

ADE Enhanced AP United States Government and Politics

College Board Syllabus # 1443561v1

ADE Course Code #572040

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ADE Enhanced AP United States Government and Politics Syllabus
College Board syllabus # 542969v1

Course Title: ADE Enhanced AP United States Government and Politics

Course/Unit Credit: Based upon time spent in course

Course Number: 572040

Teacher Licensure: Please refer to the Course Code Management System

[\(https://adedata.arkansas.gov/ccms/\)](https://adedata.arkansas.gov/ccms/) for the most current licensure codes.

Grades: 9-12

ADE Enhanced AP United States Government and Politics

The ADE Enhanced AP United States Government and Politics syllabus follows a curriculum based on the College Board's AP United States Government and Politics course description and contains all of the content standards and student learning expectations of the ADE Civics course required for Smart Core. This course will give students an analytical perspective on government and politics in the United States.

ADE Enhanced AP United States Government and Politics includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes as they study the following topics: constitutional underpinnings of United States government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, civil rights and civil liberties, state and local government, and Arkansas laws affecting juveniles. The course is intended to provide the scope and academic challenge expected at the college level. It prepares students to take the AP United States Government and Politics exam. This course stresses critical thinking and applications, textbook readings, projects, and use of performance-based/open-ended assessments with rubrics.

Students who successfully complete the ADE Enhanced AP United States Government and Politics course may receive academic credit for Civics in meeting state graduation requirements.

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Course Information

Text: This course will utilize texts approved by the College Board for example:

- Barbour, Wright, Streb, Giroux. Keeping the Republic: Power and Citizenship in American Politics, 4th edition. CQ Press, July 2010.
- Bianco, William T., and David T. Canon. American Politics Today. 2nd Edition. New York: W. W. Norton, 2011.
- Bond, Jon R. and Kevin b. Smith. Promise and Performance of American Democracy, 9th edition. Cengage
- Dye, Thomas R. and Harmon Zeigler. The Irony of Democracy: An Uncommon Introduction to American Politics, 15th edition. Cengage
- Edwards, George C., Robert L. Lineberry, and Martin P. Wattenberg. Government in America: People, Politics, and Policy. New York: Longman, 15th edition. Longman.
- Evans, Jocelyn, Kristy Michaud. Central Ideas in American Government (online text), Soomo, 2011, <http://soomopublishing.com/centralideas>.
- Fiorina, Peterson, Johnson & Mayer. America's New Democracy, 5th edition. New York: Pearson, 2009.
- Fiorina, Peterson, Johnson & Mayer. The New American Democracy, 6th edition. Pearson, 2009.
- Ginsberg, Benjamin, Theodore J. Lowi, Margaret Weir. We the People: An Introduction to American Politics, 8th edition. W.W. Norton, 2010.
- Gitelson, Alan R., Robert L. Dudley, Melvin J. Dubnick. American Government, 10th edition. New York: Cengage, 2012.
- Greenberg, Edward S., and Benjamin I. Page. Struggle for Democracy, 9th edition. New York: Longman.
- Janda, Kenneth, Jeffrey M. Berry, and Jerry Goldman. The Challenge of Democracy, 10th edition. Wadsworth, Cengage.
- Katznelson, Ira, Mark Kesselman, Alan Draper. The Politics of Power: A Critical Introduction to American Government, 6th edition. W.W. Norton, 2010.
- Kernell, Samuel, Gary Jacobson, Thad Kousser and Gregory Giroux. The Logic of American Politics, 5th edition. CQ Press, 2011.
- Magleby & Light. Government by the People. Upper Saddle River, NJ: Prentice Hall, 2009.
- Magleby, David B., et al. Government by the People, 23rd edition. Upper Saddle River, NJ: Prentice Hall.
- Miroff, Bruce, Raymond Seidelman, Todd Swanstrom, Tom De Luca. The Democratic Debate: American Politics in an Age of Change, 5th edition. Cengage, 2010.
- O'Connor, Karen, and Larry J. Sabato. American Government: Roots and Reform, 10th edition. Longman, 2009.
- Patterson, Thomas E. The American Democracy, 10th edition. New York: McGraw-Hill, 2011.
- Patterson, Thomas E. The American Democracy, with PowerWeb, 9th edition AP version. New York: McGraw-Hill.
- Schmidt, Steffen W., Mack C. Shelley, and Barbara A. Bardes. American Government and Politics Today. Wadsworth, Cengage, 2009-2010.
- Schmidt, Steffen W., Mack C. Shelley, Barbara A. Bardes, & Lynne E. Ford. American Government and Politics Today, 15th edition. Cengage Learning, 2011.

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Squire, Peverill, James M. Lindsay, Cary R. Covington, and Eric RAN Smith. Dynamics of Democracy, 6th edition. Cengage.

