

# Unit #4b: Institutions—The Presidency

AP US Government & Politics

Mr. Coia

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Tues 1/24

- Semester Exam Review-MC and FRQ
- Watch: [Comedians in Cars Getting Coffee](#) (19 mins)
- Discussion topic: How “relatable” do we want our president to be?
- Watch: Trump’s Inauguration Speech

HW: Work on Key terms and Key Legislation cards

## Mon 1/30

- **Notebook check**
- Whom Do You Know?-President “Quiz”
- Read “What Should I Have Learned?” p. 304
- Key terms discussion
- Clip: [Tom Brokaw Pre-Roll Tapes](#) (Ford)

HW: AG 8.272-282; finish card sets

## Wed 2/1

- *Reading quiz 8.272-282*
- **Key Terms and Key Legislation cards due**
- Key terms and key legislation due
- Lecture/Discussion topic: Evolution and Overview of the Presidency
- 22nd and 25<sup>th</sup> Amendments
- DVD: [Presidential Mandate](#) (35 min)
- Does Trump have a mandate?

HW: AG 8.282-294; study Key Terms and Key Legislation

## Fri 2/3

- *Reading quiz 8.282-294*
- Lecture/Discussion topic: Growth of Presidential Power & Roles of the President
- First Televised Debate-Why was this important?
- Watch [Nixon-Kennedy Debate](#)
- Clip: [Between Two Ferns](#)

HW: AG 8.294-305; study Key Terms and Key Legislation

### Future Date to Know:

- **Thurs, 5/4 0800-1200** AP Exam—meeting in IC for breakfast at 0700

## Tues 2/7

- *Reading quiz 8.294-305*
- Lecture/Discussion topic: Executive Office of the President
- Staff & Cabinet of Presidency
- Study and know these 15 Cabinet positions
- Congress and the imperial presidency
  - DVD clip: [Vietnam/LBJ Goes to War](#)
  - War Powers Resolution
  - Read: [War Powers Resolution and Iraq in 2002](#)
  - Clips: [Obama and the WPR](#) and [Obama in Libya](#)

HW: study Key Terms and Key Legislation

## Thurs 2/9

- Lecture/Discussion topics:
  - Informal checks on president
  - Imperial Presidency
  - Executive agreements, privilege, impoundment, line item veto
- DVD: [Youngstown v. Sawyer](#) (20 min)
- Read, mark, discuss article: [“I’ve Got a Pen”](#)

HW: Finish work on “I’ve Got a Pen” article

## Mon 2/13

- Key terms/key legislation test
  - Questions from all units
  - Key Legislation
  - Key Constitutional clauses
- Socratic Seminar readings
  1. [Obama’s immigration plan](#)
  2. [The Atlantic on Legal issue of immigration order](#)
  3. [Obama’s executive order on gun control](#)

HW: Prepare for unit test; type up work for Socratic Seminar

## Wed 2/15

- **Socratic Seminar**
- Essential Question: “Were President Obama’s executive orders on immigration and gun restrictions a necessity or an overreach?”

## Fri 2/17

- Unit test on Congress and Presidency
- Two FRQs

## Unit Essential Questions: *Executive Branch/The Presidency*

- 1) What are the constitutional powers of the President?
- 2) How have presidential powers developed and expanded?
- 3) What offices make up the presidential establishment?
- 4) How do public opinion and perception of presidential leadership affect presidential success?
- 5) What are the major presidential & executive checks on the congressional and judicial branches?

### **At minimum, students must know**

- The major formal and informal institutional arrangements of power
- Relationships among these four institutions, and varying balances of power

### **Notebook and Supply Check**

You'll need the following for our notebook check **on Monday, 1/30**. 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 5*
- Unit guide 4
- 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)
- Key Terms: Interest Groups/Public Policy (unit 3, p. 3-4)
- *Key Terms: Institutions-The Congress (unit 4, p. 3)*
- Charts: Political Beliefs/Political Behaviors (unit 2, p. 10-11)
- Charts: Institutions-Congress (unit 4, p. 5)
- 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).

*Unit 2: Political Beliefs/Political Behaviors* (this includes all of your NINE outlines put in order with a cover page stapled to the top).

*Unit 3: Interest Groups/Public Policy* (this includes all FOUR outlines put in order with a cover page stapled on top).

*Unit 4: Institutions--Congress* (this includes all THREE outlines put in order with a cover page stapled on top).

## KEY LEGISLATION

1. ***Hatch Act, 1939:***
  - Limits political activities of civil service employees.
  
