



Hopkins County Central High School

Social Studies Department Syllabus

“America is the only democracy that thinks it’s the only democracy” --Murem Kumar

<p>Course: Teacher Information: Phone: Email: Class Location: Office Hours(Students): Office Hours (Parents):</p>	<p>AP United States Government and Politics Mr. Kevin Fritz (270)-825-6133 ext. 1072 kevin.fritz@hopkins.kyschools.us Room #1072 Before and after school by appointment, or drop in. By appointment – via phone or email</p>
<p>Course Description:</p>	<p>4510301 A&B AP UNITED STATES GOVERNMENT AND POLITICS Grades 11-12 1 Credit This course is designed to prepare college bound students for the National AP Exam. College credit is earned with successful completion of AP exam given at Central in May. This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute American politics.</p>
<p>Course Texts:</p>	<p>George C. Edwards and Martin P. Wattenberg, <i>Government in America: People, Politics, and Policy</i>, 16th ed, AP ed., 2016. Janda, Kenneth; Berry, Jeffrey; Goldman, Jerry; Schildkraut, Deborah. <i>The Challenge of Democracy: American Government in Global Politics</i>. Wadsworth. Boston, MA, 2014 . Meena Bose and John J. DiIulio Jr. <i>American Government: classic ideas and current issues</i>, Houghton Mifflin Company, Boston, 2007. Stinebrickner, Bruce. <i>Annual Editions: American Government 06/07</i>, 36th ed., 2006. Serow, Ann G. and Everett C. Ladd. <i>Lanahan Readings in the American Polity</i>, 3rd ed., 2003. *Other readings and materials will periodically be used from these and other sources, such as the <i>New York Times</i>, <i>The Economist</i>, BBC News, NPR News:</p>
<p>Prerequisites:</p>	<p>None</p>
<p>Course Objectives and Goals</p>	<ol style="list-style-type: none"> 1. Students will find joy in learning. 2. Students will become fully engaged in American politics. 3. Students will explain major constitutional issues faced by the United States government. 4. Students earn a 4-5 on the AP exam to be highly competitive in collegiate endeavors. 5. Help students in their journey to become productive citizens in our society. 6. Help students develop key lifelong skills such as communication, problem solving and critical thinking which will enable them to be competitive in the 21st century workforce

<p>Grading</p> <p>Grading Scale</p>	<p>Assessments are weighted 80% and Assignments are weighted 20%: within those categories students' grades will be determined by points earned divided by total possible points.</p> <table border="1" data-bbox="526 186 1380 441"> <thead> <tr> <th><u>Element</u></th> <th><u>Points</u></th> <th><u>Frequency</u></th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td>100</td> <td>4 +/-</td> </tr> <tr> <td>Quizzes</td> <td>20-30</td> <td>Weekly +/-</td> </tr> <tr> <td>Tests</td> <td>100</td> <td>Every 2 Weeks +/-</td> </tr> <tr> <td>Bell Ringers</td> <td>25</td> <td>Weekly +/-</td> </tr> <tr> <td>Classwork or Notes</td> <td>10-20</td> <td>Daily</td> </tr> <tr> <td>Final Examination</td> <td>20% Overall</td> <td>Once</td> </tr> </tbody> </table> <p><i>A rubric will be provided for assignments and projects.</i></p> <p>Grading Scale (10 Point Scale):</p> <p>A 90-100 B 80-89 C 70-79 D 60-69 F 0-59</p>	<u>Element</u>	<u>Points</u>	<u>Frequency</u>	Projects	100	4 +/-	Quizzes	20-30	Weekly +/-	Tests	100	Every 2 Weeks +/-	Bell Ringers	25	Weekly +/-	Classwork or Notes	10-20	Daily	Final Examination	20% Overall	Once
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<p>Academic Integrity</p>	<p>Submitting the work of another source (Internet, classmate, etc.) will not be tolerated. Egregious plagiarism and repeated offences will result in a 0 for the assignment with no opportunity to resubmit. Since we are in high school, part of the lesson is to learn how to properly use and cite sources; for this reason minor offences will be documented, feedback provided, and only one resubmission allowed. Chicago Style Citations are required for all major assignments. See your instructor for help to ensure the originality of your work.</p>																					
<p>Classroom Expectations</p>	<ol style="list-style-type: none"> 1. Be in your SEAT before the tardy bell. 2. Be prepared for class with appropriate materials. 3. Respect other's personal space and property. 4. Follow teacher directions/instructions. 5. Be Attentive- in the moment 																					
<p>Consequences for Breaking Rules</p>	<p>1st Offense Warning (written, verbal, nod, etc.)</p> <p>2nd Offense 30 minutes detention and contact parent</p> <p>3rd Offense 60 minutes detention and contact parent</p> <p>4th Offense Refer to Office</p> <p>Severe Clause: <i>Teacher reserves the right to skip consequences regarding extreme or chronic violations.</i></p> <p>Any tardy will be handled according to the policy in your student agenda. Refer to page 38-39 for consequences for each tardy.</p> <p>You must have my permission to go on a school field trip. You will receive a 2nd offense detention if you do not have me sign your form.</p>																					
<p>Late Work Policy</p>	<p>Make-up work: The student with an excused absence has the amount of days absent from day of returning to school to complete all missed work (for example: If you missed 2 days,</p>																					

