Course Purpose & Goals
As articulated on pages 4 of the College Board AP U.S. Government & Politics Course Description manual, the purpose of the course is to provide students with a "college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States." The goal of the course is to offer students the "equivalent to a one-semester introductory college course in U.S. government."

Advanced Placement Big Ideas, Content Units, & Textbook Correlation
Below are the Big Ideas, each "intended to illustrate" a "distinctive feature and processes in U.S. government and politics" as well as "how political scientists study political behavior." All or some may be found in each of the Content Units, "five separate" sections that "comprise major course topics." Each has been correlated to the current textbook.

Big Ideas
1. Constitutionalism (CON)  
   Textbook Chapters: Wilson & Dilulio, Am Gov  
   Ch.2,3 – The Constitution & Federalism
2. Liberty & Order (LOR)  
   Ch.2,5 – Constitution & Civil Liberties
3. Civic Participation in Rep Democracy (PRD)  
   Ch.7-10 – Opinion, Participate, Parties, E&C
4. Competing Policy-Making Interests (PMI)  
   Ch.11, 17-21 – Interest Groups & Public Policies
5. Methods of Political Analysis (MPA)  
   Ch.1 – The Study of Am Government

Content Units
1. Foundations of American Democracy (FAD)  
   Ch.2,3 – The Constitution & Federalism
2. Interactions Among Branches of Gov (IAB)  
   Ch.2,13-16 – Constitution & Branches and Bureaucracy
3. Civil Liberties & Civil Right (CLR)  
   Ch.5-6 – Civil Liberties & Civil Rights
4. Am Political Ideologies & Beliefs (PIB)  
   Ch.4,12 – Political Culture & Media
5. Political Participation (PP)  
   Ch.7-10 – Opinion, Participate, Parties, E&C

AP Exam & Scoring
AP Exams are taken the first two weeks of May. There are two sections of the exam, with each section sub-divided into parts. Each part is measured as a percentage of the total raw score. Raw scores are converted into a composite AP Exam score of 5, 4, 3, 2, or 1. Below are tables indicating the exam breakdown and college equivalent of each AP score with a descriptive qualifier:

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of Questions</th>
<th>Timing</th>
<th>Percentage of Total Exam Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Multiple Choice</td>
<td>55 questions</td>
<td>1 hour and 20 minutes</td>
<td>50%</td>
</tr>
<tr>
<td>II: Free Response</td>
<td>4 questions</td>
<td>1 hour and 40 minutes</td>
<td>50%</td>
</tr>
<tr>
<td>Concept Application</td>
<td>20 minutes (suggested)</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>20 minutes (suggested)</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>SCOTUS Comparison</td>
<td>20 minutes (suggested)</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>Argument Essay</td>
<td>40 minutes (suggested)</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>AP Score</td>
<td>Qualification</td>
<td>College Equivalency</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Extremely well qualified</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Well qualified</td>
<td>A- to B+</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Qualified</td>
<td>B- to C+</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Possibly Qualified</td>
<td>C- to D+</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No recommendation</td>
<td>D- to F</td>
<td></td>
</tr>
</tbody>
</table>

More information may be found at [apcentral.collegeboard.org](http://apcentral.collegeboard.org).

**AP Student Accounts & Scores**

All students electing to enroll in an Advanced Placement course and/or take the/an exam are required to have an online account. New accounts can be made and current accounts accessed by login in at [https://apstudents.collegeboard.org/](http://https://apstudents.collegeboard.org/) If you elect to take an exam, once scores are released they may be viewed at [https://apscore.collegeboard.org/scores/#/](http://https://apscore.collegeboard.org/scores/#/)
Course Purpose
As stated in the St. Louis Community College Course Profile for PSC 101 – Introduction to American Politics and PSC 205 – Constitutional Issues, these courses provide students with an “introduction” to “the American political system” and “constitutional issues” that includes “basic values endemic to the United States political culture, institutions and processes, federalism, civil liberties, civil rights, the responsibilities of citizenship, and current controversies.”

