

CSU PUEBLO –PSCI – 101  
COURSE OUTLINE  
SEMESTER # 1

**QUARTER # 1**

WEEK # 1 INTRODUCTION & ORIENTATION  
WEEK # 2 CHAPTER # 1

- Read Chapter # 1 “ **THE DEMOCRATIC REPUBLIC**” pages 1 – 26

**OBJECTIVES:**

Students will

- I. UNDERSTAND THE RELATIONSHIP BETWEEN POLITICS AND GOVERNMENT
  - DIFFERENCES & SIMILARITIES
- II. DEFINE ATTRIBUTES OF GOVERNMENTAL INSTITUTIONS
  - AUTHORITY
  - LEGITIMACY
  - POWER
- III. DESCRIBE THE DIFFERENT FORMS OF GOVERNMENTAL INSTITUTIONS
  - TOTALITARIAN REGIME
  - OLIGARCHY
  - ARISTOCRACY
  - DEMOCRACY
  - ANARCHY
- IV. DESCRIBE THE COMPETING THEORIES OF HOW U.S. DEMOCRACY WORKS
  - ELITISM
  - PLURALISM
  - HYPERPLURALISM
- V. DEFINE POLITICAL CULTURE AND DESCRIBE THE PROCESS OF POLITICAL SOCIALIZATION
  - LIBERTY
  - EQUALITY
  - PROPERTY
    - EXPLAIN HOW CHANGING DEMOGRAPHICS (AGING, IMMIGRATION...) AFFECT AMERICAN POLITICAL CULTURE
- VI. DEFINE THE CONCEPT OF IDEOLOGY AND EXPLAIN THE DOMINANT IDEOLOGIES IN THE U.S.
  - LIBERALISM
  - CONSERVATISM

**Supplemental Resources:**

- <http://politicalscience.wadsworth.com>
- Overhead Transparency notes / discussion O/H # 1 – 10
- CNN Video American Government Today – Volume I
  - Immigration (segment # 1)
- CD-ROM - *America At Odds*
  - California proposition 187 & Illegal Immigration Act of 1996
  - Vocabulary list

**Assessment:**

- Students will develop a 20 question chapter test with a separate answer key using the primary objectives as a guideline for topical issues
- CHAPTER # 1 TEST (mine or one you create)
- Vocabulary quiz

➤ CAQ –

- P. # 4 - What if Americans had to pass a test to vote? Q # 1 / 2
- P. # 8 – E – mocracy Q # 1
- P. # 15 – Government regulation of computer availability. Q # 1
- P # 19 – The 21<sup>st</sup> Century in America. Q # 1 / 2
- P # 21 – Should the U.S. encourage immigration? Q # 1
- P # 25 – Government control of activities. Q # 1

➤ **CHAPTER # 1 ESSAY SELECTIONS**

- Select \_\_\_\_\_ of the four essays and respond using the Step Up To Writing - essay format
1. Abraham Lincoln's view of American government presupposes that Americans know enough about the institutions of their government to want to change them and that they care enough about their political system to get involved. Explain in detail why you think Lincoln's statement is correct or incorrect concerning the public in the current society.
  2. Political culture in the United States has nurtured two major political philosophies, liberalism and conservatism. Discuss the impact these two philosophies have on the development of the public policy, and why other philosophies have minimal impact on public policy.
  3. Describe how the changing demographics in the United States will change the focus of policy debates. Pay particular attention to the aging of the population, the increasing rates of immigration and the increases in the prison population.
  4. American culture has been dominated by the ideas of liberals and conservatives. Explain the ideas of these two philosophies and describe why other political philosophies have had on a limited impact on American culture.

WEEK # 3      CHAPTER # 2

- Read Chapter # 2      **“ THE CONSTITUTION “**      pages 27 – 57
- Review United States Constitution – Appendix to Chapter # 2      pages 58 - 76

**OBJECTIVES:**      **Students will**

- I. IDENTIFY AND EXPLAIN THE PATTERNS OF EARLY COLONIZATION, AND HOW GOVERNMENT EVOLVED IN THE COLONIES. INCLUDING JAMESTOWN (REPRESENTATIVE ASSEMBLY) & PLYMOUTH (SOCIAL CONTRACT). WHAT WERE THE DRIVING FORCES FOR MORE GOVERNMENT CONTROL?
- II. TRACE THE EVENTS AND CIRCUMSTANCES THAT LED TO THE REVOLUTIONARY WAR
  - a. BRITISH REVENUE NEEDS – WHY?
    1. STAMP ACT
    2. COERCIVE ACTS
  - b. COLONIAL RESPONSE TO THESE ACTIONS
    1. BOSTON TEA PARTY
    2. FIRST CONTINENTAL CONGRESS
    3. SECOND CONTINENTAL CONGRESS
    4. COMMONS SENSE
    5. RESOLUTION OF INDEPENDENCE / DECLARATION OF INDEPENDENCE
- III. EXPLAIN THE EVENTS LEADING TO THE CALL FOR THE CONSTITUTIONAL CONVENTION
- IV. HOW THE ARTICLES OF CONFEDERATION WERE DEVELOPED
  - a. STRUCTURE OF GOVERNMENT UNDER THE ARTICLES
  - b. WEAKNESSES OF THE ARTICLES
    1. DEPENDENT ON THE GOOD WILL OF THE STATES
    2. INABILITY TO TAX
    3. INABILITY TO SUPPORT A MILITIA
    4. UNANIMOUS APPROVAL FOR AMENDMENTS
- V. IMPACT OF SHAY’S REBELLION ON OUR COUNTRY
- VI. COMPROMISES AT THE CONSTITUTIONAL CONVENTION
  - a. REGARDING THE BRANCHES OF GOVERNMENT
  - b. REPRESENTATION IN CONGRESS
    1. VIRGINIA PLAN
    2. NEW JERSEY PLAN
    3. GREAT COMPROMISE
    4. THREE – FIFTHS COMPROMISE
    5. DISTRIBUTION OF POWER
      - a. SEPERATION OF POWERS
      - b. CHECKS AND BALANCES
      - c. THE ELECTORAL COLLEGE
- VII. DESCRIBE THE HISTORICAL CONTEXT SURROUNDING THE DRAFTING OF THE CONSTITUTION INCLUDING THE MOTIVATION OF THE FOUNDERS
- VIII. DESCRIBE THE BILL OF RIGHTS
- IX. CURRENT CONSTITUTIONAL ISSUES
  - a. PROPOSAL & RATIFICATION OF AMENDMENTS
  - b. INFORMAL WAYS IN WHICH CONGRESS, THE PRESIDENT, AND THE COURTS CAN CHANGE THE CONSTITUTION
  - c. THE FUTURE OF CONSTITUTIONAL CHALLENGES
  - d. CYBERLAW ISSUES

## **SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- MAYFLOWER COMPACT
- MARBURY V MADISON SUPREME COURT DECISION
- P. # 61 – HOW YOU CAN AFFECT THE CONSTITUTION – WEBSITE LIST
- VOCABULARY LIST
- [http:// findlaw.com/12international/countries/index.html](http://findlaw.com/12international/countries/index.html)
- THE FEDERALIST PAPERS
- [http:// www.law.ou.edu/hist](http://www.law.ou.edu/hist)      **\*\* historical documents**
- NATIONAL CONSTITUTION CENTER – [www.constitutionalcenter.org](http://www.constitutionalcenter.org)      **\*\* history debates**
- Overhead transparency notes / discussion      O/H - # 11- 18
- CNN – Video American Government Today – issues that deal with Constitutional interpretations
  - Internet
  - Free speech
  - Gun control
  - Physician assisted suicide

## **ASSESSMENT:**

- Students will develop a 20 - question chapter test with a separate answer key using the primary objectives as a guideline for topical issues.
- CHAPTER # 2 TEST (mine or one you create)
- Vocabulary quiz
- CAQ –
  - P. 32 – CONSTITUTIONAL INTERPRETATION      Q # 1 / 2
  - P. 46 – ETHICAL ISSUES – SLAVERY      Q # 1
  - P. 49 – FOUNDING FATHERS      Q# 1 / 2
  - P. 52 – MOTIVES OF OUR FRAMERS      Q# 1
  - P. 53 – E-MOCRACY      Q# 1
  - P. 57 – EQUAL RIGHTS ISSUES      Q# 1
  - P. 59 - SUPREME COURT VS CONGRESS Q # 1

### **➤ CHAPTER # 2 ESSAY SELECTIONS**

- Select \_\_\_\_\_ of the seven essays and respond using the Step Up To Writing - essay format
- 1. The themes of natural rights and social contract are woven throughout the Declaration of Independence. Explain how the Declaration reflects the founders' concerns on these ideas.
- 2. Compare and contrast the structures of government formed under the articles of Confederation and the U.S. Constitution. How are the colonists' historical experiences reflected in each document? How did the weaknesses of the Articles lead to a different structure in the Constitution?
- 3. It is said that the Constitution is a product of the founders' historical experience. Describe the impact of the settlements, the British treatment of the colonies and the weaknesses of the Articles of Confederation.
- 4. At the Constitutional Convention, several compromises were made in order to garner the support of various states. Describe these compromises and the debates that surrounded them.
- 5. The framers of the Constitution established a separation of power between the three branches of government. Explain why the framers wanted an executive branch to be separate from the legislative branch. Indicate the advantages and disadvantages such a separation presents.
- 6. The constitution's ratification process included arguments for and against ratification by Federalists and Anti – Federalists. Describe and evaluate the arguments expressed by both groups.
- 7. The process of amending the U. S. Constitution is intentionally a difficult one. Yet those in each branch of government have found ways in which the Constitution can be changed informally. Describe the methods, both formally and informally, of Constitutional change.