Welch, Susan, et al. Understanding American Government, 12th edition. Belmont, CA: Thomson. Wadsworth, Cengage, 2009.

Wilson, James Q., and John J. Dilulio Jr. American Government: Institutions and Policies, 12th edition. Cengage.

Supplemental Text:

This course will utilize supplemental texts appropriate for college-level course work.

American Government Readings and Cases, edited by Peter Woll is one example of an appropriate supplemental text. It includes several of the Federalist papers, court opinions, and essays by political scientists about all aspects of American politics

Other Materials:

Articles from news magazines such as *The Economist*, *Time*, *Newsweek*, *US News and World Report*, *Maclean's*, *Atlantic Monthly*, various national, state, and local newspapers, etc.; news footage and documentaries; numerous Web sites.

Course description:

This course is nationally recognized by colleges and universities and follows a curriculum based on the College Board's course description:

A well-designed AP course in US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. While there is no single approach that an AP US Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a list of these topics.

- I. Constitutional underpinnings of US government (5-15 %)*
- II. Political beliefs and behaviors (10-20 %)*
- III. Political parties, interest groups, and mass media (10-20 %)*
- IV. Institutions of national government (35-40 %)*
- V. Public policy (5-15 %)*
- VI. Civil rights and civil liberties (5-15 %)*

(AP College Board Course Description)

This course is an intensive, college-level study of American politics and governance. The purpose of the course is to prepare students for success on the College Board's AP exam and in college and to make it possible for students to earn college credit by passing the AP US Government and Politics exam in May. Please note that this course will contain substantial reading assignments, which will require advanced planning on the part of the student. **Students who successfully complete this course will receive graduation credit for Civics to the degree with regard to time in the course as stated in the Standards for Accreditation in the state of Arkansas.**

For each chapter covered in the textbook, several additional articles will be assigned from the supplemental reading material and from periodicals. **Students** are responsible for reading **all** materials. Expect assignments related to **any** and **all** assigned readings, from whatever source, on the due date. All writing assignments should follow rules of proper grammar and writing techniques.

Knowledge of contemporary political events is essential for the AP student, both in this class and on the College Board's AP exam in May. Current issues will be used to explain concepts presented in lectures and discussions. Students will be responsible for following political news events from sources such as *The Economist*, *US News and World Report*, *CNN*, *National Public Radio*, *MSNBC/CNBC*, *Fox News*, *Congressional Quarterly Weekly Report*, *C-SPAN*, *The Washington*

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Post, The New York Times, The Capitol Gang, Meet the Press, etc. Newspaper and periodical articles will be assigned as they pertain to the material being covered. Students should be ready to discuss and to be questioned on these readings.

Students will also be required to analyze political information including charts, graphs, political cartoons, etc.

Formal tests over each chapter and/or unit will include AP exam-type multiple-choice questions (**CR7**). At regular intervals throughout the course, timed essays will be assigned (at least three times) to evaluate student learning. These essays will be cumulative in nature; that is, they will require students to draw on information from multiple units, not just from the current unit. Reading and lecture quizzes may be unannounced.

Grading scheme:

Grades are calculated on a cumulative point basis. Each test, quiz, homework assignment, or project is worth a given number of points according to the quality and level of completion of the work. At the end of a marking period, a grade average is determined by dividing the total points possible by points earned.

College Board Curricular Requirements (Cross-referenced on Syllabus that follows in BLUE)

CR1: The course provides instruction in the Constitutional underpinnings of US Government

CR2: The course provides instruction in political beliefs and political behaviors

CR3: The course provides instruction in political parties, interest groups, and mass media

CR4: The course provides instruction in the institutions of national government

CR5: The course provides instruction in public policy

CR6: The course provides instruction in civil liberties and civil rights

CR7: The course provides students with practice in analyzing and interpreting data and other information relevant to US government and politics

CR8: The course includes supplemental readings, including primary source materials (such as *The Federalist Papers*) and contemporary news analysis that strengthen student understanding of the curriculum

CR9: The course requires students to answer analytical and interpretive free-response questions on a frequent basis

Syllabus:

I. Constitutional underpinnings of US government

A. Foundations of American Government

- Analyze the establishment and purposes of government (**CPI.1.C.1**)
- Explain how government acquires power (**CPI.2.C.1**)
- Distinguish criminal from civil law (**PRL.7.C.4**)
- Investigate various methods for creating federal, state, and local laws (**PRL.6.C.1**)
 - Constitutional law
 - Statutory law
 - Administrative law
 - Case law
 - Forms of direct democracy at the state level (e.g., initiative, referendum, recall)
- Explain the need for active and ongoing change in laws
- Evaluate the impact of AR laws on students (**PD.4.C.6**)

