



Syllabus #  
808224v1

## **AP US Government and Politics**

**T**he purpose of this course is to prepare the student for not only the AP Exam, but also give the student the knowledge needed for active participation in the American political process. Sharyland High School offers this course as a 90 minute semester block class and is intended to be the equivalent of the one-semester college introductory course in United States Government and Politics.

### **Method of Instruction:**

This is a college style lecture course; you are expected to produce college level work. It will rely heavily upon **ASSIGNED READING** and **LECTURE**. As such, keeping up with the assigned reading is very important. Students are also invited to discuss current events as they relate to the course content at hand. Indeed, the better the discussion the better the course. While this is a course in US government, there is a comparative element to the course as well. Generally, students will have a deeper understanding of US government if they have the opportunity to compare US government to the governments of other nations.

**Dealing with Data - Political science uses considerable amounts of statistical data. Students should pay particular attention to charts, graphs and data tables in the text. These will often be the basis of class discussion and will often appear on tests and other assessments.**

### **Assessments:**

- **There will be four major exams.** Each major exam is comprised with **two free response questions** and the **multiple choice** portion. Students will be need to interpreting data to answer both the free response and multiple choice questions. Additionally, the student must fulfill the Sharyland school district requirements regarding mid-term and final testing.
- Approximately once a week there will be an in class free response question to assess student understanding of course content. ***If data is presented in the form of a chart, graph, or table during the week, in all likelihood that data will be the basis of the written assignment.***
- **Reading Quizzes** are given BEFORE the chapter is discussed in class. Students are invited and encouraged to ask questions in class or seek extra help with regard to material they may not understand. I will not answer any questions regarding the assigned reading the day of the quiz. It is too late to ask questions on that day. Should you have questions over the assigned reading earlier than the night before the quiz, feel free to ask.
- **Daily Assessments** will be taken via the classroom performance system. Students are responsible for getting the correct "clicker" at the beginning of class and being ready for the first question when class begins.

In accordance with Sharyland school district policy the class grading system is as follows:

Miscellaneous Quizzes and Assignments: 40% of Semester Grade  
 Major Exams: 60% of Semester Grade

**Texts:**

Wilson, James Q., and John J. DiLulio Jr. *American Government: Institutions and Policies*. 10e 2006 Boston: HoughtonMifflin. ISBN 0618556621

Woll, Peter *American Government: Reading and Cases* 16e 2006 New York: Pearson Longman ISBN 0321329503

**Supplemental Materials:**

Topical articles based on current events selected major magazines such as *National Review*, *The New Republic* and *The Economist*.

**Audio Visual Materials:**

Live and taped broadcasts of C-Span, CNN, MSNBC, Fox News, PBS the news departments of ABC, CBS, and NBC Other approved materials located in the ENHS Library. There will be no feature films shown.

Classroom Rules:

- Be on time to, and prepared for class.
- Do not engage in any activities that disrupt the class.
- If you are absent and your absence is excused, you have three days to make up a missed assignment or test (unless you are entitled to more days). If you do not make up a quiz or assignment, I will use your grade on the next major exam in its place. If you do not make up a major exam I will use your grade on the semester test.
- Students are expected to conduct themselves in a manner that reflects credit upon their parents, fellow students, and themselves at all times.
- Students found to be engaged in academic misconduct will be disciplined to the maximum extent possible.

College Board Curricular Requirements	Topics/Content and Interpretive Data	Readings Resources and Data
	Foundations of Government: Forms of Government & Basic Concepts of Democracy <b>The Constitution:</b> Declaration of Independence, Articles of Confederation, Creating the Constitution, Six Basic Principles, Formal Amendment, Informal Amendment  <b>FRQ:</b> <i>If the average citizens are fit to select their leaders (representative democracy), how can they be unfit to govern themselves directly (direct democracy)?</i>  <b>The Problem of Liberty:</b> Colonial Mind, The Real Revolution, Weaknesses of the Confederation <b>The Constitutional Convention:</b> Lessons of Experience, The Framers <b>The Challenge:</b> The Virginia Plan, The New Jersey Plan, The Compromise	<b>Wilson</b> Ch. 1-The Study of American Government Four Theories of Who Governs Graphic p.8 <b>Woll:</b> 1 Second Treatise of Civil Government -Locke  <b>Wilson</b> Ch 2- The Constitution  What Would You Do? Experts Call for a Ban on Ballot Initiatives p.12 Massachusetts Spy: "Join or Die"p. 18