2. ***Civil Rights Act of 1964:***
  - Title II bans discrimination in public places on basis of race, color, national origin, or religion.
  - Title VII:
    - Prohibits employment discrimination on basis of all of the above plus sex.
    - Allows employers to give racial preferences in hiring.
    - Executive Order #11246 required federal contractors to adopt affirmative action programs.
    - Allowed class action suits.
  
3. ***Voting Rights Act of 1965:***
  - Suspended literacy tests.
  - Empowered federal officials to register voters.
  - Empowered federal officials to ensure that citizens could vote.
  - Empowered federal officials to count ballots.
  - Prohibited states from changing voting procedures without federal permission.
  
4. ***Age Discrimination in Employment Act, 1967:***
  - Bans age discrimination for jobs unless age is related to job performance.
  
5. ***Air Quality Act, 1967 and various Clean Air Acts, 1960s-1990s:***
  - Established emissions standards for cars and factories. Established minimum standards for states.
  
6. ***Federal Election Campaign Acts, 1971-1974:***
  - Created FEC.
  - Required *disclosure* of contributions and expenditures.
  - Provided *limitations* on contributions and presidential election expenditures.
  - Provided *subsidies* for presidential candidates.
  
7. ***Title IX of Education Act of 1972:***
  - Prohibited gender discrimination in federally subsidized education programs.
  
8. ***War Powers Act, 1973:***
  - President could send troops overseas to an area where hostilities were imminent only if:
  - He notified Congress within 48 hours.
  - He withdrew troops within 60-90 days.
  - He consulted with Congress if troops were to engage in combat.
  - Congress can pass resolution to have troops withdrawn at any time.
  
9. ***Freedom of Information Act, 1974:***
  - Allows public access to nonclassified federal documents.
  
10. ***Budget and Impoundment Control Act, 1974:***
  - Established congressional budget committees and CBO
  - Extended budget process by three months.
  - Allows either house to override temporary impoundment (deferral).
  - Automatically voids permanent impoundment unless both houses approve within 45 days.

**11. *Americans with Disabilities Act, 1990:***

- Bans job discrimination against disabled if “reasonable accommodation” can be made.
- Requires access to facilities for handicapped.

**12. *National Voter Registration Bill (“Motor Voter Act”), 1993:***

- Requires states to allow people to register to vote when applying for driver’s licenses applications or completing license renewal forms.

**13. *Unfunded Mandates Reform Act of 1995:***

- Requires CBO to analyze impact of unfunded mandates on states.
- Requires separate congressional vote on bills that impose unfunded mandates.

**14. *Personal Responsibility and Work Opportunity Reconciliation Act (Welfare Reform Act of 1996):***

- Ended federal entitlement status of welfare.
- In its place, federal govt. gave block grants to states to administer welfare.
- “Strings” attached to these grants:
  1. Recipients must work within 2 years.
  2. Recipients cannot receive benefits for more than 5 years.

**15. *Defense of Marriage Act, 1996:***

- States need not recognize same-sex marriages
- Deemed unconstitutional in 2013

**16. *No Child Left Behind Act, 2001***

- States must adopt education accountability standards
- States must annually test students
- Sanctions against schools that fail to meet adequate yearly progress

**17. *USA Patriot Act, 2001:***

Strengthens the federal government’s power to conduct surveillance, perform searches, and detain individuals in order to combat terrorism.

**18. *McCain-Feingold Bill (Campaign Finance Reform Act of 2002:***

- Raised hard money limits to \$2000
- Banned soft money contributions to national political parties

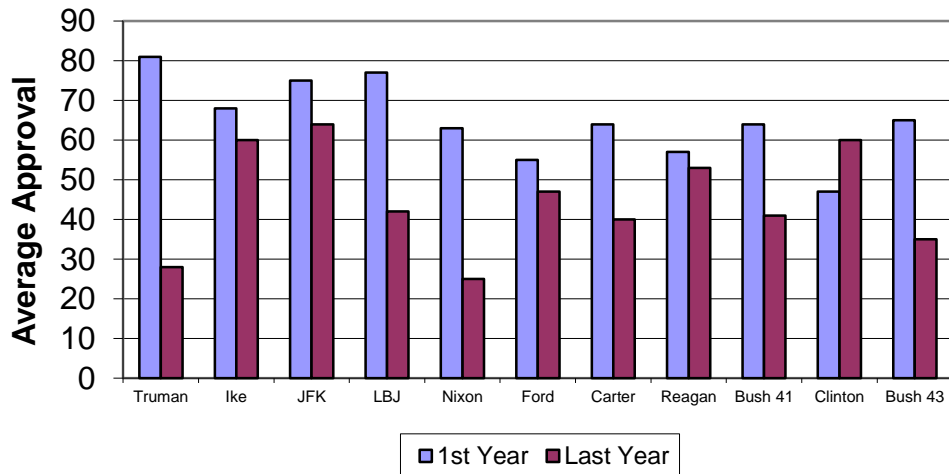
**19. *Health Care Reform Bill of 2010 (“Affordable Health Care for America Act”)***