More information may be found at https://catalog.stlcc.edu/course-descriptions/

Enrollment Qualification Criteria
GPA: Senior/Junior, 2.5
   Sophomore, 2.6
Test Scores: ACT - Reading, 18
            SAT - Reading, 500
            Accuplacer - Reading, 77

More information may be found at https://www.stlcc.edu/admissions/apply-to-stlcc/dual-credit.aspx

STLCC Grading System & Grade Point Average
Only grades earned at St. Louis Community College are included in the calculation of grade point averages for degrees and certificates. The grade of D may be considered unsatisfactory in some programs.

<table>
<thead>
<tr>
<th>Grading Symbol</th>
<th>Grade Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Passing, Below Average</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

More information may be found in the catalogue at https://www.stlcc.edu/departments/academics/grades.aspx
Course Structure & Policy
As They Are For Mr. Pipes' Course at University City High School

Textbook

Summative - 70%
Summative Assessments include the following:

Full Exams – 100 points
A full exam consists of multiple sections; multiple choice, and written responses. Each will cover at least one chapter/unit but can cover multiples. There will also be a final exam [which may or may not be comprehensive] that will impact student's final average; sometimes, but not always, the term paper is substituted in the place of a final exam. These are the highest weighted assessments because they most closely simulate the AP requirements, specifications, testing environment, and assigned weight of each section. These are performed in class, hand-written, timed, and must be completed within the given time constraints. Any full length exam will include a combination of the following:

Multiple Choice - 50 points
The purpose of these question types are to assess a student's basic recall ability of general information and factual knowledge. They are designed to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the multiple choice portion of the AP U.S. Government & Politics Exam.

Free-Response Questions - 50 points
There are four types of written responses: Concept Application, Quantitative Analysis, SCOTUS (Supreme Court of the United States), and Argument Essay. Each of these four types are designed to assess a student's strength in an area of content knowledge and an associated skill—all mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the free-response portion of the AP U.S. Government & Politics Exam. Any type can be part of an exam, sometimes providing students with a choice.

Take-Home FRQs – 50 points
Sometimes Free-Response Questions (FRQs) are assigned independent of multiple choice and/or full exams. In such cases they are to be done at home, typed, double-space, 12-point font, any standard script, even margins, citations and work cited page in MLA format. Any type may be assigned, sometimes providing students with a choice.

Quick View & Essential Descriptions of Free Response Question Types
AP FRQ Types
- Concept Applications ask students to apply government and/or political phenomenon intrinsic to the American system to a scenario and analyze for a variety of variables.
- Quantitative Analyses ask students to use numerical data in their response to the question posed.
- SCOTUS questions ask students to compare rulings in related Supreme court cases.
- Argumentative Essays ask students to formulate original arguments that prove a thesis with pertinent evidence.
Non-AP FRQ Types
- *Theory Application Analyses* ask students to use a theory to analyze a political event and/or phenomenon.
- *Book/Article/Film Reviews* ask students to evaluate the credibility of another scholar’s work using both internal and external evidence.
- *Original Research Papers* use primary sources to construct new and unique historical narratives not found in the literary record.
- *Literature Reviews* often come at the beginning of a piece of original research identifying that which scholars have not written about by synthesizing and evaluating secondary sources.
- *Term Papers* require students to identify themes, developments, trends, etc. that have either continued through or changed across the entire history studied up to the point of the term paper.

Original Research & Literature Review Papers - 100 points
There will never be more than one research or literature review paper per semester. Typically, the first semester is dedicated to the literature review and the second semester filling the original research paper. Both consist of a protracted deep inquiry into a particular topic and specific research question(s). Such papers include formal elements not typically associated with lesser assignments or full exams but are standard specifications common to most disciplines. The final product is an in-depth answer and analysis to the findings pertaining to the stated research question(s). The paper should be written in 12-point font, even margins, double-spaced, with in-text citations and a work cited page in MLA format.

Term Papers - 100 points
There will never be more than one term paper per semester. The purpose of the assignment is to engage students in long-range historical vision and analysis as well as provide an opportunity for review. Combined they assess student’s skills in historical thinking, application, argumentation, writing, and prepare them for the AP U.S. Government & Politics Exam.

