

# OVERALL SYLLABUS

## Advanced Placement

### American Government and Politics

#### I INTRODUCTION

American Government is a survey course that provides students with an analytical approach to government and politics in the U.S. With this study, students will grasp an understanding of the institutions, groups, and beliefs that comprise the American political system. The study of concepts and analysis of specific examples will provide the student with a profound perspective detailing American citizenship.

#### II THE AP CHALLENGE

Advanced Placement offers to provide high school students the rigors of post-secondary education. Interested students will find a vast array of challenges throughout the course, including analytical study, research, and the development of fundamental process inherent at the collegiate level. The rewards are:

- A. College Credit – Based on your scores earned on the College Board exam. The test is divided into two parts, multiple choice and essay. There is a 60 point multiple choice part that you will be given 45 minutes to complete, and there will be an essay session. You will have four essay questions to complete in 100 minutes. You will receive one of five grades for your test. 5 = Extremely well qualified; 4 = well qualified; 3 = qualified, 2 = possibly qualified, 1 = you are not qualified. The college of your choice will dictate what credit you will receive for your score. Most colleges give credit for scores of “4” or “5”, and some colleges will give credit for a score of “3.”
- B. L’Anse Creuse Public Schools has decided that those students taking AP classes should receive a boost to the grade for those AP classes. The boost is in the form of an increase of .25. If the students decide not to take the College Board AP US Politics and Government test in May, then they will not receive the increase in their grade.
- C. An intense learning experience. We will proceed on the premise that you will receive precisely what you deserve. Your input to this class is very important. You are here voluntarily, and as such, it is assumed that you enjoy government. People involved in government need to express their views and opinions in order to accomplish anything. You need to do the same. All of the papers and summaries, assigned to you, will have to be completed on your time with your resources. We won’t have time for library days. I expect that you will devote at least one hour per day towards your independent AP Government studies.

### III SYLLABI

There will be an outline for each of the sections we will be covering. Course objectives, reading assignments, terminal objectives and questions will be part of each outline. It is strongly recommended that you keep up with the reading material.

### IV CLASSROOM ENVIRONMENT

Course material will be presented in four formats: lecture, seminar, small group discussion/application, and PERSONAL STUDY TIME. My goal is to teach you how to think rationally about current political issues.

### V EVALUATIONS AND ASSESSMENTS

My plan is to have a unit test for each of the seven sections that are covered on the College Board test. Tests will involve both multiple choice and essay sections. Multiple-choice questions will be written in the style that you will see in the College Board exam in May.

Assignments will generally involve selections from provided articles. You will provide a summary/critique of the article. Within this critique, you will express and defend your position on the theme of the article. You will critique the author's style. You will determine, by that style, the intended audience of the author. Finally, you will determine and show examples of any perceived bias in the author's writing.

Grading will be by the point system. You must acquire 60 percent of the possible points to pass the class. The grading scale will be by the 90, 80, 70, 60 % style.

### VI GENERAL HOUSEKEEPING

Unexcused absences will result in a zero for that day, and no assignment due that day will be accepted. For excused absences, work will accepted using the following formula: Miss 1 day, work is due the second day back; miss two days, work is due the third day back, etc.

Late work: one day late = 25% reduction in grade; two days late = 50% reduction in grade.

### VII TEXT

O'Connor, Karen and Sabato, Larry; American Government: Continuity and Change; Pearson, Longman, New York, 2006

## I. Constitutional Underpinnings of the US Government

**A. OBJECTIVE:** The student will understand how the US government originated; delving into the framers philosophical differences, and eventually arriving at how federalism, the separation of powers, and the Bill of Rights, evolved. Basic democratic principles and the development of a republican government will be established.

### B. READINGS:

Woll: Sixteenth Edition, "American Government, Readings and Cases"; pg 84-88, "The Federal System," Morton Grozdin

Lasser: Fourth Edition, "Perspective on American Politics," pg 50 – 56, "What the Anti-federalists were for," Herbert Storing

Woll: Sixteenth Edition, "American Government, Readings and Cases," 105-108, "Anti-Federalist Paper number 84 – On the Lack of a Bill of Rights"

**C. Schedule:** **Day 1-** introduction to class; collect summer assignments **Day 2-** Assign article reviews, vocabulary, and chapters 1, 2, and 3 in the textbook. Assignment - Outline both chapters. If you type it out, I want to see something in your own handwriting, Democratic theories, Power **Day 3** Roots of American Government: Where did the ideas come from **Day 4-** The Declaration of Independence **Day 5-** The Articles of Confederation and its Issues, **Day 6 –Day 7** Constitution; **Day 8.** Bill of Rights **Day 9-** Anti-Federalists, Ratification + amendments. **Day 10-** Federalism **Day 11 -** Test

### D. Concepts:

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Government                 | 2. democracy              |
| 3. majority rule              | 4. minority rights        |
| 5. pluralist theory           | 6. elite + class theory   |
| 7. hyper-pluralism            | 8. policy gridlock        |
| 9. liberals                   | 10. conservatives         |
| 11. Constitution              | 12. limited government    |
| 12. Articles of Confederation | 13. Shay's Rebellion      |
| 14. New Jersey Plan           | 15. Virginia Plan         |
| 16. Connecticut Compromise    | 17. Writ of Habeas Corpus |
| 18. Separation of powers      | 19. Checks and Balances   |
| 19. republic                  | 20. Federalists           |
| 21. Anti-Federalists          | 22. Federalist papers     |
| 23. Marbury v. Madison        | 24. Judicial review       |
| 25. federalism                | 26. Supremacy clause      |
| 27. Tenth Amendment           | 28. McCulloch v. Maryland |
| 29. Enumerated powers         | 29. implied powers        |
| 30. elastic clause            | 31. Gibbons v. Ogden      |
| 32. full faith and credit     | 33. extradition           |
| 34. fiscal federalism         | 35. categorical grants    |
| 36. project grant             | 37. formula grant         |
| 38. block grants              | 39. US v. Lopez           |
| 40. John Locke                | 41. Hobbes                |
| 42. David Hume                | 43. Richard Hofstadter    |
| 44. James Madison             | 45. Dévolution            |
| 46. politics                  | 47. Gibbons v. Ogden      |

### E. QUESTIONS ON READINGS

#### THE FEDERAL SYSTEM

## Morton Grozdins

In this article review, I want you to concentrate on the following items:

Give me a very short review (summary) of the article (one paragraph, no more); tell me about the author's style of writing (formal or informal; examples and explanations); who is the anticipated audience?; Is there any bias in the writing? If so, to what extent?; then answer the following questions, based on the writings of the author, not your personal beliefs.

- 1.) What is the purpose of Federalism?
- 2.) Without quoting Grozdins, why is the U.S. Federal System best described as a marble cake?
- 3.) What four causes contribute to dispersed power in a federal system?
- 4.) Research the Lopez case (US v. Lopez 1995)  
What was the conclusion of the court in this case?  
How does this case affect the relationship between the states and the national government?
- 5.) What two functions do U.S. political parties provide that make them similar to political parties elsewhere in the world?
- 6.) On page 887 – “the politics of administration is a process of making peace with legislators, who for the most part, consider themselves the guardians of local interests.”  
How does this affect the relationship between states and the national government?
- 7.) What is “multiple crack”?
- 8.) “Multiple points for bringing influence have multiple voices for influence.”  
How does this affect the relationship between the state and national governments?

## WHAT THE ANTI-FEDERALISTS WERE FOR Herbert Storing

You should all be familiar with the Anti-Federalists. This article was to show you the main argument of the Anti-Federalists against the Constitution. You will summarize the article in one or two paragraphs. Afterwards you will discuss the style, bias, and intended audience of the article's author. Finally, you will answer the following questions, on a separate sheet of paper.

- 1.) According to the text, what are the differences between the Federalists and Anti-Federalists?
- 2.) According to the author, what does “Federalism” mean?
- 3.) What was the Annapolis convention?
- 4.) What is the difference between “federal authority” and “federal principles”?
- 5.) What, according to the author, did the Anti-Federalists stand for?
- 6.) How does Publius, in Federalist 39, express the characteristic Federal position?
- 7.) What was the Anti-Federalist view on Constitutional Federalism? (two sovereignties)
- 8.) Was Patrick Henry a Federalist or an Anti-Federalist? Explain your answer. Use his thoughts on the Preamble to explain your viewpoint.
- 9.) What was objectionable to the Anti-Federalists, about the ratification process of the Constitution?
- 10.) According to the Articles of Confederation, what was the essential principle of the American Union?

