



Advanced Placement United States Government and Politics

School Year 2018-2019 Syllabus

Duke Ellington School of the Arts, Washington, DC

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Curricular Requirements

CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR6 The course integrates public policy within each unit.

CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.

CR8 The course provides opportunities to analyze and compare political concepts.

CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.

CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

CR16 Students and teachers have access to a college-level U.S. government and politics textbook. •

Course Description

How is American government structured? How is power divided? What are strengths and weaknesses of the American political system? How can the citizen maximize their impact on the political process? In this college level course, you will use an analytic perspective to study American Government, including general concepts and specific examples to answer such questions. There will be a focus on the various institutions, groups, beliefs and ideas that constitute US politics. Furthermore, you will examine multiple ideas and perspectives to help you understand debates in the policy making process so you will know why and how decisions are made. Through the process of connecting topics within the American political system, you will leave the course armed with the tools to participate in the political process as adults.

Required Texts:

-Janda, Kenneth et al. *The Challenge of Democracy: American Government in Global Politics*. 12th ed. Boston: Wadsworth, 2012.

-Edwards III, George C., et al *Government in America: People Politics, and Policy*. 17th ed. New York: Pearson, 2018

Supplemental Texts and Websites:

-Magleby, David B., et. al. *Government by the People*. 23rd ed. Upper Saddle River, NJ: Prentice Hall, 2009.

-Kollman, Ken, ed. *Readings in American Politics: Analysis and Perspectives*. 2nd ed. New York: W.W. Norton & Company, 2012.

-Woll, Peter, ed. *American Government: Readings and Cases*. 18th ed. New York: Pearson Longman, 2009.

The Living Room Candidate: www.livingroomcandidate.org

PBS Frontline Archives: <http://www.pbs.org/wgbh/pages/frontline/view/>

US Supreme Court Media: www.oyez.org

PEW Research Center: www.pewresearch.org

National Constitution Center: <https://constitutioncenter.org/interactive-constitution>

Student Expectations:

Behavior/Composure: This is a college level course and therefore, will be taught no different than if you were in a college class. You will be treated with the same level of respect a college student receives which means you will demonstrate the same level of discipline, behavior, and responsibility. You are presumably here by choice because you want to push yourself and prepare yourselves for post-secondary education. **This course is a two way street, you have to do your part as well. You get what you put in to it.** You are expected to adhere to the following expectations:

- Try your best and work hard.
- Respect your peers and the classroom
- Kindly refrain from inappropriate talking in class (**particularly during lecture—refrain from side-bar comments**(you will get your chance to share!!! I promise).
- Read, come prepared for class, and participate in class discussions
- Maintain and reciprocate an open line of communication with Mr. O and class colleagues.
- Do you own work: plagiarism, copying, cheating, WILL NOT BE TOLERATED.

Student Evaluation:

Students can expect a formal assessment (**Summative Grade**) at the end of each Unit comprising of multiple choice questions as well as free response questions based on all materials presented and assigned. These assessments will be old AP questions or questions modeled in the very same format. Papers, projects, and supplemental free response questions, when given, will as count as a summative grade. Students can also expect informal class assignments, briefs, quizzes, etc. that will count as a **Formative Grade** throughout each unit of study. Students will be required to view class calendar or Unit Guides for specific assignments, tests and due dates.

Your grade will be calculate as follows:

- **Summative Grade/Assessments: 50%** (Unit tests, free response questions, analytical essays, current events connections, projects, and any other formal assignment)
- **Formative Grade/ Practice and Application: 40%** (Quizzes, vocabulary quizzes, homework, in class assignments, etc)
- **Participation: 10%** (Daily grade: in class participation, work ethic, behavior/attitude,

Course Materials:

- Bring your book every day as well as a 5' binder
- Writing implements
- A positive attitude, open mind, heart, and determination

Unit 1: Foundations of American Democracy and the Constitution

4-5 Weeks (August 22-September 27)

