

Unit #3: Interest Groups & Public Policy

AP US Government & Politics

Mr. Coia

Name: _____ Date: _____ Period: _____

Mon 11/28

- Interest Groups introduction
- Political Cartoons work
- Clip: [Jack Abramoff: The Lobbyist's Playbook](#) (15 min)
- Clip: [Thank You for Smoking trailer](#)
- Read: "What Should I Have Learned?" (AG 16.593-594)

HW: AG, 16.566-578; index cards; Christmas Song satire work

Wed 11/30

- Reading Quiz 16.566-578
- **Notebook Check**
- Political Cartoon analysis
- Read [Oyez article](#) on *Citizens United* case
- Watch *Citizen Koch* clip
- Watch: [Obama's 2010 SOTU](#) on Citizens United ruling
- Watch: [Clinton on Citizens United](#)

AG, 16.579-594; index cards; Christmas Song satire work

Fri 12/2

- Reading Quiz 16.579-594
- Watch *Citizen Koch* on interest groups. Conservative/liberal bias? How?
- OR--Watch [Annenberg Learner video](#) → "Interest Groups: Organizing to Influence" (30 mins) and complete small group discussion
- Christmas Song Satire practice

HW: AG, 17.596-605; Christmas Song satire; index cards

Tues 12/6

- **Index cards must be completed.**
- Reading Quiz 17.596-605
- Clip: [Story of Stuff, Citizens United](#)
- IC Research Topic: Interest groups project

HW: AG, 17.605-614; Christmas Song satire work; finish Interest group project

Thurs 12/8

- **Interest Groups Project due**
- Reading Quiz 17.605-614
- Sharing interest groups findings
- Clip: [Story of Stuff, Citizens United Critique](#)
- Bring all cards → Monster Pack activity

HW: AG, 17.615-634; Christmas Song satire

Mon 12/12

- **Print copy of Christmas Song Satire due**
- Discussion/Lecture: Interest Groups and Public Policy
- Watch [Keith Olbermann's response](#) to Citizens United ruling
- Assign pro-con side of Socratic Seminar
- Practice for performances

HW: AG 17.615-634 (our longest section!); prepare written work for Socratic Seminar; Christmas Song satire work; *watch/read at least three sources from recommended resources*

Wed 12/14

- **Socratic Seminar:** You must have extensive, comments prepared
- Essential Question: "Does the Citizens United ruling threaten democracy?" (If you have an excused absence, you must write a 600-700-word essay answering this question. You must have a minimum of two clear quotations from the sources in MLA format. Due Wed, 12/14)

HW: Study for unit test

Fri 12/16

- Christmas Song Satire performances
- (If you have an excused absence, you must complete this before Christmas vacation via a well-produced video. Check to ensure its functionality BEFORE dropping it off. Due 12/17)

| |
|---|
| No homework over the break. Enjoy the time off, but stay up-to-date with the political news |
|---|

Unit Objectives:

Interest groups, including political action committees (PACs)

1. The range of interests represented
2. The activities of interest groups
3. The effects of interest groups on the political process
4. The unique characteristics and roles of PACs in the political process

Notebook and Supply Check

You'll need the following for our notebook check **Wed 11/30**. Remember, this is the first, and we'll add to this throughout the year to provide you with an orderly notebook. Therefore, you need ALL the pieces to receive credit. No partial credit offered on this.

You need ***three*** tabs with the following:

GOV Handouts:

- *Unit Guide 3*
- Unit guide 2
- Conservative/Liberal Chart
- Understanding the Amendments (unit guide 1, p.13-14)
- Federalist Papers #10, 51 (unit 1, p. 7-11)
- Key Terms: Constitutional Underpinnings (unit 1, p. 3-4)
- Key Terms: Constitutional Clauses (unit 1, p. 5-6)
- *Key Terms: Political Beliefs/Political Behaviors* (unit 2, p. 3-4)
- AP GOV Syllabus
- Class Rules sheet, initialed

GOV Classwork:

Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper in your binder, and your pens, pencils, highlighter, etc.

GOV Outlines:

Unit 1: Constitutional Underpinnings outlines (this includes all of your EIGHT outlines put in order with a cover page stapled to the top). This will help you review for semester tests and the AP exam in May.

Unit 2: Political Beliefs/Political Behaviors (this includes all of your NINE outlines put in order with a cover page stapled to the top). This will help you review for semester tests and the AP exam in May.

Interest Groups & Public Policy

1. **Bipartisanship:** support from both parties for policy, e.g., a bipartisan foreign policy.
2. **Budget deficit:** results when federal expenditures exceed federal revenues for a one year period.
3. **Deficit spending:** the federal government's practice of spending more money than it takes in as revenues.
4. **Deregulation:** elimination of federal regulations on private companies.
5. **Entitlements:** federal benefit payments to which recipients have a legal right, e.g., Social Security. Also known as **uncontrollables**.
6. **Fiscal policy:** taxing and spending policies.
7. **Means testing:** requiring that those who receive federal benefits show a need for them.
8. **Monetary policy:** Federal Reserve Board's regulation of the supply of money in circulation.
9. **National debt:** total debt owed by the federal government due to past borrowing. Also known as the **public debt**.
10. **Subsidy:** federal financial aid to individuals, e.g., welfare, food stamps, agricultural subsidies.
11. **Hard Money** – campaign contributions regulated and limited by the federal government that are given directly to a candidate
12. **Soft Money** – unlimited and unregulated campaign contributions to federal candidates and the national parties. Supposedly for generic “party building” activities (ex: get-out-the-vote drives, bumper stickers, yard signs, and “issue ads”)
13. **Political Action Committee (PAC)** – officially registered fund-raising organization that represents interest groups in the political process.
14. **527 Groups** – Tax-exempt organizations created to raise money for political activities such as voter mobilization efforts and issue ads
15. **501c Groups** – Nonprofit, tax-exempt interest groups that can engage in varying levels of political activity
16. **Super PACs** - PACs may raise and spend unlimited sums of money in order to advocate for or against political candidates.
17. **Tillman Act (1907)** – the first legislation in the United States prohibiting monetary contribution to national political campaigns by corporations.
18. **Federal Election Campaign Act (1971, 1974)** – increased disclosure of contributions for federal campaigns and 1974 amendments placed legal limits on the campaign contributions.
19. **Bipartisan Campaign Reform Act** (a.k.a. McCain-Feingold Act) – banned national parties and officeholders from raising and spending “soft money,” and prohibited corporations and unions from funding “electioneering communications” within 30 days before a primary or 60 days before a general election.