Fall Semester, PSC 205 – Constitutional Issues, Summative Points
Unit 1 Take-Home FRQ = 50
A+ = 400 - 388     A = 388 - 376     A- = 375 - 360
Unit 1-2 Full Exam = 100
B+ = 359 – 348     B = 347 – 336    B- = 335 - 320
Unit 3 Take-Home FRQ = 50
C+ = 319 – 308     C = 307 – 296    C- = 295 - 280
Unit 1-4 Full Exam = 100
D+ = 279 – 268     D = 267 – 256    D- = 255 - 240
Semester Research Paper = 100
F = 239 – 0
Total Points = 400

Spring Semester, PSC 101, Intro to American Politics, Summative Points
Unit 5 Take-Home FRQ = 50
A+ = 300 - 291     A = 290 - 282     A- = 281 - 270
Unit 5 Full Exam = 100
B+ = 269 – 261     B = 260 – 252    B- = 251 - 240
Unit 6 Take-Home FRQ = 50
C+ = 239 – 231     C = 230 – 222    C- = 221 - 210
Term Paper = 100
D+ = 209 – 201     D = 200 – 192    D- = 191 - 180
Total Points = 300
F = 179 – 0

Formative - 30%
Formative Assessments are designed to upload and process the necessary information on which students will be assessed summatively. Because formative assessments involve combinations of each category, the amount points for each portion may increase or decrease depending of the variables at play. There is a degree of subjectivity in attaching values. If you are curious, simply ask and I will gladly explain the reasoning. Formative assessments include the following:

Homework - 50 points each
Students will have weekly homework that consists mostly of reading, annotations, taking notes, vocabulary, and/or answering questions. This is a college course, and in college homework is often not graded, students are expected to be diligent and committed to the process of being successful academically, they are to study on their own. However, history has shown that unless homework is graded, students by-in-large will not do them. This is why they are the largest portion of formative assessments.

**Presentation** - 50 points each
Presenting is a required skill for many professions, social studies included. They are also a means by which students can grapple with difficult high-level texts while demonstrating their understanding. These are most often done in groups regarding an assigned book or film analysis. Here elevated value is a function of prevalence. The value is a function of necessity. Presentation cannot suck, if they do, fellow students are harmed, therefore it is necessary that they be well-performed. Thus, their point value is elevated.

**Quizzes** - 20 points each
Quizzes are of the "pop" type and will be conducted individually and/or as a group depending on their purpose. The purpose are as follows: memory recall, review, information processing. There are also regularly scheduled multiple choice quizzes for the purpose of assessing whether or not students are retaining information from the required readings.

**Discussion** - 20 points each
Discussions are had on a regular basis for a variety of reasons. One means by which student learning can be observed is through question and answering regarding notes, film, text, anything. Sometimes they can be used to ascertain whether or not students are doing their homework.

**Assignment Due Dates & Credit Opportunity**
An assignment submitted upon entry to class on the day of the assigned due-date is considered on-time, and will be given full credit opportunity; any time after but still that day is considered late or missing and will only receive 85% credit opportunity. An assignment submitted the next day will be reduced to 70%; two days late will be 50%; students then have one week to submit otherwise credit opportunity will be reduced to 25%. No late work will be taken the last week of a grading period.

Extenuating Circumstances apply and must be communicated before submission.

An assignment missed due to an excused absence is classified as make-up work. Everything else is late and/or missing. Make-up assignments may be completed only during office hours. Students have one week from the submission date to make-up an assignment for full credit, otherwise a zero is incurred.

**Academic Dishonesty**
In the School District of University City Student Expectations Guide is the policy concerning cheating and plagiarism. It states, "Cheating/Plagiarism is using, submitting, or attempting to obtain or give data or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Plagiarism is taking someone else’s ideas, words or thoughts and passing them off as one’s own. Copying from another student’s work is a form of plagiarism." Consequences are as follows:
Electronics

