

Advanced Placement: Government and Politics Syllabus

The Advanced Placement Course in United States Government and Politics will provide and fashion students with an analytical perspective on government and politics as practiced in the U.S. from inception to the present day. Students will make use of a wide range of academic skills in keeping with the requisite demands of a college classroom environment. In addition, students will receive preparatory instruction as to content, format, and potential areas of focus for the Advanced Placement examination for United States Government and Politics.

Students will be provided an array of apposite primary and secondary literature from a diverse range of political perspectives. Class readings are designed to reinforce the text, deepen critical thinking skills, teach students to understand and detect author bias, and improve overall comprehension.

Texts

Wilson, James Q., and John J. DiLuilo Jr. *American Government Institutions and Policies*, 10th edition. Boston: Houghton Mifflin, 2006.

Supplemental Texts & Materials

Hamilton, Alexander, Madison, James, Jay, John. *The Federalist Papers.*, Bantam Classics Edition. Bantam Doubleday, 1982.

Matthews, Chris. *Hardball*. New York: Free Press, 1988.

Woll, Peter. *American Government Readings and Cases*, 16th edition. New York: Longman, 2006.

Supplementary articles will be provided from the New York Times (NYT), the Washington Post, the Wall Street Journal, and other live or recorded CSPAN broadcasts.

Homework and Daily Quizzes

Students have nightly homework assignments, primarily out of the textbook or from selected articles from the Peter Woll book. Supplemental Newspaper articles could be used when appropriate too.

Course Objectives

Upon successful completion of the requirements for this course, the students will be able to:

- A. Describe the events surrounding the American declaration of independence from England and the revolutionary government established by the Articles of Confederation.
- B. Describe the events leading up to the demise of the Articles of Confederation.

- C. Understand the seminal influence of Classical and Enlightenment political philosophers on the development of American political theory and constitutional framework.
- D. Examine the philosophy and backgrounds of the delegates to the Constitutional Convention of 1787.
- E. Illustrate the ratification procedure as well as the arguments posed in support or opposition to the ratification of the Constitution.
- F. Present and explain the concept of Federalism.
 - 1. Explain how the federal system works.
 - 2. Show the evolution of American federalism.
 - 3. Describe the dynamics (and systemic tensions) of intergovernmental politics.
- G. Understand the concept of public opinion and how it is formed/measured.
- H. Determine the role of culture in the formation and content of public opinion.
- I. Understand the variety of ways by which citizens communicate their political needs and participate in the political process.
- J. Define and understand voter demographics and explain the voting (or nonvoting) behavior of the American electorate.
- K. Define political party and understand their functions and characteristics.
- L. Identify interest groups and consider/evaluate the kinds of tactics and strategies they employ to influence outcomes in American politics.
- M. Identify Political Action Committees (PACs) and explain their function as well as the challenge they present to traditional party politics.
- N. Explain and evaluate "media politics" and the changing face of politics in the information age.
- O. Evaluate the extent to which the media determine the beliefs of people and shape the political landscape.
- P. Describe the legislative process and the respective powers, procedural rules, and committees for each house of Congress.
- Q. Show the influence of lobbies and special interest groups in influencing the legislative process.
- R. Explain the various powers possessed and roles played by the American President.
- S. Explain the events that have affected the power of the Chief Executive.
- T. Understand the relationship between public approval and presidential success.
- U. Determine the role that the modern president plays in the formulation of legislation.
- V. Define the important characteristics and organizational framework of the U.S. bureaucracy and determine the sources of bureaucratic power in this country.
- W. Explain the impact of the bureaucratic state ("the fourth branch") on governance and determine in what ways this administrative arm of the government is responsive/insensitive to the demands of the political process.
- X. Identify controlling influences on the bureaucracy from the Cabinet to interest groups.

