**Edward R. Murrow Social Studies**

**Allen Barge, Principal Enrich Econ (AP Govt)**

**Homework Sheet**

**Understand your grade:** Your grade is made up of the following components:

**Exams (40%)**

* The class exams will compromise 40% of your grade and will be based on thematerial covered through class work and homework.
* Tests are modeled after the AP Government and Politics Exam with multiple choice questions and free response essays.
* The exams are an opportunity to prove all that you have learned about the subjects covered.

**Homework (20%)**

* Homework will be assigned daily through a homework sheet.
* Homework will be placed on my desk at the end of class each day they are due.
* Homework that displays effort will receive the full credit of a 10 and homework with a brief answer will receive a 5 or less. Answer each question with thoughtfully and thoroughly.

**Class Participation (20%)**

* Your **active participation** during class will create an exciting classroom.
* You will be required to come to class ON TIME and PREPARED to contribute to the lesson.
* **Class work** is created to examine history and develop skills that will be part of your participation.
* ARRIVE ON TIME TO AVOID REDUCTIONS TO YOUR GRADE
* **NOTE BOOK –ORGANIZED AND USEFUL NOTES and VOCABULARY LISTS WILL BE USED TO ASSESS YOUR CLASS PARTICIPATION.**

**Semester Project (20%)**

* A long-term research project will be assigned at the beginning of the semester. You will develop the social studies skills of researching, reading, writing and organizing information. You will present a portion of your information in class through a presentation.

**UNIT ONE: DO WE HAVE AN ‘IMPERIAL PRESIDENCY’?**

**#1 President: Powers, Office, WHO, Cabinet, Persuasion 340-346; 350-359**

1. Explain the 5 most important explicit powers of the presidency.
2. Explain the different ways a President may organize his assistants and cabinet. Which is best?
3. Explain the “Power of Persuasion.”

**NEWSPAPER:** Find and explain an article showing the President Obama using his power of persuasion.

Find and explain an article showing the President Trump using his power of persuasion.

***A: Does the power to persuade give the President too much power?*** \*\*\*website\*\*\*

“Power to Persuade,” Richard Neustadt

“Presidential Paradoxes” Cronin and Genovese

“The Presidential Character” James Barber

1. Create a T-Chart that offers at least 5 arguments for each side.

2. Answer the question with 3 TEAL support paragraphs. Last name: A-L answer NO / M-Z answer YES

3. Write 2 questions that you would like the opposing side to answer.

**#2 President: Divided, Gridlock, Evolution : 330-340**

1. What is divided government?
2. Explain the benefits and drawbacks of gridlock. Is it good or bad?
3. Explain the evolution and fluctuation of the power of the President?
4. Find articles on the 2018-2019 Government shutdown, create T-chart with demands of democrats and republicans include compromises that were made by “both” sides in attempts to end the shutdown.

***B: Is a divided government a good government?***

“The Politics of Divided Government,” G. Cox and S. Kernell \*\*website\*\*

“Divided Government Will Pose an Obstacle to Government in 2019”

<https://www.rollcall.com/news/politics/divided-government-will-pose-obstacle-lawmaking-2019>

“Is divided government good or bad..?”

<http://blog.constitutioncenter.org/2010/11/is-divided-government-good-or-bad-for-the-country/>

1. Create a T-Chart that offers at least 5 arguments for each side.

2. Answer the question with 3 TEAL support paragraphs. Last name: A-L answer YES / M-Z answer NO

3. Write 2 questions that you would like the opposing side to answer.

**#3 President: Impeachment**

Watch the video: Impeachment | Foundations of American democracy - Khan Academy

<https://www.youtube.com/watch?v=S0Ru5MOvfCU>

1. Explain in detail the sequence and process of removing a President from office.
2. Find 2 articles on the Presidency of Donald Trump, one article on why he “should” be impeached and one article on why he “shouldn’t” be impeached for both articles create a T-chart and outline the arguments made in both articles.
3. (Thesis + 2 TEAL Paragraphs) Is the impeachment process is a effective process in preserving the checks and balances and separation of powers of the branches of government?

**C: PRESIDENTIAL VOCABULARY LIST and UNIT TASK**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Treaty  Executive agreement  Veto  State of the Union  Executive Privilege  Bully Pulpit  War Power Resolution | Executive Order  Impoundment  Chief of staff  Cabinet  Mandate  Ambassador  Diplomat | Cycle of decreasing influence  Imperial Presidency  Divided Government  Gridlock  Approval Ratings  Honeymoon Period  Lame Duck | Power of Persuasion  Presidential Coattails  Commander in Chief  Chief Executive  Congressional Override  Pocket Veto  Line-Item Veto | Watergate  Vice President  Impeachment  Bureaucracy/Federal Agencies  OMB  Revolving Door  “Red Tape” |

**UNIT TWO: Is the Bureaucracy a positive force or necessary evil in our government?**

**#3 Bureaucracy: Today, Allies 378-387, 390-391**

1. Explain the size of bureaucracy in government today compared to before WWII.
2. Explain how bureaucrats are recruited and retained. Good or bad?
3. How can bureaucrats undermine or sabotage their bosses?

