



AP United States Government and Politics 2018-2019

Mr. Ruby

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***“The philosophy of the classroom in one generation will become the philosophy of the government in the next.”
-Abraham Lincoln***

Welcome to AP government! We are going to learn much together and from each other this year.

This course is designed to introduce you to a college-level class. The vision of Community Links High School is not to just get to college, but to succeed at college. The ultimate goal of this course is for you to develop the necessary habits, skills, and confidence to continue your college education. College work may be new to many of you. This class will require a substantial amount of reading and preparation for every class and is meant to challenge your thinking. Everything that we do will be for the purpose of pushing you to realize your academic potential and help you prepare for the AP test in May. This opportunity to show your mastery of this course’s objectives may earn you college credit. The students and the teacher will work as a team in order to accomplish these goals.

The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens.

Course Content:

- Constitutional Underpinnings of the United States Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Civil Rights and Civil Liberties
- Public Policy

Course Goals and Objectives:

Students successfully completing this course will:

- Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).

- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

My expectations: I expect the world from you, mostly because I know you can do it. As this course will be run like a college class, I will not tolerate distractions from learning. I expect every one of my students to be **respectful** and **ready** at all times.

Respect means to value each and every person in your class, including yourself, as well as the work that you and others are doing. It also means that you are aware that your actions affect those around you.

Ready means that you take responsibility for all of your actions and make no excuses for yourself or your learning. It means that you do everything in your power to treat your education and the development of your reading and writing skills as your top priority while you are in class; push yourself for excellence every day.

School expectations:

- No food is allowed in the classroom. Gum must be properly disposed of. I will be very strict about this. You may (and are encouraged to) bring a clear bottle of water.
- You are responsible for your assigned desk in the classroom. Check it for garbage and tagging every day. If you do not report this at the beginning of class, you may be held responsible for it.
- You will receive an automatic consequence for being tardy to class, being out of uniform, not being prepared, or any other behavior outlined in the discipline code.
- Please take care of your needs (water, bathroom, etc.) before class begins. Excessive absences from the classroom may negatively impact your grade.

Materials: Each student must have the following supplies by this Thursday. If you have any concerns about being able to acquire these supplies, please notify the teacher as soon as possible, as this is one of your first grades, and will continue to have an impact on your participation grade:

- A folder - or two, to keep the many resources we will use, and you will need throughout the course
- A notebook (to be used ONLY for this class)
- 2 pens (black or blue ink ONLY)
- An assignment notebook/agenda calendar (*highly* recommended, but not required)
- Index cards (*highly* recommended, but not required)

Please note: If your supplies are lost or tagged, you will be expected to replace them.

Evaluation/Grading:

Unit Free-Response Questions	15% of grade
Unit quizzes	15% of grade
Projects:	20% of grade
Homework:	25% of grade
Participation (includes warm-ups, class/group work, discussions, current events quizzes, etc.)	15% of grade

Note: warm-ups, group work, and discussions usually can NOT be made up due to the nature of these assignments. This rewards students who are present and contributing to our class daily! (You can get half your daily points by contacting Mr. Ruby when you are absent)

Final exam (each semester):

10% of grade

I do not give grades; YOU earn them

Absences: If you are absent, I expect you to take responsibility for your grade and your performance and turn in all missed work. You will NOT be given class time to complete the work that you missed. You are welcome, however, to see the teacher after school to receive help on completing makeup work. You will only be allowed to make up assignments for credit if your absence was excused (you MUST have your reinstatement note showing this the day you return). Your work will be due the day after you return. You are expected to participate in all activities and assignments the day that you return to class, including any scheduled tests/quizzes. It is highly recommended that you check the class folders, Google classroom, contact a classmate, and e-mail Mr. Ruby in order to not fall behind. I will give you half your missed participation points back for the day if you contact me either by phone or e-mail to ask about your missed work (this is to get you ready for college).

Late Work: Students will be expected to complete all assignments on time. If you come to class unprepared, including without your complete homework, a consequence will be assigned.

This policy has been put into place because our class can only achieve if everyone has something to contribute on a daily basis. If there is a particular circumstance preventing the student from having their work done on time, it is the student's responsibility to speak with Mr. Ruby.