<p>Curricular Requirement I</p> <p>Constitutional Underpinnings of the United States Government</p>	<p><b>The Constitution and Democracy:</b> Key Principles, Government and Human Nature  <b>The Constitution and Liberty:</b> Antifederalist View, Need for a Bill of Rights, The Constitutions and Slavery  <b>The Motives of the Framers:</b> Economic Interests at the Convention, Economic Interests and Ratification, The Constitution and Equality  <b>Constitution Reform -Modern Views:</b> Reducing the Separation of Powers, Making the System Less Democratic, Who is Right?</p> <p><b>FRQ:</b> <i>How can any government be strong enough without threatening freedom? or Is representative democracy possible without political compromise?</i></p> <p><b>Federalism:</b> Confederations, Unitary, Fiscal Federation, Grants, Mandates, Dual and Marble Cake, Reserved Powers and Growth of Federal Power  <b>Governmental Structure:</b> Federalism: Good or Bad? Increased Political Activity  <b>The Founding:</b> A Bold, New Plan, Elastic Language  <b>The Debate on the Meaning of Federalism:</b> The Supreme Court Speaks, Nullification, Dual Federalism, State Sovereignty  <b>Federal-State Relations:</b> Grants-in Aid, Meeting National Needs, The Intergovernmental Lobby, Categorical Grants V. Revenue Sharing  <b>The Slowdown in "Free" Money:</b> Rivalry Among the States  <b>Federal Aid and Federal Control:</b> Mandates, Conditions of Aid  <b>A Devolution Revolution:</b> Block Grants for Entitlements, What's Driving Devolution?  <b>Congress and Federalism</b></p> <p><b>FRQ:</b> <i>How has America's federal system changed sine the first days of the Republic?</i></p>	<p><b>Wilson Ch 3-Federalism</b></p> <p>North America in 1787, p.20  Articles of Confederation p. 21  Ratification of the Federal Constitution, 1787 p.31  <b>Woll:</b> 8 Federalist 39 --Madison</p> <p>Data Table 3.1 Some State and Local Government Lobbies in Washington  Data Figure 3.3 Federal Aid to State and Local Governments 1980-2000  Data Figure 3.4 Devolution and Child Welfare Spending in Four States, 1995-1999  Data Figure 3.5 Devolution in the Polls: The States over Washington</p> <p>Test 1 Over Chapters 1,2, &amp;3 with Data Interpretation</p>
<p>Curricular Requirement II</p> <p>Political Beliefs and Behavior</p>	<p><b>American Political Culture:</b> Origins, "American" Values, Mistrust of Government  <b>Political Culture:</b> The Political System, The Economic System  <b>Comparing America with Other Nations:</b> Political System, Economic System, The Role of Religion  <b>The Sources of Political Culture:</b> The Culture War  <b>Mistrust of Government</b>  <b>Political Efficacy</b>  <b>Political Tolerance</b>  <b>FRQ:</b> <i>How has American political culture changed over the past hundred years? How does it differ from the political culture of other democratic nations?</i></p> <p><b>Political Opinion and Ideologies:</b> Formation, Political Socialization – Agents, Social Divisions –Race Class and Other, Measuring Public Opinion, Liberal, Conservative, Populist, Libertarian, Socialist</p> <p><b>What is Public Opinion?</b>  <b>The Origins of Political Attitudes:</b> The Role of the Family, Religion, The Gender Gap, Schooling and Information, Cleavages in Public Opinion, Social Class, Race and Ethnicity, Region</p> <p><b>Political Ideology:</b> Consistent Attitudes, What Do Liberalism and Conservatism Mean?  Various Categories, Analyzing Consistency, Political Elites, Is there a "New Class"?</p> <p><b>Political Elites, Public Opinion, and Public Policy</b></p> <p><b>FRQ:</b> <i>What is political ideology, and to what extent are ideological differences reflected in political behavior? or According to the Framers of the Constitution, what, if any, part should public opinion play in</i></p>	<p><b>Wilson Ch 4: American Political Culture</b></p> <p>Table 4.5 Public Tolerance of Advocates of Unpopular Ideas  Figure 4.5 Changes in Levels of Political Tolerance</p> <p><b>Wilson Ch 5: Public Opinion</b></p> <p>Table 5.2 Religious Orientation of White Voters, 1996</p> <p>Table 5.3 Differences in Political Views of Men and Women</p> <p>Table 5.4 The Changing College Student</p> <p>Table 5.5 African American and White Opinion</p> <p>Figure 5.3 Ideological Self Identification, 1976-1999</p> <p>Table 5.6 How Liberals and Conservatives Differ</p> <p><b>Major Exam I</b></p>