**#4 Bureaucracy: Agency Allies, Oversight, Vetoes, Pathologies 390-398**

1. Explain 2-3 congressional checks on the power of the bureaucracy.
2. Explain 2-3 judicial checks on the power of the bureaucracy.

**NEWSPAPER:** Find an article about the **Iron Triangle** today:

**Visit:** <https://www.youtube.com/watch?v=sYuUQHa2I88>

* Identify and diagram (draw) Each specific point of the triangle

(ex. UFT -- DOE -- Committee on Education and Labor)

* Based on this article is it necessary to fix or reform the iron triangle? (thesis + 2 body paragraphs)

***D: Is the Bureaucracy a “Problem” or is it “Good”?*** \*\*\*website\*\*\*

“The Bureaucracy Problem” James Q Wilson

“The Case FOR Bureaucracy” Douglas Amy

1. Create a T-Chart that offers at least 5 arguments for each side.

2. Answer the question with 3 TEAL support paragraphs. Last name: A-L answer NO / M-Z answer YES

3. Write 2 questions that you would like the opposing side to answer.

**E: BUREAUCRACY VOCABULARY LIST and UNIT TASK**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Treaty  Executive agreement  Veto  State of the Union  Executive Privilege  Freedom of Information act | Executive Order  Impoundment  Chief of staff  Cabinet  Mandate  Whistleblower protection act | Cycle of decreasing influence  Imperial Presidency  Divided Government  Gridlock | Power of Persuasion  Commander in Chief  Ambassador  Veto  Pocket Veto | Watergate  Vice President  Impeachment  Bureaucracy  OMB |

**UNIT THREE: HAS THE SUPREME COURT ACQUIRED UNCONSTITUTIONAL POWER?**

**#5 Judiciary: Development to Structure: 403-409, 411-414**

1. Explain the difference between the “strict-constructionist” and “activist” approach to judging?
2. Why was the Supreme Court originally described as the “least dangerous” branch?
3. Explain how the court acquired the power of “judicial review” and “national supremacy”? good or bad?
4. Explain 4 concerns/aspects of nominating judges. Good or bad?

**NEWSPAPER:** Find and explain an article that illustrates the process nominating a court nominee for

Neil Gorsuch **or** Brett Kavanaugh.

***F: Should the Supreme Court be active or restrained?***

# Judicial activism and judicial restraint - Khan Academy

(https://www.youtube.com/watch?v=uIjSx1c1HKQ)

In your own words, explain what Judicial Restraint and Judicial Activism means. (don't copy straight from video!)

|  |  |
| --- | --- |
| Select TWO Warren Court Decisions that you feel exemplify judicial activism and answer the following:   1. Name the case and identify the year it reached the Supreme Court. 2. Identify the basic background of the case (2-3 sentences) and cite the Constitutional question involved. 3. Discuss the decision reached in the case. 4. Explain how this case is an example of judicial activism. | Select TWO Rehnquist Court Decisions that you feel exemplify judicial restraint and answer the following:   1. Name the case and identify the year it reached the Supreme Court. 2. Identify the basic background of the case (2-3 sentences) and cite the Constitutional question involved. 3. Discuss the decision reached in the case. 4. Explain how this case is an example of judicial restraint. |

**#6 Judiciary: Getting, Action, Power, Activism: 414-424**

1. How do cases reach the Supreme Court? What prevents some cases from reaching the court?
2. Explain how the Supreme Court reaches and issues its decisions.
3. Describe the good and bad of “strategic retirements” of justices. (top 423)
4. Explain how the court uses and does not use its ability to “make” policy.

**G: JUDICIARY VOCABULARY LIST and UNIT TASK**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Judicial Review  Criminal Law  Civil Law  Original Jurisdiction | Appellate Jurisdiction  Court of appeals  Precedent  Writ of Habeas Corpus  Marbury vs Madison | Senatorial Courtesy  Litmus Test  Judicial Restraint  Judicial Activism  Stare Decisis | Writ of Certiorari  Docket  Amicus Curiae Brief  Opinion  “legislate from the bench” | Dissenting Opinion  Contemporary Meaning  Strict Interpretation  Rule of Four |

**UNIT FOUR: IS UNCLE SAM FISCALLY RESPONSIBLE WITH TAXPAYER MONEY?**

**#7 Politics of Tax and Spend, Economic Theories 461-465**

1. Explain “pocket-book issues,” “It’s the economy stupid.”
2. Explain the dilemma of among the people and politicians regarding TAXING and SPENDING.
3. Explain three details of “KEYNESIAN” economics and “SUPPLY-SIDE” economics.
4. Which economic approach to support more: Keynesian or Supply-side? (Support your position with three reasons)

**#8 Budget: FED, Congress and the Budget, Taxes 466-471**

1. How does the Federal Reserve Board work (to influence fiscal policy)?
2. How does president and congress spend our money in the budget process?
3. Define entitlements. Use, fig. 16.3, why are entitlements important to the growth of government spending?
4. Use figure 16.2: Is Uncle Sam fiscally responsible?