- Read Chapter # 3      **“ FEDERALISM “**      pages 77 – 106

**OBJECTIVES:****Students Will**

- I. DESCRIBE THE HISTORICAL ARGUMENTS FOR AND AGAINST FEDERALISM
- II. IDENTIFY AND EXPLAIN THE CLASSIFICATION OF POWERS BETWEEN NATIONAL AND STATE GOVERNMENT
  - a. NATIONAL POWERS
    1. EXPRESSED
    2. IMPLIED \*\* NOTE THE IMPORTANCE OF THE ELASTIC OR NECESSARY AND PROPER CLAUSE
    3. INHERENT
  - b. STATE POWERS
    1. RESERVED
    2. IMPLIED
    3. CONCURRENT
    4. POWERS DENIED BY THE CONSTITUTION
- III. EXPLAIN THE SUPREMACY DOCTRINE
- IV. EXPLAIN HORIZONTAL FEDERALISM
- V. EXPLAIN THE CONSTITUTIONAL QUESTIONS POSED IN
  1. McCULLOCH V MARYLAND
  2. GIBBONS V OGDEN

AND DESCRIBE THE SUPREME COURTS FINDINGS AS THEY RELATE TO FEDERALISM

  1. THE NECESSARY AND PROPER CLAUSE
  2. THE COMMERCE CLAUSE
  3. TRANSFER OF POWER
- VI. EXPLAIN THE POWER STRUGGLE BETWEEN THE STATES AND THE NATIONAL GOVERNMENT DURING THE CIVIL WAR AND TODAY
  1. TRACE THE PHASES OF NATIONAL – STATE RELATIONSHIPS
    - a. DUAL FEDERALISM
    - b. COOPERATIVE FEDERALISM
      - i. GRANTS - IN - AID
      - ii. BLOCK GRANTS
  2. DESCRIBE THE IMPACT OF FEDERAL MANDATES ON STATE AND LOCAL GOVERNMENT
  3. EXPLAIN RECENT SUPREME COURT RULINGS AFFECTING NEW FEDERALISM
  4. DESCRIBE THE CONCEPT OF COMPETITIVE FEDERALISM

**SUPPLEMENTAL RESOURCES:**

\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!

- Overhead transparency notes / discussion - # 19 – 28
- Federalist Papers – [www.law.emory.edu/FEDERAL](http://www.law.emory.edu/FEDERAL)

- State rights vs. national rights issues – [www.statesnews.org](http://www.statesnews.org)
- Federalism topics – [www.vote-smart.org?issues?FEDERALISM\\_STATES\\_RIGHTS](http://www.vote-smart.org?issues?FEDERALISM_STATES_RIGHTS)
- VOCABULARY LIST
- CNN – Video American Government Today –
- Articles of Confederation
- Emancipation Proclamation

### **ASSESSMENT:**

- Students will develop a 20 - question chapter test with a separate answer key using the primary objectives as a guideline for topical issues.
- CHAPTER # 3 TEST (mine or one you create)
- Vocabulary quiz
- CAQ –
  - P. 84 - WHAT IF STATES CONTROLLED THE INTERNET Q # 1 / 2
  - P. 86 - ARE GOVERNMENTS GETTING SMALLER, BIGGER OR BOTH? Q # 1
  - P. 89 - E-MOCRACY “ CIVIL SOCIETY IN A WIRED WORLD “
  - P. 94 – SHOULD STATES MAKES FOREIGN POLICY Q # 1/ 2
  - P. 99 – SHOULD THE CONFEDERATE FLAG BE FLOWN Q # 1
    - \*\* GREAT RESEARCH PROJECT TOPIC
  - P. 101 – STATES ROLE IN DONOR ORGAN ISSUES Q # 1
  - P. 106 – FEDERALLY OWNED LAND REGULATIONS Q # 1
  - P. 109 - HOW TO WRITE A LETTER TO THE EDITOR
    - \*\* GREAT RESOURCE TO KEEP ON FILE

### **CHAPTER # 3 ESSAY SELECTIONS**

- Select \_\_\_\_\_ of the five essays and respond using the Step Up To Writing - essay format
1. In an essay describe how the struggle over the roles of governments resulted in the Civil War. What were the important issues to the confederalists and unionists? What was the impact of the Civil War on the structure of government?
  2. Explain the evolution of American federalism from the Articles of Confederation.
  3. It can be said that the American Federalism essentially is a product of its time. Explain how societal circumstances have impacted the balance of power between the states and the federal government. In your response, be sure to include the Civil War, the Great Depression, and contemporary times.
  4. Since the ratification of the Constitution, there has been controversy between the federal government and the state governments about the appropriate division of power. Explain how the federal government has gained power, at the expense of the state governments. Indicate what state governments could do to regain power from the federal government.
  5. Describe the concept of New Federalism. Describe components of New Federalism, like block grants, grants-in-aid and federal mandates and explain how these concepts have had impact on the relations between the federal and state governments.

WEEK # 5

CHAPTER # 4

Read Chapter # 4

**CIVIL LIBERTIES**

pages 107 – 144

**OBJECTIVES:**

**Students will**

- I. Understand the historical context for the importance of the Bill of Rights within the Constitution.
- II. Understand the significance of the 14<sup>th</sup> Amendment, and the *Gitlow v New York* Supreme Court decision.
- III. Identify the Constitutional basis for Freedom of religion and research recent Supreme Court decisions on Freedom of Religion.
- IV. Identify the different types of “Speech” the Supreme Court has defined and the historical tests that have been applied to Freedom of Speech and Freedom of the Press.
- V. Explain the rulings regarding Freedom of the Press, including “**prior restraint**”.
- VII. Identify the constitutional concepts in the development of the “right to privacy.”
- VIII. Identify the Civil Liberties pertaining to criminal rights, including limitations on police conduct, defendant’s pretrial rights, and defendant’s trial rights.
- VIII. Explain current debate concerning the issue of the right to die.

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies notes / discussion # 29 – 32
- Selected court cases
  - # 1 *Dejonge v Oregon*
  - # 2 *Ford v Wainwright*
  - # 3 *Gideon v Wainwright*
  - # 4 *Gitlow v New York*
  - # 5 *Miller v California*
  - # 6 *New York Times v United States*
  - # 7 *Powell v Alabama*
  - # 8 *Zurcher v Stanford Daily*
- Right to die issues: # 9 *Cruzan v Director, Missouri Department of Health*
  - “Right to refuse medical treatment even if that refusal results in his / her death”
- CNN video – American Government Today
  - # 10 **The Internet & Free Speech**
    - 1996 Communications Decency Act & 1997 Supreme court decision
  - # 11 **Physician - assisted suicide**
    - Oregon voters passed ballot proposition and a federal judge blocked the implementation of this proposition.
  - # 12 **Death Penalty in the United States**
    - Execution of Carla Ray Tucker (Texas)
    - Juveniles on death row

### **ASSESSMENT:**

- Students will research and present a **brief** on three court cases from selected court cases # 1- 8.
  - Brief Format
- Students will research one of the three topic choices from selections # 10 – 12 and prepare a 2 - 4 page Research Essay. (Position paper) Due BOC - Friday –
- Vocabulary definitions – Chapter # 4 Due BOC – Thursday
- Chapter # 4 test will be provided for you to take open book and / or with your study group.
  - Chapter # 4 Test (for review and study guide purposes only)
- Classroom discussion – CAQ's -
  - Page 116 - What if your personal records were public? Q # 1 / 2
  - Page 120 - e-mocracy – Technology public / private schools Q # 1
  - Page 123 - Which side are you on – Ten Commandments in Public School Q # 1
  - Page 131 – An ethical issue – Student fee's subsidizing student groups Q # 1
  - Page 138 / 139 – Privacy in Cyberspace / Personal information Q # 1 / 2
  - Page 146 – Search & seizure issues Discussion only
- Alternative Assessment (Please see me if you have an alternative plan)
- **CHAPTER # 4 ESSAY SELECTIONS:**

Select \_\_\_\_\_ of the four essays and respond using the Step Up To Writing – Essay Format.