- Y. Define the powers possessed by the federal courts.
- Z. Explain the role played by the federal courts in shaping public policy and implementation of such policy.
- AA. Explain the decisional processes and appellate procedures of the federal court system.
- BB. Define judicial ideology and explain how this impacts the interpersonal dynamics (especially in the Supreme Court) as well as the decisions rendered by the courts.
- CC. Identify the various interests and actors (institutional, bureaucratic, and public) and the roles they play in agenda development and policymaking.
- DD. Describe the features of the modern-day federal budget and explain the process of budget making in the United States.
- EE. Explain the American governmental penchant for gridlock and determine the root cause (or design) of this phenomenon.
- FF. Understand First Amendment freedoms as well as the due process and equal protections clauses of the Fifth and Fourteenth Amendments.
- GG. Explain how civil liberties change with successive court interpretations and decisions.
- HH. Explain the political and societal implications related to the evolution of civil liberties.

Course Plan

This course is organized thematically into six units. The six unit titles and topic areas are taken directly from the College Board, and have been adapted with the aide of supplemental resources to guide the student to success on the Advanced Placement Exam. The six major units are outlined below:

Unit One: Constitutional Underpinnings of the United States

Government

Content Goals

Students should understand the doctrines and historical background to the Constitution; key principles, such as federalism and separation of powers; the ideological and philosophical underpinnings of the American government; and theories informing interpretations of the Constitution including democratic theory and republicanism.

1. Considerations and events that influenced the formulation and adoption of the Constitution
2. Separation of powers
3. Federalism
4. Theories of democratic government

Day	Lesson/Topic	Articles/Charts/Tables / Supplemental Readings	Homework (pages in text)/ additional readings or assignments
1	Syllabus Review, Summer Assignment review	Edwards: Hardball	Ch 1. Pg 3-14
2	Study of American Government; The Constitution	Constitution	Portfolio Assignments Ch. 2 Pg 17-21
3	The Constitution; Political Theory- Locke & Hobbes	Woll Readings- Locke's "Second Treatise" Pg 3-10	Pg 21-27
4	Articles of Confederation	Articles of Confederation	Pg 27-45
5	Constitutional Convention/ James Madison constitutional contributions (Limited Gov, Judicial Government)		Pg 27-45
6	Constitutional Convention/ James Madison constitutional contributions (Limited Gov, Judicial Government)		
7	Class Writing- Free Response (25 minute essay)/ Class Discussions & Outlining of answer with remaining time.		Federalist Papers # 47, 48, 51
8	Federalist/Anti-Federalist (Discuss Federalist 51)	Federalist # 44, 47, 48, 51 Anti-federalist# 17, 84	
9	Amending Constitution/Ratification Collection of Ch 1 & 2 Vocabulary	<i>Chart: Constitution Ratification</i>	
10	Quiz Ch 1 & 2(Timed Multiple Choice)/ Class Federalist/Anti-Federalist Debate		Ch. 3 Pg 49-60
11	Origins and the Structure of Federalism		Woll- Pg 74-80, Pg 95-99 (Supreme Court Cases)
12	Court Cases Defining Federalism: McCulloch v. Maryland, Gibbons v. Ogden, U.S. v. Morrison	Woll Pg 74-80, Pg 95-99	Pg. 60-66
13	Federal State Relations/ Types of Grants	<i>Chart: Federal Grants in Aide</i>	Pg 66-72
14	Mandates/ Condition of Aid Collection of Ch. 3 Vocabulary	<i>Chart: Costs of Mandates</i>	

15	Unit I Timed M.C. Exam (45 M.C.) in 45 minutes		
16	Unit I Written Exam (2 Essays, 20 minutes each)		Ch. 4 Pg 76-84

Unit Two: Political Beliefs, Behaviors, and Participation

Content Goals

Students should understand American political culture, the importance of public opinion, and the way Americans participate within our political system. The uniqueness of the American political culture, including what makes Americans distinct when compared to other nations of the world will be explored. Political Ideologies, Elitist, and Pluralist views will be put into proper context in regards to later topics covered in the class. Students will look in depth at the ways Americans participate in politics compared to other nation, and see current trends in American Politics

1. Beliefs that citizens hold about their government and its leaders
2. Processes by which citizens learn about politics
3. The nature, sources, and consequences of public opinion
4. The ways in which citizens vote and otherwise participate in political life
5. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors

Day	Lesson/Topic	Articles/Charts/Tables/ Supplemental Readings	Homework (pages in text)/ additional readings or assignments
1	Politics, Economics, & Religion: Comparing America with other nations	<i>Chart: Polling U.S. citizens & citizens of Sweden, The U.K., France, & Germany</i>	Pg. 76-84
2	Political Culture		Pg. 84-89
3	Sources of Political Culture/ Government Mistrust		
4	Class Writing- Free Response (25 minute essay)/ Class Discussions & Outlining of answer with remaining time.		Pg. 89-95
5	Political Efficacy Collection of Ch. 4 Vocabulary		Pg.89-95/ Quiz on Ch. 4
6	Quiz Ch 4 (20 M.C. in 20 minutes) + one 25 minute Essay		Ch. 7 Pg 155-167

7	Defining Public Opinion/ Socialization	Woll- Pg 226-230 “The Responsible Electorate”	Woll-Power Point Project
8	Defining Public Opinion/ Socialization		
9	Presentation of Power Point Project		Pg 167-172
10	Political Ideology- Liberalism, Conservative, Libertarian...		Pg. 172-175
11	Political Elites/ Public Policy Collection of Ch. 7 Vocabulary		Quiz Ch. 7
12	Quiz Ch. 7 (25 M.C. in 25 minutes)/reminder of class Political News analysis	Selected topical articles from the N.Y. Times and Washington Post	
13	Class Timed Write/ free response essay (25 minutes)/ reminder of class Political News analysis	Selected topical articles from the N.Y. Times and Washington Post	Woll- Pg 218-226
14	The American Electorate/ Voter Turnout/ Discussion of the Woll Assignment	Woll- “Voting Behavior: Rational or Irrational” <i>Chart: Voter Turnout- Federal Elections, Turnout by groups</i>	Ch. 8 Pg. 187-195
15	Voter Turnout/ Voter Behavior	<i>Chart: Presidential Vote by Groups, Changing patterns of voting, gains & losses by political parties over time.</i>	Pg 187-195
16	Participation in Politics/ Who votes? Who doesn't?		
17	Participation in Politics/ Who votes? Who doesn't?/ Free write 20 minute question Collection of Ch. 8 Vocabulary		
18	Unit II M.C. Test (45 questions in 45 minutes)		Ch. 9 Pg. 198-207
19	Unit II Written Test 2 essays (20 minutes each)		

**Unit Three: Political Parties, Interest Groups, and Mass Media
Content Goals**

Students should understand the mechanisms of transmitting interests to government action, including interest groups, political action committees, and mass media; the role of media coverage and the press on elections and government actions.

1. Political parties and elections
 - a. Functions
 - b. Organization
 - c. Development
 - d. Effects on the political process
 - e. Electoral laws and systems
2. Interest groups including political action committees (PACs)
 - a. The range of interests represented
 - b. The activities of interest groups
 - c. The effects of interest groups on the political process
 - d. The unique characteristics and roles of PACs in the political process
3. The Mass Media
 - a. The functions and structures of the media
 - b. The impact of the mass media on politics

Day	Lesson/Topic	Articles/Charts/Tables/ Supplemental Readings	Homework (pages in text)/ additional readings or assignments
1	Readings on interests groups/ political parties	Woll readings Pg181- 183, 212-217 “Party Government”, “ Politics by other Means”	
2	Same as above		Ch. 9 Pg 198-208
3	Function of Political Parties/ History behind political parties		Pg 208-217
4	National Party Structure/ State & Local Politics	<i>Chart-Map: Electoral College results of 2004 & 2000 presidential elections.</i>	Woll Assignment Pg 191-193 “Perspectives on American Political Parties”
5	Two Party System & Delegates	Woll -“Perspectives on American Political Parties”	Pg 217-228
6	Impact of Parties on Government Collection of Ch. 9 Vocabulary		Quiz- Woll Pg 187-191 “Toward a More

