

# AP<sup>®</sup> U.S. Government & Politics



## 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)
2. Liberty & Order (LOR)
3. Civic Participation in Rep Democracy (PRD)
4. Competing Policy-Making Interests (PMI)
5. Methods of Political Analysis (MPA)

### Textbook Chapters: Wilson & Dilulio, *Am Gov*

- Ch.2,3 – *The Constitution & Federalism*  
 Ch.2,5 – *Constitution & Civil Liberties*  
 Ch.7-10 – *Opinion, Participate, Parties, E&C*  
 Ch.11, 17-21 – *Interest Groups & Public Policies*  
 Ch.1 – *The Study of Am Government*

### Content Units

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

## 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:

Section	Number of Questions	Timing	Percentage of Total Exam Score
<b>I: Multiple Choice</b>	55 questions	1 hour and 20 minutes	50%
<b>II: Free Response</b>	4 questions	1 hour and 40 minutes	50%
<b>Concept Application</b>		20 minutes (suggested)	12.5%
<b>Quantitative Analysis</b>		20 minutes (suggested)	12.5%
<b>SCOTUS Comparison</b>		20 minutes (suggested)	12.5%
<b>Argument Essay</b>		40 minutes (suggested)	12.5%

AP Score	Qualification	College Equivalency
5	Extremely well qualified	A
4	Well qualified	A- to B+
3	Qualified	B- to C+
2	Possibly Qualified	C- to D+
1	No recommendation	D- to F

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/> If you elect to take an exam, once scores are released they may be viewed at <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.

Grading Symbol	Grade Points	Explanation
A	4	Superior
B	3	Above Average
C	2	Average
D	1	Passing, Below Average
F	0	Failing

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**

Barbour, Christine & Wright, Gerald C. *Keeping the Republic: Power & Citizenship in American Politics*, 9th ed. Thousand Oaks, CA: 2020.

**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
<u>Semester Research Paper = 100</u>	F = 239 – 0		
<b>Total Points = 400</b>			

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
<u>Term Paper = 100</u>	D+ = 209 – 201	D = 200 – 192	D- = 191 - 180
<b>Total Points = 300</b>	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:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement Score of zero on assignment	Parent Involvement Score of zero on assignment with no make-up
Maximum:	In-school Suspension Score of zero on assignment with no make-up	Short-term Suspension Score of zero on assignment with no make-up

### **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:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Administrative Conference	In-school Suspension
Maximum:	Short-term Suspension	Short-term Suspension

### **Instructor**

Nathan Pipes, M.A.

Classroom 234

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### **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*

-----**Start of Content**

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...**

-----**End of Unit 1: Foundations**

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)

6. Sept. 28-Oct. 2: Federalism

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**



8. Oct. 12-16: Congress

Required Reading: Barbour & Wright, *Keeping the Republic*, Ch.7 - *Congress*, p.213-260  
Arnold, *Logic of Congressional of Action*, Pt. III – *Assessing Congress Action*, p.265-276  
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)

9. Oct. 19-23: Presidency

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)

10. Oct. 26-30: Judiciary

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**

Take-Home FRQ: Argument Essay - *Theory App Analysis, Institutional Powers on Issues-Immigration*  
**(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

Suggested Reading: Dahl, *How Democratic is the Am Constitution?* Ch.5 - *How Well Does the Constitutional System Perform, Protecting Fundamental Rights* p.97-99, *Democratic Fairness*, p.99-103, *The American Hybrid*, 110-115

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;  
Cleves, “*What, Another Female Husband,*” *Journal of American History*, p.1055-1881;  
Rosenberg, *The Hollow Hope, Introduction*, p.1-8;

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**

16. Dec. 7-11: Research Paper

Research in the Library

17. Dec. 14-18: Research Paper Formative

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*

**19. Jan. 11-15: Exam Week & Research Paper Summative**

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**

20. Jan. 19-22: Public Opinion

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)

21. Jan. 25-29: Political Parties

Required Reading: Barbour & Wright, *Keeping the Republic*, Ch.12 - *Political Parties*, 405-438;  
Grossmann & Hopkins, *Asymmetric Politics*, Introduction, p.1-17

Suggested Reading: *American Polity*, John Garcia, *Latino Politics in America*, p.535-540

Formative Assessment: MC Quiz (20 pts)

22. Feb. 1-5: Interest Groups

Required Reading" Barbour & Wright, *Keeping the Republic*, Ch.13 - *Interest Groups*, p.439-472  
Pipes, "Battle for the Alamo City," *Journal South Texas*, vol.34, no.1, p.110-119

Suggested Reading:

Formative Assessment: MC Quiz (20pts)

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

Take-Home FRQ: Students must complete two prompts, one from each category. Choose one Concept Application: 2005's *The Judicial Branch and Public Opinion*, 2011's *Congress and Public Opinion Polls* OR 2006's *Differing Goals of Interest Groups vs. Political Parties*. Choose one Quantitative Analyses: 2010's *Change in Party Composition and Partisan Shift in the South, 1948-2000* OR 2014's *Party Polarization, 1879-2007* (50 points) **DUE Feb. \_\_\_\_\_ In Google Classroom 12:00 am**

24. Feb. 16-19: Voting, Campaigns, & Elections (Part I - Participation)

Required Reading: Barbour & Wright, *Keeping Republic*, Ch.14 - *Vote, Camps, & Elect*, p.473-487;  
*Voice & Equality*, Ch.2 - *Defining Political Participation*, p.37-48

Pipes, "Battle for the Alamo City," *Journal South Texas*, vol.34, no.1, p.119-121

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  
*Democracy for Realists, Afterword to Paperback Edition*, p.335-344

Pipes, "Battle for the Alamo City," *Journal South Texas*, vol.34, no.1, p.121-132

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*

Suggested Reading: *American Polity*, Pt.14 - *Media*, Rd.80, Larry Sabato, *Feeding Frenzy*, 1991, p.574-581

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  
Pipes, *Superman & The Social Order* (proofs), p.25-30, 39-45  
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  
Howard, *The Welfare State Nobody Knows*, Introduction, p.1-4  
Prasad, *The Land of Too Much*, Preface, p.xi-xiv

Suggested Reading: *American Polity*, Pt.15 - *Pol Econ & Welfare*, Rd.84, Harrington, *The Other Am*, 1962, 607-611

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**

Required Reading [for Term Paper]: Hunter, *Community Power Structure*, Introduction, p.1-7

Dahl, *Who Governs?*, Preface, p.xiii-xv, Ch.1 - *Nature of Problem*, p.1-8

Bartels, *Unequal Democracy*, Ch.9 - *Unequal Democracy*, p.284-303

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  
*Silent Spring*, Introduction by Lind Lear, p.x-xix.

Steinberg, *Down to Earth*, Prologue - *Rocks & History*, p.3-7

Suggested Reading:

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)*

Allison & Zelikow, *Essence of Decision*, Introduction, p.1-11

Suggested Reading: *Am Polity*, Pt.15 - *Political Econ & Welfare*, Rd.85, M. Freidman, *Free Choice*, 1980, p.611-617

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*

Required Reading [for Term Paper]: Hunter, *Community Power Structure, Introduction*, p.1-7

Dahl, *Who Governs, Preface*, p.xiii-xv, Ch.1 - *Nature of Problem*, p.1-8

Bartels, *Unequal Democracy*, Ch.9 - *Unequal Democracy*, p.284-303

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

Term Paper (100 pts) **DUE May \_\_\_\_\_ In Google Classroom 12:00 am**