**\*\* Extra Credit \*\***

1. Explain in detail the Constitutional basis for freedom of religion. How has the court strengthened and weakened this ideal through its decisions?
2. Explain the Supreme Court cases regarding prayer in schools, using the Bible to teach history, moments of silence, and government support for religious activity. What standards does the Court hold in separation of church and state issues?
3. The exclusionary rule prohibits the use of illegally obtained evidence in certain cases. Explain why such a rule is necessary to protect the rights of individuals in society, and indicate what problems such a rule presents law enforcement officials.
4. Explain in detail how the "right to privacy" evolved into the issue of abortion and indicate the legal problems which have developed since Roe v. Wade decision by the Court in 1973.



- Read Chapter # 5 **CIVIL RIGHTS** pages 145 – 188

**OBJECTIVES:****Students will**

- I. Be able to describe the evolution of Civil Rights in America through legislation and amendments to the United States Constitution from the Post Civil War period, including the Emancipation Proclamation, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, the Civil Rights Acts of 1865 –1877 and the Civil Rights cases through contemporary times.
- II. Be able to explain the impact of the Supreme Courts' Decision in Brown v Board of Education of Topeka had on education.
- III. Describe the impact of the end of "Separate but Equal" doctrine (the end of *de jure* segregation).
- IV. Explain the difference between *de facto* and *de jure* segregation.
- V. Describe the early struggles for equal rights for women.
- VI. Explain the impact of Title IX on education.
- VII. Describe current trends regarding contemporary women's' political participation.

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Websites:
  - <http://www.aclu.org>
  - <http://www.eeoc.gov>
  - <http://www.feminist.org>
  - <http://www.naACP.org>
  - <http://immigrationforum.org>
  - <http://stanford.edu/group/king>
  - <http://www.now.org>
  - <http://www.politicallyblack.com>
- Selected themes from the following videos
  - Eyes on the Prize – video collection
  - MLK – Video Collection
    - "I Have a Dream Speech" – laserdisc
  - Mississippi Burning
  - Ghosts of Mississippi
- Overhead transparencies notes / discussion # 1 – 8
- Review of immigration issues (from Ch. # 1) \*\* from a discrimination perspective
- Selected Legislation
  - Title VII of The Civil Rights Act
  - The Voting Rights Act of 1965
  - The Civil Rights Act of 1965
  - Seneca Falls Declaration
  - Emancipation Proclamation
  - The American's Creed

- Selected Court Cases
  - Adarand Constructors, Inc v Pena
  - Brown v Board of Education of Topeka
  - Loving v Commonwealth of Virginia
  - Plessy v Ferguson
  - United Automobile Workers v Johnson Controls, Inc
  - Scottsboro boys case study

## **ASSESSMENT:**

- **RESEARCH ESSAY:** Students will research the Plessy v Ferguson case and the Brown v Board of Education case and provide a compare and contrast essay detailing each case and their connection to one another.
- **PROJECT:** Students will prepare a bulletin board or power point presentation outlining and explaining key Civil rights legislation from the past 142 years
- Vocabulary definitions – Due Thursday – BOC
- Classroom discussion - CAQ's **\*\* read, determine your position and be prepared to debate\*\***
  - Page 154 – Colorblind on the Web Q # 1
  - Page 156 – Reparations for African Americans Q # 1
  - Page 170-171 Should the Immigration Door be Shut Q # 1 / 2
  - Page 172 – Should Racial Categories be dropped from the Census? Q # 1
  - Page 178 – The Struggle For Women's Rights Around The World Q # 1
  - Page # 181 – Debating the Wage Gap Q # 1
- Chapter # 5 Test (for review and Study Guide purposes only)
- Alternative Assessment (Please see me if you have an alternative plan)

## **CHAPTER # 5 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the six essays and respond using the Step Up To Writing - essay format

1. Compare and contrast the rulings in the Supreme Court cases of *Plessy v. Ferguson*. And *Brown v. Board of Education*. How can one country have such disparate views?
2. Describe legislation that resulted from the Civil Rights movement of the 1960s. What has been the impact of this legislation?
3. What issues will be important in the future struggle for women's equality?
4. Describe the trend in women's political participation, both as voters and as candidates. Describe the successes as well as obstacles to their success.
5. What will be the impact of immigration on civil rights in years to come?
6. Describe the constitutional basis for civil rights protections for African Americans, women, immigrants and gay males and lesbians.

- Read Chapter # 6 **“PUBLIC OPINION AND POLITICAL SOCIALIZATION”**  
pages 189 – 218

**OBJECTIVES:**

Students will

- I. Explain why Affirmative Action Policies were originally established, and how the Supreme Court has placed limitations on Affirmative Action.
- II. Describe the Bakke Case and other limitations on Affirmative Action.
- III. Identify the key components of the Americans with Disabilities Act.
  1. Describe the forms of discrimination for people with disabilities.
- IV. Explain the primary forms of age discrimination, and the impact of strong levels of participation for older Americans.
- V. Explain the status of anti-gay laws and policies, including military policy.

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead Transparencies notes / discussion # 5 – 8
- Selected Court cases
  - In re Gault
  - Regents of the University of California v Bakke
  - Romer v Evans
  - United Steelworkers of America v Weber
- Selected Legislation
  - The Native American Languages Act of 1990
  - The Civil Rights Act of 1991
  - The Americans with Disabilities Act of 1990
  - Gays in the Military – Congressional subcommittee hearing testimony
  - Explain the legal status of juveniles, especially with regard to voting rights, civil and criminal rights
- CNN Video – American Government Today
  - Tucker Execution (10<sup>th</sup> segment)
  - Immigration (8<sup>th</sup> segment)

**ASSESSMENT:**

- Students will research and prepare a position paper (3 -5 page) and a (4 - 5 minute classroom presentation) on one of the following topics;
  - **\*\* Be certain to cite examples to support your position.**
    - Affirmative Action
    - Gays in the Military
    - Rights of persons with disabilities
    - Reverse discrimination
    - Gender rights issues

- Age discrimination
  - Friday will be presentation day – BOC
    - *Please have an outline of the key points in your presentation prepared for each member of the class (either on an overhead transparency or a handout)*
      - *PowerPoint presentation is OK (please let me prior to the Monday of Week # 5) so we can schedule a PowerPoint machine for class.*
- Chapter # 6 Test (for review and Study Guide purposes only)
- Vocabulary definitions – Due Thursday BOC
- Alternative Assessment (Please see me if you have an alternative plan).
- Classroom Discussion - CAQ's \*\* **read, determine your position and be prepared to debate\*\***
  - Page # 188 – Top 10% of students could go to college? Q # 1 / 2
  - Page # 192 – 193 - What has Affirmative Action accomplished? Q # 1 / 2
  - Page # 195 – Should Bilingual education be abandoned? Q # 1
  - Page # 202 – James Dale versus the Boy Scouts. Q # 1
  - Page # 205 – Should Gay Couples be allowed to Marry? Q # 1
  - Page # 209 – The Death Penalty for Juveniles? Q # 1
  -

➤ **CHAPTER # 6 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the eight essays and respond using the Step Up To Writing - essay format

1. Describe the arguments both for and against affirmative action. What are the historic realities that have warranted such programs? Does affirmative action succeed in remedying them?
2. Compare and contrast the arguments made by Bowen and Bok and the Thernstroms over the impact of affirmative action programs.
3. Describe the arguments, both for and against, bilingual education programs. Is there the potential for a compromise solution?
4. Why do definitional problems interfere with the administration of the Americans with Disabilities Act?
5. The issue of gays in the military has been a political hot potato for a number of years. Explain why bans on gays in the military and the "don't ask, don't tell" policy have been ineffective.
6. Describe the politicization of gay men and lesbians. What kinds of issues are not important to gay and lesbian political groups? What kinds of issues will be important in the future?
7. Children have the least amount of rights and privileges of any group in current society. Explain why it is so difficult for both the federal and state governments to protect the rights and privileges of children.
8. Make the case for and against trying minors as adults who have committed acts of violence.