			Responsible Two-Party System
7	Quiz Ch. 9(30 Timed Multiple Choice)/ Woll Reading review	Woll- “Toward a More Responsible Two-Party System	Ch. 11 Pg 265-273
8	Interest Groups/ Beginning of the Interest Group		Pg 270-273
9	Kinds of Organizations/ Tactics used		Pg 273-279
10	Interest Groups & Social Movements/ Funding Interest Groups		Pg 279-288
11	Activities of Interest Groups/ Detailed look at PAC’s	<i>Chart: PAC’s contribution to Congressional candidates</i>	Handout packet of news articles & charts.
12	PAC’s	<i>Chart: Top 10 PAC’s</i>	
13	Interest Group PAC Research Projects: Power Point Due in 2 Days	Sources. Provided (Woll, Newspapers)	Power Point Project, using outside sources. (Library research time)
14	Interest Group PAC Research Projects: Power Point Due in 2 Days Ch 11 Vocabulary due		
15	Presentation of Projects on Interest Groups and PAC’s/ Timed MC questions Ch. 11		Ch. 12 Pg 292-298
16	Media/Journalism affects on History	Video Clips from news networks, CSPAN, and campaign ads to examine the media and politics	
17	Media/ Journalism/ Class Writing- Free Response for CH. 12 (25 minute		Pg 298-301

	essay)/ Class Discussions & Outlining of answer with remaining time.		
18	Structure of the Media/ Rules governing the media		Pg 301-307
19	Biased national media/ Effect of the Mass Media on Politics.		Pg 307-313
20	Effect of Media on Politics/ Media and Public Opinion Ch 12 Vocabulary Due		
21	Unit III Exam: 50 M.C. Questions		
22	Unit III Written Exam: 2 Essays (20 minutes each)		

Unit Four: Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts

Content Goals

Students should understand the workings of the legislative process; the functions and powers of Congress; the relationship to other branches of government under the Constitution; and the change and evolution of congressional powers as a result of specific events in American history. Students will also understand the functions and powers of the executive branch; its relationship to other branches of government under the Constitution; the change and evolution of the executive branch and the bureaucracy as a result of specific events in American history the relationship between the national government and state and local government bureaucracies; and the role of the bureaucracy in formulating the federal budget. Students should understand the workings of the judicial process; the functions and powers of the federal government under the Constitution; and the change and evolution of the judiciary as a result of specific events in American history

1. The major formal and informal institutional arrangements of power
2. Relationships among these four institutions and the balances of power between each
 - a. Congressional checks on the Executive and the Judicial.
 - b. Judicial checks on the Congress and the Executive.

- c. Executive checks on Congress and the Judicial.
- 3. Linkages between policy processes and the following:
 - a. Public opinion and voters
 - b. Interest groups
 - c. Political parties
 - d. The media
 - e. State and local governments

Day	Lesson/Topic	Articles/Charts/Tables/ Supplemental Readings	Homework (pages in text)/ additional readings or assignments
1	Evolution of Congress/ Congress vs. Parliament		Ch. 13 Pg 316-325
2	Leadership in Congress/Congressional Make-up/Incumbency Advantages	<i>Chart: Ethnic make-up of Congress. Turnover ratio in House and Senate.</i>	Pg 325-33
3	Ideology in Congress/ Powers of Congress	<i>Chart: Leadership Structure in 2005</i>	Pg 334-345
4	Committee System/ Staffs and Specialized Offices	<i>Chart: Key House and Senate Committees</i>	Pg 345-47
5	How a Bill becomes a law(Handout-video)		Pg 347-358
6	Congressional Power Limits/ Post 9/11 Congress/ Reducing Power Chapter 13 Vocabulary Due	<i>Chart: Congressional Ethics, How Congress Raises its Pay</i>	Pg 359-366
7	Quiz Ch 13 (20 M.C. in 20 minutes) + one 25 minute Essay	<i>Chart: Presidential Approval Ratings</i>	Pg368-372
8	Overview of the Presidency		Pg 372-379
9	Evolution of the Presidency		Pg 379-388
10	Powers of the Presidency/ Cabinet roles and appointees	<i>Chart: Growth of White House Staff, The Cabinet, Number of Political Appointments in Cabinet Departments</i>	