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- Examine the role of government in protecting the rights of the people (e.g., courts)
- Divided government: pros and cons
- Authority and legitimacy
- Construct explanations comparing and contrasting different types of governmental ideology or sources of political power and ways they have changed over time using multiple sources (e.g., anarchy, oligarchy, monarchy, theocracy, autocracy, direct democracy, representative democracy) (CPI.1.C.2)
- Principles of democratic government (e.g., equality before the law, free competitive elections, freedom of expression, limited government, majority rule with minority protections) (CR4, CR6)
- Elite theory versus pluralism (CR3)
- Political socialization (CR2)
- Fundamental American values (e.g., equality, liberty, private property) (CR2)
- Demographic changes affecting American politics today and in the future (e.g., aging, ethnicity)
 - Internet research: US Census Bureau “Immigration and aging” (CR7)
- Ideologies: Liberalism versus conservatism (CR2)
- **Additional suggested reading assignments (CR8)**
 - *Atlantic Monthly*: “Divided we stand” (October 2004)
 - David Mayhew’s: “Divided We Govern”
- **Additional essays, writing assignments, extensions**
 - Internet survey: Pew Center—“Where do you fit?” (CR7)
Youth Leadership Initiative or something similar

B. The Constitution (CR1)

- Discuss the meanings of constitution and constitutional government
- Analyze historical documents and events that set the ideological foundations for the US Constitution (PD.4.C.1)
 - Magna Carta (1215)
 - Mayflower Compact (1620)
 - Declaration of Independence (1776)
 - Articles of Confederation (1781)
 - Constitutional Convention (1787) (Delegates, factions, proposals, compromises)
- Evaluate ideological influences Enlightenment thinkers had on the Framers of the US Constitution (e.g., John Locke, Jean-Jacques Rousseau, Montesquieu) (PD.4.C.2)
 - Analyze, using a variety of primary and secondary sources, the rationale for the structure of the US Constitution (e.g., popular sovereignty, republicanism, limited government, federalism) (CPI.1.C.3)
 - Construct arguments about the strengths, weaknesses, and reasons for checks and balances and separation of powers using multiple primary and secondary sources (CPI.2.C.3)
- Describe the process of ratifying the US Constitution
 - Federalists versus Anti-Federalists
 - *The Federalist Papers* (1787-1788)
 - The Bill of Rights
- Compare and contrast the formal and informal methods of amending the US Constitution including the original intent (PRL.6.C.2)
- **Additional suggested reading assignments (CR8)**
 - John Locke’s “Second Treatise, Of Civil Government”
 - James Madison’s *Federalist* 47, 48, 51
 - *Atlantic Monthly*: “Founder’s Chic” (September 2003)
 - *US News and World Report*: “Founding Rivalries” (February 2001)

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- **Additional essays, writing assignments, extensions (CR9)**
 - Analyze changing views of the Founders and the Constitution they created (CR7)
 - Construct a historical argument on formal and informal methods of Constitutional change (PRL.6.C.2)

C. Federalism (CR1, CR4)

- Varying degrees of centralization (e.g., confederal, federal, unitary)
- Advantages and disadvantages of federalism
- Explain how federal, state, and local governments acquire power and differentiate among delegated, concurrent, and reserved powers (CPI.2.C.1, CPI.2.C.2)
 - National powers (e.g., enumerated/delegated powers – Article I, Section 8, implied powers – elastic clause)
 - State powers (e.g., Reserved powers – Amendment 10)
 - Local powers
 - Elastic clause vs. Reservation clause (e.g., commerce clause, supremacy clause, role of courts)
 - Compare and contrast concurrent powers and supremacy of laws at the federal, state, and local levels (CPI.2.C.2)
- Vertical federalism
- Horizontal federalism
- Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested (CPI.2.C.4)
 - *Gibbons v. Ogden (1824)*
 - States' rights
 - National expansion
 - The new federalism
- Ongoing disputes
 - Evaluate interaction of federal, state, local governments when carrying out public policy (e.g., marble cake, layer cake, or picket fence federalism; federal grants-in-aid; funded and unfunded federal mandates, *United States v. Lopez [1995]* and *United States v. Morrison [2000]*) (PRL.7.C.1)
- Analyze cooperation and conflict between federal and state governments (PRL.7.C.3)
- **Additional suggested reading assignments (CR8)**
 - Alexander Hamilton's *Federalist 16, 17*
 - James Madison's *Federalist 39*
 - *McCulloch v. Maryland (1819)*
 - Additional current articles to be assigned
- **Additional essays, writing assignments, extensions (CR9)**
 - Construct arguments about the Constitutional basis for the division of power between states and the national government (CPI.2.C.3)
 - Analyze graphs (e.g., federal and state government employment, federal grants-in-aid, and federal mandates) for the purpose of comparing the information contained in graphs and information contained in documents (CR7)

