

# AP United States Government and Politics

## Course Description

AP Government is a year long college-level course that focuses on the principles of constitutional theory and constitutional history. It also covers institutions and processes of government, and the principles and practices of the political process. Throughout this course students will analyze the historical ideas and events that led to our constitutional form of government, and the current events that have kept the Constitution alive. Students will study the Constitution, the dynamics in government, and how society lives within the realm of our government structure. The course will include teacher presentations, class discussions, case studies, in-class and out-of-class assignments, quizzes, and exams. This course will be an intense academic experience!! **A major emphasis of the course will be preparation for the AP College Board examination on Tuesday May 12, 2015 at 8:00am. Each AP test costs between \$80-\$90.**

## Course Expectations

It must be understood at the beginning that there is extensive reading, and that it must be completed in advance of the material being covered in class. Students are expected to have a comprehensive understanding the all topics covered in the text, reader, and the classroom. Exams will test for understanding of both readings and classroom discussion. All the readings cannot possibly be covered in class. Class discussions are intended to elaborate upon, not repeat the material. The readings, lectures, and class discussions are all a means of carrying on an inquiry into the topic at hand and are meant to supplement rather than duplicate each other.

## Course Readings

1. Edwards III, George C., Martin P. Wattenberg, and Robert L. Lineberry. *Government in America Fifteenth Edition*. Boston: Longman, 2011.
2. Woll, Peters, ed. *American Government: Readings and Cases*. 19<sup>th</sup> ed. Boston: Longman, 2012.
3. Applicable supplemental readings as necessitated by the course.

## Student Materials:

Three-ring binder (at least 1 inch)

Pens/Pencils & Highlighters

Paper

iPad

Suggested Materials: note cards for studying (spiral type if you like, dividers (or a few sheets of colored paper)



- All chapter assessments are modeled after the AP examination. They will consist of two timed components: a multiple choice section and a free-response question section. The grading of the free response questions(FRQs) will be conducted through a point rubric. Both components will count equally towards the final grade.
- Assessments may cover more material than you have been used to or using a different approach (not simple memorization). This course is cumulative in its approach to the subject matter. Develop a habit of reviewing material on a daily basis and avoid cramming for tests. You will not be able to cram for the AP Exam.
- Other Assessments:
  - Reading quizzes will be given periodically throughout the units. TAKE THESE SERIOUSLY. You 'will be in the dark' during lectures and discussion if you do a poor job of reading or do not do the reading at all.
- **Current Events** Students are responsible for keeping up with the daily events in the nation and the world. Students will need to read an article from a reliable news source such as the Washington Post, Washington Times or CSM; listen to NPR or another radio news program; or watch a TV news station such as CNN, or access an online source. The local paper and local news shows are not acceptable for this assignment. It is imperative to choose different news outlets as opposed to reading/listening/watching the same every week. After reading/listening/watching students will be required to write a one page analysis (not summary) of the article or program.
- **Using Graphs, Maps, and Charts** Students are tested on their understanding of quantitative and visually presented information (maps and graphs) at regular intervals in the quiz assignments.
- **Cheating and Plagiarism:** Cheating will not be tolerated in any form. This includes copying homework assignments, cheating on tests, plagiarizing work or taking credit for anything you did not originally come up with. Cheating of any form will result in a ZERO for the assignment. This is your only warning!
- **Caution Regarding Homework:** One of the differences between college and high school classes is that high school students tend to be more dependent on class lectures for learning. It is not feasible to cover all the material for this course in the time provided. Students will have to read and learn material on their own. Additionally, students will be expected to engage in individual study and review of material. I will test material that is not covered in class!
- Homework/Classwork Grading will be based on a 4 point scale. That number grade will then be turned into a percentage.

\*If you are having problems in class see me immediately. Attendance is vital as is keeping up with assignments. Please do not wait until the last minute to address concerns with assignments or grades. If you wait, it may become too late to get assistance. I will be available to help if you just ask.

## Topics

## Approximate Time

I. Constitutional Underpinnings of United States Government.....	5-15%	17 days
II. Political Beliefs and Behaviors.....	10-20%	15 days
III. Political Parties, Interest Groups, and Mass Media.....	10-20%	28 days
IV. Institutions of National Government.....	35-45%	62 days
V. Public Policy.....	5-15%	8 days
VI. Civil Rights and Civil Liberties.....	5-15%	14 days
		138 days

\*\*Non-contact days including Thanksgiving, holiday break, assessment days, and early release days have been accounted for in the schedule.

## Course Plan

<b>Course Overview</b>	<b>1 day</b>
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## Unit 1: Constitutional Underpinnings of the United States Government

What is the purpose of government? According to the founding fathers what role does government play in peoples' lives and what role do citizens play in the government? Describe the events that led to the writing of the US Constitution. Who were the Federalists and Anti-Federalists and what did they believe? Why was the Bill of Rights adopted so quickly? How was the Constitution been challenged in the Supreme Court of the United States specifically regarding federalism, separation of powers, and checks and balances.

## Unit 1: Constitutional Underpinnings of the U.S. Government

Topics:

### A. Foundations of American Government

- What is politics?
- Explain the purposes of government
- Describe how government acquires power
- Identify the source, purpose, and function of laws
  - Constitutional law
  - Statutory law
  - Administrative law
  - Case law
- Explain the need for active and ongoing change in laws
- Examine the role of government in protecting the rights of the people (courts, etc)
- Divided government: pros and cons
- Authority and legitimacy
- Compare and contrast the different types of governmental ideology or sources of political power
  - Autocracy: Dictatorship, absolute monarchy (totalitarianism, military junta, despot)
  - Oligarchy
  - Democracy: Direct democracy, indirect democracy (presidential vs. parliamentary)
- Principles of democratic government
  - Free, competitive elections
  - Equality before the law
  - Majority rule with minority protections
  - Freedom of expression
  - Limited government
- Elite theory vs. pluralism
- Political socialization
  - Agents of political socialization

### Vocabulary:

- Government
- Politics
- Policymaking System
- Policymaking institutions
- Linkage institutions
- Democracy
- Majority Rule v. Minority Rights
- Representation
- Theories of government: pluralist, elite, class, hyperpluralist
- Declaration of Independence
- U.S. Constitution
- Natural Rights
- Consent of the governed
- Limited Government
- Articles of Confederation
- Shay's Rebellion
- Factions
- New Jersey Plan v. Virginia Plan
- Connecticut Compromise
- Writ of habeas corpus
- Separation of Powers
- Check and Balances
- Democracy v. Republic
- Federalist v. Anti-Federalist
- Federalist Papers
- Bill of Rights
- *Marbury v. Madison*
- Judicial Review
- Federalism
- Unitary v. Confederate v. Federal System
- Supremacy Clause
- 10th Amendment
- *McCulloch v. Maryland*
- Enumerated Powers
- Implied Powers
- Elastic Clause

17 days

- Fundamental American values
  - Liberty
  - Equality
  - Private property
- Demographic changes affecting American politics today and in the future
  - Ethnicity
  - Aging
  - Internet research: US Census Bureau—"Immigration and aging"
- Ideologies: Liberalism vs. conservatism
  - Internet survey:—"Where do you fit?"

