



# Advanced Placement® (AP®) U.S. Government and Politics (APGOVT) Syllabus

## Course Name

APGOVT

Advanced Placement® (AP®) U.S. Government and Politics

## Course Information

APGOVT is a one-semester course.

In AP U.S. Government and Politics, students are provided a 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 equivalent of an introductory college-level class, this course prepares students for the AP exam and for further study in U.S. Government and Politics.

Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

**Prerequisite:** U.S. History

This course has been authorized by the College Board® to use the AP® designation.

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## Course Delivery Method

Online

*continued →*

## Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [www.k12.ttu.edu](http://www.k12.ttu.edu).

## Course Objectives

After completing this course, you should be able to:

1. recognize key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States;
2. explain U.S. foundational documents, Supreme Court decisions, and other texts and visuals;
3. understand the relationships and interactions among political institutions, processes, and behaviors; and
4. interpret data, make comparisons and applications, and develop evidence-based arguments.

APGOVT addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](http://www.tea.state.tx.us) website.

## Textbook and Materials

### Textbook(s)

Required:

- *The Lanahan Readings in the American Polity*, 6th ed. Ann G. Serow and Everett C. Ladd, eds. (Lanahan Publishing, 2016). ISBN-10: 1-930398-19-0 / ISBN-13: 978-1-930398-19-1  
Acceptable alternate: 5th ed. (2010). ISBN-10: 1930398166 / ISBN-13: 9781930398160  
Acceptable alternate: 4th ed. (2007). ISBN-10: 1930398093
- *American Government: Power and Purpose*, 15th ed. Theodore J. Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere (W.W. Norton, 2018). ISBN-10: 0393674991 / ISBN-13: 9780393674996  
Acceptable alternate: 14th ed. (2017). ISBN-10: 0393624218 / ISBN-13: 9780393624212  
Acceptable alternate: 13th ed. (2013). ISBN-10: 0393922448 / ISBN-13: 9780393922448

### Materials

There are no required materials for this course.

## Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word

- Adobe Reader (download from [Adobe.com](http://Adobe.com))
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)

## Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

## Coursework

The graded assignments within each unit are formative in nature. This means that they are designed to assist you in applying and demonstrating the unit concepts, as well as identifying areas in which you need additional review. You may use all the unit's learning activities to assist you as you complete the graded assignments.

## Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

All course work will be completed in the Apex system (quizzes, discussions, practice assignments, journals, etc.). When submitting a Practice Assignment, you will submit it through the **Apex system > Messages > New Message** tool and choose your instructor. This will be the place where you upload file attachments showing your work on the assignment. Your instructor will receive the assignment submission and grade it, then provide feedback that will be sent back to you through Apex messages.

## Course Organization

This course consists of six units and a final exam. Each unit contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Learning Activities
- Assignments

Each unit includes several activities that present content knowledge. Each unit also includes multiple graded assignments to ensure that you learn the content that has been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade.

Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

## Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the units and complete assignments, more will unlock for you.

Unit	Topic	Approximate Time for Completion
<b>Unit 1</b>	Foundations of American Democracy	Three weeks
Lesson 1	Politics in a Democracy	
Lesson 2	Constitutional Foundations	
Lesson 3	Federalism	
Lesson 4	Wrap-Up	
<b>Unit 2</b>	Interaction Among Branches of Government	Four weeks
Lesson 1	Congress	
Lesson 2	The Presidency	
Lesson 3	The Bureaucracy	
Lesson 4	The Courts	
Lesson 5	Checks and Balances	
Lesson 6	Wrap-Up	
<b>Unit 3</b>	Civil Liberties and Civil Rights	Two weeks
Lesson 1	Civil Liberties	
Lesson 2	Civil Rights	
Lesson 3	Wrap-Up	
<b>Unit 4</b>	American Political Ideologies and Beliefs	Three weeks
Lesson 1	Public Opinion in America	
Lesson 2	Political Culture	
Lesson 3	Domestic Policy	
Lesson 4	Wrap-Up	
<b>Unit 5</b>	Political Participation	Four weeks
Lesson 1	Political Parties	

Unit	Topic	Approximate Time for Completion
Lesson 2	Campaigns and Elections	
Lesson 3	Interest Groups	
Lesson 4	The Media	
Lesson 5	Wrap-Up	
<b>Unit 6</b>	Semester Wrap-Up	One week
Lesson 1	Practice AP Exams	
<b>Final Exam</b>	Units 1-6	

## Assignment Schedule

(\*) indicate that these are summative assessments for the course.

