

Syllabus AP United States Government and Politics

Some contemporary political scientists describe American Government as a tool citizens use to both solve common problems and protect individual interests. While this is a simplification, it is a workable definition from which to start. Advanced Placement United States Government and Politics is a study of the complexities, inner workings, successes, and limitations of that tool.

Textbook/Readings/Resources

Wilson, James Q., DiIulio, John J., Jr. *American Government Institutions and Policies*. 9th ed. Boston New York: Houghton Mifflin Company, 2004.

(****A CD accompanies this textbook: *Real Deal Up Grade*. This CD has assignments and readings to accompany each Chapter. **You will be using this CD every chapter.**)

Lasser, William, ed. *Perspectives on American Politics* 4th ed. Boston New York: Houghton Mifflin Company, 2004.

Levine, Herbert M, ed. *Point-CounterPoint Readings in American Government* 5th ed. New York: St. Martin's Press, 1995.

Class Website/Current Events/Miscellaneous

There is a website under my name on the School's website. It is a collection of links for this class to news outlets, government websites, political party websites, Special Interests Group web sites and many other class related topics. **Many assignments/readings will come from this AP Government Website and these assignments will be added to the already predetermined Homework.**

Grades

Based on total points: Tests, Quizzes, Homework.

*******Tests**- Unit Tests and Chapter Tests out of varying point totals depending upon the Unit and or Chapter.

*******Quizzes**- Always expect a quiz. Usually out of 10 or 15 points.

*******Homework-**

A) There are activities with the Wilson text book: *Real Deal Up Grade*. Homework will take the form of **Practice essays, Key Terms, and Statistics/Chart/Graph/Map reading and analysis.**

B) **Position Papers.** You will write two or three position papers typed, 6-7 pages based on readings from the Levine book. You summarize and analyze two articles with opposing views on the same subject and then provide your own position on the topic.

C) Readings and questions from the Laser book will accompany some units. This work is to be typed.

D) Current events. **Throughout the year news items will be read and analyzed and type written homework assignments will be assigned.**

E) We have a website you will use for US Government and Politics research and miscellaneous activities i.e. You will role play a lobbyist presenting information to a Congressional Subcommittee.

The Media- In every unit we will be analyzing and assessing the media and its impact as a linkage institution on American policy.

Unit I – The American System- Chapters 1-4 (Chapter 4 will be brief with just 1 assignment)

Chapter 1: The Study of American Government

The purpose of this chapter is to give the student a preview of the major questions to be asked throughout the textbook and to introduce key terms. After reading and reviewing the material in this chapter the student should be able to do each of the following:

After reading this chapter, you should be able to

- List the two basic questions to be asked about government in the United States (or any other nation) and show that they are distinct questions.
- Explain what is meant by power and by political power in particular. Relate the latter to authority, legitimacy, and democracy.
- Distinguish among the three concepts of democracy mentioned in the chapter, explaining in which of three senses the textbook refers to United States government as democratic.
- Differentiate between majoritarian politics and elitist politics, explaining the four major theories on the latter.
- Explain how political change tends to make political scientists cautious in stating how politics works or what values dominate it

Assignments for Chapter 1

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. What may be meant by the word democracy? What sort of democracy is the government of the United States supposed to be?

2. What is the difference between power in general and political power? Give examples of both.
3. Discuss the Framers' view of the "will of the people," and why they favored representative government.
4. What are the various answers that have been given to the question, "Who governs?" How do we go about determining which is correct?

2. Complete the Key Terms Match

3. Go to Lasser pgs 143-153. You will be reading Alexis de Tocqueville. Answer all questions on pg 143. Typed.

Chapter 2: The Constitution

The purpose of this chapter is to introduce students to the historical context within which the United States Constitution was written. After reading and reviewing the material in this chapter the student should be able to do each of the following:

After reading this chapter, you should be able to

- Explain the notion of "higher law" by which the colonists felt they were entitled to certain "natural rights." List these rights.
- Compare the basis on which the colonists felt a government could be legitimate.
- List and discuss the shortcomings of government under the Articles of Confederation.
- Compare and contrast the Virginia and New Jersey plans, and show how they led to the "Great Compromise."
- Explain why separation of powers and federalism became key parts of the Constitution.
- Explain why a bill of rights was not initially included in the Constitution and why it was added.
- List and explain the two major types of constitutional reform advocated today, along with specific reform measures.

