

*Oakland Catholic High School*  
*Advanced Placement*  
*U.S. Government and Politics Syllabus*  
*2009-2010*



Syllabus Contents

- Student Contract
- Textbook content by unit and chapter and supplemental reading requirements
- Summer Reading Requirements (text and outline)

***Advanced Placement U.S. Government and Politics  
Syllabus 2008-2009***

The purpose of this course to increase the understanding of the self-motivated student in analyzing and synthesizing information on the structure and function of American government. The framework, traditions and values of the American governmental structure will be studied. This course will also cover the main processes and institutions of the American political system. AP students must understand that there will be demands on their time outside of the classroom.

***Texts/Reference Materials:***

*Why Americans Hate Politics*, E.J. Dionne (summer reading)  
(analysis and discussion of key developments in American politics between 1950s-1990s)  
*American Government: Power and Purpose*, Lowi, Ginsburg, Shepsle (Ninth Edition)  
*Faultlines: Debating the Issues in American Politics*, Canon, Coleman and Mayer  
Federalist Papers Online (<http://www.foundingfathers.info/federalistpapers/>)  
Anti-Federalist Papers Online [www.iahushua.com/hist/antiFED.html](http://www.iahushua.com/hist/antiFED.html)

***Summer Reading: Exam /In Class Writings:***

On the ***first full day*** of class in the 2008-2009 school year, an exam will be given on the summer reading. The type of exam will be left to the discretion of the teacher. The general themes described in the summer reading handout will be addressed in the exam. Also, periodically throughout the year, in class writings will be done on an identified topics or themes.

***Supplemental Reading:***

*World Press Review Online* ( <http://www.worldpress.org/>) *No longer available in print*  
*New York Times Online* [www.nytimes.com/](http://www.nytimes.com/) (sign up for a FREE membership) *A Topic overview of American Government: Power and Purpose*

Lowi, Ginsburg, and Shepsle

Your teacher will provide calendar dates for assigned readings.

***Research Paper: (second semester) details to be announced***

***Part I: Foundations***

***1. The Five Principles of Politics***

- a. Forms of Government
- b. The Five Principles of Politics (Why governments do what they do)
- c. Analysis of table: ***1.1 The Means of Coercion.***
- d. ***Read pages 22-23 (The Politics of Prescription Drugs)***
- d. Apply the five principles of politics to the following free response question:  
How do the five principles of politics apply given the federal government's involvement in prescription drug manufacture, sale and usage? Use support from the chapter in answering this question.

- e. *The Principles of Politics In Action*: Be sure to read pages 24-31 carefully and outline the connections between the described principle and historical events. There are numerous historical references in this section of the text.

## 2. *Constructing a Government*

- a. The First Founding: Interests and Conflicts
- b. The Second Founding: From Compromise to Constitution
- c. The Constitution (***Federalist #1, #2, and #10***) Download and print a hard copy of each letter. In-class thesis paper (free response) on *Federalist Papers* covered above.
- d. ***Analysis of Figure 2.1 Separation of Powers***) What are the defined powers of each branch of government? ***Analysis of Figure 2.2 Checks and Balances***. What specific controls does one branch have over the other branches of government?
- e. Ratification (Federalist/Anti-Federalist positions) ***Refer to Table 2.1*** p. 60
- f. ***Analysis of Figure 2.3 Four ways to amend the Constitution*** p. 67  
Amendment categories (Handout will be provided) Read and note the ***Tables 2.2 through 2.5*** which describe the impact of the 27 amendments added to the Constitution to date p. 69-72
- g. ***Free response: Have the intentions of the Founders regarding a framework of government been realized in the 21<sup>st</sup> century? Support your position with current examples in national politics.***

