



**AP[®] ADVANCED
PLACEMENT
PROGRAM[®]**

Course Description

G O V E R N M E N T & P O L I T I C S

United States, Comparative



GP

MAY 2004, MAY 2005

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

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The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

For more information about equity and access in principle and practice, contact the National Office in New York.

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For the College Board's online home for AP professionals, visit AP Central at apcentral.collegeboard.com.

Dear Colleagues:

In 2002, more than one million high school students benefited from the opportunity of participating in AP[®] courses, and nearly 940,000 of them then took the challenging AP Exams. These students felt the power of learning come alive in the classroom, and many earned college credit and placement while still in high school. Behind these students were talented, hardworking teachers who collectively are the heart and soul of the AP Program.

The College Board is committed to supporting the work of AP teachers. This AP Course Description outlines the content and goals of the course, while still allowing teachers the flexibility to develop their own lesson plans and syllabi, and to bring their individual creativity to the AP classroom. To support teacher efforts, a Teacher's Guide is available for each AP subject. Moreover, AP workshops and Summer Institutes held around the globe provide stimulating professional development for more than 60,000 teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these Institutes. Stipends are now also available to middle school and high school teachers using Pre-AP[®] strategies.

Teachers and administrators can also visit AP Central[™], the College Board's online home for AP professionals at apcentral.collegeboard.com. Here, teachers have access to a growing set of resources, information, and tools, from textbook reviews and lesson plans to electronic discussion groups (EDGs) and the most up-to-date exam information. I invite all teachers, particularly those who are new to AP, to take advantage of these resources.

As we look to the future, the College Board's goal is to broaden access to AP while maintaining high academic standards. Reaching this goal will require a lot of hard work. We encourage you to connect students to college and opportunity by not only providing them with the challenges and rewards of rigorous academic programs like AP, but also by preparing them in the years leading up to AP.

Sincerely,

A handwritten signature in black ink, reading "Gaston Caperton". The signature is fluid and cursive, with the first name "Gaston" and last name "Caperton" clearly distinguishable.

Gaston Caperton
President
The College Board

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Contents

Welcome to the AP Program	1
AP Courses	1
AP Exams	1
AP Government and Politics	3
Introduction	3
The Courses	3
Teaching AP Government and Politics	3
The Examinations	4
United States Government and Politics	6
The Course	6
Topics	6
I. Constitutional Underpinnings of United States Government ..	6
II. Political Beliefs and Behaviors	6
III. Political Parties, Interest Groups, and Mass Media	7
IV. Institutions of National Government	8
V. Public Policy	8
VI. Civil Rights and Civil Liberties	8
Teaching United States Government and Politics	9
Summary Outline	10
The Examination	12
Skills and Abilities	12
Sample Multiple-Choice Questions	12
Answers to Multiple-Choice Questions	21
Sample Free-Response Questions	22
Comparative Government and Politics	24
The Course	24
Topics	24
I. The Sources of Public Authority and Political Power	24
II. The Relationship Between State and Society	25
III. The Relationships Between Citizens and States	25
IV. Political Institutions and Frameworks	26
V. Political Change	27
VI. The Comparative Method	27
Teaching Comparative Government and Politics	28
Summary Outline	30

The Examination	33
Skills and Abilities	33
Sample Multiple-Choice Questions	33
Answers to Multiple-Choice Questions	39
Sample Free-Response Questions	39
AP Program Essentials	42
The AP Reading	42
AP Grades	42
Grade Distributions	42
Earning College Credit and/or Placement	42
Why Colleges Grant Credit and/or Placement for AP Grades	43
Guidelines on Granting Credit and/or Placement for AP Grades	43
Finding Colleges That Accept AP Grades	44
AP Awards	44
AP Calendar	44
Test Security	44
Teacher Support	45
Pre-AP®	46
Pre-AP Professional Development	47
AP Publications and Other Resources	47
Ordering Information	47
Print	48
Multimedia	50

Welcome to the AP[®] Program

The Advanced Placement Program[®] (AP[®]) is a collaborative effort between motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since its inception in 1955, the Program has allowed millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school.

Most colleges and universities in the U.S., as well as colleges and universities in 21 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to AP as a model of educational excellence.

More information about the AP Program is available at the back of this Course Description and at AP Central[™], the College Board's online home for AP professionals (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

Thirty-four AP courses in a wide variety of subject areas are currently available. Developed by a committee of college faculty and AP teachers, each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. See page 2 for a list of the AP courses and exams that are currently offered.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for Studio Art, which is a portfolio assessment, AP Exams contain multiple-choice questions and a free-response section (either essay or problem-solving).

AP Exams represent the culmination of AP courses, and are thus an integral part of the Program. As a result, many schools foster the expectation that students who enroll in an AP course will go on to take the corresponding AP Exam. Because the College Board is committed to providing

homeschooled students and students whose schools do not offer AP access to the AP Exams, it does not require students to take an AP course prior to taking an AP Exam.

AP Courses and Exams

Art

Art History
Studio Art (Drawing Portfolio)
Studio Art (2-D Design Portfolio)
Studio Art (3-D Design Portfolio)

Biology

Calculus

Calculus AB
Calculus BC

Chemistry

Computer Science

Computer Science A
Computer Science AB

Economics

Macroeconomics
Microeconomics

English

English Language and Composition
English Literature and
Composition

Environmental Science

French

French Language
French Literature

German Language

Government and Politics

Comparative Government and
Politics
United States Government and
Politics

History

European History
United States History
World History

Human Geography

Latin

Latin Literature
Latin: Vergil

Music Theory

Physics

Physics B
Physics C: Electricity and
Magnetism
Physics C: Mechanics

Psychology

Spanish

Spanish Language
Spanish Literature

Statistics

AP Government and Politics

Introduction

Shaded text indicates important new information about this subject.

The Advanced Placement Program (AP) offers two course descriptions and examinations in government and politics. Each is intended for qualified students who wish to complete studies in secondary school equivalent to a one-semester college introductory course in *United States* government and politics or in *comparative* government and politics. Students may take one or both examinations in a given year for a single fee. Each examination presumes at least one semester of college-level preparation. This booklet describes the areas covered by similar college courses; the two examinations cover these areas as well.

The material included in this Course Description booklet and the two examinations is not intended as an endorsement by the College Board or Educational Testing Service of the content, ideas, or values expressed therein. The material has been selected by political scientists who serve as members of the AP Government and Politics Development Committee. In their judgment, the content reflects various aspects of college courses of study. The examinations are representative of these courses and are therefore appropriate to measure skills and knowledge in the fields of government and politics.

The Courses

An introductory college course in U.S. government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses.

Teaching AP Government and Politics

The description of AP United States Government and Politics is offered first, followed by AP Comparative Government and Politics. There is no prescribed sequence of study, and a school presenting students in one

of the two examinations need not present students in the other. If, however, a school wishes to prepare students for both AP Government and Politics Examinations, there are three possible approaches, each with advantages and disadvantages. The instructor may decide to schedule the AP United States Government and Politics course first because of greater student familiarity with that subject and the consequent ease of introducing political science concepts in the context of familiar institutions and practices. Alternatively, the instructor may prefer to start with Comparative Government and Politics in order to benefit from student interest in a less familiar subject. Also, because the May AP Examination date can constrict a second semester, a teacher may decide to present the comparative government course first. In this case, students will have a longer period in which to prepare for an examination that is bound to include less familiar material. Finally, some AP instructors have successfully used a third alternative: they teach the two courses simultaneously, covering U.S. government and politics three days each week and comparative government and politics the other two. Teachers can thus emphasize the comparative dimensions, drawing contrasts between United States and foreign political experiences and institutions. Schools and instructors should weigh the advantages and disadvantages of each approach.

The Teachers' Resources section of AP Central offers reviews of textbooks, articles, Web sites, and other teaching resources. The electronic discussion groups (EDGs) accessible through AP Central also provide a moderated forum for exchanging ideas, insights, and practices among members of the AP professional community.

The Examinations

The AP United States Government and Politics and the AP Comparative Government and Politics Examinations are each 2 hours and 25 minutes long. In a given year, a student may take one or both of these examinations for a single fee; a separate grade is reported for each.

Each examination consists of a 45-minute multiple-choice section and a free-response section consisting of four mandatory questions. Students have 100 minutes to answer all four questions, and it is expected that they will spend approximately 25 minutes on each question. The score on each question will account for one-fourth of the student's total score on this section of the exam.

The multiple-choice (M-C) and free-response (F-R) sections of each examination will have equal weight. The tables below summarize this information.

