**AP Government/Economics Course Syllabus**

**2019-2020**

**Course Description:**

This class will examine the history and development of United States government from a variety of angles that includes political and social history, economics, and foreign affairs. This is a course which can directly impact a student’s future by helping them begin their path in society as an informed citizen. As an Advanced Placement (AP) course, it also acts to challenge students in terms of critical thinking and work ethic through the study of government while continuing to build each student’s skill base so that they may be prepared for whatever future opportunities they pursue.

**Instructor Information:**

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Website \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The class website will be updated multiple times a week with current assignments and documents. It not only exists for students to keep up with classwork, but also for parents to get involved with what students are doing in the classroom. This website also has a link to my personal email, which students and parents may use to contact me. \*\*Please note that this website may not always be accessible from the school due to technology restrictions. I have done my best to keep this website unblocked for students, but if you ever find it blocked please let me know.\*\*

**Text:**

Ford, Bradley, et al. *American Government and Politics Today*, 2015-2016 ed./AP ed. Cengage Learning.

Edwards, Wattenberg, and Lineberry. *Government in America: People, Politics, and Policy*, 15th ed./AP ed. Longman, Pearson.

Denny Schillings. The Living Constitution, Revised Edition (reader/workbook). Glencoe/McGraw-Hill.

**Supplemental Readings**

“National Security and Free Speech: The Debate Since 9/11,” Christopher M. Finan, editor.

“On Civil Government,” John Locke

“Leviathan,” Thomas Hobbes

The Declaration of Independence

The Articles of Confederation

The US Constitution

“How Not to Read the Constitution,” Laurence H. Tribe & Michael C. Dorf

“Tribal Government Today,” James J. Lopach, Margery Hunter Brown, Richmond L. Clow

“The Rights of Indians and Tribes,” Stephen Pevar

“Federalist 10,” James Madison

“The idea Guide to the 2012 Presidential Debates”

The 2016 Republican Party Platform

 The 2016 Democratic Party Platform

 “Memo to a New President,” Michael A. Genovese

“In the Web of Politics,” Joel Aberbach & Bert Rockman

“The Phantom public,” Walter Lippmann

**Judicial Case Studies:**

*Marbury v. Madison*, *Scott v. Sanford*, *Plessy v. Ferguson, Endo/Korematsu v. US, Brown v. Board of Education, Miranda v. Arizona, FOX v. FCC, US v. Windsor, Bush v. Gore, US v. Nixon*, *McCullough v. Maryland*, *Obergefell v. Hodges, Roe v. Wade, Texas v. Johnson, Adoptive Couple v. Baby Girl, Santa Fe Independent School District v. Doe, Powell v. McCormick, Scheneck v. US, Engle v. Vitale, Gideon v. Wainwright, Gregg v. Georgia*

**Required Materials:**

Three-ring binder/portfolio folder (with prongs), dividers, notebook or loose-leaf paper, writing utensil(s)

**Classroom Rules and Expectations:**

* **NO FOOD:** This is not the lunchroom. Trash has become a problem, and since most of the trash is from food items, it will no longer be permitted. Drinks will still be allowed, as long as they are not energy drinks.
* **NO ELECTRONICS:** These things are not permitted in the classroom, and it is school policy that they be off and away for the school day. They should NOT be seen in the classroom.
* **Be prepared to learn:** Come to class on time with all your supplies ready, food and electronics put away, actively participate with an open mind, and take notes.
* Raise your hand to speak: There will be times when anyone can call out the answer to a question, but if you have something specific to say/ask, raise your hand. This will ensure that everyone gets their voice heard in an orderly fashion.
* **Speak and act respectfully:** Let everyone speak, even if you disagree with what they are saying, and treat everyone how you wish to be treated.
* **Ask for help if you need it:** You are only hurting yourself when you don’t!