**OBJECTIVES:****Students will**

- I. Define Interest group – and describe their functions.
- II. Describe the incentives for interest group participation.
- III. Identify the major categories of interest groups and their representatives in the business, agricultural, labor, and public employee sectors.
  1. Describe professional interest groups, public interest groups, environmental interest groups, and explain how foreign governments act as interest groups
- IV. Identify the Indirect and Direct tactics used by interest groups, including public pressure, using constituents as lobbyists and alliance building.
- V. Describe the efforts to control / regulate interest groups.

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies notes / discussion # 60 – 67
- <http://www.nra.org>
- <http://gunfree.org>
- <http://handguncontrol.org>
- <http://www.hrw.org>
- <http://www.nrdc.org>
- <http://tobaccoresolution.com>
- <http://www.ipl.org/ref/AON>
- **Selected Legislation**
  - **The Federal Regulation of Lobbying Act of 1946**
  - **The Federal Election Campaign Act of 1971**
- **Selected Court Cases**
  - **Austin v Michigan Chamber of Commerce**
  - **United States v Harriss**
- **CNN – American Government Today**
  - **Political Action Committee’s – (11<sup>th</sup> segment)**

**ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)

- Vocabulary definitions – Due Thursday – BOC
- Read The Federalist # 10 – (Madison) \*\* Focus on **factions**

**PROJECT:**

- Prepare a presentation (bulletin board / video/ power-point) that provides an overview of an interest group including what their political agenda items include.

**OR**

**RESEARCH ESSAY: (Select one of the three)**

- 1) Research a specific interest group and report on how they attempt to influence public policy.
  - Sample topic / interest group options
    - Gun control / National Rifle Association
    - Environmental issues / The Sierra Club
    - Tobacco use / Cigarette manufacturers (R.J. Reynolds,...)
- 2) Research and prepare an essay on the **“Legislation – Regulating lobbying and Interest Group Activity.”**
- 3) Compare Madison’s concerns in The Federalist # 10 with concerns of today’s lobbying and Political Action Committee’s (PAC’s).
- Chapter # 7 Test (for review and study guide purposes only)
- Classroom Discussion / study group - CAQ’s –
  - Page # 248 – What if every lobbying contact had to be reported Q # 1 – 3
  - Page # 256 – How powerful is Silicon Valley? Q # 1 – 3
  - Page # 261 – Should Foreign nations be allowed to Lobby the U.S. Government? Q # 1
  - Page # 262 – New kinds of lobbyist? (For discussion only)
  - Page # 266 – What does **”Soft Money”** buy? Q # 1
  - Page # 267 – How to influence legislators. Q# 1
  - Page # 271 – Lobbyists as friends and relatives. Q # 1

➤ **CHAPTER # 7 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the six essays and respond using the Step Up To Writing - essay format

1. According to James Madison, author of *Federalist #10*, "there are two methods of curing the mischiefs of faction: one, by removing its causes; the other, by controlling its effects." Explain what Madison meant in this quote and indicate what relevance it has for interest groups in the 1990's.
2. Why do people join interest groups? What factors might make people stay involved?
3. How has technology changed the methods used by interest groups?
4. Why is it difficult to regulate interest group activities in a representative democracy?
5. Evaluate interest groups using the pluralist and elitist models. Be sure to include an evaluation of the leaders of interest groups in your response.
6. Describe the tactics, both direct and indirect, that interest groups use to influence policy? Which tactics are the most effective?

➤ Read Chapter # 8

**“ POLITICAL PARTIES “**

pages 249 – 284

**OBJECTIVES:****Students will**

- I. Distinguish between a political party, interest group and a faction.
- II. Describe the evolution of a political party development within the United States including the formative years, the era of personal politics, National two – party rule, the Post - Civil War period, the Progressive movement, and the modern era.
- III. Describe the reason for the two-party system, including historical, those associated with self – perpetuation, those associated with ideology, and the impact of the electoral system, state and federal laws and the Electoral College.
- IV. Identify the obstacles faced by third party candidates.
- V. Identify emerging trends in political party preference by the electorate (changes in party identification, the increase in independent voters and the rise of ticket splitting)

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 68 – 80
- Selected websites
  - <http://www.democrats.org/index.html>
  - <http://www.rnc.org>
  - <http://www.lp.org/lp.html>
  - <http://sp-usa.org>
  - <http://www.people-press.org>

**ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC
- CAQ’S for classroom discussion / study group
  - Page # 276 – Required political party membership Q # 1 / 2
  - Page # 283 – Validity of websites on political parties
  - Page # 287 – “ Soft Money “ issues. Q # 1
  - Page # 288 – Historical perspectives – Tammany Hall Q # 1
  - Page # 297 – Third party politics Q # 1

- Page # 298 – Jessie Ventura – New wave of Governor? Q # 1
- Page # 302 – Third Party Politics – is it the right time? Q # 1 / 2
- Chapter # 8 Test -
- **PROJECT:**
  - Research and develop a poster board detailing the evolution of political parties in America.
- **RESEARCH ESSAY:**
  - Research and prepare a position essay on which party best suits your needs a voter and citizen. \*\* Be certain to cite party platform issues that align with your own philosophy
  - Prepare an overview of political party issues over the past 25 years for both primary party and third party politics.
- **CHAPTER # 8 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the six essays and respond using the Step Up To Writing - essay format

1. From 1969 through 2000, the president encountered a Congress that was not controlled by his political party in all but six years. Explain why voters have elected one party to control Congress and a different party to control the executive branch.
2. Many democratic countries utilize proportional representation in legislative elections. Describe what would have to occur for the United States to adopt an election process based on proportional representation.
3. Describe the historical development of political parties in the United States and indicate what impact these parties have had on the structure of the national government.
4. Describe the functions performed by political parties, and describe how these functions have evolved over time.
5. How does the Reform Party epitomize third parties in the United States?
6. Compare and contrast the Republican and Democratic parties. In your response, be certain to analyze their constituencies, their issue positions and their leaders.



## **QUARTER # 2**

WEEK # 1

CHAPTER # 9

- Read Chapter # 9                      **“ CAMPAIGNS, NOMINATIONS, AND ELECTIONS**
- Pages 285 - 322

### **OBJECTIVES:**

**Students will be able to**

- I. Identify the reasons people have for seeking public office.
- II. Describe the changes that have occurred in campaigning for public office over the last decade.
- III. Describe the presidential election process from primaries to the general election.
  - a. Presidential nominating process from primary elections through convention proceedings.
  - b. Process of selecting delegates (candidates) including open, closed, and blanket primaries.
  - c. Caucus system
- IV. Explain the value of polls during a campaign.
- V. Explain the reason for campaign financing and what legislative actions have led to campaign finance reforms.
  - a. Federal Election Campaign Act of 1972
  - b. The Federal Election Campaign Act of 1974
  - c. 1995 reforms
- VI. Identify the factors associated with nonvoting and trace historically the movement toward universal suffrage.
- VII. Explain the psychological factors that influence voting decisions.
- VIII. Describe the Electoral College its original intent and proposed reforms to it.

### **SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 43 – 59
- CNN – American Government Today Video
  - Negative Campaign Ads
- Selected websites
  - [www.fec.gov](http://www.fec.gov)                      Campaign election laws & financial reports
  - [www.opensecrets.org](http://www.opensecrets.org)                      Financial reports
  - [www.igc.org/cvd](http://www.igc.org/cvd)                      Impact of voting/election strategies & outcomes
  - [www.vote-smart.org](http://www.vote-smart.org)                      Campaign Finance information
  - [www.EL.com](http://www.EL.com)                      Controversial campaign issues /political races
- Selected Court Cases
  - *Austin v Michigan Chamber of Commerce*
  - *Baker v Carr*
  - *Reynolds v Sims*
- Selected Legislation
  - The Hatch Act of 1939
  - The Federal regulation of Lobbying Act of 1946
  - The Federal election Campaign Act of 1971

### **ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC
- CAQ’S for classroom discussion / study group

- Page # 308 – Candidates received free TV time Q # 1 / 2 / 3
- Page # 314 – Opposition Research or dirty tricks Q # 1
- Page # 317 – Fundraising on the internet Q # 1
- Page # 329 – Voting on the web Q # 1
- Page # 334 - The Vanishing Voter Q # 1 / 2
- Page # 336 – Getting out the vote in California Q # 1
- Page # 342 - Choosing a candidate on the web Q # 1
- Page # 334 – Registering and Voting \* discussion topic

➤ Chapter # 9 Test –

### **PROJECT:**

Research and develop a poster board presentation or Power- Point presentation that explains **one** of the following topics:

1. History of Campaign Finance Reform issues and solutions.
2. Evaluating & Revising the Electoral College – pros and cons
3. Voter turnout statistics for Colorado, El Paso County, & Fountain.
4. Describe the role of the media in a specific election campaign.

