gregg v. Georgia
- Brown v. Board of Education, Topeka Kansas (1954)
- "Letter from Birmingham Jail" (Martin Luther King, Jr.)
- Bentele, Keith G., and Erin E. O'Brien. "Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies." *Perspectives on Politics* 11, no. 4 (December 2013): 1088-1116.

Key Terms to know: Affirmative Action, Americans with Disabilities Act of 1990, Civil Rights, Civil Rights Act of 1964, Comparable worth, Equal Protection of the Laws, Equal Rights Amendment, Fifteenth Amendment, Fourteenth Amendment, Nineteenth Amendment, Poll Taxes, Suffrage, Thirteenth Amendment, Twenty-fourth Amendment, Voting Rights Act of 1965, White Primary, the Defense of Marriage Act, the greying of America, the #Metoo movement, legalization of same-sex marriage, gender-neutral issues today.

Civil liberties Civil rights

Bill of Rights

Judicial review Selective incorporation

Establishment clause Free exercise clause

Symbolic speech “Clear and present danger”

Due process clause

Miranda Rights Patriot Act

Exclusionary rule Equal protection clause

National Organization for Women Civil Rights Act 1964 Voting Rights Act 1965

Title IX of the Education Amendments Act of 1972 “Separate but equal”

Primary Lecture Topics [CR3]

- The role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation. (EU LOR-2, CON-5)
- The expansion of the liberties protected by the 1st and 2nd Amendments. (EU LOR-2, CON-5)
- The development of the right to privacy and its implications for reproductive rights and 4th Amendment protections. (EU LOR-3)
- A history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society. (EU PRD-1, PMI-3)

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 3

Bill of Rights scenarios. Students write five hypothetical scenarios regarding civil liberties. Each scenario should be clearly tied to one of the amendments found in the Bill of Rights. Students must also create a “key” for their scenarios. In their key, students must identify the amendment the scenario involves, the required Supreme Court case that incorporated or clarified the application of the amendment in question, and finally the students must link the required case to a different case that deals with the same constitutional issue. (EU LOR-2) [CR12] [CR15: activity]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Debate. Two teams of three students each debate the resolution, “History has proven that affirmative action programs are necessary to safeguard equal opportunity in both education and employment for minorities.” (EU CON-6, PMI-4) [CR6] [CR7]

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

Analytical paper "Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies" due. The purpose of this analytical paper is to allow students to explore the recent actions by many states that may have a negative impact

on the right to vote in those states. In this analytical paper, students write a thesis and defend it with information from the article, the course, and recent political and social events. (EU PRD-1, PMI-3) [CR6]

[CR8] [CR12] [CR13]

[CR6] — The course integrates public policy within each unit.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

Students respond to a textual FRQ that uses one of the required Supreme Court cases and a non-required case. The FRQ will require students to examine the Court’s decision in both cases and apply the Court’s reasoning to a related course concept. (EU PRD-1, PMI-3) [CR12] [CR15: activity]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Learning Objectives:

1. How have decisions of the Supreme Court extended specific provisions of the Bill of Rights to the states as part of the incorporation doctrine?
2. Describe how the two constitutional statements about religion and government – *the establishment clause* and *the free exercise clause* – may sometimes conflict.
3. What may have the First Congress intended by the terms *establishment* and *free of religion*.
4. Why will the Supreme Court usually not permit prior restraint on speech and press?
5. Explain why it has been so difficult for the courts to clearly define which types of materials are considered to be obscene.
6. Differentiate between freedom of speech and related concepts like symbolic speech and freedom of expression.
7. Identify the two facets of freedom of assembly and explain how they may conflict with other societal values.
8. Explain how specific provisions of the Bill of Rights have been used to extend basic rights to defendants in criminal trials.
9. Compare the “privacy” or other argument[s] stated in Supreme Court cases of *Griswold vs. CT*. [1965], *Roe v Wade* [1973] and *Planned Parenthood vs. Casey* [1992].
10. How can concepts such as a right to privacy be inferred or implied from the Bill of Rights.
11. Explain why civil liberties are seen as an individual’s protection against the government.
12. How has the recent revelations about certain public officials that dressed/wore ‘black face’ or other derogatory dress in their youth affected their positions and reputations? Should something a public official did decades ago, in their youth, be held against them because they are a public figure?
13. How have civil rights been used to extend more equality to groups that historically have been subject to discrimination?
14. Differentiate between interpretations of equality, such as equality of opportunity contrasted with equality of results.
15. Identify provisions of the Bill of Rights that have implications for equality.
16. Explain how the Fourteenth Amendment guarantee of “equal protection under the laws” has been applied to the idea of equality.
17. Summarize the reasoning of the Court in the 1954 case of *Brown vs. Board of Education* and this case to show how the Court set aside its earlier precedent in *Plessy vs. Ferguson*.
18. Explain the significance of *Civil Rights Act of 1964* and explain why efforts for civil rights legislation were finally successful in the mid–1960s.