## ANTI-FEDERALIST PAPER # 84

### On the Lack of a Bill of Rights

You will need to summarize this short article. It is a given that the style was very formal, and that there was a definite bias to the writings. The audience is stipulated as well. Therefore, those three items need not be included in this summary. The following questions, however, are required. Answers on this sheet are acceptable.

- 1.) What was the business of the Constitutional Convention, if not to devise a Bill of Rights?
- 2.) Why weren't the founders concerned with a Bill of Rights?
- 3.) What was said about the foundation of the British government and how were the states following that example?
- 4.) List two ideas that concerned the author regarding the Bill of Rights and list one example for each of those ideas.

## II. Political Culture - Beliefs and Behaviors

- A.) **Objective** -- Students will understand the development of the political culture, integrating how beliefs and behaviors are established by the social demographics of society. Political participation is expanded beyond simple voting patterns and scientists need to understand why citizens participate, and in what context, to determine their political differences while establishing a legitimate polity.

This unit will include:

1. Beliefs that citizens hold about their government and its leaders.
2. Processes by which citizens learn about politics.
3. The nature, sources, and consequences of public opinion.
4. The ways in which citizens vote and otherwise participate politically.
5. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors.
6. Interest group development outlining the range of interests, activities, their effects on the political process, and the unique role of PACS.
7. The functions and structures of the mass media as it impacts on politics.

B. **Read:**

Federalist # 10: Factions

Lanahan Readings in the American Polity, Third Edition, pg 650 – 659, “Spin Cycle,” Howard Kurtz

**C. Schedule:** Day 1 - Assign articles, vocabulary, and chapter 11 in the text, chapter is to be outlined; Culture; Day 2- Demographics, Reapportionment, Political Socialization Day 3- Liberals and Conservatives Day 4- Public opinion; why we form political opinions; how public opinion is measured; affect of public opinion on politicians and policy Day 5 - Political Participation, Mass media. Day 6-7- Editorial Cartoons, Assign cartoon analysis, create cartoon Day 8- SIGS Day 9- Pluralism. Day 10- Exam

D. **Concepts:**

- |                            |                            |
|----------------------------|----------------------------|
| 1. melting pot             | 2. political culture       |
| 3. political socialization | 4. random sampling         |
| 5. random-digit dialing    | 6. exit poll               |
| 7. political ideology      | 8. media event             |
| 9. sound bites             | 10. talking head           |
| 11. liberals               | 12. political spectrum     |
| 13. conservatives          | 14. moderates              |
| 15. reactionaries          | 16. radicals               |
| 17. Middle of the road     | 18. pluralist theory       |
| 19. elite theory           | 20. hyper-pluralist theory |
| 21. Single issue group     | 22. lobbying               |
| 23. PACS                   | 24. amicus curiae          |

## E. Questions on Readings

### Federalist #10

1. What was Madison's interpretation of "Faction"?
2. How does Madison attempt to control factions?
3. Why did Madison wish to leave factions alone and attempt to not control them?
4. Describe Madison's two methods to cure factionalism.
5. What is at the root of factionalism?
6. In the 1700's, what provided the breakdown between one faction and another?
7. What is the difference between a democracy and a republic?
8. How did the Constitution, according to Madison, resolve the problem of one government becoming too powerful?
9. What are the remedies to resolving the diseases of a republican government?

### SPIN CYCLE

Howard Kurtz

Provide a short summary of the article. Provide indications of whether the author has a bias; what style of writing was used; and to whom the article was addressed. Answer the questions below. All questions have an automatic "why" attached to the end of them. Please answer all questions on a separate sheet of paper.

- 1.) Why did reporters automatically feel that the Clinton's were lying about the Lewinsky incident?
- 2.) Why did Guam donate \$900,000 to the Clinton reelection campaign and Democratic Party?
- 3.) Why was Lanny Davis' presence an omen of bad tidings for the Clinton Administration?
- 4.) Who was Johnny Chung and what troubles did he bring to the Clinton Administration?
- 5.) How did Clinton get the press not to indulge in a "feeding frenzy" during Israel prime Minister Netanyahu's visit to the United States?
- 6.) Why would the Clinton's be wary of any Bob Woodward story?
- 7.) What did the Clinton team focus on, to turn attention away from scandals?
- 8.) How would "tackling some grave national crises" have made it easier for the Clinton team to focus the press on positive actions in the White House?
- 9.) List and briefly (a sentence will do) describe five major political scandals of the Clinton Administration.
- 10.) How did the Clinton Administration "spin" out of trouble following an investigation into questionable fundraising?
- 11.) After reading the entire article: Define "spin." List two items that are positive about "spin," and two items that are negative about "spin"

### III. Political Parties and Electoral Politics

**A. Objective --** Becoming participating citizens is at the foundation of students understanding the party process. Effective suffrage is a fundamental principle of a democracy and the political party provides the access. The development of parties, the campaign road to Election Day and the overwhelming financial structures that have infiltrated the political process are necessary to defining party involvement. The two party system will be scrutinized along with the importance of third party development. This unit will include:

1. The functions, development and organization of political parties.
2. The electoral process.
3. Campaign financing
4. Parties impact on the political process.

**B. Readings:**

The Lanahan Readings in the American Polity, Third Edition, pg 604-611, "The Rise of Southern Republicans," Earl Black, Merle Black

Woll, American Government, Readings and Cases, Sixteenth Edition; pg 226-230, "The Responsible Electorate," V.O. Key jr.

**C. Schedule:** **Day 1-** Assign readings, vocabulary, and chapters 12, 13, and 14 (outline chapters); Political Party Game; **Day 2-** Purpose and structure of parties; **Day 3-** Functions and the party in government. **Day 4-** FEC, Campaign structure, Campaign Finance Laws, media involvement in campaigns **Day 5 -** Republicans & Democrats; liberals and conservatives **Day 6** Third Party Investigation **Day 7.** Purpose and types of elections; voting behavior; **Day 8-** Electoral College dilemma (federalism review, alternatives/tweaks) Elections of 1800, 1824, 1876, 2004 **Day 9-** Exam

**D. Concepts:**

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. Political Party              | 2. Two-party system               |
| 3. nomination                   | 4. Rational Choice Theory         |
| 5. ticket-splitting             | 6. Party machines                 |
| 7. patronage                    | 8. Initiative/Referendum          |
| 9. closed primaries             | 10. open primaries                |
| 11. blanket primaries           | 12. national convention           |
| 13. national committee          | 14. national chairperson          |
| 15. coalition                   | 16. Party dealignment             |
| 17. party neutrality            | 18. partisan politics             |
| 19. third party                 | 20. Independent party             |
| 21. Democratic party            | 22. Republican party              |
| 23. single member plurality     | 24. Winner-take-all system        |
| 25. proportional representation | 26. coalition government          |
| 27. gridlock                    | 28. campaign strategy             |
| 29. national party convention   | 30. caucus                        |
| 31. primaries                   | 32. Superdelegates                |
| 33. party platform              | 34. Federal Election Campaign Act |
| 35. FEC                         | 36. soft money                    |
| 37. PACS                        | 38. Buckley v. Valeo              |
| 39. 2000 Presidential Election  | 40. Suffrage                      |
| 41. Political efficacy          | 42. Motor Voter Act               |



- 43. Turnout Bias
- 45. Electoral College

#### 44. Policy Voting

### E. Questions on Readings

## The Rise of the Southern Republicans

Earl Black and Merle Black

Read the attached article. Write a short summary on the content of the article. Included in the summary must be a description of the author's style, a determination of who is audience might be, and any bias that is shown by the author. When giving your responses to the above, you must furnish appropriate evidence to back your decision.

Then answer the following questions on a separate sheet of paper.

- 1.) What is the primary effect of the demise of the Democratic Party in the South?
- 2.) Why didn't the Republicans have a strong Southern base for most of the 20<sup>th</sup> Century?
- 3.) When did the political defection of the Democrats reach its zenith?
- 4.) What were the numerical changes in Republican representation in the South?
- 5.) Why is the Republican hold on the South, today, so tenuous?
- 6.) Why has the population of the South changed in its makeup?
- 7.) On page 607, the author say, "... a congressional delegation that was 9/10 white Republican in 1866 into one that was almost 4/5 white Democrats by 1874. "An artificially Democratic electorate replaced an artificially Republican electorate." What would have led to the change in party affiliation between 1866 and 1874? Why is the author using the word "artificially"? Be very specific in your answer.
- 8.) What did the "Solid South" mean?
- 9.) Summarize the Southern response to Ronald Reagan.
- 10.) What factors contribute to the "see-saw nature of the modern party battles"?
- 11.) On page 611, the author states, "... the South is now at the epicenter of Republican and Democratic strategies to control Congress." Explain why the South could be taken by either party during any election, and why is the South so important to both parties

## THE RESPONSIBLE ELECTORATE

V.O. Key, jr.