### **B. The Constitution**

- Discuss the meanings of constitution and constitutional government
- Explain the importance of historical foundations/documents and events that influenced the structure and meaning of the US Constitution
  - Magna Carta (1215)
  - Mayflower Compact (1620)
  - Declaration of Independence (1776)
  - Articles of Confederation (1781)
  - Constitutional Convention (1787) (Delegates, factions, proposals, compromises)
- Describe the contributions to the US Constitution by the following individuals using primary source documents
  - John Locke (Social contract)
  - Jean-Jacques Rousseau (Social contract)
  - Founding Fathers

- *Gibbons v. Ogden*
- Full Faith and Credit Clause
- Extradition
- Privileges and Immunities
- Dual Federalism
- Cooperative Federalism
- Devolution
- Fiscal Federalism
- Categorical Grants
- Project Grants
- Formula Grants
- Block Grants

• Describe the reasons for the organization of government in the US Constitution, Constitutional principles:

- Popular sovereignty
- Republicanism
- Limited government
- Analyze the system of separation of powers with checks and balances at the federal and state levels
- Federalism

• Describe the process of ratifying the US Constitution

- Federalists vs. Anti-Federalists
- The Federalist Papers (1787-1788)
- Compromise: The Bill of Rights

A living Constitution :

- Formal amendment process
  - § Proposing an amendment
  - § Ratifying an amendment
- Informal constitutional change
  - § Legislative action
  - § Executive action
  - § Judicial review
- Original intent

### **C. Federalism**

• Varying degrees of centralization

- Unitary
- Confederal
- Federal

• Advantages of federalism

• Disadvantages of federalism

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| <ul style="list-style-type: none"><li>• Compare delegated, concurrent, and reserved powers<ul style="list-style-type: none"><li>• National powers<ul style="list-style-type: none"><li>• § Enumerated/delegated powers: Article I, Section 8</li><li>• § Implied powers: Elastic clause</li></ul></li><li>• State powers<ul style="list-style-type: none"><li>• § Reserved powers: Amendment 10</li></ul></li><li>• Concurrent powers</li><li>• Conflict: Elastic clause vs. Reservation clause<ul style="list-style-type: none"><li>• § Commerce clause</li><li>• § Supremacy clause: Describe the supremacy of federal laws</li><li>• § Role of the courts</li></ul></li><li>• Compare and contrast concurrent powers and supremacy of laws at the federal, state, and local levels</li></ul></li><li>• Vertical federalism</li><li>• Horizontal federalism</li><li>• Historical trends in the balance of power between national and state governments<ul style="list-style-type: none"><li>• Gibbons v. Ogden (1824)</li><li>• States' rights</li><li>• National expansion</li><li>• The new federalism</li></ul></li><li>• Ongoing disputes<ul style="list-style-type: none"><li>• Marble cake, layer cake, or picket fence federalism</li><li>• Federal grants-in-aid<ul style="list-style-type: none"><li>• § Categorical grants</li><li>• § Block grants</li><li>• § Federal mandates: funded and unfunded</li></ul></li></ul></li></ul> |  |  |
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<ul style="list-style-type: none"> <li>• Recent developments: Limiting the commerce power <ul style="list-style-type: none"> <li>▪ § United States v. Lopez (1995) and United States v. Morrison (2000)</li> </ul> </li> </ul> <p><b>Possible essays</b></p> <ul style="list-style-type: none"> <li>o Analyze the Constitutional basis for the division of power between states and the national government.</li> <li>o Analyze a graph: Federal and state government employment, federal grants-in-aid, and federal mandates.</li> <li>o Analyze changing views of the Founders and the Constitution they created.</li> <li>o Analyze formal and informal methods of Constitutional change.</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Government in America (GiA)- Chapters 1, 2, 3</li> <li>Woll- Selections from Chapters 1 &amp; 2</li> <li>John Locke- "Second Treatise, Of Civil Government"</li> <li>James Madison- <i>Federalist</i> 39, 47, 48, 51</li> <li>Alexander Hamilton <i>Federalist</i> 16, 17</li> <li>The Anti-Federalist Papers</li> <li><i>McCulloch v. Maryland</i> (1819)</li> <li>David Mayhew "Divided We Govern"</li> <li><i>Atlantic Monthly</i>: "Divided we stand" (October 2004)</li> <li><i>Atlantic Monthly</i>: "Founder's Chic" (September 2003)</li> <li>US News and World Report: "Founding Rivalries" (February 2001)</li> </ul> <p>Other Readings</p>		
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**Unit 2: Political Beliefs and Behaviors**

There are a variety of beliefs about the US government, officials, and the political system. How are Americans politically socialized? Who or what influences an individual's beliefs throughout their lifetime? How does demographics influence a person's political beliefs? In what ways do people engage in political participation?

<p><b>Unit 2: Political Beliefs and Behaviors</b></p> <p>Topics</p> <p><b>A. Public Opinion and Political Socialization</b></p> <ul style="list-style-type: none"> <li>• What is public opinion, and how does it relate to government policy?</li> <li>• Consensus and division in public opinion</li> <li>• Qualities of public opinion</li> <li>• How is public opinion measured?             <ul style="list-style-type: none"> <li>• Opinion polls: History, process</li> </ul> </li> <li>• Political socialization             <ul style="list-style-type: none"> <li>• Agents of political socialization</li> </ul> </li> <li>• Public attitudes toward government             <ul style="list-style-type: none"> <li>• Trust in government</li> <li>• Efficacy and apathy</li> </ul> </li> <li>• The political spectrum             <ul style="list-style-type: none"> <li>• Liberals, moderates, and conservatives</li> <li>• How do these labels relate to political parties?</li> </ul> </li> <li>• Survey: What are your political attitudes?</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>GiA- Chapter 6</li> <li>Analyze an opinion poll</li> <li>Online Quizzes- What are your political attitudes?</li> <li>Other Readings</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Demography/Demographics</li> <li>• Census</li> <li>• Melting Pot</li> <li>• Minority majority</li> <li>• Political Culture</li> <li>• Reapportionment</li> <li>• Public Opinion</li> <li>• Political Socialization</li> <li>• Sample</li> <li>• Random sampling</li> <li>• sampling error</li> <li>• random-digit dialing</li> <li>• Exit poll</li> <li>• Political ideology</li> <li>• Gender Gap</li> <li>• Protest</li> <li>• Civil disobedience</li> <li>• Political Participation</li> <li>• Party Identification</li> <li>•</li> </ul>	<p><b>15 days</b></p>
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### Unit 3: Political Parties, Interest Groups, and Mass Media

Citizens organize and communicate their interests and concerns through political parties, elections and political action committees (PACs). How have these evolved over the course of US history? What is the structure of political parties? What effect do they have over the political process? What are third parties and how have they influenced politics throughout history? How are elections held? How are they funded? How do political parties, interest groups and the mass media influence public opinion? How has technology changed the way political parties, interest groups and PACs operate? What role does the media play in politics? How does it impact public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the image of officials and candidates? How does the for-profit status of the media as well as the concentration of ownership of media outlet affect the bias of information? What role does/will the internet play in politics and elections?