19. Trace the attempts of southern states to deny African Americans the right to vote even after the passage of the Fifteenth Amendment.
20. Explain the social and economic ramifications of many of these equality issues mentioned in both the readings and the Supreme Court decisions listed
21. Identify the ways in which Americans with disabilities have become the successors to civil rights movement.
22. Explain why LGBTQ activists may face a tough battle for equality.
23. Describe the opposing positions of those who favor affirmative action and those who claim that these policies simply create reverse discrimination.
24. Recent policy changes regarding gender and public facility use in areas such as North Carolina has stirred much social and political debate, including the NCAA organization for college athletes; fully explain stating both sides views.
25. Analyze how the important democratic principles of equality and individual liberty may actually conflict with each other.
26. How has the recent #MeToo movement changed the political and culture in general of the US? Or has it?
27. Explain how is the “graying” of America causing policy changes
28. Describe how civil rights increase the scope and power of government

Unit 4: American Political Ideologies and Beliefs

Essential Questions

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?
- What is and what is the role of public opinion in ones beliefs?

Content:

1. U.S. demographics
2. Measuring public opinion
3. The impact of public opinion
4. Political Ideology
5. History of media
6. Political media
7. Change in relations between media and politicians over time

Key Terms to know:

Political ideology Demographics Political culture Political socialization Scientific polling Party platform Liberal ideology Conservative ideology Census, Civil disobedience, Demography, Exit poll, Gender gap, Melting Pot, Minority, Political culture, Political ideology, Political participation, Political socialization, Protest, Public opinion, Random digit dialing, Random sampling, Reapportionment, Sample, Sampling error. Beats, Broadcast media, Chains, High-tech Politics, Investigative journalism, Mass media, Media event, Narrowcasting, Policy agenda, Policy entrepreneurs, Press conference, Print media, sound bites, Talking head, Trial balloons, Fake news

Schenck vs. U.S. and Abrams vs. U.S.

Mapp vs. Ohio

Dennis vs. U.S. and Yates vs. U.S.

Gideon vs. Wainwright

Brandenburg vs. Ohio

Miranda vs. Arizona

Engel vs. Kurtzman

Escobedo vs. Illinois

Zelman vs. Simmons-Harris

Furman vs. Georgia and Gregg vs. Georgia Chapter

Korumatsu v. US

Readings

- Chapter 6-7 Edwards, et al. *Government in America*
- 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.

Primary Lecture Topics [CR4]

- Elements of a scientific poll, the different types of polls, and how they are used in U.S. government and politics. (EU MPA-2, PRD-3)
- The basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization). (EU MPA-1)
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Learning Objectives:

1. Trace the development of the mass media and the way in which presidents have used the media in different periods of our history.
2. Describe the major sources that people rely on for their information about politics.
3. Attempt to explain how journalists define what is newsworthy, where they get their information, and how they present it.
4. Explain the role that the *profit motive* plays in decisions by the mass media on how to report the news.
5. Explain the charge that the media have a liberal bias.
6. Identify factors that would explain why the news is typically characterized by political neutrality.
7. What are the methods used by political activists to get their ideas placed high on the governmental agenda.
8. How does the media act as key linkage institutions between the people and the policymakers?
9. Explain how functions of the media may help to keep government small and those functions that may encourage the growth of government.
10. Describe how the rise of television broadcasting has encouraged individualism in the American political system.
11. How Fake News evolved since the election of 2016
12. Explain why the rise of the "information society" has not brought about a corresponding rise of an "informed society."
13. Summarize how the news and its presentation are important influences in shaping public opinion on political issues.

[CR4] The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 4

Using Gallup.com, Polling Report.com, and the *Pew Research Center*, students study different polls regarding a variety of policy issues in the United States. Students are provided several examples of polls with questionable reliability. Students must write a comparison of what makes one poll reliable and another unreliable and explain how public policy is affected by the accuracy and reliability of polls. (EU MPA-2) [CR6] [CR9]

[CR6] — The course integrates public policy within each unit.