Unit	Weeks	Assignments
<b>1</b>	1-3	1.1.2 Discuss: Your Political Background 1.1.4 Discuss: What Is Unclear From the Reading? 1.1.5 Practice: Outlining and Writing Essays 1.1.6 Practice: Theories of American Democracy 1.1.7 Quiz: Politics in a Democracy 1.2.4 Discuss: What Is Unclear From the Reading? 1.2.6 Discuss: Amending the Constitution 1.2.8 Quiz: Constitutional Foundations 1.3.2 Practice: Returning Power to the States 1.3.4 Quiz: Federalism 1.4.2 Quiz: Foundations of American Democracy *1.4.3 Test (CS): Foundations of American Democracy 1.4.5 Project: Civic Engagement Project Task 1
<b>2</b>	4-6	2.1.2 Discuss: Congressional Demographics 2.1.4 Practice: Congressional Voting Decisions 2.1.6 Quiz: Congress 2.2.2 Discuss: The President's Roles 2.2.4 Practice: Presidential Power 2.2.5 Quiz: The Presidency 2.3.2 Discuss: Bureaucratic Organization 2.3.4 Quiz: The Bureaucracy 2.4.2 Discuss: You Be the Judge 2.4.4 Practice: The Power of Judicial Review

Unit	Weeks	Assignments
		2.4.5 Quiz: The Courts 2.5.2 Practice: Do Checks and Balances Work? 2.5.4 Quiz: Checks and Balances 2.6.2 Quiz: Interaction Among Branches of Government *2.6.3 Test (CS): Interaction Among Branches of Government 2.6.5 Project: Civics Engagement Project Task 2
3	7-10	3.1.4 Practice: Rights of Criminal Defendants 3.1.5 Quiz: Civil Liberties 3.2.4 Discuss: Affirmative Action 3.2.7 Quiz: Civil Rights 3.3.2 Quiz: Civil Liberties and Civil Rights *3.3.3 Test (CS): Civil Liberties and Civil Rights 3.3.5 Project: Civics Engagement Project Task 3
4	11-13	4.1.2 Practice: Public Opinion Polls 4.1.3 Discuss: Public Involvement in Politics 4.1.4 Quiz: Public Opinion in America 4.2.2 Practice: Liberal and Conservative Views 4.2.3 Discuss: Ideological Positions 4.2.5 Quiz: Political Culture 4.3.5 Discuss: Government Involvement in the Economy 4.3.7 Quiz: Domestic Policy 4.4.2 Quiz: American Political Ideologies and Beliefs *4.4.3 Test (CS): American Political Ideologies and Beliefs 4.4.5 Project: Civic Engagement Project Task 4
5	14-16	5.1.2 Discuss: Party Differences 5.1.3 Practice: Decline of Political Parties 5.1.4 Discuss: Third Parties 5.1.5 Quiz: Political Parties 5.2.2 Practice: Voter Behavior 5.2.4 Discuss: Alternative Voting Systems 5.2.7 Quiz: Campaigns and Elections 5.3.4 Practice: Interest Group Research 5.3.5 Quiz: Interest Groups 5.4.5 Practice: The Media and Voter Education 5.4.7 Quiz: The Media 5.5.2 Quiz: Political Participation *5.5.3 Test (CS): Political Participation 5.5.5 Project: Civic Engagement Project Task 5
6	17	<b>*6.2.2 Exam: Final Course Exam</b>

## Course Detailed Description

### **UNIT 1: FOUNDATIONS OF AMERICAN DEMOCRACY**

#### **LESSON 1: POLITICS IN A DEMOCRACY**

##### **1.1.1 Study: Introduction to Politics**

Explore political issues that concern Americans, the study of politics, and three theories of American democracy.