**Classroom Policies:**

* Absences: You are expected to be in class every day. If you are absent for any reason, it is your responsibility to check for and make-up any missed work. This includes class notes and bell work.
* Binders: Binders are expected to be turned in at the end of each unit. Students should have a three ring binder (about 1 ½ ” should do) and tab dividers, or something that will work as tab dividers (like post-its or paper clips). Students are expected to keep everything from this class in their binders, and will receive a sheet at the end of each unit with what I expect to see in their binder in order to turn it in.
* Classroom Tracker: One of the white boards in the classroom will be devoted to keeping track of how each class is doing. These figures will be displayed for all classes to see. Each class is expected to maintain AT LEAST 80% on all numbers all year. Things that will be tracked include homework turn-in rates, attendance, writing points, and overall class average.

**Make-up Work Policy:**

Homework, when assigned, will be collected at the beginning of class on the day it is due. However, students will have until 4pm on the due date to turn in an assignment. An assignment will be considered “late” if it is not turned in on the day it is due.

Students are encouraged to turn in work EARLY, especially if they know they will be absent. Students who are absent will receive as many days as they were absent plus one to make up missed work; this will include in-class activities and homework, but not projects/binders. If you have missed a test or a quiz/CBM, it is your responsibility to schedule a make up time with Ms. Crowe within this timeline.

**Unit Schedule/Outline:**

**1. Skills:** This first unit acts to re-acclimate students to school work after the break. It will also introduce students to the skills they are expected to use on a daily basis, and the levels they should work at when using these skills. This unit is to reinforce these skills, not to teach them. Students will first experience note-taking from an oral lecture with no accompaniment, the level of reading the various texts used in the class will typically be at, explore different ways to analyze the same text, how to better use quotes from different texts and research, proper behavior in debates and presentations, and test-taking strategies helpful to this class and the AP exam. Skills from this unit will be used all year and therefore incorporated in to each unit. This unit may be divided and sections explored as the instructor sees fit. In other words, this may be a whole unit done at once, or smaller sections completed at the teacher’s discretion.

 Organization and Note-Taking

 Reading and Analysis

 *Supplemental Reading: “National Security and Free Speech: The Debate Since 9/11,” Christopher M. Finan, editor.*

 Research and Writing

Debate and Presentations

Test-taking

**2. Foundations of Government:** This unit covers basic foundations of government, differentiating political definitions, the purposes of government, the essential features of a state, theories on how government emerges, in depth readings on the states of nature and the social contract, comparing and contrasting the theories of Hobbes and Locke, interpreting the meaning of the social contract theory and states of nature on systems and types of government, analyzing the usefulness of basic governmental involvement in economics, evaluating government-economic pairs, and creating and supporting arguments for different types and systems of government and economies.

 Principles and Purposes of Government

 Theories of Government

 The State of Nature

 *Supplemental Readings: “On Civil Government,” John Locke; “Leviathan,” Thomas Hobbes*

 Systems and Types of Government

 Economic Types and Systems

**3. Foundations of US Government:** This unit covers the basics of United States government. It will incorporate content material from Unit Two to build a better understanding of US government. Topics for this unit include governmental ideas inherited from Great Britain, the Enlightenment and the ideas of Voltaire, Rousseau, and Montesquieu, evaluation of Enlightenment ideals and their application in the United States in the past and today, the ideas behind the Declaration of Independence, the changes in government enabled by the Declaration, the characteristics of a constitution, the Articles of Confederation and the initial government of the United States, evaluation of the Articles as a constitution, the strengths and weaknesses of the Articles of Confederation, the United States Constitution and its amendments, the compromises required for the Constitution and what that meant for the states, the power shift from the states to the federal government, loose vs. strict construction (interpreting the Constitution), equality established by each document, how each document changed the country, how each amendment changed the country, goals set forth by the Constitution, and creating and supporting an argument for the most important document to US government.

 Inherited Government

 *The Declaration of Independence*

 *The Articles of Confederation*

 *The United States Constitution and Amendments*

 *Supplemental Reading: “How Not to Read the Constitution,” Laurence H. Tribe & Michael C. Dorf*

**4. Federalism:** This unit covers the levels of government that exist in the United States, starting with the lower levels and moving toward the federal government. It serves to explore how federalism has been applied in the United States and the strength and weaknesses of that decision. Topics for this unit will include a review of governmental systems, basic US governmental structure, the idea of sovereignty in the United States, the purposes of government as they apply to each level, the responsibilities of each level, evaluating the distribution of powers between each level, evaluating which powers should belong to which level(s), and creating and supporting an argument for extending powers to the states or federal government.