	<p>you get 2 days to make up work.) <u>LATE WORK WILL NOT RECEIVE FULL CREDIT.</u></p> <p><i>A late penalty of -10% per day up to -50% will be assessed. No late work will be accepted in the last week of the term.</i></p> <p>Any student with an UNEXCUSED absence will NOT be able to make up missed work (HCCHS Handbook, 37).</p>
<p>Supplies Needed (Bring to class everyday)</p>	<ul style="list-style-type: none"> ● Pencils and Pens ● 3-ring binder – 1-2 inches with blank paper and five dividers. ● Flash Drive/Thumb Drive

AP Examination:

Please note that the Advanced Placement Examination in US Government and Politics takes place on the

6th of May 2019 (Monday) 8am.

The examination has two parts. The objective question (i.e., multiple choice) section consists of 60 questions, is 45-minutes long, and has a weight of one-half. The free-response section consists of four questions, is 100-minutes long, and has a weight of one-half. According to the College Board,

...it is suggested that you spend approximately one-fourth of your time (25 minutes) on each question. In your response, use substantive examples where appropriate.

Your grade will be based on daily work, participation, homework, tests, quizzes, the semester exam, and assigned projects (please see details below).

Daily Work: Students begin each marking period with an A. Points will be deducted for missing or incorrect items. Large assignments will be accompanied with a rubric to guide you in your self evaluation.

Homework: Students begin each marking period with an A. Expect homework on a daily basis. If homework is not assigned, read on average at least 10 pages every weeknight. Information learned overtime and considered often is better retained. Studying is a process and should be done everyday, not simply before tests.

Assessments: Tests and quizzes will consist of identification, multiple choice, short answer and/or essay questions. Tests will be announced, but quizzes may be unannounced. There may be periodic reading quizzes, and projects may be assigned throughout the semester. **Please note that there will be a test, consisting of multiple-choice and at least one free response question, at the conclusion of each chapter/topic.**

Exams: Most exams will be a simulated AP US Government exam.

Tutorials: Please see the instructor for extra help if you are having trouble learning the material. It is crucial that you do this early in the semester so that you do not fall behind.

Schedule of Topics:

The following schedule is a very basic outline of the topics we will be covering. We will try to follow it, but unanticipated changes in the school schedule as well as variations in the pace at which we can cover the material effectively may impact our ability to maintain the pace outlined in the schedule. As a result, you should always be sure to get the specific reading assignments for each class. In addition to

the textbook chapters that are listed here, you will be given handouts that will supplement the material in the text.