<p><b>Unit 3: Political Parties, Interest Groups and Mass Media</b>  <b>Topics:</b>  <b>A. Political Parties</b></p> <ul style="list-style-type: none"> <li>• Analyze the development and growth of political parties</li> <li>• What is the difference between a political party and an interest group?</li> <li>• Functions of parties</li> <li>• Analyze various influences on political parties             <ul style="list-style-type: none"> <li>• Interest groups</li> <li>• Lobbyists</li> <li>• PACs</li> </ul> </li> <li>• Brief history of the American two-party system</li> <li>• Three components of a party</li> <li>• Role of citizens in parties</li> <li>• Party organization</li> <li>• The majors: The Republican and Democratic parties</li> <li>• The party-in-government</li> <li>• Why does the US have a two-party system?</li> </ul>	<p><b>Vocabulary</b>  <b>Political Parties</b></p> <ul style="list-style-type: none"> <li>• Political Parties</li> <li>• Party competition</li> <li>• Linkage institutions</li> <li>• Rational-choice theory</li> <li>• Party image</li> <li>• Party identification</li> <li>• ticket splitting</li> <li>• Party machines</li> <li>• Patronage</li> <li>• Closed primaries</li> <li>• National convention</li> <li>• National committee</li> <li>• National chairperson</li> <li>• Coalition</li> <li>• Party Eras</li> <li>• Critical elections</li> <li>• Party realignment</li> <li>• New Deal coalition</li> <li>• Party dealignment</li> <li>• Third parties</li> <li>• Winner-take-all system</li> </ul>	<p><b>28 days</b></p>
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<ul style="list-style-type: none"> <li>• Historical foundations</li> <li>• Self-perpetuation</li> <li>• American political culture</li> <li>• Plurality elections</li> <li>• The single-member district</li> <li>• Laws favoring the two-party system</li> <li>• Minor or third parties <ul style="list-style-type: none"> <li>• Historical minor parties <ul style="list-style-type: none"> <li>▪ § Single-issue parties</li> <li>▪ § Personality parties</li> <li>▪ § Ideological parties</li> <li>▪ § Splinter parties</li> </ul> </li> <li>• What are the functions and impacts of minor parties in our two-party system?</li> </ul> </li> <li>• Trends in party identification</li> <li><b>B. Interest Groups</b></li> <li>• Role of interest groups in American politics</li> <li>• Benefits of interest groups</li> <li>• Types of interest groups <ul style="list-style-type: none"> <li>• Economic: Business, agriculture, labor, public employee, and professional groups</li> <li>• Environmental</li> <li>• Public interest groups</li> <li>• Special interest groups</li> </ul> </li> <li>• Interest group strategies <ul style="list-style-type: none"> <li>• Direct techniques: The "inside game"</li> <li>• Indirect techniques: The "outside game"</li> </ul> </li> <li>• Attempts to regulate interest group activities <ul style="list-style-type: none"> <li>• Federal Regulation of Lobbying Act (1946)</li> <li>• 1995 reforms</li> <li>• Recent developments in campaign reform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proportional representation</li> <li>• Coalition government</li> <li>• Responsible party model</li> <li>• Blue Dog Democrats</li> </ul> <p><b>Interest Groups</b></p> <ul style="list-style-type: none"> <li>• Interest groups</li> <li>• Pluralism</li> <li>• Elitism</li> <li>• Hyperpluralism</li> <li>• Potential group</li> <li>• Actual group</li> <li>• Collective good</li> <li>• Free-rider problem</li> <li>• Selective benefits</li> <li>• Single-issue groups</li> <li>• Lobbying</li> <li>• Electioneering</li> <li>• Political Action Committees (PACs)</li> <li>• Union shop</li> <li>• Right-to-work laws</li> <li>• Public interest lobbies</li> </ul>	
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- Campaign contributions: Free speech or influence peddling?

### **C. The Media**

- Functions of the media
  - Entertainment
  - Reporting the news
  - Identifying public problems
  - Socializing new generations
  - Providing a political forum
  - Making a profit
- Historical background
  - The early press
  - New developments and mass-readership newspapers
  - Yellow journalism o Electronic media
  - Narrowcasting
  - Talk shows
- Discuss the influence of media coverage on the political process
  - News reports
  - Political cartoons
  - Editorials
  - Campaign advertising
  - Public opinion polls
  - Use of propaganda techniques
- Examine the influence of the Internet on the political process
- The media and campaigns
  - Advertising
  - Spin
  - Presidential debates
  - Media's impact on voters

### **Mass Media**

- Mass Media
- High-tech politics
- Media Events
- Press Conference
- Investigative Journalism
- Print Media
- Electronic Media
- Broadcast Media
- Sound Bites
- Talking Heads
- Trial Balloon
- Narrowcasting
- Beats
- Policy agenda
- policy entrepreneurs

- The media and the government
    - Media and the president
      - § White House press corps
      - § Press secretary
      - § Setting the public agenda
  - Media regulation
    - Ownership rules
    - Government regulation of media content
  - Discuss biases in forming public opinion
- D. Campaigns, Nominations, and Elections**
- Who is eligible to run, who actually runs, and why?
  - Describe the election process in federal, state, and local governments
    - Voter registration
    - Voter interest or apathy
    - Nominating process (e.g., direct primary, nominating committee, caucus)
  - The modern political campaign
    - The rise of the political consultant
  - Campaign strategies
  - Campaign finance
    - Attempts to regulate
    - Hatch Act (1939)
    - Federal Election Campaign Act (1971) and 1974 amendments
    - Hard money/soft money/PACs/527s
    - 2010 Supreme Court ruling affecting campaign finance laws
  - The campaign for president
    - The primary season (nominating process)
      - § Types of primaries

- Campaigns, Nominations, & Elections**
- Nomination
  - Campaign strategy
  - National party convention
  - McGovern-Fraser Commission
  - Superdelegates
  - Caucus
  - Presidential primaries
  - Frontloading
  - National primary
  - Regional primaries
  - Party platform
  - Direct mail
  - Federal Election Campaign Act
  - Federal Election Commission
  - Presidential Election Campaign Fund
  - Matching funds
  - Soft Money
  - 527 groups
  - 501(c) groups
  - Political Action Committees (PACs)
  - Selective perception
  - Legitimacy
  - Referendum
  - Initiative petition
  - Suffrage
  - Political efficacy
  - Civic Duty
  - Voter registration
  - Motor Voter Act
  - Mandate theory of elections
  - Policy voting
  - Electoral College
  - Retrospective voting

