Course Syllabus

AP GOVERNMENT & POLITICS: UNITED STATES
Trimester 1
Date: September 6, 2011 - December 5, 2011

Instructor: Mr. Bannon
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Prep:

Trimester 1:
Trimester 2:
Trimester 3:

TEXT

SUPPLEMENTAL MATERIAL [CR 8]
Course pack includes excerpts from a number of political texts including both primary and secondary source material. Includes materials from the following sources:


DESCRIPTION
This course is designed to give students an analytical perspective on government and politics in the United States and includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Topics include:

- Constitutional underpinnings of the U.S. government,
- Political beliefs and behaviors,
- Political parties, interest groups and mass media,
- Institutions of national government,
- Public policy,
- Civil rights and civil liberties.

Preparation for the A.P. examination will be emphasized. This is a college-level
Preparation for the A.P. examination will be emphasized. This is a college-level course and students will be expected to complete college level work.

REQUIREMENTS
You will take lecture notes and maintain all class materials in an organized manner. You will need to keep up with all assigned reading, and bring your textbook and notebook to every class meeting in order to participate in and receive credit for class activities.

- **Current Events:** Students are expected to take part in weekly discussions focusing on contemporary American political issues. To do this, students must keep up with daily news events. Students should read the newspaper, watch television news stations, such as CNN, Fox News or MSNBC, and access reputable news websites on the internet. A lack of participation during in-class discussion will result in a lower participation grade. [CR 8]

- **Critical Thinking and Analysis Assignments:** Students will complete a series of exercises designed to force you to delve critically and analytically into topics covered in American government. Students will use maps, data sets, and primary source documents to confront, apply, manipulate, and actively problem solve within the discipline. [CR 7]
  - Ex. Tracing African-American representation in Congress using data sets, analyzing the Electoral College using popular and electoral vote results and investigating incumbency using data on re-election rates.

RESOURCES
In addition to the textbook, various written resources will be provided in class. A wide variety of supplemental materials and activities related to each topic we study can be found at:
http://college.hmco.com/polisci/wilson/am_gov/7e/students/

Students are encouraged to make use of the Internet and other technology resources available in the Woodhaven High School Media Center, computer labs, and room C-311 during regular class time and by appointment.

EVALUATION
Your grade in this class will be based primarily upon your performance on multiple-choice and written examinations.

- **Multiple Choice Exams:** Examinations covering material presented in class and in assigned reading will be administered after each unit. Grades on these examinations as well as frequent multiple-choice quizzes will be based on a standard grading scale.

- **Timed Essays:** Students will respond to numerous analytical free-response essay questions. These essays will test a student's ability to analyze and interpret the structure and actors within American
government and politics. Essays will be given around every other week, while students are given approximately 45 minutes to finish. [CR 9]

- **Using Maps, Graphs, and Charts:** Students are tested on their understanding of quantitative and visually presented information (maps and graphs) in regular intervals on exams. [CR 7]

  - Example Question

| Table 9.5: How Party Delegates and Party Voters Differ in Liberal Ideology |
|-----------------------------|---|---|---|---|---|
| Democrats                  |     |     |     |     |     |
| Delegates                  | 66%  | 39%  | 47%  | 43%  | 41%  |
| Voters                     | 31   | 25   | 28   | 27   | 34   |
| Republicans                |     |     |     |     |     |
| Delegates                  | 2    | 1    | 1    | 0    | 1    |
| Voters                     | 15   | 12   | 12   | 7    | 8    |


1. According the table above, how do party delegates and party voters differ?
   a. Party delegates are more conservative than party voters.
   b. Party delegates have become more conservative over time, while party voters have become more liberal.
   c. Republican delegates are more likely than Republican voters to support some liberal ideology.
   d. Democratic delegates are more liberal than Democratic voters.
   e. Delegates closely mirror the ideology of their party's delegates.

In addition to examinations, you will be evaluated on your participation in classroom activities, completion of in-class and homework assignments as well as completion of a semester project. Final grades will be calculated as follows:

- Examinations and Quizzes: 45%
- Essays: 35%
- Homework, Participation, and Attendance: 20%

**ABSENCE**

In the event of an absence, it is the responsibility of the student to determine what assignments need to be completed. The instructor will not devote class
time to explaining assignments missed due to an absence; students are welcome
to come in during office hours for this information.