- Insurance companies cannot ban coverage for preexisting conditions.
- Requires people to buy health insurance. Fines people who do not do so.
- Provides subsidies for those with low incomes to help pay for health insurance.
- Expands Medicaid coverage for those with low incomes.
- Raises Medicare tax on people with high incomes.
- Imposes “Cadillac tax” on people with costly health care insurance.
- Fines large employers that do not provide health care insurance to employees.
- Imposes yearly fees on pharmaceutical companies, insurance companies, and medical device makers.

KEY TERMS:  
INSTITUTIONS—THE PRESIDENCY

1. **Executive agreement:** an agreement between the President and another head of state that, unlike a treaty, does not require Senate consent.
2. **Executive order:** presidential rule or regulation that has the force of law.
3. **Executive privilege:** the privilege of a President and his staff to withhold their “privileged” conversations from Congress or the courts.
4. **Impoundment:** refusal of a President to spend money that has been appropriated by Congress.
5. **Line item veto:** power of most governors (and President Clinton for only a few years) to delete or reduce funding in a bill on a line by line basis.
6. **Political appointees:** those who have received presidential appointments to office. Contrast with Civil Service employees, who receive federal jobs by competitive exams.
7. **Senatorial courtesy:** tradition in which the President consults with the senators within a state in which an appointment is to be made.

### Public Approval Ratings of Presidents by Year in Office



### Presidential Vetoes

Source: <http://history.house.gov/Institution/Presidential-Vetoes/Presidential-Vetoes/>

Congress	President	Vetoes	Pocket Vetoes	Total	Vetoes Overridden
73rd–79th	Franklin D. Roosevelt	372	263	635	9
79th–82nd	Harry S. Truman	180	70	250	12
83rd–86th	Dwight D. Eisenhower	73	108	181	2
87th–88th	John F. Kennedy	12	9	21	.....
88th–90st	Lyndon B. Johnson	16	14	30	.....
91st–93rd	Richard M. Nixon	26	17	43	7
93rd–94th	Gerald R. Ford	48	18	66	12
95th–96th	James Earl Carter	13	18	31	2
97th–100th	Ronald Reagan	39	39	78	9
101st–102nd	George H. W. Bush <sup>1</sup>	29	15	44	1
103rd–106th	William J. Clinton <sup>2</sup>	36	1	37	2
107th–110th	George W. Bush <sup>3</sup>	12	.....	12	4
111th–114th	Barack H. Obama <sup>4</sup>	8	.....	8	.....

<i>President</i>		<i># Executive Orders</i>	<i>Days in office</i>	<i>Average per days in office</i>
Theodore Roosevelt	26	1,081	2,728	2.52
William Howard Taft	27	724	1,461	2.02
Woodrow Wilson	28	1,803	2,922	1.62
Warren G. Harding	29	522	881	1.69
Calvin Coolidge	30	1,203	2,041	1.7
Herbert Hoover	31	968	1,461	1.51
Franklin D. Roosevelt	32	3,522	4,422	1.26
Harry S. Truman	33	907	2,840	3.13
Dwight D. Eisenhower	34	484	2,922	6.04
John F. Kennedy	35	214	1,036	4.84
Lyndon B. Johnson	36	325	1,886	5.8
Richard Nixon	37	346	2,027	5.86
Gerald R. Ford	38	169	895	5.3
Jimmy Carter	39	320	1,461	4.57
Ronald Reagan	40	381	2,922	7.67
George Bush	41	166	1,461	8.8
William J. Clinton	42	364	2,922	8.03
George W. Bush	43	291	2,922	10.04
Barack Obama	44	183	1,974	10.79

## International Agreements

<b>President/Term</b>	<b>Executive Agreements</b>	<b>Treaties</b>
Richard Nixon (1969 - 1974)	<b>1,116</b>	<b>180</b>
Gerald Ford (1974 - 1977)	<b>677</b>	<b>99</b>
Jimmy Carter (1977 - 1981)	<b>1,169</b>	<b>148</b>
Ronald Reagan (1981 - 1989)	<b>2,840</b>	<b>125</b>
George H.W. Bush (1989 - 1993)	<b>1,350</b>	<b>67</b>
Bill Clinton (1993 - 2001)	<b>2,058</b>	<b>209</b>
George W. Bush (2001 - 2009)	<b>1,876</b>	<b>131</b>
Barack Obama (2009 - 2012)	<b>791</b>	<b>21</b>

Source: "The Politics of the Presidency" by Joseph A. Pika and John Anthony Maltes, and Jeffrey Peake, Clemson University professor

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**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!): \_\_\_\_\_

Texts: Articles on President Obama's executive orders from unit guide

**Essential Question:** "Were President Obama's executive orders on immigration and gun restrictions a necessity or an overreach?"