Assignments for Chapter 2

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Discuss the "colonial mind's" approach to political issues, and demonstrate how this kind of thinking was bound to come into conflict with continued British rule in America.

2. Show how historical experience with problems created by the Articles of Confederation led to the creation of a stronger form of government under the Constitution.
3. Review Madison's argument that liberty could be protected better in an "extended republic" than in a series of small democracies. State whether you find his argument persuasive and why.
4. Do you agree or disagree with those proponents of constitutional reforms who argue that this country suffers from an excess of democracy? Defend your answer

2. Complete the Key Terms Match

3. Go to Lasser pgs 4-18 Read *Federalist Papers No. 10, 47, 48, and 51*. Answer questions 1-4 on page 3.

Chapter 3: Federalism

The central purpose of the chapter is to introduce the student to some of the complexities of federal government in the United States--that is, one where both the national and state governments have powers independent of one another. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Explain the difference between federal and centralized systems of government, and give examples of each.
- Show how competing political interests at the Constitutional Convention led to the adoption of a federal system that was not clearly defined.
- Outline the ways in which national and state powers have been interpreted by the courts.
- State the reasons why federal grants-in-aid to the states have been politically popular, and cite what have proven to be their pitfalls. Distinguish between categorical grants and block grants.
- Distinguish between mandates and conditions of aid with respect to federal grant programs to states and localities. Discuss whether or to what extent federal grants to the states have created uniform national policies comparable to those of centralized governments.
- Evaluate the effect of devolution on relationships between the national and state governments. Assess its implications for citizens as taxpayers and as clients of government programs.

Assignments for Chapter 3

Go to your Real Deal Up Grade

1. Complete the Key Terms Match

2. Under Resources find Ellis Katz essay *American Federalism, Past, Present, and Future*. Make a 10 question quiz with an answer key based on the facts presented in the reading.

3. Go to Levine pgs 51-68. *Is the Federal System Becoming Obsolete in the United States?* Pete Du Pont and Morton Keller write opposing essays on the nature and status of Federalism. Write a typed 6-7 page Position Paper.

Chapter 4: American Political Culture

Previous chapters focused on the legal and historical aspects of the United States government. This chapter concentrates instead on the somewhat less concrete notion of "political culture," or the inherited set of beliefs, attitudes, and opinions people (in this case, Americans) have about how their government ought to operate. After reading and reviewing the material in this chapter the student should be able to do each of the following:

After reading this chapter, you should be able to

- Define what scholars mean by political culture, and list some of the dominant aspects of political culture in the United States.
- Discuss how American citizens compare with those of other countries in their political attitudes.
- List the contributions to United States political culture made by the Revolution, by the nation's religious heritages, and by the family. Explain the apparent absence of class consciousness in the U.S.
- Define internal and external political efficacy, and explain how the level of each of these has varied over the past generations.

Assignments for Chapter 4

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. List some of the more interesting ways in which American civic culture differs from that in France, Italy, Sweden, or Japan.
2. Comment on the fact that the United States is perhaps the only sizable industrial country in the world that does not have a socialist party as a major competitor for power.
3. State and justify your own reaction to the author's contention that mistrust of government in the United States isn't really as severe as it is sometimes thought to be.

4. Explain what is meant by the different sorts of political efficacy and relate these to your own feelings as a citizen.
5. State whether you personally believe that all types of political groups should receive the full protection of American laws. If so, why? If not, to which groups would you deny which rights?

Unit II- Opinions, Interests, and Organizations - Chapters 5-9

Chapter 5: Public Opinion

The purpose of this chapter is to explore what we mean by public opinion and to ask what sort of effects public opinion has on our supposedly democratic form of government. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- List the sources of our political attitudes and indicate which are the most important.
- Explain why there are crosscutting cleavages between liberals and conservatives in this country. Assess the significance of race, ethnicity, and gender in explaining political attitudes.
- Define political ideology and give reasons why most Americans do not think ideologically. Summarize the liberal and conservative positions on the economy, civil rights, and political conduct.
- Discuss the new class theory as an explanation for changes in attitudes. Analyze why this change is causing strain in the political party system.