*Duration: 45 mins*

##### **1.1.2 Discuss: Your Political Background**

Discuss your political interests and background, your political biases in terms of how you view democracy, and your community in terms of its groups and its politics.

*Duration: 30 mins; Scoring: 25 points*

##### **1.1.3 Read: Reading Political Science Material**

Research theories of governance in America (Mills, Dahl). Complete study questions based on the reading and compare your work to an answer sheet.

*Duration: 1 hr*

##### **1.1.4 Discuss: What Is Unclear From the Reading?**

Discuss the readings by Mills and Dahl with your classmates and instructor to help you prepare for writing your first course essay.

*Duration: 30 mins; Scoring: 25 points*

##### **1.1.5 Practice: Outlining and Writing Essays**

Outline an essay answer in preparation for writing your first course essay.

*Duration: 1 hr; Scoring: 50 points*

##### **1.1.6 Practice: Theories of American Democracy**

Decide which of three theories of democracy is the most accurate analysis of current American politics. Write a short essay supporting your choice with examples from the readings.

*Duration: 1 hr 30 mins; Scoring: 50 points*

##### **1.1.7 Quiz: Politics in a Democracy**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

#### **LESSON 2: CONSTITUTIONAL FOUNDATIONS**

##### **1.2.1 Explore: Examining the Founding Principles**

Read excerpts from the Declaration of Independence and the Articles of Confederation and examine principles that inspired the development of these important documents.

*Duration: 1 hr*

##### **1.2.2 Study: The Debate Over Ratification**

Examine the process of ratification, the federalists and the anti-federalists, and the great debate.

*Duration: 45 mins*

##### **1.2.3 Read: Federalists vs. Anti-Federalists**

Read Federalist No. 10 and Brutus No. 1 and respond to reading questions designed to help you gain a better understanding of key ideas in each document.

*Duration: 1 hr*

##### **1.2.4 Discuss: What Is Unclear From the Reading?**

Discuss Federalist No. 10 and Brutus No. 1 with your classmates and instructor.

*Duration: 30 mins; Scoring: 25 points*

### **1.2.5 Study: Completion of the Constitution**

Explore the following: ratification by the states, the amendment process, the rise of the federalists and anti-federalists, national vs. state government rule, separation of powers, and the development of judicial review.

*Duration: 45 mins*

### **1.2.6 Discuss: Amending the Constitution**

Discuss with your classmates whether you think it's too difficult to amend the Constitution.

*Duration: 30 mins; Scoring: 25 points*

### **1.2.7 Explore: How Democratic is the Constitution?**

After reading about the intentions of the framers of the Constitution, answer a series of questions focusing on whether the Constitution is an elitist document.

*Duration: 1 hr*

### **1.2.8 Quiz: Constitutional Foundations**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 3: FEDERALISM**

### **1.3.1 Study: Federalism**

Examine the establishment of federalism in the Constitution, the evolution of federal-state relationships, and federalism in the twentieth and twenty-first centuries.

*Duration: 45 mins*

### **1.3.2 Practice: Returning Power to the States**

Write an essay answering this question: How has the debate over federal-state relations been affected by efforts to increase homeland security since the events of 9/11/2001?

*Duration: 2 hrs; Scoring: 50 points*

### **1.3.3 Explore: The New Federalism**

Answer a series of questions on the Supreme Court's views on new federalism.

*Duration: 2 hrs*

### **1.3.4 Quiz: Federalism**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 4: WRAP-UP: FOUNDATIONS OF AMERICAN DEMOCRACY**

### **1.4.1 Review: Foundations of American Democracy**

Review your studies of American politics, the Constitution, and federalism. Complete a question-outlining exercise.

*Duration: 1 hr 30 mins*

### **1.4.2 Quiz: Foundations of American Democracy**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

### **1.4.3 Test (CS): Foundations of American Democracy**

Take a 20-minute test covering American politics, the Constitution, and federalism.