<i>United States Government and Politics</i>				<i>Comparative Government and Politics</i>			
<i>Time</i>	<i>Number of Questions</i>	<i>Type of Question</i>	<i>Percent of Grade</i>	<i>Time</i>	<i>Number of Questions</i>	<i>Type of Question</i>	<i>Percent of Grade</i>
45 min.	60	M-C	50%	45 min.	60	M-C	50%
100 min.	4	F-R	50%	100 min.	4	F-R	50%

United States Government and Politics

The Course

A well-designed AP course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course.

Topics

I. Constitutional Underpinnings of United States Government

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism and the separation of powers. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: e.g., Why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism and the separation of powers. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

II. Political Beliefs and Behaviors

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and

the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students should understand both why individuals engage in various forms of political participation and how that participation affects the political system.

Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors, and the political consequences of these differences. To understand these differences, students should focus on the different views that people hold of the political process, the demographic features of the American population, and the belief and behavior systems held by specific ethnic, minority, and other groups.

III. Political Parties, Interest Groups, and Mass Media

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, form an important segment of this material.

Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of these differences. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population, such as farmers and the elderly, able to exert pressure on political institutions and actors in order to obtain favorable policies?

The media has become a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of

officials and candidates should be explored and understood by students. Understanding the often symbiotic, and frequently conflictual, relationship between candidates, elected officials, and the media is also important.

IV. Institutions of National Government

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States—the Congress, the presidency, the bureaucracy, and the federal courts. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students to understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the President and Congress may help explain recent and repeated struggles to adopt a national budget.

V. Public Policy

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the President, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. Students should also investigate policy networks, iron triangles, and other forms of policy subgovernments in the domestic and foreign policy areas. The study of these will give students a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policy making in the federal context.

VI. Civil Rights and Civil Liberties

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the Supreme Court and an understanding of its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change.

Teaching United States Government and Politics

The acquisition of a thorough and systematic comprehension of U.S. government and politics requires that students learn facts and concepts and understand typical political processes. Further, students must be guided to use specific information critically in order to evaluate general propositions about government and politics as well as to analyze political relationships between people and institutions and between different institutions. Students are also required to interpret and utilize basic data relevant to government and politics in sustained written arguments.

AP classes require extra time on the part of the teacher for preparation, personal consultation with students, and the reading of a much larger number of written assignments than would normally be given to students in regular classes. Some schools make concessions in scheduling for any teacher who offers such a class or classes, augment the resource materials available to teachers and students in classrooms and libraries, and provide up-to-date instructional materials and computing facilities for instructional and student research purposes.

Because this course is the equivalent of a college course taught by a college professor, textbooks that are designed for college and university students are essential. However, a textbook is not enough. For students to perform well on the AP Exam, teachers must provide students with current examples and applications that may not be in the textbook used.

The Development Committee recognizes that many states require the teaching of state and local government within, or in addition to, U.S. government and politics. Material about a specific state or locality will not be covered on the examination, but general patterns of intergovernmental relations will be included.

Although many schools are able to set up special college-level courses, in some schools, AP study may consist of tutorial work associated with a regular course or an individually tailored program of independent study. Examples of the organization and content of AP United States Government and Politics courses or equivalent college courses, as well as extensive suggestions for appropriate resource materials, can be found at AP Central and in the *Teacher's Guide—AP United States Government and Politics*. (For ordering information, go to the section, “AP Publications and Other Resources,” at the back of this Course Description.)

Summary Outline

Below is a summary outline of the major content areas covered by the AP Examination in United States Government and Politics. The objective (multiple-choice) portion of the examination is devoted to each content area in the approximate percentages indicated. The free-response portion of the examination will test students in some combination of the six major categories outlined below. The outline is a guide and is by no means an exhaustive list of topics or the preferred order of topics. Also included is a list of the skills and abilities that are examined in the AP Examination.

<i>Content Area</i>	<i>Percentage Goals of Examination (multiple-choice section)</i>
I. Constitutional Underpinnings of United States Government	5-15%
A. Considerations that influenced the formulation and adoption of the Constitution	
B. Separation of powers	
C. Federalism	
D. Theories of democratic government	
II. Political Beliefs and Behaviors	10-20%
A. Beliefs that citizens hold about their government and its leaders	
B. Processes by which citizens learn about politics	
C. The nature, sources, and consequences of public opinion	
D. The ways in which citizens vote and otherwise partici- pate in political life	
E. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors	
III. Political Parties, Interest Groups, and Mass Media	10-20%
A. Political parties and elections	
1. Functions	
2. Organization	
3. Development	
4. Effects on the political process	
5. Electoral laws and systems	

<i>Content Area</i>	<i>Percentage Goals of Examination (multiple-choice section)</i>
<ul style="list-style-type: none"> B. Interest groups, including political action committees (PACs) <ul style="list-style-type: none"> 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 C. The mass media <ul style="list-style-type: none"> 1. The functions and structures of the media 2. The impacts of media on politics 	
IV. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts	35-45%
<ul style="list-style-type: none"> A. The major formal and informal institutional arrangements of power B. Relationships among these four institutions, and varying balances of power C. Linkages between institutions and the following <ul style="list-style-type: none"> 1. Public opinion and voters 2. Interest groups 3. Political parties 4. The media 5. Subnational governments 	
V. Public Policy	5-15%
<ul style="list-style-type: none"> A. Policy making in a federal system B. The formation of policy agendas C. The role of institutions in the enactment of policy D. The role of the bureaucracy and the courts in policy implementation and interpretation E. Linkages between policy processes and the following: <ul style="list-style-type: none"> 1. Political institutions and federalism 2. Political parties 3. Interest groups 4. Public opinion 5. Elections 6. Policy networks 	

VI. Civil Rights and Civil Liberties.....	5-15%
A. The development of civil liberties and civil rights by judicial interpretation	
B. Knowledge of substantive rights and liberties	
C. The impact of the Fourteenth Amendment on the constitutional development of rights and liberties	

The Examination

Skills and Abilities

- Knowledge of facts, concepts, and theories pertaining to U.S. government and politics
- Understanding of typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- Analysis and interpretation of data and relationships in U.S. government and politics
- Written analysis and interpretation of the subject matter of U.S. government and politics
- Careful attention to the specific free-response question posed and ability to stay on task

Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the examination. Both the topics and the levels of difficulty reflect those encountered in the actual examination.

Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores because one-fourth of a point is subtracted from the score for each incorrect answer. But students who have some knowledge of the question and can eliminate one or more choices will usually find it advantageous to select the best answer from the remaining choices. An answer key to the sample multiple-choice questions is on page 21.

Directions: Each of the questions or incomplete statements is followed by five suggested answers. Select the one that best answers the question or completes the statement.

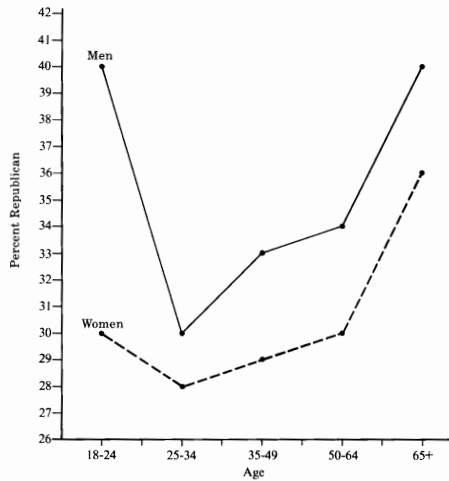
1. In the organization of government, the principle of federalism is best illustrated by the
 - (A) president's power as commander in chief
 - (B) separation of powers between the Supreme Court and Congress
 - (C) representation system for electing senators
 - (D) qualifications for the office of president
 - (E) federal bureaucracy
2. All of the following contribute to the success of incumbent members of Congress in election campaigns EXCEPT:
 - (A) Incumbents usually raise more campaign funds than do their challengers.
 - (B) Incumbents tend to understand national issues better than do their challengers.
 - (C) Incumbents are usually better known to voters than are their challengers.
 - (D) Incumbents can use staff to perform services for constituents.
 - (E) Incumbents often sit on committees that permit them to serve district interests.
3. The voting patterns of members of Congress correlate most strongly with
 - (A) the population density of their districts
 - (B) their economic background
 - (C) their educational level
 - (D) their political party affiliation
 - (E) the location of their districts
4. The Constitution and its amendments expressly prohibit all of the following EXCEPT
 - (A) slavery
 - (B) double jeopardy
 - (C) cruel and unusual punishment
 - (D) unreasonable searches and seizures
 - (E) sex discrimination in employment

5. In vetoing a bill, the President does which of the following?
 - (A) Rejects only a part of the bill without rejecting it entirely.
 - (B) Prevents any further action on the bill.
 - (C) Sends the bill back to conference committee.
 - (D) Rejects all sections of the bill.
 - (E) Decides the bill's constitutionality.