**#9 Taxes, Income Tax, Balanced Budget 471-476**

1. What makes a tax fair? Is the Income Tax fair?
2. Using figure 16.4 and 16.5, does the US tax the income of US citizens and corporations too much or not enough?
3. Visit <http://www.usdebtclock.org/>, Is Uncle Sam fiscally responsible?
4. Use page 472, should Congress pass a “Balanced Budget Act” to force itself NOT TO SPEND TOO MUCH MONEY?

**H: ECONOMIC POLICY VOCABULARY LIST and Unit Task**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fiscal policy  Monetary policy  Inflation  Unemployment  Excise tax  Deficit  Tariff | Progressive tax  Regressive tax  National debt  Sales tax  Value-added tax (VAT)  Tax expenditure | Office of Management and Budget (OMB)  Congressional Budget Office (CBO)  Antitrust legislation  Trust  Pork Barrel  Earmark | Monetarism  Federal Reserve System (Fed)  Laissez-faire economics  Keynesian economics  Trade deficit  Regulation | World Trade Organization (WTO)  North American Free Trade Agreement (NAFTA)  Protectionism  Monopoly |

**UNIT FIVE: DOES THE MEDIA SERVE OR SUBVERT “WE THE PEOPLE”?**

**#10 Media: Structure, Maxims, Rules: 257-268**

1. How has competition in the media changed?
2. How is the media a gatekeeper, scorekeeper and watchdog?
3. Explain 4 rules that govern the Media. Good or bad.
4. Compare and contrast news coverage of the President and Congress. Who has the advantage?
5. Critical Thinking: How should you read a newspaper?(263) How does this apply to the internet?

**I: *Does the media act with or against the government?***

“Making Laws and Making News,” Timothy Cook

“Media and the Presidency,” Herbert Schmetz

1. Create a T-Chart that offers at least 5 arguments for each side.

2. Answer the question with 3 TEAL support paragraphs. Last name: A-L ACTIVE / M-Z RESTRAINED

3. Write 2 questions that you would like the opposing side to answer.

**J: *Is the Media’s power equivalent to a fourth branch of government?***

“Media’s Role in Fomenting Public Disgust With Congress,” J. Hibbing and E. Theiss-Morse

“Media Impact on Attitudes and Behaviors,” Doris Graber

“Media and Democracy,” Ronald Berkman

1. Create a T-Chart that offers at least 5 arguments for each side.

2. Answer the question with 3 TEAL support paragraphs. Last name: A-L ACTIVE / M-Z RESTRAINED

3. Write 2 questions that you would like the opposing side to answer.

**#11 Political Culture: Comparing, Sources, Mistrust: 79, 82-93**

1. How does the “American political culture” differ from Sweden, Japan and other nations?
2. Explain the role of religion in politics in the US? Good or bad?
3. Describe reasons for Americans distrust of Government and Politics?

**Newspaper:** **Find and describe** an article that explains American confidence or distrust in any part of government TODAY.

**K: MEDIA VOCABULARY LIST and Unit Task**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mass media  News media  Corporate media  Political socialization  Tracking poll | Issue advocacy  Selective exposure  Selected perception  Public Opinion  deregulation | Horse race  New Media  Sound bite  NYT v. Sullivan | “24 hour news cycle”  “Equal time”  News leak  NYT v. US  Net neutrality | FCC  Yellow Journalism  Muckraking  Gatekeeper Scorekeeper |

**UNIT SIX: DOES PUBLIC POLICY SERVE THE BEST INTEREST OF THE PEOPLE?**

**#12 Public Policy: Agenda, Decision 436-441**

1. How should the political agenda be created?
2. How does the “scope of government” or “kinds of issues” change?
3. How do “special interest groups” and media influence government policy?
4. What 3 issues would you like to see our government address? How could you influence action?