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students take the *Pew Research Center's* Political Typology quiz. This quiz places the students into one of nine political typologies – it divides the traditional left/right spectrum into several subgroups (four on each side of the center and one for non-engaged quiz takers). After the students have completed the quiz, they write their names on the class political spectrum, as does the teacher. Then as a class they discuss how the class does or does not reflect the larger community and what might account for the class's overall political ideology. (EU MPA-1) Analytical paper "Polarized or Sorted? Just What's Wrong with Our Politics, Anyway?" and "America's Missing Moderates: Hiding in Plain Sight" due. The purpose of this analytical paper is to allow students to compare the competing views on partisan polarization in American political culture. In this paper, students must evaluate which argument regarding polarization best reflects the reality in American political culture today. (EU PMI-4)

[CR10: activity] [CR12] [CR13]

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. [CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

Debate. Two teams of three students each debate the resolution, "Demographic changes represent a threat to the long-term electoral success of the Republican Party." (EU MPA-1, PMI-4, MPA-3) [CR6]

[CR6] — The course integrates public policy within each unit.

Class poster presentations of party platforms. Divide the class in half – one half examines the Democratic Party platform and the other half examines the Republican Party platform. Within each platform, students' pair to explore a particular topic, such as education, defense, entitlement spending, etc. and create a post that explains the party's policy proposals for that particular topic. Students then present their findings to the class. As a follow-up homework assignment, students then research public opinion polls on their issue and write a summary of how the American public feels about their issue and evaluate whether or not their assigned party reflects the American public. Finally, students must identify a policy from their assigned platform and determine if it has been implemented and how. (EU PMI-4, MPA-2) [CR6]

[CR6] — The course integrates public policy within each unit.

Students respond to a quantitative data FRQ regarding changing demographics in the United States. Students have to interpret data from the U.S. Census Bureau regarding racial and age composition of the United States and how they are changing. Students also link these demographic changes to representation in Congress. The final section of the FRQ will require students to assess the potential impacts of these changes on the two political parties and the policies each party promotes. (EU PMI-4, MPA-3) [CR6]

[CR6] — The course integrates public policy within each unit.

Unit 5: Political Participation

Essential Questions

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

Key Terms to know:

Rational choice theory Retrospective voting
Prospective voting Party-line voting
Political efficacy Midterm election
Demographics Linkage institution
Political party Interest group
Critical election Political realignment
Proportional electoral system
Winner-take-all electoral system Iron triangles
Free rider problem Single issue groups
Participatory democracy
Pluralist democracy Elite democracy
Primaries (open v. closed)
Caucuses Party convention
General election Electoral
College Incumbency
advantage
Federal Election Commission
Federal Elections Campaign
Act McCain-Feingold
Citizens United v. FEC (2010)
PACs Super PACs
Independent expenditures
Media Social media
Watchdog Gatekeeper Horse
race journalism "Fake news"

Blanket primaries, Coalition, Coalition government, Closed primaries, Critical election, Linkage institutions, National chairperson, National committee, National convention, New Deal coalition, Open primaries, Party competition, Party de-alignment, Party eras, Party identification, Party image, Party machine, Party neutrality, Party re-alignment, Patronage, Political party, Proportional representation, Rational-choice theory, Responsible party model, Third parties, Ticket splitting, Winner-take-all system

Readings

- Chapters 7-10 Edwards, et al. *Government in America*
- *Federalist No. 10*
- Desilver, Drew. "U.S. trails most developed countries in voter turnout." *Pew Research Center*, May 15, 2017.
- 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.

Primary Lecture Topics [CR5]

- The evolution of voting rights and the current state of voter turnout. (EU MPA-3, PMI-3, PMI-5)
- Factors that influence voter choice in elections. (EU MPA-3, MPA-1)
- The functions of political parties in the United States and third parties in United States government and politics. (EU PMI-5)
- The development of candidate-centered campaigns. (EU PMI-5, PRD-3)
- The theory of critical elections. (EU PMI-5)

- Interest groups in United States government and politics. (EU PMI-5)
- Nominations, campaigns, and elections in United States government and politics. (EU PRD-2)
- The media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources. (EU PRD-3)

Learning Objectives:

1. What are the roles of the party-in-the-electorate, the party as an organization, and the party-in-government?
2. Describe Anthony Downs' rational-choice theory as a working model of the relationship among citizens, parties, and policy.
3. Trace the historical development of the American two-party system.
4. Describe what is meant by party eras, critical elections, and party realignment.
5. Examine the significance of divided government and explain how the recent pattern of divided government may explain party de-alignment.
6. Differentiate between the ideology and party philosophy of the Democratic and Republican parties.
7. Explain how electoral rules such as the "winner-take-all" plurality system have helped to maintain a two-party system in the United States.
8. What is the impact of third parties on American politics and the American party system?
9. Describe the consequences or effects of the American two-party system as contrasted with a multi-party system.
10. Explain the significance of the weak and decentralized character of the American party system.
11. Describe the role of campaign strategy in winning a nomination to elective office.
12. Describe and evaluate the caucus and primary methods of delegate selection.
13. Contrast the American primary system of nomination with those of other nations such as Great Britain.
14. Consider the ways that high-tech campaigning has changed the nature of American politics.
15. Explain the growth of PACs and their impact on modern campaigning.
16. What is the crucial role of money and technology in American campaign organizations?
17. Analyze the role the media play in influencing the style and substance of presidential campaigns.
18. Why the costs of running a campaign are both costly and benefitting special interest groups
19. Discuss the three effects that campaigns have on voters: reinforcement, activation Explain how elections provide regular access to political power and how the process is related to the level of political legitimacy.
20. Describe procedures that permit voters to enact legislation directly, such as the initiative, petition, and referendum.
21. Trace the historical evolution of the American style of campaigning from 1800 to 2004.
22. Identify the characteristics of voters and nonvoters.
23. Discuss the reasons why voter turnout has actually declined as the right to vote was extended to new groups.
24. Explain why party identification is crucial for many voters and review the decline of party affiliation since the 1950s.
25. Identify the conditions that must be present for true policy voting to occur.
26. What do YOU think can be done to get YOUR AGE GROUP more involved and participating in the electoral process?
27. Outline the procedures of the Electoral College and compare the present system with the process that was envisioned by the framers of the Constitution.
28. Understand the tasks that elections accomplish, according to democratic theory. Distinguish the essential differences between interest groups and political parties.
29. Discuss three basic theories of interest group politics: pluralist theory, elite theory, and hyper pluralist
30. Determine the factors that tend to make an interest group successful.
31. Differentiate between a potential group and an actual group, and determine how the free-rider problem
32. Explain how interest groups try to shape public policy and how lobbyists represent interest groups in influencing the legislative agenda.

33. Describe various types of interest groups.
34. Explain why the authors of the textbook say that the problems of honest lobbying now appear to outweigh the traditional problems of dishonest lobbying.
35. Summarize the implications for the size of government that are generated by the power of PACs and special interest groups.
36. How have the *Buckley v Valeo* & *Citizens United v. FEC* decisions affected the election process here in the US?
37. What are the appropriate role of interest groups within a democratic environment?
38. Explain how elections may affect public policy and how public policy may affect elections.

[CR5] — The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 5

To better understand how state election laws impact voter turnout, students find voter turnout data from a state that has passed a strict voter ID law in the 21st century, such as Wisconsin, Indiana, or Texas. Prior to their research, students formulate a hypothesis about the impact voter ID laws have on voter turnout. Students then research voter turnout stats from the presidential election prior to the passage of that state's voter ID law, and the presidential election immediately after the passage of voter ID laws. Students break the data down by major demographic groups, such race, age, and education. Students write a summary of their findings, including an evaluation of their thesis and reasons why their thesis was correct/incorrect. (EU MPA-3) [CR6] [CR8] [CR9]

[CR13]

[CR6] — The course integrates public policy within each unit.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

Debate. Two teams of three students each debate the resolution, "Interest groups have too much influence in the policy process and are detrimental to democracy." (EU PMI-5) [CR6] [CR7] [CR8]

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

Analytical paper "The Electoral College: How It Works in Contemporary Presidential Elections" due. The purpose of this analytical paper is to have students examine the original design and purpose of the Electoral College, and then assess how it works in modern U.S. politics, with special attention paid to the 2016 election. In this paper, students must examine the various proposals to reform the Electoral College and assess the advantages and disadvantages to each, explaining why the current system should either be maintained, revised, or completely eliminated and replaced with election by national popular vote. (EU PRD-2) [CR6] [CR12] [CR13]

[CR6] — The course integrates public policy within each unit.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

After the lecture regarding the theory of critical elections, students use presidential election data from the 20th and 21st centuries to classify each election as either a critical election or a deviating election. (EU PMI-5) [CR9]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students write an essay, with an analytical thesis, that incorporates information from a select list of foundational documents that examines the influence of interest groups on the policy-making process in the United States. (EU PMI-5, PRD-2) **[CR13]**

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

After the lecture on the media as a linkage institution, especially the part about partisan media and social media, students complete a media analysis assignment. Students are assigned to read two articles about a specific policy issue in the United States. One article is from a conservative source and one from a liberal source. They then analyze the two sources – making note of the facts provided, the viewpoints expressed in each, and other differences between the two sources. This will also allow students to make a connection to gridlock in the national government. (EU PRD-3, CON-4) **[CR6] [CR7] [CR8]**

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

Political Science Research Project. After reading “How to Spot Fake News” at FactCheck.org as homework, students work in groups to identify the fake news stories in their assigned packet (the packet contains both legitimate and fake news stories). Students first develop a list of indicators which they can use to determine if each story is fake news or not and then they conduct a content analysis of each report. Finally, they share the results with the class and assess the extent to which political science research provided in the course can provide guidance for discerning the difference between valid and invalid news stories. (EU PRD-3) **[CR14]**

[CR14] — Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.