<p>Curricular Requirement III</p> <p>Political Parties, Interest Groups and Mass Media</p>	<p><i>America's representative democracy?</i></p> <p><b>Political Participation:</b> Voting, Voting Statistics, Who Gets to Vote – Constitutional Amendments, Voting Rights Act, Registration –effects, MotorVoter, forms of Participation other than voting, Participation in the US vs other Liberal Democracies</p> <p><b>A Closer Look at Nonvoting</b></p> <p><b>The Rise of the American Electorate</b> From State to Federal Control, Voter Turnout</p> <p>Who Participates in Politics?Forms of Participation,The Causes of Participation, The Meaning of Participation Rates</p> <p><b>FRQ:</b> <i>What role did the Framers of the Constitution believe average citizens should play in America's representative democracy? or Why do some people participate in politics at higher rates than others?</i></p>	<p><b>Wilson</b> Ch 6: Political Participation</p> <p>Data Table 6.1: Two Ways of Calculating Voter Turnout</p> <p>1996-2001 Elections, Selected Countries</p> <p><b>Woll:</b> 10 Federalist –Madison</p> <p>Data Table 6.2: Voter Registration in the South</p> <p>Data Figure 6.2: Voter Participation in Presidential Elections, 1860-2000</p> <p>Data Figure 6.3 Voter Turnout in Presidential Election</p> <p>Test Over Participation</p>
<p>Curricular Requirement III</p> <p>Political Parties, Interest Groups and Mass Media</p>	<p><b>Political Parties:</b> "Factions", Origins, Organization, Informal Groups (three headed beast), SMD vs. PR French Two Ballot System, "Glory Days"/Decline, Political Machines, Bossism (Patron/Client), 3<sup>rd</sup> Parties, Parties, Parties in other Liberal Democracies, Parties in Non-Democratic Systems.</p> <p><b>Parties –Here and Abroad:</b> Political Culture</p> <p><b>The Rise and Decline of Political Party</b> The Founding, The Jacksonians, The Civil War &amp; Sectionalism, The Era of Reform</p> <p>The National Party Structure Today: National Conventions State and Local Parties The Two Party System Minor Parties</p> <p><b>Nominating a President:</b> Are the Delegates Representative of the Voters? Who Votes in Primaries? Who Are the New Delegates?</p> <p><b>Parties Versus Voters</b></p> <p><b>Elections:</b> Types, Strategies, Financing (McCain/Feingold), Soft Money, 527s, Elections and the Media, Incumbency Advantage, Nomination, Presidential Nomination Process, Electoral College, Districting, Gerrymandering, Effects on Policy Formulation.</p> <p><b>Presidential Versus Congressional Campaign:</b> Running for President <b>Primary Versus General Campaigns</b> Two Kinds of Campaign Issues, Television, Debates, &amp; Direct Mail</p> <p><b>Money</b> The Sources of Campaign Money, Campaign Finance Rules, The Effects of the 1974 Reforms, Proposals for More Reform, Money and Winning</p> <p><b>What Decided the Election?</b> Party, Issues, Especially the Economy, The Campaign, Finding a Winning Coalition</p> <p><b>Election Outcomes:</b> Party Realignments, Party Decline</p> <p><b>The Effects of Elections on Policy</b></p> <p><b>FRQ:</b> <i>How have primaries and general election campaigns changed over the past century and a half?</i></p> <p><b>Special Interest Groups:</b> Types, Purpose, Involvement in Electoral process (PACS), Lobbying –legislative/Regulatory Process, Iron Triangle,</p>	<p><b>Wilson</b> Ch 7: Political Parties Data Figure 7.1 Decline in Party Identification, 1952-2000</p> <p>Data Figure 7.2 Trends in Split-Ticket Voting for President and Congress, 1920-1996</p> <p>Data Table 7.2 The Rise of Republican Politics in the South, 1956-2002</p> <p><b>Woll :</b> 29 Toward A More Responsible Two Party System – Committee on Political Parties</p> <p><b>Major Exam 2</b></p> <p><b>Wilson</b> Ch 8: Elections and Campaigns</p> <p>Data Table 8.2: Sources of Campaign Funds: All House and Senate candidates in 1997-1998, by Incumbents, Challengers, and Open</p> <p>Data Figure 8.2: Growth of PACS Data Figure 8.3: Economic Performance and Veto for the Incumbent President's Party</p> <p><b>Woll:</b> 32, A Theory of Critical Elections –Key</p> <p><b>Midterm Exam</b></p> <p><b>Wilson</b> Ch 9: Interest Groups</p>