- 20. **Buckley v. Valeo (1976)** – candidates spending money to finance their own campaigns is a form of constitutionally protected free speech through the 1st Amendment
- 21. **McConnell v. Federal Election Commission (2003)** - upheld most of BCRA ruling that restrictions on free speech justified by government’s interest to prevent corruption in campaigns
- 22. **Citizens United v. Federal Election Commission (2010)** – ruled spending is protected speech under the 1st Amendment and the government cannot prohibit spending by corporations and labor unions to support or denounce individual candidates in elections

TYPES OF PUBLIC POLICIES

| <u>TYPE</u> | <u>DEFINITION</u> | <u>EXAMPLE</u> |
|-----------------------|---|---------------------------------|
| Congressional statute | Law passed by Congress | Americans with Disabilities Act |
| Presidential action | Decision by President | Sending troops to Haiti |
| Court decision | Opinion by Supreme Court or other court | Brown v. Board |
| Regulation | Agency adoption of rule or regulation | FDA approval of a new drug |

Annenberg Learner- Interest Groups: Organizing to Influence

http://www.learner.org/courses/democracyinamerica/dia_14/dia_14_video.html

Pre-Viewing Activity and Discussion (30 minutes)

Before viewing the video, discuss the following questions:

- What kinds of activities do interest groups use to influence policy-making?
- The general impression of interest groups is that they are the domain of big business and organized labor. Is this true?
- Think about your own interests. Are they represented by any organized group? What are they?

Watch the Video (30 minutes) and Discuss

The video includes three segments:

1. The Battle Over Crusader

Most long-lasting interest groups focus on advancing the economic interests of their members. Because their members have a strong economic incentive to band together, they are likely to be well-funded professional organizations that can employ lobbyists and mount sophisticated public relations campaigns. The battle over the Crusader weapons system presents an example of how one economic interest used its resources to influence the policy process. In the end it was decided that Crusader would remain "canceled," but United Defense would still retain a \$475-million contract to continue the development of Crusader's cannon. That contract would employ workers in several congressional districts, which was a major concern of Congress members. The Army gained progress toward a new weapons system, while the consultants, lobbyists, and public relations specialists who worked on behalf of United Defense got nice commissions for their work.

Discussion Questions

- Why did members of Congress come to the defense of United Defense?
- What kinds of tactics did United Defense use to fend off efforts to kill the Crusader?
- In the end, was United Defense successful?
- What is the iron triangle?

2. Organizing From the Heart: The Battle Over Reauthorization of the 1996 Welfare Reform Law

Citizen action groups advocate on a wide range of social and environmental issues, and use many of the same tactics as economic groups to reach decision makers. But often they must rely more on mobilizing their membership to act in an organized and concerted way. The battle over reauthorization of the Welfare Reform Act illustrates the mobilization efforts of one citizen action group.

Discussion Questions

- Who does the National Campaign for Jobs and Income Support represent?
- What motivated Ladon James to become involved in the campaign?
- Since this is a citizen action without large cash reserves, what tactics did the group utilize to influence policy-makers?

3. David and Goliath Go at It Again: The South Pasadena Freeway Fight

Sometimes the most effective groups are local grassroots organizations dedicated to a single cause. Lacking financial resources and permanent organizations, these groups rely on committed citizens to write letters, make phone calls, and sometimes to demonstrate, all in pursuit of their cause. The fight over a freeway plan in the Los Angeles suburb of South Pasadena is a good example of a grassroots organization in action.

Discussion Questions

- How is the grassroots organization in this story different from a citizen action group?
- What kinds of tactics did the Anti-Meridan group use to fight the freeway?
- What do you think has motivated these people to keep up the fight over a couple of generations?

Socratic Seminar Introduction

AP Government & Politics

Mr. Coia

Article: Various resources on Citizens United case

Essential Question: "Does the Citizens United case threaten democracy?"

Socratic Seminars -- Grading Rubric

A major goal of this class is to develop the student's skill to analyze a text, and then demonstrate that analysis through speaking and writing. Socratic seminars seek to give the student the opportunity to demonstrate a level of understanding of a text and the ability to apply those ideas through the spoken word.

Rules

1. Students read a text provided by the teacher.
2. The group sits in two circles.
3. No put-downs or arguments.
4. All members must participate to be evaluated.
5. There is no single right or wrong answer to the essential question.

Procedures

1. No raising hands. Speak when appropriate.
2. This is a student-led discussion. The teacher is not a participant in the discussion, but an active observer.
3. The teacher will evaluate the students based on the grading rubric included in this information.
4. Refer to the text / source material whenever possible.

Uses text- Use text during the Socratic Seminar. Refer to it for evidence. Evidence and examples are essential to your grade and are a habit of mind you should have.

Number of Comments- How often did you speak? Did you interrupt people? Don't talk to the teacher, talk to the class. You will lose points if you are talking while others are trying to score points.

Asks or responds to questions- Do you listen to what others are saying? Did you ask a question to the group or did you respond to a question posed to the group?

Answers Essential Question- Refer directly to the EQ. Be very clear that you are answering the EQ.

Socratic Seminar Grading Criteria

Total _____/20 discussion _____/5 evaluation notes

Name of Speaker (who is the student you are grading?): _____

Name of Evaluator (that’s you!): _____

Essential Question: “Does the Citizens United case threaten democracy?”