 US Governmental Structure

 Sovereignty

 State Governments

 Local Governments

 Tribal Governments

 *Supplemental Reading: “Tribal Government Today,” James J. Lopach, Margery Hunter Brown, Richmond L. Clow; “The Rights of Indians and Tribes,” Stephen Pevar*

**5. The Judicial Branch:** This unit, and the next two, will focus on in-depth studies of each branch of the federal government. This one will cover the judicial branch, what the Supreme Court does, the different levels of courts in the United States and how this represents federalism, how the Supreme Court makes policy, judicial review, judicial restraint, judicial activism, equality within the court, outside effects on Court decisions, policies established by the Supreme Court based in case studies of several landmark or relevant cases, how the Supreme Court acted to install Civil Rightsand how decisions impact the people and lawmakers.

 The Supreme Court

 Policymaking

 *Supplemental Readings:* *Marbury v. Madison*, *Scott v. Sanford*, *Plessy v. Ferguson, Endo/Korematsu v. US, Brown v. Board of Education, Miranda v. Arizona, FOX v. FCC, US v. Windsor*

 Jurisdiction

 Data Analysis: Changes of the Supreme Court Over Time

**6. The Legislative Branch:** This unit focuses on an in-depth study of the legislative branch of government. Topics included in this unit will be the tasks and powers of Congress, the houses of Congress, the differences between the parts of Congress, the law-making process, the outside influences on the law-making process, how members of Congress are elected, the formation of political parties, party tactics and influence, political parties and the media, how parties affect the federal and state governments, changes in parties over the course of US history, interest groups affecting the law-making process, interest groups and public opinion, evaluating the need for interest groups and political parties, who/what interest groups and political parties represent, how political parties and interest groups are connected, and how Congress demonstrates power.

 Congress and its Houses

 The Law-Making Process

 *Movie Opportunity: “Mr. Smith Goes to Washington”*

 Political Parties & Agendas

 *Supplemental Reading: “Federalist 10,” James Madison*

 Interest Groups and Lobbying

 *Supplemental Reading: “The idea Guide to the 2012 Presidential Debates”*

Data Analysis: Bills to Laws, the Numbers of the Legislative Process

**7. The Executive Branch:** This unit focuses on the executive branch of government. Topics included will be the tasks and powers of the president, how the president’s powers have changed over time, the initial office of the president, the Electoral College, presidential elections and campaigns, popular mandates, the influence of the media on campaigns, creating a campaign, creating a party agenda, creating political ads, and how presidents interact with the media and the other branches of government to create policy.

 The Presidency

 Campaigns

 *Supplemental Readings: The 2012 Republican Party Platform, The 2012 Democratic Party Platform, “Memo to a New President,” Michael A. Genovese*

 *Movie Opportunity: “The War Room”*

 The Electoral College

 *Supplemental Reading: Bush v. Gore*

**8. The Bureaucracy:** This unit focuses on the “fourth branch” of government and how it impacts the day-to-day operations of government, including how policies are carried out, the executive departments and their impact on policies, how policies are interpreted at this level, and evaluating bureaucratic efficiency.

 Organization and Efficiency

 The Cabinet and Other Departments

 Bureaucratic Issues

 *Supplemental reading: “In the Web of Politics,” Joel Aberbach & Bert Rockman*

Foreign Policy and the Role of the President & Cabinet

 *Supplemental reading: “Executive Power in Foreign Policy” by Chad Gholisadeh*

Data Analysis: Cabinet Involvement in Everyday Activities

**9. National Unity:** This unit tries to bring New Mexico state standards to the AP level by talking about our state in particular and then how things that apply to each state may promote national unity. We will also interpret and apply these thing to the country as a whole, examining things that may impact the states differently, how the population changes and adapts to events and changes in the nation, what influences voters, how a voter may act based on their background and experiences (political socialization), examining our own political socialization, distinguishing the points on the political spectrum, exploring how everyday citizens feel about local and higher governments, how the media influences the population’s beliefs and politics, how citizens can participate without voting (because some students in the class may not yet be old enough to vote themselves), and how all of these things can change how the government behaves and is perceived.

