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| **Week** | | **Concepts** | | **Topics** | **Text Chapters** | **Other Expected Readings** |
| **Unit 1 Foundations** | | | | | | |
| 1 | | “A more perfect union…” | | Enlightenment thinkers (Locke, Rousseau, Hobbes, Montesquieu). Founding principles | 2 | *Second Treatise of Civil Gov’t* (Locke, HO) |
|  | | Systems of Gov’t | | Confederacy v Unitary v Federalism, Pluralism, majority rule v minority rights | 3 | ***Democracy in America*** (Tocqueville, 51-55) |
|  | | Need for Gov’t | | Flaws of the AofC, Shays’s Rebellion | 2 | *The Federalist* No. 15 (Hamilton, HO)  ***The Federalist* No. 10** (Madison, A16) |
| 2 | | Constitutional Compromise | | Great Compromise, Slavery compromises, ratification, the Bill of Rights | 2 | *The Constitution of the USA* (A6)  *The Anti-Federalists* No. 84 (HO) |
|  | | Separation of Powers and Checks and Balances | | Three branches, Negative or checking powers | 2 | *The Federalist* No. 47 (Madison, HO)  *The Federalist* No. 51 (Madison, A18) |
| 2-3 | | Federalism | | Definition, Limits of Power, Supremacy Clause, Tenth Amendment | 3 | *The Federalist* No. 17 (Hamilton, HO) |
|  | | Types of Federalism | | Dual, Cooperative and Fiscal Federalism, Commerce Clause | 3 | “Early Landmark Supreme Court Decisions…” (page 81) |
|  | | UNIT 1 EXAM | | | | |
| **Unit 2: Politics; from public opinion and the media, to parties and elections** | | | | | | |
| 4 | | Public Opinion | | Political Socialization, Political Culture, Role of the Media | 5-6 | ***Democracy in America*** (Tocqueville, 3-6)  Table 5.2 (page 171)  “Measuring Media Effects” (page 223) |
|  | | Measuring Public Opinion | | Polls, Samples, Flaws | 5 | “5.1: Sampling Error…” (page 173)  “5.3: Question Wording…” (page 175)  **“The Opinion Makers” (440-448)** |
|  | | Political Spectrum | | Liberal v Conservative, Polarization, The Issues | 5 | Pew Research Data: Analyze Groups and Issues (HO) <http://www.people-press.org/typology/quiz/?pass&src=typology-report> |
| 5 | | Political Parties | | Organization, Party ID, Platforms | 7 | [www.GOP.com](http://www.GOP.com) (HO)  [www.democrats.org](http://www.democrats.org) (HO) |
|  | | Role of the Party in Politics | | Nomination, Government, PACs, Third Parties | 7-8 | [www.gp.org](http://www.gp.org) (Green Party site) |
|  | | UNIT 2 EXAM (part 1: chapters 5-7) | | | | |
| 6 | | How Elections Work | Incumbency, Primaries, Caucuses, The Electoral College | | 8 |  |
|  | | Campaigns | Advertising, Finance, How Do Candidates Get People To Vote? | | 8 | [www.livingroomcandidate.org](http://www.livingroomcandidate.org) |
|  | | Voting Behavior | Turnout, Statistics, Gen v MT Elections | | 8 | Voter Turnout Data <http://www.census.gov/hhes/www/socdemo/voting/publications/p20/2012/tables.html> |
| 7 | | Functions of IGs | Lobbying, Strategies, Goals, Effects on Public Opinion | | 9 | **“The Semisovereign People” (454-459)** |
|  | | Rules to be Followed | PACs v Superpacs v 501s, Restrictions, Influence | | 9 | “Big Sky Big Money” (Video) |
|  | | UNIT 2 EXAM (part 2: chapters 8-9) | | | | |
| **Unit 3: Institutions** | | | | | | |
| 8 | Congress and the People | | Representation, Constituency, Electoral Connection, Redistricting | | 10 | **“Home Style” (147-151)** |
|  | Structure of Congress | | Incumbency, Formal and Informal Structures, Elections | | 8, 10 | *The Anti-Federalist* No. 16 (HO) |
|  | Congress at Work | | Structure and Positions, Casework, Passing Laws, Budget Making | | 10, 15 | *How Our Laws Are Made* (HO [www.thomas.loc.gov](http://www.thomas.loc.gov))  “Government 101: The Budget” ([www.votesmart.org](http://www.votesmart.org) HO) |
| 9 | Oversight | | Checks and Balances, Committee Work, “Advice and Consent” | | 2, 10 |  |
|  | President’s Job Description | | Explicit vs Implicit Powers, The President and the Party, Checks and Balances | | 2, 11 | “Checks and Balances” ([www.USConstitution.net](http://www.USConstitution.net) HO) |
|  | The Public and the President | | Popularity, Approval, Power, Congressional Response | | 11 | Gallup Historical Statistics and Trends ([www.gallup.com](http://www.gallup.com) HO) |
|  | The Rest of the Exec. Branch | | EOP, VP, The President’s Cabinet | | 11 |  |
| 9-10 | UNIT 3 EXAM (part 1: Congress and POTUS & Co.) | | | | | |
|  | What’s the Bureaucracy? | | Regulations, Specialization, Goals, Historical Growth and Change | | 12 | *The Rise of the Bureaucratic State* (James Q Wilson, HO)  12.1: “What do Bureaucrats do?” (page 470) |
|  | Modern Bureaucracy | | Size, Structure, Who works in the Bureaucracy? | | 12 | “A Government of Strangers” **(275-282)** |
| 11 | Controlling the Bureaucracy | | Oversight, Iron Triangles, Budget | | 12 |  |
|  | The Structure of the Courts | | Jurisdiction, Civil v Criminal Cases, Federalism in the Courts | | 13 | *The Federalist* No. 78 (Hamilton A19, **311-316**) |
|  | The Function of the Courts | | Judicial Review, Constitutional Interpretations, Policy Making Lots of Latin!! | | 13 | *Marbury v. Madison*  Judiciary Act of 1789 (HO) |
| 12 | Selection | | Role of POTUS and Congress, State v Federal Judges, “Advice and Consent” | | 13 | **“Pursuit of Justices” (326-333)** |
|  | Cases in SCOTUS | | Access, Criteria, Briefs, Argument, Opinions, Legal factors, Activism v Restraint | | 13 | **“Excerpt from *Gideon’s Trumpet”* (345-355)** |
|  | UNIT 3 EXAM (part 2: Bureaucracy and Judiciary) | | | | | |
| **Unit 4: Policy** | | | | | | |
| 13 | Civil Liberties  Selective Incorporation | | Civil Rights v. Liberties, Bill of Rights, Restrictions, Various Civil Liberties Cases  Due Process, 14th Amendment and Civil War Amends., *Barron v. Baltimore* and *Gitlow v. New York* | | 4  4 | “From Messiah to Hitler, What You Can and Cannot Name Your Child” *Time* (HO) |
|  | Civil Rights | | Civil Right movements, Judicial interpretation, Civil Rights acts, Title IX, Affirmative Action | | 14 | **“Excerpt from *All Deliberate Speed*” (379-388)** |
|  | Public Policy Makers | | Economic policy, Public policy, Foreign policy, How the branches make/enforce policy | | 15-17 |  |
| 14 | Econ Policy | | Employment, Prices, Market theory and growth, Budgets, Regulation, Trade | | 15 |  |
|  | Social Policy | | Historical need, Process of making public policy, Social Security, Health Care, Welfare, Education | | 16 | Special Focus: Affordable Care Act (various handouts) |
|  | Foreign Policy | | Theory, History, Outside groups, Military, Aid, Diplomacy, Alliances and treaties, | | 17 |  |
| 15 | UNIT 4 EXAM | | | | | |

