

AP Gov Summer Packet

Textbook:

<https://www.dropbox.com/s/4ld1j1xbh86nca/american-government-institutions-and-policies.pdf?dl=0>

Ch. 1

KEY TERMS: Briefly identify, define, and/or explain.

- 1) issue
- 2) politics
- 3) power
- 4) authority
- 5) legitimacy
- 6) 2 types of democracy
 - a) participatory (or direct) democracy
 - b) representative democracy
- 7) 2 arguments made in favor of representative democracy
- 8) elite
- 9) 5 views of how political power is distributed in America:
 - a) Marx (class) view
 - b) Mills (power elite) view
 - c) Weber (bureaucratic) view
 - d) Truman (pluralist) view
 - e) Huntington (creedal passion) view
- 10) political agenda
- 11) cost
- 12) benefit
- 13) majoritarian politics
- 14) “free-rider” problem
- 15) interest group politics
- 16) client politics
- 17) pork barrel legislation
- 18) log-rolling
- 19) entrepreneurial politics
- 20) policy entrepreneurs
- 21) bureaucratic view
- 22) pluralist view
- 23) power elite view

Comprehension Videos

<https://www.youtube.com/watch?v=lrk4oY7UxpQ>

1. What is government?
2. Why do we study government?
3. What is Politics?
4. Everyone born in America is automatically a _____.
5. What are things you can do to participate?

https://www.youtube.com/watch?v=MQX6a5KT_oI

1. Where is the clearest place to see the separations of power? What are they?
2. What branch is the power of the purse found in? what branch is the power of the sword found in?
3. what does the system of checks and balance mean?
4. What is the 10th amendment?
5. What are reserved powers?
6. As time has passed political parties have empowered more and more everyday people. The process has become more _____.
7. What were the federalist papers?
8. What two vital questions did it address?
9. What does Bicameralism mean?
10. What are formal powers? what are informal powers?

Ch. 2.

KEY TERMS: Briefly identify, define, and/or explain.

- 1) differences in the goals of the American, French, & Russian Revolutions
- 2) makeup of the English Constitution
- 3) why the English Constitution was not an adequate guarantee of American liberty
- 4) 3 essential rights of man
- 5) the “real” revolution
- 6) Articles of Confederation
- 7) weaknesses of the A of C (list at least 5)
- 8) advertised purpose of the convention at Philadelphia
- 9) problem of the Pennsylvania Constitution
- 10) Shays Rebellion
- 11) Jefferson’s “tree of liberty” quote
- 12) state which boycotted the Philadelphia Convention
- 13) 4 famous men absent from Philadelphia
- 14) 4 key men who were present in Philadelphia
- 15) influence of John Locke on the Constitution
- 16) the liberty v. order dilemma

- 17) Virginia Plan
- 18) New Jersey Plan
- 19) Great (or Connecticut) Compromise
- 20) other compromises included in the Constitution
- 21) why the Framers favored a republic over a direct democracy
- 22) judicial review
- 23) methods for amending the Constitution
- 24) two major principles of American representative democracy
- 25) enumerated powers
- 26) reserved powers
- 27) concurrent powers
- 28) check & balances (box on p. 34)
- 29) faction
- 30) Federalists v. Anti-Federalists
- 31) ratification procedure
- 32) central objection of Anti-Federalists to the Constitution
- 33) Madison on the desirability of a large republic
- 34) reasons why there was no Bill of Rights in the original Constitution
- 35) author of the Bill of Rights
- 36) why the Constitution did not attack slavery
- 37) 3 ways in which the Constitution did deal with slavery
- 38) Beard thesis on the motives of the Framers
- 39) arguments against Beard's thesis
- 40) the Framers view of "inequality" v. a more modern view
- 41) arguments for reducing the separation of powers
- 42) arguments for making the system less democratic
- 43) line-item veto

Constitution Essay Questions

1-2 complete paragraphs to answer each in essay form

1. The Articles of Confederation were a total dud and of no value in America's political heritage." Defend or attack that statement with definite illustrations.