A. Number of comments

| | | | | | |
|---------------|-----------|------------|------------|------------|------------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Doesn’t speak | 1 comment | 2 comments | 3 comments | 4 comments | 5 comments |

B. Quality of comments *(earning a 0 -2 on above rubric limits this category to a 0-3)*

| | | | | | |
|---------------|------------------------|---|----------------|---|-------------------------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Doesn’t speak | repeats other comments | | original ideas | | original, deep comments |

C. Addresses essential question and stays to the text

| | | | | | |
|-------|---------------|---|-------|---|----------------------------------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Never | once or twice | | Often | | Insightful and thought-provoking |

D. Discussion Etiquette *(listens to others, allows others to speak, avoids dominating and cutting others off)*

| | | | | | |
|-----------------------|----------------|--|---|---|--------------------------------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Not engaged/slouching | Listening only | Appears only mildly interested in discussion | | | actively engaged and good part |

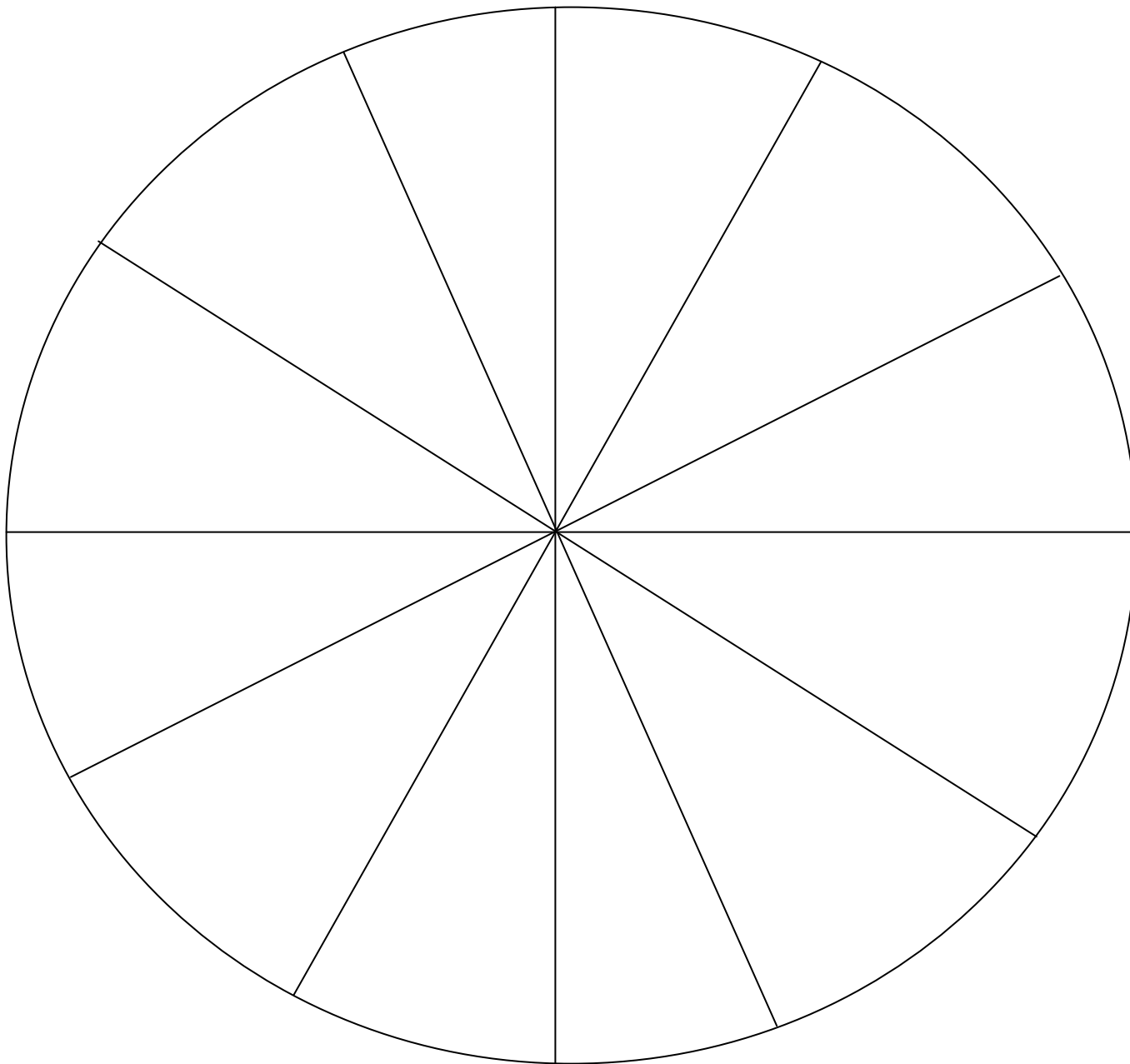
What were the speaker’s strongest points? Weakest?

How would you describe and explain what you saw from the Speaker’s performance in this activity? What impressed you? What needed more work?

Socratic Seminar Circle

Evaluator's Name: _____

*Put student names on the **outside** of each wedge to represent the circle. Tick off each time a person speaks, and jot down important comments. While you will take notes on all students, your focus will be on your partner.*



Additional Notes:

Christmas Song Satire

Assignment

Students will write a politically-satirical version of a well-known holiday song. This song will be performed in front of the entire class, and count as a **Unit Test/Project grade** for 30 points.

Requirements

- The song must include at least three (3) verses (not including the chorus).
- You must try to incorporate material from the course and material from current political affairs (Here is where current events come in handy!)
- Props, signs, costumes, masks, instruments are welcome (within reason).
- Feel free to be funny. However, use good taste and stay within the requirements. Profanity and vulgarity are NOT allowed and will result in a zero. If you are unsure about the appropriateness of your performance, see me FIRST.
- You can work in a group of one, two, or three. However, all students need to be in the performance.

A copy of the final version of the song (typed) is due two class periods BEFORE the presentation.