Please note that there will be a test, consisting of multiple-choice and at least one free response question, at the conclusion of each chapter/topic.

Introduction

- Rules and Expectations
- The AP Exam—Strategies for Success:
 - “Strategies to Approach Multiple-Choice Questions in the Classroom and on the Exam,” Shirley Council, AP Central: 2007.
 - “Using and Understanding Tables, Charts, and Graphs,” Jean Robinson, AP Central: 2005.

Introducing Government in America (Janda Ch. 1-2, Edwards Ch 1)

Lectures and discussion based on the following questions:

- What factors contribute to American exceptionalism?
- How is democracy found in the United States similar to and different from democracies found in other countries?
- What are the advantages and disadvantages of a democratic system?
- What are the differences between an input and output democracy and what are the advantages of each?
- What is unique about American political culture?
- What is the American Dream and do other countries have similar aspirations?
- What are the definitions of politics, power, authority, and legitimacy?

Readings, Assignments, and Projects:

- “What Democracy Is. ... And Is Not,” Philippe C. Schmitter And Terry Lynn Karl
- “Their Highbrow Hatred of Us,” James Traub, *The New York Times Magazine*, October 30, 2005
- “America the Untethered,” David Rieff, *The New York Times Magazine*, July 2, 2006 [AE #5]
- “Their Highbrow Hatred of Us,” James Traub, *The New York Times Magazine*, October 30, 2005 [AE #6]
- “The Rich and the Rest,” Sam Pizzigati, *The Futurist*, July/August 2005 [AE #7]
- “The Government Point,” Jonah Goldberg, *National Review*, September 26, 2005 [AE #8]

The Constitution (Janda Ch.3, Edwards Ch.2)

Lectures and discussion based on the following questions:

- What features of the US Constitution have enabled it to endure for over two centuries?
- What are its strengths and weaknesses?
- What were the strengths and weaknesses of the Articles of Confederation?

- What historical events surrounded the writing of the US Constitution?
- Why did Madison fear factions?
- How did the Federalist papers influence the passage of the US Constitution?
- What are the three main branches of government and what are their major powers?
- In what ways does each branch of government check and balance the other branches?
- What are the advantages and disadvantages of separation of powers?
- What are the differences between formal and informal powers?
- What are the processes for proposing amendments and getting them passed?
- What were the major views of the federalists and anti-federalists?
- Why did some people feel there was no need for a bill of rights and others feel it was an absolute necessity?
- What major provisions are found in each of the 27 amendments?
- How do different theories (i.e., pluralism, power elite, democratic, republican, communist) address the nature of government?

Readings, Assignments, and Projects:

- Constitutional Scavenger Hunt: Explore various details of the Constitution
- Amendments Quiz
- *Declaration of Independence*
- *United States Constitution*
- Washington's *Farewell Address*

Federalism (Janda Ch.4, Edwards Ch. 3)

Lectures and discussion based on the following questions:

- What is federalism?
- What are the differences and similarities between federalist, confederalist and unitary systems of government?
- What are the strengths and weaknesses of each system?
- What are federal, state and local powers (shared/concurrent and exclusive/delegated) under federalism?
- What are express, implied, and inherent powers?
- What is fiscal federalism?
- What are federal mandates?
- Why was there a need for the passage of an unfunded mandates law and why is it sometimes ignored?
- What are the differences and similarities between categorical grants, block grants, project grants, and revenue sharing?
- Why do states prefer block grants and why does the federal government prefer categorical grants?
- What are the major aspects the Welfare Reform Act and the Americans with Disabilities Act and how do they exemplify the strengths and weaknesses of federalism?