AP® United States Government and Politics

Ms. Sturges

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**Course Description**

AP® United States Government is a one semester course is designed to be the equivalent of a freshman-level college course. The curriculum is also meant to prepare students for the AP® United States Government and Politics Exam given each year in May. Due to the broad scope of the curriculum, this course will be more challenging than a typical high school American Government class. Frequent reading, homework, reviews, and tests will be necessary to prepare students for classroom tests and the AP® Exam.

**Course Objectives**

The course is organized around six basic units of study:

1. Constitutional Underpinnings of the United States Government

2. Political Beliefs and Behaviors

3. Political Parties, Interest Groups, and Mass Media

4. Institutions of National Government: Congress, the Presidency, the Judiciary, and the

Bureaucracy

5. Public Policy

6. Civil Rights and Civil Liberties

Although each of these topics will be explored throughout the semester, they will not be covered in the exact order listed above. In fact, most of these units are interwoven together and will be referenced in their relationship to each other throughout the semester. Therefore, much of the material will be covered multiple times during the course.

Three course requirements set forth by the AP® College Board will be used to supplement instruction and evaluation:

1. Analyzing and interpreting data, charts, and tables relevant to U.S. government

2. Primary source documents and current events (newspapers, magazines, etc.)

3. Answering analytical and interpretive free-response questions

Each of these approaches will be used to supplement the textbook in creating and implementing the course curriculum. An emphasis will be placed on the student’s ability to interconnect the curriculum across the scope of the course and current events, and display knowledge through both multiple choice and free response essays. A student’s proficiency in critically interpreting data and information will be essential to his/her success in the course.