You are to do a one to two paragraph summary of the entire article. Add your discussion of the author's style, bias, and audience. Once sentence explanations are not acceptable. Answer the following questions on a separate piece of paper. Your answers need to show an understanding of the material and not just a response derived entirely from the article (do not quote from the article while making your response).

- 1.) Explain the phrase "No functionary is more repugnant or more arrogant than the unjust man who asserts, with a color of truth, that he speaks from a pedestal of popular approbation."
- 2.) "...Electoral victory cannot be regarded as necessarily a popular ratification of a candidate's outlook." Explain what is meant by this phrase. Use modern examples in your explanation.
- 3.) What is the "Gallup Poll"? Why did it change the study of politics AND the management of political campaigns?
- 4.) Explain the phrase "people tend to vote their pocketbooks." Give three examples of how people do not vote with their pocketbooks.
- 5.) How do politicians use the "echo chamber" model to win votes? (229)
- 6.) What does Key conclude about the modern electorate?

## IV. Congress

**A. Objective-** Article I of the Constitution delegates formal and informal legislative powers to the halls of Congress. This institution balances its power with the executive and judicial branches of government, an intricate balance that evolves and changes over time. The issue of divided government promotes a process that often can lead from legislative gridlock to true non-partisanship in dealing with numerous policy issues including how to establish a national budget. The student will:

1. understand the powers of Congress.
2. determine the make-up of the current House and Senate.
3. analyze how Congress and the President undertake the arduous task of developing an annual budget.

### B. Readings

The Lanahan Readings in the American Polity, Third Edition; pgs. 203-211 "The Congressional Experience" David Price

Perspectives on American Politics, William Lasser, Fourth Edition; pgs. 264-274; "What the American Public wants Congress to be" John R. Hibbing and James T. Smith

American Government; Readings and Cases, Sixteenth Edition; pgs. 415-419; "Congress: The Electoral Connection," David R. Mayhew

**C. Schedule:** **Day 1-** Assign readings, vocabulary, and chapter 7 (outline chapter); Article 1, Congresspersons and Congressional Powers **Day 2-** Electoral Politics/Incumbency/term limits. **Day 3-** Congress Organization/ Committees **Day 4-** Bill development **Day 5.** – Congress and the Judiciary **Day 6** – Congress and the President **Day 7** - How a Bill Really Becomes a Law . **Day 8-** Fed Revenues & Fed Expenditures **Day 9-** Budget Process **Day 10-** Divided Government and Monetary theories. **Day 11-** Exam

### D. Concepts:

- |  |                                  |
|--|----------------------------------|
| 1. incumbents                          | 2. pork barrel                   |
| 3. bicameral legislature               | 4. House Rules Committee         |
| 5. filibuster                          | 6. Speaker of the House          |
| 7. majority leader                     | 8. whips                         |
| 9. minority leader                     | 10. standing committee           |
| 11. joint committee                    | 12. conference committees        |
| 13. select committees                  | 14. legislative oversight        |
| 15. committee chairs                   | 16. seniority system             |
| 17. caucus                             | 18. bill                         |
| 19. budget                             | 20. deficit                      |
| 21. expenditures                       | 22. revenues                     |
| 23. income tax                         | 24. Sixteenth Amendment          |
| 25. federal debt                       | 26. tax expenditures             |
| 27. Social Security Act                | 28. Medicare                     |
| 29. incrementalism                     | 30. Ear Marks                    |
| 31. entitlements                       | 32. House Ways + Means Committee |
| 33. Senate Finance Committee           |                                  |
| 35. Congressional Budget Office (CBO). | 36. budget resolution            |

37. authorization bill

38. appropriation bill

## E. QUESTIONS ON READINGS

### WHAT THE AMERICAN PUBLIC WANTS CONGRESS TO BE John R Hibbing & James T. Smith

Write a short summary of the entire article. Add your analysis of the authors' style, and then determine what bias was shown in the article (if any). Also, determine who the article's audience was intended to be. Finally, answer the questions below. Use the information found in the article to craft your answers. Write your answers on a separate sheet of paper.

- 1.) Explain why we need a Congress instead of an "efficient hierarchical body."
- 2.) According to table 1, which year saw the lowest approval rating for Congress? What was that rating? What was happening in that year that might have been responsible for the low rating number?
- 3.) In '94, the approval numbers were again low, but then climbed, fairly consistently afterwards. What happened in 1994 in Congress (or to Congress) to change the approval ratings?
- 4.) A study revealed that "economic conditions have far less of an impact on Congressional than on Presidential approval." Why would that be true?
- 5.) Why would the American public approve of a Congress that is not rocking the boat and not involved in political conflict?
- 6.) Why is it that people "hate Congress, but love their own member of Congress"?
- 7.) With regards to Congressional approval, compare the following groups: liberals vs. Democrats; conservatives vs. Republicans; moderates vs. independents.
- 8.) What two attitudes are the most significant indicators of whether or not an individual approves of Congress.
- 9.) When is Congress most unpopular (2 items)?
- 10.) Why is Congress less popular than other government branches?

## Congressional Experience

By

David Price

As per every article that you read, I want you to examine this article with a critical eye. Give me a short (one paragraph can suffice) summary of the article; tell me about the author's style of writing and what is his anticipated audience; find any biases and show how those biases are reflected within the article. Finally, separately, answer the questions below. Do all of this on a separate sheet(s) of paper.

- 1.) Price thought his academic background would be a hindrance to his effectiveness as a Congressman. Why would he have thought that? Why wasn't it a problem for him in the district that he was representing?
- 2.) According to Fenno, why do Congressmen try to build "trust" with their constituents? Is this an ethical and or practical way to govern? Why? Or why not?
- 3.) Looking at a "typical schedule," how much non-law making time is required of a Congressman? What doesn't that "typical schedule" account for?
- 4.) What was Price's rule of thumb for talking to groups? Why do you think he needed that restriction?
- 5.) When simultaneous hearings occurred, what are a Congressman's options? Which do you think would be most effective and why? What options, not mentioned in the article, might be available to Congressmen?
- 6.) According to Bob Eckhardt, what are the three functions of a Congressman?
- 7.) Fenno's quote: Congressmen "polished his or her individual reputations at the expense of the institutional reputation of Congress." Explain the quote.
- 8.) How can you justify the fact that Congress can get a 30% approval rating (16% in the latest polls, as of 10-23-06), and yet 95% of them are reelected every year?
- 9.) What should "responsible legislators" do to balance the public's opinion of themselves and Congress?
- 10.) Describe some item that proves that there is "an ominous gap opening up between campaigning and governing." What is happening to voters because of this?
- 11.) Why would Congressmen "rather vote against this than have to explain it"?
- 12.) What will reveal attack politics "as the sham that it is"?

## CONGRESS: THE ELECTORAL CONNECTION

David R. Mayhew

This is a very short article. You do NOT have to provide a summary or any of our regular article analysis items. Answer the following on a separate sheet of paper. You must use the information from the article when answering the question.

List the three types of basic activities that every Congressman has to perform.

Explain why each activity is seen as a basic need for Congressmen.

For each of the three activities, list and describe two methods a Congressman might use in order to complete that activity.

## V. Executive Branch/Bureaucracy

**A. Objective --** The first Constitution neglected this branch, but the second Constitution zeroed in on establishing a leader who would have to work with Congress in perpetuating a democratic society. The President is given few distinctive formal powers, but, over time, has established effective informal powers in managing what has become a huge bureaucracy. As the country has grown, presidential powers have evolved. The student will:

1. explain the formal and informal executive powers.
2. determine how the federal bureaucracy functions.
3. describe how the executive branch fits into the budget development process.
4. describe how the executive branch balances its power with the judicial branch.
5. determine qualities of leadership of a president.

### B. Readings:

Woll, "American Government Readings and Cases," pg 303-312, "Presidential Character and Style," James David Barber

Lasser, "Perspectives on American Politics," pg 337-344, "Descent into Evil," Evan Thomas.

Lanahan Readings in the American Polity, third edition, pg 650-659, "Spin Cycle," Howard Kurtz

Point, Counter-Point; page 184 – 197: Should the electoral college be abolished

Point, Counter-Point, page 266 – 278; Is the Bureaucracy a threat to liberty?