*Duration: 20 mins; Scoring: 30 points*



### **1.4.5 Project: Civic Engagement Project Task 1**

Students who chose option 1, the media literacy guide, make use of online resource to familiarize themselves with 1) media literacy and related concepts, including bias, and 2) the current political landscape. Students who chose option 2, the group presentation, make use of online resources to familiarize themselves with political practices at various levels of government.

*Duration: 1 hr 30 mins; Scoring: 40 points*

## **UNIT 2: INTERACTION AMONG BRANCHES OF GOVERNMENT**

### **LESSON 1: CONGRESS**

#### **2.1.1 Study: Congress: Part 1**

Explore the characteristics of the members of Congress and the powers and functions of Congress.

*Duration: 45 mins*

#### **2.1.2 Discuss: Congressional Demographics**

After conducting research to identify and characterize members of Congress from your state, comment on how representative you think they are of your state as a whole.

*Duration: 1 hr; Scoring: 25 points*

#### **2.1.3 Study: Congress: Part 2**

Learn about congressional organization and leadership, the committee system, and how a bill becomes a law.

*Duration: 45 mins*

#### **2.1.4 Practice: Congressional Voting Decisions**

Based on the Mayhew, Fenno, and Starobin readings about serving in Congress, examine data about the primary factors influencing legislative voting behavior.

*Duration: 2 hrs; Scoring: 50 points*

#### **2.1.5 Explore: Researching Legislation**

Conduct research on a piece of congressional legislation that affects an issue of interest to you. Briefly summarize the legislation and track its legislative history.

*Duration: 1 hr 30 mins*

#### **2.1.6 Quiz: Congress**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

### **LESSON 2: THE PRESIDENCY**

#### **2.2.1 Study: The Presidency: Part 1**

Examine the president's role as Chief of State and Chief Executive. Consider other formal presidential roles, informal presidential roles, and public expectations of the president.

*Duration: 45 mins*

#### **2.2.2 Discuss: The President's Roles**

Read the Cronin and Genovese excerpt. Then characterize President Obama's and/or President Trump's efforts to fulfill the obligations of his (their) multiple roles.

*Duration: 1 hr; Scoring: 25 points*

#### **2.2.3 Study: The Presidency: Part 2**

Explore the executive branch resources, presidential resources, and constraints on presidential power.

*Duration: 45 mins*

### **2.2.4 Practice: Presidential Power**

After reading about presidential power (Neustadt and Federalist 70), write an essay analyzing the effectiveness of presidential rhetoric.

*Duration: 2 hrs; Scoring: 50 points*

### **2.2.5 Quiz: The Presidency**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 3: THE BUREAUCRACY**

### **2.3.1 Study: The Bureaucracy: Part 1**

Explore the theories of bureaucracy, the functions and organization of the federal bureaucracy, the size and cost of the bureaucracy, and the selection and characteristics of federal employees.

*Duration: 45 mins*

### **2.3.2 Discuss: Bureaucratic Organization**

Participate in a discussion about the bureaucratic challenges confronting the Department of Homeland Security.

*Duration: 1 hr; Scoring: 25 points*

### **2.3.3 Study: The Bureaucracy: Part 2**

Examine the pathologies of the federal bureaucracy and their causes, the efforts to reform the bureaucracy, and the concept of incrementalism.

*Duration: 45 mins*

### **2.3.4 Quiz: The Bureaucracy**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 4: THE COURTS**

### **2.4.1 Study: The Courts: Part 1**

Explore the three types of law in the U.S., the organization of the judicial system, and how the judicial process works.

*Duration: 45 mins*

### **2.4.2 Discuss: You Be the Judge**

Read about how the Supreme Court ruled in an important case. Do you agree or disagree with the court's decision?

*Duration: 1 hr; Scoring: 25 points*

### **2.4.3 Study: The Courts: Part 2**

Examine the processes of judicial review, appointment of Supreme Court justices, Supreme Court decision-making, judicial activism, and judicial restraint.

*Duration: 45 mins*

### **2.4.4 Practice: The Power of Judicial Review**

Read about the Supreme Court's power of judicial review and excerpts from the Supreme Court's decision in *Bush v. Gore*. Write about whether you think the power of judicial review is antidemocratic.