<p>Curricular Requirement III</p> <p>Political Parties, Interest Groups and Mass Media</p>	<p>Issue Network, major Special Interest Groups in American Politics, Grassroots activities, Judicial "Lobbying" –Litigation and Amicus Briefs</p> <p><b>Explaining Proliferation</b></p> <p><b>The Birth of Interest Groups</b></p> <p><b>Kinds of Organizations</b> Institutional Interests, Membership Interests, Incentives to Join, The Influence of the Staff</p> <p><b>Interest Groups and Social Movements</b> The Environmental Movement The Feminist Movement The Union Movement</p> <p><b>Funds for Interest Groups</b> Foundation Grants Federal Grants and Contracts Direct Mail</p> <p><b>The Problem of Bias</b></p> <p><b>The Activities of Interest Groups</b> Information Public Support: Rise of New Politics Money and PACs The "Revolving Door" Trouble</p> <p><b>Regulating Interest Groups</b></p> <p><b>Media:</b> Print Media, Electronic Media, First Amendment (Press), Media's role in democratic societies, Political Impact of the Media, Presiden and the Media</p> <p>Journalism in American Political History; The Party Press, The Popular Press, Magazines of Opinion, Electronic Journalism &amp; The Internet The Structure of the Media: Degree of Competition, The National Media Rules Governing the Media: Confidentiality of Sources, Regulating Broadcasting Campaigning The Effects of the Media on Politics Government and the News: Prominence of the President, Coverage of Congress Interpreting Political News: Are news Stories Slanted?, Why Do We Have So Many News Leaks?, Sensationalism in the Media, Government Constraints on Journalist</p> <p><b>FRQ:</b> <i>Can we trust the media to be fair and if so why do they focus on scandal?</i></p>	<p>Data Table 9.1: Dates of Founding of Organizations Having Washington DC Offices</p> <p>Data Table 9.3: Organizational Membership and Social Class</p> <p>Data Table 9.4: Spending by Political Action Committees, 1998</p> <p>Data Table 9.5: How PACs Spent Their Money in 1998</p> <p><b>Woll:</b> 33 Politics by Other Means –Ginsberg and Sheffer</p> <p><b>Woll:</b> 45 Misplaced Obsession with PACs –Sabato</p> <p><b>Major Exam 3</b></p> <p>Wilson Ch 10: The Media</p> <p>Data Table 10.1: Blacks, Hispanics &amp; Women Congress, 1971-2002</p> <p>Data Figure 10.2: Decline in Public Trust of the Media</p>
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<p>Curricular Requirement IV</p> <p>Institutions of National Government</p>	<p><b>Congress:</b> Structure, Leadership, Key Committees –Roles and Power, "Power of the Purse", "How a Bill Becomes a Law", House vs. Senate – similarities/differences, Congress and the President –Relationship, Iron Triangle Revisited, Ombudsman, "Home Style" vs "Hill Style", Role of Political Parties</p> <p>The Evolution of Congress Who is in Congress? Getting Elected to Congress Do Members Represent Their Voters? Ideology and Civility in Congress The Organization of Congress: Parties and Caucuses The Organization of Congress: Committees The Organization of Congress: Staffs and Specialized Offices How A Bill Becomes Law Reforming Congress Ethics and Congress</p> <p><b>FRQ:</b> <i>Why do the seats one party gets in Congress not match the vote it gets in the election?</i></p>	<p><b>Wilson</b> Ch. 11 Congress</p> <p>Data Table 11.1 Blacks, Hispanics, and Women in Congress, 1971-2002</p> <p><b>Woll:</b> 59 Congress and the Washington Political Establishment –Fiorina</p> <p>Data Figure 11.2 Percentage of Incumbents Re-elected to Congress</p> <p>Test Over Congress</p>
	<p><b>The Presidency:</b> Roles and Powers (formal/informal) of the President, "Power of the Sword", President and Congress –Revisited, President and</p>	<p><b>Wilson</b> Chapter 12 The</p>

