

Dominican International School



SUBJECT: AP United States Government & Politics

GRADE LEVEL: 11-12

SCHOOL YEAR: 2023-24

TEACHER: Mr. Andrew Hogenson

EMAIL: ahogenson@dishs.tp.edu.tw

COURSE DESCRIPTION

AP US Government and Politics is a year-long college-level course where students learn the institutions of government, their progression into their modern incarnations, and how these institutions have influenced American society and political life. Though historical context must be addressed, it's important to note that this is not a history course. The past procedures of Congress, duties of the president, and cases of the Supreme Court will be discussed to provide context to their modern incarnations, their effect on the population of the United States, and to assist us in projecting how these institutions will continue to change as time marches on.

To accomplish this, students will run through a standard four-day routine. Some of these days will be double periods. This routine may change if students have holidays or a partial school week, but it will be followed for all standard 5-day school weeks. All these assignments will be posted to Google Classroom a week in advance.

1. Round Table Discussion: Students will arrive in class having read the material assigned for the week. They will discuss what they read, what they think is important, and how the US has changed over time during this period. Discuss why they think the material is key; minimal points will be given for simply regurgitating what the textbook says. The teacher will listen and grade based on the quality of the contribution. (Daily Work: 10 pts)
 - a. In the event of Covid forcing the class to go online, this will be submitted on Google Classroom. Students will write a public comment for the assignment that contains 3 points they consider important. Students will then read 3 of their classmates' comments and offer feedback or responses.
2. Debate (2 class periods): At the beginning of class, students will be divided into two groups and given a topic. The first period will be spent researching and preparing. The second period will be the debate. Each student is expected to speak for 2-3 minutes for or against the topic. Students will be graded based on Strategy (is this an effective thesis to prove their point), Content (is the thesis supported by specific examples), and Presentation (is the student speaking clearly and succinctly). (Daily Work: 20 pts)
3. Primary Source Evaluation: Students will begin by discussing the primary source, what it says, and why it was assigned reading. The class will end with reading the news and presenting the modern uses of these documents.
4. In-Class Lecture: The instructor will provide Google Slides and do a lecture on the material students have been going over. Doing this later in the process should help make the material more memorable and ensure students read the book rather than wait for the teacher to explain it.
5. Assessment: See below

COURSE OBJECTIVES

At the end of this course students will be able to:

- Remember and understand the functions and purposes of the branches of the American government, the checks and balances, and how these branches interact with each other
- Analyze the purpose and consequences of Federalism and how it serves as an additional separation of powers
- Apply their knowledge of the objectives above to evaluate the attitudes, positions, and decisions of politicians, both historical and contemporary
- Evaluate the role of civil liberties, the balance between freedom and order, and how inefficiencies have been introduced deliberately in order to maintain a distribution of power
- Analyze civic participation, the purpose and outcomes of civil institutions and PACs
- Apply different lenses of political thought, identify which lenses are popularized by which interest groups, and evaluate how this plurality of ideas can lead to both innovation and conflict

ASSESSMENT

Students will use the College Board website to practice writing AP style exams including multiple choice and free response questions. Laptops will be required to access the College Board website and take the tests. In the event of covid-19 forcing the class to go online, these quizzes will be done at home during a 90-minute window. The time will be announced on Google Classroom a week in advance.

Some weeks the students will review essays already completed. During these classes, answers or sample essays will be presented and reviewed individually to indicate why some answers were correct and why some essays got points, and some didn't. This material will give students a better understanding of how the College Board grades their essays and how they write multiple-choice exams.

There are four Quarterly Exams for this subject. These will be College Board questions printed out and written with a pencil and eraser. The Quarter 4 exam will be a full AP Mock Exam and resemble the AP exam. These exams should be given in early May but are subject to change based on College Board.