*Duration: 2 hrs; Scoring: 50 points*

### **2.4.5 Quiz: The Courts**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 5: CHECKS AND BALANCES**

### **2.5.1 Study: Checks and Balances**

Examine Congress and the presidency domestic and foreign policy Congress and the bureaucracy and the courts. Consider these in terms of the Madison's vision.

*Duration: 45 mins*

### **2.5.2 Practice: Do Checks and Balances Work?**

After reading Federalist No. 51, write an essay on whether our contemporary system of checks and balances is working as Madison intended.

*Duration: 2 hrs; Scoring: 50 points*

### **2.5.3 Explore: Line-Item Veto**

Conduct research and answer a series of questions on whether the line-item veto is constitutional.

*Duration: 1 hr*

### **2.5.4 Quiz: Checks and Balances**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 6: WRAP-UP: INTERACTION AMONG BRANCHES OF GOVERNMENT**

### **2.6.1 Review: Interaction Among Branches of Government**

Review your studies about the institutions of American government and complete a question-outlining exercise.

*Duration: 3 hrs*

### **2.6.2 Quiz: Interaction Among Branches of Government**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

### **2.6.3 Test (CS): Interaction Among Branches of Government**

Take a 20-minute test covering Congress, the presidency, the bureaucracy, the courts, and the system of checks and balances.

*Duration: 20 mins; Scoring: 30 points*

### **2.6.5 Project: Civics Engagement Project Task 2**

Students who chose option 1, the media literacy guide, apply effective research practices to identify works of professional journalism among the sources they compiled in the previous stage of their project. They compare and contrast these sources, identifying possible signs of bias. Students who chose option 2, the group presentation, meet in groups to select a single political practice from their list that they can most easily conceive replacing with an alternative practice. Students brainstorm proposals and collaborate to establish how their group will address the problem.

*Duration: 1 hr 30 mins; Scoring: 40 points*

## **UNIT 3: CIVIL LIBERTIES AND CIVIL RIGHTS**

### **LESSON 1: CIVIL LIBERTIES**

#### **3.1.1 Study: First Amendment Civil Liberties**

Explore civil liberties and selective incorporation, freedom of religion, freedom of speech, and freedom of the press.

*Duration: 45 mins*

### **3.1.2 Study: Rights of the Accused**

Examine the concepts of unreasonable search and seizure, the right to remain silent, the right to an attorney, and capital punishment.

*Duration: 45 mins*

### **3.1.3 Explore: Civil Liberties Cases**

Research 19 landmark Supreme Court cases related to civil liberties. Complete a worksheet identifying the issue and principle established in each case, as well as the decision of the Court and the significance of that decision.

*Duration: 2 hrs*

### **3.1.4 Practice: Rights of Criminal Defendants**

Read about two famous Supreme Court cases. In an essay, explain whether you think the Supreme Court went too far in protecting the rights of the criminal defendants involved in these cases.

*Duration: 2 hrs; Scoring: 50 points*

### **3.1.5 Quiz: Civil Liberties**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 2: CIVIL RIGHTS**

### **3.2.1 Study: Civil Rights in America**

Explore the process of defining civil rights, the movement from slavery to separate but equal, the history of school desegregation, the civil rights movement, and affirmative action.

*Duration: 45 mins*

### **3.2.2 Read: Letter from Birmingham Jail**

Read Letter from Birmingham Jail. Explain King's approach to civil rights and its relationship to the Fourteenth Amendment.

*Duration: 1 hr*

### **3.2.3 Explore: Civil Rights Cases**

Research 13 landmark civil rights court cases. Complete a worksheet identifying the issue and principle established in each case, as well as the decision of the Court and the significance of that decision.

*Duration: 1 hr 30 mins*

### **3.2.4 Discuss: Affirmative Action**

Read excerpts from the Lanahan reader and discuss whether you think affirmative action is still necessary.

*Duration: 1 hr 30 mins; Scoring: 25 points*

### **3.2.5 Study: Rights for Women**

Examine the history of women's rights, women in the political arena, women in the economic arena, and the politics of rights.

