

Summer Course Work for...

AP U.S. Government & Politics (Semester I)

Comparative Government & Politics (Semester II)

1. **Have a restful and enjoyable summer:** You are more likely to do well in this course if you have recharged your batteries over the summer.
2. **Start the Summer Reading Coursework:**
 - o Read Chapters **1** and **21** of *Government in America* textbook by Edwards, Wattenburg, and Lineberry
 - o Note-taking is always recommended, but always **optional** in A.P. Government
 - o Read *The Federalist 10* (p.740-743) and *The Federalist 51* (p.743-744) documents in the appendix and answer the questions provided on the back of this handout.
 - o There will be **an open-note, multiple choice exam on the first day of the course** on the two chapters of reading and the *Federalist 10* and *51* documents. Additionally, doing the summer course work will better prepare you for the first unit exam.
3. **Follow the news:** Notice the title of the course? It involves **Government & Politics**. If you can relate the theoretical concepts of the course to actual events, you are much more likely to understand and retain the material...and the class will be much more interesting. You will also do much better on the Free Response section of the exams (and the APs) if you can cite current examples. There are many ways of keeping up with current events:
 - Check the following news websites frequently and add them to your "Favorites" (i.e., www.cnn.com/politics, news.bbc.co.uk, today.reuters.com, www.foxnews.com/politics, www.nytimes.com, etc...). It is recommended that you subscribe to some of the sites' free services for automatic e-mail updates and/or *rss* feeds.
 - For some laughs and entertainment, check out "The Daily Show" and "The Colbert Report" on Comedy Central—great way to use "fake" news to keep up with current events
 - Read the *Sacramento Bee* and look for key stories on the front page that relate to national and international news. Check out the editorials, letters to the editor, and "op-ed" pieces.
 - Watch network (not local) news broadcasts that concentrate on national news. (i.e., *NewsHour with Jim Lehrer* on PBS at 6 PM)
 - Watch news-oriented shows such as "The O'Reilly Factor" on FOXNEWS
 - Read the weekly magazines (i.e., *Time*, *Newsweek*, *The Economist*, *U.S. News and World Report*, etc.)
 - Listen to National Public Radio (NPR) on 88.9 and/or 90.9 FM

Your first task is to check out the textbook from the library on the final exam dates. If you failed to do so, you look for the Federalist Papers online and/or borrow a textbook from a friend. I cannot help you in checking out textbooks

I look forward to having each one of you in my class this coming year. Please e-mail me through schoolloop or @egusd.net if you have any concerns or questions about this course. I will check my e-mail occasionally during the break. Have a great summer and I'm excited to have each and every one of my in my class next year!

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Franklin High School – Social Science
A.P. U.S. and Comparative Government
A.P. World History 10

Summer Work: Federalist #10 and #51

Instructions: Read both texts (found in the appendix of the *American Government* text) and answer the following questions in COMPLETE sentences. These are difficult texts to read and understand—so have patience, try your best, and do what you can! We will review these documents in the first week of class.

Federalist #10

1. From your own experience, why do people segregate themselves into different groups? Is this harmful for society as a whole when people form these “factions”?
2. Considering the date when this article was written, why is Madison calling for “a well constructed Union”?
3. Madison claims that in democracies, the “public good is disregarded.” How?
4. What is Madison’s definition of a faction?
5. What are Madison’s two remedies for “factions?” Why is the first one not plausible?
6. What is the problem with having factions?
7. What does Madison claim to be the most common source of factions?
8. How can a faction abuse the power of creating “important acts of legislation”?
9. What is the difference between a “pure democracy” and a “republic”?
10. In a republic, how many representatives should there be?
11. How does a republic, in Madison’s eyes, help to control factions?
12. From what you have just read, what is Madison’s view of mankind?

Federalist #51

1. What is essential to the “preservation of liberty?” How should this “be so constituted?”
2. Explain the following: “A dependence on the people is, no doubt, the primary control of the government; but experience has taught mankind the necessity of auxiliary precautions.”
3. In a republican government, which branch is the strongest? Identify ways of “remedying this inconveniency.”
4. List two ways in which the federal system of the U.S. “places that system in a very interesting point of view,” i.e., protects against tyranny.
5. What does this document explain about the following concepts:
 - (a) Separation of Powers
 - (b) Checks and Balances
 - (c) Federalism