<ul style="list-style-type: none"> <li>• Direct primaries: Closed, open, and blanket</li> <li>• Caucuses</li> <li>• § The strategy</li> <li>• The national convention</li> <li>• The general election <ul style="list-style-type: none"> <li>• § Explain the role of the electoral college in the election process <ul style="list-style-type: none"> <li>• How it works</li> <li>• Criticisms</li> <li>• Proposals to reform</li> </ul> </li> </ul> </li> <li>• How are elections conducted? Discuss the complexities of vote tabulation and certifying elections <ul style="list-style-type: none"> <li>• Types of ballots</li> <li>• The Coattail Effect</li> <li>• Split-ticket voting/straight-ticket voting</li> <li>• Voting by mail</li> <li>• Voter interest and voter turnout</li> <li>• Factors affecting presidential, mid-term, and local election turnout</li> <li>• Who votes, and why the low turnout?</li> <li>• Legal restrictions on voting</li> <li>• Voter registration</li> </ul> </li> <li>• How do voters decide? <ul style="list-style-type: none"> <li>• Socioeconomic and demographic factors <ul style="list-style-type: none"> <li>• § Age</li> <li>• § Income</li> <li>• § Religion</li> <li>• § Education</li> <li>• § The gender gap</li> <li>• § Ethnicity and race</li> <li>• § Geographic region</li> </ul> </li> </ul> </li> </ul>		
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- The "Red and Blue map"
- Psychological factors
  - § Party identification
  - § Issue preferences
  - § Perception of the candidates
- Compare and analyze recent national exit poll results by above categories (CR2, CR7)
- Traditional and nontraditional forms of political participation
- Critical elections: Realignment and dealignment

Ø Possible essays

- o Discuss voting patterns by region in the 1992 and 1996 presidential elections.
- o Discuss causes and consequences of declining trust and confidence in government.
- o Examine forms of political participation other than voting.
- o Examine declining voter turnout in federal elections.
- o Interest group techniques: Why would certain interest groups choose certain techniques?
- o Discuss arguments for and against recent interest group reform proposals in Congress.
- o Examine goals of and interaction between interest groups and political parties.
- o Analyze a cartoon: Third parties—obstacles and contributions.

Readings:

GiA- Chapters 7, 8, 11

Woll- Selections from Chapter 4 and 5 including

James Madison *Federalist 10*

Jeffrey M. Berry *Madison's Dilemma*

<p>Larry J. Sabato <i>The Misplaced Obsession with PACs</i>  V.O. Key's "A Theory of Critical Elections"  Time: "Pssst! Who's Behind the Decline of Politics? Consultants." (April 17, 2006)  The Economist: "Often Voting Early" (November 4, 2006)  The Economist: "How To Rig an Election" (April 27, 2002)  The Economist: "Pyongyang on the Potomac?" (September 18, 2004)  Time: "Like Jury Duty? You'll Love Caucuses" (January 19, 2004)  Maclean's: "Stop Him Before He Votes" (January 16, 2006)</p> <p>Other Readings</p>		
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#### Unit 4: Institutions of National Government

Students must be familiar with the organization and powers of the major political institutions in the United States: the Congress, the presidency, the bureaucracy, and the federal courts. Students will be able to: explain, interpret, and analyze the major formal and informal institutional arrangements of power, compare and contrast the relationships among the institutions and the varying balances of power that surround them, identify, explain, and interpret the linkages between institutions and public opinion, voters, interest groups, the media, and state/local governments.