<p>Curricular Requirement IV</p> <p>Institutions of National Government</p>	<p>Bureaucracy, Bully Pulpit, US President vs. Other Chief Executives in Other Liberal Democracies. Presidential vs.Parliamentary, Dual Executive in France and in Russia</p> <p><b>Presidents and Prime Ministers</b></p> <p><b>Divided Government:</b> Does Gridlock Matter? *Is Policy Gridlock Bad?</p> <p><b>The Evolution of the Presidency:</b> Concerns of the Founders *The Electoral College *The President's Term of Office *First Presidents * Jacksonians * Reemergence of Congress</p> <p><b>The Powers of the President</b></p> <p><b>The Office of the President:</b> The White House Office * TheExecutive Office of the President * The Cabinet * Independent Agencies, Commissions, and Judgeships</p> <p><b>Who Gets Appointed</b></p> <p><b>Presidential Character</b></p> <p><b>The Power to Persuade</b> *The Three Audiences *Popularity and Influence *The Decline of Popularity</p> <p><b>The Power to Say No</b> Veto *Executive Privilege *Impoundment of funds</p> <p><b>The President's Program</b> Putting Together a Program *Attempts to Reorganize</p> <p><b>Presidential Transition</b> The Vice President *Problems of Succession *Impeachment</p> <p><b>How Powerful Is the President?</b></p> <p><b>FRO:</b> <i>Should we abolish the electoral college and does the personal character of a president make a difference in how he does his job?</i></p>	<p>Presidency</p> <p>Data Table 12.3 Partisan Gains or Losses in Congress in Presidential Election Years.</p> <p>Data Figure 12.2 Presidential Popularity</p> <p><b>Woll:</b> 54 Presidential leadership and Political Parties –Mikis, and 50 Presidential Character and Style – Barber</p> <p>Test Over the Presidency</p>
<p>Curricular Requirement IV</p> <p>Institutions of National Government</p>	<p><b>Bureaucracy:</b> Organization, Department, Government Corporation, IRC, Executive Agency, Patronage, Spoils System, Pendleton Act, Civil Service, Bureaucratic Responsiveness, Administrative Regulations</p> <p><b>Distinctiveness of the American Bureaucracy</b></p> <p><b>Growth of the Bureaucracy:</b> Appointment of Officials *A Service Role *A Change in Role</p> <p><b>The Federal Bureaucracy Today:</b> Recruitment and Retention *Personal Attributes *</p> <p><b>Congressional Oversight</b></p> <p><b>Bureaucratic "Pathologies"</b></p> <p><b>Reforming the Bureaucracy</b></p> <p><b>FRO:</b> <i>What happened to make the bureaucracy a "fourth branch" of American national government?</i></p>	<p><b>Wilson</b> Chapter 13 The Bureaucracy</p> <p>Data Figure13.1 The Real "Washington" Bureaucracy</p> <p>Data Figure 13.2 Fed Gov: Money, People, and Regulations, 1940-1996</p> <p>Data Table 13.1 The Rise in Top Political Jobs</p> <p>Data Table 13.2 Minority Employment in the Federal Bureaucracy by Rank, 1995</p> <p><b>Woll:</b> 56 Constitutional Democracy and Bureaucratic Power –Woll</p> <p><b>Major Exam 4</b></p>