AP Government - Monster Vocabulary

Federalism

Devolution revolution – The effort to slow the growth of the federal government by returning many functions to the states.

Federalism – Constitutional arrangement in which power is distributed between a central government and subdivisional governments, called *states* in the United States. The national and the subdivisional governments both exercise direct authority over individuals.

Dual federalism (layer cake federalism) – Views the Constitution as giving a limited list of powers—primarily foreign policy and national defense—to the national government, leaving the rest to the sovereign states. Each level of government is dominant within its own sphere. The Supreme Court serves as the umpire between the national government and the states in disputes over which level of government has responsibility for a particular activity.

Cooperative federalism – Stresses federalism as a system of intergovernmental relations in delivering governmental goods and services to the people and calls for cooperation among various levels of government.

Marble cake federalism – Conceives of federalism as a marble cake in which all levels of government are involved in a variety of issues and programs, rather than a layer cake, or dual federalism, with fixed divisions between layers or levels of government.

Competitive federalism – Views the national government, 50 states, and thousands of local governments as competing with each other over ways to put together packages of services and taxes. Applies the analogy of the marketplace: we have some choice about which state and city we want to “use”, just as we have choices about what kind of telephone service we use.

Permissive federalism – Implies that although federalism provides “a sharing of power and authority between the national and state governments, the state’s share rests upon the permission and permissiveness of the national government.”

“Our federalism” – Championed by Ronald Reagan, presumes that the power of the federal government is limited in favor of the broad powers reserved to the states.

Unitary system – Constitutional arrangement that concentrates power in a central government.

Confederation – Constitutional arrangement in which sovereign nations or states, by compact, create a central government but carefully limit its power and do not give it direct authority over individuals.

Express powers – Powers the Constitution specifically grants to one of the branches of the national government.

Implied powers – Powers inferred from the express powers that allow Congress to carry out its functions.

Necessary and proper clause – Clause of the Constitution (Article 1, Section 8, Clause 3) setting forth the implied powers of Congress. It states that Congress, in addition to its express powers has the right to make all laws necessary and proper to carry out all powers the Constitution vests in the national government.

Inherent powers – The powers of the national government in foreign affairs that the Supreme Court has declared do not depend on constitutional grants but rather grow out of the very existence of the national government.

Commerce clause – The clause in the Constitution (Article 1, Section 8, Clause 1) that gives Congress the power to regulate all business activities that cross state lines or affect more than one state or other nations.

Federal mandate – A requirement the federal government imposes as a condition for receiving federal funds.

Concurrent powers – Powers that the Constitution gives to both the national and state governments, such as the power to levy taxes.

Full faith and credit clause – Clause in the Constitution (Article 4, Section 1) requiring each state to recognize the civil judgments rendered by the courts of the other states and to accept their public records and acts as valid.

Extradition – Legal process whereby an alleged criminal offender is surrendered by the officials of one state to officials of the state in which the crime is alleged to have been committed.

Interstate compact – An agreement among two or more states. Congress must approve most such agreements.

National supremacy – Constitutional doctrine that whenever conflict occurs between the constitutionally authorized actions of the national government and those of a state or local government, the actions of the federal government will prevail.

Preemption – The right of a federal law or a regulation to preclude enforcement of a state or local law or regulation.

Centralists – People who favor national action over action at the state and local levels.

Decentralists – People who favor state or local action rather than national action.

State's rights – Powers expressly or implicitly reserved to the states.

Categorical-formula grants – Congress appropriates funds for a specific purpose, such as school lunches or for building airports and highways. These funds are allocated by formula and are subject to detailed federal conditions, often on a matching basis; that is, the local government receiving the federal funds must put up some of its own dollars. Categorical grants, in addition, provide federal supervision to ensure that the federal dollars are spent as Congress wants.

Project grants – Congress appropriates a certain sum, which is allocated to state and local units and sometimes to nongovernmental agencies, based on applications from those who wish to participate. Examples are grants by the National Science Foundation to universities and research institutes to support the work of scientists or grants to states and localities to support training and employment programs.