II. Political beliefs and behaviors

A. Public Opinion and Political Socialization (CR2)

- What is public opinion, and how does it relate to government policy? (CR5)

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- Consensus and division in public opinion
- How is public opinion measured?
 - Agents of political socialization
- Public attitudes toward government
- The political spectrum
 - Liberals, moderates, and conservatives; how do these labels relate to political parties?
- Survey: What are your political attitudes? **(CR7)**

- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned on public opinion/political attitudes

III. Political parties, interest groups, and mass media

A. Interest Groups (CR3) (PD.5.C.3)

- Role of interest groups in American politics **(CR5)**
- Benefits of interest groups
- Types of interest groups
 - Economic: Business, agriculture, labor, public employee, and professional groups
 - Environmental
 - Public interest groups
 - Special interest groups
- Interest group strategies(e.g., direct techniques, indirect techniques) **(CR4)**
- Attempts to regulate interest group activities **(CR4, CR5)**
 - 1995 reforms
 - Campaign contributions: Free speech or influence peddling?
 - Federal Regulation of Lobbying Act (1946)
 - Recent developments in campaign reform

- **Additional suggested reading assignments (CR8)**
 - Hamilton's *Federalist # 10*
 - Article review: Individual current articles to be assigned on interest groups

- **Additional essays, writing assignments, extensions (CR9)**
 - Construct an argument on interest groups and the effectiveness of various techniques
 - Analyze arguments for and against recent interest group reform proposals in Congress
 - Internet research on interest groups **(CR7)**

B. Political Parties (CR3) (PD.5.C.1, PD.5.C.3)

- Critique the development, growth, and roles of political parties in the election process **(PD.5.C.1)**
- What is the difference between a political party and an interest group?
- Functions of parties
- Evaluate various influences on political parties during the election process **(PD.5.C.3)**
 - Interest groups
 - Lobbyists
 - Major events
 - PACs
- Brief history of the American two-party system
- Three components of a party
- Role of citizens in parties
- Party organization

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- Republican and Democratic parties
- The party-in-government (CR5)
- Why does the US have a two-party system? (e.g., historical foundations, American political culture, self-perpetuation, plurality elections, single-member district, laws favoring the two-party system) (CR4)
- Minor or third parties
 - Historical minor parties (e.g., ideological, personality, single-issue, splinter)
 - What are the functions and impacts of minor parties in our two-party system? (CR5)
- Trends in party identification (CR2)
- **Additional reading assignments (CR8)**
 - Article review: Individual current articles to be assigned on political parties
- **Additional essays, writing assignments, extensions (CR9)**
 - Examine goals of and interaction between interest groups and political parties
 - Analyze political cartoons (e.g., obstacles and contributions of third parties) (CR7)
 - Internet research on American political parties (CR7)

C. Campaigns, Nominations, and Elections

- Who is eligible to run, who actually runs, and why? (CR1)
- Analyze the election process in federal, state, and local governments (PD.5.C.2)
 - Nominating process (e.g., direct primary, nominating committee, caucus)
 - Voter registration
 - Voter interest or apathy
- The modern political campaign (e.g., rise of the political consultant) (PD.5.C.3)
- Campaign strategies (PD.5.C.3)
- Campaign finance (CR3, CR5)
 - 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 (CR4)
 - The primary season (nominating process)
 - Types of primaries
 - Direct primaries: Closed, open, and blanket
 - Caucuses
 - The strategy
 - The national convention
 - The general election
 - Explain the role of the electoral college in the election process
 - How it works
 - Criticisms
 - Proposals to reform
- How are elections conducted? Discuss the complexities of vote tabulation and certifying elections
 - Types of ballots
 - Coattail Effect
 - Split-ticket voting/straight-ticket voting
 - Voting by mail
 - Voter interest and voter turnout
 - Factors affecting presidential, mid-term, and local election turnout (CR2)

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- Who votes, and why the low turnout? (CR2)
- Legal restrictions on voting
- Voter registration
- How do voters decide? (CR2)
 - Socioeconomic and demographic factors (e.g., age, education, ethnicity and race, gender income, religion, geographic region, “red and blue map”)
 - Psychological factors (e.g., issue preferences, party identification, perception of the candidates) (CR3)
 - Compare and analyze recent national exit poll results by above categories (CR2, CR7)
- Traditional and nontraditional forms of political participation (CR2)
- Critical elections: Realignment and dealignment
- Critique the roles of political parties in the election process (PD.5.C.1)
- Analyze the election process in federal, state, and local governments (e.g., voter registration, primary election, general election) (PD.5.C.2)
- **Additional suggested reading assignments (CR8)**
 - 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)
 - Article review: Individual current articles to be assigned on elections and voting
- **Additional essays, writing assignments, extensions (CR9)**
 - Compare voting patterns by region in two consecutive presidential elections (CR7)
 - Discuss short- and long-term implications of declining trust and confidence in government
 - Examine forms of political participation other than voting
 - Construct an argument on the impact of declining voter turnout in federal elections