## 3. *The Constitutional Framework: Federalism and the Separation of Powers*

- a. Define sovereignty, constitutionalism, federalism, individual rights
- b. The Dynamics of the Framework: ***The Terri Schiavo Case*** p.80
- c. Who does what? Stability and Change in the Federal Framework
- d. ***Analysis of Table 3.1: national government functions in the Traditional System (1789-1937)- Free response question on how and why national government powers have changed since the New Deal.*** p. 90
- e. ***Analysis of Figure 3.1 Federal Grants in Aid*** p. 93  
***Figure 3.2 Two Views of Federalism*** p. 95
- f. ***Interpretation of Figure 3.3: The Rise, Decline and Recovery of Federal Aid*** p. 96
- g. ***Interpretation of Table 3.2 Federal Aid as a Percentage of the General Annual Expenditure*** p. 97
- h. ***Free Response question: Should Federal government have a role in determining educational goals and outcomes? Your answer must be based on the reading Federalism and the No Child Left Behind Act*** p.102-103

## 4. *The Constitutional Framework and the Individual: Civil Liberties and Civil Rights*

- a. Civil Liberties: Nationalizing the Bill of Rights
- b. Civil Rights (Plessy to Brown, The Politics of Rights, Affirmative Action)
- c. ***Analysis of Table 4.1- This table illustrates the basic provisions found in the Bill of Rights and gives the date of 14th amendment "incorporation" and the Supreme Court ruling responsible for that application.*** P. 125
- d. ***Supreme Court Case Packet: 35 landmark SC decisions in a variety of constitutional categories. Students will be expected to know the***

- background of the case, the central constitutional issue, the ruling of the court, and the rationale of both the majority and dissenting opinions.*
- e. *Free response question on the Rights, Liberties and the World Wide Web* p 134.
  - f. *Examine the timeline on pages 140-141 Cause and Effect in the Civil Rights Movement.* (note the judicial and legal action as opposed to the political action)
  - g. Read the *Rise of Politics of Rights* p. 144-149 (discrimination in employment, gender discrimination, discrimination against groups)
  - h. *Affirmative Action:* Court cases and Referenda p. 149-154

## **Part II: Institutions**

### **5. Congress: The First Branch**

- a. Representation and the Electoral System:  
*Analyze Box 5.1*  
*How members of Congress divide their attention in three general ways. Refer to Table 5.1- Students will differentiate between the different requirements between members of the House and the Senate.*  
{ *Figures 5.1 through 5.5 illustrate the following issues respectively: types of representation, turnover in the House of Representatives, the power of incumbency, House and Senate Campaign Expenditures, congressional (House) apportionment by region*  
*Students will write a critical analysis on the efficiency of legislative governance*
- b. The Organization of Congress  
*By analyzing Table 5.2, students will learn about standing committees in the House and Senate. Students should know which committees are the same and which are different in each house and what functions that each committee serves.*
- c. Rules of Lawmaking (how bills become laws)  
*Figure 5.6 How a Bill Becomes a Law p.196 , Figure 5.7 Party Unity Scores by Chamber p. 203, and Figure 5.8 Widening Ideological Gap between Parties p.205 illustrate key points of analysis in understanding Congressional behavior. Free response questions on this topic will be included on the Chapter exam*
- d. Beyond Legislation: Additional Congressional Powers  
*Advice and consent:* Special Senate Powers p.208  
*Impeachment:* formal charging of a government official of wrongdoing p. 210.

Analysis of collected data

### **6. The Presidency as an Institution**

- a. The Constitutional Basis of the Presidency
- b. The Constitutional Powers of the Presidency  
*Figure 6.1: p. 230 Students will examine the flow chart to understand the veto process. Then examine Figure 6.2 p.231 Use of the Presidential Veto*  
*Read A Veto-Less Presidency? P.234-235*
- c. The Rise of Presidential Government  
*The Legislative Epoch (1800-1933) Read and outline main points. P.240-242.*

*The New Deal and the Presidency*: Read and outline main points P. 242-244

- d. Presidential Government  
What are the formal resources of presidential power?  
Review *Figure 6.3 p.247* to understand the chain of command
- e. Study *Figure 6.6 on p. 258*. Cite trends, variables, national and international events which may have influenced the data illustrated.