**#13 Public Policy: Majoritarian, Interest group, Client politics, Entrepreneurial 441-452**

1. Explain majoritarian policy and explain a relevant example today.

2. Explain interest group policy and explain a relevant example today.

3. Explain client policy and explain a relevant example today.

4. Explain entrepreneurial policy and explain a relevant example today.

**L: PUBLIC POLICY VOCABULARY LIST and Unit Task:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| political agenda  majoritarian politics  interest group politics  client politics | entrepreneurial politics  agenda setting  policy implementation | pork barrel projects  logrolling  oversight  policy incubation | iron triangle  partisanship  bipartisanship | process regulation  boycott  policy adoption |

**UNIT FIVE: DOES THE ‘BILL OF RIGHTS’ PROPERLY PROTECT OUR FREEDOMS?**

**#14 Civil Liberties: Religion 510-512**

1. Explain the “free exercise” and “establishment clause” of the first amendment.
2. Explain 2 examples each clause.

**Speech 503-508**

1. Explain the following limits to freedom of speech: Prior Restraint, Clear and Present Danger, Libel, Obscenity

**Newspaper:** **Find and describe** an article that explains a challenge of the freedom of speech or the freedom of religion today.

## M: Does the bill of rights properly protect the rights of the people? (with BLOG)

1. SCOTUS detailed notes on the following cases: (INCLUDING YOUR OWN CASE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Engel v Vitale  and | Wisconsin v Yoder | Schenck v US | New York Times v US | **Tinker vs Des Monies** |

## 2. Answer the SCOTUS free response (3 paragraphs).

**#15 Civil Liberties: Bear Arms**

Handout: 1. **EXPLAIN** 7 arguments for and against the limitations on the 2nd amendment.

2. Which interpretation of the 2nd Amendment do you agree with?

3. Does the United States need a stricter, national gun policy?

**Extra Credit:** Watch: Bowling for Columbine

Explain and agree or disagree with 10 arguments/issues about gun control.

**#16 Civil Liberties: Fourth, Fifth and Sixth Amendment, Textbook A13-A14 \*\*\*\*\*\*\*next page\*\*\*\*\*\*\*\***

1. Read the **4th,5th and 6th** amends.
2. List ALL the rights (13), its meaning and reason for the right in the form below:

|  |  |  |
| --- | --- | --- |
| Right  1.  13. | Meaning, in your own words | How does this right protect you? |

**Crime and Due Process 513-519**

3. Explain the exclusionary rule. Should this be relaxed?

4. Does Miranda go too far to protect the accused?

5. Explain how terrorism has compromised our protections against the government.

**#17 Civil Liberties: Patriot Act**

Read Handout.

1. List the changes to your civil liberties on one side of a sheet.
2. Explain the right under the 1st, 4th, 5th and 6th amendment that maybe challenged or compromised.
3. EXPLAIN 10 arguments for/against the Patriot Act, (at least four for each side) on one of a sheet.

**Newspaper:** Find an article about the Patriot Act II. Do we need to renew Patriot Act and extend the

government’s power?

## N: Does the bill of rights properly protect the rights of the people?

1. SCOTUS detailed notes on the following cases: (INCLUDING YOUR OWN CASE)

|  |  |  |
| --- | --- | --- |
| Gideon v Wainwright | McDonald v. Chicago | United States v. Lopez |

## 2. Answer the SCOTUS free response (3 paragraphs).

**#18 Civil Liberties: Eighth Amendment**

Handout: 1. Read and outline 7 arguments for and against the death penalty.

2. Was the 8th amendment intended to pertain to the death penalty?

3. Does the United States need a uniform death penalty policy?

**#19 Civil Rights: 14th Amendment 548-561**

1. Explain the meaning and goal of the 14th Amendment.
2. How and why does “**separate but equal”** violate the 14th amendment? Exist today?
3. To what extent did the **Brown v. Board of Education** decision in 1954 bring change?
4. Chart the change/impact made during the civil rights movement of the following: (Sample)

|  |  |
| --- | --- |
| Courts/Litigation | Civil disobedience |
| Politicians/lawmakers | Media |

## O: Does the fourteenth amendment properly protect the rights of the people?

1. SCOTUS detailed notes on the following cases: (INCLUDING YOUR OWN CASE)

|  |  |  |  |
| --- | --- | --- | --- |
| Brown v. Board of Education | Baker v. Carr | Roe v. Wade | Shaw v. Reno |

## 2. Answer the SCOTUS free response (3 paragraphs).

**P: CIVIL LIBERTIES VOCABULARY LIST and Unit Task:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| McCarthyism  Freedom of expression  Freedom of religion  Exclusionary rule  Prior restraint | Procedural due-process  Substantive due-process  Eminent Domain | Libel  Symbolic speech  Free exercise clause  Establishment clause  Grand Jury | Wall of separation  Search warrant  Indictment  Incorporation doctrine  Selective incorporation | Probable cause  Good faith exception  Double jeopardy  Clear and present danger |

**AP EXAM: Thursday, May 6th / PERSONAL FINANCE PACKET TO FOLLOW**