D. The Media (CR3) (PD.5.C.4)

- Functions of the media (e.g., entertainment, reporting the news, identifying public problems, socializing new generations, providing a political forum, making a profit) (CR5)
- Historical background (e.g., early press, new developments and mass-readership newspapers, yellow journalism, electronic media, narrowcasting, talk shows)
- Assess the influence of media on the electoral process (e.g., news reporting, political cartoons, campaign advertising, public opinion polls, Internet, social media, propaganda techniques) (PD.5.C.4)
- Examine the influence of the Internet on the political process
- Media and campaigns (e.g., advertising, spin, presidential debates, media’s impact on voters)
- Media and the government (CR4)
 - Media and the president (e.g., White House press corps, press secretary, setting the public agenda)
- Media regulation (CR5)
 - Ownership rules
 - Government regulation of media content
- Analyze biases in forming public opinion
- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned on elections and voting (CR7)

IV. Institutions of national government

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A. The Congress (CR4) (CPI.1.C.4)

- Analyze the purpose of the legislative branch at the federal level (CR1) (CPI.1.C.4)
 - Bicameralism
 - Powers and authority
 - Denied powers
 - Analyze the authority and functions of the legislative branch at the federal and state levels (CPI.1.C.4)
 - Legislating (CR5)
 - Serving constituents
 - Representation (e.g., instructed delegate, trustee theories)
 - Oversight
 - Agenda-setting (CR5)
 - Conflict-resolution
 - Analyze the organizational structure and procedural differences between the House and the Senate (CR1) (CPI.1.C.4)
 - Size and rules
 - House Rules Committee
 - Debate and filibustering
 - Prestige
 - Is Congress representative of the general population?
 - Congressional elections (e.g., characteristics of members, primaries, general election, incumbency advantages)
 - Reapportionment and redistricting
 - Court rulings
 - Gerrymandering and safe seats
 - Pay, perks, and privileges
 - Congressional committees
 - Analyze functions and significance of committees (CR5) (CPI.1.C.4)
 - Types of committees (e.g., joint, select, standing, conference)
 - Selection of committees
 - Power of committee chairpersons (CR5)
 - Formal leadership
 - House leadership (e.g., Speaker, Majority and Minority Leaders, Whips) (CR3)
 - Senate leadership
 - Constitutional leaders (e.g., President of the Senate, President Pro-Tempore)
 - Party leaders (e.g., Majority and Minority Leaders, Whips)(CR3)
 - Factors influencing how members vote
 - Investigate the various methods for creating federal, state, and local laws (CR5) (PRL.6.C.1)
 - The budget process (CR5)
 - Congressional ethics
- **Additional suggested reading assignments (CR8)**
- Madison's *Federalist 53, 56, 57, 58, 62, 63*
 - *Washington Monthly*: "It's Not Mr. Smith Goes To Washington" (November 1996)
 - Article review: Individual current articles to be assigned on Congress
- **Additional essays, writing assignments, extensions (CR9)**
- Discuss the pros and cons of bicameralism
 - Examine the effectiveness of party leadership and committees in Congress
 - Analyze a graph: Congressional incumbency (CR7)

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B. The Presidency (CR4) (CPI.1.C.4)