**C. Schedule:** **Day 1-** Assign readings, vocabulary, and chapters 8, and 9 (outline chapters); Qualities of leadership. **Day 2-** Roots of and Rules Governing the Office of President of the United States. **Day 3-** Executive Branch Roles and Powers (formal and informal) **Day 4-** Executive Branch inner office and EOB **Day 5-** Development and Establishment of Presidential Power **Day 6 -** Presidential domestic and Foreign Policy leadership **Day 7-** Presidential Appointments and Approval **Day 8-9** Bureaucracy, Spoils system, Pendleton, Hatch, civil servants. **Day 10-** Amendments dealing with Presidential elections and succession **Day 11 -** Exam.

### D. Concepts:

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1. Twenty-second Amendment            | 2. impeachment                     |
| 3. Watergate                          | 4. Twenty-fifth Amendment          |
| 5. cabinet                            | 6. National Security Council       |
| 7. Council of Economic Advisors (CEA) | 8. Office of Management and Budget |
| 9. veto                               | 10. pocket veto                    |
| 11. presidential coattails            | 12. War Power Resolution           |
| 13. legislative veto                  | 14. crisis                         |
| 15. Civil Servants                    | 16. patronage                      |
| 17. Office of Personnel Management    | 18. Twelfth Amendment              |
| 19. bureaucracy                       | 20. Cabinet                        |
| 21. Cabinet Departments               | 22. Independent Regulatory Agency  |
| 23. FCC                               | 24. FTC                            |
| 25. SEC                               | 26. Government Corporations        |
| 27. Independent executive agencies    | 28. Policy implementation          |
| 29. standard operating procedures     | 30. administrative discretion      |

- 31. regulation
- 33. command and control policy
- 35. executive orders
- 37. Issue Networks

- 32. deregulation
- 34. incentive system
- 36. iron triangles
- 38. Signing Statements

## E. Questions for Readings

### The Presidential Character

James David Barber

Required for this paper:

Summary: complete summary of the article. Shouldn't be more than a complete paragraph.

2<sup>nd</sup> paragraph will include your views on the author's style, intended audience, and bias, if any.

Lastly; answer the following questions about the article. Use a separate sheet of paper, and number your paper in conjunction with the numbers of the questions.

- 1.) People take many things into account when they vote for president. What are three of these? What do people ultimately use to decide their vote?
- 2.) Why did the writers of the Constitution leave the presidency in a vague state?
- 3.) What is the difference between the way the people see Congress and the way they see the Presidency? Give examples of each.
- 4.) Why might presidential terms be defined by the names of the president at the time, evoking either a positive or negative feeling for that period (i.e. Reagan Economy, Kennedy Years/Camelot)
- 5.) What 4 things determine how a president will succeed or not succeed while in office?
- 6.) How does "personality" shape a president's political career?
- 7.) What is "style"? Summarize how three presidential roles define presidential styles.
- 8.) What does the president's "world view" consist of? What does that mean?
- 9.) What is "character"? How does it affect a president's outlook?
- 10.) What are the three recurrent themes of "needs" that people have of a president? Briefly, explain each.
- 11.) What is a person's "first independent political success"?
- 12.) List the four types of presidential character. Give one example each of how that character trait manifests itself in a president.
- 13.) List one president that fits each of the four characteristics and tell why he fits that characteristic.

## DESCENT INTO EVIL

by  
Evan Thomas

Summarize the article giving emphasis to the following:

How did the differing agencies (local, state, and federal) work together or not work together on the following:

- Investigation
- Capture
- Questioning

Be sure to include the regular items in the summary as well. (style, bias, audience)

As a final paragraph, discuss why you think the author chose that title that he did.

## SPIN CYCLE Howard Kurtz

Provide a short summary of the article. Provide indications of whether the author has a bias; what style of writing was used; and to whom the article was addressed. Answer the questions below. All questions have an automatic "why" attached to the end of them. Please answer all questions on a separate sheet of paper.

- 1.) Why did reporters automatically feel that the Clinton's were lying about the Lewinsky incident?
- 2.) Why did Guam donate \$900,000 to the Clinton reelection campaign and Democratic Party?
- 3.) Why was Lanny Davis' presence an omen of bad tidings for the Clinton Administration?
- 4.) Who was Johnny Chung and what troubles did he bring to the Clinton Administration?
- 5.) How did Clinton get the press not to indulge in a "feeding frenzy" during Israel prime Minister Netanyahu's visit to the United States?
- 6.) Why would the Clinton's be wary of any Bob Woodward story?
- 7.) What did the Clinton team focus on, to turn attention away from scandals?
- 8.) How would "tackling some grave national crises" have made it easier for the Clinton team to focus the press on positive actions in the White House?
- 9.) List and briefly (a sentence will do) describe five major political scandals of the Clinton Administration.
- 10.) How did the Clinton Administration "spin" out of trouble following an investigation into questionable fundraising?
- 11.) After reading the entire article: Define "spin." List two items that are positive about "spin," and two items that are negative about "spin"



## VI Judicial Branch

**A. Objective:** Article III of the Constitution establishes the judicial branch. One Supreme Court and a number of inferior courts will be analyzed in promoting civil rights and civil liberties through out a diverse community. This branch balances out the democratic principles established by the framers who felt it important to put a device that stabilized the power of the executive and legislative branches. The student will:

1. evaluate the formal and informal powers of the judicial branch.
2. analyze the relationships between this branch and other two, describing the varying balances of power.
3. analyze the development of civil liberties and civil rights by judicial interpretation.
4. understand the knowledge of substantive rights and liberties.
5. understand the impact of the Fourteenth Amendment on the constitutional development of rights and liberties.

### B. Readings:

Federalist #78 and #79  
Marbury v. Madison  
McCulloch v. Maryland  
Dred Scott v. Sanford  
Plessy v. Ferguson  
Brown v. Board of Education  
DBQ case: United States vs. Nixon  
DBQ case: Gratz vs Bollinger and Grutter vs. Bollinger

**C. Schedule:** **Day 1** –Assign articles, vocabulary, and chapter 10 (outline chapter); Art III, Rule of Law, Federal Court System. **Day 2**- Judge Biographies, Appointment **Day 3**- Who's on the Bench, **Day 4**- Jurisdiction and Case Load. Rulings: Constructionist v. Activists. **Day 5**- Courts Historical transition **Day 6**- Assign Bill of Rights Institute, DBQ cases. **Day 7**- Civil Liberties and 1st Amendment research. **Day 8**- Press, Obscenity, Libel, expression, Assembly **Day 9**- Defendant's rights Privacy. **Day 10**- Griswold v. Connecticut, Roe v. Wade, Panned Parenthood v Casey **Day 11**- Minority rights. **Day 12**- ERA, Comparable Worth, Affirmative Action. **Day 13**- Exam

### D. Concepts:

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Standing to sue       | 2. class action suits       |
| 3. justifiable disputes  | 4. amicus curiae briefs     |
| 5. original jurisdiction | 6. appellate jurisdiction   |
| 7. districts courts      | 8. courts of appeal         |
| 9. Supreme Court         | 10. senatorial courtesy     |
| 11. solicitor general    | 12. opinion                 |
| 13. stare decisis        | 14. precedent               |
| 15. original intent      | 16. judicial implementation |
| 17. Marbury v. Madison   | 18. judicial review         |
| 19. US v. Nixon          | 20. judicial restraint      |
| 21. judicial activism    | 22. statutory construction  |

23. civil liberties  
 25. First Amendment  
 27. incorporation doctrine  
 29. free exercise clause  
 31. libel  
 33. probable cause  
 35. search warrant  
 37. Fifth Amendment  
 39. Sixth Amendment  
 41. Eighth Amendment  
 43. right to privacy  
 45. equal protection of the law  
 47. Civil Rights Act of '64  
 49. poll taxes  
 51. Nineteenth Amendment  
 53. comparable worth  
 55. affirmative action

24. Bill of Rights  
 26. Fourteenth Amendment  
 28. establishment clause  
 30. prior restraint  
 32. symbolic speech  
 34. unreasonable search + seizure  
 36. exclusionary rule  
 38. self-incrimination  
 40. plea bargaining  
 42. cruel + unusual punishment  
 44. civil rights  
 46. Thirteenth Amendment  
 48. Fifteenth Amendment  
 50. Twenty Fourth Amendment  
 52. ERA  
 54. Americans with Disabilities Act

## E. ASSIGNMENT

### Supreme Court Vita's

Directions: Complete the following information for the appropriate justices

| Justice     | Home State | Age | Year<br>Appointed | Nominating<br>President | Education<br>College | Previous Political<br>Judgeships | Ideology |
|-------------|------------|-----|-------------------|-------------------------|----------------------|----------------------------------|----------|
| 1. Roberts  |            |     |                   |                         |                      |                                  |          |
| 2. Alito    |            |     |                   |                         |                      |                                  |          |
| 3. Scalia   |            |     |                   |                         |                      |                                  |          |
| 4. Thomas   |            |     |                   |                         |                      |                                  |          |
| 5. Ginsburg |            |     |                   |                         |                      |                                  |          |
| 6. Souter   |            |     |                   |                         |                      |                                  |          |
| 7. Breyer   |            |     |                   |                         |                      |                                  |          |
| 8. Kennedy  |            |     |                   |                         |                      |                                  |          |
| 9. Stevens  |            |     |                   |                         |                      |                                  |          |

Select one judge and cite two key opinions from that judge.