DUE:

Mon 12/12: Print version due

Fri 12/16: Presentations

Scoring:

| | |
|---|------------------|
| Creative Writing that shows understanding of course content | _____ / 10 |
| Performance is interesting and engaging | _____ / 10 |
| Work shows that effort and time went into the project | _____ / 5 |
| Students went above listed assignment and is especially powerful/interesting/creative | up to +10 |

Name: _____ Date: _____ Per: _____

AP Government & Politics--Interest Groups Project

You will research two interest groups to report to other students. You are welcome to choose ones that you are passionate or ignorant about, ones you herald or condemn. Choose one conservative and one liberal.

Choose one interest group from two of the following categories: Business, Labor, Environmental, Public Interest, and Think Tank.

Business Groups

- Business Roundtable
- National Association of Manufacturers
- National Federation of Independent Business
- U.S. Chamber of Commerce

Environmental Groups

- National Audubon Society
- National Wildlife Federation
- Nature Conservancy
- Sierra Club

Labor/ Professional Groups

- AFL_CIO
- American Association for Justice
- American Federation of State, County, and Municipal Workers
- American Federation of Teachers
- American Institute of Certified Public Accountants
- American Medical Association
- National Association of Realtors
- National Education Association
- Teamsters Union

Public Interest Groups

- American Civil Liberties Union
- Brady Campaign to Prevent Gun Violence
- Center for Public Integrity
- Common Cause
- Electronic Frontier Foundation
- League of Women Voters
- National Abortion Rights Action League- NARAL Pro-Choice America
- National Rifle Association
- National Right to Life
- U.S. Public Interest Research Group- US PIRG

Think Tanks- Centrist

- Center for Responsive Politics
- Center on Budget and Policy Priorities
- Council on Foreign Relations
- RAND Corporation
- The Pacific Institute

Think Tanks- Conservative/Libertarian

- American Enterprise Institute
- Cato Institute
- Pacific Research Institute
- Progress and Freedom Foundation
- The Heritage Foundation
- The Hoover Institution

Think Tanks- Liberal/ Progressive

- Center for American Progress
- Economic Policy Institute
- Progressive Policy Institute
- The Brookings Institute
- The Century Foundation
- The Urban Institute



Name: _____ Date: _____

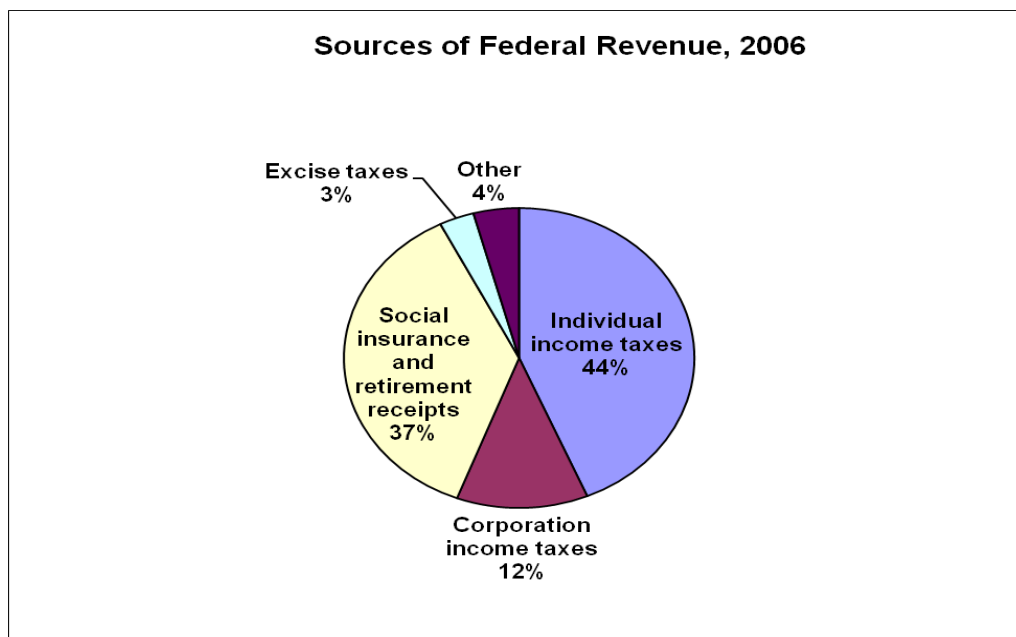
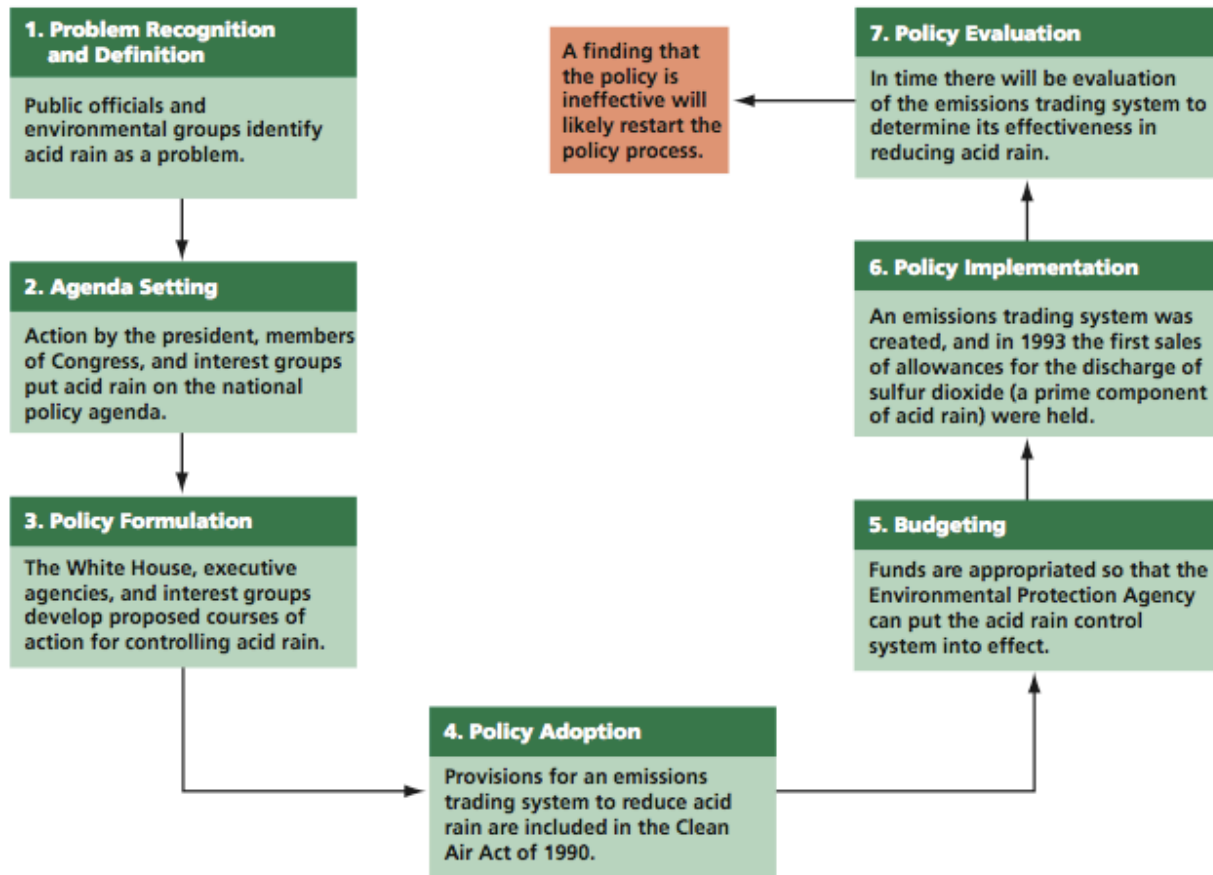
Per: _____

