

Chapter 2 The Constitution

- 1) Why did the founders draft our current constitution?
- 2) The Great Compromise was a fundamental one to the Constitution; why?
- 3) What did the Antifederalists want and why?

Chapter 3 Federalism

- 4) Understand the difference between federal, confederal and unitary governments
- 5) Why did the founders choose federalism?
- 6) What's the supremacy clause say about federalism?
- 7) How do states and the central gov't work together and compete?

Chapter 6 Interest Groups

- 8) What's the goal of an interest group? Why do people join them?
- 9) How do interest groups interact with the bureaucracy and lawmakers to influence policy (iron triangle)?
- 10) Why do different types of interest groups exist?
- 11) What tactics and strategies do interest groups use to reach their goals?

Chapter 7 Political Parties

- 12) What affect have independents and split-ticket voters had on the power of parties?
- 13) What caused the major realignment of the 1930s and 50s?
- 14) What are the strongest determinants in political socialization and party affiliation?
- 15) How are political parties and political machines different in their organization, leadership and membership?

Chapter 8 Elections

- 16) What has been the result of the expansion of suffrage, both on the electorate and on American politics?
- 17) How would you characterize voter turnout in America today?
- 18) How does POTUS get nominated? How does he communicate with potential voters?
- 19) How does the electoral college work?
- 20) Explain why turnout is low.

Chapter 9 Money and Politics

- 21) What is the impact of money in politics?
- 22) How have recent attempts to regulate campaign funds been hampered by SCOTUS?
- 23) How is campaign financing regulated?

Chapter 10-13 Congress, POTUS, Bureaucracy, SCOTU (respectively)

- 24) Understand the powers given to congress, POTUS and SCOTUS as outlined in the Constitution
- 25) How does each branch check the other...be specific
- 26) In what ways does congress anticipate the actions of POTUS (veto, executive order etc) and change their behavior to pass as much as they can?
- 27) In what ways does POTUS anticipate the actions of congress (advise and consent, veto override etc) and change his actions accordingly?
- 28) What's judicial review?
- 29) What are the main functions of legislatures and bureaucrats? How do they work together? How do they compete?
- 30) How has presidential power changed since 1789?
- 31) What's unique (in theory) about the judicial branch as compared to the other institutions on government?
- 32) How's the court system set up? What's the specific function of each level of courts?
- 33) Explain different types of bureaucracy.
- 34) In what ways do congressmen work to win the support of and get legislation passed for their constituents?

Topics

I. Constitutional underpinnings of United States Government

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: for example, why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the United States Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical United States Government and Politics features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

II. Political Beliefs and Behaviors

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. Political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students should understand why individuals engage in various forms of political participation and how that participation may affect the political system. Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors and the political consequences of these differences. To understand these differences, students should focus on the demographic features of the American population and the different views that people hold of the political process. They should be aware of group differences in political beliefs and behavior. Students should also understand how changes in political participation affect the political system.

III. Political Parties, Interest Groups, and Mass Media

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, form an important segment of this material. Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of this difference in representation. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population able to exert pressure on political institutions and actors in order to obtain favorable policies? The media are a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates should be explored and understood by students. Understanding the often symbiotic and frequently conflictual relationship among candidates, elected officials, and the media is also important.

Students should be aware of the goals and incentives of the media as an industry and how those goals influence the nature of news coverage. They should also understand the consequences of the increasing concentration of major media outlets in fewer hands, as well as the growing role of the Internet.

IV. Institutions of national Government

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States: the Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of that arrangement. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students to understand that power balances and relationships between these institutions may

Evolve gradually or change dramatically as a result of crises. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the president and Congress may help explain repeated struggles to adopt a national budget.

VI. Civil Rights and Civil Liberties

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Students should also be

aware of how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tool of social change.

Court Cases to know

Baker v. Carr	Constitutional challenges to the unequal distribution of voters among legislative districts could be resolved by federal courts.	1962
Bethel School District v. Frazier	Schools are zones of restriction for certain right. Adults receive more of their rights (Such as 1st amendment rights) in other stating. Schools may restrict rights such as freedom of speech, etc.	1986
Boy Scouts of America v. Dale	The boy scouts were allowed to dismiss a leader after learning that he was gay, holding that freedom of association outweighed the New Jersey anti-discrimination statute.	2000
Brandenburg v. Ohio	Extended the scope of political speech - allows virtually all political speech, unless it is demonstrably linked to immediate lawless behavior.	1969
Branzburg v. Hayes	Requiring newsman to appear and testify before the state or federal grand juries does not abridge the freedom of speech and press guaranteed by the First Amendment.	1972