Students will be afforded one day to complete make up work for each day of an
excused absence. Assignments submitted after this period of time will be
considered late.

Pursuant to District policy, students with excessive absences will not be given a
grade for the course.

Assignments turned in late will not receive full credit. Late work will not be
accepted for unexcused absences.

Examinations missed during an excused absence must be completed on the first
day you return to class, or as otherwise determined by Mr. Bannon.

TERM PROJECT
Project will be based upon facilitation of specific coursework. Each student will
have certain material which he/she will be responsible for facilitating to the class
as a whole. Details will be provided at a later date.

AP EXAMINATION

About the Exam

The two-hour and 25-minute test includes a 45-minute multiple-choice section
and a 100-minute free-response section. When studying for the exam, keep in
mind that you'll be tested on the following skills, abilities, and knowledge:

- Knowledge of facts, concepts, and theories pertaining to U.S. government
  and politics

- Understanding of typical patterns of political processes and behavior and
  their consequences (including the components of political behavior, the
  principles used to explain or justify various government structures and
  procedures, and the political effects of these structures and procedures)

- Analysis and interpretation of data and relationships in U.S. government
  and politics

- Written analysis and interpretation of the subject matter of U.S.
  government and politics

Section I: Multiple-Choice

There are 60 questions in the multiple-choice section. Unlike other multiple-
choice tests, random guessing can hurt your final score. While you don't lose
anything for leaving a question blank, one quarter of a point is subtracted for
each incorrect answer on the test. But if you have some knowledge of the question and can eliminate one or more answers, it's usually to your advantage to choose what you believe is the best answer from the remaining choices.

Section II: Free-Response

You'll have 100 minutes total to answer the four free-response questions. Each essay is weighted equally toward your final score. It's recommended that you spend 25 minutes on each question.

For the most part, the questions require you to integrate knowledge from different content areas. You may have to discuss examples, elucidate or evaluate general principles of U.S. government and politics, and/or analyze U.S. political relationships or events.

Each essay should demonstrate your ability to organize a coherent answer about the specific question; interpret and analyze tables, charts, and/or graphs, and draw logical conclusions from the data in relation to general political concepts or relationships; and stay on task.

Scoring the Exam

The multiple-choice and free-response sections receive equal weight toward your final exam grade.

STUDY ASSISTANCE

All students are encouraged to obtain additional assistance with class assignments and/or test preparation before and after school. The instructor may also be available at other times by appointment. Comprehensive study sessions will be held after the conclusion of the course but prior to the test date to facilitate student preparation for the AP examination.

PLAGERISM

Will not be tolerated in any form. Students caught plagiarizing will be referred to school administration for disciplinary action.

ETCETERA

It is also important that all classroom and school rules are strictly adhered to. Any deviation from these rules will result in loss of grade and/or disciplinary action.

COURSE OUTLINE

This course follows the curriculum guidelines contained in the *Michigan Social Studies Framework* for twelfth-grade American Government as well as those published by The College Board® for Advanced Placement Government and Politics (U.S.).
Unit One: Constitutional Underpinnings of the United States Government [CR 1]

Chapter One: The Study Of American Government/ People, Politics, and Participation

Objectives:
1. 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.
2. Explain what is meant by power and by political power in particular. Relate the latter to authority, legitimacy, and democracy.
3. Distinguish among the two concepts of democracy mentioned in the chapter, explaining in which sense the textbook refers to United States government as democratic.
4. Differentiate between majoritarian politics and elitist politics, explaining the four major theories of the latter.
5. Explain how political change tends to make political scientists cautious in stating how politics works or what values dominate it.