This unit focuses on the background of democracy in America, the ratification of the Constitution. At the core of this will be the exploration of the debates regarding the scope and power of governmental authority. You should be able to answer and/or know the following: *What is a state, government, political ideology, majority rule, the plurality system, a republic, a democracy, freedom of expression, a federal system (federalism), a confederation, the rule of law, political culture, constitutionalism, legitimacy, Federalists, Anti-Federalists? Why did the Articles of Confederation failed? What were political compromises during the Constitutional Convention? How is separation of powers manifested in the Constitution? What are the formal powers of each branch? How do checks and balances protect from the abuse of power? What are checks and balances and separation of powers? How does judicial review work? What are characteristics of federalism and how are powers shared? To what extent does the Constitution protect liberty and ensure order? How relevant are Constitutional debates in making policy today?*

Textbook reading:

-Janda, Chapters 1-4; Edwards, Chapters 1 and 3

Foundational Readings: Declaration of Independence, Articles of Confederation, Federalist 10, Federalist 51, Brutus 1

Interpretation of Data:

-A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation

Required Cases

Sample Activities:

- **Constitution Negotiation:** After conducting a close read of the Declaration of Independence, and Articles of Confederation, students will negotiate what a new Constitution would need to live up to ideals expressed in the Declaration of Independence and weaknesses of the Articles of Confederation. (CON-1)

-**Federalist Town Hall:** Students will engage in a mock ‘town hall debate’ taking the positions of Federalists and Antifederalists. Using evidence from Federalist 10, Federalist 51, and Brutus 1, students must convince opposing sides whether or not to ratify the Constitution.

-**Checks and Balance Case Study:** Students will use Articles I-III of the Constitution to determine whether or not certain behaviors by each branch of government are permissible. Scenarios will be based on real life examples and Court cases.

-**Federalism Court Analysis:** Students will analyze how *McCullough v. Maryland*, *Gibbons v. Ogden*, *Hart of Atlanta v. US*, and *US v Lopez* relate to federalism and determine how they balance power between states and the federal government.

-**Current Event Connection:** Students will use media outlets to connect an issue to topics of the unit.

Unit 2: American Political Ideologies and Beliefs (2.5 weeks)

3 Weeks (October 1- October 18)

This unit analyzes the beliefs that citizens hold about government and their behaviors, how they impact the government's behavior, and shape policies. *How and why do we vote the way we do? What is political socialization? What is public opinion and how it is measured? What is the impact of gender, religion, ethnicity, occupation, age, and income on political behavior? What type of information can be gathered from polls and how accurate can it be? How has the US political landscape changed over time? How does the political behavior affect what the government does? How does political ideology shape debates around policy?* (CR-4, CR-6, CR-7, CR-9) (PMI-4, MPA-1, MPA-2)

Textbook reading:

-Janda, Chapters 5 & 7; Edwards, Chapter 6

Supplemental and Primary Readings

- Woll Reader: Buckley v Valeo, Rozell, Mark and Wilcox, Clyde, Interest Groups and the American Political System, Key, V.O., The Responsible Electorate, Berelson, Bernard, Lazarsfeld, Paul and McPhee, Williams, Democratic Practice and Democratic Theory Barone, Michael, The Power of the Presidents' Pollsters

Interpretation of Data

-A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation Specifically: <http://people-press.org/>; <http://people-press.org/reports/>; <http://pewresearch.org/pubs/1207/republican-party-identification-slips-nationwide-pennsylvania-specter-switch>

Sample Activities

Opinion Graph Analysis: Students will analyze, examine, and observe trends in current public opinion polls. By identifying their distributions and overall patterns, students will determine the implications the polls could have on the given public policy.

Political Ideology Speed Dating: Students will engage in a political ideology "speed-dating" in which students play the roles of liberals, conservatives, and libertarians and are asked to compare and contrast their positions on a wide range of contemporary issues (legalization of marijuana, U.S. foreign involvement, immigration policy, taxes and economic policy, abortion restrictions, firearms possession).

Public Opinion Current Issue Paper: In a short paper, students will analyze data regarding a current policy issue. They will research and explain the issue, analyze the data from numerous polls and will finally connect the data to majoritarian and pluralist perspective of public opinion.