<p><b>Unit 4: Institutions of National Government</b>  Topics  <b>A. The Congress</b>  • Discuss the purpose of the legislative branch at the federal level (</p> <ul style="list-style-type: none"> <li>• Bicameralism</li> <li>• Powers and authority</li> </ul>	<p><b>Vocabulary</b>  <b>Congress</b></p> <ul style="list-style-type: none"> <li>• Incumbents</li> <li>• Casework</li> <li>• Pork barrel</li> <li>• Bicameral Legislature</li> <li>• House Rules Committee</li> <li>• Filibuster</li> </ul>	<p><b>62 days</b></p>
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<ul style="list-style-type: none"> <li>• Denied powers</li> <li>• Discuss the authority and functions of the legislative branch at the federal level <ul style="list-style-type: none"> <li>• Legislating</li> <li>• Serving constituents</li> <li>• Representation <ul style="list-style-type: none"> <li>• § Instructed delegate and trustee theories</li> </ul> </li> <li>• Oversight</li> <li>• Agenda-setting</li> <li>• Conflict-resolution</li> </ul> </li> <li>• Discuss the organizational structure and procedural differences between the House and the Senate <ul style="list-style-type: none"> <li>• Size and rules <ul style="list-style-type: none"> <li>○ § House Rules Committee</li> </ul> </li> <li>• Debate and filibustering</li> <li>• Prestige</li> </ul> </li> <li>• Is Congress representative of the general population?</li> <li>• Congressional elections <ul style="list-style-type: none"> <li>• Characteristics of members</li> <li>• Primaries</li> <li>• The general election</li> <li>• Incumbency advantages</li> </ul> </li> <li>• Reapportionment and redistricting <ul style="list-style-type: none"> <li>• Court rulings</li> <li>• Gerrymandering and safe seats</li> </ul> </li> <li>• Pay, perks, and privileges</li> <li>• Congressional committees <ul style="list-style-type: none"> <li>• Functions and significance of committees <ul style="list-style-type: none"> <li>Types <ul style="list-style-type: none"> <li>○ § Joint</li> <li>○ § Select</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Speaker of the House</li> <li>• Majority Leader</li> <li>• Whips</li> <li>• Minority Leader</li> <li>• Standing Committee</li> <li>• Select Committees</li> <li>• Conference Committees</li> <li>• Joint Committee</li> <li>• Legislative Oversight</li> <li>• Committee Chairs</li> <li>• Seniority System</li> <li>• Caucus (Congressional)</li> <li>• Bill</li> <li>• Lawmaking Process</li> <li>• Impeachment</li> <li>• Budget</li> <li>• Deficit</li> <li>• Expenditures</li> <li>• Revenues</li> <li>• Income Tax</li> <li>• 16th Amendment</li> <li>• Federal Debt</li> <li>• Tax Expenditures</li> <li>• Social Security Act</li> <li>• Medicare</li> <li>• Incrementalism</li> <li>• Uncontrollable expenditures</li> <li>• House Ways and Means Committee</li> <li>• Senate Finance Committee</li> <li>• Congressional Budget &amp; Impoundment Control Act of 1974</li> <li>• Congressional Budget Office</li> <li>• Budget Resolution</li> <li>• Authorization bill</li> <li>• Appropriations bill</li> </ul>	
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<ul style="list-style-type: none"> <li>○ § Standing</li> <li>○ § Conference</li> <li>• Selection of committees</li> <li>• Power of committee chairpersons</li> <li>• Formal leadership <ul style="list-style-type: none"> <li>• House leadership <ul style="list-style-type: none"> <li>○ § The Speaker</li> <li>○ § Majority and Minority Leaders</li> <li>○ § Whips</li> </ul> </li> <li>• Senate leadership <ul style="list-style-type: none"> <li>○ § Constitutional leaders <ul style="list-style-type: none"> <li>• President of the Senate</li> <li>• President Pro-Tempore</li> </ul> </li> <li>○ § Party leaders <ul style="list-style-type: none"> <li>• Majority and Minority Leaders</li> <li>• Whips</li> </ul> </li> </ul> </li> </ul> </li> <li>• Factors influencing how members vote</li> <li>• Describe the process by which a bill becomes a law</li> <li>• The budget process</li> <li>• Congressional ethics</li> </ul> <p><b>B. The Presidency</b></p> <ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Review process of becoming president</li> <li>• Discuss the purpose of the executive branch</li> <li>• Should voters be able to recall an unpopular president?</li> <li>• Discuss the authority and functions of the president (roles or "hats" of the president) <ul style="list-style-type: none"> <li>• Chief of State</li> <li>• Chief Executive <ul style="list-style-type: none"> <li>○ § Enforcing federal law</li> <li>○ § Appointment and removal</li> </ul> </li> </ul> </li> </ul>	<p><b>Executive &amp; Bureaucracy</b></p> <ul style="list-style-type: none"> <li>• 22nd Amendment</li> <li>• Impeachment</li> <li>• Watergate</li> <li>• 25th Amendment</li> <li>• Cabinet</li> <li>• National Security Council</li> <li>• Council of Economic Affairs</li> <li>• Office of Budget and Management</li> <li>• Veto</li> <li>• Pocket Veto</li> <li>• Presidential Coattails</li> <li>• War Powers Resolution</li> </ul>	
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<ul style="list-style-type: none"> <li>○ § Overseeing the bureaucracy</li> <li>• Commander in Chief <ul style="list-style-type: none"> <li>○ § Military decision making</li> <li>○ § Limitations <ul style="list-style-type: none"> <li>• War Powers Resolution</li> <li>• The Congressional blank check</li> </ul> </li> </ul> </li> <li>• Chief Diplomat <ul style="list-style-type: none"> <li>○ § Treaties and diplomatic appointments <ul style="list-style-type: none"> <li>• Advice and consent</li> </ul> </li> <li>○ § Diplomatic recognition</li> <li>○ § Executive agreements</li> </ul> </li> <li>• Chief Legislator <ul style="list-style-type: none"> <li>○ § State of the Union Address</li> <li>○ § Getting legislation passed</li> <li>○ § President's role in enacting laws <ul style="list-style-type: none"> <li>• Signing</li> <li>• Allowing a bill to become law without signing it</li> <li>• Vetoing <ul style="list-style-type: none"> <li>▪ Congressional override</li> <li>▪ Line-item veto (declared unconstitutional)</li> </ul> </li> <li>• Pocket veto</li> </ul> </li> </ul> </li> <li>• Chief of Party <ul style="list-style-type: none"> <li>○ § Patronage</li> <li>○ § Fundraising</li> </ul> </li> <li>• Leader and shaper of public opinion: The power of persuasion</li> <li>• Special use of presidential powers <ul style="list-style-type: none"> <li>○ § Emergency powers</li> <li>○ § Executive orders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Press Secretary</li> <li>• Budget</li> <li>• Deficit</li> <li>• Expenditures</li> <li>• Revenues</li> <li>• Bureaucracy</li> <li>• Patronage</li> <li>• Pendleton Civil Service Act</li> <li>• Civil Service</li> <li>• Merit Principle</li> <li>• Hatch Act</li> <li>• Office of Personnel Management</li> <li>• Senior Executive Service</li> <li>• Independent regulatory agency</li> <li>• Government Corporation</li> <li>• Independent Executive agency</li> <li>• Policy Implementation</li> <li>• Administration discretion</li> <li>• Regulation</li> <li>• Deregulation</li> <li>• Command-and Control Policy</li> <li>• Incentive System</li> <li>• Executive orders</li> <li>• Iron Triangles</li> </ul>	
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<ul style="list-style-type: none"> <li>○ § Executive privilege</li> <li>○ § Impoundment of funds <ul style="list-style-type: none"> <li>• Budget Impoundment and Control Act of 1974</li> </ul> </li> <li>○ § Recess appointments</li> <li>• Abuse of presidential power <ul style="list-style-type: none"> <li>○ § Impeachment</li> </ul> </li> <li>• Discuss the organization of the executive branch <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Executive Office of the President <ul style="list-style-type: none"> <li>○ § Office of Management and Budget</li> <li>○ § White House Office (WHO) <ul style="list-style-type: none"> <li>• Chief of Staff</li> </ul> </li> </ul> </li> <li>• § National Security Council <ul style="list-style-type: none"> <li>• National Security Advisor</li> </ul> </li> <li>• § Council of Economic Advisors</li> <li>• § Have presidents come to rely too much on their political advisors? <ul style="list-style-type: none"> <li>• Ramifications of increasing dependence on the WHO</li> </ul> </li> </ul> </li> <li>• The Vice-Presidency <ul style="list-style-type: none"> <li>• Functions</li> <li>• Changing rationale for picking a particular vice-presidential running mate</li> </ul> </li> <li>• Presidential succession <ul style="list-style-type: none"> <li>• Twenty-Fifth Amendment</li> <li>• Succession Act of 1947</li> </ul> </li> <li>• The tug-of-war between the President and Congress</li> <li>• Has the president become too powerful?</li> </ul> <p><b>C. The Bureaucracy</b></p>		
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| <ul style="list-style-type: none"><li>• Bureaucracy as an organization</li><li>• Bureaucracies compared</li><li>• Theories of bureaucracy</li><li>• Growth of the bureaucracy</li><li>• Discuss the organization of the executive branch bureaucracy<ul style="list-style-type: none"><li>• Cabinet departments</li><li>• Independent executive agencies</li><li>• Independent regulatory agencies<ul style="list-style-type: none"><li>• § Purpose of regulatory agencies</li><li>• § Capture</li><li>• § Iron triangles</li><li>• § Issue networks</li></ul></li><li>• Government corporations</li></ul></li><li>• Staffing the bureaucracy<ul style="list-style-type: none"><li>• Political appointees</li><li>• The professional civil service<ul style="list-style-type: none"><li>• § Pendleton Act (1883)</li><li>• § Hatch Act (1939)</li><li>• § Civil Service Reform Act (1978)</li></ul></li></ul></li><li>• Attempts at reform<ul style="list-style-type: none"><li>• Sunshine laws</li><li>• Sunset laws</li><li>• Contracting out</li><li>• Incentives for efficiency and productivity</li><li>• Whistleblowers</li></ul></li><li>• Bureaucrats as policymakers<ul style="list-style-type: none"><li>• A fourth branch?</li></ul></li><li>• Congressional oversight<ul style="list-style-type: none"><li>• Authorizing funds</li><li>• Appropriating funds</li><li>• Congressional investigations and hearings</li></ul></li></ul> |  |  |
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## D. The Judiciary

- Discuss the purpose of the federal judicial branch
- The common law tradition
  - Precedent/Stare decisis
- Sources of American law
  - Constitutional law
  - Statutory law
  - Administrative regulations
  - Case law
- The federal court system
  - Judicial requirements
    - § Jurisdiction
    - § A federal question
    - § Diversity of citizenship
    - § Standing
    - § Ripeness (readiness of a case for litigation)
    - § A justiciable controversy
  - Discuss the organizational structure, authority, and functions of the federal courts
    - § Only the Supreme Court required by Article III
    - § Structure of federal courts determined by Congress
    - § US district courts
      - Trial courts of original jurisdiction
    - § US courts of appeal
      - Circuits
      - Appellate jurisdiction
      - Grounds for appeal
      - Importance of courts of appeal

## Judicial

- Justiciable disputes
- *Amicus curiae* briefs
- Original Jurisdiction
- Appellate jurisdiction
- District courts
- Courts of appeal
- Supreme Court
- Senatorial courtesy
- Solicitor general
- Opinion
- *Stare decisis*
- *Writ of Certiorari*
- Precedents
- Original Intent
- Judicial implementation
- *Marbury v. Madison*
- Judicial Restraint
- Judicial Activism
- Statutory construction