- Qualifications (CR1)
 - Review process of becoming president
 - Analyze the purpose of the executive branch (CPI.1.C.4)
 - Should voters be able to recall an unpopular president? (CR5)
 - Analyze the authority and functions of the president (CPI.1.C.4)
 - Chief of State
 - Chief Executive
 - Enforcing federal law, appointment and removal, overseeing the bureaucracy (CR5)
 - Commander in Chief (CR5)
 - Military decision making, Limitations (War Powers Resolution, Congressional blank check)
 - Chief Diplomat (CR5)
 - Treaties and diplomatic appointments (advice and consent), diplomatic recognition, executive agreements
 - Chief Legislator (CR5)
 - State of the Union Address, getting legislation passed, President's role in enacting laws (e.g., signing, allowing a bill to become law without signing it, vetoing [Congressional override, line-item veto - declared unconstitutional], pocket veto)
 - Chief of Party (CR3)
 - Patronage and fundraising
 - Leader and shaper of public opinion: The power of persuasion (CR2)
 - Special use of presidential powers (CR5)
 - Emergency powers, Executive orders, Executive privilege, Recess appointments, Impoundment of funds (Budget Impoundment and Control Act of 1974)
 - Abuse of presidential power (e.g., impeachment)
 - Analyze the organization of the executive branch (CPI.1.C.4)
 - Cabinet
 - Executive Office of the President
 - Office of Management and Budget
 - White House Office (WHO), Chief of Staff
 - National Security Council, National Security Advisor
 - Council of Economic Advisors
 - Ramifications of increasing dependence on the WHO (CR5)
 - The Vice-Presidency
 - Functions, Changing rationale for picking a particular vice-presidential running mate
 - Presidential succession
 - Twenty-Fifth Amendment
 - Succession Act of 1947
 - Tug-of-war between the President and Congress (CR5)
 - Has the president become too powerful? (CR5)
- **Additional suggested reading assignments (CR8)**
- Hamilton's *Federalist 70*
 - Article review: Individual current articles to be assigned on the presidency
- **Additional essays, writing assignments, extensions (CR9)**
- Examine presidential and congressional influence over foreign policy: formal and informal powers
 - Analyze approval ratings of a particular president and the reasons for fluctuations in those ratings

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- Compare presidential approval ratings over time
- Discuss divided government and the appointment process
- Construct arguments about the strengths, weaknesses, and reasons for checks and balances and separation of powers using multiple primary and secondary sources (CPI.2.C.3)

C. The Bureaucracy (CR4) (CPI.2.C.4)

- Bureaucracy as an organization
- Bureaucracies compared
- Theories of bureaucracy
- Growth of the bureaucracy
- Discuss the organization of the executive branch bureaucracy
 - Cabinet departments
 - Independent executive agencies
 - Independent regulatory agencies (e.g., purpose of regulatory agencies, capture, iron triangles, issue networks)
 - Government corporations
- Staffing the bureaucracy
 - Political appointees
 - Professional civil service
 - Pendleton Act (1883)
 - Hatch Act (1939)
 - Civil Service Reform Act (1978)
- Attempts at reform (e.g., sunshine laws, sunset laws, contracting out, incentives for efficiency and productivity, whistleblowers) (CR5)
 - Bureaucrats as policymakers, A fourth branch? (CR5)
- Congressional oversight (CR5)
 - Authorizing funds, appropriating funds, congressional investigations and hearings
- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned on the bureaucracy
- **Additional essays, writing assignments, extensions (CR9)**
 - Examine bureaucratic policymaking and congressional oversight
 - Construct a historical argument on the effectiveness of Congress in exercising legislative oversight of the bureaucracy
 - Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested (CPI.2.C.4)

D. The Judiciary (CR4) (CPI.1.C.4)

- Discuss the purpose of the federal judicial branch
- Common law tradition
 - Precedent/Stare decisis
- Sources of American law
 - Constitutional law, statutory law, administrative regulations, case law
- Federal court system
 - Judicial requirements
 - Jurisdiction, federal question, diversity of citizenship, standing, ripeness (readiness of a case for litigation), justiciable controversy
 - Discuss the organizational structure, authority, and functions of the federal courts
 - Only the Supreme Court required by Article III (CR1)

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- 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
 - US Supreme Court
 - The Justices
 - Original jurisdiction
 - Appellate jurisdiction—greatest source of caseload
 - Parties and procedures
 - Plaintiff and defendant
 - Interest groups and litigation (CR3)
 - Amicus curiae briefs
 - Class-action suits
- Analyze the role of the Supreme Court on the law-making process (PD.6.C.3)
 - Term
 - Caseload
 - Discretion: the rule of four
 - Writs of certiorari
 - Deciding cases (briefs, oral arguments)
 - Decisions (affirm, reverse, remand)
 - Opinions (unanimous, majority, concurring, dissenting)
- Selection of federal judges
 - Serve “during good behavior”
 - Nomination by president and confirmation by senate
 - Senatorial courtesy for district court nominees
 - Partisanship and judicial appointments (CR3)
- Judicial review: Analyze the role the US Supreme Court has on the lawmaking process (CR5) (PD.6.C.3)
 - *Marbury v. Madison* (1803)
 - Judicial activism and judicial restraint
 - Ideology of the Court
 - Too much power in an unelected body?
- Construct arguments on checks on the judiciary (CR5) (CPI.2.C.3)
 - Executive branch (CPI.2.C.3)
 - Congress (CPI.2.C.3)
 - Public opinion (CR2)
 - Judicial traditions and doctrines
- **Additional suggested reading assignments (CR8)**
 - Hamilton’s *Federalist 78*
 - Madison’s *Federalist Paper # 51* (CPI.2.C.3)
 - *Marbury v. Madison* (1803)
 - Article review: Individual current articles to be assigned on the judiciary
- **Additional essays, writing assignments, extensions (CR9)**
 - Examine the relationship between the judicial branch and public opinion
 - Construct an argument on whether or not the appointment process for Supreme Court justices is above politics?
 - Explore the influence of interest groups on the three branches of government