### **7. The Executive Branch: Bureaucracy in a Democracy**

- a. The role of a bureaucracy
- b. The organization of the Executive branch
- c. Who controls the bureaucracy?  
*Analyze Table 7.1 p. 273 The Shape of a Domestic Security Department : Free response question—Using the data on this table, support or refute the following statement---“The creation of the Homeland Security Department has increased the size of the federal bureaucracy” Use the data on the table to support your position*
- d. P 288. Read-- *Agencies of Redistribution Implement Fiscal /Monetary and Welfare Policies (It is important that you understand the differences between fiscal and monetary policy)*
- e. Look at *Figure 7.3 p. 297—Congress, The President, and the Executive Branch*. Assuming that this flow chart is accurate, comment on the significance of the “one person, one vote principle”.
- f. Study *Figure 7.5 p.305 Annual Federal Outlays (1960-2008)* Free response question—Given the data regarding federal spending as a percentage of the GDP argue for or against devolution as a central issue in fiscal policy.

### **8. The Judicial Branch: Structure and Strategies**

- a. The judicial process (*know all terms and definitions*) p. 316-319  
*Study Table 8.1 p.318 Types of Laws and Disputes: Free response question—How do criminal law, public law and civil law differ? Identify one Supreme Court decision under each category.*
- b. *The organization of the Court System p. 320 Examine the flow chart.*
- c. *Refer to the map on p. 322-(Figure 8.2) This map illustrates the boundaries between the U. S. Court of Appeals and U.S. District Courts. Identify the roles of the different court systems.*
- d. *Refer to Table 8.2 p. 328—Know the 9 current Supreme Court Justices and their year of appointment.*
- e. The Power of Judicial Review  
*Students will examine the flow chart Figure 8.3 p.334 to understand the process of judicial review. Free Response question: How did Marbury v. Madison change the role of the Supreme Court after 1804? Write in thesis form. Cite examples to support your thesis points*
- f. Judicial Decision-Making:  
*Analyze Figure 8.4 How Cases reach the Supreme Court. Students are expected to be able to discuss the variables associated with the Supreme Court’s decision to review or to reject appellate motions.*
- g. Judicial Decision-Making: *Read p. 362-363 Define strict constructivism and noninterpretivism.*

## Part III: Politics

### 9. Public Opinion

- a. What are the origins of Public Opinion?  
*Figure 9.2 p.384 illustrates American support for basic fundamental values. Free response question—Given the data on the bar graph discuss the dichotomy between the conclusion drawn by the graph and mainstream media’s portrayal of public opinion. Write in thesis form.*
- b. How are Public Opinions formed?  
*Analyze the data on Figure 9.3. p. 388 Discussion: Have black-white differences increased or decreased as of March 2000 ? List three reasons to support your conclusion.*
- c. How is Public Opinion measured?  
*Table 9.4 p. 394 is a collection of data listing a number of issues and the responses of citizens relative to the respondent’s education level. What conclusions can be drawn from this information?*
- d. Public Opinion and Political Knowledge: *Review the data on Table 9.5 Have Americans Become More Conservative? P. 398. Free response: How does liberalism or conservatism help shape American views of issues, events, and personalities?*
- e. Measuring Public Opinion: *Constructing Public Opinion from Surveys p.408-414 (define terms in bold print).*
- f. How does public opinion influence government policy? *P.414-417. Free response question: What are some factors that contribute to the lack of consistency between opinion and governmental policy? Give examples to support your answer.*