*Duration: 45 mins*

### **3.2.6 Explore: Gender Equality in the Workplace**

Conduct web research on contemporary women's issues. Answer a series of questions focusing on both feminist and anti-feminist views of workplace equality and wage discrimination.

*Duration: 1 hr*

### **3.2.7 Quiz: Civil Rights**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

### **LESSON 3: WRAP-UP: CIVIL LIBERTIES AND CIVIL RIGHTS**

#### **3.3.1 Review: Civil Liberties and Civil Rights**

Review your studies about civil liberties and civil rights. Complete a question-outlining exercise.

*Duration: 2 hrs*

#### **3.3.2 Quiz: Civil Liberties and Civil Rights**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

#### **3.3.3 Test (CS): Civil Liberties and Civil Rights**

Take a 20-minute test covering civil liberties and civil rights.

*Duration: 20 mins; Scoring: 30 points*

#### **3.3.5 Project: Civics Engagement Project Task 3**

Students who chose option 1, the media literacy guide, outline their guide, taking each requirement of the assignment description into account, and also draft a portion of it. Students who chose option 2, the group presentation, apply effective research practices to gather information about their proposed solutions. They then meet to compare research and reach consensus about which political principles are most important and which proposal most effectively serves those principles, based on their research.

*Duration: 1 hr 30 mins; Scoring: 40 points*

### **UNIT 4: AMERICAN POLITICAL IDEOLOGIES AND BELIEFS**

#### **LESSON 1: PUBLIC OPINION IN AMERICA**

##### **4.1.1 Study: What Is Public Opinion?**

Explore public opinion and how it's measured, the nature of the public, and the results of studying public opinion.

*Duration: 45 mins*

##### **4.1.2 Practice: Public Opinion Polls**

Using data from the PewResearch.org and RoperCenter.cornell.edu, students examine and interpret poll results on a variety of issues and then write an essay assessing the advantages and disadvantages of using polls to gauge public opinion.

*Duration: 1 hr 30 mins; Scoring: 50 points*

##### **4.1.3 Discuss: Public Involvement in Politics**

Support your opinion about what role public opinion should play in our political system.

*Duration: 1 hr; Scoring: 25 points*

##### **4.1.4 Quiz: Public Opinion in America**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

#### **LESSON 2: POLITICAL CULTURE**

##### **4.2.1 Study: Political Culture**

Examine political culture, political ideology, and political socialization.

*Duration: 45 mins*

##### **4.2.2 Practice: Liberal and Conservative Views**

Identify liberal and conservative positions on a range of issues. Explain how you characterize your own views on these issues.

*Duration: 1 hr; Scoring: 50 points*

#### **4.2.3 Discuss: Ideological Positions**

Take an ideological test. Discuss your findings. (How did you rate? Were you surprised?)

*Duration: 30 mins; Scoring: 25 points*

#### **4.2.4 Read: Liberty, Equality, and Globalization**

Answer a series of questions about the impacts of liberty, equality, and globalization on American political culture.

*Duration: 1 hr*

#### **4.2.5 Quiz: Political Culture**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

### **LESSON 3: DOMESTIC POLICY**

#### **4.3.1 Study: Public Policymaking**

Examine the policy cycle and the three types of policies, and consider a case study of tobacco policy.

*Duration: 45 mins*

#### **4.3.2 Explore: Implementing Public Policy**

Research the techniques the government employs to ensure compliance with public policy.

*Duration: 1 hr 30 mins*

#### **4.3.3 Study: Distributive Policies**

Look at distributive policies and politics and consider two examples: agricultural policy and defense policy.

*Duration: 45 mins*

#### **4.3.4 Study: Redistributive Policies**

Examine redistributive policies and politics and consider two examples: welfare policy and tax policy.

*Duration: 45 mins*

#### **4.3.5 Discuss: Government Involvement in the Economy**

Discuss and support your opinions about the government's involvement in the economy.

*Duration: 1 hr; Scoring: 25 points*

#### **4.3.6 Study: Regulatory Policies**

Explore regulatory policies and politics and consider two examples: business regulation and environmental policy.