Readings, Assignments, and Projects:

- Federalist 39 and 46 129-132 (Lanahan)

- American Federalism Daniel Elazar 133-138 (Lanahan)
- United States v. Lopez 147-151 (Lanahan)

Videos:

- *Federalism*; Teachers Video Company
- *Federalism 60 Minutes*

Civil Liberties/Civil Rights and Public Policy (Janda Ch.15, Edwards Ch. 4-5)

Lectures and discussion based on the following questions:

- What is the difference between civil liberties and civil rights?
- What major provisions are found in each amendment of the bill of rights?
- Under what circumstances is free speech curtailed or prevented?
- What does prior restraint mean?
- What is the difference between the establishment and free exercises clauses of the first amendment?
- What are the major provisions of the thirteenth, fourteenth and fifteenth amendments?
- Why is the fourteenth amendment important in discussing civil liberties?
- What is the incorporation doctrine and to which amendments does it apply?
- What are the major details and results of some of the major Supreme Court landmark cases dealing with civil liberties and civil rights?
- What is the difference between slander and libel and why are they not protected as free speech?
- What groups are supposed to be protected by civil rights policy?
- What different methods were used to restrict the voting rights of African-Americans and women?
- What is gerrymandering?
- What is affirmative action?

Readings, Assignments, and Projects:

- “Marital Differences,” Benjamin Wittes, *The Atlantic Monthly*, May 2006 [AE #11]
- “Hands Off Our Homes,” *The Economist*, August 20, 2005 [AE #12]
- Supreme Court Cases Project based on civil liberties cases, including: Gitlow v. New York; Gideon v. Wainwright; Miranda v. Arizona; Griswold v. Connecticut; Roe v. Wade; Texas v. Johnson

Videos:

- *Eyes on the Prize* (selected segments)

Public Opinion and Political Action (Janda Ch 5, Edwards Ch. 6)

Lectures and discussion based on the following questions:

- What are America’s values with regard to politics, economics, and society?
- How do Americans develop their political beliefs?
- What are the differences between ideology and political attitudes?

- What are the differences between liberals, conservatives, libertarians, socialists, and communists?
- In what ways do people, in general, and Americans, in particular, participate in politics?
- Why are American voting participation rates relatively low and does it matter?
- Why do many Americans choose to participate in the political process in ways other than voting?
- What are the differences between gladiatorial, spectator, and passive forms of political participation?
- What are the agents of political socialization?
- How is political culture established and fostered?
- How do political beliefs and attitudes vary by demographic characteristics, such as race, gender, age, region of the country, religion, and occupation?

Readings, Assignments, and Projects:

- “Public Opinion: Is There a Crisis?” *The Economist*, July 17, 1999

Projects:

- Political Compass Web site: students will find where they fall on the political ideology spectrum, assess and discuss the questions asked on a variety of web-based political ideology quizzes.
- Political Literacy Survey: Students write questions, survey students, compile and analyze results and make charts and graphs using the results.

The Mass Media and the Political Agenda (Janda Ch.6, Edwards Ch.7)

Lectures and discussion based on the following questions:

- What is the role of the media in the political process?
- What is the impact of the media on “public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates?”
- In what ways and to what extent do the different media outlets (i.e., newspapers, television, radio, internet, magazines) influence American political culture and the political agenda?
- How have the media and politicians formed an interdependent relationship and why can this sometimes lead to conflicts of interest?
- Is the media liberal, conservative, neutral, or does it depend on who is asking the question?

Readings, Assignments, and Projects:

- “The Media We Deserve,” Mark Blitz, *The Public Interest*, Spring 2005 [AE #44]
- Read excerpt from *Inventing Reality: The Politics of the Mass Media*. Michael Parenti Wadsworth 1993

Videos:

- *The Living Room Candidate: Presidential Campaign Commercials, 1952–2004*
Created and maintained by the American Museum of the Moving Image, Astoria, N.Y.

Project:

- Media Project Summary: Students will watch two television news shows over the course of 4-6 weeks and analyze and compare the content, bias, and selection of news items in a 3-5 page paper.