### 10. Elections

- a. How does Government regulate the Electoral Process?
- b. The Role of the American Voter  
*Figure 10.1 p. 428 illustrates voter turnout globally from 1991-2000 in twelve industrialized countries. Discussion: Where does the U.S. rank on this list?---Examine Figure 10.2 p. 429 Voter turnout in Presidential Elections from 1860-2000. What is the trend in voter turnout over that 140 year period? Using the data on both figures, can you draw any conclusions with regard to voter turnout in the U.S in the 21<sup>st</sup> century? Give evidence to support your position.*
- c. Translating Voters’ Choices into Electoral Outcomes  
*Analyze Figure 10.4 p. 435 Congressional Redistricting. Why is this such a controversial issue? What is the significance of this issue to the overall workings of a democratic republic?*
- d. Direct Democracy:  
*Read pages 442-444-Define the following terms: referendum, initiative, recall.*
- e. Do Elections Matter? Study *Figure 10.8 The Electoral Vote Map p. 453. Free Response Question: What impact does the electoral vote have on voter turnout, if any? Does the electoral vote circumvent the “one person, one vote” principle in the U.S. democratic process?*
- f. *Study Box 10.1 p.462-463.Federal Campaign Finance Regulation. Are these regulations strictly enforced? Explain.*

## 11. Political Parties

- a. Why do Political Parties Form?
- b. What Functions do Parties Perform?  
*Figure 11.1 p. 483 illustrates three specific routes for nominating candidates. Examine each type and give a justification for which process is most democratic and why*
- c. *Read p.488-489 The Causes and Effects of Party Polarization in the United States.* Free Response question: *Identify the sources of polarization as well as the impact of polarization on the efficient governance.*
- d. *Analyze Figure 11.4 p. 497. How the Party System Evolved. Free response question. Highlight three specific eras in which major political shifts occurred in the U.S. two party system*  
How Strong are Political Parties Today?  
*Review the data on Table 11.1 Parties and Candidates in 2004 p. 501. There were 17 candidates running for the presidency in 2004 (including 3<sup>d</sup> party candidates). Free Response: How does this table illustrate the dominance of the two party system in presidential elections?*

## 12. Groups and Interests

- a. What are the Characteristics of Interest Groups?
- b. How and Why do Interest Groups Form?  
*Study Table 12.1 p. 534 Who is represented by Organized Interests*  
*Discuss the following question: What type of special interests carry the most “political weight” in affecting federal legislation?*
- c. How do Interest Groups Influence Policy?  
*Study Box 12.3 p. 545 How Interest Groups Influence Congress: In a free response answer format, discuss how constituents and interest groups compete for congressional attention. What are the pressure points that each may be able to use?*
- d. Groups and Interests: The Dilemma of Reform  
*Table 12.3 p.555 PAC Spending: Discuss the proliferation of PAC spending from 1977-2000. Has campaign finance reform had any impact on PACs? Explain.*

## 13. Media

- a. The Media Industry and Government
- b. What affects News Coverage? *Look a Table 13.1. p. 568 How can the veracity of what is reported on TV, radio, online etc. be monitored?*
- c. *Refer to p. 572 define equal time rule, right of rebuttal, the fairness doctrine, and prior restraint*
- d. What are the Sources of Media Power in American Politics?  
*Examine Figure 13.1 The Number of Corporations that control a Majority of U.S. Media. p. 578. Free Response: Since 1983 the number of corporate media entities has declined significantly. Is this problematic in a free society? Explain*

## **Part IV: Governance**

### **14. Government in Action: Public Policy and the Economy**

- a. How Does Government Make a Market Economy Possible?
- b. What are the Goals, Tools and Politics of Economic Policy?  
*Know the following terms--p.611-620- expropriation, eminent domain, homesteading, categorical grants in aid, subsidies, contracting power, logrolling, anti-trust policy, deregulation, regulation, administrative regulation*
- c. Monetary Policies p. 621-630 *The Role of the Federal Reserve Board: Know the following processes: discount rate, reserve requirement, open market operations, federal funds rate and FDIC (FSLIC)*
- d. Fiscal Policies p.622-632 *Federal Government Spending: taxation (progressive, proportional, regressive), policy of redistribution, budget deficit/national debt, mandatory spending, uncontrollable, discretionary spending*
- e. Study Figure 14.1 p. 623. *The Federal Government Dollar Fiscal Year 2005. Free Response question: What was the largest income source and largest payout program in fiscal year 2005? Should federal government have such a large subsidiary role in American life? What are the alternatives?*