Complete a grid for each of your two groups.

| Name of Interest Group: | | |
|--|---|---|
| Mailing address | Website address | Phone number to contact |
| Summarize the group's purpose | In what ways does the group try to influence the policy process? (Money, Grassroots and/or Litigation) | How is the group funded? |
| What is the major piece of legislation that concerns the group? | How closely aligned is the group aligned with one particular party/ideology? | What were the contributions to and from this group in recent years? |
| Names/politicians associated with this group | Give one or two important contributions (judicial, legislative, etc.) from this group. | |
| Spend time on OpenSecrets.org reading through your interest group's financial records. What important information did you learn? | | |



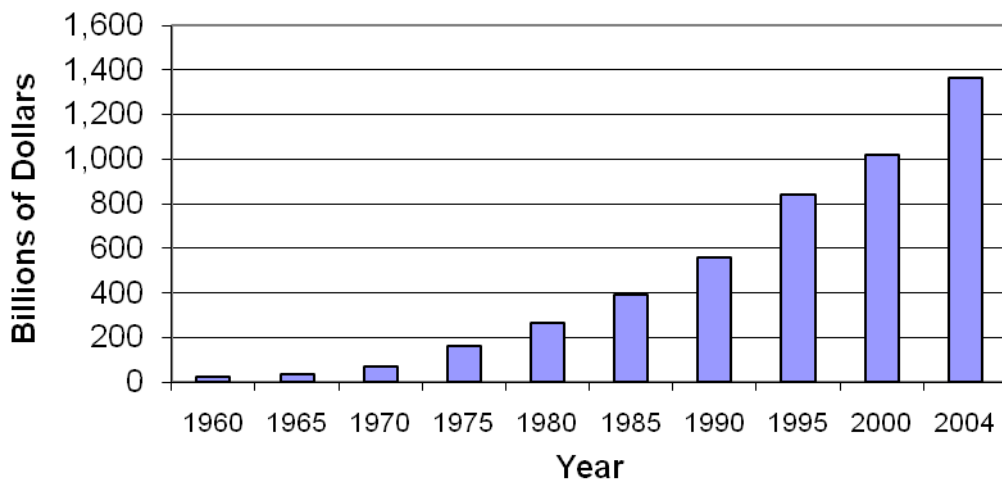
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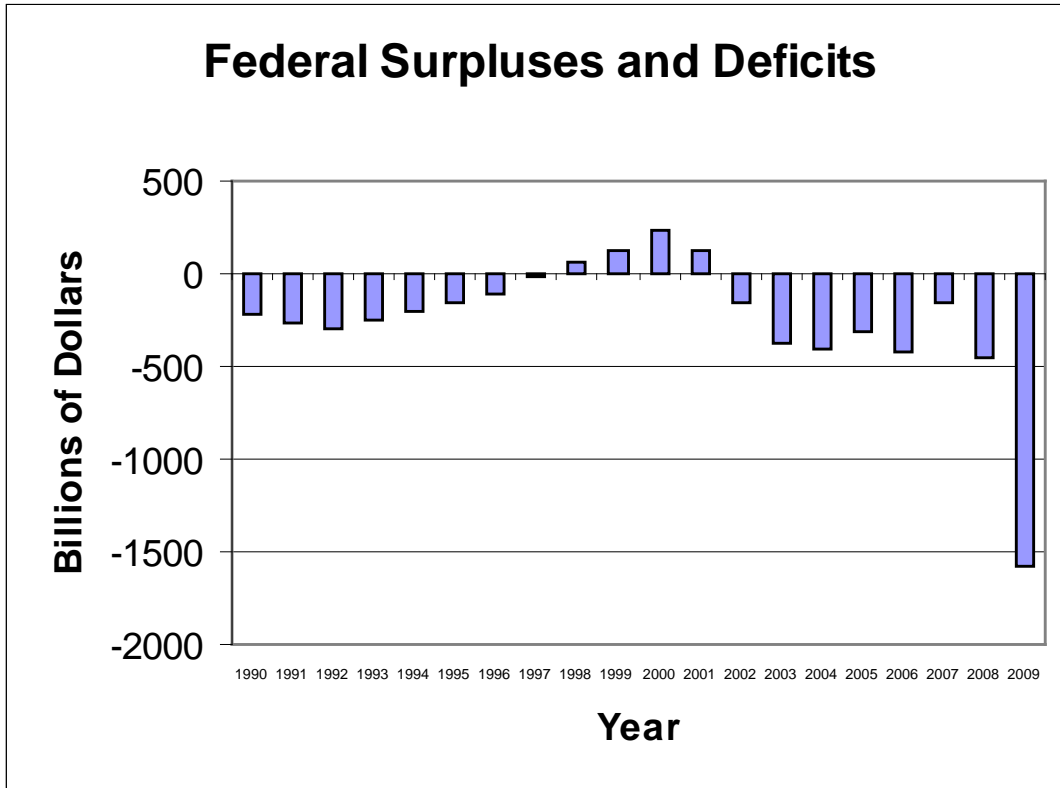