Academic Integrity: Knowledge is too precious to be stolen. In this class, you will be writing and analyzing all of the time. Any student caught copying from other students, plagiarizing other's work or ideas, or submitting work that is not of their own creation will receive a zero on that assignment, re-complete the assignment, and face disciplinary action.

I look forward to working with each one of you to make the growth necessary to reach our academic goals and begin to prepare you for your next step in life!

Student Name: _____

Student Signature: _____ Date: _____

Textbooks:

Barbour, C. & Wright, G. (2015). *Keeping the republic* (7th ed.). Canada: CQ Press.

Ginsberg, B., Lowi, T. J., Wier, M., & Tolbert, C. J. (2015). *We the people: An introduction to American politics* (10th ed.). London, England: W. W. Norton & Company.

Edwards, G. C. III, Wattenberg, M. P., & Lineberry, R. L. (2009). *Government in America: People, Politics, and Policy* (14th ed). New York: Longman.

AP United States Government Units and Topics

Unit	Essential Questions	Topics Covered	Resources
Introduction to Government	What helps me learn best? How can I make sure my needs get met in this class? How can we keep one another accountable? What are my goals for this school year and next year? How will I accomplish these goals? Why is AP a great opportunity? What are this class's goals and units? What is government? What does it mean to be a citizen? Who are Americans? How has the demographic composition of the American population changed over time? Is government necessary? What are the different forms of government?	How to succeed in AP Government The Makeup of the Exam/Practice Exam Government and politics, political efficacy, citizenship, autocracy, oligarchy, democracy, constitutional governments, authoritarian, totalitarian, representative democracy/republic, direct democracy A government is needed to provide services/public goods that all citizens need but are not likely/able to supply for themselves (defense, currency, enforcement, justice, etc.) The goal of politics is policy change. There are 2 questions to ask when determining which type of government is best: Who governs? How much government control is permitted?	Excerpts from Locke and Hobbes <i>Keeping the Republic</i> <i>We the People</i> <i>Government in America</i> Political compass
Constitutional Underpinnings and Federalism	What influenced American democracy? What are the purposes of our government? What principles are central to our Constitution? How have the concepts of an ideal government changed over time? Why did the revolution occur? Why did we need the Constitution? How is the power of the people, and government, both expressed and limited in the Constitution? Why did some people fear the Constitution? What is the role of the citizen in the American republic? Are these views still relevant today? Is liberty protected by or hindered by government? What are the positives and negatives of separation of powers? Does the US government have too many constitutional checks and balances? What is federalism? What are its benefits and pitfalls? How does federalism play out in America? How has federalism changed over time? What are the powers of state and local governments in an era of “new federalism” and devolution? What influence should the federal government have over state and local issues such as education, affirmative action, abortion, and the environment?	<ul style="list-style-type: none"> ● Considerations that influenced the formulation and adoption of the Constitution ● Separation of Powers ● Federalism ● Theories of democratic government Key terms: Judeo Christian roots, Greco Roman roots, Magna Carta, English Bill of Rights, Iroquois Confederacy, democracy, direct democracy, participatory democracy, republic, popular sovereignty, pluralism, elitism, hyperpluralism, majoritarianism, federalism, confederation, framers, constitution, factions, separation of powers, checks and balances, salutary neglect, mercantilism, ratification, Annapolis Convention, Constitutional Convention, Articles of Confederation, Shays Rebellion, unitary system, expressed and implied powers, dual v. cooperative federalism, regulated federalism, preemption, bicameral/unicameral, elastic clause, presidential system, parliamentary system, judicial review, Marbury v. Madison, legislative supremacy, Enlightenment philosophers (including Montesquieu), supremacy clause, amendment, 10th Amendment, delegated powers, reserved powers, concurrent powers, McCulloch v. Maryland, Prinz v. US,	Common Sense Declaration of Independence Enlightenment Philosophes excerpts Articles of Confederation <i>McCulloch and Gibbons</i> excerpts Federalist No. 10 and 51 Excerpts Antifederalist Excerpts (Centinel no. 1) Checks and Balances chart Federalism graphic Current events articles <i>Keeping the Republic</i> <i>We the People</i> <i>Government in America</i>