### **RESEARCH ESSAY:**

Research and develop a research essay that describes and explains **one** of the following topics:

1. History of Campaign Finance Reform issues and solutions.
2. Evaluating & Revising the Electoral College – pros and cons
3. Voter turnout statistics for Colorado, El Paso County, & Fountain.
4. Describe the role of the media in a specific election campaign.

### ➤ **CHAPTER # 9 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the six essays and respond using the Step Up To Writing - essay format

1. Conventions
2. Word Choice
3. Ideas / Content
4. Organization
5. Voice

1. Thomas Jefferson stated that democracy is dependent on an educated populace, a public knowledgeable about candidates for governmental office. Make the case for or against the current public's ability to make rational decisions in the electoral process and its impact on democracy.
2. Explain the election process for presidential candidates. Begin with the primaries and end with the swearing – in ceremony of the new president.
3. What are some of the criticisms of the Electoral College? What changes in national elections have been suggested and how likely is it that these reforms will come about.
4. Voter turnout dropped below 50% of the eligible electorate in 1996. There are two schools of Thought concerning low voter turnout. Describe each school of thought on this issue and Indicate why you think on is more relevant than the other

- Read Chapter # 10
- Pages 323 - 352

**“ THE MEDIA AND CYBERPOLITICS “**

**OBJECTIVES:**

Students will

1. Identify the major functions performed by the mass media in our society, including;
  - a. Entertainment
  - b. Reporting news
  - c. Identifying public problems
  - d. Socializing a new generation
  - e. Providing a political forum
2. Trace the historical development of the press from the colonial period to modern electronic media
  - a. Political press
  - b. Development of mass-readership newspapers
  - c. Popular press and yellow journalism
  - d. Age of the electromagnetic signal
  - e. Revolution in electronic media
3. Describe the relationship between the First Amendment protection of freedom of the press and government’s regulation of the media.
4. Explain the media’s impact on politics, both on the impact of electoral politics and investigative reporting of the government.
5. Describe the arguments for the public’s right to media access
6. Describe the different forms of bias in the media

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 81-85
- Selected websites
  - [www.Americanreview.net](http://www.Americanreview.net)
  - [www.mediachannel.org](http://www.mediachannel.org)
  - [www.nab.org](http://www.nab.org)
  - [www.nna.org](http://www.nna.org)
  - [www.aim.org](http://www.aim.org)
- Selected Court Cases
  - *New York Times v United States*
  - *Zurcher v Stanford Daily*
- Selected Legislation
  - See Freedom of Speech cases
  - See first Amendment protection cases

## **ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC

CAQ'S for classroom discussion / study group

- |  |                    |  |
|--|--------------------|--|
| ○ Page # 348 – Internet replaced broadcast news                | Q's # 1 & 2        |  |
| ○ Page # 350 – Global Media issues                             | Q # 1 * Both parts |  |
| ○ Page # 353 - Media Monopoly                                  | Q's # 1 & 2        |  |
| ○ Page # 357 – Target markets for media groups                 | Q # 1              |  |
| ○ Page # 358 – Media and the internet                          | Q # 1              |  |
| ○ Page # 365 – relationship between the media & the government | Q # 1              |  |
| ○ Page # 366 – Freedom of the press / exit polls               | Q # 1              |  |
| ○ Page # 368 – News bias issues                                | Q # 1 * All parts  |  |

- Chapter # 10 Test

## **PROJECT:**

**Select one of the following or develop a topic of your own choosing in the area of “ The Media “.**

1. Prepare a poster board project with actual examples of articles that demonstrate media bias. Include your interpretation of why those articles are biased and an explanation of the article's focus.
2. Prepare a visual presentation (poster board, video, power point) that describes “ freedom of speech “ court cases that have involved the media.

## **RESEARCH ESSAY:**

1. Research and develop an essay that explains how the media influences elections, citing specific examples of the media's influence and the election outcomes impacted.
2. Prepare a chronological essay that describes the role of the media from the time of the constitutional convention through modern day events.
3. Prepare an essay that explains ethical issues and the media in the modern era.

### ➤ **CHAPTER # 10 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the seven essays and respond using the Step Up To Writing - essay format

1. Conventions
  2. Word Choice
  3. Ideas / Content
  4. Organization
  5. Voice
- 
1. In the past 200 years, the functions of the media have been revolutionized. Identify the key changes that have increased the media's prominence in the American Society.
  2. What are the major functions performed by the mass media in the United States? How are these important to the citizens and to government?
  3. It is said that the relationship between the government and the media is reciprocal-that they both need each other. What factors influence the nature of the relationship between government officials and the media?
  4. As more people have access to the Internet and there are millions of new web sites being created there are increasing demands being made on Congress to regulate this medium. Make a convincing argument for and against governmental regulation of the Internet.
  5. What are the various types of bias in the media? Can these biases be remedied?
  6. How does the government regulate the media?
  7. Describe three ways in which political campaigns make use of the media. What impact does each of these uses have on campaigns in general?

- Read Chapter # 11      “ **THE CONGRESS** ”      pages 353 - 388

**OBJECTIVES:****Students will**

- I. Explain the major functions of Congress, including lawmaking, constituent service, oversight and conflict resolution
- II. Describe the basic differences between the House of Representatives and the Senate.
- III. Summarize the following court cases:
  1. *Baker v Carr*,
  2. *Reynolds v Sims*
  3. *Wesberry v Sanders*
- IV. Explain gerrymandering
- V. Explain the types of committees in Congress and what impact committees have on the legislative process.
  1. Standing committees
  2. Select committees
  3. Joint committees
  4. Conference committees
- VI. Identify the following leadership positions in Congress:
  1. Speaker of the House
  2. Majority leaders – both House and Senate
  3. Minority leaders – both House and Senate
- VII. Explain using a flow chart - “ How a Bill becomes a Law”.
- VIII. Explain how the federal budget is developed and the roles played by the OMB and The CBO.

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 86 - 94
- Selected websites
  - [www.senate.gov](http://www.senate.gov)
  - [www.house.gov](http://www.house.gov)
  - [www.cbo.gov](http://www.cbo.gov)
  - [www.access.gpo.gov](http://www.access.gpo.gov)
  - [www.rollcall.com](http://www.rollcall.com)
  - [www.cq.com](http://www.cq.com)
  - [www.hillnews.com](http://www.hillnews.com)
- Selected Court Cases
  - *Baker v Carr*
  - *Reynolds v Sims*
  - *U.S. Term Limits, Inc v Thornton*
  - *Wesberry v Sanders*
- Selected Legislation

- The Federal Election Campaign Act of 1971

### **ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC

CAQ'S for classroom discussion / study group

- Chapter # 11 Test -

### **PROJECT:**

1. Research and prepare a presentation (Class lesson to include: an assessment to measure participants understanding of the Act and its evolution) on the federal election campaign act of 1971.
2. Research and prepare an overview of court cases involving Congressional reapportionment.
3. Develop a “ Bill “ concerning an issue that you feel strongly about, include data and factual information to reinforce and support your position.

### **RESEARCH ESSAY:**

1. Research and prepare an essay explaining the committee process that Congress utilizes.
2. Research and develop an essay explaining the pros and cons of term limitation for Congressional positions. \*\* Be certain to include examples of positions that already use term limits and how that has worked out.

### **➤ CHAPTER # 11 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the six essays and respond using the Step Up To Writing - essay format

1. Conventions
2. Word Choice
3. Ideas / Content
4. Organization
5. Voice

1. What are the main functions of Congress?
2. Compare and contrast the operation of the House of Representatives and the Senate? What are the strengths and weaknesses of each organization?
3. Describe the impact of the political parties on the organization and operation of the Congress.
4. In the fall of 1994, the Republican Party advocated a constitutional amendment, which limit the number of years a person could server in Congress. Explain what impact such a limitation could have in Congress.
5. Two recent vice presidents, Al Gore, and the previous vice president, Dan Quayle, were members of the Senate when they were elected as vice president of the United States. Explain how their experience as Senator could be valuable in their role as vice president.
6. Describe the federal budget process.