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V. Public policy

A. Domestic and Economic Policy (CR5) (PRL.7.C.1)

- Identify intended and unintended consequences of public policies (PRL.7.C.2)
- Steps in the policymaking process
- Models of the policymaking process
- Poverty and welfare
- Environmental policy
- Immigration policy
- Politics of economic decision-making
 - Entitlements (Social Security, Medicare)
 - Fiscal and monetary policy (Federal Reserve System)
- Reasons for and sources of the national debt and deficit

- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned

- **Additional essays, writing assignments, extensions (CR9)**
 - Discuss possible threats to the future of entitlement programs
 - Examine trends in the distribution of government benefits for children and the elderly (CR7)
 - Analyze factors that interfere with the government's ability to enact public policy
 - Analyze the growth of mandatory spending in the federal budget (CR7)

B. Foreign and Defense Policy (CR5)

- Define foreign policy
- National security policy
- National Security Council
- Diplomacy
- Who makes foreign policy?
 - Constitutional powers of the president, informal techniques of presidential leadership, Department of State, National Security Council, intelligence community, Department of Defense, military-industrial complex
 - Should the president's power to conduct foreign policy be limited?
 - Influence/manipulation of public opinion on foreign policy
- Examine membership/involvement in multi-national organizations (e.g., UN, NATO, NAFTA)

- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned

- **Additional essays, writing assignments, extensions (CR9)**
 - Compare and contrast presidential and congressional influence over foreign policy (e.g., formal and informal powers)

VI. Civil Rights and Civil Liberties

A. Civil Liberties (CR6) (PD.3.C.1, PD.3.C.2, PD.3.C.3)

- What are civil liberties?
 - Examine the fundamental rights of individuals listed in the Bill of Rights as incorporated by the Supreme Court by way of the 14th Amendment's Due Process Clause (PD.4.C.3)

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- Identify changes occurring over time in the interpretation of the Bill of Rights (PD.4.C.3)
- Analyze court cases that demonstrate how the US Constitution protects the rights of individuals from government infringement (PD.4.C.3)
- Evaluate the rights and responsibilities and relevance of the study of civics (PD.3.C.1)
 - Examine the role of citizenship in our political system and society (PD.3.C.1)
 - Explain what constitutes a citizen (PD.3.C.2)
 - Discuss the process of becoming a citizen
 - Native-born (jus soli and jus sanguinus)
 - Naturalization
 - Evaluate rights and responsibilities of citizens in the United States (PD.3.C.1)
 - Equality of all citizens under law
 - Majority rule balanced against minority rights
 - Construct explanations on individual freedoms over time affected by public policy, geography (PD.3.C.3)
 - Individual rights vs. public interest
 - Patriotism
 - Analyze the protections of and limits on the rights of citizens of the United States when outside the borders of the United States (PD.4.C.4)
 - Compare and contrast the roles of citizen and non-citizen residents in the United States (PD.3.C.2)
 - Jury duty
 - Taxes
 - Selective service
 - Compulsory education
 - Obeying laws
 - Being an informed citizen
 - Distinguish between rights and privileges of citizenship (voting, driving, education) (PD.3.C.2)
- Selective incorporation (CR4)
 - 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])
 - 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, malice (*New York Times v. Sullivan* [1964])
 - Obscenity (*Miller v. California* [1973])
 - Heckler's Veto

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- Student speech (*Tinker v. Des Moines* [1969], *Hazelwood School District v. Kuhlmeier* [1988])
- Campus speech codes
- Prior Restraint (*Near v. Minnesota* [1931], *New York Times v. United States* [1971] “Pentagon Papers” case)
- Symbolic speech (*Tinker v. Des Moines* [1969], *Texas v. Johnson* [1989])
- Commercial speech
- Freedom of the press
 - Defamation and actual malice
 - Gag orders
 - Electronic media
 - Federal Communications Commission, equal time rule, personal attack rule
 - Shield laws
- Right to assemble and petition the government (*DeJonge v. Oregon* [1937])
 - Limits on parades and demonstrations (*Lloyd Corporation v. Tanner* [1972], *Smith v. Collin* [1978] “The Skokie case”)
- Analyze the fundamental rights of individuals as incorporated in the Bill of Rights
 - Right to privacy (*Griswold v. Connecticut* [1965], *Roe v. Wade* [1973])
 - Rights of the accused
 - Investigate limitations or restrictions on criminal punishment (Fourth, Fifth, Sixth, Eighth Amendments, Due Process Clause of the Fourteenth Amendment)
 - Writ of Habeas Corpus (Article 1, Section 9)
 - Distinguish criminal from civil laws (PRL.7.C.4)
 - 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])
- Construct explanations of the ways citizenship in the United States has changed over time and been affected by public policy, geographic location, state and federal law, and demographics, using a variety of sources (PD.3.C.3)
- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned

B. Civil Rights—Equal Protection (CR6)

- 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)
 - Civil War Amendments: Thirteenth, Fourteenth and Fifteenth Amendments
 - Civil Rights Acts of 1865 to 1875
 - Civil Rights Cases
 - *Plessy v. Ferguson* (1896)
- Barriers to voting
 - white primary, grandfather clause, poll taxes, literacy tests, Acts of violence and intimidation
- *Brown v. Board of Education of Topeka* (1954) and *Brown v. Board of Education* (1955)
 - Reversal of *Plessy*
 - Court-ordered desegregation “with all deliberate speed”
- *De facto v. de jure* segregation

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- The Civil Rights movement
 - Assess the effects of civil rights legislation on society in the United States (e.g., affirmative action, Americans with Disabilities Act, Civil Rights Act of 1964, Voting Rights Act of 1965, modern civil rights movement) (PD.4.C.5; PD.4.C.7)
- Assess the effects and construct arguments analyzing citizen's rights (PD.4.C.7)
- Construct arguments analyzing the Women's Rights movement
 - Nineteenth Amendment, Equal Rights Amendment, feminism,
 - Gender discrimination cases in the courts, gender discrimination in the workplace (e.g., Title VII of the Civil Rights Act of 1964, sexual harassment cases, wage discrimination [Equal Pay Act of 1963])
- Assess the effects and construct arguments analyzing affirmative action (*Regents of the University of California v. Bakke* [1978], *Adarand Constructors, Inc. v. Peña* [1995])
- Construct arguments analyzing age discrimination
 - Age Discrimination in Employment Act of 1967, Mandatory retirement
- Construct arguments analyzing the rights of Americans with disabilities
 - Americans with Disabilities Act of 1990
- Construct arguments analyzing the rights of gays and lesbians
 - *Bowers v. Hardwick* (1986), *Lawrence v. Texas* (2002), gays in the military, same-sex marriages (defense of Marriage Act of 1996, recent developments)
- Construct arguments analyzing the 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])
 - Evaluate Arkansas laws and their impacts on juveniles (PD.4.C.6)
 - Bullying
 - Local ordinances
 - Penalties for juvenile activity
 - Penalties for truancy
 - Requirements for obtaining and grounds for revocation of a driver's license
- Examine the amendments to the US Constitution in order to determine how the roles of citizens and the federal and state governments have changed over time (e.g., Bill of Rights, incorporation of states' rights into government, interpretation, due process, voting rights) (PD.4.C.3)
- Construct arguments analyzing citizens' rights protected by the US Constitution and constitutional amendments using multiple sources (PD.4.C.7)
- Analyze the protections of and limits on the rights of citizens of the United States when outside the borders of the United States (PD.4.C.4)
- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned
- **Additional essays, writing assignments, extensions (CR9)**
 - Analyze political institutions as obstacles and as opportunities for racial minority groups in the struggle for political influence
 - Analyze the role of Fourteenth Amendment in protecting civil liberties and granting civil rights
 - Construct arguments analyzing citizen's rights (PD.4.C.7)

VII. State and Local Politics

A. State and Local Government (CR4)

- The US Constitution and state governments (CR1) (CPI.1.C.1)
- State constitutions

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- Why so long?
- Constitutional convention and the constitutional initiative
- Analyze the separation of powers and checks and balances at the state and local level
- Discuss the purpose, organization, authority, and functions of state executive branches (CPI.1.C.4)
 - weak executive, reform, governor's veto power
- Discuss the purpose, organization, authority, and functions of state legislatures (CPI.1.C.4)
 - Apportionment
 - Direct democracy: initiative, referendum, and recall
- Discuss the purpose, organization, authority, and functions of state judicial branches (CPI.1.C.4)
 - Trial courts
 - Appellate courts
 - Judicial elections and appointment
- Discuss the organization of various forms of local government (CPI.1.C.1, CPI.2.C.1)
 - Legal existence of local government
 - Local government units (e.g., counties, municipalities, towns and townships, special districts and school districts)
 - Consolidation
- Paying for state and local government (CR5)
 - State and local government expenditures
 - State and local government revenues
 - Sales tax
 - Property tax
 - Nontax revenues
- **Additional suggested reading assignments (CR8)**
 - Article review: Individual current articles to be assigned