		Gibbons v. Ogden, categorical grants, grants-in-aid, block grants, devolution, French and Indian War, Stamp Act, Boston Massacre, Boston Tea Party, 1 st Continental Congress, Federalist, Antifederalist	
Political Beliefs and Behaviors	How do individuals engage in political participation? How are political beliefs formed? How do families, school, and media impact these beliefs? What is “political culture,” and is there a unique American political culture? Can lack of trust in government be dangerous? Have Americans lost or gained trust in their government over the years? How many Americans vote? Why is this number what it is? What are some barriers to voting? Who votes? How are individuals influenced to vote? How much political knowledge do Americans possess? Where do they get this knowledge? What is public opinion and how is it determined? What factors influence public opinion? How is public opinion measured? Do we share values as Americans? How do these values and ideologies affect our opinion? How does lack of political knowledge affect democracy? Were the founders right in limiting direct popular participation? How does the government, the media, and private groups influence public opinion? Whose opinion counts? Is our system democratic enough? Is this the best system to develop and select leaders? How stable is public opinion?	<ul style="list-style-type: none"> ● Beliefs that citizens hold about their government and its leaders ● Processes by which citizens learn about politics ● The nature, sources, and consequences of public opinion ● The 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>Key terms: suffrage, mobilization, political efficacy, procedural guarantees, substantive, individualism, collectivism, ideologies, public opinion, ideology, libertarianism, socialism, conservative, liberal, sample, push polling, bandwagon effect, agents of political socialization, public opinion polls, gender gap, random sample, sample error, weighting, exit polls</p>	<p>Articles on how much Americans know about politics: http://www.politico.com/story/2015/04/pew-news-iq-test-results-117421 http://www.newsweek.com/how-ignorant-are-americans-66053</p> <p>Political ideology survey</p> <p>Political Turnout graphic</p> <p>Snapshot of America: What Do We Think, By Education, Income, Age, Gender, Race and Ethnicity, Location</p> <p>Selected readings for opinion polling project</p> <p>Current events articles</p> <p><i>Keeping the Republic</i></p> <p><i>We the People</i></p> <p><i>Government in America</i></p>
Political Parties, Interest Groups, and Mass Media	How do citizens organize and communicate their interests? Political parties are not mentioned in the Constitution. What role do political parties play? What has been their historical evolution? How do they help and hurt democracy? Are they too powerful? Why have there been historically 2 parties in American politics? Will/should we see the rise of more parties? Why is freedom of the press important? How does the media influence and shape politics? How has the role of media changed? What are the benefits and concerns	<ul style="list-style-type: none"> ● Political parties and elections <ul style="list-style-type: none"> -functions -organization -development -effects on the political process -electoral laws and systems ● Interest groups, including political action committees <ul style="list-style-type: none"> -the range of interests represented -the activities of interest groups -the effects of interest groups on the political process -the unique characteristics and 	<p>The Party System chart</p> <p>Platforms</p> <p>How the American Political Parties Have Evolved</p> <p>Contributions graphs/Money in the 2012 and 2016 Election</p> <p>Current events articles</p>