Assignments:
Harrison- Chapter 1
CP- Alexis De Tocqueville Democracy in America [CR 8]

Chapter 2: The Constitution

Objectives:
6. Explain the notion of "higher law" by which the colonists felt they were entitled to certain "natural rights." List these rights.
7. Compare the basis on which the colonists felt a government could be legitimate.
8. List and discuss the shortcomings of government under the Articles of Confederation.
9. Compare and contrast the Virginia and New Jersey plans, and show how they led to the "Great Compromise."
10. Explain why separation of powers and federalism became key parts of the Constitution.
11. Explain why a bill of rights was not initially included in the Constitution and why it was added.
12. List and explain the two major types of constitutional reform advocated today, along with specific reform measures.
Assignments:
Harrison- Chapter 2
CP- James Madison *The Federalist #51, The Articles of Confederation*
Constitutional Scavenger Hunt

Assessment:
Timed Essay One [CR 9]
- Example Question
  - The Constitution was an attempt to address problems of decentralization that were experienced under the Articles of Confederation.
  - List three problems of decentralized power that existed under the Articles of Confederation. For each problem you listed, identify one solution that the Constitution provided to address the problem.
  - What factors led the founders to create a decentralized system in the first place? How did they safeguard against their early fears in the creation of the new Constitution?

Chapter 3: Federalism

Objectives:
13. Explain the difference between federal and centralized systems of government, and give examples of each.
14. Show how competing political interests at the Constitutional Convention led to the adoption of a federal system that was not clearly defined.
15. Outline the ways in which national and state powers have been interpreted by the courts.
16. 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.
17. 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.
18. 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:
Harrison- Chapter 3
CP- Larry Gerson/Terry Christenson *Recall!*
Assessment:
Unit One Test
Timed Essay Two [CR 9]
Critical Thinking and Analysis Assignment 1: Who’s in Charge of the Minimum Drinking Age- The Federal Government or the States? [CR 7]

Unit Two: Civil Liberties and Civil Rights [CR 2]

Chapter 4: Civil Liberties

Objectives:
19. 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.
20. Explain how the civil liberties may at times be a matter of majoritarian politics and offer several examples.
21. Explain how the structure of the federal system affects the application of the Bill of Rights.
22. 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.
23. 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.
24. 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:
Harrison- Chapter 4
CP- Miranda v. Arizona
Critical Thinking and Analysis Assignment 10: Random Drug Testing in Public Schools

Assessment:
Timed Essay Two
Chapter 5: Civil Rights

Objectives:
25. 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.

26. 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.

27. 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.

28. 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.

29. 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.

30. Explain why the Equal Rights Amendment was not ratified, despite strong congressional and popular support. Discuss the changing agenda of the women’s movement.

31. Explain what is meant by “affirmative action,” and discuss how the ideals of equality of opportunity and equality of result play roles in the debate surrounding affirmative action.

32. What is meant by “gay rights”? Discuss the role of the states in the gay rights movement. Explain the difference between gay marriage and civil unions.

Assignments:
Harrison- Chapter 5
CP- Mary Ann Glendon Rights Talk
Critical Thinking and Analysis Assignment 12: The End of Affirmative Action
Unit 3: Linkage Between People and Government [CR 3]

Chapter 6: Political Culture

Objectives:
33. Define what scholars mean by political culture, and list some of the dominant aspects of political culture in the United States.
34. Discuss how American citizens compare with those of other countries in their political attitudes.
35. 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.
36. Define internal and external political efficacy, and explain how the level of each of these has varied over the past generations.

Assignments:
Harrison- Chapter 6
CP- James Bryce *The American Commonwealth*

Chapter 6: Public Opinion

Objectives:
37. List the sources of our political attitudes and indicate which are the most important.
38. 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.
39. 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.
40. Discuss the basic elements of polling and explain how polling reflects the attitudes of people generally.

Assignments:
Harrison- Chapter 6
CP- Thomas Cronin *Direct Democracy*
Critical Thinking and Analysis Assignment 2: Public Confidence in American Institutions

Assessment:
Timed Essay Three

Chapter 6: Political Participation
Objectives:
41. 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.
42. Compare the way that turnout statistics are tabulated for the United States and for other countries, and explain the significance of these differences.
43. 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.
44. 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.
45. Discuss those factors that appear to be associated with high or low political participation.

Assignments:
Wilson- Chapter 6
CP- Walter Lippman *The Phantom Public*

Chapter 7: Interest Groups

Objectives:
46. Explain why the characteristics of United States society and government encourage a multiplicity of interest groups.
47. Indicate the historical conditions under which interest groups are likely to form and specify the kinds of organizations Americans are most likely to join.
48. Describe relations between leaders and rank-and-file members of groups, including why members' priorities may not determine the leaders' actions.
49. 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.
50. 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:
Harrison- Chapter 7
CP-Jeffery Birnbaum *The Lobbyists*
Critical Thinking and Analysis Assignment 4: AARP versus Generation X: Mismatched Interest Group Power
Chapter 8: Political Parties

Objectives:
51. 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.