2. Discuss the major and minor compromises in the Constitutional Convention.

3. "The Founding Fathers...were impelled by class motives...but they were also controlled...by a statesmanlike sense of moderation and a scrupulously republican philosophy." Assess the merits of this statement with reference to ALL of the following: a) the politics of the Constitutional Convention in 1787, b) the specific provisions of the Constitution, and c) the general structure of the government established by the Constitution.

4. How can constitutional amendments be proposed in the U.S.? How can they be ratified? Which methods have been used most and why? What is the informal amendment process and what are examples of it being used?

Checks and Balance's

Use the chart on the back of this paper to answer the questions about checks and balances. Use Legislative, Executive, or Judicial on the space provided to answer what branch of the U.S. government can check the other two branches.

_____ can veto a law passed by Congress

_____ can declare laws unconstitutional

_____ nominates judges to the Supreme Court

_____ can override a presidential veto with a 2/3 majority vote

_____ can reject presidential nominations to the Supreme Court

_____ may ask Congress to come together for a talk in certain situations

_____ may declare executive actions unconstitutional

_____ may reject treaties

_____ may propose constitutional amendments to overrule judicial decisions

_____ may impeach the president

_____ may withhold funding for presidential initiatives

_____ may impeach Supreme Court justices

In one paragraph (5-7 sentences) explain how the system of checks and balances contribute to the common good (what's best for the people).

Ch. 2 Video Comprehension

<https://www.youtube.com/watch?v=0bf3CwYCxXw>

1. At the national level what are the 3 branches of government the USA is divided into? (list them in order the constitution list them)
2. What is suppose to be the most important branch?
3. What dose Article 2 section 1 state:?
4. What are a few examples of departments that fall under the Executive Branch?
5. What were the framers of the constitution scared of which led them to create the system of check and balances?
6. What are the ways that the legislative branch can limit the judicial branch?
7. What amendments did congress propose to the constitution?
8. In which ways can the President check the legislature?
9. What power does the vice president have when it comes to Senate?
10. Who nominates supreme court and federal court judges?
11. What checks does the judiciary have over the legislature? What checks do they have over the Executive?
12. Who is James Madison and what is he known for?
13. What does federalist 51 say about a reflection on human nature?

<https://www.youtube.com/watch?v=7TX2IaKI-wE>

What is something new that you learned about the constitutional convention process?

<https://www.youtube.com/watch?v=n9defOwVWS8>

1. According to the constitution what is the most important branch in government on the national level?
2. How many articles does the constitution contain? How many amendments?
3. What does article 1 section 1 state?
4. What is Bicameral?
5. What are the requirements to serve in the house? What is representation determined by? How many members of the house is there?
6. What are the 3 powers the house of representatives are given?
7. What is an impeachment?
8. What are the senates powers?
9. What are the historical reasons for two houses?
10. What are the practical reasons for two houses?
11. What's the great compromise?
12. Who wrote federalist 51? What does it say?
13. What was the purpose of giving the representatives 2 year terms?
14. What is something the government does that is almost directly related to everyone and has a direct effect on everyone?

NOTES

AP Gov Ch. 1 Notes

What is political power?

- Power is the ability of one person to get another person to act in accordance.
- Power is found in all human relationships.
- Authority is the right to use power.
- We often accept decisions without question if they are made by people who we believe have the right to make them.
- Formal authority is the right to exercise power, often times relating to governmental offices.
- In the United States we usually say that a person has political authority if his or her right to act in a certain way is conferred by a law or by a state or national constitution.
- This has to do with Legitimacy.
 - Legitimacy is Political authority conferred by law or by a state or national constitution.
- Much of American political history has been a struggle over what constitutes legitimate authority.
- Virtually all Americans seem to agree: no exercise of political power by government at any level is legitimate if it is not in some sense democratic.

What is Democracy?