PRIMARY TEXTBOOK & OTHER RESOURCES:

American Government: Institutions and Policies, AP® Edition, 16th Edition
James Q Wilson, John J DiIulio Jr, Meena Bose, Matthew Levendusky
ISBN-13: 978-1-337-61350

Preparing for the AP US Government and Politics Exam: Fast Track to a 5
James Q Wilson, John J DiIulio Jr, Meena Bose, Matthew Levendusky & John G Geer, Richard Herrera, Wendy J Schiller, and Jeffrey A Segal
ISBN-13: 978-1-337-78877-9

College Board Website: <https://www.collegeboard.org/>

AP Classroom

Question Bank

The Students will also be required to read and understand the following primary source documents:

- Federalist No. 10
- Brutus No. 1
- The Declaration of Independence
- The Articles of Confederation
- The Constitution of the United States (Including the Bill of Rights and following Amendments)
- Federalist 51
- Letter from Birmingham Jail
- Federalist No. 70
- Federalist No. 78
- Marbury v. Madison, 1803

- McCulloch v. Maryland, 1819
- Brown v. Board of Education, 1954
- Gideon v. Wainwright, 1963
- Tinker v. Des Moines Independent Community School District, 1969
- Roe v. Wade, 1973
- United States v. Lopez, 1995
- Baker v. Carr, 1961
- Engel v. Vitale, 1962
- New York Times Company v. U.S., 1971
- Schenck v. United States, 1919
- McDonald v. Chicago, 2010
- Shaw v. Reno, 1993
- Wisconsin v. Yoder, 1972
- Citizens United v Federal Election Commission (FEC), 2010
- Dobbs v. Jackson Women's Health Organization (2022)

These documents will be referred to along with the textbook information throughout the school year along with a rigorous follow-up discussion at the end of the year

ADDITIONAL INFORMATION:

Please see Google Classroom for additional information.

Google Classroom Code: raiylb6

College Board Join Code: JYAY2R

Cengage Virtual Classroom Address: <https://student.cengage.com/course-link/MTPNJJ63N5J9>

Cengage Virtual Classroom Key: MTPN-JJ63-N5J9

ACADEMIC DISHONESTY

Employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
2. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
3. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
4. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th Only 2 School Days <i>10 ~ First Day / Orientation Day</i>	Introduction <ul style="list-style-type: none"> ● Rules ● On History ● Geography overview

<p>Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i></p>	<p>Part 1: The American System Chapter 1: The Study of American Government</p> <ul style="list-style-type: none"> ● Politics and Democracy ● Political Power in America: Five Views ● Who Governs? To What Ends? ● The Politics of Different Issues <p>Primary Source: The Declaration of Independence</p>
<p>Week 3 Aug 21st to 25th</p>	<p>Chapter 2: The Constitution</p> <ul style="list-style-type: none"> ● The Problem of Liberty ● The Constitutional Convention ● Ratification Debates ● Democracy and the Constitution: Post-Ratification Debates <p>Synthesis: the Constitution vs the Articles of Confederation</p>
<p>Week 4 Aug 28th to Sep 1st</p>	<p>Chapter 3: Federalism</p> <ul style="list-style-type: none"> ● Why Federalism Matters ● Government Structure ● Federal Money, State Programs ● A Devolution Revolution <p>Primary Sources: The 10th Amendment of the Constitution, United States v. Lopez</p>
<p>Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i></p>	<p>Chapter 4: American Political Culture</p> <ul style="list-style-type: none"> ● Political Culture ● Comparing the US with other Nations ● Sources of Political Culture ● The Culture War <p>Primary Sources: Engel v. Vitale, Wisconsin v. Yoder</p>
<p>Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i></p>	<p>Chapter 5: Civil Liberties</p> <ul style="list-style-type: none"> ● The Courts and Conflicts over Civil Liberties ● The First Amendment and Freedom of Expression ● Crime and Due Process ● Civil Liberties and American Democracy <p>Primary Sources: Letter From Birmingham Jail, Gideon v. Wainwright</p>
<p>Week 7 Sep 18th to 22nd</p>	<p>Chapter 6: Civil Rights</p> <ul style="list-style-type: none"> ● Race and Civil Rights ● Women and Equal Rights ● Affirmative Action ● Gay Rights ● Looking Back and Ahead <p>Primary Sources: Roe v. Wade, Brown vs Board of Education</p>
<p>Week 8 Sep 25th to 29th No Classes <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i></p>	
<p>Week 9 Oct 2nd to 6th 3 Days of Class <i>5-6 ~Q1 Exams</i></p>	<p>Synthesis: From a colony to an independent nation Review, Summarize, Questions Exam Q1</p>