Assignments for Chapter 5

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Discuss the comparative roles played by the family, religion, gender, and education in forming Americans' political outlook. Of the four, which would you say have been gaining in importance recently, and why?
2. Explain what the words *liberal* and *conservative* mean in the United States today, compared with their earlier meanings. Discuss to what extent these terms are useful in characterizing the political attitudes of the average American.
3. Discuss the notion of gender gap and why it is more accurate to say that men rather than women have "deserted" Democratic candidates for Republican ones. Also, discuss some of the issues that divide men and women.

4. Compare and contrast the "new class" and the traditional middle class, or "old class," as to their makeup and their political beliefs and allegiances. What effect on American politics is growth of the "new class" likely to have?

2. In Chapter 5 Resources click on the map *Population Increase in the Sun Belt States*. Make a 4 question scaffolding quiz interpreting the map's information and applying it to the Chapter's theme.

3. Go to Lasser pgs 153-162. You will read David Brooks essay *One Nation, Slightly Divisible*. Answer questions on pg 153. Typed

Chapter 6: Political Participation

This chapter reviews the much-discussed lack of voter turnout and of other forms of political participation in the United States. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Explain why the text believes that the description, the analysis, and many of the proposed remedies for low voter turnout rates in the United States are generally off base.
- Compare the way that turnout statistics are tabulated for the United States and for other countries, and explain the significance of these differences.
- Describe how control of the elections has shifted from the states to the federal government, and explain what effect this shift has had on blacks, women, and youth.
- State both sides of the debate over whether voter turnout has declined over the past century, and describe those factors that tend to hold down voter turnout in the United States.
- Discuss those factors that appear to be associated with high or low political participation.

Assignments for Chapter 6

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Discuss those aspects of elections that can be said to make American politics more democratic than the politics of most other countries, as well as those aspects of elections that can be said to make American politics less democratic.
2. What are the major factors that appear to hold down the level of voter turnout in the United States? What sort of program might you design if you wanted to overcome some of these problems and thus increase voter turnout?

3. Outline the history of the growth of the franchise in this country. Discuss where we are likely to go from here: broadening the franchise to include more groups of people, keeping it about the same, or constricting it.
4. Categorize yourself on Nie and Verba's six-way classification of political participants. Are you comfortable with the category in which you find yourself now? Why or why not?
5. What, if any, reforms of the voter registration system in this country would you advocate? What might be the consequences, intended and/or unintended, of such reforms?

2. In Chapter 6 Resources click on *Youth TurnOut in the 1996 Election*. Make a 4 question scaffolding quiz interpreting the graph and then find youth voter turnout statistics in the 2000 and 2004 Presidential Elections to see if there was an increase or decrease **and explain why in a typed 2-3 page essay**.

Chapter 7: Political Parties

This chapter examines political parties, with an emphasis on the two-party system that has evolved in the United States. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Define the term political party and contrast the structures of the European and American parties, paying particular attention to the federal structure of the United States system and the concept of party identification.
- Trace the development of the United States party system through its four periods. Explain why parties have been in decline since the New Deal.
- Describe the structure of a major party. Distinguish powerful from powerless party units.
- Indicate whether there are major differences between the parties. Describe some of the issue differences between delegates at Democratic and Republican conventions, and compare these differences with those of the party rank and file.

Assignments for Chapter 7

Go to your Real Deal Up Grade

1. Complete the Key Terms Match
2. Go to Lasser pgs 228-251. Answer questions on pgs 228 and 244.
3. Go to the websites of the two major parties and two third parties. Read party Platforms/Issues. Pick a party you feel suits you and in a written essay explain three issues upon which you and your chosen party agree.