College Board Curricular Requirements	Topics/Content and Interpretive Data	Readings Resources and Data
<p>Curricular Requirement IV</p> <p>Institutions of National Government</p>	<p><b>Judiciary:</b> Organization Powers, Judicial Review, Special Courts, Constitutional Courts, Selection of Judges, Appeals Process, Judicial Decision Making, Checks Judicial Decision Making, Public Opinion and the Judiciary, Judiciary vs. the Other Institutions, Common Law vs Civil Law Systems, Judiciary in the US Compared with UK and France.</p> <p><b>The Development of Federal Courts:</b> National Supremacy and Slavery, Government and the Economy, Government and Political Liberty, The Revival of State Sovereignty</p> <p><b>The Structure of Federal Courts:</b> Selecting Judges</p> <p><b>The Jurisdiction of the Federal Courts</b></p> <p><b>Getting to Court:</b> Fee Shifting, Standing, Class-Action Suits</p> <p><b>The Supreme Court in Action</b></p>	<p><b>Wilson</b> Ch. 14-The Judiciary</p> <p>Data Figure 14.1 -Female Minority Judicial Appointments,1963-2000</p> <p><b>Woll:</b> Federalist 67 –Madison, and 60 Judicial Self-Restraint –Roche</p> <p>Data Figure 14.3- Patterns of Public Confidence in the Court, 1974-1998</p>

	<p><b>The Power of the Federal Courts</b>  <b>The Checks on Judicial Power</b></p> <p><b>FRQ:</b> <i>Should judges be limited to interpreting what the law says?</i></p>	(Topical Selections from National News Magazines)
<p>Curricular Requirement IV</p> <p>Institutions of National Government</p>	<p><b>Public Policy</b> (General): "What is Public Policy", Agenda Setting, Interaction of Policy making Institutions, Impact of Public Opinion, Policy Implementation, Role of SIGs concentrated benefits and costs, Role of Public Opinion.</p> <p><b>Setting the Agenda:</b> The Legitimate Scope of Government Action;  <b>Making a Decision</b>  <b>Majoritarian Politics: Distributed Benefits, Distributed Costs;</b>  <b>Interest Groups Politics: Concentrated Benefits, Concentrated Costs;</b>  <b>Client Politics: Concentrated Benefits, Distributed Costs;</b>  <b>The Case of Business Regulation:</b> Majoritarian Politics, Interest Groups Politics, Client Politics, Entrepreneurial Politics; <b>Perceptions, Beliefs, Interests, and Values:</b> Deregulation, Reducing Subsidies, The Limits of Ideas</p> <p><b>FRQ:</b> <i>Do interest groups have too much power in making government policy?</i></p> <p><b>The Politics of Economic Prosperity:</b> What Politicians Try to Do; <b>The Politics of Taxing and Spending; Economic Theories and Political Needs:</b> Monetarism, Keynesianism, Planning, Supply-Side Tax Cuts, Ideology and Theory, "Reaganomics"; <b>The Machinery of Economic Policy Making:</b> The Fed, Congress; <b>Spending Money; The Budget; Reducing Spending; Levying Taxes:</b> The Rise of the Income Tax</p> <p><b>FRQ:</b> <i>Why does the government ever have a budget deficit?</i></p> <p><b>Social Welfare in the United States:</b> Majoritarian Welfare Programs: Social Security and Medicare, Reforming Majoritarian Welfare Programs, Client Welfare Programs: Aid to Families with Dependent Children  <b>Two Kinds of Welfare Politics:</b> Majoritarian Politics, Client Politics</p> <p><b>FRQ:</b> <i>Why are some government social welfare programs politically protected while other are politically imperiled?</i></p>	<p><b>Wilson</b> Chapters 15 –The Policy Making Process</p> <p>Data Figure 15.1 A Way of Classifying and Explaining the Politics of Different Policy Issues</p> <p><b>Wilson</b> Chapters 16 –Economic Policy</p> <p>Data Figure 16.2- History of the National Debt  Data Figure 16.3- Projections of the Growth in Federal Spending</p> <p><b>Wilson</b> Chapters 17 –Social Welfare</p> <p>Data Figure 17.1 SSI, TANF and foodstamps recipients 1980-1998</p> <p>Data Table 17.1 Public View on Reforming Social Security</p>