- Read Chapter # 12      **“ THE PRESIDENT “**      pages 389 - 422

**OBJECTIVES:****Students will**

- II. Identify and explain two current views concerning the status of presidential power.
- III. Identify and explain the roles of the President including:
  - 1. Chief of State
  - 2. Chief Executive
  - 3. Commander in Chief
  - 4. Chief Diplomat
  - 5. Chief Legislator
- IV. Identify and explain the sources of presidential power.
  - 1. Constitutional powers
  - 2. Statutory powers
  - 3. Express powers
  - 4. Inherent powers
- V. Describe the organization of the executive branch and how the organization has changed over time.
  - 1. Cabinet
  - 2. Kitchen cabinet
  - 3. Executive office of the President
  - 4. White House Staff
  - 5. CEA
  - 6. OMB
  - 7. NSC
- VI. Discuss the evolving role of the vice president as an advisor and successor to the president
- VII. Describe the twenty-fifth amendment and discuss potential problems associated with it.

**SUPPLEMENTAL RESOURCES:**

\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!

- Overhead transparencies # 95 - 101
- Selected websites
  - [www.whitehouse.gov](http://www.whitehouse.gov)
  - [www.cnn.com/ALLPOLITICS](http://www.cnn.com/ALLPOLITICS)
  - [www.bartelby.com/index.html](http://www.bartelby.com/index.html)      Presidential Inaugural addresses
  - [President@whitehouse.gov](mailto:President@whitehouse.gov)
  - [Firstlady@whitehouse.gov](mailto:Firstlady@whitehouse.gov)
- Selected Court Cases
  - *Sale v Haitian Center Council*
  - *United States v Nixon*
  - *Youngstown Sheet & Tube v Sawyer*
- Selected Legislation

**ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC
- CAQ’S for classroom discussion / study group
  - Page # 412 – We could recall the president      Q # 1 / 2
  - Page # 423 – The role of the president and the web      Q # 1
  - Page # 427 – The president as fundraiser      Q # 1
  - Page # 428-429 - Is the president becoming too powerful      Q # 1 / 2
  - Page # 431 – Character and the presidency      Q # 1
  - Page # 436 – Should the President be sued while in office      Q # 1
  - Page # 438 – White House fellows program      Q # 1

➤ Chapter # 12 Test –

**PROJECT:**

1. Compare and contrast any two of the following presidential administrations:
    - a. Be certain to include the following areas of each administration, as well as any additional pertinent aspects of each administration.
      1. Foreign Policy
      2. Domestic Affairs
      3. Defense issues
      4. Economic issues
      5. Party politics
      6. Supreme Court issues
      7. Scandals
      8. Their legacy
- John F. Kennedy  
Richard Nixon  
George Bush, Sr.  
Ronald Reagan  
Jimmy Carter  
Bill Clinton

**RESEARCH ESSAY:**

1. Examine the impact that the Monica Lewinsky scandal had on the power and influence of the Clinton Administration.
2. Describe how the power of the presidency has changed over the past 100 years. Explain how the role of government has changed and adapted with these changes.

➤ **CHAPTER # 12 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the five essays and respond using the Step Up To Writing - essay format

1. Conventions
  2. Word Choice
  3. Ideas / Content
  4. Organization
  5. Voice
1. Describe the special powers available to the president, including emergency powers, executive powers, impoundment and executive privilege. How do these powers strengthen the modern-day president?
2. What are the sources of presidential power?
3. Given that most modern presidents have essentially the same sources of presidential power, why is it that some are seen as extremely powerful, while other are viewed as relatively weak?
4. What is the role of the Cabinet? Why might some presidents be reluctant to rely very heavily on their Cabinets?
5. Describe the development of the Executive Office of the President and its major components



- Read Chapter # 13      **“ THE BUREAUCRACY “**      pages 423 - 450

**OBJECTIVES:****Students will**

- I. Recognize the impact of the bureaucracy upon presidential initiatives.
- II. Identify the types of governmental organizations in the federal bureaucracy and distinguish between functions and responsibilities (including Cabinet departments, independent executive agencies, independent regulatory commissions, and government corporations).
- III. Identify the legislation controlling political activity by the bureaucracy (The Civil Service Reform Act of 1883 and the Hatch Act).
- IV. Explain Congressional control on bureaucracies, including enabling legislations and budgetary authorization.
- V. Identify the recent reforms within the federal civil service
  1. Sunshine laws
  2. Sunset Laws
  3. Whistle-blowers
- VI. Explain the iron triangle model of bureaucracy and the role of executive agencies, subcommittees and interest groups.

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 102 - 111
- Selected websites
  - [www.fedworld.gov](http://www.fedworld.gov)
  - [www.gpo.ucop.edu.search](http://www.gpo.ucop.edu/search)
  - [www.info.gov/fed\\_directory](http://www.info.gov/fed_directory)
  - [www.louisville.edu/library/ekstrom/govpubs/federal/plum.html](http://www.louisville.edu/library/ekstrom/govpubs/federal/plum.html)
  -
- Selected Court Cases
  - *United States Civil Service Commission v National Association of Letter Carriers*
- Selected Legislation
  - The Hatch Act of 1939

**ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC
- CAQ’S for classroom discussion / study group
  - Page # 448 – Virtual Bureaucracy      Q # 1 / 2
  - Page # 450 – Bribery vs. campaign donations      Q # 1
  - Page # 458 – Internet fraud      Q # 1
  - Page # 466 – Whistleblowers      Q # 1
  - Page # 467 – Environmental Justice      Q # 1
  - Page # 468 – Media & the Environment      Q # 1
  - Page # 470 - The bureaucracy - Congress and the Judicial Branch      Q # 1 / 2

➤ Chapter # 13 Test -

**PROJECT:**

1. Using Table 14.2 on page 456, as a foundation, develop a power-point presentation that details the executive departments

**RESEARCH ESSAY:**

1. Research and explain **any two** of the following:
  - A) Hatch Act 1939
  - B) Civil Service Commission
  - C) Government in the Sunshine Act
  - D) Pendleton Act
  - E) Sunset legislation
  - F) Whistleblowers - \* include specific examples

➤ **CHAPTER # 13 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the six essays and respond using the Step Up To Writing - essay format

1. Conventions
  2. Word Choice
  3. Ideas / Content
  4. Organization
  5. Voice
- 
1. A recent trend in the federal government has been deregulation within the transportation and communication industries. What impact would such policies have on the industries involved, the employees of these industries and consumers?
  2. Why has the federal bureaucracy has grown so large from 1789 to today.
  3. How does the permanent nature of the bureaucracy versus the temporary nature of presidential appointments and administrations impact the bureaucratic function? How does it impact a president's ability to accomplish his or her agenda?
  4. Describe the different types of bureaucracies found in the U.S. government. What are the Differences between them?
  5. How do iron triangles impact the ability of the branches of government to check the bureaucracy?
  6. What has been the impact of enabling legislation?

WEEK # 6

CHAPTER # 14

Read Chapter # 14

**“ THE COURTS “**

pages 451 - 480

**OBJECTIVES:**

**Students will**

- I. Explain the major concepts of the American legal system that were developed in the English common law system including;
  - a. Precedent
  - b. Jurisdiction
  - c. *Stare devises*
- II. Outline the federal court system and explain the major function of each court
  - a. District Court
  - b. U.S. Court of Appeals (appellate court)
  - c. U.S. Supreme Court (appellate court with small original jurisdiction)
- III. Identify and explain the different types of opinions that are delivered by justices of the Supreme Court.
  - a. Unanimous opinion
  - b. Majority opinion
  - c. Concurring opinion
  - d. Dissenting opinion
- IV. Summarize the presidential appointment process for all levels of federal courts including;
  - a. Nominating candidates
  - b. Their common qualifications
  - c. The role of senatorial courtesy
  - d. How ideology has played an important role in the politics of appointments.
- V. Describe the Rehnquist Court, its ideology and the types of cases it chooses to hear.
- VI. Explain the policymaking functions of the courts.