6. All of the following are true about the relationship between regulatory agencies and the industries they regulate EXCEPT:
 - (A) Agency employees are often recruited from the regulated industry.
 - (B) Agencies often rely on support from regulated industries in making budget requests before Congress.
 - (C) An agency's relationship with a regulated industry may change when a new president takes office.
 - (D) Agencies usually make decisions without consulting the regulated industry.
 - (E) Agency employees often are employed by the regulated industry once they leave the agency.

7. The largest source of federal revenue is the
 - (A) capital gains tax
 - (B) Social Security tax
 - (C) property tax
 - (D) income tax
 - (E) sales tax

Republican Party Identification in 1984



8. The chart above supports which of the following conclusions?
 - (A) A majority of the men polled identified with the Republican party.
 - (B) More men than women voted for Ronald Reagan in 1984.
 - (C) The younger a man was, the more likely he was to identify himself as a Democrat.
 - (D) The Geraldine Ferraro vice-presidential candidacy caused many formerly Republican women to identify with the Democrats.
 - (E) The gender gap among those who identified with the Republican party was narrowest for those between 25 and 34 years of age.

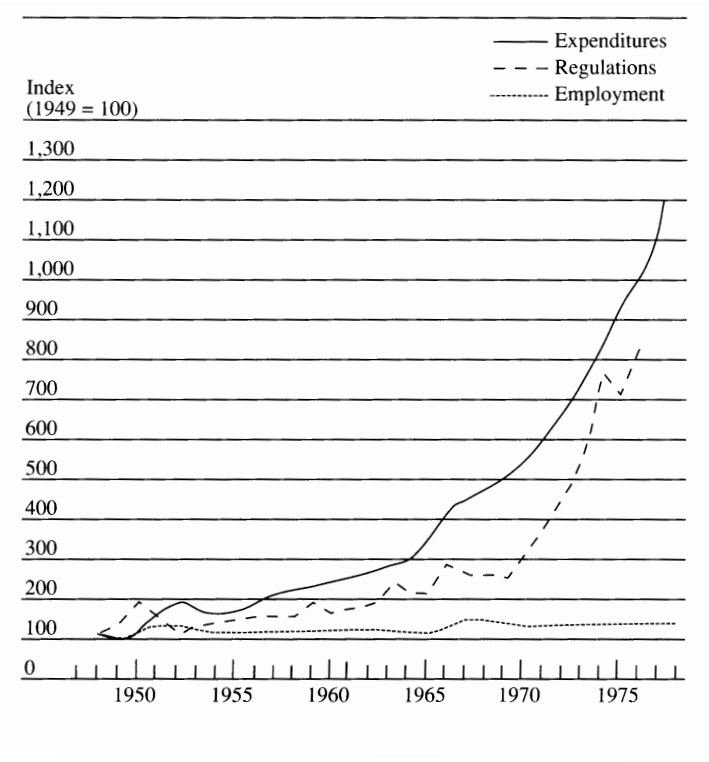
9. In *Brown v. Board of Education of Topeka*, the Supreme Court established which of the following principles?
 - (A) A school official can search a student for drugs.
 - (B) Everyone must go to school at least until the age of 16.
 - (C) Tuition for private schools cannot be tax deductible.
 - (D) Separation of students by race, even in equally good schools, is unconstitutional.
 - (E) A moment of silent prayer at the beginning of the school day is allowable under the First Amendment.

10. Which of the following statements about Democrats and Republicans is true?
- (A) City dwellers are more likely to call themselves Republicans than Democrats.
 - (B) Republicans are more likely than Democrats to label themselves “conservatives.”
 - (C) Black people are more likely to call themselves Republicans than Democrats.
 - (D) Republicans are more likely than Democrats to believe that adequate medical care should be guaranteed by the federal government.
 - (E) People in working-class occupations are more likely to call themselves Republicans than Democrats.
11. Of the following groups of eligible voters, which is LEAST likely to vote?
- (A) The young with low education levels
 - (B) The middle-aged with low education levels
 - (C) Middle-aged and older women
 - (D) Blue-collar workers
 - (E) Middle-class black people
12. All of the following were concerns about the Articles of Confederation that led to the calling of the Constitutional Convention of 1787 EXCEPT
- (A) dissatisfaction over safeguards of individual rights and liberties
 - (B) fear for the stability of the central government
 - (C) desire to promote trade among the states
 - (D) the need to give the central government the power to levy taxes
 - (E) dissatisfaction with the central government’s ability to provide for national defense
13. A member of the House of Representatives who wishes to be influential in the House itself would most likely seek a place on which of the following committees?
- (A) Agriculture
 - (B) District of Columbia
 - (C) Public Works and Transportation
 - (D) Rules
 - (E) Veterans’ Affairs

14. Political parties serve which of the following functions in the United States?
- I. Informing the public about political issues
 - II. Mobilizing voters and getting them to the polls
 - III. Organizing diverse interests within society
 - IV. Establishing the rules governing financial contributions to political candidates
- (A) II only
 - (B) I and II only
 - (C) III and IV only
 - (D) I, II, and III only
 - (E) I, III, and IV only
15. The primary election system of selecting presidential candidates has had which of the following effects?
- (A) It has increased the importance of state party organizations.
 - (B) It has loosened the hold of party leaders over the nomination process.
 - (C) It has reduced the role of citizens in the candidate selection process.
 - (D) It has lowered the cost of running for office.
 - (E) It has led to a decline in the importance of party voter-registration drives.
16. Of the following, which best predicts the likelihood that citizens will vote?
- (A) Their race
 - (B) Their religion
 - (C) Their educational level
 - (D) Their gender
 - (E) Their region of residence
17. In the United States, which of the following is a rule on voting found in the Constitution or its amendments?
- (A) No person may be denied the right to vote merely for lack of either state or federal citizenship.
 - (B) No person eighteen years of age or older may be denied the right to vote on account of age.
 - (C) No person may be denied the right to vote merely because he or she has previously served a prison sentence.
 - (D) A state may not establish a residency requirement for voting.
 - (E) A state may require a person to pay a poll tax in order to register to vote.

Questions 18-19 refer to the chart below.

Federal Government Growth: Money, Rules, and People, 1948-1978



Refer to the chart on page 18 to answer questions 18 and 19.

18. Which of the following statements about the federal government between 1948 and 1978 is supported by the chart?
 - (A) Federal government spending increased primarily to keep pace with increasing employment.
 - (B) Short-term decreases in the number of federal regulations led to decreases in spending and employment.
 - (C) The bulk of the increase in federal spending resulted from wage increases.
 - (D) A relatively stable number of employees administered larger federal budgets and enforced more regulations.
 - (E) The high cost of regulation prevented the federal government from hiring more workers.
19. Which of the following public policy problems is most likely to result from the situation shown in the chart?
 - (A) Government employees may become responsible for larger bodies of regulation than they can effectively monitor.
 - (B) Regulations may apply to an increasingly small portion of industry as the economy grows.
 - (C) Governmental hiring patterns may draw too many educated workers from the private sector.
 - (D) The influence of special-interest groups may increase as the number of federal employees grows.
 - (E) Increases in the number of federal employees may necessitate the construction of new and expensive federal facilities.
20. Which of the following is argued by James Madison in *The Federalist* paper number 10?
 - (A) A system of republican representation helps to limit the excesses of factionalism.
 - (B) Small republics are better able to ensure individual liberty than are large republics.
 - (C) The presence of a few large factions helps to protect the rights of minorities.
 - (D) Participatory democracy is the surest way to prevent tyranny.
 - (E) The elimination of the causes of factionalism is the best protection against tyranny.