11	Cabinet roles and appointees/ Support Staff		Pg 388-394
12	Presidential Character/ The Power to Persuade	<i>Chart: Presidential Popularity, Presidential Victories on Votes in Congress</i>	Pg 394-404
13	Veto Power Ch. 14 Vocabulary Due		Ch 15 Pg 409-414
14	Structure of the Bureaucracy	<i>Chart: Fed./State/Local Employees</i>	Pg. 414- 427
15	Growth of the Bureaucracy		Pg 427-33
16	Influencing the Bureaucracy	<i>Chart: Character of Fed. Employees</i>	
17	Controlling the Bureaucracy Ch.15 Vocabulary Due		Ch. 16 Pg. 438-446
18	Quiz Chapter 15 – (Timed M.C.) Intro to the Federal Court System	<i>Federalist #78</i>	
19	Federal Court System/ Free Written Essay		Pg 446-454
20	Federal attorneys and judges		Pg 454-465
21	Discussion of Federalist #78	<i>Federalist #78</i>	
22	Unit IV M.C. (50 Questions)		
23	Unit IV Written (2 Free Response Essays)		
24	Class Review & Discussion of M.C. Test		
25	Class Review & Discussion – Diagramming Written part of the Test		Pg 469-475

Unit Five: Public Policy
Content Goals

Students should understand the major policy areas and debates which are ongoing in American society. Students will examine major types of policy making in the United States in regards to economic, domestic, environmental, and foreign policy.

1. Policy making in a federal system
2. The formation of policy agendas
3. The role of institutions in the enactment of policy
4. The role of the bureaucracy and the courts in policy implementation and interpretation
5. Linkages between policy processes and the following:
 - a. Political institutions and federalism
 - b. Political parties
 - c. Interest groups
 - d. Public opinion
 - e. Elections
 - f. Policy networks

Day	Lesson/Topic	Articles/Charts/Tables/ Supplemental Readings	Homework (pages in text)/ additional readings or assignments
1	Setting the Public Agenda/ Decision Making		Ch. 17 Pg 475- 479
2	Types of Policy (Majoritarian, Client, Entrepreneurial, Interest Group)	<i>Handout: Types of Policies</i>	.Pg. 479-489/ Take home free response essay
3	Regulating Business/ Perception Beliefs & Values/ Collection of free response essays Collection of Ch 17 Vocabulary		
4	Quiz Ch 17 (30 M.C. in 30 minutes)/ Class review & re- evaluation		Ch. 18 Pg 492- 499
5	Taxation & Spending	<i>Charts: Government Spending/ Federal Expenditures</i>	Ch. 18 Pg 502- 509

6	Taxing & Spending (cont.)	<i>Chart G.D.P.</i>	Pg 499-502
7	Managing the Economy Collection of Ch 18 Vocabulary	<i>Chart: Surpluses & Deficits, National Debt</i>	
8	Quiz Ch 18 (20 M.C.) (1- 25 minute free response essay)		
9	Free Response Essay Day. 1- 25 minute essay, + class review and outlining		Ch 19. 512-523
10	Social Welfare Cornerstones/ Assigning of Debate topics on Social Welfare & Environmental Policy		Pg 523-527
11	Types of Welfare Policy	<i>Chart: Future reserves of Social Security</i>	
12	Debate Day #1 (Social Welfare)		
13	Debate Day #2 (Environmental policies)		Ch. 21 Pg 560-566
14	Environmental Policy (Majoritarian/ Entrepreneurial)		Pg. 566-573
15	Environmental Policy (Client/ Interest Group)		Ch. 20 Pg. 530-539
16	Kinds of Foreign Policy/Makers of Foreign Policy	<i>Chart: Shifting Patterns of Leadership in Foreign Policy</i>	Pg. 539-547
17	Foreign Policy & Public Opinion/ Cleavages among elites		Pg. 544-557
18	The Defense Budget/ Military Action of the U.S.	<i>Chart: Military Action by the U.S. since the 1950's</i>	

19	Unit V M.C. Test (50 M.C. Questions)		
20	Unit V Written Test (2 free response essays)		Ch. 5 Pg. 98-102

Unit Six: Civil Rights and Civil Liberties

Content Goals

Students should understand the institutional guarantees to political and civil rights granted under the Constitution; the rights conferred by the American government system; key Supreme Court cases and arguments regarding constitutional protections; the impact of the Fourteenth Amendment on civil rights at the state level; and the impact of judicial decisions on American society.