Block grants – These are broad state grants to states for prescribed activities—welfare, child care, education, social services, preventive health care, and health services—with only a few strings attached. States have greater flexibility in deciding how to spend block grant dollars, but when the federal funds for any fiscal year are gone, there are no more matching federal dollars.

Direct orders – A technique of Congress to establish federal regulations. Direct orders must be complied with under threat of criminal or civil sanction. An example is the Equal Employment Opportunity Act of 1972, barring job discrimination by state and local governments on the basis of race, color, religion, sex, and national origin.

Cross-cutting requirements – A technique of Congress to establish federal regulations. Federal grants may establish certain conditions that extend to all activities supported by federal funds, regardless of their source. The first and most famous of these is Title VI of the 1964 Civil Rights Act, which holds that in the use of federal funds, no person may be discriminated against on the basis of race, color, or national origin. More than 60 cross-cutting requirements concern such matters as the environment, historic preservation, contract wage rates, access to

government information, the care of experimental animals, and the treatment of human subjects in research projects.

Crossover sanctions – A technique of Congress to establish federal regulations. These sanctions permit the use of federal money in one program to influence state and local policy in another. For example, a 1984 act reduced federal highway aid by up to 15 percent for any state that failed to adopt a minimum drinking age of 21.

Total and Partial Preemption - A technique of Congress to establish federal regulations. Total preemption rests on the national governments power under the supremacy and commerce clauses to preempt conflicting state and local activity. Building on this constitutional authority, federal law in certain areas entirely preempts state and local governments from the field. Sometimes federal law provides for partial preemption in establishing basic policies but requires states to administer them. Some programs give states an option not to participate, but if a state chooses not to do so, the national government steps in and runs the program. Even worse from the state's point of view is *mandatory partial preemption*, in which the national government requires states to act on peril of losing other funds but provides no funds to support state action.

Creative federalism – During the Great Society, the marble cake approach of intergovernmental relations.

Fiscal federalism – Through different grant programs, slices up the marble cake into many different pieces, making it even more difficult to differentiate the functions of the levels of government.

“Necessary and proper” clause – Clause in the Constitution that states that “Congress should have the power to make all laws necessary and proper for carrying into execution the foregoing powers. . . .” This clause is also known as the elastic clause as is a major and significant power of Congress, granting Congress the ability to interpret its lawmaking ability in a broad manner.

Linkage institutions – The means by which individuals can express preferences regarding the development of public policy.

Photo ops – Photo opportunities set up by the candidates. The media have been accused of simplifying complicated political issues by relying on photo ops to explain them to the public.

Sound bites – 30-second statements on the evening news shows. The media have been accused of simplifying complicated political issues by relying on sound bites to explain them to the public.

Political Parties

Political party – An organization that seeks political power by electing people to office so that its positions and philosophy become public policy.

Nonpartisan election – A local or judicial election in which candidates are not selected or endorsed by political parties and party affiliation is not listed on ballots.

Patronage – The dispensing of government jobs to persons who belong to the winning political party.

Soft money – Money raised in unlimited amounts by political parties for party-building purposes. Now largely illegal except for limited contributions to state or local parties for voter registration and get-out-the-vote efforts.

Hard money – Political contributions given to a party, candidate, or interest group that are limited in amounts and fully disclosed. Raising such limited funds is harder than raising unlimited funds, hence the term “hard money.”

Independent expenditure – The Supreme Court has ruled that individuals, groups, and parties can spend unlimited amounts in campaigns for or against candidates as long as they operate independently from the candidates. When an individual, group, or party does so, they are making an independent expenditure.

Honeymoon – Period at the beginning of the new president’s term during which the president enjoys generally positive relations with the press and Congress, usually lasting about six months.

Caucus – A meeting of local party members to choose party officials or candidates for public office and to decide the platform.

Party convention – A meeting of party delegates to vote on matters of policy and in some cases to select party candidates for public office.

Direct primary – Election in which voters choose party nominees.

Open primary – Primary election in which any voter, regardless of party, may vote.

Crossover voting – Voting by member of one party for a candidate of another party.

Closed primary – Primary election in which only persons registered in the party holding the primary may vote.

Proportional representation – An election system in which each party running receives the proportion of legislative seats corresponding to its proportion of the vote.

Winner-take-all system – Election system in which the candidate with the most votes wins.

Minor party – A small political party that rises and falls with a charismatic candidate or, if composed of ideologies on the right or left, usually persists over time; also called a *third party*.

Libertarian party – A minor party that believes in extremely limited government. Libertarians call for a free market system, expanded individual liberties such as drug legalization, and a foreign policy of nonintervention, free trade, and open immigration.