21. An interest group is most likely to have influence in Congress when the issue at stake
- (A) is narrow in scope and low in public visibility
 - (B) is part of the President’s legislative package
 - (C) has been dramatized by the media
 - (D) engages legislators’ deeply held convictions
 - (E) divides legislators along party lines
22. Federal spending for which of the following is determined by laws that lie outside the regular budgetary process?
- (A) Military procurement
 - (B) Regulatory agency funding
 - (C) Government-subsidized housing programs
 - (D) Educational assistance programs such as student loans
 - (E) Entitlement programs such as Social Security

Patterns of Group Voting
Percent for Reagan—1980 and 1984

<i>Age</i>	<i>1980</i>	<i>1984</i>	<i>% Change</i>	<i>Religion</i>	<i>1980</i>	<i>1984</i>	<i>% Change</i>
18-29	44%	59%	+ 15%	Protestant	59%	69%	+ 10%
30-44	56%	58%	+ 2%	Catholic	50%	56%	+ 6%
45-59	56%	61%	+ 5%	Jewish	39%	33%	– 6%
60 and over	55%	64%	+ 9%				
<i>Sex</i>				<i>Ethnicity</i>			
Men	57%	62%	+ 5%	White	57%	66%	+ 9%
Women	47%	58%	+ 11%	Black	11%	9%	– 2%
				Hispanic	34%	34%	—

23. Which of the following can be concluded from the figures in the table above?
- (A) Catholic and Hispanic voters gave Reagan a lower level of support in 1984 than in 1980.
 - (B) Jewish voters were the only group that did not register gains for Reagan between 1980 and 1984.
 - (C) In terms of support for Reagan, the gap between men and women grew between 1980 and 1984.
 - (D) In terms of support for Reagan, the gap between Black people and White people grew between 1980 and 1984.
 - (E) In terms of support for Reagan, the gap between younger voters and older voters grew between 1980 and 1984.

24. Political socialization is the process by which
- (A) the use of private property is regulated by the government
 - (B) governments communicate with each other
 - (C) public attitudes toward government are measured and reported
 - (D) political values are passed to the next generation
 - (E) children are trained for successful occupations
25. Which of the following is true of a presidential veto of a piece of legislation?
- (A) It is rarely overridden by Congress.
 - (B) It is not binding unless supported by the cabinet.
 - (C) It can only be sustained on revenue bills.
 - (D) It is automatically reviewed by the Supreme Court.
 - (E) It is subject to approval by a congressional committee.

Answers to Multiple-Choice Questions

1-C	6-D	11-A	16-C	21-A
2-B	7-D	12-A	17-B	22-E
3-D	8-E	13-D	18-D	23-D
4-E	9-D	14-D	19-A	24-D
5-D	10-B	15-B	20-A	25-A

Sample Free-Response Questions

In the free-response section of the examination, students have 100 minutes to answer four questions. The score on each essay will account for one-fourth of the student's total free-response score, so students should spend approximately one-fourth of their time (25 minutes) answering each question. The questions generally ask students to integrate knowledge and respond to questions from the different content areas. They may require a discussion of examples, the elucidation or evaluation of general principles of U.S. government and politics, and/or the analysis of political relationships that exist and events that occur in the United States. Students are expected to show both analytic and organizational skills and to incorporate specific examples in their essays. A student may be expected to interpret and analyze material in a table, chart, or graph and draw logical conclusions from such data in relation to general concepts or relationships in politics. Students should read each question carefully and perform the tasks asked for by each question.

Directions: You have 100 minutes to answer all four of the following questions. It is suggested that you take a few minutes to plan and outline each answer. Spend approximately one-fourth of your time (25 minutes) on each question. Illustrate your essay with substantive examples where appropriate. Make certain to number each of your answers as the question is numbered below.

1. Since the 1960's, the process of selecting presidential candidates has been altered by the changing role of presidential primaries and national party conventions. Discuss FOUR effects that have resulted from this change in the presidential selection process.
2. The Supreme Court ruled in *Barron v. Baltimore* (1833) that the Bill of Rights did not apply to the states. Explain how the Court has interpreted the Fourteenth Amendment to apply the Bill of Rights to the states. In your answer, briefly discuss the Court's decision in one of the following cases to support your explanation.

Gitlow v. New York (1925)

Wolf v. Colorado (1949)

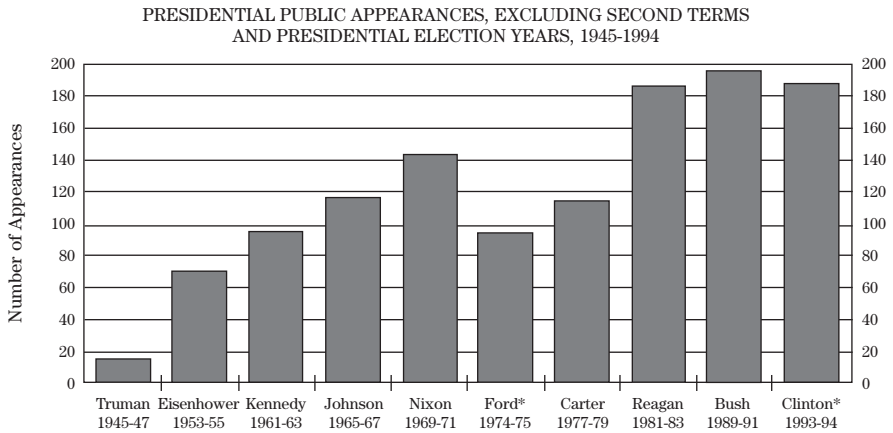
Gideon v. Wainwright (1963)

3. In the 1970's, in order to limit the power of the President and to reassert congressional authority in the policy-making process, Congress passed the following.

- The War Powers Act
- The Budget and Impoundment Control Act

Briefly describe the provisions of each of these two legislative acts. Evaluate the extent to which each act has affected the balance of power between the presidency and Congress in the 1990's.

Graph of Public Appearances by Presidents 1945-1994



*Two years only

4. The development of the modern presidency includes a change in the frequency of public appearances by Presidents. Analyze how the change illustrated above helps explain the evolution of the power of the presidency. Your analysis must include three explanations for the evolution of the power of the presidency.

Comparative Government and Politics

The Course

A well-designed AP course in Comparative Government and Politics will provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. The course should encompass the study of both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Five countries form the core of the AP Comparative Government and Politics Examination. Four of these countries — Great Britain, France, China, and Russia/the former Soviet Union — are commonly covered in college-level introductory comparative politics courses. They are taught because they provide a foundation for developing paradigms of different types of political systems. The inclusion of a fifth developing country allows students to examine yet another source of theory building, as well as understand the political implications of different levels of economic development. For the fifth country, teachers may choose to cover India, Mexico, or Nigeria.

Comparative government and politics courses vary widely at the college level, in terms of approach, countries covered, and theoretical issues raised. However, despite diversity, certain topics are usually covered in all comparative politics courses. The following sections highlight the substantive topics and questions on which all AP students in comparative politics will be tested.

Topics

I. The Sources of Public Authority and Political Power

Comparative political inquiry requires an understanding of the different constitutional, ideological, and social bases of political legitimacy. In other words, how do different governments obtain legitimacy in the eyes of their citizens? In Great Britain, for example, the government's legitimacy is based on more than three centuries of uninterrupted practice and expanding citizen participation in a formal democratic process. The Chinese communist government, on the other hand, has existed only since 1949 and has eliminated many of the social and political practices of the past. What leads citizens to accept a government that has no longstanding traditions on which to stake claims for authority? What is the role of ideology in the

process of legitimating this type of government? Students need to recognize the variety of ways in which legitimacy is secured by governments; they also need to be aware that some governments do not have legitimacy. In these latter situations, how does the regime secure and maintain its power? Nigeria, under military rule, as well as short periods of Soviet and Chinese communist rule, provides a laboratory for students to study the coercive power of states.

The sources of political power may reinforce or contradict the political beliefs of citizens. Students explore the sources of these beliefs, how they are affirmed or changed, and why political values in one country may differ radically from those in another. For example, French children view elected officials with more suspicion than do children in Great Britain. How do schools, families, and the political histories of these nations account for these attitudes and help to explain their continued transmission? An examination of political culture helps to explain a people's values and how these values are transmitted. However, students must be warned to avoid stereotypes and to focus instead on well-researched findings about, for example, the characteristics of French, Chinese, or Nigerian political culture.

II. The Relationship Between State and Society

Societies are divided into social and economic classes, ethnic and religious groups, and linguistic communities. Course material should examine how these divisions affect politics. For example, students could examine the problems encountered by Russia/the former Soviet Union because of the growth of its non-Russian populations, or the ways that Indian or Nigerian politics have been shaped by the persistence of linguistic, ethnic, regional, and religious loyalties. Students should learn how societal cleavages affect political parties and political behavior in different countries. For example, students could explore how the presence of antagonistic classes have influenced party formation in Great Britain, and the more recent effects of the lessening of class antagonisms. In Mexico, students could examine the successes and failures of one party's attempt to neutralize class conflicts.