1. Classical and Enlightenment ideals of individual liberty
2. Enumerated rights in U.S. and state constitutions
3. The development of civil liberties and civil rights by judicial interpretation
4. Knowledge of substantive rights and liberties
5. The impact of the Fourteenth Amendment on the constitutional development of rights and liberties

Day	Lesson/Topic	Articles/Charts/Tables/ Supplemental Readings	Homework (pages in text)/ additional readings or assignments
1	Civil Liberties/ & Culture		Ch 5 Pg. 102-108
2	Interpreting Freedom of Speech/ Different Types of Speech		Pg. 109-122
3	Religious Freedoms/ Landmark Supreme Court Cases Interpretations	<i>Charts & Handouts: Major Supreme Court cases, and verdicts</i>	
4	Supreme Court Cases (cont)/ Class 25 minute free response essay		Ch 6 Pg. 125-128
5	Historical Starts to Civil Rights		Pg. 128-134

6	Plessy v. Ferguson, Brown v. Board of Ed. (Implementation/ Desegregation versus Integration)		Pg. 134-139
7	Congress's role in Civil Rights		Pg. 139-151
8	Women's Rights/ Affirmative Action		
9	Landmark Supreme Court Cases for Civil Rights	<i>Chart: Landmark Civil Rights Cases & Results</i>	
10	Unit VI Test (25 M.C., 1 free response essay)		

Test Review

Day	Lesson	Articles/Charts/Tables/ Supplemental Readings	Homework (pages in text)/ additional readings or assignments
10 Class Days for Review	Test Review, M.C. review, Written Review	Students have packets of free response essays that will be worked on daily. M.C. questions will be review daily	Review Packets
Final Exam	60 M.C./ 4 Free Response Essays		

<u>Curricular Requirements</u>	<u>Evidence of Curricular Requirements</u>
The course provides instruction in the constitutional underpinnings of the United States Government.	<p>UNIT I: Constitutional Underpinnings of United States Government.</p> <ul style="list-style-type: none"> ➤ Considerations that influenced the formulation and adoption of the US Constitution ➤ Separation of powers ➤ Federalism ➤ Theories of democratic government <p><u>Readings:</u> Wilson: Chapter 1-3, "The Study of American Government," "The Constitution," and "Federalism" <u>Additional Readings</u> Woll:</p> <ul style="list-style-type: none"> ○ John Locke (Second Treatise) ○ Edwards: "Hardball" <p>Federalist Papers:</p> <ul style="list-style-type: none"> ○ # 44, 47, 48, 51

	<p>Anti-Federalist:</p> <ul style="list-style-type: none"> ○ # 17, 84
<p>The course provides instruction in political beliefs and political behaviors.</p>	<p>UNIT II: Political Beliefs, Behavior, and Participation.</p> <ul style="list-style-type: none"> ➤ Beliefs that citizens hold about their government and its leaders ➤ Processes by which citizens learn about politics. ➤ Nature, sources, and consequences of public opinion ➤ Ways in which citizens vote and otherwise participate in political life ➤ Factors that influence citizens to differ from one another in terms of political beliefs and behaviors <p>Readings: Wilson: Chapter 4, 7, and 8 “American Political Culture,” “Public Opinion,” Political Participation,”</p> <p>Additional Readings: Woll:</p> <ul style="list-style-type: none"> ○ “The Responsible Electorate” ○ “Voting Behavior: Rational or Irrational” ○ Selected articles from the N.Y. Times, Wall Street Journal, & Washington Post
<p>The course provides instruction in political parties, interest groups, and mass media.</p>	<p>UNIT III: Political Parties, Interest Groups, Mass Media</p> <ul style="list-style-type: none"> ➤ Political Party- Functions and Organizations ➤ Interest Groups- Activities & Effects of Interest Groups & P.A.C.’s ➤ Mass Media- Rules of media, Function & Structure of the media, Impacts of the media <p>Readings: Wilson: Chapter 9, 10, 11, and 12 “Political Parties,” “Elections and Campaigns,” “Interest Groups,” and “Mass Media.”</p> <p>Additional Readings:</p> <ul style="list-style-type: none"> ○ Selected articles from the N.Y. Times, Wall Street Journal, & Washington Post
<p>The course provides instruction in institutions of national government.</p>	<p>UNIT IV: Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts</p> <ul style="list-style-type: none"> ➤ The major formal and informal institutional arrangements of powers. ➤ Relationship among these four institutions, and varying balances of power. ➤ Links between these institutions and the following: Public Opinion and Voters, Interest Groups, Political Parties, and the Media. ➤ Checks of Branches over each other. <p>Readings: Wilson: Chapter 13, 14, 15, and 16 “Congress,” “The Presidency,” “The Bureaucracy,” “The Judiciary.”</p> <p>Additional Readings:</p> <ul style="list-style-type: none"> ○ Woll: Supreme Cases leading to preserving Federal Power <p>Federalist Papers</p> <ul style="list-style-type: none"> ○ # 78