Unit 3: Political Participation and Linkage Institutions (6.5 weeks)

October 15-November 29, 2018

This unit focuses on ways citizens and groups participate and are connected to government through linkage institutions. The unit will begin by connecting political behavior to voting patterns. Students will then carefully examine how the media, political parties, interest groups impact government and policies. Additionally, students will examine how election laws and rules impact citizen and linkage group participation.

How do the Constitution and legislation protect voting? What are the models of voting behavior? How does legislation impact voter turnout? What is the mass media and what have its biggest mediums been? What are the consequences of having privately owned media? How and why does the government regulate the media? What impacts does the media have on shaping public opinion, how citizens gain knowledge of the political system, shaping the electorate and policy making, framing issues, political socialization, and elections? What are the functions of political parties? How do political parties differ from interest groups? How are they organized? How has the two party system played out through time? What are the consequences of a two party system? What are the ideologies of the two parties and how have they changed over time? What is realignment? What have trends in party identification been among various racial, ethnic, gender, and socioeconomic groups? What are interest groups and examples of each type? How and where do they access government? What is posited about factions in Federalist 10? What are differences between interest group politics and movement politics? How do interest groups differ from political parties? What are strategies of lobbyists? How does single member voting plurality function? How are candidates nominated for Congress and the President? How does campaigning differ in the House and Senate? What are different types of primaries and their impacts? What is a critical election? How does the electoral college work? How are presidential campaigns run? How do the two parties differ in the nomination process? How has financing campaigns changed through time? What is a critical election?

Textbook reading:

-Janda Chapters 6, 7, 8, 9, 10

Foundational Readings: Twelfth, Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments, First Amendment

Required Case: Citizens United v. Federal Election Commission

Supplemental and Primary Readings:

- Excerpts from: Herrnson, Paul, Interest Groups, PACs and Campaigns, Mitchell, Alison, A New Form of Lobbying Puts Public Face on Private Interest, Kurtz, Howard, The Master of Spin, Judis, John – The Mighty Middle, Caldwell, Christopher, The Southern Captivity of the GOP
Woll Reader: Divided We Govern, Theory of Critical Elections
-Federalist Paper No. 10, New York Times Co v. United States, Buckley v. Valeo, Shelby v. Holder, Voting Rights Act of 1965

Interpretation of Data (CR 7):

A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation
Specifically: <http://www.livingroomcandidate.org>

Sample Activities:

Voter Fraud Debate: Students will excerpts from the case Shelby v. Holder, the Voting Rights Act of 1965, and arguments for and against voter ID laws and debate them. Following the debate, students will create an argumentative essay on whether or not voter ID laws protect election integrity or suppress turnout.

Role of the Media Analysis: Students will be shown nightly news and Sunday morning talk show segments, compare and contrast coverage, and identify the roles of the media as a linkage institution.

Political Party Convention: Students will read the party platforms of the Democratic, Republican, Libertarian, and Green parties. In a mock convention, students will present key positions and compare and contrast them to the other parties. In a brief quick write, students will explain how the winner take all system would impact minor parties.

Primary Election Comparison: Students will compare and contrast the different types of primary elections and explain how trends in turnout and voter behavior in each.

Electoral College Critique: Students will read the Twelfth Amendment, and positions for and against the electoral college and will create an argumentative essay on whether or not the electoral college should be replaced with a national popular vote.

Citizens United Critique: Students will read the opinions in Citizens United v. FEC as well as arguments for and against the ruling and create an argumentative essay on whether or not the decision is fair or not.

Interest Group Case Study: Students will research an interest group and create a presentation in which they explain the tactics used to influence policy making amongst various institutions of government.

Unit 4: Interactions Among Branches of Government November 27-Jan 31 (Nine weeks including break)

This unit explores the structure, operating procedures, and technicalities of congress, the presidency, the bureaucracy, and the federal court system Students will analyze the major formal and informal arrangements of power and the relationships among the four institutions. With each sub-topic, students will discuss who holds the power and the struggles for varying balances of power. There will be study on how different national institutions have evolved to possess power and how crises can dramatically change the balance of power within the government.