## VII. Public Policy

**A. Objective:** Public policy is what government accomplishes through its political maneuverings. It's the result of the interactions and dynamics among actors, interests, institutions and processes in the development of domestic and foreign policy. It completes the understanding of how federalism, interest groups, parties and elections are involved in developing policy processes and policy making at the federal level.

The student will:

1. Investigate policy networks, iron triangles and other forms of sub governments in the formation of domestic and foreign policy.
2. Analyze the role of federal institutions in making policy.
3. Evaluate the link between federal institutions + the citizen in policy formation.
4. Analyze the role of the citizen in the policy process.
5. Analyze policy development in the areas of economics, environment, health care, social welfare and national defense.

### B. Readings:

Lasser, "Perspectives on American Politics," pg 382-388, "Nine Misconceptions about Social Security," Dean Baker

**C. Schedule:** Day 1- Assign readings, vocabulary, and chapters 17, 18, and 19 (outline chapters); Policy introduction. Day 2- Economic/Environment; Day 3- Social Welfare; Day 4- Health. Day 5- National Defense. Day 6 Exam

### D. Terms:

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. unemployment rate          | 2. inflation                      |
| 3. Consumer Price Index       | 4. Monetary policy                |
| 5. Fiscal policy              | 6. Federal Reserve System         |
| 7. Demand side economics      | 8. Supply side economics          |
| 9. Transnational corporations | 10. anti-trust policy             |
| 11. NLRA                      | 12. collective bargaining         |
| 13. right to work laws        | 14. welfare                       |
| 15. entitlements              | 16. Means-tested programs         |
| 17. income distribution       | 18. poverty line                  |
| 19. progressive taxes         | 20. proportional taxes            |
| 21. regressive taxes          | 22. EITC                          |
| 23. feminization of poverty   | 24. EPA                           |
| 25. NEPA                      | 26. Clean Air Act of 1970         |
| 27. Progressive taxation      | 28. Endangered Species Act of '73 |
| 29. Global warming            | 30. Superfund                     |
| 31. Medicare                  | 32. Medicaid                      |
| 33. HMO's                     | 34. Cold War                      |
| 35. Terrorism                 | 36. EU                            |
| 37. Interdependency           | 38. Globalization                 |
| 39. Monetarism                | 40. Supply Side economics         |
| 41. Demand-side economics     | 42. Regressive taxation           |

## E. Questions on Readings

### NINE MISCONCEPTIONS ABOUT SOCIAL SECURITY

Dean Baker

Instead of our usual summarization of the entire article, you need to briefly summarize each of the nine points in the article. After your summary, I need you to state if you think the author's point of view is correct or incorrect and why. If you feel that you do not have enough personal background information on the subject, then you need to do some additional research to gain that knowledge. Write your responses on a separate sheet of paper.

- 1.) The Social Security Trust Fund is an accounting fiction.
- 2.) The government uses overly optimistic numbers to convince people that Social Security will be there for them. The situation is much worse than the government admits.
- 3.) The demographics of the Baby Boom will place an unbearable burden on the Social Security system.
- 4.) Future generations will experience declining living standards because of the government debt and the burden created by Social Security.
- 5.) By 2030, Federal spending on entitlement programs for the elderly will consume all the revenue collected by the government.
- 6.) If Social Security were privatized, it would lead to a higher national saving rate and more growth.
- 7.) If people invest their money themselves, they will get a higher return than if they leave it with the government.
- 8.) The Consumer Price Index overstates the true rate of increase in the cost of living. Social Security recipients are, therefore, getting a huge bonanza each year, because their checks are adjusted in accordance with the CPI.
- 9.) Social Security gives tens of billions of dollars each year to senior citizens who don't need it. This money could be better used to support poor children.
- 10.) What is the general, overall, theme of this article? Explain.

## VIII CIVIL RIGHTS AND CIVIL LIBERTIES

- A. **OBJECTIVE:** Students will understand the political ramifications involved in Civil Rights and Civil Liberties. They will trace the fight for civil rights back to colonial times and be able to discuss the rights guaranteed by the individual state constitutions. They will be able to discuss the impact of civil liberties with regards to the ratification of the Constitution and the subsequent addition of the Bill of Rights. They will analyze relevant Supreme Court cases and discuss the impact each played on American society and the government, in particular the passage of the 14<sup>th</sup> Amendment and the subsequent incorporation of the various rights to the states by the Supreme Court. Finally, students will be able to discuss the Civil Rights fight of the fifties and sixties in this country, with attention paid to the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Students will be given scenarios and asked to determine what they would have ruled, and then whether or not the court ruled correctly in each case.

## **B. READINGS**

Lanahan Readings in the American Polity, third edition: "Gideon's Trumpet," pg 351-360, Anthony Lewis

Lanahan Readings in the American Polity, third edition: "Security v Civil Liberties," pg. 365-368, Richard Posner

Lanahan Readings in the American Polity, third edition: "Rights Talk," pg 423-427, Mary Ann Glendon

Point, Counter-Point; pg 34 – 49; In fighting a war on terrorism, is the United States acting within reasonable limits to maintain its civil liberties?

## **C. DAILY SUMMARY**

**Day 1-** assign readings, vocabulary, and chapters 5, and 6 (outline chapters); colonial rights, ratification, Bill of Rights; **Day 2-** Civil Rights Amendments, incorporation, court cases; **Day 3** – segregation, Jim Crow/Black codes; **Day 4-** civil rights through litigation, court cases; **Day 5** - collect and discuss the Lewis article; **Day 6-** Civil Rights in the 50's, Thurgood Marshall, Rosa Parks, Martin Luther King jr.; **Day 7-** Civil Rights in the 60's, Warren Court cases; **Day 8-** Civil Rights today; same sex unions, rights to privacy, abortion rights; **Day 9-** Effects of 9-11, anti affirmative action, rights to privacy, wiretapping, student's rights; **Day 10-** collect article reviews on Posner and Glendon, discuss articles, test/quiz review; **Day 11-** Assessment

## **D. Concepts**

- 1.) civil rights
- 3.) incorporation
- 5.) Civil Rights Amendments
- 7.) Gideon v Wainwright
- 9.) filibuster
- 11.) mandatory retirement
- 13.) surveillance
- 15.) vendetta
- 17.) Brown v Board of Education
- 19.) T.L.O. v New Jersey
- 21.) Lyndon Johnson
- 23.) Sweatt v Painter
- 25.) Freedom riders
- 27.) Black Codes
- 29.) Griswald v Connecticut
- 31.) Mapp v Ohio
- 33.) Regents of CA v Bakke
- 35.) Texas v Johnson
- 37.) Americans with Disabilities Act

- 2.) civil liberties
- 4.) Bill of Rights
- 6.) Miranda v Arizona
- 8.) Heart of Atlanta Motel v U.S.
- 10.) communist
- 12.) legacy
- 14.) segregation
- 16.) Plessy v Ferguson
- 18.) Barron v. Baltimore
- 20.) Tinker v Des Moines
- 22.) Thurgood Marshall
- 24.) Gaines v Canada
- 26.) Jim Crow
- 28.) habeas corpus
- 30.) Korematsu v US
- 32.) Roe v Wade
- 33.) Hazelwood v Kuhlmeier
- 36.) Gregg v Georgia
- 38.) ERA

39.) Grutter v Bollinger

40.) Gratz v Bollinger

## E. READINGS QUESTIONS

### GIDEON'S TRUMPET

Anthony Lewis

Summary, audience, style, bias; all in a couple of concise, grammatically correct paragraphs. Then answer the following questions on a separate sheet of paper.