*Duration: 45 mins*

#### **4.3.7 Quiz: Domestic Policy**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

### **LESSON 4: WRAP-UP: AMERICAN POLITICAL IDEOLOGIES AND BELIEFS**

#### **4.4.1 Review: American Political Ideologies and Beliefs**

Review your studies about political culture public opinion and public policy in America. Complete a question-outlining exercise.

*Duration: 2 hrs*

#### **4.4.2 Quiz: American Political Ideologies and Beliefs**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

#### **4.4.3 Test (CS): American Political Ideologies and Beliefs**

Take a 20-minute test covering political values in America the process of political socialization liberals conservatives public opinion polls and public policy.

*Duration: 20 mins; Scoring: 30 points*

#### **4.4.5 Project: Civic Engagement Project Task 4**

Students who chose option 1, the media literacy guide, draft the portion of their media guide that describes media literacy and provides criteria by which readers themselves can evaluate sources. Students who chose option 2, the group presentation, outline and draft a script for their presentation.

*Duration: 1 hr 30 mins; Scoring: 40 points*

### **UNIT 5: POLITICAL PARTICIPATION**

#### **LESSON 1: POLITICAL PARTIES**

##### **5.1.1 Study: Political Parties**

Explore the history of American political parties, their organization, how they work, and the changing nature of party identification.

*Duration: 45 mins*

##### **5.1.2 Discuss: Party Differences**

Conduct research on the modern Republican and Democratic parties. Explain how both parties are changing, why they're changing, and whether you think there remains much of a difference between the two.

*Duration: 1 hr 30 mins; Scoring: 25 points*

##### **5.1.3 Practice: Decline of Political Parties**

Review data and then compose an essay about whether the role of political parties is in serious decline.

*Duration: 2 hrs; Scoring: 50 points*

##### **5.1.4 Discuss: Third Parties**

Conduct research on several third parties. Discuss the impact of those parties, with particular focus on the Green and Libertarian Parties in the 2016 election.

*Duration: 1 hr; Scoring: 25 points*

##### **5.1.5 Quiz: Political Parties**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

#### **LESSON 2: CAMPAIGNS AND ELECTIONS**

##### **5.2.1 Study: Elections and Voter Turnout**

Examine what elections mean to Americans. In addition, explore how the factors associated with political protections, ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

*Duration: 45 mins*

##### **5.2.2 Practice: Voter Behavior**

Examine data to compare the opinions of people you know to the behavior of most American voters.

*Duration: 2 hrs; Scoring: 50 points*

### **5.2.3 Study: Electoral Systems**

Look at the plurality, majority, and plurality runoff electoral methods. Examine proportional voting systems, and consider our controversial electoral college system.

*Duration: 45 mins*

### **5.2.4 Discuss: Alternative Voting Systems**

After researching voting issues and electoral methods discuss whether you think low voter turnout is a problem and what you think might be done to increase turnout.

*Duration: 1 hr; Scoring: 25 points*

### **5.2.5 Study: Campaigns and Voting**

Examine the process of running for office. Consider the role and function of primaries, caucuses, and conventions, and look at how voting behavior is analyzed.

*Duration: 45 mins*

### **5.2.6 Explore: Campaign Finance**

Analyze data on congressional candidates, read about evolving federal campaign finance laws, and answer a series of questions about the role of money in the electoral process.

*Duration: 1 hr 30 mins*

### **5.2.7 Quiz: Campaigns and Elections**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 3: INTEREST GROUPS**

### **5.3.1 Study: Interest Groups**

Explore the roles of interest groups, why they form, participation in interest groups, and the types of interest groups.

*Duration: 45 mins*

### **5.3.2 Read: Interest Groups and the Democratic Process**

After reading about the role of interest groups on our democracy, answer questions about the impact of contemporary interest groups.

*Duration: 1 hr*

### **5.3.3 Study: Interest Group Strategies**

Examine the direct and indirect techniques used by interest groups and political action committees in the democratic process.