	<p>of this? Is there enough competition within the media, or should there be more controls? Is adversarial journalism helping or hurting our country? How are elections run? How does our electoral college system affect presidential campaigns? Why is this system in place and should it be revised? Are our elections fair? Who's elected? Who makes up interest groups? How much power do they have? How do they help and hurt democracy? Are they too powerful? How do they affect policy? How do interest groups get heard? What role do interest groups play? Whose voice is left out? Why are some interests represented by organized groups, whereas others are not?</p>	<p>roles of PACS in the political process</p> <ul style="list-style-type: none"> • The mass media <ul style="list-style-type: none"> -the functions and structures of the media -the impact of media on politics <p>Key terms: political parties, ideology, partisan, incumbent, nomination, convention, caucuses, platform, machines, patronage, vote splitting, electors, faithless electors, monopoly, digital citizenship, agenda setting, selection bias, framing, priming plurality, swing state, midterm elections, primary elections, general election, closed/open primaries, ballot, straight-ticket vote, split ticket, retrospective voting, redistricting, gerrymandering, PACs, super PACs faction, pluralism, interest group, lobbying, iron triangle, campaign finance, Citizens United v. FEC, FECA, Buckley v. Valeo, BCRA/McCain-Feingold</p>	<p>The Daily Show: Gun Control and Political Suicide</p> <p>Jack Abramoff, Lobbyist Corruption clips</p> <p><i>Keeping the Republic</i></p> <p><i>We the People</i></p> <p><i>Government in America</i></p>
<p>Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts</p>	<p>Why are there differences between the House and the Senate? What are the powers of Congress? How representative is Congress? What are the effects of this? What are the tensions between local representation and national lawmaking? What are the tensions between the different branches of government? What role do parties play in Congress? How does a bill become a law? How does a Congressman choose how to vote? How hard is it for a law to pass? What is the president's role? How has the role of president changed over time? What influences the Supreme Court's decisions? What is the proper role for the judicial branch in the public policy process? Is the judicial branch too powerful? Too active? How do Americans feel about these institutions? How much control do the people have over these institutions?</p>	<ul style="list-style-type: none"> • The major formal and informal institutional arrangements of power • Relationships among these four institutions and varying balances of power • Linkages between institutions and the following <ul style="list-style-type: none"> -public opinion and voters -interest groups -political parties -the media -subnational governments <p>Key terms: Filibuster/cloture, partisanship, polarization, conflict between the role of representing the people, national problems, and party affiliation, constituent, policy representation, allocative representation, casework, symbolic representation, pork barrel projects, powers of Congress, Congressional oversight, reapportionment, redistributing, gerrymandering, incumbents, incumbent effect, coattail effect and midterm loss, bicameral, necessary and proper clause/elastic clause, how a bill becomes a law, qualifications for each branch, bloc voting, Speaker of the House, Majority leader, minority leader, majority whip, minority whip, President Pro Tempore, caucus, lame-duck session, the committee system, standing committees, House Rules Committee, select committees, joint committees, conference committees, bureaucracy, legislative agenda, pocket veto, campaign</p>	<p>The Constitution</p> <p>Approval Ratings</p> <p>Gerrymandering maps</p> <p>Who Represents Us in Congress? Graphic</p> <p>Party Voting chart</p> <p>United States Senate and House of Representatives websites</p> <p>Structure of Leadership graphic</p> <p>The Cabinet graphic</p> <p>How a Bill Becomes a Law map, Vox, Constitution USA, National Constitution App</p> <p>Political cartoons (from The Week)</p> <p>Presidential Success Under Unified and Divided Government graphic</p>