In the School District of University City Student Expectations Guide is the policy concerning Possession or Use of Electronic Devices. Part 1 states, "students are not allowed to use personal electronic devices, laser pointers, video games, toys or other such items unrelated to instruction unless so authorized by school personnel. These items should not be displayed during school hours and must be kept in a locker or backpack." Part 2 states, "Students are not allowed to use cell phones during instructional time unless given direct permission by a teacher or administrator. This rule applies to all school environments including field trips. Cell phones should be turned off and not displayed during classroom periods. This prohibition includes text messaging, e-mailing and actual phone calling." It goes on to say that "Unauthorized electronic devices or electronic devices used in violation of Board policy will be confiscated. CONFISCATED PHONES MUST BE RETRIEVED BY A PARENT OR GUARDIAN." After confiscation, if a referral is submitted, consequences are as follows:

<table>
<thead>
<tr>
<th>High School Range</th>
<th>First Occurrence</th>
<th>Repeated Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum:</td>
<td>Administrative Conference</td>
<td>In-school Suspension</td>
</tr>
<tr>
<td>Maximum:</td>
<td>Short-term Suspension</td>
<td>Short-term Suspension</td>
</tr>
</tbody>
</table>

Instructor
Nathan Pipes, M.A.
Classroom 234
Phone: 290-4100 ext.4113
Email: napipes@ucityschools.org / npipes@stlcc.edu

University City High School
7401 Balson Avenue
University City, MO 63130
Fall 2020 Course Schedule
STLCC PSC 205 – Constitutional Issues

1. Aug. 24-28: Greetings, Introductions, & Summer Assignment
   Required Reading: Summer Assignment, Kendi & Reynolds, Stamped Remix

2. Aug. 31 – Sept. 4: Enlightenment Philosophy & Power
   Required Reading: Barbour & Wright, Keeping the Republic, Ch.1 - Politics: Who...What...How?, p.1-32
                      Hobbes, Leviathan; Locke, Two Treatise on Gov; Rousseau, Social Contract
                      Domhoff, Atlanta: Floyd Hunter Was Right
   Suggested Reading: Dahl, How Democratic is the Am Constitution? Ch.1 - Introduction:
                      Fundamental Questions, p.1-6

3. Sept. 8-11: New Republic
   Required Reading: Barbour & Wright, Keeping the Republic, Ch.3 - Politics of American Founding, p.60-88
                      Jefferson, Declaration of Independence; Articles of Confederation
   Suggested Reading: Dahl, How Democratic is Am Constitution? What Framers Couldn't Know, p.7-39;
                      Zinn, People’s History of the U.S., Ch.4 – Tyranny is Tyranny, p.47-59;
                      Wilentz, The Rise of American Democracy, Prologue, p.3-10
   Formative Assessment: MC Quiz (20 pts)

4. Sept. 14-18: Unit 1 Summative & Intro Research Paper
   Take-Home FRQ: The Enlightenment, Declaration of Independence, & Articles of Confederation (50 points)
   DUE ___ in Google Classroom, 12:00 am
   Introduction to Research Paper...

5. Sept. 21-25: Constitution
   Required Reading: Barbour & Wright, Keeping the Republic, Ch.4 - Federalism & the Constitution, p.89-102
                      Madison, Federalist No.10; Brutus No.1
   Suggested Reading: Zinn, A People’s History of the United States, Ch.5 – A Kind of Revolution, p.61-80
   Formative Assessment: MC Quiz (20 pts)

   Required Reading: Barbour & Wright, Keeping the Republic, Ch.4 - Federalism & the Constitution, p.103-126
   Suggested Reading: American Polity, Rd.19, Daniel Elazar, American Federalism, p.121-125
   Formative Assessment: MC Quiz (20 pts)

7. Oct. 5-9: Unit 1-2 Summative Assessment: Midterm Exam
   Full Exam - Multiple Choice w/ FRQs. Mandatory Argument Essay: 2019’s Art of Confederation, Brutus,
   Fed 10, Choose one Concept Application: 2014’s Federalists vs. Anti- Federalist During Ratification OR
   2000’s Articles of Confederation and the Problems of Decentralization. Choose one Unknown (100 points)
   Sept ____ In Class

---End of Unit 2: Federalism
   Required Reading: Barbour & Wright, Keeping the Republic, Ch.7 - Congress, p.213-260
   Pipes, Superman & The Social Order (proofs), p.1-6, 16-18
   Suggested Reading: The Constitution of the United States, Article I, p.4-13
   Formative Assessment: MC Quiz (20 pts)