III. The Relationships Between Citizens and States

A consideration of the relationships between citizens and states focuses on the variety of roles played by citizens in different types of states. This analysis must also include an examination of the institutions that mediate between state and society; most often these are autonomous organizations and interest groups, but in more corporatist or authoritarian systems, these associations could be more closely aligned with the state. In most

democratic countries, people participate in politics through voting. Yet, other forms of participation are equally valid: protest, litigation, and campaign activities are all important in democratic systems. In socialist, authoritarian, and corporatist systems, the political activities of citizens may be less autonomous. For example, is voting in China a meaningful form of participation? In what other ways do Chinese citizens participate in politics? Is this participation formal or informal? Has the recent history of Nigeria, moving between fledgling democracy and military rule, impeded efficacious political participation? Given the trend toward revising constitutions and creating new constitutional foundations in many countries, students should consider the role constitutions and laws play in enhancing citizenship rights and participation.

IV. Political Institutions and Frameworks

Students are expected to have an understanding of the functions of governmental institutions in different countries. In this context, the following sorts of questions might arise: What are the ramifications of the absence of separate powers in British government? What was the role of the Communist Party in the Soviet Union? What are the similarities between bureaucracies in democratic and authoritarian states? Do the political functions of armies vary from country to country?

The study of comparative politics also involves an examination of the organizations, functions, and limitations of political parties in different countries. Detailed investigations in this area should raise questions such as: Why do some parties in France with large memberships attract fewer votes than do smaller parties? What is party government and how does it differ from presidential government? What is the relationship between voting systems and the number of effective political parties? A comparison of voting systems in Great Britain, Russia, and France, for instance, could elicit general hypotheses and conceptual analysis of the effect of first-past-the-post, proportional representation, and mixed systems.

Students should also be able to understand functions that parties play in single-party states. How does the Chinese Communist Party maintain legitimacy to rule? What are its patterns of recruitment and governance? Students should be able to compare parties in different types of party systems in order to examine their functions and limitations.

Students should understand the practice of state decentralization in all the countries studied in the AP course. Discussing the impact of international organizations like the European Union, the World Bank, and the International Monetary Fund on domestic politics and economics will give students a greater understanding of the challenges facing contemporary governments.

It is important that students understand and be able to evaluate the validity of the labels and classifications commonly applied to various regimes. Why, for example, do we call some regimes democratic and others authoritarian? Are some governments more interventionist in their citizens' lives than others? How has the scope of government activity changed in recent decades? Can there be too many demands on government? What happens when governments cannot meet these demands?

Finally, it is essential to probe the nature of political leadership in various nations to determine how leaders are recruited and how they are replaced. In this context, for example, it may be relevant to compare the ways chief executives are chosen in France and Great Britain, or to analyze succession practices and challenges in China. What happens to a system like Nigeria's or China's when there do not appear to be systematic patterns of leadership succession?

V. Political Change

Social and economic forces have a direct impact on political change. A course will generally cover the sources, scope, and consequences of political change in different countries. For example, a sudden influx of immigrants or the initiation of economic reform will each have specific effects on domestic politics, but the impact of such changes may vary across nations.

It is important to consider the causes of social revolution. Specifically, what were the differences between the forces that led to and shaped the French, Mexican, Russian, and Chinese revolutions? How did Marxist ideology change the nature of Chinese and Russian revolutionary politics? It is also important to consider the dramatic political changes that are transforming contemporary politics. For example, students should understand the causes and results of the collapse of Communist Party rule in the Soviet Union and the current reform processes in China. Attention should also be given to studying the trends toward political and economic integration or disintegration among and within countries. Under what conditions does nationalism arise? What are the ways in which nationalist ideology and organization affect political and social systems? For instance, students should understand the reasons for the breakup of the Soviet Union and the current relationship among the former Soviet Republics. The European Union can serve as a possible model for post-nationalism in the context of rising ultra-nationalism within individual European countries.

VI. The Comparative Method

It is important that students grasp the basic methodology associated with the study of comparative politics. In this regard, a teacher should address the classification of regimes, the logic and propriety of

comparative study, and the problems of cross-cultural and translinguistic analysis. Students need to make comparisons of political experiences, cultures, and institutions in different countries. Students should also be encouraged to develop generalizations from comparisons based on data and appropriate examples. Students must learn to distinguish between cultural stereotypes and claims of uniqueness and move toward deriving generalizable claims about specific political relationships. Teachers should guide students to look beyond similarities and differences to discern underlying principles and the political consequences of these similarities and differences in the different countries.

Teaching Comparative Government and Politics

There is no single model or approach that AP courses in Comparative Government and Politics must follow. For example, a course may be structured thematically around such topics as the political implications of population growth and urbanization or the processes of industrialization and economic development. Instructors may prefer to examine one country fully before moving to the next. A syllabus may also be organized by type of regime, such as presidential, parliamentary, liberal/democratic, authoritarian, and hybrids. Still another approach could involve analyzing a single political institution (such as the party system) in each of the countries and then moving on to a different institution or political theme.

Because each teacher or school has the option of choosing from among India, Mexico, and Nigeria as the developing nation to be studied, there will be no multiple-choice questions on any of these countries specifically. However, it is very important that students be familiar with one of these countries and with political issues in developing countries. There will be multiple-choice questions that assume general knowledge of political development and the special nature of politics in developing countries. The free-response questions will always *require* demonstration of specific knowledge of one of the three developing countries. Students deficient in this area will receive a poor grade on the free-response portion of the examination.

AP classes require extra time on the part of the teacher for preparation, personal consultation with students, and the reading of a much larger number of written assignments than would normally be given to students in regular classes. Some schools make concessions in scheduling for any teacher who offers such a class or classes, augment the resource materials available to teachers and students in classrooms and libraries, and provide up-to-date instructional and computing facilities for instructional and student research purposes.

Because this course is the equivalent of a college course taught by a college professor, textbooks that are designed for college and university students are essential. However, a textbook is not enough. For students to perform well on the AP Exam, teachers must provide students with current examples and applications that may not be in the textbook used.

Although many schools are able to set up special college-level courses, in some schools, AP study may consist of tutorial work associated with a regular course or an individually tailored program of independent study. Examples of the organization and content of AP Comparative Government and Politics courses or equivalent college courses, as well as extensive suggestions for appropriate resource materials, can be found AP Central and in the *Teacher's Guide—AP Comparative Government and Politics*. (For ordering information, go to the section, “AP Publications and Other Resources,” at the back of this Course Description).

Summary Outline

Below is a summary outline of the major content areas covered by the AP Examination in Comparative Government and Politics. The objective (multiple-choice) portion of the examination is devoted to each content area in the approximate percentages indicated. The free-response portion of the examination will test students in some combination of the six major categories outlined below. The outline is a guide and is by no means an exhaustive list of topics or the preferred order of topics. Also included is a list of the skills and abilities that are examined in the AP Examination.

<i>Content Area</i>	<i>Percentage Goals of Examination (multiple-choice section)</i>
I. The Sources of Public Authority and Political Power	5-15%
A. The nature and sources of governments' legitimacy (social compacts, constitutionalism, ideologies, and other claims to political legitimacy)	
B. Historical evolution of national political traditions	
C. Political culture and socialization: transmission of political values	
II. Society and Politics	5-15%
A. Bases of social cleavages (class, ethnicity, language, religion, etc.)	
B. Depth and persistence of such cleavages and the permeability of social boundaries	
C. Political consequences of social cleavages	
D. Translation of social cleavage into political conflict	
E. Institutional expression of social cleavages (party systems and political elites)	
III. Citizen and State	5-15%
A. Beliefs that citizens hold about their government and its leaders	
B. Processes by which citizens learn about politics	
C. The ways in which citizens vote and otherwise participate in political life	
D. The variety of factors that influence citizens to differ from one another in terms of their political beliefs and behaviors	

Content Area

Percentage Goals
of Examination
(multiple-choice section)