Chapter 8: Elections and Campaigns

After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Demonstrate the differences between the party-oriented campaigns of the nineteenth century and the candidate-oriented ones of today, contrasting the major elements of successful campaigns.
- Discuss how important campaign funding is to election outcomes, what the major sources of such funding are under current laws and how successful reform legislation has been in removing improper monetary influences from United States elections.
- Outline the processes for electing presidents and for electing members of Congress.
- Describe what the Democrats and Republicans each must do to put together a successful national coalition to win an election.
- Outline the major arguments on either side of the question of whether elections do or do not result in major changes in public policy in the United States.

Assignments for Chapter 8

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Explain how each of the major parties must put together a successful coalition to win national elections. Design a strategy for the Democrats or the Republicans to win the next presidential election.
2. Discuss several popular ideas for reforming campaign finance laws and the problems that each creates.
3. List the major regulations on campaign financing imposed by recent legislation and the effects that these regulations are likely to have on candidates, donors, parties, and American politics generally.

2. Complete the Key Terms Match

3. Research past National Convention Presidential nomination acceptance speeches. Choose a favorite and **then write your own acceptance speech.**

Chapter 9: Interest Groups

The purpose of this chapter is to survey the wide variety of interest groups that operate in the United States and to assess their impact on the political system. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Explain why the characteristics of United States society and government encourage a multiplicity of interest groups.
- Indicate the historical conditions under which interest groups are likely to form and specify the kinds of organizations Americans are most likely to join.
- Describe relations between leaders and rank-and-file members of groups, including why members' priorities may not determine the leaders' actions.
- Describe several methods that interest groups use to formulate and carry out their political objectives, especially the lobbying techniques used to gain public support. Explain why courts have become an important forum for public interest groups.
- List the laws regulating conflict of interest and describe the problems involved with revolving door government employment. Describe the balance between the First Amendment's freedom of expression and the need to prevent corruption in the political system.

Assignments for Chapter 9

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. List and comment on the various reasons commonly given for the unusually large variety of interest groups found in the United States.
2. List and analyze the various periods of American history that have witnessed rapid growth in interest groups. Discuss whether any of the requisite conditions are present today.
3. Explain the difference between organizational and membership-type interest groups, and discuss how you might expect their conduct in the political system to vary.
4. Do you believe that the system of interest groups active in American politics today has an upper-class bias? Defend your answer, and discuss whether the system as you see it is a desirable or an undesirable one.
5. Discuss 1946 and 1995 congressional efforts to regulate lobbying

2. Complete the Key Terms Match

3. Research a Special Interest Group and prepare as if you were a hired Lobbyist scheduled testify before a Congressional Subcommittee

Unit III – Institutions of Government – Chapters 11-14

Chapter 11: Congress

The purpose of this chapter is to describe the roles and organization of Congress.

After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Explain the differences between a congress and a parliament and delineate the role that the Framers expected the United States Congress to play.
- Pinpoint the significant eras in the evolution of Congress.
- Describe the characteristics of members of Congress and outline the process for electing members of Congress.
- Identify the functions that party affiliation plays in the organization of Congress.
- Describe the formal process by which a bill becomes a law.
- Identify the factors that help to explain why a member of Congress votes as he or she does.

Assignments for Chapter 11

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. What role did the Founders expect Congress to play in national policy making? Do you think that Congress has generally played that role?
2. Analyze the factors that have led to the decline in party influence in Congress.
3. Identify and discuss the importance of several events since 1911 that have led to an increase in the decentralization of the operation of Congress.
4. Discuss three theories that purport to explain why members of Congress vote as they do.
5. Discuss some of the suggestions to reform the powers and perks of Congress.

2. Complete the Key Terms Match

Chapter 12: The Presidency

This chapter studies the chief executive, considering the powers of the presidential office and the structures that constitute the presidency. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Explain the differences between the positions of president and prime minister.
- Discuss the approach taken by the Founders in regard to executive power.
- Sketch the evolution of the presidency from 1789 to the present.
- List and describe the various offices that make up the executive branch.
- Review discussions of presidential character, and explain how these relate to the achievements in office of various presidents.
- Enumerate and discuss the various facets--formal and informal--of presidential power.