		<p>finance, term limits, executive actions, electoral college, succession, impeachment, Cabinet, line item veto, bully pulpit, pardon, War Powers Act, cycle effect/honeymoon period, chief of staff, criminal laws, civil laws, compensatory damages, punitive damages, original jurisdiction, appellate jurisdiction, judicial review, Marbury v. Madison, state and federal court organization, writ of certiorari, solicitor general, amicus curiae briefs, opinion, concurring opinion, dissenting opinion, interpretivism, originalism</p> <p>Committees to know: Rules, Ways and Means, Appropriations, Conference</p>	<p>Electoral College Map</p> <p>Current events articles</p> <p>Citizens Against Waste</p> <p><i>Keeping the Republic</i></p> <p><i>We the People</i></p> <p><i>Government in America</i></p>
<p>Civil Liberties and Rights</p>	<p>What are our civil liberties? Are some more important than others? How is government restraint and government power balanced? Is it in balance? What role does the Supreme Court play in determining our civil liberties? What constitutes free speech? What is included, and excluded, from our Constitution? Why are these important to Americans? Can these liberties hurt us? Has (and how) our definition of liberties changed over time? What is the difference between civil liberties and rights? How were the civil rights Americans have today fought for and won? Which, if any, are missing? Should private companies be forced to follow civil rights mandates? Is Affirmative Action necessary, or should the US be “colorblind”?</p>	<ul style="list-style-type: none"> • The development of civil liberties and rights by judicial interpretation • Knowledge of substantive rights and liberties • The impact of the Fourteenth Amendment on the constitutional development of rights and liberties <p>Key terms: civil liberties, selective incorporation, establishment clause, free exercise clause, double jeopardy, due process, House Un-American Activities Committee, Miranda rights, eminent domain, slander, libel, obscenity, right to privacy, civil rights, abolitionist, suffrage, affirmative action, ACLU, NAACP, separationists, accommodationists, Lemon test, Seneca Falls, Jim Crow laws, separate but equal, 1964 Civil Rights Act, busing, levels of scrutiny, Equal Rights Amendment, Title IX, 14th Amendment and its impact</p> <p>Cases: <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Gitlow v. US</i>, <i>Tinker v. Des Moines</i>, <i>US v. Lopez</i>, <i>Engel v. Vitale</i>, <i>Schenk v. US</i>, <i>Gideon v. Wainwright</i>, <i>Roe v. Wade</i>, <i>Wisconsin v. Yoder</i>, <i>New York Times v. US</i>, <i>McDonald v. Chicago</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Buckley v. Valeo</i>, <i>Citizens United v. FCC</i>, <i>Baker v. Carr</i>, <i>Shaw v. Reno</i></p>	<p>The Constitution, including the Bill of Rights</p> <p>Collected Martin Luther King Speeches</p> <p>Civil Rights photo walk</p> <p>First Amendment court cases, including <i>Tinker v. Des Moines</i></p> <p><i>McDonald v. Chicago</i></p> <p>Fourth Amendment court cases, including <i>Mapp v. Ohio</i></p> <p><i>Dred Scott</i> excerpts,</p> <p><i>Plessy v. Ferguson</i> excerpts</p> <p><i>Brown v Board of Education of Topeka</i></p> <p><i>Obergefell v. Hodges</i></p> <p>How Well Do We Fare, by Race and Ethnicity? Chart</p> <p>Diversity in America chart</p> <p>How Equal Are We by Gender? Chart</p>

			<p>Sources for argumentative essay</p> <p><i>Keeping the Republic</i></p> <p><i>We the People</i></p> <p><i>Government in America</i></p>
<p>Public Policy</p>	<p>What is policy? Who makes it? How is it made? How have policies changed over time? Does policymaking reflect public opinion? How can citizens influence policy? What policy challenges does America face today? What role should the United States play in the world? What is, and what should be, our relationship with the United Nations?</p>	<ul style="list-style-type: none"> ● Policymaking in a federal system ● The formation of policy agendas ● The role of institutions in the enactment of policy ● The role of the bureaucracy and the courts in policy implementation and interpretation ● Linkages between policy processes and the following: <ul style="list-style-type: none"> -Political institutions and federalism -Political parties -Interest groups -Public opinion -Elections -Policy networks <p>• Foreign and Defense Policy • Health Care</p> <p>• Economic Policy • Environmental Policy • Social Welfare Policy</p> <p>Terms:</p> <p>Public policy, redistributive policies, distributive policies, regulatory policies, agenda setting, triggering event, cost-benefit analysis, poverty threshold, means-tested programs, social security, entitlement programs, Supplemental Nutrition Assistance Program, Head Start, Medicare, Medicaid, Patient Protection and Affordable Care Act, subsidy, Clean Air Act, No Child Left Behind, Americans with Disabilities Act, economic policy, laws of supply and demand, gross domestic product, inflation, recession, depression, self-regulating market, fiscal policy, Keynesianism, balanced budget, deficits, surpluses, interest rates, Federal Reserve System, supply-side economics, national debt, excise taxes, progressive taxes, regressive taxes, capital gains taxes, flat tax, deregulation, monopoly, antitrust policies, collective bargaining, Protectionism, free trade policies, trade deficit, North American Free Trade Agreement, foreign policy, isolationism, internationalism, intergovernmental organizations, nongovernmental organizations, multinational corporations, Cold War, containment, Truman Doctrine, hegemon,</p>	<p>Debt/Surplus Graph</p> <p>Deficit Clock</p> <p><i>Keeping the Republic</i></p> <p><i>We the People</i></p> <p><i>Government in America</i></p> <p>Policy Presentations—assorted readings</p>

		International Monetary Fund, deterrence, compellence, coercive diplomacy, preemption, propaganda, diplomacy, Marshall Plan, economic sanctions, embargo, nuclear triad, rogue states, Arab Spring, issue/policy networks	
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