- Democracy is by definition the rule of many.
- There are two forms of democracy.
- First is direct government (Democracy) is one in which all or most of its citizens participate directly.
 - Originated in Greece.
 - Was only for free adult male property owners.
- Towns used to gather to hold meetings to discuss issues and allow for such democracy.
 - Towns have become larger and issues more complicated, so this has been abandoned as a normal customary practice.
- The second is representative democracy.
 - A government in which leaders make decisions by winning a competitive struggle for the popular vote.
- Many framers of the constitution believe that direct democracy is likely to lead to bad decisions, because people often decide large issues on the basis of fleeting passions.

Is Representative Democracy Best?

- For representative government to work, there must, of course, be an opportunity for genuine leadership competition.
 - This requires that individuals and parties be able to run for office.

- Communication is free
- Voters perceive that a meaningful choice exists.
- The Framers of the Constitution did not think that the will of the people was synonymous with the common interest or the public good.
 - Strongly favored representative democracy over direct.
- They supposed that most citizens did not have the time, information, interest, and expertise to make reasonable choices among competing policy positions.
- Should today be direct? We have more access to information than ever before.

How is power Distributed?

- In a representative government, political power is wielded by winning a competitive struggle for the popular vote.
- Many different hands can control political power.
- the actual distribution of political power, even in a democracy, will depend importantly on the composition of the political elites who are actually involved in the struggles over policy.
 - Elite is a person(s) who possess a disproportionate share of some valued resource like money or power.
- There are at least four different schools of thought about political elites and how power has actually been distributed in America's representative democracy.
 - Marxist, power elite, bureaucratic, and pluralist.
- Marxist view is that government, even if democratic in form, is merely a reflection of underlying economic forces.
 - Hold that in modern societies, two economic classes contend for power.
 - Capitalists (Business owners)
 - Workers (Laborers)
 - Whichever class dominates the economy also controls the government.
- Power Elite View states that the government is dominated by a few top leaders, most of whom are outside of government.
- Bureaucratic View states that the government is dominated by appointed officials
 - suggests that power is mainly in the hands, not of American democracy's elected representatives, but in those of its appointed officials, career government workers who, though they may be virtually invisible to most average citizens and unknown to most elites, nonetheless exercise vast power by deciding how to translate public laws into administrative actions.
- Pluralist View is the belief that competition among all affected interests shapes public policy.
 - Has no single intellectual parent.
- Pluralists acknowledge that big businesses, cozy elites, or career bureaucrats may dominate on some issues, but stress that political resources, such as money, prestige, expertise, organizational position, and access to the mass media, are so widely scattered in American society that no single elite has anything like a monopoly on them.
- pluralists do maintain that political resources nonetheless remain sufficiently divided among such different kinds of elites.

Is Democracy Driven by Self-Interest?

- Of the four views of how political power has been distributed in the United States, the pluralist view does the most to reassure one that America has been, and continues to be, a democracy in more than name only.
- a policy may be good or bad independent of the motives of the person who decided it, just as a product sold on the market may be useful or useless regardless of the profit-seeking or wage-seeking motives of those who produced it.

What Explains Political Change?

- politics is not just about “who gets what,” though that is part of the story. It is about how people, or elites claiming to speak for people, define the public interest.
- Suppose you had been alive in 1861. Do you think you would have viewed slavery as a matter of gains and losses, costs and benefits, winners and losers? Some people did. Or do you think you would have been willing to fight to abolish or preserve it? Many others did just that.
- The differences in these ways of thinking about such an issue are at least as important as how institutions are organized or elections conducted.

Nature of Politics?

- Ideally, political scientists ought to be able to give clear answers, amply supported by evidence, to the questions we have posed about American democracy, starting with “who governs?”
- In reality they can (at best) give partial, contingent, and controversial answers.
- Understanding preferences is vital to understanding power.
 - Who did what in government is not hard to find out, but who wielded power that is, who made a difference in the outcome and for what reason is much harder to discover.