52. Trace the development of the United States party system through its four periods. Explain why parties have been in decline since the New Deal.

53. Describe the structure of a major party. Distinguish major from minor parties.

54. 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:
Harrison- Chapter 8
CP- John White *The Values Divided*

Chapter 9: Elections and Campaigns
55. 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.

56. 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.

59. Outline the processes for electing presidents and for electing members of Congress, and discuss how the major differences between the two types of contests shape who runs and how it affects their campaign strategy.

60. Describe what the Democrats and Republicans each must do to put together a successful national coalition to win an election.

61. 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:
Harrison- Chapter 9
CP- William Eggers *Government 2.0*
Critical Thinking and Analysis Assignment 3: To Vote or Not to Vote?
Chapter 10: The Mass Media

Objectives:
62. Describe the evolution of journalism in United States political history and indicate the differences between the party press and the mass media of today.

63. Demonstrate how the characteristics of the electronic media have affected the actions of public officials and candidates for national office.

64. Describe the impact of the pattern of ownership and control of the media on the dissemination of news. Show how wire services and TV networks have affected national news coverage. Discuss the impact of the “national press.”

65. Discuss the issue of “media bias” and how this bias might manifest itself. Assess the impact of such bias, if it exists, on the electorate.

66. Assess the impact of the media on politics and indicate why it is so difficult to find evidence that can be used to make a meaningful and accurate assessment. Explain why the executive branch probably benefits at the expense of Congress.

Assignments:
Harrison- Chapter 10
CP- Brian Anderson South Park Conservatives
Critical Thinking and Analysis Assignment 5: How Do You Want Your News: Hard or Soft

Assessment:
Unit Three Test

Unit 4: Institutions of the National Government [CR 4]

Chapter 11: Congress

Objectives:
67. Explain the differences between a congress and a parliament and delineate the role that the Framers expected the United States Congress to play.

68. Pinpoint the significant eras in the evolution of Congress.

69. Describe the characteristics of members of Congress and outline the process for electing members of Congress.

70. Identify the functions that party affiliation plays in the organization of Congress.

71. Describe the formal process by which a bill becomes a law.

72. Identify the factors that help to explain why a member of Congress votes as he or she does.
Assignments:
Harrison- Chapter 11
CP- Sarah Binder Stalemate, Barbara Sinclair The “60 Vote Senate”
Critical Thinking and Analysis Assignment 6: African-Americans in Congress

Assessment:
Congress Quiz
Timed Essay Four

Chapter 12: The Presidency

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

Assignments:
Harrison- Chapter 12
CP-Kenneth Mayer With the Stroke of a Pen
Critical Thinking and Analysis Assignment 7: The Electoral College

Assessment:
Presidency Quiz

Chapter 13: The Bureaucracy

Objectives:
79. Compare and contrast the United States and British models of government bureaucracy.
80. Sketch the history of the executive branch bureaucracy and the different uses to which it has been put.
81. Discuss the recruitment, retention, and demographic profiles of federal bureaucrats.
82. Show how the roles and missions of the agencies are affected by internal and external factors.
83. Review congressional measures to control the bureaucracy and evaluate their effectiveness.
84. List the "pathologies" that may affect bureaucracies and discuss why it is so difficult to reform the executive branch bureaucracy.

Assignments:
Harrison- Chapter 13
CP- Hugh Heclo *A Government of Strangers*
Critical Thinking and Analysis Assignment 8: The Fourth Branch

Assessment:
Timed Essay Five

Chapter 14: The Judiciary

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

Assignments:
Harrison- Chapter 14
CP- Peter Irons *Brennan vs. Rehnquist*
Critical Thinking and Analysis Assignment 9: Establishing Judicial Review

Assessment:
Unit Four Test

Unit Five: Public Policy [CR 5]

Chapter 15-16: The Policy-Making Process

Objectives:
90. Show how voters have contradictory attitudes regarding their own and others’ economic circumstances.
91. Discuss the origin of the national deficit, its magnitude, and the various approaches to solving deficit spending.
92. List and briefly explain four competing economic theories. Assess the nature and impact of Reaganomics.