### **15. Government and Society**

- a. What are the Foundations of the Social Welfare System  
*Refer to Table 15.1 p. 648 Discuss the data on public welfare programs and when these programs were created. As the population of the U.S. increases what should be the role of federal government in providing extended financial support? How does Table 15.1 address this question?*
- b. Analyzing the Welfare System  
*Figure 15.2 is a graph which indicates the increased costs of entitlement programs. On pages 657-661 there are summaries of arguments for and against entitlements. Free Response: Who makes the stronger case for or against entitlements and why?*
- c. How can the Government Create Opportunity?
- d. Who is Poor? What can Government Do?

### **16. Foreign Policy and Democracy**

- a. The following all contribute to the creation of foreign policy p. 680-690:  
*The president, the bureaucracy, Congress, interest groups, and the media. Describe the role of each and how foreign policy is put together.*
- b. What are the Values in American Foreign Policy?  
*Legacies of the Traditional System: p .692-694*  
*Define unilateralism, multilateralism, containment, deterrence*
- c. What are the Instruments of Modern American Foreign Policy?  
*The United Nations role: p.696-699, The IMF's role p. 699-700*
- d. Study Figure 16.1 p.704 *Defense Spending as a Percentage of the GDP. Are the results on this line graph surprising? Explain.*
- e. Read p. 706-707 *The Bush Doctrine: Unilateralism in a Unipolar World. Free Response: Assess the how other countries view this geopolitical strategy and comment on the long term effects of this strategy. Give support*

## ***Advanced Placement American Government***

### Summer Reading Outline

*Why Americans Hate Politics (E.J Dionne)*

Terms, People, Concepts and Ideas by Chapter

#### **Chapter 1: Freedom Now**

- ❑ The New Left was a reaction to the political status quo (the liberal establishment)
- ❑ The failure of liberal promises
- ❑ Emphasis on participatory democracy
- ❑ The emergence of the counterculture, feminism, and conservatism's reaction to the New Left.

#### **Chapter 2: The Virtues of Virtue**

- ❑ The origins of neoconservatism
- ❑ The liberal abandonment of neoconservatism
- ❑ The law of unintended consequences
- ❑ Neoconservatism's break from traditionalism (comparison of Goldwater and Reagan)
- ❑ The neoconservative "drift to the right"

#### **Chapter 3: Not Black and White**

- ❑ Liberals bear as much responsibility for "white backlash" as do the conservatives who gained politically from it
- ❑ How do each of the following apply to the statement above (check each off as you identify the concept or idea):
  - the Black Power Movement
  - the Moynihan Report
  - Black reaction to white resentment
  - the politics of "false choices"
  - William Wilson's central idea in his book, *The Truly Disadvantaged*.

#### **Chapter 4: Family Politics: Feminism and its Enemies**

- ❑ Feminism's roots in the Progressive Era
- ❑ The economics of feminism
- ❑ Liberalism's alienation of feminists
- ❑ False choices as they apply to family values

#### **Chapter 5: The Lost Opportunity**

- ❑ What was meant by the "vital center"?
- ❑ Dionne's view of Jimmy Carter as the manifestation of the vital center ideology
- ❑ Reasons for Jimmy Carter's success in the 1976 presidential election
- ❑ Jimmy Carter and special interest groups
- ❑ Perception of a failed Carter presidency. Why?
- ❑ Reagan's defeat over Carter in 1980 presidential elections "mistakenly" referred to a defeat of liberalism.