**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	

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

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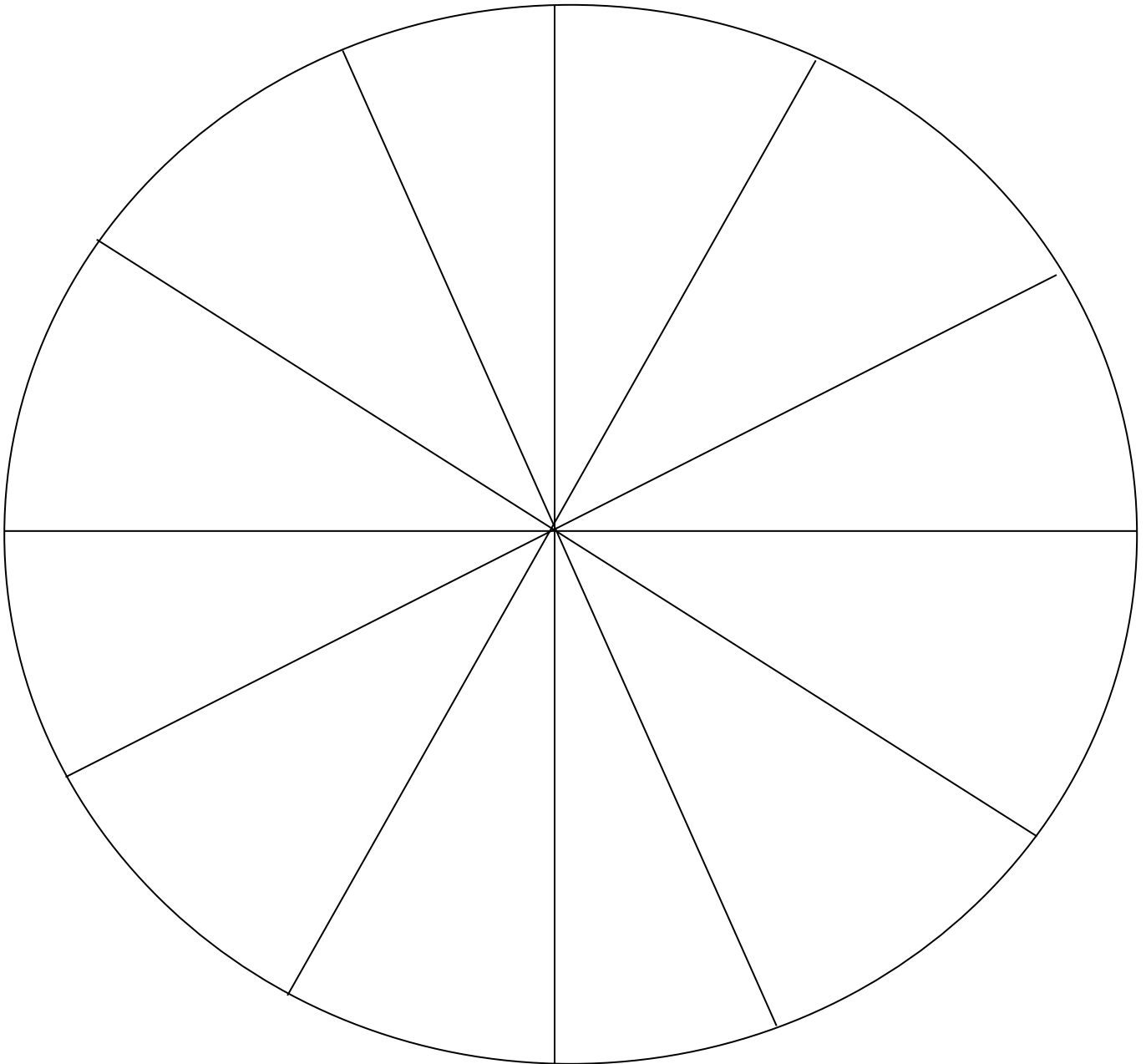
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**Socratic Seminar Circle**

**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 Comments**