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 112- 117
- Selected websites
  - [www.halt.org](http://www.halt.org) Americans for legal reform
  - [www.nlcpi.org/](http://www.nlcpi.org/) national legal center for public interest
  - [www.madd.org](http://www.madd.org)
  - <http://oyez.nwu.edu> supreme court
  - [www.uscourts.gov](http://www.uscourts.gov)
  - [www.supremecourtus.gov](http://www.supremecourtus.gov)
  - [www.supct.law.cornell.edu/supct/index.html](http://www.supct.law.cornell.edu/supct/index.html)
  -
- Selected Court Cases
- Selected Legislation

### **ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC
- CAQ’S for classroom discussion / study group
  - Page # 478 – What if Supreme Court Justices had to campaign Q # 1 / 2
  - Page # 485 – Non English speaking juror Q # 1
  - Page # 486 – Virtual courtroom Q # 1
  - Page # 468 – Should the Supreme Court hire more minority clerks Q # 1
  - Page # 494 – 495 – Politicization of the appointment process Q # 1 / 2
  - Page # 496 – Judicial Review Q # 1
  - Page # 497 – Judicial Activism Q # 1

- Chapter # 14 Test -

### **PROJECT:**

1. Develop a project of your own relating to the United States Supreme Court, its appointees, or the nomination process.

### **RESEARCH ESSAY:**

1. Compare and contrast the Robert Bork, Clarence Thomas, Ruth Bader Ginsburg and Sandra Day O’Connor nomination and appointments.

#### **➤ CHAPTER # 14 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the five essays and respond using the Step Up To Writing - essay format

1. Conventions
  2. Word Choice
  3. Ideas / Content
  4. Organization
  5. Voice
- 
1. All Supreme Court justices are first nominated by the president. Make the case both for and against an amendment to the Constitution that would require the election by the public of all Supreme Court Justices.
  2. Outline and briefly explain the federal court system.
  3. Why can the courts be described as policymakers?
  4. The case of *Marbury v Madison* established the concept of Judicial Review. Describe what differences could exist today if judicial review had been rejected.
  5. Explain why the concept of judicial implementation is so important in the judicial process and indicate at least one example used in the text about this concept.

- Read Chapter # 15      **“ DOMESTIC POLICY “**
- Pages 481 - 514

**OBJECTIVES:**

Students will

- I. Be able to describe the policy-making process:**
  - Agenda building
  - Agenda formulation
  - Agenda adoption
  - Agenda implementation
  - Agenda evaluation
- II. Describe the history of the problem of crime in American society**
- III. Explain what factors are involved in the concept of poverty.**
  - Describe government efforts to reduce poverty
  - Describe the Welfare Reform Act
- IV. Describe the controversy surrounding the government’s environmental policy**
  - Explain the Clean Air Act of 1900
- V. Describe the politics surrounding both creation of taxes and subsidies, and explain the concepts of policy trade-offs and action – reaction syndrome**
- VI. Define a tax loophole**
- VII. Describe the difference between fiscal policy and monetary policy.**
- VIII. Explain Keynesian economics**
- IX. Describe the Federal Reserve System.**
- X. Describe the current trends in public debt, and explain current policy debate concerning budget surplus**
- XI. Describe the roles played by GATT and the WTO in opening up world trade**

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 118 - 133
- Selected websites
  - <http://www.vote-smart.org/issues>
  - <http://www.census.gov>
  - <http://www.nga.org>
  - <http://fbi.gov>
  - <http://ojp.usdoj.gov/bjs>
  - <http://ssc.wisc.edu/irp>
  - <http://www.frbsf.org>
  - <http://ssa.gov>
  - <http://www.cnie.org/nle/info-14html>
- Selected Court Cases
- Selected Legislation

- North American Free trade Agreement of 1993
- The General Agreement on Tariffs and Trade of 1994

### **ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC
- CAQ'S for classroom discussion / study group
  - Page # 512 - What if there was no Social Security Q' s # 1 / 2
  - Page # 522 - Incarceration worldwide Q # 1
  - Page # 526 – 527 – National Sovereignty Q's 1 / 2
  - Page # 535 – Budget Surplus Q' # 1
  - Page # 537 – China & Trade relations Q # 1
- Chapter # 15 Test -

### **PROJECT:**

1. **Research and develop a presentation (poster board / power point, overhead transparency lesson) that describes and explains a specific aspect of crime rate in a region / state / or nationally.**
  - a. Juvenile crime statistics
  - b. Death row
  - c. Serial killers

### **RESEARCH ESSAY:**

1. **Research and discuss the status and role of the Social Security system as it exists now and as it was originally designed to function. Provide a historical summary of the intent and design of Social Security and how it has evolved to its present state.**

#### **➤ CHAPTER # 15 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the seven essays and respond using the Step Up To Writing - essay format

1. Conventions
2. Word Choice
3. Ideas / Content
4. Organization
5. Voice

### **Essay**

1. Describe the elements involved in the policymaking process and use an example of a specific policy from the beginning of the process to the end of the process.
2. Describe the impact of the Welfare Reform Act on the federal government, on the states, on recipients and on the nation as a whole.
3. Trace a history of the government's response to air and water pollution in the United States? What have been the largest obstacles to successful regulation regarding environmental concerns?
4. Assume that in the year 2005 unemployment is 11 percent, inflation is 9 percent, and interest rates are 18 percent. Indicate what action the president should request in regard to monetary and fiscal policy.
5. Explain why Social Security is in trouble and describe why this topic is receiving significant attention from the media, the public and Congress.
6. Why has the U.S. remained relatively strong economically?
7. The World Trade Organization replaced GATT in 1996. Describe the goals of the WTO and explain the Advantages and disadvantages for the United States being a member of this organization.

- Read Chapter # 17      **“ FOREIGN POLICY “** pages 541 - 574

**OBJECTIVES:**

Students will:

- I.      **Define foreign policy and describe the process for developing foreign policy and the tools for implementing it.**
- II.     **Describe the two competing perspectives of viewing foreign policy (moral idealism and political realism)**
- III.    **Describe formal and informal powers of the president to make foreign policy.**
  - **Commander in Chief**
  - **Treaty Power**
  - **Executive agreements**
  - **Access to information**
  - **Legislative leader**
  - **Shaper of public opinion**
- IV.    **Identify the principal agencies that assist the President in developing foreign policy**
  - **State Department**
  - **National Security Council**
  - **The intelligence community**
  - **Department of Defense**
- V.      **Trace the stages of United States foreign policy development including early foreign policy, the Monroe Doctrine and isolationism, internationalism, the Cold War, the Truman Doctrine and containment, détente and post-Cold War policy.**
- VI.    **Describe the impact of issues such as nuclear proliferation, terrorism and the global economy on foreign policy.**
- VII.   **Summarize contemporary regions of conflict in the world.**

**SUPPLEMENTAL RESOURCES:**

**\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!**

- Overhead transparencies # 138 - 142
- Selected websites
  - [www.iwp.edu](http://www.iwp.edu)
  - [www.fsk.ethz.ch](http://www.fsk.ethz.ch)
  - [www.loyola.edu/dept/politics](http://www.loyola.edu/dept/politics)
  - [www.state.gov/index.html](http://www.state.gov/index.html)
- Selected Court Cases
- Selected Legislation
  - The Monroe Doctrine (p.69)
  - The Preamble to the Charter to the United Nations (p.81)
  - The North American Free Trade Agreement of 1993 (p.41)
  - The General Agreement on Tariffs and Trade of 1994 (p.45)

## **ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)
- Vocabulary definitions – Due Thursday – BOC

CAQ'S for classroom discussion / study group

- Page # 544 – What if the U.S. defended only itself? Q # 1 / 2
- Page # 549 – Strange Bedfellows Q # 1
- Page # 552 – Attacking Government Computer systems Q # 1
- Page # 562 – Is the Nuclear Threat Increasing Q # 1 / 2
- Page # 564 – Should the U.S. Impose Sanctions Q # 1
- Page # 569 – The demands of Ethnic Nationalism Q # 1
- Page # 571 – Is Aids a National Security Threat Q # 1

- Chapter # 17 Test -

## **PROJECT:**

**1. Develop a presentation (poster board / power point, overhead transparency lesson) that compares and contrasts the foreign policy issues of at least three different presidential administrations.**

## **RESEARCH ESSAY:**

**1. Research and prepare a position paper on the Current Presidential Administration's foreign policy plan.**

### **➤ CHAPTER # 17 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the five essays and respond using the Step Up To Writing - essay format

1. Conventions
2. Word Choice
3. Ideas / Content
4. Organization
5. Voice

## **Essay**

1. Development of foreign policy is dependent on the view the policymaker has of the intentions of other countries. Indicate the differences in foreign policy development under the assumptions of moral idealism, in comparison to the assumptions of political realism.
2. Explain how the formation of smaller independent states from former Soviet Union will continue to influence the development of United States foreign policy in the twenty-first century.
3. Define the major foreign policy themes in the history of the United States and indicate how each theme has influenced how nations in this hemisphere view the actions of the United States in regard to foreign policy.
4. Analyze the struggle for power between the Congress and the President in the foreign policy Arena. How has Congress succeeded in limiting Presidential power? Why is the President at an Advantage when it comes to foreign policy?
5. . Explain the likely challenges the United State will face in the next several years with regard to foreign policy. Which areas will be of particular concern? Why? How do terrorism and nuclear proliferation figure into the challenges?