Political Parties (Janda Ch.8, Edwards Ch.8)

Lectures and discussion based on the following questions:

- What role do political parties play in United States politics?
- How are the major political parties structured internally?
- How did the political party system evolve over the centuries in the United States?
- What are the major differences and similarities between the Democrat and Republican parties?
- What were the purposes behind the McGovern-Fraser Commission?
- What are/were some of the major platforms of third parties?
- What role do third parties play in American political life?
- What occurred during party realignment periods?
- What are the differences between party realignment and dealignment?
- What have been the circumstances surrounding periods of party realignment and dealignment?

Readings, Assignments, and Projects:

- “Crisis of Faith,” Andrew Sullivan, *The New Republic*, May 2 & 9, 2005 [AE #30]
- “The Inside Agitator,” Matt Bai, *The New York Times Magazine*, October 1, 2006 [AE #33]
- “Rebalancing Act,” Charlie Cook, *National Journal*, December 2, 2006 [AE #34]
- “First Among Thirds,” Greg Sargent, *The American Prospect*, May 3, 2006 [AE #35]
- Washington’s *Farewell Address*
- “The Chieftains and the Church,” Ted Halstead, *The Atlantic*, January/February 2004
- “The Framing Wars,” Matt Bai, *The New York Times Magazine*, July 17, 2005

Nominations and Campaigns (Janda Ch.9, Edwards Ch. 9)

Lectures and discussion based on the following questions:

- What impact do campaigns have on elections, the candidates, and the electorate?
- What happens during the course of a typical presidential or congressional campaign?
- What are the typical steps taken to become a candidate for political office?
- What are the major components of campaign finance reform and are they democratic?
- What factors contribute to candidates being more likely to be successful in their bid for office?
- What does the media focus on during campaigns?
- What are the differences between soft and hard money?
- What are the major components of the Federal Election Campaign Act (1974)?
- What are the major components of the McCain-Feingold Act (2002)?
- What does the Federal Election Commission do?
- Is campaign finance reform democratic?
- What are the differences between a primary and a caucus?
- How do open, closed, and blanket primaries compare?

- Why do candidates run toward the extremes during primaries/caucuses and run toward the middle during the general election?
- How does the median voter model apply to the American political experience?

Readings, Assignments, and Projects:

- “Public Choice Theory and the Economics of Taxation” in McConnell and Brue, *Microeconomics*. McGraw-Hill, 2005.

Videos:

- *Journeys with George* (Excerpts)

Elections and Voting Behavior (Janda Ch.7 & 9, Edwards Ch.9)

Lectures and discussion based on the following questions:

- What are the demographics of the voting population?
- Who votes and why?
- How do different electoral systems (i.e., single member district plurality, proportional representation) affect outcomes and the number of parties represented?
- What is Duverger’s Law?
- Why is voter turnout low in the United States and does it matter?
- How does voter turnout differ at the national, state, and local levels?
- In what other ways do Americans participate?
- How does the Electoral College work?
- What is the rationale behind using an Electoral College rather than direct election of the president?
- What are the advantages and disadvantages of the Electoral College?
- Does your vote matter?
- What is the Presidential coattails effect and why has it diminished over the years?

Readings, Assignments, and Projects:

- “It Wasn’t Just Iraq,” Jacob S. Hacker and Ruy Teixeira, *The American Prospect*, December 8, 2006 [AE #29]
- “Gettysburg, Again,” Thomas F. Schaller, *The American Prospect*, December 8, 2006 [AE #31]
- “A Tidal Wave of Change,” Frank Luntz, *The Weekly Standard*, November 20, 2006 [AE #32]
- Electoral College Map: Analyze the Electoral College results of the 2004 presidential election.

Interest Groups (Janda Ch.10) **and The Politics of Public Policy** (Janda Ch.17-19, Edwards Ch.10)

Lectures and discussion based on the following questions:

- What role do interest groups play in American politics?
- How do interest groups form?
- Why are some population segments represented or overrepresented by interest groups and other segments are underrepresented or not represented at all?
- What impact does lobbying have on the formation and implementation of policy?
- Do PACs serve the roles for which they were originally intended?
- How has electoral reform impacted the role of interest groups, PACs and policy?
- What are the five stages of the policy process?
- What is internal and external political efficacy?