Green party – A minor party dedicated to the environment, social justice, nonviolence, and the foreign policy of nonintervention. Ralph Nader ran as the Green party’s nominee in 2000.

Reform party – A minor party founded by Ross Perot in 1995. It focuses on national government reform, fiscal responsibility, and political accountability. It has recently struggled with internal strife and criticism that it lacks an identity.

Realigning election – An election during periods of expanded suffrage and change in the economy and society that proves to be a turning point, redefining the agenda of politics and the alignment of voters within parties.

Laissez-faire economics – Theory that opposes governmental interference in economic affairs beyond what is necessary to protect life and property.

Keynesian economics – Theory based on the principles of John Maynard Keynes, stating that government spending should increase during business slumps and the curve during booms.

Divided government – Governance divided between the parties, as when one holds the presidency and the other controls one or both houses of Congress.

National party convention – A national meeting of delegates elected in primaries, caucuses, or state conventions who assemble once every four years to nominate candidates for president and vice president, ratify the party platform, elect officers, and adopt rules.

Party registration – The act of declaring party affiliation; required by some states when one registers to vote.

Party identification – An informal and subjective affiliation with a political party that most people acquire in childhood.

Dealignment – Weakening of partisan preferences that points to a rejection of both major parties and a rise in the number of independents.

Public Opinion

Public opinion – The distribution of individual preferences or evaluations of a given issue, candidate, or institution within a specific population.

Random sample – In this type of sample, every individual has unknown and random chance of being selected.

Manifest opinion – A widely shared and consciously held view, like support for homeland security.

Political socialization - The process – most notably in families and schools – by which we develop our political attitudes, values, and beliefs.

Attentive public – Those citizens who follow public affairs carefully.

Voter registration – System designed to reduce voter fraud by limiting voting to those who have established eligibility to vote by submitting the proper documents.

Australian ballot – A secret ballot printed by the state.

General election – Elections in which voters elect officeholders.

Primary election – Elections in which voters determine party nominees.

Presidential election – Elections held in years when the president is on the ballot.

Midterm election – Elections held midway between presidential elections.

Turnout – The proportion of the voting age public that votes, sometimes defined as the number of registered voters that vote.

Party identification – An informal and subjective affiliation with a political party that most people acquire in childhood.

Candidate appeal – How voters feel about a candidate’s background, personality, leadership ability, and other personal qualities.

Prospective issue voting – Voting based on what a candidate pledges to do in the future about an issue if elected.

Retrospective issue of voting – Holding incumbents, usually the president’s party, responsible for their records on issues, such as the economy or foreign policy.

Winner-take-all system – An election system in which the candidate with the most votes wins.

Single-member district – An electoral district in which voters choose one representative or official.

Proportional representation – Election system in which each party running receives the proportion of legislative seats corresponding to its proportion of the vote.

Electoral college – Electoral system used in electing the president and vice president, in which voters vote for electors pledged to cast their ballots for particular party's candidates.

Safe seat – Elected office that is predictably won by one party or the other, so the success of the party's candidate is almost taken for granted.

Coattail effect – The boost that candidates may get in an election because of the popularity of candidates above them on the ballot, especially the president.

Candidate appeal – The tendency in elections to focus on the personal attributes of a candidate, such as his/her strengths, weaknesses, background, experience, and visibility.

National tide – The inclination to focus on national issues, rather than local issues, in an election campaign. The impact of the national tide can be reduced by the nature of the candidates on the ballot who might have differentiated themselves from their party or its leader if the tide is negative, as well as competition in the election.

Name recognition – Incumbents have an advantage over challengers in election campaigns because voters are more familiar with them, and incumbents are more recognizable.

Caucus – A meeting of local party members to choose party officials or candidates for public office and to decide the platform.

National party convention – A national meeting of delegates elected at primaries, caucuses, or state conventions who assemble once every four years to nominate candidates for president and vice president, ratify the party platform, elect officers, and adopt rules.

Interested money – Financial contributions by individuals or groups in the hope of influencing the outcome of the election and subsequently influencing policy.

Federal Election Commission (FEC) - A commission created by the 1974 amendments to the Federal Election Campaign Act to administer election reform laws. It consists of six commissioners appointed by president and confirmed by the Senate. Its duties include overseeing disclosure of campaign finance information and public funding of presidential elections, and enforcing contribution limits.

Soft money – Contributions to a state or local party for party-building purposes.

Hard money – Donations made to political candidates, party committees, or groups which, by law, are limited and must be declared.