<ul style="list-style-type: none"> <li>• § US Supreme Court <ul style="list-style-type: none"> <li>• The Justices</li> <li>• Original jurisdiction</li> <li>• Appellate jurisdiction—greatest source of caseload</li> </ul> </li> <li>• Parties and procedures <ul style="list-style-type: none"> <li>• § Plaintiff and defendant <ul style="list-style-type: none"> <li>• Interest groups and litigation <ul style="list-style-type: none"> <li>o Amicus curiae briefs</li> </ul> </li> </ul> </li> <li>• § Class-action suits</li> </ul> </li> <li>• The Supreme Court at work <ul style="list-style-type: none"> <li>• Term</li> <li>• Caseload</li> <li>• Discretion: the rule of four</li> <li>• Writs of certiorari</li> <li>• Deciding cases <ul style="list-style-type: none"> <li>▪ § Briefs</li> <li>▪ § Oral arguments</li> </ul> </li> <li>• Decisions <ul style="list-style-type: none"> <li>▪ § Affirm</li> <li>▪ § Reverse</li> <li>▪ § Remand</li> </ul> </li> <li>• Opinions <ul style="list-style-type: none"> <li>▪ § Unanimous</li> <li>▪ § Majority</li> <li>▪ § Concurring</li> <li>▪ § Dissenting</li> </ul> </li> </ul> </li> <li>• Selection of federal judges <ul style="list-style-type: none"> <li>• Serve "during good behavior"</li> <li>• Nomination by president and confirmation by senate</li> </ul> </li> </ul>		
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<ul style="list-style-type: none"> <li>▪ § Senatorial courtesy for district court nominees</li> <li>▪ § Partisanship and judicial appointments</li> </ul> <ul style="list-style-type: none"> <li>• Judicial review <ul style="list-style-type: none"> <li>• Marbury v. Madison (1803)</li> <li>• Judicial activism and judicial restraint</li> <li>• Ideology of the Court</li> <li>• Too much power in an unelected body?</li> </ul> </li> <li>• Checks on the judiciary <ul style="list-style-type: none"> <li>• Executive branch</li> <li>• Congress</li> <li>• Public opinion</li> <li>• Judicial traditions and doctrines</li> </ul> </li> </ul> <p>Ø Possible essays</p> <ul style="list-style-type: none"> <li>o Discuss bicameralism.</li> <li>o Examine party leadership and committees in Congress.</li> <li>o Analyze a graph: Congressional incumbency.</li> <li>o Examine presidential and congressional influence over foreign policy: formal and informal powers.</li> <li>o Analyze presidential approval ratings.</li> <li>o Discuss divided government and the appointment process.</li> <li>o Examine bureaucratic policymaking and congressional oversight.</li> <li>o Is Congress effective in exercising legislative oversight of the bureaucracy?</li> <li>o Examine the judicial branch and public opinion.</li> <li>o Is the appointment process for Supreme Court justices above politics?</li> <li>o Examine the influence interest groups have over the three branches of government.</li> </ul> <p>Readings:</p>		
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<p>GiA- Chapters 12, 13, 15, 16</p> <p>Woll- Selections from Chapter 6, 7, 8, and 9 including:</p> <p>Mark J. Rozell <i>George Washington and the Origins of the American Presidency</i></p> <p>Clinton Rossiter <i>The Presidency-Focus of Leadership</i></p> <p>Richard N. Nuestadt <i>Presidential Power</i></p> <p>James David Barber <i>The Presidential Character</i></p> <p>Peter Woll <i>Constitutional Democracy and Bureaucratic Power</i></p> <p>James Q. Wilson <i>The Rise of the Bureaucratic State</i></p> <p>James Madison <i>Federalist 53, 56, 57, 58, 62, 63</i></p> <p>Alexander Hamilton, <i>Federalist 78</i></p> <p>Edmund Burke <i>Speech to the Electors of Bristol</i></p> <p>David R. Mayhew <i>Congress: The Electoral Connection</i></p> <p>Evan Bayh <i>Why I'm Leaving the Senate</i></p> <p><i>Marbury v. Madison</i></p> <p>John P. Rouch <i>Judicial Self-Restraint</i></p> <p>Daniel Webster <i>Why Courts Cannot Fairly Decide Political Questions</i></p> <p>William J. Brennan, Jr. <i>How the Supreme Court Arrives at Decisions</i></p> <p>Sandra Day O'Connor <i>The Obligation to Follow Precedent</i></p> <p>Other Readings</p> <p>Washington Monthly: "It's Not Mr. Smith Goes To Washington" (November 1996)</p>		
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**Unit 5: Public Policy**

Understanding public policy is a process of understanding the interactions and dynamics among actors, interests, institutions, and processes. Students will be able to analyze policymaking in a federal system; explain how the formation of policy agendas occur; explain and analyze how the role of institutions plays into the enactment of public policy; compare and contrast the role of the bureaucracy and the courts in regards to policy implementation and interpretation; identify, explain, and interpret the linkages between policy processes; and identify, explain, and interpret linkages between policy processes and the following: political institutions, federalism, political parties, interest groups, public opinion, elections, and policy networks.

<p><b>Unit 5: Public Policy</b>  <b>Topics:</b>  <b>A. Domestic and Economic Policy</b></p> <ul style="list-style-type: none"> <li>• Steps in the policymaking process</li> <li>• Models of the policymaking process</li> <li>• Poverty and welfare</li> <li>• Environmental policy</li> <li>• Immigration policy</li> <li>• The politics of economic decision-making <ul style="list-style-type: none"> <li>• Entitlements <ul style="list-style-type: none"> <li>○ § Social Security</li> <li>○ § Medicare</li> </ul> </li> <li>• Fiscal and monetary policy <ul style="list-style-type: none"> <li>○ § The Federal Reserve System</li> </ul> </li> </ul> </li> <li>• Reasons for and sources of the national debt and deficit</li> </ul> <p><b>B. Foreign and Defense Policy</b></p> <ul style="list-style-type: none"> <li>• Define foreign policy</li> <li>• National security policy</li> <li>• The National Security Council</li> <li>• Diplomacy</li> <li>• Who makes foreign policy?</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Public policy</li> <li>• Policy agenda</li> <li>• Capitalism</li> <li>• Mixed economy</li> <li>• Multinational corporation</li> <li>• Securities and Exchange Commission</li> <li>• Distributive policy</li> <li>• Redistributive policy</li> <li>• Minimum wage</li> <li>• Labor union</li> <li>• Rule</li> <li>• Collective bargaining</li> <li>• Fiscal policy</li> <li>• Monetary policy</li> <li>• Inflation</li> <li>• Unemployment (Rate)</li> <li>• Underemployment (Rate)</li> <li>• Consumer price index</li> <li>• Laissez-faire economics</li> <li>• Monetarism</li> <li>• Federal Reserve System</li> <li>• Keynesian economic theory</li> <li>• Supply-side economics</li> <li>• Antitrust legislation</li> <li>• Food and Drug Administration</li> <li>• National Labor Relations Act</li> <li>• Social welfare policies</li> </ul>	<p><b>8 days</b></p>
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- o Constitutional powers of the president
- o Informal techniques of presidential leadership
- o The Department of State
- o The National Security Council
- o The intelligence community o The Department of Defense
- o Should the president's power to conduct foreign policy be limited?
- o The military-industrial complex
- o Influence/manipulation of public opinion on foreign policy
  - Examine membership/involvement in multi-national organizations (e.g., UN, NATO, NAFTA)

Ø Possible essays

- o Discuss possible threats to the future of entitlement programs.
- o Examine trends in the distribution of government benefits for children and the elderly.
- o Analyze factors that interfere with the government's ability to enact public policy.
- o Analyze the growth of mandatory spending in the federal budget.
- o Compare and contrast presidential and congressional influence over foreign policy: formal and informal powers.