- What demographic factors contribute to greater political efficacy?

Readings, Assignments, and Projects:

- How to Curb Corporate Power, Ralph Nader, *The Nation*, October 10, 2005 [AE #48].
- Declaring Victory, James Fallows, *The Atlantic Monthly*, September 2006 [AE #50]
- Our Fractious Foreign Policy Debate, Fred Baumann, *The Public Interest*, Fall 2004 [AE #51]
- Are Failed States a Threat to America? Justin Logan and Christopher Preble, *Reason*, July 2006 [AE #52]
- Interest group debate project: Students will research and emulate different interest groups' positions on a major policy and debate the major issues.

Congress (Janda Ch.11, Edwards Ch.11)

Lectures and discussion based on the following questions:

- What is the demographic background of the members of each house?
- What are the formal and informal powers of Congress?
- What are the formal and informal powers of the House of Representatives and the Senate?
- How does Congress "check" the other two branches?
- What are the advantages of incumbency?
- How does a bill become a law?
- Why are committees the most important part of a bill becoming a law in the American political process?
- What are the different types of committees within each chamber and what are their functions?
- What is the leadership structure of each house?
- What are the different roles of the Representatives and Senators within their respective chambers?
- How has Congress evolved over the centuries?
- Why is Congress not as powerful as it once was?
- What are the powers/functions of the Congressional Budget Office?

Readings, Assignments, and Projects:

- "When Congress Checks Out," Norman J. Ornstein and Thomas E. Mann, *Foreign Affairs*, November/December 2006 [AE #19]
- "The Case for Congress," Lee H. Hamilton, *The Wilson Quarterly*, Spring 2004 [AE #20]
- "Take Two," Joshua Green, *The Atlantic Monthly*, November 2006 [AE #21]
- "Our Job Is Not to Stand Up and Cheer When the President Breaks the Law," Senator Russ Feingold, *The Progressive*, April 2006 [AE #22]

Videos:

- Burns, Ken. *The Congress*. PBS, 1989.

The Presidency (Janda Ch. 12, Edwards Ch.12)

Lectures and discussion based on the following questions:

- What are the advantages and disadvantages of a presidential system?
- How does a presidential system compare to a parliamentary system?
- What are the differences between head of state and head of government?
- What are the formal and informal powers of the executive branch?
- What are the formal and informal powers of the president?
- What powers does the president have alone and what powers does the president share with the Senate and the Congress as a whole?

- What are the different roles of the president?
- How is the executive office structured and what are the major departments?
- How is the White House Staff structured?
- How does the executive branch check the other two branches?
- Why has the presidency become more powerful than Congress over the course of the twentieth and twenty-first centuries?
- What are the major provisions of the Twenty-Second and Twenty-Fifth Amendments?
- What is the difference between a veto and a pocket veto?
- Why is a line-item veto unconstitutional?
- To what different audiences does the president have to appeal?
- What are the major provisions of the War Powers Resolution (1973)?
- What are different ways (i.e., pyramid, circular, ad hoc), in which the president can organize his personal staff and what are the strengths and weaknesses of each?
- What are different ways to measure “presidential character?”
- What is executive privilege and when can it be applied?
- What limits should be placed on executive privilege?
- Should executive privilege be allowed in a democracy?

Readings, Assignments, and Projects:

- “The Man Who Would Be King,” Stuart Taylor, Jr., *The Atlantic Monthly*, April 2006 [AE #15]
- “Be Bipartisan: Impeach Bush,” John Nichols, *The Washington Monthly*, December 2006 [AE #16]
- “The Blame Game,” Stephen M. Walt, *Foreign Policy*, November/December 2005 [AE #17]
- “Bush’s War on the Press,” Eric Alterman *The Nation*, May 9, 2005 [AE #18]
- “If Washington Blows Up,” Bruce Ackerman, *The American Prospect*, March 10, 2006 [AE #10]
- “The Signing Statement Games,” Brian Friel, *National Journal*, June 17, 2006
- “The President: Guardian of the System” from Michael Parenti, *Democracy for the Few*.