93. List the four major executive branch agencies involved in setting economic policy and explain the role of each.

94. Analyze federal fiscal policy in terms of the text's four categories of policy-making politics.

95. Trace the history of federal government budgeting practices.

96. Describe the four factors that shape the American approach to welfare policy, and discuss why this system is quite different from those found in European nations.

97. Describe the major elements of the system, including the Social Security Act of 1935, the Medicare Act of 1965, the abolition of the Aid to Families with Dependent Children (AFDC) program, and the development of the Temporary Assistance to Needy Families (TANF) program.

98. Explain why some welfare policies involve majoritarian politics, while others involve client politics. Give examples and indicate the political consequences of each.

99. Discuss the politics of welfare reform.

Assignments:
Harrison- Chapter 15 and 16
CP- Michael Harrington *The Other America*

Objectives:
100. Explain how certain issues at certain times are placed on the political agenda for action.

101. Define the terms "costs," "benefits," and "perceived" as used in this chapter.

102. Use the above terms to explain the four types of politics presented in the text: majoritarian, client, interest group, and entrepreneurial, giving examples of each.

103. Discuss the roles played in the process of public policy formation by people's perceptions, beliefs, interests, and values.

Assignments:
Harrison- Chapter 15-16
**AP Government & Politics: United States - Course Syllabus (cont.)**

**Chapter 15-16: Economic/ Social Welfare Policy**

**Objectives:**

104. Show how voters have contradictory attitudes regarding their own and others' economic circumstances.

105. Discuss the origin of the national deficit, its magnitude, and the various approaches to solving deficit spending.

106. List and briefly explain four competing economic theories. Assess the nature and impact of Reaganomics.

107. List the four major executive branch agencies involved in setting economic policy and explain the role of each.

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112. Explain why some welfare policies involve majoritarian politics, while others involve client politics. Give examples and indicate the political consequences of each.

113. Discuss the politics of welfare reform.

**Assignments:**

Harrison- Chapter 15 and 16
CP- Michael Harrington *The Other America*

**Chapter 16: Environmental Policy/Domestic Policy**

**Objectives:**

114. List three reasons why environmental policy tends to be so controversial and provide examples of each.

115. Describe the role of (a) the United States political system and (b) local politics in shaping environmental policy. Contrast these with environmental policy-making in Britain.

116. Describe the role of entrepreneurial politics in the government's response to global warming.
117. Describe the role of majoritarian politics in the government’s efforts to reduce automobile emissions. Explain why majoritarian politics has worked in some cases and not in others.

118. Describe the role of interest-group politics in the government’s efforts to resolve the acid rain controversy. List proposed alternative solutions and outline the terms of the compromise reached by Congress and the Bush administration.

119. Describe the role of client politics in the government’s efforts to regulate the use of agricultural pesticides and logging in U.S. forests.

Assignments:
Harrison- Chapter 16

Assessment:
Unit Five Test
Timed Essay Six

Chapter 17: Foreign/Military Policy

Objectives:

120. List the constitutional powers of the president and compare them with the authority of Congress in foreign affairs. Explain why the president now has a larger role than the Framers necessarily intended.

121. Explain why checks on the powers of the national government in foreign affairs are primarily political rather than constitutional.

122. Give reasons for the volatility of public opinion on foreign affairs. Describe the problems that the president may face, using public opinion on the Vietnam War as an example.

123. Explain the worldview concept and describe the containment strategy of George Kennan. Summarize essential elements of the anti appeasement, disengagement, and human-rights worldviews.

124. Analyze the key allocative decisions about the defense budget. Explain how the congressional role in deciding on weapons systems has changed in recent years.

125. Explain why the 1947 and 1949 Defense Reorganization Acts did not merge the armed services. Review the present structure of the department, and explain how it contributes to inter-service rivalries. Discuss the reforms adopted in 1986 and the challenges the services confront in fighting the war on terrorism.

126. Explain why the cost overrun problem is due to bureaucratic and political factors, and describe proposed reforms of the system.
Assignments:
Harrison- Chapter 17
CP- Samuel Huntington *The Clash of Civilizations*

Assessment:
Unit Five Test
Timed Essay Seven

A.P. Test/ Final Exam Review