 National and State Symbols

 Influences on Voters

 Public Policy and Key Issues Today

  *Supplemental Reading on each major topic from “The idea Guide to the 2012 Presidential Debates” including Education, the Environment, Healthcare Reform, Marriage Equality, Public Safety, Civil Rights and Equality, and Unemployment*

 Political Socialization (Political Beliefs & Behaviors)

 *Supplemental Reading: “The Phantom Public,” Walter Lippmann*

 Propaganda/Mass Media

 *Movie Opportunity: “Journeys with George”*

 Causes and Effects

 Data Analysis: Where US Money Goes

**10. Economics:** The last official unit in this course is about economics. This unit will cover basic macroeconomic principles more so than microeconomics (although individual units on personal finance will be available on the class website). Topics covered in this unit will build off of the economic topics from Unit Two, and include the factors of production, the steps toward economic efficiency, how countries evaluate their economic progress, cost-benefit analysis, opportunity costs, factors of supply and demand, prosperity of nations (first world, third world, etc.), how to determine gross domestic product, economic graphs, how the national budget is created and its priorities, and finally students will have the opportunity to create their own national budget.

 Factors of Production

 Cost

 Supply and Demand

 The Government and the Economy

 Gross Domestic Product

 Data Analysis: The National Budget

 Data Analysis: Restructuring a Cabinet Department

**11. Current Events:** This unit will use all other units to examine what is going on in the world currently. This unit may occur all at once as an independent study-based unit, but more than likely will happen throughout the year in bits and pieces to help students better utilize content material and apply it to their lives and/or what is going on around them.

All units will include a unit test and unit project. Students can also expect multiple writing assignments, homework assignments, and quizzes. AP students will also be given multiple Free Response Questions (FRQs) throughout the year to help them prepare for the AP exam and should expect at least one per unit, as well as essay-heavy tests. Unit tests will be reviewed for in class, and will most likely have study guides, but quizzes will need to be prepared for individually. Prompts will be given for all projects and most writing assignment.

**Free Response Questions (FRQs)** are the AP Government equivalent of a Document Based Question (DBQ). They are set up in a similar fashion, but do not included documents. Instead, your answer will rely solely on what you have learned and your interpretation of the question. For our class this year, we will have at least one FRQ for every unit. Here is the FRQ topic(s) you can expect for each unit:

Unit 2: Democracy and Political Culture

Unit 3: Theories of American Democracy; The Declaration of Independence

Unit 4: Federalism, State Power, and the US Constitution

Unit 5: Supreme Court Appointments and Terms; The Strength of the Judiciary

Unit 6: Congressional Leaders and their Power; Interest Groups and Access to the Government; Political Parties as Linkage Institutions

Unit 7: The Effectiveness of the Electoral College; The President, the Media, and the Public; Presidential Roles

Unit 8: Iron Triangles

Unit 9: Political Socialization

Unit 10: The Global Economy and its Impact on the US Economy

To better prepare for FRQs, students will receive some in-class time and helpful planning pages at the beginning of the year. These items will decrease throughout the year so students will need to prepare on their own for FRQs. FRQs are in-class assignments, and are to be completely written to the best of the student’s ability in the amount of time given to simulate the AP Exam experience.

**AP Exam Format:**



**Further Testing**

AP students are NOT out rightly exempted from the state’s End of Course exams. This is a decision that is made later in the year, closer to the time of the EOCs. Therefore this exam will also be prepared for accordingly.

In order to prepare for the exam, each unit test will be set up like the AP exam, and cumulative practice exams will be offered as the exam date becomes closer. We will start the year with smaller tests (so remember that each question will be worth more), and work our way up to the length of the AP Exam and EOC. Students should also be prepared to answer multiple FRQs and longer essay questions on a regular basis (read: multiple times per unit).

**Disclaimer:** As a disclaimer, the order in which units appear is subject to change at the teacher’s discretion. Frankly, anything in this syllabus is subject to change at the teacher’s discretion.