Defense Spending: 1960-2005



Federal Benefit Payments to Individuals





Recommended Sources for Citizens United case :

- *Citizens United v. F.E.C.* Majority Opinion Summary - http://www.oyez.org/cases/2000-2009/2008/2008_08_205
- *Citizens United v. F.E.C.* Majority Opinion Text (Justice Kennedy) - <http://www.law.cornell.edu/supct/html/08-205.ZS.html>
- *Citizens United v. F.E.C.* Dissenting Opinion (Justice Stevens) - <http://www.patriotsforchange.net/about-us/citizens-united---stevens-dissent-summary>
- “Debating *Citizens United*: Remember the First Amendment?” - <http://www.thenation.com/article/157720/debating-citizens-united#axzz2YAPi2Dhu>
- “Debating *Citizens United*: Corporations Aren’t People” - <http://www.thenation.com/article/157720/debating-citizens-united?page=0,1#axzz2YAPi2Dhu>
- “A Year Later, *Citizens United* Reshapes Politics” - <http://www.npr.org/2011/01/21/133083209/a-year-later-citizens-united-reshapes-politics>
- Bill of Rights and First Amendment - http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html
- “The Federalist No. 10” (James Madison) - <http://www.constitution.org/fed/federa10.htm>
- Video clip: “Justice Scalia on *Citizens United*” - <http://www.youtube.com/watch?v=UgQGJjQq4uk>
- Video clip: “Keith Olbermann Comments on *Citizens United*” - http://www.youtube.com/watch?v=M5Qvrs8Z_N8&list=PLC30A49C12826E4EC
- Video clip: “*Citizens United v. FEC* – what it means for democracy” - <http://www.youtube.com/watch?v=1nz6LVYD4As>

Political Cartoon #1



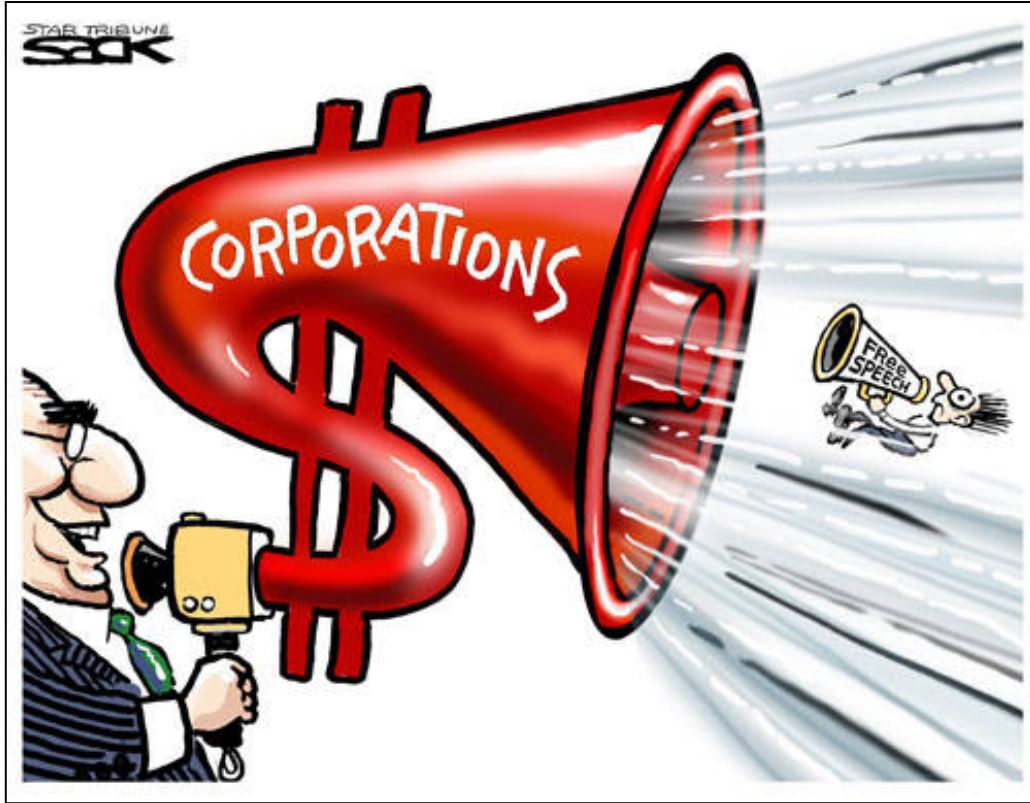
Title: The Supreme Court’s “First Amendment Decision

Artist: Adam Zyglis, *The Buffalo News*

Date: 10/28/10

Source: <http://theragblog.blogspot.com/2010/10/david-p-hamilton-citizens-united-and.html>

1. Describe what’s going on in the political cartoon (Who? What? When? Where?).
2. Identify any symbols (ex: an elephant to represent the Republican Party) portrayed in the cartoon and analyze what they represent.
3. What is the artist’s message in the cartoon? What do you think?
4. Explain what this cartoon tells us about special interest money in political campaigns after the Citizens United decision.