<p>Curricular Requirement IV</p> <p>Institutions of National Government</p>	<p><b>Civil Liberties and Public Policy:</b> Bill of Rights, 14<sup>th</sup> Amendment –Due Process-, Selective Incorporation, Major Cases, Warren Court</p> <p><b>Politics, Culture, and Civil Liberties:</b> Rights in Conflict, Policy Entrepreneurs, Cultural Conflicts</p> <p><b>Interpreting and Applying the First Amendment:</b> Speech and National Security</p> <p><b>What is Speech?:</b> Libel, Obscenity, Symbolic Speech</p> <p><b>Who is a Person?</b></p> <p><b>Church and State:</b> The Free-Exercise Clause, The Establishment Clause</p> <p><b>Crime and Due Process:</b> The Exclusionary Rule, Search and Seizure, Confessions and Self-Incrimination, Relaxing the Exclusionary Rule, Terrorism and Civil Liberties</p> <p><b>FRQ:</b> <i>Should it be alright for religious symbols to be displayed on government property?</i></p> <p><b>Civil Rights and Public Policy:</b> Constitutional Amendments, 14<sup>th</sup> Amendment –Equal Protection, Major Cases, Civil Rights Act 1964, Suspect Class, Strict Scrutiny, Reasonable Basis Test, Racism, Sexism</p> <p><b>The Black Predicament</b></p> <p><b>The Campaign in the Courts:</b> “Separate but Equal”, Can Separate Schools Be Equal? Brown v. the Board of Education</p> <p><b>The Campaign in Congress</b></p> <p><b>Women and Equal Rights:</b> Sexual Harrassment, Abortion</p> <p><b>Affirmative Action:</b> Equality of Results, Equality of Opportunity</p> <p><b>Gays and the Supreme Court</b></p> <p><b>FRQ:</b> <i>Under what circumstances, if any, should numerical goals be used to ensure that students or workers are drawn from every racial group?</i></p> <p><b>Foreign and Military Policy:</b> Kinds of Foreign Policy</p> <p><b>The Constitutional and Legal Context:</b> Presidential Box Score, Evaluating the Power of the President, Checks and Presidential Power</p> <p><b>The Machinery of Foreign Policy</b></p> <p><b>Foreign Policy and Public Opinion:</b> Backing the President, Mass Versus Elite Opinion</p> <p><b>Cleavages Among Foreign Policy Elites:</b> How a Worldview Shapes Foreign Policy</p> <p><b>The Use of Military Force</b></p> <p><b>The Defense Budget:</b> Total Spending, Choosing Weapons Systems</p> <p><b>What do We Buy with Our Money?</b></p> <p><b>Personnel, Big Ticket Items, Small Ticket Items, Readiness, Bases</b></p> <p><b>The Structure of Defense Decision Making:</b> Joint Chiefs of State, the Services, The Chain of Command</p> <p><b>FRQs:</b> If the Cold War is over; what kind of military force do we need? How can a democracy maintain enough secrecy to conduct a good foreign policy?</p>	<p><b>Wilson</b> Chapters 18 –Civil Liberties</p> <p>Data Figure 18.1 Annual Immigration,1840-1996</p> <p>Data Figure 18.2 Changing Composition of US Immigration, 1901-1996</p> <p><b>Woll:</b> Antifederalist Paper No. 84;</p> <p><b>Wilson Chapters 19</b> –Civil Rights</p> <p>Data Figure 19.1 Changing White Attitudes Towards Differing Levels of School Integration</p> <p>Data Table 19.1 Increase in Number of Black Elected Officials</p> <p><b>Woll 20:</b> Brown V. The Board of Education Miranda Case</p> <p><b>Wilson 20</b></p> <p><b>Woll</b> The Two Presidencies – Wildzovsky</p> <p>Data Table 20.1 Popular Reactions to Foreign Policy Crises</p> <p>Data Table 20.2 How the Public and the Elite See Foreign Policy, 1999</p> <p>Data Table 20.3 Cleavages in the Elite</p> <p>Figure 20.1 Trends in Military Spending</p> <p>Data Table 20.4 US Military Forces Before and After the Breakup of the Soviet Union</p> <p>Data Table 20.5 Attitudes of Military and Civilian Leaders</p> <p><b>Final Exam</b></p>
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