- 1.) What is "in forma pauperis"? What special concern does the court show for those filing "in forma pauperis"?
- 2.) Why did Gideon petition for a writ of certiorari?
- 3.) Gideon claimed he was denied due process. Define "due process," explain where it is found in the Constitution, and tell why Gideon claimed that he was denied due process.
- 4.) What was the reasoning for denying counsel in the Betts vs. Brady case? What is the significance of the Betts case with regards to Gideon's case?
- 5.) When an attorney is appointed to represent an indigent client before the Supreme Court, what compensation does he receive?
- 6.) What is meant by "incorporate" with regards to the Amendments? What forced states to incorporate the first eight Amendments?
- 7.) What benefits are had because of the court's informal way of doing business (how cases are argued in front of the court)?
- 8.) What was the "narrow question" Abe Fortas wanted the Court to consider?
- 9.) What happened with Gideon after the Supreme Court ruled in his favor?
- 10.) Why was the defendant in the case changed from Cochran to Wainwright? (This isn't in the article. I'm expecting you to use some good logical reasoning here)

## SECURITY AND CIVIL RIGHTS

Richard Posner

"You can be 100% safe or you can be 100% free, but you cannot be both."

You must complete your summary of the article, along with the indication of the intended audience, the author's style, and the author's bias. Your summary must include a discussion of the above quote. Then, answer the following questions. Provide your answers on a separate sheet of paper.

- 1.) The author states that some people believe our rights are sacrosanct. How is this belief a "mistake about law"? How is this belief a "mistake about history"? Include, in your answer, an example of how people might believe our rights to be sacrosanct.
- 2.) What competing interests (according to the author) need to be weighed when determining the scope of our rights? With regards to those interests, what have judges used as a determining factor in determining which rights should prevail?
- 3.) What did the author say about "costs and benefits"?
- 4.) What is the "lesson of history," according to the author?
- 5.) What two things did Lincoln do that were probably unconstitutional? Why should we not be upset that he did these things? (author's words) Why should we be upset that Lincoln did these things? (your words, even if you agree that it was OK, I need you then to play the devil's advocate)
- 6.) Why is the phrase "fiat iustitia ruat caelum" "dangerous nonsense"?
- 7.) What redirection of police efforts needs to be done and why?

## RIGHTS TALK

Mary Ann Glendon

Provide a summary of the article. Provide information as to the intended audience, the author's style, and potential bias. Answer the following questions. Provide all work on a separate sheet of paper.

- 1.) What proof is there that Americans are becoming more and more apathetic towards government and politics?
- 2.) "This unique brand of rights talk often operates at cross-purposes with our venerable rights tradition." Briefly explain this quote from the article (Do not quote the author, I want your ideas on this, as you understand the article)
- 3.) What risks "trivializing" our Core Democratic Values?
- 4.) The author repeatedly refers to the collision of rights. List two of these collisions and explain how the issue of rights vs. responsibility fits with each (separately).
- 5.) The author states that we need to reclaim genuine political discourse. State one right that you believe has been blown out of proportion. Give one example of how proper political discourse might be able to properly define that right.



**AP Government**  
**End of the Semester Project**

This project is in lieu of the essay part of your 1<sup>st</sup> semester final exam.

This will be a paper comparing Congressmen and their relationship with certain SIG's

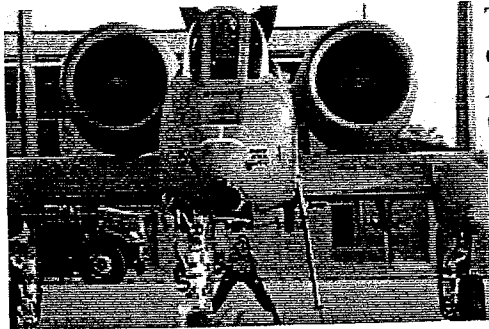
- You will choose three Congressmen/Congresswomen. Only one can be from Michigan.
- You will use the Voter Information Services web site:  
<http://www.vis.org>  
At this site, you will be able to access a report card on any Congressman you choose. You can also link to many SIG's.
- You will choose six SIG's for each Congressman. Three will have favorable reports on your chosen Congressman, and three will have negative reports on your Congressman.
  - List each of the SIG's, **with their web site**.
    - o You may only use each Special Interest Group one time
    - o Describe the purpose of each of the SIG's
    - o Describe how the SIG goes about supporting their cause
      - What type of activities, other than donating to Congressman, does the SIG advocate
    - o Describe why the SIG gave the Congressman the grade that they did.
      - Use the number given with each color bar to indicate what the SIG's grade for the Congressman is.
      - List at least one of the bills that shows why the grade was positive or negative
    - o Was there any correlation with the SIG grade and the Congressman's party affiliation?

This project will be worth half of your final exam grade, approximately 120 points. It must be typed, 12 point, in black ink, with appropriate margins (no more than one inch on any side). Presentation and neatness will be a factor of the final grade.

## Selfridge's A-10s saved from budget axe

By Chad Selweski, The Macomb Daily

Thursday, May 22, 2014



The House on Thursday overwhelmingly backed a \$601 billion defense bill that ignores cuts proposed by the Pentagon and spares the A-10 aircraft fleet, including those stationed at Selfridge Air National Guard Base in Harrison Township, from elimination during the 2015 fiscal year.

The campaign to save the A-10s benefited from a spending authorization bill that spares a wide array of planes, ships and military bases in an election-year nod to hometown interests.

Republicans and Democrats united behind the popular measure that authorizes spending on weapons and personnel for the fiscal year beginning Oct. 1. The vote was 325-98 for the legislation, which now must be reconciled with a work-in-progress version in the Democrat-controlled Senate.

The A-10s, which are a key contingent at National Guard bases across the nation, have key allies in the Senate who are part of a congressional effort to preserve the low-flying plane, so the House action should hold up.

"Our support for the A-10 is based on facts, the cost effective nature of these aircraft, and the strong support of our soldiers who depend on the close air support provided by the A-10," said Rep. Candice Miller, a Harrison Township Republican whose district includes Selfridge, Michigan's largest defense installation.

"I hear it time and time again from our troops who have served in combat in defense of freedom as well as those that operate A-10s out of Selfridge. They all agree that it is the most dependable aircraft. They use words like 'proven, effective and reliable' to describe it. They say it is the only weapons system that can do what it does, and what it does is protect them in combat."

The Pentagon had proposed retiring the Cold War-era U-2 spy plane, the decades-old A-10 "Warthog" close-air support aircraft, Navy cruisers and AWACS reconnaissance planes, as well as shuttering outdated bases.

Earlier this year, the Air Force hoped to retire all 326 A-10 Thunderbolts at a savings of about \$3.7 billion

The proposal would retire the base's 18 A-10 Thunderbolts in fiscal year 2017 and then mitigate the damage to Selfridge's viability by doubling the number of KC-135 mid-air refueling tankers to 16. The change would mean the loss of 275 Air National Guard positions and 85 full-time civilian and Air Force jobs. That put the future of the 107th Fighter Squadron -- a unit formed decades ago known as the "Red Devils" -- in jeopardy.

The House vote nixes that entire plan.

Miller and top elected officials across southeast Michigan, as well as Gov. Rick Snyder, have been fighting Pentagon attempts to kill the A-10 for two years.

They cite Army brass who say the A-10 is uniquely able to protect ground troops at low speeds with bombs and rotary machine guns and also perform its traditional role as a "tank buster."

But the Air Force has said other aircraft can provide similar ground support and also perform other missions. Top officers consider the 1970s-era A-10 a one-dimensional weapon that is obsolete.

The House version of the defense authorization bill saves the A-10s, but only for one more year.

Janine Davidson, a defense specialist at the highly regarded Council on Foreign Relations in Washington wrote this week that "the A-10 was designed in a very different era, when, as one Air Force pilot explained, 'the only way to deliver precise fires and effects was strafing with a gun.' Indeed, the A-10 is often thought of as a flying Gatling gun.

"Today's precision-guided systems allow F-15Es or B-1s to deliver an array of munitions in greater numbers and with accuracy 'unimaginable' when the A-10 was designed. Finally, the Air Force argues that future ground fights will see increasingly sophisticated anti-aircraft surface-to-air threats, making the A-10 increasingly vulnerable. Relying on this outdated jet in future fights places airmen and soldiers at greater risk."

At the Pentagon, spending on the military is being cut after more than a decade of fighting in Iraq and Afghanistan, with deficit-driven budgets taking their toll on Pentagon spending.

But the House forcefully rejected plans for eliminating weapons systems that mean thousands of jobs in congressional districts and for reducing military payroll and personnel costs.