Brown v. Board of Education	Reversed Plessy v. Ferguson. Forced the integration of public schools. Focused on the integration of public schools. Used in 1955 to speed the process of integration.	1954 (1955)
California Board of Regents v. Bakke	Race can be used as a complex factor when determining admission. The case did strike down that refusal because saving spaces for minorities violated the Civil Rights Act of 1964.	1978
Bush v. Gore	The manual recounts of votes in November 2000 could not proceed because inconsistent evaluation standards in the counties violated the equal protection clause.	2000
Clinton v. Jones	The president does not have temporary immunity from a lawsuit for actions outside the realm of official duties.	1997
County of Allegheny v. American Civil Liberties Union	An exclusively religious exhibit, (a Jewish menorah and a creche) could not be displayed in a government building because that kind of exhibit violated the establishment clause	1989
Engel v. Vitale	Declared school prayer unconstitutional	1962
Furman v. Georgia	Said that the death penalty was cruel and unusual punishment.	1972
Gibbons v. Ogden	Allowed congress to have wider power over interstate commerce. The opinion of the court stated that commerce includes all kinds of business and trade between nations and the states.	1824
Gideon v. Wainwright	Federal defendants must be provided with an attorney at the states expense if one the defendant cannot afford it.	1963
Gitlow v. New York	Extended the 14th amendment to the States. The states are not allowed to violate the rights specified in the 14th amendment and extended the Bill of Rights.	1925
Griswold v. Connecticut	The Court ruled that a state unconstitutionally interfered with personal privacy in the marriage relationship when it prohibited anyone, including married couples, from using contraceptives.	1965
Hazelwood School District v. Kuhlmeier	The first amendment rights for students are not automatically co-extensive with the rights of adults in all settings. Censorship of school newspapers is allowed.	1988
Heart of Atlanta Motel v. United States	Defined hotels, restaurants, etc, as interstate commerce because they serve interstate travellers, and are therefore required to follow federal law on interstate commerce. The hotel was no longer allowed to discriminate on the basis of race.	1964

Katz v. United States	Expanded the scope of the 4th amendment rights to include protection against certain kinds of electronic invasions of an individual's privacy. Since this case, the 4th amendemtn has been a means to protect individual privacy in places open to the public.	1967
Mapp v. Ohio	Exclusionary Rule - Evidence obtained in violation of the 4th amendment or other amendments may not be used in court.	1961
Marbury v. Madison	Court established Judicial Review. One of the checks on Congress.	1803
McCulloch v. Maryland	Elastic Clause of the Constituion - Congree had the power to create a national bank. "Necessary and Proper"	1819
Miranda v. Arizona	Guarantees due process. Must read one's rights while in custody before questioning. Inform that they have the right to remain silent, that anything they say can and will be used against them, and the right to counsel.	1966
New York Times v. Sullivan	First amendment protected the press from libel suits unless it could be proved that the press report was made out of malice.	1964
New York Times v. United States	The government may not restrict the press from publishing what is labeled as "classified information" if the materials will not cause an inevitable, direct, and immediate event imperiling the safety of American forces.	1971
Plessy v. Ferguson	Seperate but equal facilities for blacks and whites.	1896
Printz v. United States	Congress cannot force chief law enforcement officers to perform background checks on those purchasing handguns. That right is not part of the elastic clause.	1997
Reno v. ACLU	It is not a crime to display "indecent" or "patently offensive" material on the internet.	1997
Reynolds v. Sims	Forced states to reapportion their congressional districts because the populations were not equal. This unequal distribution violated the 14th amendment because the states were infringing on the equal protection because of unequal representation.	1964
Roe v. Wade	A "fetus" is not a person with constitutional rights therefore protecting a woman's right to have an abortion.	1973
Schenck v. United States	Sustained the Espionage Act of 1917 by maintaing that freedom of speech and of the press could be constrained under "Clear and Present Danger".	1919
Koretmatsu v. United States	Case involving Japanese internment camps during WWII. The decision said that needs for national security during a	1944

	crisis justified the internment camps. The court did not deal with the touchy issue of discrimination but rather the national crisis of war.	
Swann v. Charlotte Mecklenburg Board of Education	Upheld the Brown v. Board of Education. Stated that busing could be used to correct racial imbalances.	1971
Texas v. Johnson	Flag burning is protected under the first amendment as a form of symbolic speech.	1989
Tinker v. Des Moines School District	Students may wear armbands as a form of protest. It is a form of speech protected under the first amendment.	1969
United States v. Nixon	Ruled that neither separation of powers, nor the need to preserve the confidentiality of presidential communications alone could justify an absolute executive privilege of immunity from judicial demands for evidence to be used in a criminal trial.	1974
United States v. O'Brien	The court upheld the law prohibiting the burning of draft cards, ruling that it was not "symbolic speech".	1968
U.S. Term Limits v. Thornton	The court ruled that neither states nor congress could limit terms of members of congress, since the constitution reserves to the people the right to choose federal lawmakers.	1995
Wallace v. Jaffree	A moment of silence cannot be practiced if it holds religious purposes and intentions.	1985
Cantwell v. Connecticut	Incorporated the free exercise of the first amendment. The court allows religions to peacefully distribute religious information to people in their neighborhoods with the aim of winning converts.	1940
Wolf v. Colorado	Incorporated the 4th amendment. The court ruled that individuals must be secure in their homes and businesses against unreasonable invasions of their privacy.	1949
Malloy v. Hogan	Defendants in court have the 5th amendment right of protection against self-incrimination.	1964
Benton v. Maryland	State law enforcers cannot subject a person to double jeopardy; cannot deprive individuals of their 5th amendment right to be tried twice for the same crime.	1969
Pointer v. Texas	States must observe the 6th Amendment right of defendants to confront witnesses against them.	1965
Parker v. Gladden	Defendants in state courts have the 6th Amendment right to an impartial jury.	1966

Duncan v. Louisiana	States must guarantee the defendant's 6th amendment right to a jury trial in criminal cases.	1968
Robinson v. California	State governments cannot use cruel and unusual punishments in violation of the 8th amendment.	1962

Helpful sites:

Flashcards <http://quizlet.com/4851876/ap-government-court-cases-to-know-flash-cards/>

AP site http://www.collegeboard.com/student/testing/ap/sub_usgov.html

Wikispace www.twhssturges.wikispaces.com