- IV. Political Framework..... 35-45%
- A. Types of regimes (communist, authoritarian, democratic, corporatist, etc.) and their constitutional frameworks
 - 1. Political and economic integration
 - 2. Relationship to domestic politics and laws
 - 3. International organizations and their impact on economic development
 - B. The scope of government activity (social and economic policy, planning, and control)
 - C. The institutions of national government (legislatures, executives, bureaucracies, courts, and electoral laws and systems)
 - 1. The major formal and informal institutional arrangements and powers
 - 2. Relations among these institutions
 - 3. Relations to subnational political units
 - D. Political parties and interest groups
 - 1. Their functions, organization, and development
 - 2. The range of interests that are or are not represented
 - 3. Links to institutions of government and effects on political process
 - E. Relations between institutions of national government and supranational organizations
 - 1. Political and economic integration
 - 2. Relationship to domestic politics and laws
 - 3. International organizations and their impact on economic development
 - F. Political elites
 - 1. Leadership
 - 2. Recruitment
 - 3. Succession

Comparative Government and Politics

<i>Content Area</i>	<i>Percentage Goals of Examination (multiple-choice section)</i>
V. Political Change	15-25%
A. The internal and external sources of political change (e.g., industrialization, urbanization, economic crisis, international economy, foreign invasions, diffusion of new ideas and ideologies)	
B. The nature of political change	
1. Regime continuity and change (revolutionary and evolutionary, violent and nonviolent change of regime)	
2. The changing basis of regime legitimacy	
3. The changing scope of governmental activity	
C. Nationalism	
1. Nature of national identity and nationalism	
2. Impact on parties and domestic politics	
3. Relation to supranational movements	
D. The consequences of political change (e.g., redistribution of land, change in ownership of means of production, circulation of elites, changing nature of citizen participation, changing party systems, the acquisition and/or loss of citizen rights)	
VI. Introduction to Comparative Politics	5-10%
A. Purpose and methods of comparison	
B. Classifying governments and politics	
C. Problems in cross-cultural analysis	

The Examination

Skills and Abilities

- Knowledge of facts, concepts, and generalizations pertaining to the governments and politics of Great Britain, France, Russia/the former Soviet Union, China, and either India, Mexico, or Nigeria
- Understanding of typical patterns of political processes and behavior and their consequences
- Analysis and interpretation of basic data that are relevant to comparative government and politics
- Written analysis and interpretation of subject matter
- Ability to compare and contrast political institutions and processes across countries and to derive generalizations
- Careful attention to the specific free-response question posed and ability to stay on task

Great Britain, France, Russia/the former Soviet Union, and China will receive equal coverage in the multiple-choice section of the examination. Students must demonstrate knowledge of India, Mexico, or Nigeria in the free-response section of the examination. Essays will require that a student discuss one of these countries and one or more of the four core countries (Great Britain, France, Russia/the former Soviet Union, and China).

Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the examination. Both the topics and the levels of difficulty reflect those encountered in the actual examination.

Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores because one-fourth of a point is subtracted from the score for each incorrect answer. But students who have some knowledge of the question and can eliminate one or more choices will usually find it advantageous to select the best answer from the remaining choices. An answer key to the sample multiple-choice questions is on page 39.

Directions: Each of the questions or incomplete statements is followed by five suggested answers. Select the one that best answers the question or completes the statement.

1. The voting behavior of members of the British House of Commons is principally determined by their
 - (A) party affiliation
 - (B) religious affiliation
 - (C) constituents' preferences
 - (D) gender
 - (E) level of education
2. In comparative politics, the term "legitimacy" refers to
 - (A) the degree to which a political system is accepted by its citizens
 - (B) governments that come to power through democratic means
 - (C) the proportion of children in any country born to married couples
 - (D) governments with written constitutions
 - (E) a revolutionary government that holds elections
3. A nation in which power is concentrated by law or custom in the central government is described as
 - (A) federal
 - (B) authoritarian
 - (C) republican
 - (D) oligarchic
 - (E) unitary
4. In China the policies associated with Deng Xiaoping include
 - (A) Stalin-type industrial development and collectivization of agriculture
 - (B) increasing the size of the army
 - (C) mass mobilization campaigns and rural development
 - (D) decentralization of the Communist party
 - (E) market socialism and state strength
5. The British establishment derives its political power primarily from
 - (A) laws recognizing its position
 - (B) public acceptance of its position
 - (C) its control over the assets of the Bank of England
 - (D) its control over the British Army
 - (E) its connections to the Queen and the royal family

6. One *difference* between the politics of China and the politics of the former Soviet Union is that in the former Soviet Union
 - (A) women held positions of high political authority
 - (B) the army played a more substantial role in politics
 - (C) ethnic and nationality divisions were more significant in politics
 - (D) greater efforts were made to promote political involvement through mass mobilizations
 - (E) the Communist Party apparatus had significantly more power in the political system
7. A traditional element of stability in the French government has been the
 - (A) bureaucracy
 - (B) military
 - (C) presidency
 - (D) cabinet
 - (E) political parties
8. Maoism differs from Marxist-Leninist ideology because of Maoist emphasis on
 - (A) the role of the peasantry in revolutionary change
 - (B) the role of the Communist Party in leading the revolution
 - (C) classical Chinese political thought as a key source of revolutionary ideology
 - (D) reliance on assistance from foreign communist movements
 - (E) nonviolent means to bring about social and political change
9. All of the following have been necessary in the process of modernization EXCEPT
 - (A) the expansion of bureaucracy
 - (B) the growth of state welfare functions
 - (C) an increase in the burden of taxation
 - (D) an increase in the political activity of citizens
 - (E) the development of democratic institutions
10. A major constitutional innovation of the French Fifth Republic was a
 - (A) strong civil service
 - (B) one-ballot election of the President
 - (C) ban on political parties and factions
 - (D) strong presidency combined with a parliamentary system
 - (E) strong local governmental structure

11. In parliamentary democracies, the major parties of the Right and of the Left tend to disagree most on which of the following?
 - (A) Whether or not citizens should have at least some guaranteed rights
 - (B) The extent to which political parties should influence public policy
 - (C) The extent to which countries should live up to their commitments under international law
 - (D) The appropriate degree of government involvement in the economy and in solving social problems
 - (E) The usefulness of nonviolent means of solving political problems
12. The Communist Youth League (CYL), All-China Federation of Trade Unions, and All-China Women's Federation are significant because they
 - (A) severely limit the power of the Chinese Communist Party
 - (B) were the first ideological organizations eliminated under Deng Xiaoping's reforms
 - (C) answer directly to the central government rather than to the Chinese Communist Party
 - (D) are mass organizations that have served as channels of political education and participation under Chinese Communist Party rule
 - (E) were founded during the Cultural Revolution to protect their constituents from bureaucratic excesses
13. In China the concept of parallel hierarchies ensures that
 - (A) party leaders intervene in state affairs only at the highest levels of government
 - (B) the government is divided into two hierarchies, judicial and executive
 - (C) every state structure has a corresponding party structure
 - (D) industrialization is pursued simultaneously with agricultural development
 - (E) the party shares its power with the military
14. Parliamentary systems differ from presidential systems in that in parliamentary systems
 - (A) at least three political parties must be active for the system to function effectively
 - (B) the head of government is a member of the legislature
 - (C) the electoral system is based on universal suffrage
 - (D) the legislature is chosen by direct election
 - (E) minority parties are excluded from participation in the cabinet

15. Which of the following is true of the members of France's higher civil service?
 - (A) A large proportion come from a small number of select schools.
 - (B) They lack technical expertise.
 - (C) They may not run for elective office.
 - (D) A large proportion are recruited from the South and West.
 - (E) Their social and economic backgrounds are broadly representative of the French public.
16. Which of the following most enhances the powers of the French President?
 - (A) Control over the membership of the Constitutional Council
 - (B) Power to name the leaders of both the Senate and the National Assembly
 - (C) Power to appoint mayors
 - (D) The right to call referenda
 - (E) The right to seek reelection after a three-year term
17. A factor that contributes to the continued dominance of two parties in Great Britain's House of Commons is
 - (A) proportional representation
 - (B) single-member electoral districts
 - (C) rotten boroughs
 - (D) clear ideological divisions between the major political parties
 - (E) the power of the House of Lords to decide the outcome of close elections
18. The primary function of the British House of Commons is to
 - (A) design legislation
 - (B) provide a forum for policy debate
 - (C) counterbalance the power of the House of Lords
 - (D) oversee the daily operations of the ministries
 - (E) overturn cabinet decisions
19. Which of the following assertions of Lenin distinguished his theory of revolution from that of Marx?
 - (A) A highly centralized revolutionary vanguard is needed to lead the masses.
 - (B) A socialist revolution can be confined to a single nation.
 - (C) Immediate collectivization of agriculture must follow a socialist revolution.
 - (D) Peasant guerrilla warfare is more effective than the revolutionary activities of the working class.
 - (E) Socialist revolution is inevitable.