The Federal Courts (Janda Ch. 14, Edwards Ch.15)

Lectures and discussion based on the following questions:

- How is the Federal judicial system structured?
- How are Supreme Court justices selected?
- What are the politics behind the nomination and confirmation of Supreme Court justices?
- What are the definitions of *amicus curiae*, *ex post facto*, *habeas corpus*, bill of attainder?
- What impact has the Supreme Court had on American politics and society throughout history?
- Why does the Supreme Court select the cases it does?
- What types of cases does the Supreme Court hear?
- What are the differences between original and appellate jurisdiction?
- What are the major details and results of some of the major Supreme Court landmark cases?
- What are the major viewpoints of the strict constructionists (original intent) and their opponents?
- What is judicial review and does this power add to or detract from a democracy?

Readings, Assignments, and Projects:

- “The Once and Future Supreme Court,” David J. Garrow, *American History*, February 2005 [AE #23]
- “Remote Control,” Stuart Taylor, Jr., *The Atlantic Monthly*, September 2005 [AE #24]
- “Ask Not, Ramesh Ponnuru,” *National Review*, August 8, 2005 [AE #25]
- Landmark Supreme Court cases

SUPREME COURT CASES

<u>Case</u>	<u>Issue</u>	<u>Constitution Section</u>
Baker v. Carr (1962) protection	14 th	Reapportionment; one-person, one-vote, equal
Benton v. Maryland (1969)	5 th	Right Against Double Jeopardy
Brandenburg v. Ohio (1969)	1 st	Freedom of Speech; overturned Schenck v. US
Brown v. Board of Education (1954)	14 th	Equal Protection; not separate but equal
Bush v. Gore (2000)	10 th , 14 th	Fair counting of ballots; states' rights
Chaplinsky v. New Hampshire (1942)	1 st	Freedom of speech (“fighting words”)
Chicago, Burlington, and Quincy R.R. v. Chicago (1897)	5 th	Eminent Domain
Dartmouth College v. Woodward (1819)	Contract Clause	Obligation of Contracts
Engel v. Vitale (1962)	1 st	Freedom of Religion (establishment clause)
Escobedo v. Illinois (1964) Remain Silent	5 th	Right to be Informed of Rights, an Attorney,
Gibbons v. Ogden (1824)	Commerce Clause	Interstate Commerce
Gideon v. Wainwright (1963)	6 th	Right to Counsel in Any Criminal Case
Gitlow v. New York (1925)	1 st	Freedom of Speech
Hauge v. CIO (1939)	1 st	Freedom of the Press
Korematsu v. United States (1944) Process	5 th	Japanese-American internment (“emergency and peril”), Due
Lawrence v. Texas (2003)	4 th ; 14 th	Homosexuality; Right to Privacy
Lemon v. Kurtzman (1971)	1 st	Freedom of Religion (Establishment Clause)
Malloy v. Hogan (1964) Confessions	5 th	Right Against Self-Incrimination and Forced
Mapp v. Ohio (1961)	4 th , 14 th	Illegal Search and Seizure
Marbury v. Madison	Articles 3, 6	Judicial Review
McCulloch v. Maryland	Supremacy Clause	National Bank
Miranda v. Arizona (1966)	6 th	Right to Counsel and Remain Silent
Near v. Minnesota (1925)	1 st	Freedom of Speech
New Jersey v. T.L.O. (1985) parentis	4 th , 14 th	Lawful search on seizure on school grounds; loco