Assignments for Chapter 12

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Your text asserts that the most important power of the presidency lies in politics and public opinion. Explain what this statement means.
2. Discuss the factors that lead to conflict in executive-legislative relations. Can they be neatly placed in constitutional and political categories?
3. If you were asked by the Founders to make recommendations on the presidency, what would you suggest, on the basis of two hundred years of experience?

2. Complete the Key Terms Match

3. Go to Levine pgs 188-206 . *Is the President Too Powerful in Foreign Policy?* Daniel P. Franklin and Ryan J. Barilleaux write opposing essays on Presidential power. Write a typed 6-7 page Position Paper.

Chapter 13: The Bureaucracy

In this chapter, both the distinctiveness and the size of the federal government bureaucracy are examined. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Compare and contrast the United States and British models of government bureaucracy.
- Sketch the history of the executive branch bureaucracy and the different uses to which it has been put.
- Discuss the recruitment, retention, and demographic profiles of federal bureaucrats.
- Show how the roles and missions of the agencies are affected by internal and external factors.

- Review congressional measures to control the bureaucracy and evaluate their effectiveness.
- List the "pathologies" that may affect bureaucracies and discuss why it is so difficult to reform the executive branch bureaucracy.

Assignments for Chapter 13

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Which criteria would you want to consider if you were trying to convince someone that the federal bureaucracy is an important policy-making institution?
2. Discuss four factors that help to explain the behavior of appointed officials. Which one do you think is the most important?
3. What does the text mean by the term *bureaucratic pathologies*? What are some examples of such "pathologies"? Why does each of them exist? Can they be corrected? Why or why not?

2. Complete the Key Terms Match

3. In Chapter 13 Resource click on chart *Growth of Classified Civil Service*. Make a 4 question scaffolding quiz interpreting the chart's information and applying it to the Chapter's theme.

Chapter 14: The Judiciary

This chapter introduces the student to the final branch of United States government: the courts. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Explain what judicial review is and trace its origins.
- List and comment on the three eras of varying Supreme Court influences on national policy.
- Explain what is meant by a dual court system and describe its effects on how cases are processed, decided, and appealed.
- List the various steps that cases go through to reach the Supreme Court and explain the considerations involved at each step.
- Discuss the dimensions of power exercised today by the Supreme Court and the opposing viewpoints on an activist Supreme Court.

Assignments for Chapter 14

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Write an essay in which you compare and contrast the way in which the Supreme Court makes policy with the way in which the legislature makes policy.
2. Do you think that the Founders expected the Supreme Court to play the role that it has played in recent years? Why or why not?
3. What were the important constitutional and judicial issues raised in *Marbury v. Madison*? What two roles did John Marshall play in the case? What was his ruling? What were the results of the ruling?

2. Complete the Key Terms Match

3. Go to Lasser pgs 345-374. Answer questions on 346, 347, and 356.

Unit IV- The Politics of Public Policy- Chapters 16, 18, and 19

Chapter 16: Economic Policy

The purpose of this chapter is to introduce the student to the theories and substance of economic policy. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Show how voters have contradictory attitudes regarding their own and others' economic circumstances.
- List and briefly explain four competing economic theories. Assess the nature and impact of Reaganomics.
- List the four major executive branch agencies involved in setting economic policy and explain the role of each.
- Analyze federal fiscal policy in terms of the text's four categories of policy-making politics.
- Trace the history of federal government budgeting practices.
- Discuss how the September 11th attacks, as well as the subsequent economic developments and government actions, have changed economic policy debates.

Assignments for Chapter 16

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. Why is it usually unfair to blame or praise the president for the performance of the economy at any particular time?
2. The text states that the condition of the economy as a whole and the policies aimed at improving it are examples of majoritarian politics but that the details of such policies are characterized by interest group and client politics. Explain how these types of politics will result in policies that are less than necessary to provide a stronger economy.
3. To what extent is economic policy determined by ideology and to what extent by the economic interests of those who influence policy?

Chapter 18: Civil Liberties

This chapter examines the ways in which the courts have interpreted the Bill of Rights. It focuses on the First Amendment and on criminal due process concerns.