Ch. 2 Notes: The Constitution

The Problem of Liberty P.17

- What the American colonists sought to protect when they signed the Declaration of Independence in 1776 were the traditional liberties to which they thought they were entitled as British subjects.
- These liberties included the right to bring their legal cases before truly independent judges rather than ones subordinate to the king; to be free of the burden of having British troops quartered in their homes; to engage in trade without burdensome restrictions; and, of course, to pay no taxes voted by a British Parliament in which they had no direct representation.
- The Colonial Mind

- Their belief that English politicians and by implication, most politicians tended to be corrupt was the colonists' explanation of why the English constitution was not an adequate guarantee of the liberty of the citizens.
 - This opinion was to persist and, as we shall see, profoundly affect the way the Americans went about designing their own governments.
 - There was general agreement that the essential rights included life, liberty, and property long before Thomas Jefferson wrote them into the Declaration of Independence.
 - The Real Revolution
 - The Revolution was more than the War of Independence. It began before the war, continued after it, and involved more than driving out the British army by force of arms.
 - The real Revolution, as John Adams afterward explained in a letter to a friend, was the “radical change in the principles, opinions, sentiments, and affections of the people.”
 - This radical change had to do with a new vision of what could make political authority legitimate and personal liberties secure.
 - Political power could not be exercised on the basis of tradition but only as a result of a direct grant of power contained in a written constitution.
 - Human liberty existed before government was organized, and government must respect that liberty.
 - The legislative branch of government, in which the people were directly represented, should be superior to the executive branch.
 - Weaknesses of the Confederation
 - The Articles of Confederation, which went into effect in 1781, created little more than a “league of friendship” that could not levy taxes or regulate commerce.
 - Each state retained its sovereignty and independence, each state (regardless of size) had one vote in Congress, nine (of thirteen) votes were required to pass any measure, and the delegates who cast these votes were picked and paid for by the state legislatures.
 - Congress did have the power to make peace, and thus it was able to ratify the treaty with England in 1783.
 - It could coin money, but there was precious little to coin; it could appoint the key army officers, but the army was small and dependent for support on independent state militias.
 - There was no national judicial system to settle these or other claims among the states.
 - To amend the Articles of Confederation, all thirteen states had to agree.
- The Constitutional Convention P. 22
 - The delegates assembled at Philadelphia at the Constitutional Convention, for what was advertised as a meeting to revise the Articles; they adjourned four months later having written a wholly new constitution.
 - The protection of life, liberty, and property was their objective in 1787 as it had been in 1776.
- The Lessons of Experience

- James Madison spent a good part of 1786 studying books sent to him by Thomas Jefferson, then in Paris, in hopes of finding some model for a workable American republic.
 - He concluded that there was no model.
 - The problem seemed to be that confederacies were too weak to govern and tended to collapse from internal dissension, while all stronger forms of government were so powerful as to trample the liberties of the citizens.
 - The Framers
 - The Philadelphia convention attracted fifty-five delegates, only about thirty of whom participated regularly in the proceedings.
 - Rhode Island refused to send anyone.
 - Those who attended were for the most part young, but experienced.
 - Eight delegates had signed the Declaration of Independence, seven had been governors, thirty-four were lawyers and reasonably well-to-do, a few were wealthy.
 - They were not “intellectuals,” but men of practical affairs. Thirty-nine had served in the ineffectual Congress of the Confederation; a third were veterans of the Continental Army.
 - The convention produced not a revision of the Articles of Confederation, as it had been authorized to do, but instead a wholly new written constitution creating a true national government unlike any that had existed before.
 - The delegates were split on many issues.
 - what powers should be given to a central government.
 - How the states should be represented.
 - What was to be done about slavery.
 - The role of the people
 - Each of which was resolved by a compromise
 -
 - The Challenge P. 25
 - The Virginia Plan
 - The Virginia Plan called for a strong national union organized into three governmental branches.
 - The legislative, executive, and judicial.
 - The legislature was to be composed of two houses, the first elected directly by the people and the second chosen by the first house from among the people nominated by state legislatures.
 - The executive was to be chosen by the national legislature, as were members of a national judiciary.
 - The Virginia Plan had two key features.
 - A national legislature would have supreme powers on all matters on which the separate states were not competent to act, as well as the power to veto any and all state laws.
 - At least one house of the legislature would be elected directly by the people.
 - The New Jersey Plan