Reading:

GiA- Chapters 17, 18, 19, 20

- Entitlements
- Income distribution
- Income
- Wealth
- Poverty line
- Excise tax
- Deficit
- Tariff
- Progressive tax
- Regressive tax
- Proportional tax
- Social Security Act of 1935
- Earned Income Tax Credit
- national debt
- Office of Management and Budget (OMB)
- Congressional Budget Office (CBO)
- Sales tax
- Value-added tax (VAT)
- Tax expenditure
- Trade deficit
- World Trade Organization (WTO)
- General Agreement on Tariffs and Trade (GATT)
- North American Free Trade Agreement (NAFTA)
- Protectionism
- Offshoring
- Regulation
- Monopoly
- Trust
- Closed shop
- Union shop
- Labor injunction
- Collective bargaining
- Environmental impact statement
- Deregulation
- Unfunded mandates
- Means-tested entitlements
- Public assistance

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|  | <ul style="list-style-type: none"><li>• Social insurance</li><li>• Social Security</li><li>• Medicare</li><li>• Medicaid</li><li>• Health Maintenance organization (HMO)</li><li>• National health insurance</li><li>• Medical savings account</li><li>• Environmental Protection Agency</li><li>• Clean Air Act of 1970</li><li>• Superfund</li><li>• Global warming</li><li>• Foreign policy</li><li>• United Nations</li><li>• North Atlantic Treaty Organization</li><li>• European Union</li><li>• Secretary of State</li><li>• Secretary of Defense</li><li>• Joint Chiefs of Staff</li><li>• Central Intelligence Agency</li><li>• Containment doctrine</li><li>• Cold War</li><li>• Arms Race</li><li>• Detente</li><li>• Interdependency</li><li>• Balance of trade</li><li>• Organization of Petroleum Exporting Countries (OPEC)</li><li>• Realism</li><li>• Idealism</li><li>• Isolationism</li><li>• Internationalism</li><li>• Unilateralism</li><li>• Bush Doctrine</li><li>• Multilateralism</li><li>• Hard power</li><li>• Soft power</li><li>• Theory of deterrence</li><li>• Weapons of mass destruction (WMD)</li><li>• Normal trade regulation</li></ul> |  |
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	<ul style="list-style-type: none"> <li>• National Intelligence Director</li> <li>• Bipartisanship</li> <li>• Economic sanctions</li> </ul>	
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**Unit 6: Civil Rights and Civil Liberties**

To understand politics in the United States students must have an understanding of the development of individual rights and liberties and their impact on citizens. Students will be able to explain and interpret the development of civil liberties and civil rights by judicial interpretations; analyze substantive rights and liberties; identify, explain, and interpret the impact of the Fourteenth Amendment on the constitutional development of rights and liberties.

<p><b>Unit 6: Civil Rights and Civil Liberties</b>  Topics:  <b>A. Civil Liberties</b></p> <ul style="list-style-type: none"> <li>• What are civil liberties? <ul style="list-style-type: none"> <li>• Examine the fundamental rights of individuals, listed in the Bill of Rights, as incorporated by</li> <li>• the Supreme Court by way of the 14th Amendment's Due Process Clause</li> <li>• Identify changes occurring over time in the interpretation of the Bill of Rights</li> <li>• Analyze court cases that demonstrate how the US Constitution protects the rights of individuals from government infringement (see topics below for specific cases)</li> </ul> </li> <li>• Discuss the relevance of the study of civics <ul style="list-style-type: none"> <li>• Explain the role of citizenship in our political system and society</li> <li>• Explain what constitutes a citizen</li> <li>• Discuss the process of becoming a citizen <ul style="list-style-type: none"> <li>○ § Native-born (jus soli and jus sanguinus)</li> <li>○ § Naturalization</li> </ul> </li> </ul> </li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Civil Liberties</li> <li>• Bill of Rights</li> <li>• First Amendment</li> <li>• <i>Gitlow v. New York</i></li> <li>• <i>Barron v. Baltimore</i></li> <li>• <i>Engel v. Vitale</i></li> <li>• <i>Roth v. United States</i></li> <li>• Fourteenth Amendment</li> <li>• Due process clause</li> <li>• Incorporation doctrine</li> <li>• Establishment Clause</li> <li>• Free exercise clause</li> <li>• Prior restraint</li> <li>• <i>Schenck v. United States</i></li> <li>• <i>Roth v. United States</i></li> <li>• <i>Miller v. California</i></li> <li>• Libel</li> <li>• <i>New York Times v. Sullivan</i></li> <li>• Symbolic Speech</li> <li>• <i>Texas v. Johnson</i></li> <li>• <i>Zurcher v. Stanford Daily</i></li> <li>• <i>NAACP v. Alabama</i></li> </ul>	<p><b>14 days</b></p>
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- Introduce citizenship concepts and apply to everyday life
  - § Equality of all citizens under law
  - § Majority rule balanced against minority rights
  - § Individual freedoms
  - § Individual rights vs. public interest
  - § Patriotism
- Compare and contrast responsibilities and duties of citizenship
  - § Jury duty
  - § Taxes
  - § Selective service
  - § Compulsory education
  - § Obeying laws
  - § Being an informed citizen
- Distinguish between rights and privileges of citizenship (voting, driving, education)
- Selective incorporation
  - Role of the Fourteenth Amendment's due process clause
  - *Gitlow v. New York* (1925)
- Freedom of religion
  - Establishment clause
    - § Aide to parochial schools
      - *Lemon v. Kurtzman* (1971): "The Lemon test"
    - § School vouchers
      - *Zelman v. Simmons-Harris* (2002)
    - § Prayer and moments of silence in public schools
      - *Engel v. Vitale* (1962)
      - *Abington School District v. Schempp* (1963)
      - *Santa Fe Independent School District v. Doe* (2000)

- Commercial Speech
- Probable Cause
- Unreasonable search and seizure
- Search warrant
- Exclusionary rule
- *Mapp v. Ohio*
- Fifth Amendment
- Self-incrimination
- *Miranda v. Arizona*
- Sixth Amendment
- *Gideon v. Wainwright*
- Plea Bargaining
- Eighth Amendment
- Cruel and Unusual Punishment
- *Gregg v. Georgia*
- *McCleskey v. Kemp*
- Right to privacy
- *Roe v. Wade*
- Civil Rights
- Thirteenth Amendment
- Fourteenth Amendment
- Equal protection of the laws
- *Plessy v. Ferguson*
- *Brown v. Bd. of Education*
- Civil Rights Act of 1964
- Suffrage
- Fifteenth Amendment
- Poll Tax
- White primary
- Voting Rights Act of 1965
- 24th Amendment
- *Hernandez v. Texas*
- *Korematsu v. United States*
- Equal Rights Amendment