After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Discuss the relationship of the Bill of Rights to the concept of majority rule, and give examples of tension between majority rule and minority rights.
- Explain how the civil liberties may at times be a matter of majoritarian politics and offer several examples.
- Explain how the structure of the federal system affects the application of the Bill of Rights.
- Describe how the Supreme Court has used the Fourteenth Amendment to expand coverage in the federal system. Discuss changing conceptions of the due process clause of the Fourteenth Amendment.
- List the categories under which the Supreme Court may classify "speech." Explain the distinction between "protected" and "unprotected" speech and name the various forms of expression that are not protected under the First Amendment. Describe the test used by the Court to decide the circumstances under which freedom of expression may be qualified.
- State what the Supreme Court decided in *Miranda v. Arizona*, and explain why that case illustrates how the Court operates in most such due process cases.

Assignments for Chapter 18

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. List several eras in which U.S. governments have enacted laws aimed at taking away the civil liberties of certain Americans. Are these eras always associated with war? Discuss whether the government is usually the friend or the enemy of free expression.
2. Summarize the history of the incorporation process. Do you believe that the process is complete today, or can you imagine it's going further in the future?
3. What competing claims has the Supreme Court typically weighed in dealing with obscenity cases? Why do you believe that it has had such difficulty in arriving at lasting standards?
4. What are the ambiguities in the establishment clause on religion, and what problems have these created for the courts over the years?

2. Complete the Key Terms Match

3. Go to Lasser pgs 85-111. Includes John Stuart Mill's *On Liberty*. Answer question on pgs 85, 86, and 94.

4. Create a Power Point Presentation on 8 Civil Liberty Cases of your choice with my approval.

Chapter 19: Civil Rights

This chapter focuses on two of the most intense and protracted struggles for civil rights in recent times: that of African Americans and that of women. After reading and reviewing the material in this chapter, the student should be able to do each of the following:

After reading this chapter, you should be able to

- Contrast the experience of economic interest groups with that of African American groups in obtaining satisfaction for their interests from the government. Indicate why in most circumstances the African American civil rights movement involved interest group rather than client politics. Describe the strategies used by African American leaders and explain why the civil rights movement has become more conventional.
- Summarize the legal struggles of African Americans to secure rights under the Fourteenth Amendment, and indicate how the Court construed that amendment in the civil rights cases. Discuss the NAACP strategy of litigation, and indicate why it was suited to the political circumstances. Summarize the rulings in *Brown v. Board of Education* and compare them with those in *Plessy v. Ferguson*.
- Discuss the rationale used by the Supreme Court in ordering busing to achieve desegregation. Explain the apparent inconsistency between *Brown* and *Charlotte-Mecklenburg*. Indicate why these decisions are not inconsistent and explain why the courts chose busing as an equitable remedy to *de jure* segregation.
- Trace the campaign launched by African Americans for civil rights laws. Discuss the conflict between the agenda-setting and the coalition-building aspects of the

movement. Demonstrate how civil rights advocates overcame resistance in Congress.

- Describe the differences between the African American civil rights movement and the women's movement. Indicate the various standards used by the courts in interpreting the Fourteenth Amendment, and explain how these standards differ depending on whether African Americans or women are involved.
- Explain why the Equal Rights Amendment was not ratified, despite strong congressional and popular support. Discuss the changing agenda of the women's movement.

Assignments for Chapter 19

Go to your Real Deal Up Grade

1. Practice writing extended answers to the following questions. These test your ability to integrate and express the ideas that you have been studying in this chapter.

1. List the political weaknesses of the black civil rights movement earlier in this century, and discuss the strategies followed to overcome those weaknesses.
2. Explain the effect of *Brown* in the line of Supreme Court decisions on civil rights and the kinds of political change *Brown* in turn produced.
3. Review the debate between those who favor equality of results and those who favor equality of opportunity. State and defend your own position on the issue.
4. Compare and contrast the movement for black civil rights with that for women's rights.

2. Complete the Key Terms Match

3. Create a Webquest which includes 10 Civil Rights Cases of your choice with my approval.

Unit V- AP REVIEW-

A) Multiple Choice and essay practice .

B) Self generated AP test creation based on notes and other resources