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
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<p>Week 1 (10) Oct 9th to 13th <u>3 Days of Class</u> <i>9-10 – Double 10 Holiday</i></p>	<p>Part 2: Opinions, Interests, and Organizations Chapter 7: Public Opinion</p> <ul style="list-style-type: none"> • What is Public Opinion • What Drives Opinion • Political Information and Public Opinion • Public Opinion and Public Policy <p>Primary Source: Schenk v. United States, Citizens United v. FEC</p>
<p>Week 2 (11) Oct 16th to 20th</p>	<p>Chapter 8: Political Participation</p> <ul style="list-style-type: none"> • A Close Look at Nonvoting • The Rise of the American Electorate • Who Participates in Politics? <p>Primary Source: Tinker v. Des Moines Independent Community School District</p>
<p>Week 3 (12) Oct 23rd to 27th</p>	<p>Chapter 9: Political Parties</p> <ul style="list-style-type: none"> • What is a Party? • The Rise and Decline of the Political Party • The Functions of Political Parties • Parties as Organizations • Parties in the Electorate: Partisanship • The Two-Party System
<p>Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i></p>	<p>Chapter 10: Elections and Campaigns</p> <ul style="list-style-type: none"> • Presidential Elections: Winning the Nomination • How Does the Campaign Matter? • How Do Voters Learn About the Candidates? • Building a Winning Coalition
<p>Week 5 (14) Nov 6th to 10th</p>	<p>Chapter 10: Continued</p> <ul style="list-style-type: none"> • Congressional Elections • Campaign Finance: Regulating the Flow of Political Money • Effects of Elections on Policy <p>Primary Sources: Baker v. Carr, Shaw v. Ren</p>
<p>Week 6 (15) Nov 13th to 17th</p>	<p>Chapter 11: Interest Groups</p> <ul style="list-style-type: none"> • The Rise of Interest Groups • Kinds of Organizations • Interest Groups and Social Movements • The Activities of Interest Groups • Regulating Interest Groups <p>Primary Sources: The 2nd Amendment, McDonald v. City of Chicago</p>
<p>Week 7 (16) Nov 20th to 24th</p>	<p>Chapter 12: The Media</p> <ul style="list-style-type: none"> • The Media and Politics • Where Do Americans Get Their News? Does This Matter? • Media Effects • Is the Media Trustworthy and Unbiased? • Government Regulation of the Media <p>Primary Source: New York Times Co. v. United States</p>
<p>Week 8 (17) Nov 27th to Dec 1st</p>	<p>Part 3: Institutions of Government Chapter 13: Congress</p> <ul style="list-style-type: none"> • Congress Versus Parliament • The Evolution of Congress • Who is in Congress? <p>Primary Source: McCulloch v. Maryland</p>
<p>Week 9 (18) Dec 4th to 8th <i>8 - Foundation Day Celebrations</i></p>	<p>Chapter 13: Continued</p> <ul style="list-style-type: none"> • The Organization of Congress: Parties and Interests • How a Bill Becomes a Law • Reforming Congress <p>Primary Sources: Federalist No. 10, Brutus No. 1</p>

Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> <i>14-15 ~ Q2 Exams</i>	Review, Summarize, Questions Exam Q2
Dec 18th to Jan 1st	Christmas Holiday