Bipartisan Campaign Reform Act (BCRA) – Largely banned party soft money, restored a long-standing prohibition on corporations and labor unions for using general treasury funds for electoral purposes, and narrowed the definition of issue advocacy.

Issue advocacy – Promoting a particular position or an issue paid for by interest groups or individuals but not candidates. Much issue advocacy is often electioneering for or against a candidate, and until 2004 had not been subject to any regulation.

527 organizations – Interest groups organized under section 527 of the Internal Revenue Code may advertise for or against candidates. If their source of funding is corporations or unions, they have some restrictions on broadcast advertising. 527 organizations were important in recent elections.

Independent expenditures – Money spent by individuals or groups not associated with candidates to elect or defeat candidates for office.

Mass media – Means of communication that are reaching the public, including newspapers and magazines, radio, television (broadcast, cable, and satellite), films, recordings, books, and electronic communication.

News media – Media that emphasize the news.

Issue advocacy – Promoting a particular position or an issue by interest groups or individuals but not candidates. Much issue advocacy is often electioneering for or against a candidate and, until 2004 had not been subject to regulation.

Political socialization – The process by which we develop our political attitudes, values, and beliefs.

Selective exposure – The process by which individuals screen out messages that do not conform to their own biases.

Selected perception – The process by which individuals perceive what they want to in media messages.

Horse race – A close contest; by extension, any contest in which the focus is on who is ahead and by how much rather than on substantive differences between the candidates.

Interest Groups

Faction – A term the founders used to refer to political parties and special interests or interest groups.

Pluralism – A theory of government that holds that open, multiple, and competing groups can check the asserted power by any one group.

Interest group – A collection of people who share a common interest or attitude and seek to influence government for specific ends. Interest groups usually work within the framework of government and try to achieve their goals through tactics such as lobbying.

Movement – A large body of people interested in a common issue, idea, or concern that is of continuing significance and who are willing to take action. Movements seek to change attitudes or institutions, not just policies.

Open shop – A company with a labor agreement under which union membership cannot be required as a condition of employment.

Closed shop – A company with a labor agreement under which union membership can be a condition of employment.

Free rider – An individual who does not join a group representing his or her interests yet receives the benefit of the group's influence.

Nongovernmental organization (NGO) – A nonprofit association or group operating outside of government that advocates and pursues policy objectives.

Collective action – How groups form and organize to pursue their goals or objectives, including how to get individuals and groups to participate and to cooperate. The term has many applications in the various social sciences such as political science, sociology, and economics.

Public choice – Synonymous with “collective action,” it specifically studies how government officials, politicians, and voters respond to positive and negative incentives.

Federal Register – An official document, published every weekday, which lists the new and proposed regulations of executive departments and regulatory agencies.

amicus curiae brief – Literally, a “friend of the court” brief, filed by an individual or organization to present arguments in addition to those presented by the immediate parties to a case.

Lobbyist – 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 and legislative branches.

Lobbying – Engaging in activities aimed at influencing public officials, especially legislators, and the policies they enact.

Revolving door – Employment cycle in which individuals who work for governmental agencies that regulate interests eventually end up working for interest groups or businesses with the same policy concern.

Issue network – Relationships among interest groups, congressional committees and subcommittees, and the government agencies that share a common policy concern.

Political action committee (PAC) – The political arm of an interest group that is legally entitled to raise funds on a voluntary basis from members, stockholders, or employees to contribute funds to candidates or political parties.

Leadership PAC – A PAC formed by an officeholder that collects contributions from individuals and other PACs and then makes contributions to other candidates and political parties.

Bundling – A tactic in which PACs collect contributions from like-minded individuals (each limited to \$2000) and present them to a candidate or political party as a “bundle,” thus increasing the PAC’s influence.

Soft money – Unlimited amounts of money that political parties previously could raise for party-building purposes. Now largely illegal except for limited contributions to state and local parties for voter registration and get-out-the-vote efforts.

Quid pro quo – Something given with the expectation of receiving something in return.

Independent expenditures – The Supreme Court has ruled that individuals, groups, and parties can spend unlimited amounts in campaigns for or against candidates as long as they operate independently from the candidates. When an individual, group, or party does so, they are making an independent expenditure.

Issue advocacy – Unlimited and undisclosed spending by an individual or group on communications that do not use words like “vote for” or “vote against,” although much of this activity is actually about electing or defeating candidates.

527 organization – A political group organized under section 527 of the IRS code that may accept and spend unlimited amounts of money on election activities so long as they are not spent on broadcast ads run in the last 30 days before a primary or 60 days before a general election in which clearly identified candidate is referred to and a relevant electorate is targeted.