What are the powers of Congress? How is Congress elected? What effect do incumbents have on elections? How have reapportionment, redistricting, and gerrymandering played out? How do majority parties affect the operation of each house? How does a bill become a law? How do committees, congressional expertise and seniority, and oversight play a role in the law making process? How does parliamentary procedure differ in both houses? What powers are exercised in both houses? What is the impact of the Senate filibuster? What are the impacts of Senate confirmation powers? How do political parties impact congress? What are the formal, informal, inherent, and delegated powers of the Executive Branch and President? What are the President's war making powers? How is the Executive Branch

structured? What are differences between the pocket veto and line item veto? What are impacts of veto power? How does the President use impoundment, rescissions, executive orders, and executive agreements? How does the President's relationship to the public affect his/her policies? What is the President's relationship to the Legislative Branch and lawmaking process? What are the effects of divided government? How was the bureaucracy created and how has it changed? What are the functions of government corporations, independent agencies, and regulatory commissions? What are entitlements, discretionary spending, and mandatory spending? How does the Executive and Legislative branch control the bureaucracy? How does the bureaucracy implement policy? To what extent does the Judicial Branch have power? What is the jurisdiction of the Federal Courts? How is the Judicial Branch organized? What is the relationship between the Federal and state courts under the dual system of justice? What are bills of attainder, bills of pains and penalties, and habeas corpus? How are appeals procedures in the federal courts? How do cases arrive at the Supreme Court and how are they decided? What factors contribute to court appointments at the Federal level? How does each branch of government impact economic, social, and foreign policy?

Textbook readings:

-Janda, Chapters 11,12,13,14, 17,18

Foundational Readings: Federalist 70, Twenty Second Amendment, Articles I-III, Federalist 78

Required Cases: Shaw v. Reno, Marbury v. Madison

Supplemental and Primary Readings

- Excerpts from: Sinclair, Barbara, Party Leaders and the New Legislative Process, McFadden, Robert D., Kifner, John, Klienfield, N.R., Public Acts, Private Matters & Sullivan, Kathleen M., The Jurisprudence of the Rehnquist Court, "Why We Love Our Congressmen, But Hate Congress"

-Woll Reader: Barber, James, The Presidential Character, Ex Parte Milligan, Brennan, How the Supreme Court Arrives at Decisions

-Handout Excerpts from Magleby

-Marbury v. Madison, Federalist Papers No. 55, 57, 68, 70 & 78

Interpretation of Data

-A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation

Sample Assignments

Structure Comparison: Using Article 1, Sections 1,2,and 3 of the Constitution, Students will compare and contrast the structure and powers of the house and Senate.

Gerrymandering Simulation and Quick-write: Students will be given a map a state and voter registration by county. Using guidelines as established by Shaw v. Reno, Baker v. Carr, and the Constitution, students will try to draw as many districts as possible that favors a party. Following the activity, students will complete a quick-write in which they analyze how gerrymandering impacts representation in Congress, elections, and policy.

Mock Congress: Students will participate in a Mock Congress by researching a policy issue, drafting bills, marking up bills in committees, debating bills on the full floor, and voting on bills.

Each class will complete a written reflection analyzing how the activity demonstrated differences in the rules and operation of the House and Senate.

Executive Order Case Study: Students will research contemporary executive orders, connect them to legislation, the bureaucracy, and address any potential conflicts with Congress and the Courts.

Budget Conflicts: Using information from the most recent government shutdown, students will identify conflicts between Congress and the President in writing the budget.

Bureaucracy and Rule Making Case Study: Students will research a bureaucratic agency and draft a position paper arguing whether the agency's budget should be preserved, cut, or expanded by explaining the role of the agency in implementing public policy and creating policy through regulations.

Judge Nominations: Students will be given profiles of judges up for nomination. Considering geographic, cultural, and political factors in Congress, students will decide whether or not the nomination was an adequate pick and why.

MID YEAR REVIEW UNIT: FEBRUARY 4-FEBRUARY 15

Unit 5: Civil Rights and Civil Liberties Five weeks (February 25-March 28, 2019)

Through the U.S. Constitution, but primarily through the Bill of Rights and the 14th Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights and from denying equal protection under the law. Sometimes the court has handed down decisions that protect both public order and individual freedom, and at other times the Court has set precedents protecting one at the expense of the other. In this unit, you will closely analyze conflicts of freedom and order.