Lawmakers cast aside a Defense Department plan to increase the troops' out-of-pocket costs for housing and health care and instead granted a 1.8 percent pay raise.

Even tea party Republicans joined in the parochial approach to the defense bill.

Rep. Kyrsten Sinema, D-Ariz., highlighted her vote for the bill and its importance to her home state, where more than 150,000 have defense or defense-related jobs. Her colleague, Rep. Ron Barber, D-Ariz., praised the A-10 Thunderbolt, which trains in Tucson. In committee, Rep. Jim Bridenstine, R-Okla., a former pilot and tea party favorite elected in 2012, spared three of seven AWACS aircraft based at Tinker Air Force Base in his home state.

It fell to the House Armed Services Committee's top Democrat, Rep. Adam Smith of Washington state, to complain that the House rejected the Pentagon's cost-saving proposals and came up with no alternatives.

"We ducked every difficult decision," Smith said.

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URL: <http://www.macombdaily.com/government-and-politics/20140522/selfridges-a-10s-saved-from-budget-axe>

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# SETI astronomers tell US Congress 'there's alien life out there'

Possibility of alien microbial life existing is 'close to 100%' say SETI scientists

James Vincent

Thursday, 22 May 2014

Astronomers in America have told the US congress that the search for extraterrestrial life is "plausible and warrants scientific inquiry".

Dan Werthimer and Seth Shostak of the SETI Research Center at the University of California, Berkeley presented evidence to the House Committee to secure further funding to find alien life in outer space.

"In the last fifty years, evidence has steadily mounted that the components and conditions we believe necessary for life are common and perhaps ubiquitous in our galaxy," said Werthimer in his written testimony.

"There may even be primitive extraterrestrial life in our own solar system, perhaps on a moon of Jupiter or Saturn. Europa, one of Jupiter's moons, is thought to have a liquid water ocean beneath its icy surface, perhaps a good environment for life as we know it."

The pair said that although "no evidence exists for the presence of life outside of the Earth", the sheer abundance of planets – "roughly one trillion in our Milky Way galaxy; three times more planets than stars" – suggests that the universe is "teeming with primitive life."

The SETI institute (short for "Search for Extraterrestrial Intelligence") does not actively look for primitive life, but instead uses radio and optical telescopes "to search for evidence of advanced civilizations and their technology on distant extrasolar planets".

Werthimer and Shostak pointed out that Earth itself has been beaming out radio and television signals into the cosmos for the last 85 years (nearby stars are already receiving episodes of The Simpsons) but that this time span is only an instant compared to the four billion year history of life on the planet.

"We are just now developing the tools and technologies that might detect distant civilizations," said the pair. "There could be radio or laser signals from extraterrestrial civilizations reaching our planet right now, but we would most likely not detect these signals with these early SETI projects."

Since its inception, SETI has organized a number of programs designed to sift through potential emissions from extraterrestrial sources, including the SETI@home program that uses downtime on ordinary peoples' computers to analyse incoming data from the likes of the Arecibo telescope – the largest radio telescope in the world.

However, Werthimer said that the US was in danger of being overtaken by other nations, with China currently developing a radio telescope 500 metres in diameter (larger the Arecibo) that, alongside the internationally-funded Square Kilometre Array, "may soon become the world's preeminent radio SETI observatories."

# Iranian actress Leila Hatami faces public flogging

Iranian court is asked to order the public flogging of award-winning actress Leila Hatami for greeting Cannes festival president with a kiss

Iranian court is asked to order the public flogging of award-winning actress Leila Hatami for greeting Cannes festival president with a kiss Photo: VALERY HACHE/AFP/Getty Images/Canal+



A red carpet peck on the cheek by Leila Hatami, the Iranian actress at the Cannes Film Festival has been reported to the country's courts by activists who are seeking a public flogging as punishment for violating Islamic laws. Hizbullah Students, a group of university students with links to Iran's Revolutionary Guard yesterday filed a complaint with Iran's judiciary for the prosecution of the film star who starred in the Oscar-winning, *A Separation*. Miss Hatami was condemned by Islamic Republic officials for kissing Gilles Jacob, the President of Cannes Festival, while attending the event as a member of the jury.

Mr Jacob tried to play down the incident, describing it as "a usual custom in the West" after it was condemned as an insult to Iranian womanhood.

"I kissed Mrs Hatami on the cheek," Mr Jacob said. "At that moment, for me she represented all Iranian cinema, then she became herself again."

## Related Articles

### Iranian actress in trouble over Cannes kiss 19 May 2014

According to the Guards-run Tasnim news website, the Hizbullah Students organisation called for Hatami to be flogged for "kissing a strange man". The maximum sentence the offence can incur is 50 lashes.

Iran's Islamic rules stipulate that a man and a woman who are unrelated cannot embrace in public. Moreover a woman should not have her hair on display. The actress had a scarf around her neck but had not covered the crown of her head.

"We, the undersigned, who are a group of student Muslim brothers and sisters, ask the cultural and media branch of the judiciary to prosecute Leyla Hatami for her sinful act of kissing a strange man in public, which according to article 638 of Islamic Criminal Justice carries a prison sentence," the petition read.

"Furthermore, the action of this film star has hurt the religious sentiments of the proud and martyrs breeding nation of Iran and as such we also demand the punishment of flogging for her as stipulated in the law."

Mr Jacob has insisted there are no grounds for such a backlash. "This controversy based on a normal Western custom is baseless," he said.

Iranian conservative media have claimed the greeting "was an affront to the chastity of women in Iran".

Hossein Nushabadi, Iran's deputy minister of culture, declared Hatami's appearance in Cannes "in violation of religious beliefs".

"Iranian woman is the symbol of chastity and innocence," he said.

The daughter of the late internationally acclaimed film director Ali Hatami, Leyla Hatami gained worldwide recognition for her role in Asghar Farhadi's *A Separation*, which won the 2012 Academy Award for best foreign language film.

Hatami is one of five women members on the Palme d'Or prize jury, which includes actress Carole Bouquet and directors Sofia Coppola and jury president Jane Campion.

While she is visiting the south of France for the annual Cannes festival in southern France, the actress lives in Iran.

# DETROIT MOTORISTS UNDER SIEGE IN 'CARJACK CITY'

AP 5/23/2014 5:33:46 AM

DETROIT (AP) — When they pull up to a gas station these days, Detroit drivers are looking beyond the price per gallon at a far more threatening concern: carjackers.

The armed auto thieves have become so common here that parts of the bankrupt metropolis are referred to as "Carjack City," and many motorists fear getting out of their vehicles even for a few moments to fill a tank.

So gas stations are taking steps to protect customers, and the city has formed a special police team to go after suspects. Convicted carjackers will even get their faces and prison sentences plastered onto billboards.

"You need to catch these people and make a good example of them," said Mousa Bazzi, who owns a Mobil station in a semi-desolate neighborhood bordering Detroit's east riverfront. He keeps his business well-lit and continually has two to four employees inside to ensure "there's always an extra hand or two" in case of trouble.

Authorities blame many of the carjackings, ironically, on improvements in vehicle security. Anti-theft equipment, GPS systems and advanced locks now prevent many vehicles from being driven without a key in the ignition.

That makes it difficult or impossible for thieves to steal parked cars, leading them to target vehicles that are occupied, said Jonathan Parnell, of Detroit's auto-theft squad.

Also contributing to the thefts is a strong demand for stolen wheels and tires, police said.

Bazzi's station displays pale-green decals depicting a lighthouse — a symbol that his business has joined the city's anti-carjacking effort. To be part of the program, stations must have security cameras, good lighting, be open 24 hours and have clerks willing to help motorists and provide a phone for emergency calls.

"There is a waiting list," Sgt. Michael Woody said. "We have so many gas stations that want to become a lighthouse. You get better protection with that big sticker in the window that tells criminals there is proper equipment that will help police investigate these crimes."

Detroit police reported 720 carjackings last year in the city of fewer than 700,000 people. That's down from nearly 850 in 2011 and 1,231 in 2008.

The decline may partly be due to Detroit's freefalling population, but the thefts still exceed the carjackings in some comparably sized U.S. cities.

Sharlonda Buckman, executive director of a Detroit nonprofit, was at a gas station on an October morning when she ran inside for aspirin. Back inside her SUV, she was just closing the door when she saw a carjacker shove his gun inside.

She screamed and jumped out of the vehicle. The carjacker jumped in and drove off. Three other customers gave chase in their vehicles. One caught up to the SUV and got shot in the leg by the carjacker, who was later arrested.

Now, Buckman said, she tries not to pump gas at all.