   Required Reading: Barbour & Wright, Keeping the Republic, Ch.8 - The Presidency, p.261-300;
   Skowronek, Politics Presidents Make, Ch.2 - Power & Authority, p.17-33,
   Ch.3 – Structure & Action, p.33-58;
   Pipes, Superman & The Social Order (proofs), p.11-13
   Suggested Reading: The Constitution of the United States, Article I, p.13-17
   Formative Assessment: MC Quiz (20 pts)

    Required Reading: Barbour & Wright, Keeping the Republic, Ch.10 - Am Legal System & Court, p.334-404;
    Whittington, Political Foundations of Judicial Supremacy, Ch.1 – Politics of Constitutional Meaning, p.1-10;
    Pipes, Superman & Social Order (proofs), p.13-16, 18-20
    Suggested Reading: The Constitution of the United States, Article III, p.17-19
    Formative Assessment: MC Quiz (20 pts)

11. Nov. 2-6: Unit 3 Summative & Work on Research Paper
    (50 points) DUE Sept ___ in Google Classroom 12:00 am
    --------------------------------------------------------------------------------------------End of Unit 3: Institutions

12. Nov. 9-13: Civil Liberties
    Required Reading: Barbour & Wright, Keeping the Republic, Ch.5 - Fundamental Am Liberties, p.127-168;
    Reynolds & Kendi, Stamped Remix, Ch.14 - Garrison’s Last Stand, 107-112
    Formative Assessment: MC Quiz (20 pts)

13. Nov. 16-20: Civil Rights
    Required Reading: Barbour & Wright, Keeping the Republic, Ch.6 - Struggle for Civil Rights, p.169-212;
    Suggested Reading: Klarman, From Jim Crow to Civil Rights, Introduction, p.3-7
    Formative Assessment: MC Quiz (20 pts)

14. Nov. 23-24: Review and/or Work Day
    Study for Exam
15. Nov. 30-Dec. 4: Unit 1-4 Summative: This is the Final Exam
   Full Exam – Multiple Choice w/ Mandatory SCOTUS 2019’s Hernandez v. Texas and Brown v. Board,
   Choose one Quantitative Analysis: 2012’s Minority Representation in Congress OR 2018’s Legislative
   Powers vs. Presidential Powers. Choose one Unknown (100 points) Oct. _____ In Class

   -----------------------------------------------------------------------------------------------End of Unit 4: Civil Liberties & Civil Rights

   Research in the Library

   Students will submit their first draft of their research paper in MLA format: see syllabus and abstract for
details. DUE Dec. _____ In GCR, 12 am

18. Jan. 5-8: All the President’s Men, Film Analysis
   In Class Reading: Ebert, All the President’s Men, 1976; Orlando, Goldman Turned Reporters into
   Heroes, The New Yorker, 2018; Plot Analysis
   In Class Watching: All the President’s Men

   Final Draft of Semester Research Paper Due (100 points) DUE Dec. _____ In Google Classroom 12:00 am

   -----------------------------------------------------------------------------------------------End of Fall Semester
Spring 2021 Course Schedule
STLCC PSC 101 – Intro to American Politics

   Required Reading: Barbour & Wright, Keeping the Republic, Ch.11 - Public Opinion, p.371-404; Stimson, Tides of Consent, Preface, The Shutdown, p. xi-xvii
   Suggested Reading: American Polity, Jacobs & Shapiro, Politicians Don’t Pander, p.401-407
   Formative Assessment: MC Quiz (20 pts)

   Required Reading: Barbour & Wright, Keeping the Republic, Ch.12 - Political Parties, 405-438; Grossmann & Hopkins, Asymmetric Politics, Introduction, p.1-17
   Formative Assessment: MC Quiz (20 pts)

22. Feb. 1-5: Interest Groups
   Suggested Reading:
   Formative Assessment: MC Quiz (20pts)

23. Feb. 8-12: Unit 5 [First] Half Summative

   Suggested Reading: Mobilization, Participation, & Dem in Am, Ch.1 - Intro Puzzle of Participation, p.1-6
   Formative Assessment: MC Quiz (20 pts)