*Duration: 45 mins*

### **5.3.4 Practice: Interest Group Research**

Conduct web research on two political interest groups. Report on what their missions are, what techniques they use, how large their budgets are, who their target audiences are, and whether they have a PAC. Conclude with your assessment of which group you think is the most effective.

*Duration: 2 hrs; Scoring: 50 points*

### **5.3.5 Quiz: Interest Groups**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

## **LESSON 4: THE MEDIA**

### **5.4.1 Study: The Media**

See the development of a free press in the United States, the rise of print and broadcast media, government regulation of broadcast media, and the media's effect on government.



*Duration: 45 mins*

#### **5.4.2 Study: The Media and Politics**

Examine the national media's interest in political campaigns and political leaders' interest in the media.

*Duration: 45 mins*

#### **5.4.3 Read: The Media and Campaigning**

After reading about the media's role in campaigning (Sabato), comment on the following: Should the media's notion of "a marketplace of ideas" include everything, or are there subjects the media should avoid?

*Duration: 1 hr*

#### **5.4.4 Study: The Media and Campaigns**

Examine media coverage of presidential campaigns and evaluate the media's role in the same.

*Duration: 45 mins*

#### **5.4.5 Practice: The Media and Voter Education**

Answer the following question: Does the mass media do a sufficient job of educating voters during campaigns?

*Duration: 1 hr; Scoring: 50 points*

#### **5.4.6 Explore: Comparing Media Coverage**

Locate three articles from the mainstream media and three articles from alternative media sources covering a topic of your choice. Compare coverage of the topic.

*Duration: 1 hr 30 mins*

#### **5.4.7 Quiz: The Media**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

### **LESSON 5: WRAP-UP: POLITICAL PARTICIPATION**

#### **5.5.1 Review: Political Participation**

Review your studies of political parties, elections, interest groups, and the media. Complete a question-outlining exercise.

*Duration: 3 hrs*

#### **5.5.2 Quiz: Political Participation**

Answer questions to assess your understanding of the content.

*Duration: 30 mins; Scoring: 20 points*

#### **5.5.3 Test (CS): Political Participation**

Take a 20-minute test covering political parties, elections, interest groups, and the media.

*Duration: 20 mins; Scoring: 30 points*

#### **5.5.5 Project: Civic Engagement Project Task 5**

Students who chose option 1, the media literacy guide, combine the drafts from previous phases of the project, using their outline as a guide. Students then revise and edit the guide for coherence and professionalism. Finally, they refine the content with visual aids and signposts, such as a section headings. Students who chose option 2, the group presentation, find and implement visual (or audible) aids to clarify the information they provide in their script. Students then give, record, or publish their presentation — depending on the choice of medium, the technology available, and the classroom situation.

*Duration: 1 hr 30 mins; Scoring: 40 points*

## **UNIT 6: SEMESTER WRAP-UP**

### **LESSON 1: PRACTICE AP EXAMS**

#### **6.1.1 Checkup: AP Exam Practice 1**

Practice AP-style, multiple-choice questions.

*Duration: 1 hr 20 mins*

#### **6.1.2 Checkup: AP Exam Practice 2**

Practice AP-style, free-response questions.

*Duration: 1 hr 40 mins*

### **LESSON 2: FINAL COURSE EXAM**

#### **6.2.1 Review: AP U.S. Government and Politics**

Review this information to help you prepare for the exam.

*Duration: 1 hr*

#### **6.2.2 Exam: Final Course Exam**

Take the Final Exam for U.S. Government.

*Duration: 1 hr 20 mins; Scoring: 110 points*

## **Course Credit**

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

## **Summative Assessments**

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course. The summative assessments for this course are as follows:

- Unit Tests **(20% of Course Grade)**
- Final Exam **(30% of Course Grade)**

## **Course Completion**

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

## Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

## Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

## Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

- Apex Messages will be used for submitting assignments that your instructor must grade.

## **Technical Difficulties**

### ***Getting Help***

For student assistance with Blackboard, visit [TTU K-12 Support](#).

### ***Computer Problems***

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

### ***Server Problems***

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

### ***Lost or Corrupted Files***

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.