"If the night catches me, I won't pump gas in the city," she said. "Or I'll call somebody to meet me."

It's difficult to know how Detroit's carjackings rank nationally because many police agencies lump carjackings with all armed robberies in annual reports to the FBI.

Newark, New Jersey, with a population of 280,000, had 382 carjackings last year, giving it a per capita rate that is actually higher than Detroit's. Memphis, Tennessee, with a population of 655,000, had slightly more than 400 carjackings over three years from 2011 through 2013.

El Paso, a rapidly growing western Texas city of 670,000, reported only 15 carjackings last year and 18 in 2012.

Through May 19, Detroit has recorded 191 carjackings in 2014, including the Feb. 24 shooting death of CVS security guard Courtney Meeks, who rushed toward a car being taken by three men, and the Feb. 4 slaying of Donald Bradshaw, a 68-year-old man who was beaten to death with a tire iron after he was carjacked at an intersection.

Prosecutors, the FBI and Detroit police recently announced a campaign to spread the word about stiffer federal penalties for carjacking, which can include the death penalty if someone is killed. A similar campaign that includes billboards with photos of convicted carjackers started last summer in Newark.

Detroit police have also announced a partnership with General Motors' OnStar roadside assistance service to track down stolen vehicles and promote rewards tied to an anonymous tip line.

To avoid becoming a victim, security guard Greg Champion wears a handgun on his hip whenever he's pumping gas.

"I don't want to surprise you," Champion said. "I want you to know I'm armed, and I want you to know I can defend myself, and I want you to go somewhere else."

Christine Reed takes the opposite approach. The 27-year-old mother of two won't stop for gas in Detroit. She lives north of the city in Warren and works four days a week cleaning offices downtown.

If she's in a bad section of town, Reed said, she passes through red lights because it's tougher to carjack a moving target.

"It's not a safe place anymore," Reed said. "It's dangerous."

The state-appointed emergency manager tasked with restructuring Detroit's \$18 billion in debt has said crime needs to be reduced to make the city attractive to new residents and businesses.

That's going to take more and better resources, said Wayne County Prosecutor Kym Worthy, who complains that she has only a few assistants to try carjackings.

"When nobody has any resources ... all we can be is reactive," she said.

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## House votes to shut down NSA phone-snooping

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By Stephen Dinan - The Washington Times Updated: 8:55 p.m. on Thursday, May 22, 2014

The House voted Thursday to cancel the NSA's bulk-data phone records collection program, marking an overwhelming show of bipartisanship that would have been unthinkable just a few months ago and delivering a stern message to the nation's intelligence community that lawmakers want limits on what the spies are snooping.

Backers touted the bill as the first major restriction imposed on government surveillance since the late 1970s and said if it becomes law, the National Security Agency will no longer be able to collect and query most Americans' phone records.

"The NSA might still be watching us, but now we can watch them," said Rep. F. James Sensenbrenner Jr., Wisconsin Republican and the author of the original Patriot Act, which he said the government abused in order to start the mass snooping.

The 303-121 vote could have been more forceful had the administration not pushed for changes that watered down the bill over the past week, creating confusion about exactly what kind of snooping the NSA will be allowed to do.

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the NSA's phone-snooping program, that year ignited a reversal debate about the extent of government data collection.

Under the phone program, the NSA collected the numbers and durations of every phone call made inside the U.S. The content was not collected, but the agency stored the data for five years and, when it suspected a link to terrorism connected to a certain phone number, would query the data to see whom that number had called, whom those connected numbers had called and so forth — out to three "hops" away from the original number.

Intelligence agencies fiercely defended the programs as vital to national security and respectful of Americans' privacy. Officials said the data collection had been approved by a court and that select members of Congress had been told about it.

After the data collection was revealed, the backlash from the public, and from members of Congress not privy to the program's existence, was intense.

The vote Thursday was a first but major step toward officially ending the program. The Senate will have to approve the bill before it goes to President Obama for his signature.

The legislation also tries to prevent any request for bulk data. It changes the Patriot Act and seeks to make clear that the administration cannot use the Foreign Intelligence Surveillance Act or presidential executive orders to try to restart the programs.

Mr. Obama, who for most of his administration approved and oversaw the NSA's bulk collection, has changed his stance. In a statement issued Wednesday, the White House said Mr. Obama "strongly supports" the bill curbing presidential powers.

"The bill ensures our intelligence and law enforcement professionals have the authorities they need to protect the nation, while further ensuring that individuals' privacy is appropriately protected when these authorities are employed," the White House Office of Management and Budget said.

The White House did manage to dilute the bill to the point where a number of civil liberties groups withdrew their support.

As originally written, the bill would have installed an independent advocate on the secret court that approves surveillance programs. The rewritten bill excluded that provision.

The most controversial change was selection criteria the NSA can use for queries that are still allowed.

Rep. Zoe Lofgren, a California Democrat who supported an earlier version but voted against the bill Thursday, said she couldn't stomach those changes.

Given the intelligence community's history, she said, she was not prepared to trust it.

"Our job is not to trust, but to codify," she said.

She joined 69 other Democrats and 51 Republicans in opposing the bill. Many of them said they wished they had the chance to vote on the original version.

Some senators said they will try to push the original version through the upper chamber later this year.

"The NSA has shown it will seize upon any 'wiggle room' in the law, and there is plenty of wiggle room in the House-passed legislation," said Sen. Mark Udall, Colorado Democrat.



## Reoccurring issue back before Chesterfield officials

By Jeff Payne, The Macomb Daily

Friday, April 4, 2014



If you have lived in Chesterfield Township for more than a few years, you can chalk this up to "I've seen this movie before."

However, it doesn't make it any less compelling.

On Monday night, the township board will receive and discuss a less than rosy assessment regarding its police department. Washington, D.C.-based applied the term "crisis" to the department's operational outlook, citing a shortfall of cash to sustain a department that is in need of more officers and better support.

The board paid the International City/County Management Association \$56,000 to assess its operations, and the Washington, D.C.-based firm concluded, among other needs, the department should:

- \* Considering disbanding the township's dispatch center, which provides 911 in Chesterfield and neighboring New Baltimore, and joining on with Macomb County's Communications and Technology Center;

- \* Creating a leadership team, with a cross-section of the workforce, to make organization related decisions;
- \* Appointing a professional standards officer;
- \* Staffing the department with four patrol teams of one sergeant and four officers and two impact teams of two officers and one sergeant.

Doing more with less is not an option, the report concluded.

Of course, it will be up to residents and board members to analyze those conclusions. Is the report a fair assessment or a political tool to compel action? One would hope the former based upon the cost, which is roughly the annual cost, with benefits, of employing a dispatcher.

Supervisor Mike Lovelock has already stated he expects to recommend officials seek a millage later this year.

"If we don't have a millage in 2014, we won't have a police department in 2015," Lovelock said when details of the report were first released later this month.

Contracting with the sheriff, as Clinton Township and Sterling Heights have already done for 911 operations, could help alleviate the fiscal crunch and even free up cash for more officers.

If so, Macomb County Sheriff Anthony Wickersham said his department is up to the task.

"We have ways of providing assistance with low-hanging fruit, and this certainly would be one of those

ways,” he said.

Wickersham, whose department has long provided police service in Harrison and Macomb townships, took over policing in New Haven in January 2013. While that move resulted in what essentially was a demotion for a handful of officers who were hired to work at the county jail, it saved the fiscally strapped village of what at the time was projected to be roughly \$400,000 annually.

“We’ve been responsive to the community’s needs and are trying to do a good job,” said Wickersham of the arrangement.

With that in mind, it will be interesting to see if township leaders seek to establish a proposal for services from the sheriff. For decades, a majority of elected officials have steadfastly supported the concept of local police, while a few residents and officials have called for bringing in sheriff patrols.

If this ever did come to pass, the Sheriff’s Office would have cruisers regularly patrolling Gratiot Avenue as it would provide service from Mount Clemens to Lenox Township. While history would suggest this is unlikely in Chesterfield, it will certainly be put on the table.

Officials will discuss the matter at Monday’s township board meeting, which starts at 7 p.m. at the township hall, located on 47275 Sugarbush Road.

#### **No new taxes in Warren**

Mayor James Fouts recently called The Macomb Daily newsroom to express his disappointment with a pair of soundoff calls that made a false assertions. To clear the record, the city’s effort to patch the excessive number of potholes created by the most extreme winter most of us have ever seen in southeastern Michigan did not require a tax hike.

• Fouts’ staff, like their counterparts in other Macomb County communities, has made pothole patching a priority.

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