Muller v. Oregon (1908) non-legal issues)	14 th	Liberty to Contract; Brandies Brief (including
New York Times Co. v. Sullivan (1964)	1 st	Freedom of the Press and Libel
New York Times v. United States (1971) security	1 st	Freedom of the Press; Prior restraint; national
Plessy v. Ferguson (1896)	14 th	Separate but Equal; Equal Protection
Palko v. Connecticut (1937)	3 rd and 5 th	Double Jeopardy and Due Process
Roe v. Wade; Doe v. Bolton (1973)	4 th , -5 th	Right of Privacy
Schenck v. United States (1919)	1 st	Clear and Present Danger and Speech
Scott v. Sanford (1857)	5 th	Justified slavery; overturned Missouri Compromise
Shaw v. Reno (1993)	14 th ; Voting Rights Act	Gerrymandering; majority minority districts
Sweatt v. Painter (1950)	14 th	Equal Protection; not Separate but Equal
Tinker v. Des Moines (1969)	1 st	Freedom of Speech
University of California Regents v. Bakke (1978)	14 th	Affirmative Action and Equal Protection

Congress, the President and the Budget (Janda Ch.17, Edwards Ch.11, 13)
The Federal Bureaucracy (Janda Ch. 13, Edwards Ch.14)

Lectures and discussion based on the following questions:

- How are bureaucracies organized?
- What are the major components of an iron triangle?
- What are the powers/functions of the Congressional Budget Office and the Office of Management and Budget?
- Why are civil service jobs based on a merit rather than patronage?
- What are the major components of the Pendleton Civil Service Act (1883) and the Hatch Act?
- What does apolitical mean?
- How are executive orders used to control the bureaucracy?
- What roles does the bureaucracy play in American politics in general and policy making in particular?
- What are the powers and limitations of a bureaucracy?
- What is administrative discretion?
- How is the bureaucracy organized in the executive branch?
- Are bureaucracies a threat or a necessary condition to a successful democracy?

Readings, Assignments, and Projects:

- “Catastrophe Management,” Stuart Taylor, Jr., *The Atlantic Monthly*, September 2006 [AE #26]
- “The Case for Abolishing the CIA,” John B. Judis, *The New Republic*, December 20, 2005 [AE #27]
- Reading and analyzing federal government pie charts, graphs and tables

Videos:

- *Yes, Minister*

AP Review

- Review Packet
- Students will use AP Checklist, included in packet, to see where they need more help
- Students will take practice exams, including AP and AP-style multiple choice and free-response questions

Projects and Papers:

See Project Menu and Google Classroom for details and due dates.

AP GOVERNMENT

Period 1

Dear Parents or Guardians,

I look forward to teaching your child this semester! In the interest of saving paper, I am posting my syllabus online, both on my teacher web page and my Google Classroom page.
<http://www.hopkins.kyschools.us/webpages/kfritz/>

Please take the time to read the class syllabus and expectations. Hopefully, the information communicates my expectations and the responsibilities of your child for this class. My goal is for students to enjoy learning and achieve success. That requires meeting class responsibilities, working to their potential, and possessing the motivation to achieve.

This year I am giving my students and their parents the opportunity to sign up for text message or email reminders and announcements. *This is completely anonymous and optional.* (remind101.com) Please understand that text messaging rates may apply if applicable per your plan. Students and parents can sign-up for these reminders by texting this code: [@9c9dfg](https://www.remind.com) to this number: [270 875 4420](tel:2708754420). You can also sign up by emailing: 9c9dfg@mail.remind.com For those that opt in, I will send periodic reminders of quizzes, tests, and major assignments. This is a convenient way for you and your child to be aware of their responsibilities at school.

If you have any questions, please contact me through email, or by phone at Hopkins County Central. I ask that you and your child sign below to verify that you have received this information and have discussed the syllabus and expectations together.

Thank you for supporting your son/daughter while in my classroom.

Kevin Fritz
Social Studies Teacher
Hopkins County Central
270 825 6133 x2072

_____ has shared the class guidelines with me and he/she understands
(Student's Name)
what is expected.

Parent/Guardian Signature

Parent Phone

Parent Email