**Course Structure**

This class will meet three times a week for 50 minutes and once a week for 85 minutes. This scenario will put a premium on regular class attendance and require a commitment to study outside the confines of the school day. Lecture and discussion, cooperative learning, summarization techniques, independent reading, other various instructional methods will be used drive instruction. Various current events that relate to the course will be highlighted and discussed, and guest speakers (politicians, local officials, lobbyists, etc.) will be invited make appearances, provided that scheduling does not impede. Students will be tested using a combination of multiple choice and free-response questions throughout the semester.

Non-mandatory review sessions will be held throughout the semester in order to further students’ understanding of the curriculum and the AP® Exam itself.

**Student Evaluation and Assessment**

LATE WORK IS NOT ACCEPTED!!!

Grades will be based on a combination of homework assignments and exams. Homework assignments (including reading assignments from the textbook and supplementary resources, vocabulary, analysis of tables and charts, small research assignments, etc.) Each test will be structured after the College Board’s AP® Exam, and will include both multiple choice and free-response questions.

A student may complete one (1) extra credit project for the semester, which will only count for a maximum of twenty (20) points. This may occur *if and only if all work has been completed*. It must be completed before the April 24, 2015. It also must be academic in nature and be approved by the instructor (please understand that this is not a “grade-saving” option, only a method to “make-up” points for one typical homework assignment).

LATE WORK IS NOT ACCEPTED!!!

**Quizzes**

Reading/Homework Quizzes:

Students will receive reading quizzes every Thursday unless otherwise announced. These quizzes will be based on the homework/reading(s) given that week day in class. The following are guidelines/expectations for the quizzes:

1. All quizzes will be taken at the beginning of class. No time will be given to finish homework.
2. If you miss a day in class ***you are expected to come to class prepared to take the quiz you missed on the day you return AND the current day’s quiz. NO EXCEPTIONS!*** I will keep the wikispace updated so check it often
3. Each quiz is worth 10-20 points and will be handed back, graded, the next class period.
4. You may not retake a quiz.
5. An unexcused absence means an automatic zero for the missed quiz.

Landmark SCOTUS Quiz:

Students will be expected to know the important details of several paramount Supreme Court cases. Students will be required to pass, with an 80% or better, a quiz over 25 of these cases. The following are guidelines/expectations for the quizzes:

1. The first quiz will be given in class. After this day it is the student’s responsibility to make up the quiz; it will be in the ELC.
2. Students must pass the quiz with an 80% or better before a grade is recorded. Students MUST retake quizzes until this grade is reached but MAY retake if they desire a higher grade than an 80%
3. Students will not see the exact same quiz twice.
4. All quizzes must be taken before finals week.

Micro-Themes:

Micro-Themes are 2-3 page research papers. You are expected to include a work cited page and internal, parenthetical citations in this paper. You will write two of these this semester. The guidelines and rubric are included herein.

**Primary Text**

Bianco, William T, Canon, David T *American Politics Today* 3rd ed.

**Supplemental Resources**

Ladd, Everett C, Serow, Ann G *The Lanahan Readings in the American Polity* 5th ed.

*The Federalist* Papers (selected texts), *The Anti-Federalist* Papers (selected texts), The Constitution of the United States of America

**Micro-Theme 1:**

**Federalism v State’s Rights**

You are tasked to research and write a **2-3 page**, **typed** paper over the following topic:

*Some have argued that the tensions between decentralized and centralized power continue to exist. Support this argument by explaining how one of the following illustrates the continuing tension.*

*Affordable Care Act*

*Gay Marriage (Prop 8/DOMA Choose one of these)*

*Gun Control*

*Medical Marijuana*

*Recreational Marijuana*

*“Right to Die”/Assisted Suicide*

You must have at least three sources (your text book MUST be one of them). Only one of the three may be an internet source[[1]](#endnote-1). Please include a Works Cited page; you may choose your preferred format. If you would like to research another topic you must get my approval first. Your due date is **Monday 2/23/2015**

**Micro-Theme 2:**

**Corporations are people?!**

*Discuss the history behind and leading up to the landmark* Citizens United v Federal Election Commission . *How and why did SCOTUS rule the way it did? Do you agree with the ruling? Develop and defend a thesis based on this question.*

Make sure you discuss the following in your paper:

1. Brief the case…in essay format of course just make sure you include background, facts and the constitutional questions and bases for the ruling.
2. What two campaign finance laws (1971 and 2002) was this case based upon?
3. What previous cases were overturned based upon the *Citizens United* opinion?
4. What was the majority opinion? Who wrote it? What was the minority opinion? Who wrote it?
5. How did this case change campaign finance laws and the way people and corporations can contribute to campaigns?

You must have at least three sources (your text book MAY be one of them). Only one of the three may be an internet source. Please include a Works Cited page and in text citations; you may choose your preferred format. Your due date is **Monday 4/27/2015**

1. This means a credible web publication or news site. AP students may use Google and Wikipedia as a starting point but do not use them as references. Remember that journals reprinted online, like you find on the library’s data bases, are technically printed sources. [↑](#endnote-ref-1)