- Read Chapter # 18 “**STATE & LOCAL GOVERNMENT**” pages 575 - 601

**OBJECTIVES:**

Students will

- I. Describe in general terms the differences between the U.S. Constitution and state constitutions, and the reasons for these differences.
- II. Describe the structure of the typical state executive branch, including the weak executive and describe the obstacles to reforming the system.
- III. Explain the veto and item power veto power of state executives.
- IV. Explain the importance of legislature apportionment, including the significance of *Baker v Carr* (1962), court decisions with regard to gerrymandering and racial gerrymandering and the principle of one person, one vote.
- V. Explain the tools of direct democracy, including initiative, referendum and recall.
- VI. Explain the various units of local governments, including municipalities, counties, towns, townships, and special districts.
- VII. Describe the difference between the principles of Dillon’s rule versus Cooley’s rule.
- VIII. Explain the various plans for municipal governments, including the commission plan, the council-manager plan, and the mayor - council plan.
- IX. Describe how state and local governments raise revenue through general sales tax and property tax.
  1. Explain what services are provided with this revenue, including education and public welfare.

**SUPPLEMENTAL RESOURCES:**

\*\* THIS SECTION WOULD BE AN OUTSTANDING RESOURCE FOR YOU TO UTILIZE IF YOU WOULD LIKE TO CONSIDER & DEVELOP ALTERNATIVE ASSESSMENT OPPORTUNITIES OR PROJECTS!

- Overhead transparencies # 143 - 147
- Selected websites
  - [www.findlaw.com/cascode/state/html](http://www.findlaw.com/cascode/state/html)
  - [www.vote-smart.org/reference/primer](http://www.vote-smart.org/reference/primer)
  - [www.statesnews.org/publications/bos.html](http://www.statesnews.org/publications/bos.html)
  - [www.nga.org](http://www.nga.org)
  - [www.ncsl.org](http://www.ncsl.org)
  - [www.census.gov/datamap/www/index.html](http://www.census.gov/datamap/www/index.html)
  - [www.piperinfo.com/index.cfm](http://www.piperinfo.com/index.cfm)
- Selected Court Cases
  - *Austin v Michigan Camber of Commerce*
  - *Baker v Carr*
  - *Gitlow v New York*
  - *Loving v Virginia*
  - *Reynolds v Sims*
- Selected Legislation

**ASSESSMENT:**

- Alternative Assessment (Please see me if you have an alternative plan)

➤ Vocabulary definitions – Due Thursday – BOC

CAQ'S for classroom discussion / study group

- Page # 578 – What if all states allowed school choice Q # 1 / 2
- Page # 579 – Technology Gap Q # 1
- Page # 587 – Drugs for medicinal purposes Q # 1 \* all parts
- Page # 588 – Will of the people or dollar democracy Q # 1
- Page # 590 – 591 – Betting on the Internet Q # 1 / 2
- Page # 596 – Elian Gonzalez Q # 1
- Page # 601 – Taking on tests Q # 1

➤ Chapter # 18 Test -

**PROJECT:**

1. **Attend a community meeting (from the following choices) and report on the business discussed, the agenda items discussed, and the formal style of the meeting itself. Be certain to respond to the issues from your perspective as well as simply reporting the events that took place at the meeting.**
  - a. City Council
  - b. County Commissioners
  - c. School Board
  - d. A political party meeting

**RESEARCH ESSAY:**

1. **Research local community issues that have appeared on the docket during the 6 months prior to your research and report on 4 – 6 key topics that are of significance in your community.**

➤ **CHAPTER # 18 ESSAY SELECTIONS**

Select \_\_\_\_\_ of the four essays and respond using the Step Up To Writing - essay format

1. Conventions
2. Word Choice
3. Ideas / Content
4. Organization
5. Voice

**Essay**

1. Historically, why have many states had weak executives? What has prevented state executive branch reform? What realities in the 1990s served to enhance the power of state executives?
2. Explain Supreme Court rulings with regard to gerrymandering in the states.
3. Most states allow some form of direct democracy. Why do some states allow for the initiative, referendum and recall petition, while the federal government does not have these devices? In your opinion, explain why the federal government should, or should not, allow the initiative, referendum, and recall.
4. Compare and contrast Cooley's Rule with Dillon's Rule. Who would favor each interpretation? Most states use some type of sales tax as a source of revenue. Make the case for and against the Use of sales tax as a revenue source.

## FINAL EXAM

➤ FINALS WEEK

### **OBJECTIVES:**

Students will demonstrate their understanding of American Government and Politics through:

- The successful completion of the semester coursework,
- And through their personal Government / Political Science portfolio (semester project).

**Semester Project = 115 points**

### **PORTFOLIO EXPECTATIONS:**

**STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF AMERICAN GOVERNMENT / POLITICAL SCIENCE THROUGH THE DEVELOPMENT OF THEIR PERSONAL PORTFOLIO. EACH PORTFOLIO WILL CONTAIN THE FOLLOWING COMPONENTS:**

#### **Paper Portfolio Notebook**

**115 pts possible**

**Title page (Student name, instructor name, course title, date due) 10 pts**

**Table of Contents**

- |      |   |                      |
|------|---|----------------------|
| 1.   | Political Party Affiliation                 | <b><u>15 pts</u></b> |
| 2.   | List of Local and State Political Officials | <b><u>75 pts</u></b> |
| I.   | Senate                                      | <b><u>15 pts</u></b> |
| II.  | House                                       | <b><u>15 pts</u></b> |
| III. | County Commissioners                        | <b><u>15 pts</u></b> |
| IV.  | City Council / Mayor                        | <b><u>15 pts</u></b> |
| V.   | School Board                                | <b><u>15 pts</u></b> |

**Summary Statement** –

**15 pts**

- What are your thoughts about the study of American Government and Politics?
- 1 – 2 paragraphs

#### **American Government and Politics Course Evaluation**

**no points assessed for content**

**15 pts for completion**

- a. What did learn from this course in a summary statement / outline / list format  
(Major points) 8 – 10 items maximum
- b. What was your favorite unit topic?
- c. What was your least favorite unit topic?
- d. Format / style of presenting material:
  - Feedback on each component would be appreciated
    - i. Study group
    - ii. Lecture / class discussion
    - iii. Research
    - iv. Essays
    - v. Presentation
    - vi. Debate discussion
    - vii. Portfolio
- e. Comments:

1. **POLITICAL PARTY AFFILIATION –**
  - Students will include a statement describing their political party choice
  - Brief rationale for their selection
    - List and explain 5 arguments for their party choice.
    - Include any party literature that might be useful (\*may be downloaded from the internet or other electronic resources)
  
2. **LIST OF LOCAL AND STATE POLITICAL OFFICIALS**
  - INCLUDE:
    - PHONE NUMBERS
    - ADDRESSES
    - FAX NUMBERS
    - EMAIL ADDRESSES
  - I. State Senator**
    - State Senator District # \_\_\_\_\_
      - List only the Senator from your home district
      - Brief biography of public service / personal background information
      - Election date / expiration of term
      - Does this office have a term limit
  - II. State House of Representatives**
    - State Representative District # \_\_\_\_\_
      - List only the Representative from your home district
      - Brief biography of public service / personal background information
      - Election date / expiration of term
      - Does this office have a term limit
  - III. El Paso County Commissioners**
    - County Commissioners
      - Brief biography of public service / personal background information
      - Place an asterisk next to the officeholder that represents your particular precinct/district
      - Election date / expiration of term
      - Does this office have a term limit
  - IV. Fountain City Council and Mayor**
    - City Council / Mayor
      - List all members and titles
      - Place an asterisk next to the officeholder that represents your particular precinct/district
      - When they were elected / appointed
      - When their term expires
      - Does this office have a term limit
      - Describe the type of Municipal Government the City of Fountain utilizes
  - VI. El Paso County School District # 8 (Fountain – Fort Carson School District # 8)**
    - School Board
      - List all members and titles
      - Place an asterisk next to the officeholder that represents your particular precinct/district
      - When they were elected / appointed
      - When their term expires
      - Does this office have a term limit