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 3rd to 5th <u>3 Days of Class</u> <i>4 ~ New Year Mass</i>	Chapter 14: The Presidency <ul style="list-style-type: none"> ● Presidents and Prime Ministers ● The Powers of the President Primary Source: Federalist No. 51
Week 2 (21) Jan 8th to 12th	Chapter 14: Continued <ul style="list-style-type: none"> ● How Modern Presidents Influence Policymaking ● Presidential Character, Organization, and Policymaking ● Presidential Transition
Week 3 (22) Jan 15th to 19th	Chapter 15: The Bureaucracy <ul style="list-style-type: none"> ● Distinctiveness of the American Bureaucracy ● Evolution of the Federal Bureaucracy Primary Source: Federalist No. 70
Week 4 (23) Jan 22nd to 26th	Chapter 15: Continued <ul style="list-style-type: none"> ● The Federal Bureaucracy Today ● Checks, Problems, and Possibilities of Reform
Week 5 (24) Jan 29th to Feb 2nd	Chapter 16: The Judiciary <ul style="list-style-type: none"> ● Judicial Review ● Development of Federal Courts Primary Source: Marbury v. Madison,
Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> <i>8-9 ~ CNY</i>	Chapter 16: Continued <ul style="list-style-type: none"> ● The Structure, Jurisdiction, and Operation of the Federal Courts ● The Supreme Court in Action Primary Source: Federalist No. 78
Feb 8th to 16th	CNY Holiday
Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Part 4: Institutions of Government Chapter 17: Domestic Policy <ul style="list-style-type: none"> ● Social Welfare Policy ● Business Regulation Policy ● Environmental Policy ● Beyond Domestic Policy
Week 8 (27) Feb 26th to March 1st <u>4 Days of Class</u> <i>28 ~ 228 Memorial Day</i> <i>Holiday</i>	Chapter 18: Economic Policy <ul style="list-style-type: none"> ● The Economy and Elections ● Economic Theories and Political Needs ● The Machinery of Economic Policymaking ● The Budget, Spending, and Taxes

Week 9 (28) March 4th to 8th 4 Days of Class <i>8 ~ Q3 Exams</i>	Review, Summarize, Questions Exam Q3
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4th QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 (29) March 11th to 15th 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	Chapter 19: Foreign and Military Policy <ul style="list-style-type: none"> ● Kinds of Foreign Policy ● The Constitutional and Legal Contexts ● Making Foreign Policy ● The Politics of Foreign Affairs: Military Action, Defense Policy, and the Future
Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i>	Chapter 20: American Democracy, Then and Now <ul style="list-style-type: none"> ● The Old Versus the New System ● Government Growth: Influences and Consequences ● American Democracy: Then, Now, and Next
March 25th to Apr 5th	Easter Holiday
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	Activity: Note taking, summarizing, evaluating Activity: Sharing sources, reviewing Double Quiz Week
Week 4 (33) Apr 15th to 19th	Review: AP Essay Test Rubrics Double Quiz Week
Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i>	Review, Summarize, Question AP Mock Exams
Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12)</i> <i>4/29 – 5/10 ~ AP Exams</i>	Primary Sources: The Supreme Court Decisions <ul style="list-style-type: none"> ● How did the court cases impact civil liberties? ● How did other branches of government respond to the cases? Final Review
Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	AP Exam <ul style="list-style-type: none"> ● Monday, May 6, 8:00am local time
Week 8 (37) May 13th to 17th 2 Days of Class <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	Celebration, Congratulations, Movie

<p>Week 9 (38) May 20th to 24th <i>ACTIVITIES: Double check the school calendar and emails from the administration.</i></p>	<p>Preparation for Graduation</p> <p>-----</p> <p>-----</p> <p><i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 & 23 ~ Middle & High School Sports Day</i> <i>23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 - 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i></p>
<p>Week 10 (39) May 27th to 31st <i>ACTIVITIES: Double check the school calendar and emails from the administration.</i></p>	<p>Graduation</p> <p>-----</p> <p>-----</p> <p><i>27 ~ House Culminating Activity</i> <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i> <i>29 ~ Class Party</i> <i>30 ~ Last Day of School & Report Card Distribution (half day)</i> <i>31 ~ Teachers/Staff Meeting</i></p>