	<ul style="list-style-type: none"> ○ Selected articles from the N.Y. Times, Wall Street Journal, & Washington Post.
<p>The course provides instruction in public policy.</p>	<p>UNIT V: Public Policy</p> <ul style="list-style-type: none"> ➤ Policy making in a federal system ➤ The formation of policy agenda ➤ The role of institutions in the enactment of policy ➤ The types of policies & cost and benefits of these ➤ The role of the bureaucracy and the courts in policy implementation and interpretation. <p><u>Readings:</u> Wilson: Chapter 17, 18, 19, 20, and 21 “The Policy Making Process,” ”Economic Policy,” Social Welfare,” Foreign and Military Policy,” “Environmental Policy.”</p> <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> ○ Selected articles from the N.Y. Times, Wall Street Journal, & Washington Post ○ Current Issues’ ongoing in policy making
<p>The course provides instruction in civil rights and civil liberties.</p>	<p>UNIT VI: Civil Liberties and Civil Rights</p> <ul style="list-style-type: none"> ➤ Development of civil liberties and civil rights by judicial interpretation ➤ Knowledge of substantive rights and liberties ➤ Impact of the 14th Amendment on the constitutional development of rights and liberties. <p><u>Readings:</u> Wilson: Chapter 5 and 6 “Civil Liberties” and “Civil Rights.”</p> <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> ○ U.S. Bill of Rights ○ Excerpts from Supreme Court Cases which affected Civil Liberties and Civil Rights ○ Selected articles from the N.Y. Times, Wall Street Journal, & Washington Post
<p>The course provides students with practice in analyzing and interpreting data and other information relevant to U.S. government and politics.</p>	<p>Sample Assignments and Assessments: Students are asked to:</p> <ul style="list-style-type: none"> ➤ Look at public opinion polls in the US and the UK and compare the two. ➤ Research statistics on women and minority groups in Congress since the 1960’s and analyze the changing data. ➤ Use charts to interpret the rate of incumbents reelected to Congress & determine why. ➤ Analyze charts depicting future trends of our current social security system and interpret future and current problems for this social welfare program. ➤ Use charts & data sheets to analyze & interpret trends in military spending since 1950.
<p>The course includes supplemental readings, including primary source materials (such as The Federalist Papers) and contemporary news analyses.</p>	<p>With each unit:</p> <ul style="list-style-type: none"> ○ Current Events will be analyzed. ○ Selected articles from the N.Y. Times, Wall Street Journal, & Washington Post will be used where appropriate in each unit. ○ Additional Internet Articles & Website Reviews where appropriate in each unit. <p>Additional Sources:</p>

	<p>Woll, Peter. <i>American Government Readings and Cases</i>, 16th edition. New York: Longman, 2006.</p> <ul style="list-style-type: none"> ○ Will be used for supplemental readings in most units. (See Unit Planner for selected readings from the Woll book) <p>Federalist Papers – (Unit I, IV) Anti-Federalist – (Unit I) John Locke’s “<i>Second Treatise</i>” - (Unit I) Edwards – “<i>Hardball</i>” (Summer Reading, Unit I)</p>
<p>The course requires students to answer analytical and interpretive free-response questions on a frequent basis.</p>	<p>Students are asked to: Write answers to College Board analytical Free Response Questions at least every other week and with every Unit Test. Free response analytical questions are given with chapter quizzes.</p>