20. The principle that basic economic conditions determine political structures underlies which of the following bodies of thought?
- (A) Monarchism
 - (B) Marxism
 - (C) Liberalism
 - (D) Secularism
 - (E) Fascism
21. Which of the following best describes the constitutional structure of Great Britain?
- (A) An unwritten constitution that can undergo reform and revision
 - (B) An unwritten constitution that remains unchanged
 - (C) A written constitution that cannot be amended
 - (D) A written constitution that is frequently amended
 - (E) A series of written constitutions that have resulted from revolutions
22. The “shadow cabinet” in Great Britain is made up of
- (A) the assistant secretaries in each ministry who are responsible for the day-to-day affairs of the ministry
 - (B) the Prime Minister, the chancellor of the exchequer, and the home secretary
 - (C) a circle of handpicked advisors who keep the Prime Minister informed about the cabinet’s actions
 - (D) the leaders of interest groups whose concerns relate to the policies of the various ministries
 - (E) designated members of the opposition in Parliament who are responsible for specific policy areas
23. In a parliamentary system, the cabinet’s designation of a bill as an “issue of confidence” means that the cabinet will
- (A) resign if the bill is not passed
 - (B) call an immediate roll-call vote on the bill
 - (C) try during the next election to defeat any backbencher who votes against the bill
 - (D) use emergency powers to pass the bill if Parliament does not
 - (E) demand that the bill be dealt with in secret session

24. The European Union (EU) challenges the sovereignty of member states in Europe because
- (A) most citizens now identify more with the EU than with their national governments
 - (B) European elections now bring out a greater share of the vote than do national elections
 - (C) an increasing number of decisions are now being made by the EU instead of being made solely by national governments
 - (D) political elites in Europe are uniformly committed to strengthening the EU
 - (E) the end of the threat from the Soviet Union has increased the public interest in EU

Answers to Multiple-Choice Questions

1–A	6–C	11–D	16–D	21–A
2–A	7–A	12–D	17–B	22–E
3–E	8–A	13–C	18–B	23–A
4–E	9–E	14–B	19–A	24–C
5–B	10–D	15–A	20–B	

Sample Free-Response Questions

In the free-response section of the examination, students have 100 minutes to answer four questions. The score on each essay will account for one-fourth of the student's total free-response score, so students should spend approximately one-fourth of their time (25 minutes) answering each question. The questions will ask students to integrate knowledge of one or more of the four core countries (Britain, France, China, Russia) and the developing country the student has studied (India, Mexico, or Nigeria). Generally, students will be required to analyze case studies or to set forth and evaluate basic principles of comparative government and politics. A student is expected to demonstrate both analytic and organizational skills in writing the essays and to provide specific examples in answering the questions.

The types of questions students can expect to see may include the following:

- An inter-country comparative question that involves a comparison between two core countries (Britain, France, China, Russia).
- An inter-country comparative question that *may* involve a comparison between at least one core country and the developing country the student has studied (India, Mexico, or Nigeria).
- An intra-country comparative question that deals with one core country only. Students will be required to analyze one case study or to evaluate how a general principle of comparative government and politics applies to one core country.
- A question that focuses on the developing country that the student has studied (India, Mexico, or Nigeria).

While there will always be four essay questions in the free-response section, the exact format may not follow precisely the four question types laid out here. For example, in any given year there may be more intra-country comparative questions than there are inter-country comparative questions, and vice versa. Nevertheless, students will always be required to answer at least one question on a developing country.

The following are sample essay questions for the free-response section.

Directions: You have 100 minutes to answer all four of the following questions. It is suggested that you take a few minutes to plan and outline each answer. Spend approximately one-fourth of your time (25 minutes) on each question. Illustrate your essay with substantive examples where appropriate. Make certain to number each of your answers as the question is numbered below.

1. Briefly define political socialization. Compare and contrast the political socialization process in China to the political socialization process in India *or* Mexico *or* Nigeria.
2. Compare the influence of social class on contemporary politics in Britain and in France. For both countries, include a discussion of voting behavior and political parties.

Q: How would you evaluate the general political situation in Russia?					Q: Do you think we are living through the hardest times now, or are they behind us, or are they still ahead?						
	1993	1994	1995	1996		1991	1992	1993	1994	1995	1996
Favorable	1%	—	—	—	Already behind us	4%	2%	5%	7%	5%	6%
Calm	3	6%	3%	1%	Hardest time now	22	22	25	20	20	21
Tense	61	62	57	57	Still ahead	67	69	54	55	55	52
Critical, explosive	27	23	35	35	Difficult to answer	7	7	16	19	20	22
Difficult to answer	8	9	6	6	NOTE: Mean for 4 monthly surveys in 1991; 6 in 1992; 10 in 1993; 6 in 1994; 6 in 1995.						
NOTE: Mean for 10 monthly surveys in 1993; 8 in 1994; 6 in 1995.											

Table 11.1 from Stephen White, Richard Rose, and Ian McAllister, *How Russia Votes* (Chatham House Publishers, 1997), 221.

3. Based on the information in the tables above, has the Russian government's political legitimacy changed since 1991? Using your knowledge of Russia, discuss three factors that support your conclusion.
4. India, Mexico, and Nigeria have formal procedures for leadership transition. Identify and analyze a leadership transition that has occurred in ONE of these countries in the last 25 years. Your answer should include a description of the formal procedures for leadership transition and an analysis of two factors that contributed to the success or failure of the transition you have chosen.

AP[®] Program Essentials

The AP Reading

In June, the free-response sections of the exams, as well as the Studio Art portfolios, are scored by college faculty and secondary school AP teachers at the AP Reading. Thousands of readers participate, under the direction of a Chief Reader in each field. The experience offers both significant professional development and the opportunity to network with like-minded educators.

If you are an AP teacher or a college faculty member and would like to serve as a reader, you can visit AP Central for more information on how to apply. Alternatively, send an e-mail message to apreader@ets.org, or call Performance Scoring Services at 609 406-5383.

AP Grades

The readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to AP's 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Grade Distributions

Many teachers want to compare their students' grades with the national percentiles. Grade distribution charts are available at AP Central, as is information on how the cut-off points for each AP grade are calculated. Grade distribution charts are also available on the AP student site at www.collegeboard.com/apstudents.

Earning College Credit and/or Placement

Credit, advanced placement, or both are awarded by the college or university, not the College Board or the AP Program. The best source of specific and up-to-date information about an individual institution's policy is its catalog or Web site.

Why Colleges Grant Credit and/or Placement for AP Grades

Colleges know that the AP grades of their incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is assured through several Advanced Placement Program processes:

- College faculty serve on the committees that develop the course descriptions and examinations in each AP subject.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are updated regularly, based on both the results of curriculum surveys at up to 200 colleges and universities and the interactions of committee members with professional organizations in their discipline.
- College comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1–5 is properly aligned with current college standards.

In addition, the College Board has commissioned studies that use a “bottom-line” approach to validating AP Exam grades by comparing the achievement of AP versus non-AP students in higher-level college courses. For example, in the 1998 Morgan and Ramist “21-College” study, AP students who were exempted from introductory courses and who completed a higher-level course in college were compared favorably, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher-level course in the subject area. Such studies answer the question of greatest concern to colleges — are AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, go to AP Central. (The Morgan and Ramist study can be downloaded from the site in its entirety.)

Guidelines on Granting Credit and/or Placement for AP Grades

If you are an admissions administrator and need guidance on setting an AP policy for your college or university, you will find the *College and University Guide to the Advanced Placement Program* useful; see the back of this booklet for ordering information. Alternatively, contact your local College Board office, as noted on the inside back cover of this Course Description.

Finding Colleges That Accept AP Grades

In addition to contacting colleges directly for their AP policies, students and teachers can use College Search, an online resource maintained by the College Board through its Annual Survey of Colleges. College Search can be accessed via the College Board's Web site (www.collegeboard.com). It is worth remembering that policies are subject to change. Contact the college directly to get the most up-to-date information.

AP Awards

The AP Program offers a number of awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to an award certificate, student achievement is acknowledged on any grade report sent to colleges following the announcement of the awards. For detailed information on AP Awards, including qualification criteria, visit AP Central or contact the College Board's National Office. Students can find this information at www.collegeboard.com/apstudents.

AP Calendar

The *AP Program Guide* and the *Bulletin for AP Students and Parents* provide education professionals and students, respectively, with information on the various events associated with the AP year. Information on ordering and downloading these publications can be found at the back of this booklet.