- § Teaching of evolution
  - Epperson v. Arkansas (1968)
  - Edwards v. Aguillard (1987)
- § Public displays of the Ten Commandments
- Free exercise clause
  - § Reynolds v. United States (1879)
  - § Wisconsin v. Yoder (1972)
  - § Oregon v. Smith (1990)
- Freedom of expression
  - Clear and present danger test
    - § Schenck v. United States (1919)
    - § Schafer v. United States (1951)
  - Bad tendency doctrine
    - § Gitlow v. New York (1925)
  - Preferred position doctrine
  - Unprotected speech
    - § Sedition
      - Brandenburg v. Ohio (1969)
    - § Defamation
      - Slander and libel
      - Actual malice
        - New York Times v. Sullivan (1964)
    - § Obscenity
      - Miller v. California (1973)
      - Mapp v. Ohio
    - § Heckler's Veto
  - Student speech
    - § Tinker v. Des Moines (1969)
    - § Hazelwood School District v. Kuhlmeier (1988)
  - Campus speech codes

- 19th Amendment
- American with Disabilities Act 1990
- Affirmative Action

<ul style="list-style-type: none"> <li>o Prior Restraint <ul style="list-style-type: none"> <li>• § Near v. Minnesota (1931)</li> <li>• § New York Times v. United States (1971)— "Pentagon Papers" case</li> </ul> </li> <li>o Symbolic speech <ul style="list-style-type: none"> <li>• § Tinker v. Des Moines (1969)</li> <li>• § Texas v. Johnson (1989)</li> </ul> </li> <li>o Commercial speech</li> <li>• Freedom of the press <ul style="list-style-type: none"> <li>• Defamation and actual malice (see above)</li> <li>• Gag orders</li> <li>• Electronic media <ul style="list-style-type: none"> <li>o § Federal Communications Commission</li> <li>o § Equal time rule</li> <li>o § Personal attack rule</li> </ul> </li> <li>• Shield laws</li> </ul> </li> <li>• Right to assemble and petition the government <ul style="list-style-type: none"> <li>• DeJonge v. Oregon (1937)</li> <li>• Limits on parades and demonstrations <ul style="list-style-type: none"> <li>o § Lloyd Corporation v. Tanner (1972)</li> <li>o § Smith v. Collin (1978)—"The Skokie case"</li> </ul> </li> </ul> </li> <li>• Analyze the fundamental rights of individuals as incorporated in the Bill of Rights <ul style="list-style-type: none"> <li>• Right to privacy <ul style="list-style-type: none"> <li>o § Griswold v. Connecticut (1965)</li> <li>o § Roe v. Wade (1973)</li> </ul> </li> <li>• Rights of the accused <ul style="list-style-type: none"> <li>o § Investigate limitations or restrictions on criminal punishment (Fourth, Fifth, Sixth, Eighth Amendments, Due Process Clause of the Fourteenth Amendment)</li> </ul> </li> </ul> </li> </ul>		
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- § Writ of Habeas Corpus (Article 1, Section 9)
- Distinguish between criminal and civil laws (tort)
- Limits on conduct of police officers and prosecutors (Fourth Amendment)
  - § Gideon v. Wainwright (1963)
  - § Miranda v. Arizona (1966)
- Exclusionary rule
  - § Mapp v. Ohio (1961)
- Wiretapping
- Death penalty
  - § Furman v. Georgia (1972)
  - § Gregg v. Georgia (1976)

**B. Civil Rights—Equal Protection**

- Analyze statutes and court cases that demonstrate how the US Constitution protects the rights of individuals from discrimination
  - What is the distinction between civil liberties and civil rights?
  - Role of the Fourteenth Amendment's Equal Protection Clause
  - Dred Scott v. Sanford (1857)
  - The Civil War Amendments: Thirteenth, Fourteenth and Fifteenth Amendments
  - The Civil Rights Acts of 1865 to 1875
  - The Civil Rights Cases
  - Plessy v. Ferguson (1896)
- Barriers to voting
  - The white primary
  - The grandfather clause
  - Poll taxes

<ul style="list-style-type: none"> <li>• Literacy tests</li> <li>• Acts of violence and intimidation</li> <li>• Other</li> <li>• Brown v. Board of Education of Topeka (1954) and Brown v. Board of Education (1955) <ul style="list-style-type: none"> <li>• Reversal of Plessy</li> <li>• Court-ordered desegregation "with all deliberate speed"</li> </ul> </li> <li>• De facto v. de jure segregation</li> <li>• The Civil Rights movement</li> <li>• Examine changes in civil rights legislation (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968, affirmative action programs, Americans with Disabilities Act of 1990)</li> <li>• The Women's Rights movement <ul style="list-style-type: none"> <li>• The Nineteenth Amendment</li> <li>• Feminism</li> <li>• Equal Rights Amendment</li> <li>• Gender discrimination cases in the courts</li> <li>• Gender discrimination in the workplace <ul style="list-style-type: none"> <li>○ § Title VII of the Civil Rights Act of 1964</li> <li>○ § Sexual harassment cases</li> <li>○ § Wage discrimination <ul style="list-style-type: none"> <li>• Equal Pay Act of 1963</li> </ul> </li> </ul> </li> </ul> </li> <li>• Affirmative action <ul style="list-style-type: none"> <li>• Regents of the University of California v. Bakke (1978)</li> <li>• Adarand Constructors, Inc. v. Peña (1995)</li> </ul> </li> <li>• Age discrimination <ul style="list-style-type: none"> <li>• The Age Discrimination in Employment Act of 1967</li> <li>• Mandatory retirement</li> </ul> </li> </ul>		
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- Rights of Americans with disabilities
  - The Americans with Disabilities Act of 1990
- Rights of gays and lesbians
  - Bowers v. Hardwick (1986)
  - Lawrence v. Texas (2002)
  - Gays in the military
    - § "Don't ask, don't tell"
  - Same-sex marriages
    - § Defense of Marriage Act of 1996
    - SCOTUS response to state laws
    - Other
- Rights of juveniles
  - In re Gault (1969)
  - Twenty-sixth amendment
  - Rights of children in civil and criminal cases
    - § Age of majority
    - § Roper v. Simmons (2005)

ØPossible essays

- o Selective incorporation
- o Analyze political institutions as obstacles and as opportunities to racial minority groups in the struggle for political influence.
- o Analyze the role of Fourteenth Amendment in protecting civil liberties and granting civil rights.

Readings:

GiA- Chapter 4 and 5

Woll- Selections from Chapter 3 including:

*Gideon v. Wainwright*

*Brown v. Board of Ed.*

<p><i>Regents v. Bakke</i>  <i>Reno v. ACLU</i>  <i>Engel v. Vitale</i>  John Stuart Mill <i>On Liberty of Thought and Discussion</i>  Other Readings</p>		
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<b>AP Exam Review</b>		<b>4 days</b>
<b>AP Exam</b>		<b>Tuesday May 13, 2014 at 8:00am</b>