- The New Jersey Plan proposed to amend, not replace, the old Articles of Confederation.
 - It enhanced the power of the national government.
 - It did so in a way that left the states' representation in Congress unchanged from the Articles
 - each state would have one vote.
 - Not only would the interests of the small states be protected, but Congress itself would remain to a substantial degree the creature of state governments.
 -
 - The Compromise
 - A House of Representatives consisting initially of sixty-five members apportioned among the states roughly on the basis of population and elected by the people.
 - A Senate consisting of two senators from each state to be chosen by the state legislatures.
 - The Great Compromise reconciled the interests of small and large states by allowing the former to pre- dominate in the Senate and the latter in the House.
 - This reconciliation was necessary to ensure that there would be support for a strong national government from small as well as large states.
 - It represented major concessions on the part of several groups.
 - Madison, for one, was deeply opposed to the idea of having the states equally represented in the Senate.
 - He saw in that a way for the states to hamstring the national government and much preferred some measure of proportional representation in both houses.
 -
- The Constitution and Democracy P. 27
 - A debate continues to rage over whether the Constitution created, or was even intended to create, a democratic government.
 - The answer is complex. The Framers did not intend to create a “pure democracy”.
 - one in which the people rule directly.
 - For one thing the size of the country and the distances between settlements would have made that physically impossible.
 - But more important the Framers worried that a government in which all citizens directly participate, as in the New England town meeting, would be a government excessively subject to temporary popular passions and one in which minority rights would be insecure.
 - They intended instead to create a republic, by which they meant a government in which a system of representation operates.
 - The power of the Supreme Court to declare an act of Congress unconstitutional is also a way of limiting the power of popular majorities.
 - judicial review
- Key Principles

- The American version of representative democracy was based on two major principles, the separation of powers and federalism.
 - Federalism is government authority shared by national and local governments.
 - In America, political authority was divided between a national government and several state governments whereas in most European systems authority was centralized in the national government.
 - The delegates began their work in broad agreement that separated powers and some measure of federalism were necessary, and both the Virginia and New Jersey plans contained a version of each.
 - Under these two principles, governmental powers in this country can be divided into three categories.
 - The powers that are given to the national government exclusively are the delegated or enumerated powers.
 - They include the authority to print money, declare war, make treaties, conduct foreign affairs, and regulate commerce among the states and with foreign nations.
 - Those that are given exclusively to the states are the reserved powers and include the power to issue licenses and to regulate commerce wholly within a state.
 - Those that are shared by both the national and the state governments are called concurrent powers and include collecting taxes, building roads, borrowing money, and having courts.
 - Government and Human Nature
 - Experiences had taught most of the Framers that people would seek their own advantage in and out of politics.
 - This pursuit of self-interest, unchecked, would lead some people to exploit others.
 - Human nature was good enough to make it possible to have a decent government that was based on popular consent, but it was not good enough to make it inevitable.
 - The separation of powers would work, not in spite of the imperfections of human nature, but because of them.
 - Madison thought, because it was a large country filled with diverse interests rich and poor, Protestant and Catholic, northerner and southerner, farmer and merchant, creditor and debtor.
 - Each of these interests would constitute a faction that would seek its own advantage.
 - Faction is a group with a distinct political interest.
 - One faction might come to dominate government, or a part of government, in one place, and a different and rival faction might dominate it in another.
- The Constitution and Liberty P. 30
 - The Antifederalist View
 - The great issue before the state conventions was liberty, not democracy.
 - The opponents of the new Constitution, the Antifederalists, had a variety of objections but were in general united by the belief that liberty could be

secure only in a small republic in which the rulers were physically close to he ruled.