Test Security

The entire AP Exam must be kept secure at all times. Forty-eight hours after the exam has been administered, the green and blue inserts containing the free-response questions (Section II) can be made available for teacher and student review.* **However, the multiple-choice section (Section I) MUST remain secure both before and after the exam administration.** No one other than students taking the exam can ever have access to or see the questions contained in Section 1 — this includes AP Coordinators and all teachers. The multiple-choice section must never be shared, copied in any manner, or reconstructed by teachers and students after the exam.

*The alternate form of the free-response section (used for late testing administration) is NOT released.

Selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can be attained only when the multiple-choice questions remain secure. This is why teachers cannot view the questions and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal opportunity to demonstrate their abilities on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** Please note that Studio Art portfolios and their contents are not considered secure testing materials; see the *AP Coordinator's Manual* for further information. The manual also includes directions on how to deal with misconduct and other security problems. Any breach of security should be reported to Test Security immediately (call 800 353-8570, fax 609 406-9709, or e-mail treturns@ets.org).

Teacher Support

You can find the following Web resources at AP Central:

- Teachers' Resources (reviews of classroom resources).
- Institutes & Workshops (a searchable database of professional development opportunities).
- The most up-to-date and comprehensive information on AP courses, exams, and other Program resources.
- The opportunity to exchange teaching methods and materials with the international AP community using electronic discussion groups (EDGs).
- An electronic library of AP publications, including released exam questions, the *AP Coordinator's Manual*, Course Descriptions, and sample syllabi.
- Opportunities for professional involvement in the AP Program.
- Information about state and federal support for the AP Program.
- AP Program data, research, and statistics.
- FAQs about the AP Program.
- Current news and features about the AP Program, its courses and teachers.

AP teachers can also use a number of AP publications, CD-ROMs, and videos that supplement these Web resources. Please see the following pages for an overview and ordering information.

Pre-AP[®]

Pre-AP[®] is a suite of K–12 professional development resources and services to equip middle and high school teachers with the strategies and tools they need to engage their students in high-level learning, thereby ensuring that every middle and high school student has the depth and understanding of the skills, habits of mind, and concepts they need to succeed in college.

Pre-AP rests upon a profound hope and heartfelt esteem for teachers and students. Conceptually, Pre-AP is based on two important premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school such that all students are consistently being challenged to expand their knowledge and skills to the next level.

The second is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Since Pre-AP teacher professional development supports explicitly the goal of college as an option for every student, it is important to have a recognized standard for college-level academic work. The Advanced Placement Program (AP) provides these standards for Pre-AP. Pre-AP teacher professional development resources reflect topics, concepts, and skills found in AP courses.

The College Board does not design, develop, or assess courses labeled “Pre-AP.” Courses labeled “Pre-AP” that inappropriately restrict access to AP and other college-level work are inconsistent with the fundamental purpose of the Pre-AP initiatives of the College Board. We encourage schools, districts, and policymakers to utilize Pre-AP professional development in a manner that ensures equitable access to rigorous academic experiences for all students.

Pre-AP Professional Development

Pre-AP professional development is administered by Pre-AP Initiatives, a unit in K–12 Professional Development, and is available through workshops and conferences coordinated by the regional offices of the College Board. Pre-AP professional development is divided into two categories:

1. **Articulation of content and pedagogy across the middle and high school years** — The emphasis of professional development in this category is aligning curriculum and improving teacher communication. The intended outcome from articulation is a coordinated program of teaching skills and concepts over several years.
2. **Classroom strategies for middle and high school teachers** — Various approaches, techniques, and ideas are emphasized in professional development in the category.

For a complete list of Pre-AP Professional Development offerings, please contact your regional office or visit AP Central at apcentral.collegeboard.com.

AP Publications and Other Resources

A number of AP resources are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

AP Coordinators and Administrators	A
College Faculty	C
Students and Parents	SP
Teachers	T

Ordering Information

You have several options for ordering publications:

- **Online.** Visit the College Board store at store.collegeboard.com.
- **By mail.** Send a completed order form with your payment or credit card information to: Advanced Placement Program, Dept. E-06, P. O. Box 6670, Princeton, NJ 08541-6670. If you need a copy of the order form, you can download one from AP Central.

- **By fax.** Credit card orders can be faxed to AP Order Services at 609 771-7385.
- **By phone.** Call AP Order Services at 609 771-7243, Monday through Friday, 8:00 a.m. to 9:00 p.m. ET. Have your American Express, Discover, JCB, MasterCard, or VISA information ready. This phone number is for credit card orders only.

Payment must accompany all orders not on an institutional purchase order or credit card, and checks should be made payable to the College Board. The College Board pays UPS ground rate postage (or its equivalent) on all prepaid orders; delivery generally takes two to three weeks. Please do not use P.O. Box numbers. Postage will be charged on all orders requiring billing and/or requesting a faster method of delivery.

Publications may be returned for a full refund if they are returned within 30 days of invoice. Software and videos may be exchanged within 30 days if they are opened, or returned for a full refund if they are unopened. No collect or C.O.D. shipments are accepted. Unless otherwise specified, orders will be filled with the currently available edition; prices and discounts are subject to change without notice.

In compliance with Canadian law, all AP publications delivered to Canada incur the 7 percent GST. The GST registration number is 13141 4468 RT. Some Canadian schools are exempt from paying the GST. Appropriate proof of exemption must be provided when AP publications are ordered so that tax is not applied to the billing statement.

Print

Items marked with a computer mouse icon can be downloaded for free from AP Central.



Bulletin for AP Students and Parents

SP

This bulletin provides a general description of the AP Program, including how to register for AP courses, and information on the policies and procedures related to taking the exams. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting process, and includes the upcoming exam schedule. The *Bulletin* is available in both English and Spanish.



AP Program Guide

A

This guide takes the AP Coordinator step-by-step through the school year — from organizing an AP program, through ordering and administering the AP Exams, payment, and grade reporting. It also includes infor-

mation on teacher professional development, AP resources, and exam schedules. The *AP Program Guide* is sent automatically to all schools that register to participate in AP.

College and University Guide to the AP Program

C, A

This guide is intended to help college and university faculty and administrators understand the benefits of having a coherent, equitable AP policy. Topics included are validity of AP grades; developing and maintaining scoring standards; ensuring equivalent achievement; state legislation supporting AP; and quantitative profiles of AP students by each AP subject.

Course Descriptions

SP, T, A, C

Course Descriptions provide an outline of the AP course content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. They also provide sample multiple-choice questions with an answer key, as well as sample free-response questions. Note: The Course Description for AP Computer Science is available in electronic format only.

Pre-AP

A, T

This brochure describes the Pre-AP concept and the professional development opportunities available to middle school and high school teachers.

Released Exams

T

About every four to five years, on a rotating schedule, the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring guidelines, and commentary that explains why the responses received the scores they did.

Teacher's Guides

T

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the Teacher's Guide is an excellent resource. Each Teacher's Guide contains syllabi developed by high school teachers currently teaching the

AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of suggested teaching resources.

AP Vertical Team Guides

T, A

An AP Vertical Team (APVT) is made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. The team's goal is to help students acquire the skills necessary for success in AP. To help teachers and administrators who are interested in establishing an APVT at their school, the College Board has published these guides: *A Guide for Advanced Placement English Vertical Teams*; *Advanced Placement Program Mathematics Vertical Teams Toolkit*; *AP Vertical Teams in Science, Social Studies, Foreign Language, Studio Art, and Music Theory: An Introduction*; *AP Vertical Teams Guide for Social Studies*; *AP Vertical Teams Guide for Fine Arts, Vol. 1: Studio Art*; *AP Vertical Teams Guide for Fine Arts, Vol. 2: Music Theory*; and *AP Vertical Teams Guide for Fine Arts, Vol. 1 and 2* (set).

Multimedia

**APCD® (home version),
(multi-network site license)**

SP, T

These CD-ROMs are available for Calculus AB, English Language, English Literature, European History, Spanish Language, and U.S. History. They each include actual AP Exams, interactive tutorials, and other features, including exam descriptions, answers to frequently asked questions, study-skill suggestions, and test-taking strategies. There is also a listing of resources for further study and a planner to help students schedule and organize their study time.

The teacher version of each CD, which can be licensed for up to 50 workstations, enables you to monitor student progress and provide individual feedback. Included is a Teacher's Manual that gives full explanations along with suggestions for utilizing the APCD in the classroom.

College Board Offices

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I.N. 996390