25. Feb. 22-26: Voting, Campaigns, & Elections (Part II - Campaigns & Elections)
   Required Reading: Barbour & Wright, Keeping Republic, Ch.14 - Vote, Camps, & Elect, p.487-512
   Suggested Reading: "Will 2020 ring a Realignment to the Left," The Atlantic
   Formative Assessment: MC Quiz (20 pts)

26. March 1-4: Media, Power, and Political Communication
   Required Reading: Barbour & Wright, Keeping Republic, Ch.15 - Media, Power, & Com, p.513-544 Lukes, Power, A Radical View
27. **March 8-12: Unit 5 Summative: Midterm**
   Full Exam – Multiple Choice w/ FRQs. **Choose one** Concept Application: 2013’s *Influence of Political Parties in Elections vs. Congress* OR 2012’s *Techniques Used by Interest Groups to Influence Politics*. Choose one Quantitative Analysis: 2000’s *Presidential Voting Patterns, 1992 & 1996* OR 2001’s *Rate of Congressional Incumbent Reelection, 1948-1996*. **Choose one** Unknown (100 pts) **March _____ In Class**.

   ----------------------------------------------------------End of Unit 5: Political Participation

28. **March 15-19: American Citizenship & Political Culture**
   Required Reading: Barbour & Wright, *Keeping Republic*, Ch.2 - *Am Citizen & Pol Cult*, p.33-59
   Stevenson, "Mass Incarceration," *The 1619 Project*, p.81
   Suggested Reading: Dahl, *How Dem is Am Constitution?* Ch.3 - *Const Model: An Am Illusion*, p.41-72
   Formative Assessment: MC Quiz (20 pts)

29. **March 29-April 2: The Policy-Making Process**
   Required Reading: Pipes, *Superman & the Social Order*, p.31-38
   Suggested Reading: Ingram & Schneider, *Making Distinctions: The Social Construction of Target Groups*
   Stone, *Policy Paradox: The Art of Decision Making*
   Formative Assessment: MC Quiz (20 pts)

30. **April 5-9: Social & Environmental Policy (Part I - Social)**
   Required Reading: Barbour & Wright, *Keeping the Republic*, Ch.16 - *Social and Environmental Policy*, p.545-582
   Prasad, *The Land of Too Much*, Preface, p.xi-xiv
   Formative Assessment: MC Quiz (20 pts)

31. **April 12-16: Unit 6 [First] Half Summative & Set-up Term Paper**
   Take-Home FRQs: Students must complete **two prompts**, one from each category. **Choose one** Concept Application: 2004’s *Decline of Trust & Confidence in Government*, 2013’s *Process of Public Policy*, OR 2018’s *Influence of Majority Rule on Public Policy*. **Choose one** Quantitative Analyses: 2002’s *Distribution of Government Benefits to Children and the Elderly*, 1968-1986 OR 2006’s *Social Security & Entitlement Programs* **(50 points) DUE April. _____ In Google Classroom 12:00 am**


32. **April 19-23: Social & Environmental Policy (Part II - Environment)**
   Required Reading: Barbour & Wright, *Keeping the Republic*, Ch.16 - *Social & Environmental Policy*, p.571-582
   Steinberg, *Down to Earth*, Prologue - *Rocks & History*, p.3-7
   Formative Assessment: MC Quiz (20 pts)

33. **April 26-30: Economic & Foreign Policy**
Required Reading: Barbour & Wright, *Keeping the Republic*, Ch.17 - Economic Policy, p. 583-616
Ch.18 - Foreign & Military Policy, p. 617-653

*John Maynard Keynes, Various Selections (Grandchildren, Prosperity, & General Theory)*


Formative Assessment: MC Quiz (20 pts)

34. May 3-7: AP Exam Prep & Work on Term Paper

   Prep Materials [for AP Exam]: *Constitutional Amendments*
   - Land Mark Supreme Court Cases & Practice Quiz
   - Linkages - How Citizens Connect to Their Government
   - MO EOC Study Guide
   - MO EOC Practice Exam
   - Student Samples from Past AP Exams


35. May 10-14: AP Exam Week & Summative

   Term Paper (100 pts) DUE May _____ In Google Classroom 12:00 am