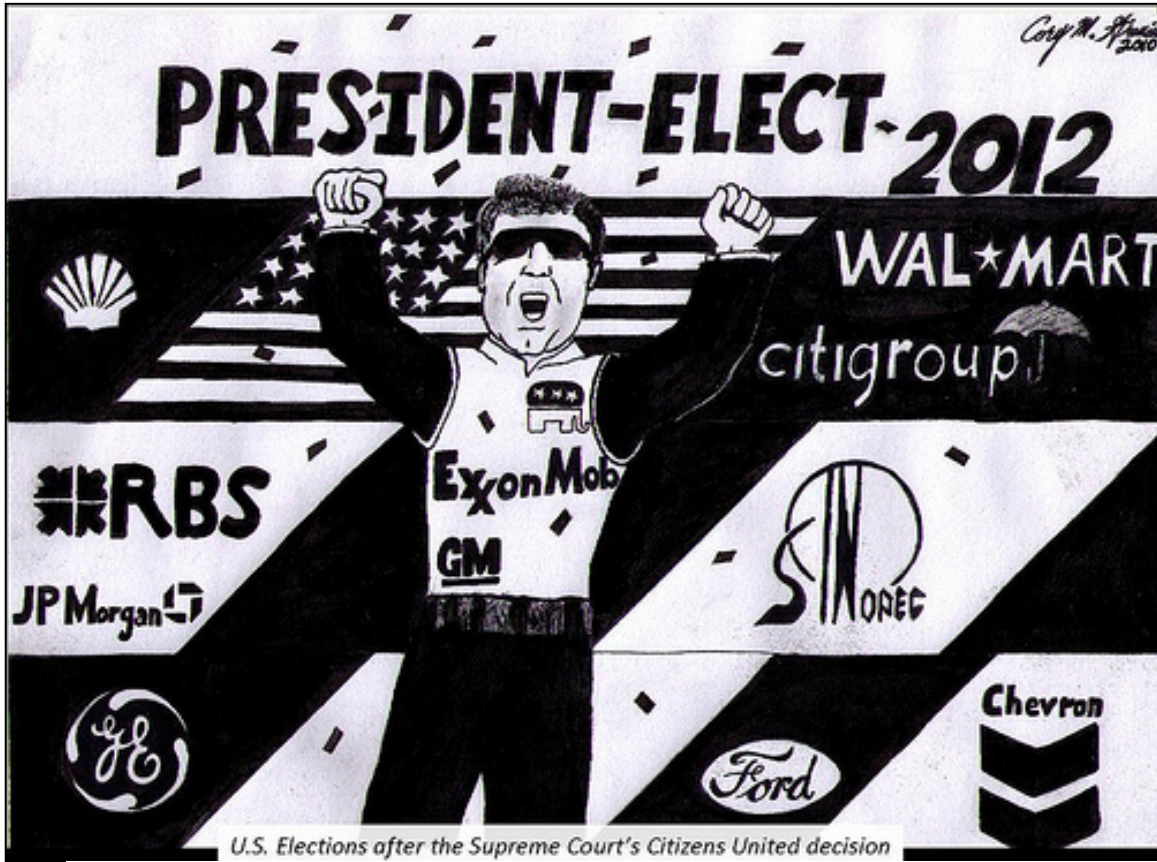
Title: Corporations and Free Speech

Artist: Steve Sack, Minneapolis Star-Tribune

Date: 1/17/12

Source: <http://jobsanger.blogspot.com/2012/01/can-brown-warren-keep-special-interest.html>

- a. Describe what's going on in the political cartoon (Who? What? When? Where?).
- b. Identify any symbols (ex: an elephant to represent the Republican Party) portrayed in the cartoon and analyze what they represent.
- c. What is the artist's message in the cartoon? What do you think?
- d. Explain what this cartoon tells us about special interest money in political campaigns after the Citizens United decision.



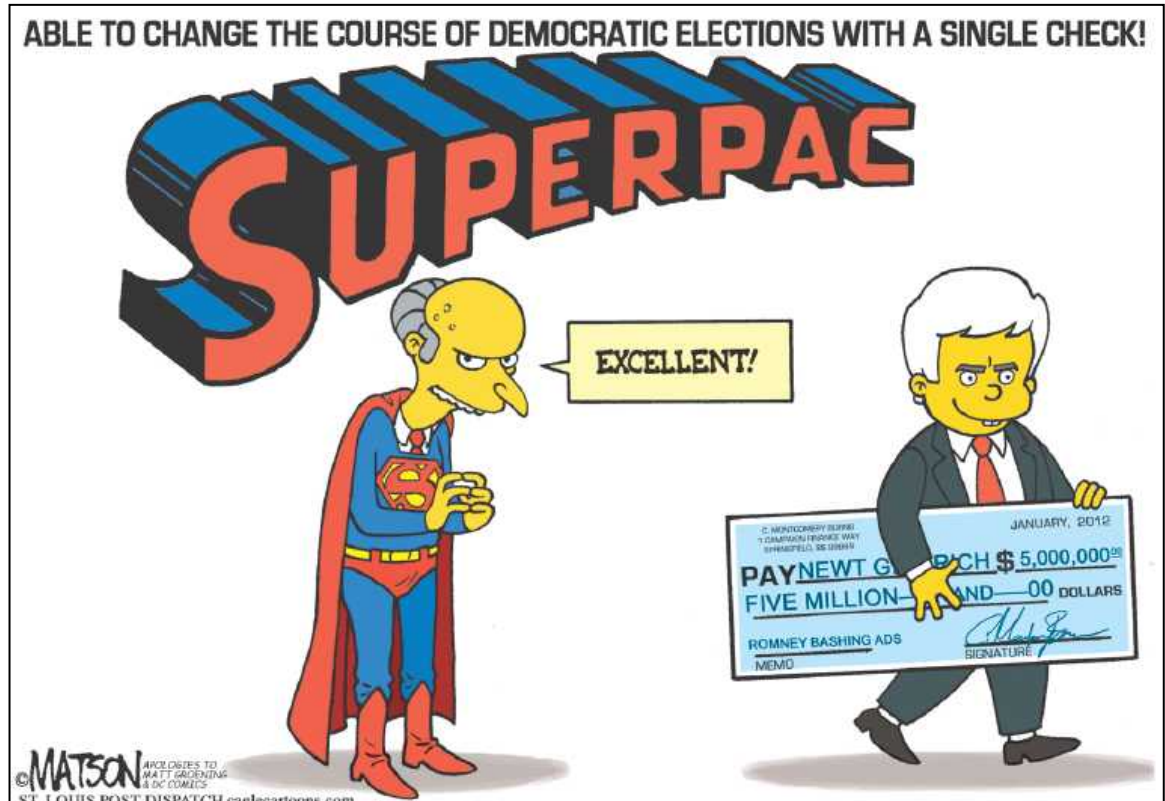
Title: U.S. Elections after the Supreme Court's *Citizens United* decision