How are our rights protected and limited(LOR-2)? How has the Bill of Rights been applied in respect to religion, expression, privacy, due process? What have the implications of various Supreme Court rulings been on our rights(CON-6)? How has the Supreme Court incorporated our rights? How have states been limited by the due process clause of the 14th Amendment(LOR-3)? What are current debates regarding civil liberties, civil rights, freedom, and order? How has the Constitution been used to promote civil rights and equality(LOR-3)? How have citizens engaged with the government to advance civil rights and civil liberties? What laws, programs, and policies has the government implemented as a result of citizen engagement? How has the government implemented and enforced civil rights for various groups?

Textbook readings:

-Janda, Chapters 15 &16; Magleby 14&15

Foundational Readings: Bill of Rights, Thirteenth-Fifteenth Amendments, Letter from a Birmingham Jail

Required Cases: Engel v. Vitale, Wisconsin v. Yoder, Tinker v. Des Moines, Schenk v. United States, New York Times Co v. United States, McDonald v. Chicago, Gideon v. Wainwright, Roe v. Wade, Brown v. Board of Education

Supplemental and Primary Readings:

-Excerpts from: Dershowitz, Alan, Is the Criminal Trial a Search for Truth?, Kymlicka, Will, Multicultural Citizenship

-Woll Reader: Gideon v Wainwright, Engel v Vitale, NY Times Co. v Sullivan,

-Excerpts from Magleby

- Planned Parenthood of Southeastern Pennsylvania v. Casey, Plessy v. Ferguson, Mapp v. Ohio, DC v. Heller, Texas v. Johnson, Brandenburg v. Ohio, Lemon v. Kurtzman

Interpretation of data:

A variety of charts, political maps, graphs, political cartoons, video clips, internet sites (such as PEW Research Site), newspapers, pollster data and other media for analysis and interpretation

Sample Assignments:

Selective Incorporation Case Log: Students will create a visual organizer of required and supplemental Supreme Court cases explaining the significance of their rulings, how they have incorporated a specific provision of the Bill of Rights on to states, and whether or not the ruling limits or protects one's rights

Restricted or Not: While studying the First, Second, Fourth, Fifth, and Sixth Amendments, students will explore scenarios relevant to specific cases and explain whether the behavior is restricted or not. They will use rulings, majority, and dissenting opinions to support their claims

Moot Court: Students will participate in a Supreme Court simulation in which they will argue opposing sides of a case dealing with a contemporary issue such as affirmative action, campaign donor disclosure laws, gerrymandering, religious freedom restoration acts (RFRA's), concealed carry laws, bulk collection of telecommunications metadata by the federal government, and online speech by students/adult citizens. Students must support their argument by citing and explaining the precedents of relevant Supreme Court cases that address the same constitutional issue.

Argumentative Essay: Picking one of the required cases, students will argue whether or not the ruling have restricted or protected freedoms.

Civil Rights Teach Out: Students will research legislation, policies, and programs that address the civil rights of various groups in the United States.

AP EXAM REVIEW UNIT

**Five weeks including Spring Break and Staff Development (APRIL 1-
May 3rd)**

Applied Research Project: Political Talk-show October-Mid-December

Throughout the second, third, and early fourth unit of study students will work in groups to create a political talk-show showcasing an political issue. In this project students will be assigned a topic, and individually write a paper where they research qualitative and quantitative data pertinent to the issue, analyze public opinion surrounding the topic, and connect how the topic would intersect with the behavior of political parties, interest groups, elections, political behavior, and/or political institutions.

In their assigned groups, students are to use the information they have researched in addition to researching the positions and statements a specifically chosen expert has taken with respect to their issue. The expert could be an actual policy maker, advocate, activist, lobbyist, campaign strategist and/or politician. Students will collectively record and edit a political talk show. In this talk-show, students will act the role of their chosen expert and apply their position in a moderated debate. This year's topics are

- The 2018 Midterm Elections
- President Trump's Trade Tariffs
- The 2018 Family Detention Crisis
- The 2016 Presidential Election