- These dissenters argued that a strong national government would be distant from the people and would use its powers to annihilate or absorb the functions that properly belonged to the states.
- These critics argued that the nation needed, at best, a loose confederation of states, with most of the powers of government kept firmly in the hands of state legislatures and state courts.
- By favoring a large republic Madison was not trying to stifle democracy.
- Rather he was attempting to show how democratic government really works, and what can make it work better.
- To rule, different interests must come together and form a coalition
 - An alliance of factions.
- Need for a Bill of Rights
 - Whatever their reasons, the Framers made at least a tactical and perhaps a fundamental mistake. It quickly became clear that without at least the promise of a bill of rights, the Constitution would not be ratified.
 - By the spring of 1790 all thirteen states had ratified.
 - There remained, however, the task of fulfilling the promise of a bill of rights.
 - To that end James Madison introduced into the first session of the First Congress a set of proposals, many based on the existing Virginia bill of rights.
 - Twelve were approved by Congress.
 - These amendments did not limit the power of state governments over citizens, only the power of the federal government.
 - Later the Fourteenth Amendment, as interpreted by the Supreme Court, extended many of the guarantees of the Bill of Rights to cover state governmental action.
- The Constitution and Slavery
 - Though black slaves amounted to one-third of the population of the five southern states, nowhere in the Constitution can one find the word slave or slavery
 - To some the failure of the Constitution to address the question of slavery was a great betrayal of the promise of the Declaration of Independence that “all men are created equal.”
 - It is easy to accuse the signers of the Declaration and the Constitution of hypocrisy. They knew of slavery, many of them owned slaves, and yet they were silent.
- The Motives of the Framers P. 37
 - Economic Interests at the Convention
 - Some of the Framers were wealthy; some were not. Some owned slaves; some had none.
 - As you might expect, all slave owning delegates, even those who did not live in states where slavery was commonplace, tended to vote for

- provisions that would have kept the national government's power over slavery as weak as possible.
 - Economic Interests and Ratification
 - At the popularly elected state ratifying conventions, economic factors played a larger role.
 - Delegates who were merchants, who lived in cities, who owned large amounts of western land, who held government IOUs, and who did not own slaves were more likely to vote to ratify the new Constitution than were delegates who were farmers, who did not own public debt, and who did own slaves.
 - The Constitution and Equality
 - Today that debate has a new focus.
 - The defect of the Constitution, to some contemporary critics, is not that the government it created is too strong but that it is too weak.
 - In particular the national government is too weak to resist the pressures of special interests that reflect and perpetuate social inequality.
 - To the Framers liberty and (political) equality were not in conflict; to some people today these two principles are deeply in conflict.
 - To the Framers the task was to keep government so limited as to prevent it from creating the worst inequality
 - political privilege.
 - To some modern observers the task is to make government strong enough to reduce what they believe is the worst inequality
 - differences in wealth.
- Constitutional Reform: Modern Views P. 40
 - Reducing the Separation of Powers
 - To the first kind of critic the chief difficulty with the Constitution is the separation of powers.
 - critics of the separation of powers complain that the government agencies responsible for implementing a program are exposed to undue interference from legislators and special interests.
 - In this view the president is supposed to be in charge of the bureaucracy but in fact must share this authority with countless members of Congress and congressional committees.
 - they all have in common a fear that the separation of powers makes the president too weak and insufficiently accountable.
 - Making the System Less Democratic
 - The second kind of critic of the Constitution thinks the government does too much, not too little.
 - Though the separation of powers at one time may have slowed the growth of government and moderated the policies it adopted, in the last few decades government has grown helter-skelter.
 - The problem, these critics argue, is not that democracy is a bad idea but that democracy can produce bad, or at least unintended, results if the government caters to the special-interest claims of the citizens rather than to their long-term values.

- some critics of a powerful government feel that the real problem arises not from an excess of “adding-machine” democracy but from the growth in the power of the federal courts.
- What these critics would like to do is devise a set of laws or constitutional amendments that would narrow the authority of federal courts.
- The opponents of these suggestions argue that constitutional amendments to restrict the level of taxes or to require a balanced budget are unworkable, even assuming that a smaller government is desirable.
- Proposals to curtail judicial power are thinly veiled attacks, the opponents argue, on the ability of the courts to protect essential citizen rights.
- If Congress and the people do not like the way the Supreme Court has interpreted the Constitution, they can always amend the Constitution to change a specific ruling.