## **Chapter 6- Conservatism's Contradictory Origins**

- ❑ Before the 1940s, conservatism had little credibility as a serious political ideology
- ❑ During and after the 1940s it began to gain support and philosophical credence
- ❑ Eventhough conservatism was emerging as a valid political philosophy it still was considered, in some circles, to be a reactionary political viewpoint.
- ❑ This perception changed in the 1950s due to the likes of the following:
- ❑ (Put a check mark next to each after you know what their contribution was)

Friedrich A. von Hayek  
Richard Weaver  
Russell Kirk  
Frank Meyer  
William F. Buckley Jr.

*How did these men legitimize neo-conservatism? Give evidence to support.*

## **Chapter 7- Moderation is No Virtue**

- ❑ Characterize Republican presidential leadership between the 1950s and the 1970s
- ❑ Use the following to explore the above point:
  - (Put a check mark next to each after you know what their contribution was)
  - Eisenhower's moderation
  - Barry Goldwater and fusionism
  - The rise and fall of Richard Nixon
  - Gerald Ford's attempt to carry out the New Republican ideology

## **Chapter 8- Hell Hath No Fury**

- ❑ The development of fundamentalism as an opposition to modernism
- ❑ Trace the legitimacy of fundamentalism as a political philosophy by studying:
  - ❑ J. Gresham Machen and fundamentalism's beginnings
  - ❑ Fundamentalism and the Great Depression
  - ❑ Mainline and fundamentalist religion in the 1950s
  - ❑ The Election of John Kennedy and fundamentalism
  - ❑ Jerry Falwell, the Moral Majority, and Ronald Reagan

## **Chapter 9- The Demand for Supply Side**

- ❑ John Maynard Keynes (Keynesian "demand-side" economics)
- ❑ John Baptiste Say ("supply-side" economic theory)
- ❑ How did these diametrically opposed economic ideologies factor into the political climate of the late 1970s and most of the 1980s? (Carter and Reagan years)

## Chapter 10- Politics Without Government

- ❑ Identify and describe the adversarial relationship between libertarianism and traditional conservatism during the 1960s and 1970s.
- ❑ Cite events, persons, and sources which illustrate the philosophical clash between these two points of view.

## Chapter 11- Balancing Acts

- ❑ During the Reagan years, conservatism experienced difficulties finding consensus in the following areas:
  - ❖ federal budgetary goals
  - ❖ foreign affairs
  - ❖ social issues
- ❑ Explain how the following have illustrated that difficulty in finding consensus:
  - David Stockman's economic vision
  - Social Security
  - The invasion of Grenada
  - U.S. support of the Lebanese Christians
  - The Iran-Contra Scandal ("privatizing" foreign policy)
  - The Webster decision (abortion rights)
  - 1986 mid-term elections: a shifting in the political tide
  - Three lessons the conservatives learned

## Chapter 12- One Nation: Divisible

- ❑ Examine the bitter nature of the 1988 presidential campaigns
- ❑ Focus on the inter-party (general election) as well as the intra-party (primary elections) rivalries in 1988
- ❑ Show the differences "among the various candidates involved in this election.
- ❑ George Bush's first two years in office gave democrats political opportunities congressionally (mid-term elections 1990)

## Chapter 13- The Politics of the Restive Majority: Healing Public Life in the Nineties

Politics as characterized as both a "dread and a yearning" (James Morone)

- ❑ The similarities and differences between the *Left in the 1960s* and the *Right in the 1980s*
- ❑ myopic views of both the left and right
- ❑ moralism
- ❑ a sense of the "public good"
- ❑ "the public's interest depends on the private virtue" (James Wilson)
- ❑ racial tensions
- ❑ family life and feminism
- ❑ steps to "reward the middle class" for the work they perform
- ❑ global considerations in the post-soviet era
- ❑ what Americans want of their political system