Artist: Sean Siperstein

Date: 11/4/11

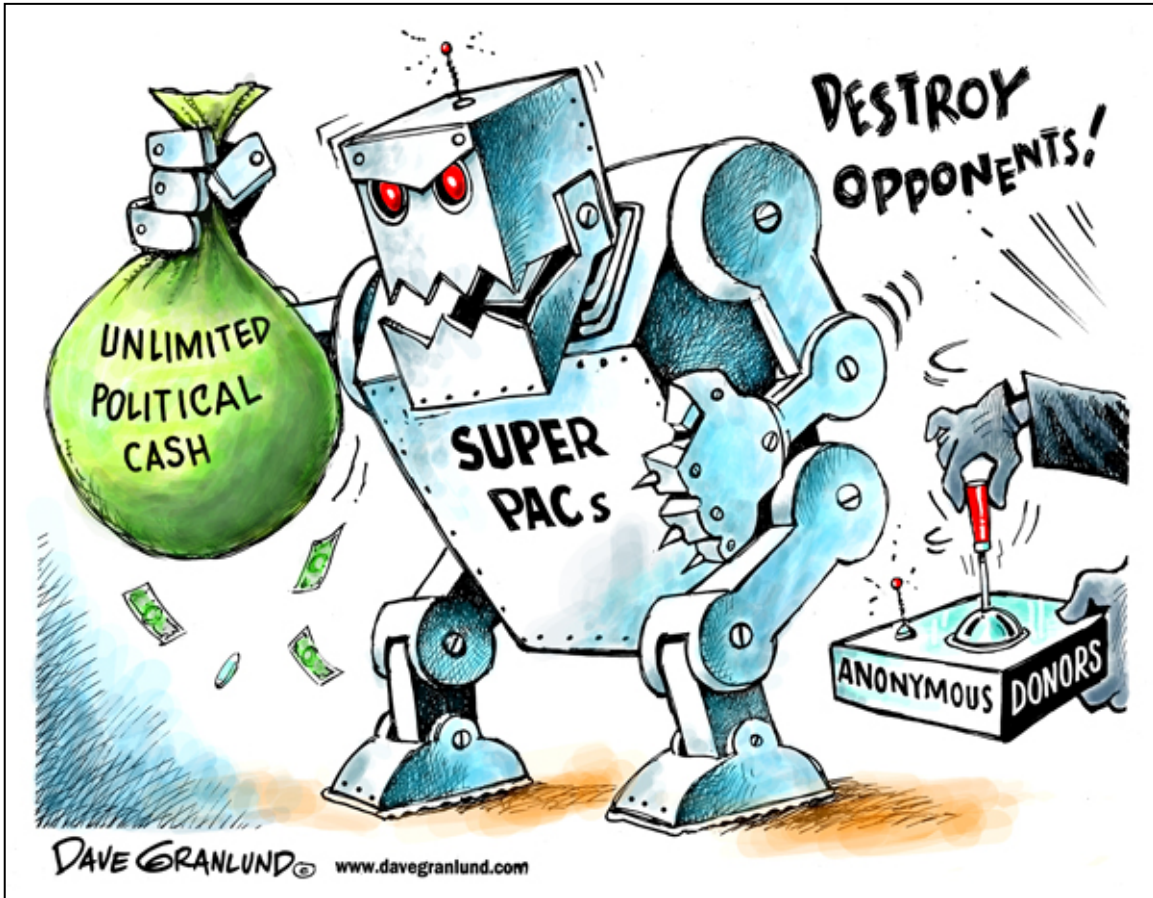
Source: <http://www.citizenvox.org/2011/11/04/the-limits-of-free-speech-citizens-united-vs->

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3. What is the artist's message in the cartoon? What do you think?
4. Explain what this cartoon tells us about special interest money in political campaigns after the *Citizens United* decision.



Title: Able to Change the Course of Democratic Elections with a Single Check
Artist: RJ Matson, *St. Louis Post-Dispatch* **Date:** 1/18/12
Source: <http://thecomixnews.com/edtoons/2012/0118/pacs/01.php>

1. Describe what’s going on in the political cartoon (Who? What? When? Where?).
2. Identify any symbols (ex: an elephant to represent the Republican Party) portrayed in the cartoon and analyze what they represent.
3. What is the artist’s message in the cartoon? What do you think?
4. Explain what this cartoon tells us about special interest money in political campaigns after the Citizens United decision.



Title: Super PACs the New Political Machine

Artist: Dave Granlund

Date: 9/12/12

Source: <http://unitedrepublic.org/august-goes-obama-autumn-goes-pacs/>

1. Describe what's going on in the political cartoon (Who? What? When? Where?).
2. Identify any symbols (ex: an elephant to represent the Republican Party) portrayed in the cartoon and analyze what they represent.
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