



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

M A Y 2 0 0 2 , M A Y 2 0 0 3

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The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 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 admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[™], the Advanced Placement Program[®] (AP[®]), and Pacesetter[®]. 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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Dear Colleagues:

Last year more than three quarters of a million high school students benefited from the opportunity of studying in AP courses and then taking the challenging AP Exams. These students experienced the power of learning as it comes alive in the classroom, as well as the practical benefits of earning college credit and placement while still in high school. Behind each of these students was a talented, hardworking teacher. Teachers are the secret to the success of AP. They are the heart and soul of the Program.

The College Board is committed to supporting the work of AP teachers in as many ways as possible. AP workshops and Summer Institutes held around the globe provide stimulating professional development for 60,000 teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these institutes, and in 2001, stipends were offered for the first time to teams of Pre-AP™ teachers as well.

Perhaps most exciting, the College Board continues to expand an interactive Web site designed specifically to support AP teachers. At this Internet site, teachers have access to a growing array of classroom resources, from textbook reviews to lesson plans, from opinion polls to cutting-edge exam information. I invite all AP teachers, particularly those who are new to the Program, to take advantage of these resources.

This AP Course Description provides an outline of content and description of course goals, while still allowing teachers the flexibility to develop their own lesson plans and syllabi, and to bring their individual creativity to the AP classroom. Additional resources, including sample syllabi, can be found in the AP Teacher's Guide that is available for each AP subject.

As we look to the future, the College Board's goal is to provide access to AP courses in every high school. Reaching this goal will require a lot of hard work. We encourage you to help us build bridges to college and opportunity by finding ways to prepare students in your school to benefit from participation in AP.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is written in a cursive style with a large, sweeping initial "G".

Gaston Caperton
President
The College Board

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Welcome to the AP Program

The Advanced Placement Program is sponsored by the College Board, a non-profit membership association. AP offers 35 college-level courses and exams in 19 subject areas for highly motivated students in secondary schools. Its reputation for excellence results from the close cooperation among secondary schools, colleges, and the College Board. More than 2,900 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on the exams, and 1,400 institutions grant sophomore standing to students who meet their requirements. Approximately 13,000 high schools throughout the world participate in the AP Program; in May 2000, they administered more than 1.3 million AP Exams.

You will find more information about the AP Program at the back of this Course Description, and at www.collegeboard.com/ap. This Web site is maintained for the AP Program by collegeboard.com, a destination Web site for students and parents.

AP Courses

AP courses are available in the subject areas listed on the next page. (Unless noted, an AP course is equivalent to a full-year college course.) Each course is developed by a committee composed of college faculty and AP teachers. Members of these Development Committees are appointed by the College Board and serve for overlapping terms of up to four years.

AP Exams

For each AP course, an AP Exam is administered at participating schools and multischool centers worldwide. Schools register to participate by completing the AP Participation Form and agreeing to its conditions. For more details, see *A Guide to the Advanced Placement Program*; information about ordering and downloading this publication can be found at the back of this booklet.

Except for Studio Art — which consists of a portfolio assessment — all exams contain a free-response section (either essay or problem-solving) and another section consisting of multiple-choice questions. The modern language exams also contain a speaking component, and the Music Theory exam includes a sight-singing task.

AP Subject Areas	AP Courses and Exams
Art	Art History; Studio Art: Drawing Portfolio; Studio Art: 2-D Portfolio; Studio Art: 3-D Portfolio
Biology	Biology
Calculus	AB; BC
Chemistry	Chemistry
Computer Science	A*; AB
Economics	Macroeconomics*; Microeconomics*
English	Language and Composition; Literature and Composition; International English Language (APIEL™)
Environmental Science	Environmental Science*
French	Language; Literature
German	Language
Geography	Human Geography*
Government and Politics	Comparative*; United States*
History	European; United States; World
Latin	Literature; Vergil
Music	Music Theory
Physics	B; C: Electricity and Magnetism*; C: Mechanics*
Psychology	Psychology*
Spanish	Language; Literature
Statistics	Statistics*

* This subject is the equivalent of a half-year college course.

Equity and Access

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equity and access guiding principles 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. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic and racial groups that have been traditionally underrepresented in the AP Program.

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

AP Government and Politics

Introduction

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 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 candidates in one

of the two examinations need not present candidates 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.

Student Selection

Admission to an AP course should depend on the student's interest in the subject as well as on such formal credentials as an outstanding record of academic performance. Still, many highly motivated students with less-than-outstanding records have successfully completed AP courses and have obtained college credit, advanced placement, or both, through an AP Examination.

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 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 candidates 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>
B. Interest groups, including political action committees (PACs) 1. The range of interests represented 2. The activities of interest groups 3. The effects of interest groups on the political process 4. The unique characteristics and roles of PACs in the political process	
C. The mass media 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 Courts35-45%	
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 1. Public opinion and voters 2. Interest groups 3. Political parties 4. The media 5. Subnational governments	
V. Public Policy5-15%	
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: 1. Political institutions and federalism 2. Political parties 3. Interest groups 4. Public opinion 5. Elections 6. Policy networks	

<i>Content Area</i>	<i>Percentage Goals of Examination (multiple-choice section)</i>
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 candidates 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

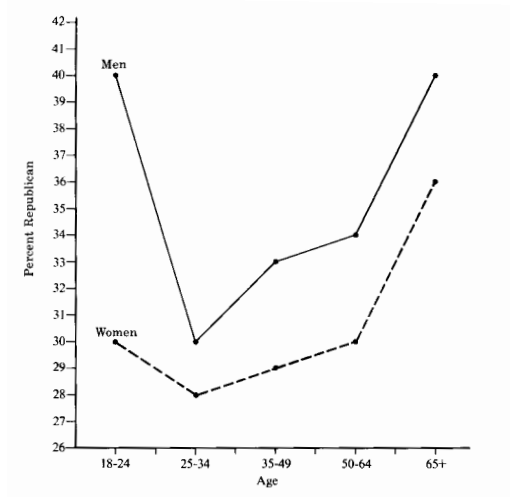
2. All of the following contribute to the success of incumbent members of Congress in election campaigns EXCEPT:
 - (A) Incumbents usually raise more campaign funds than do their challengers.
 - (B) Incumbents tend to understand national issues better than do their challengers.
 - (C) Incumbents are 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.

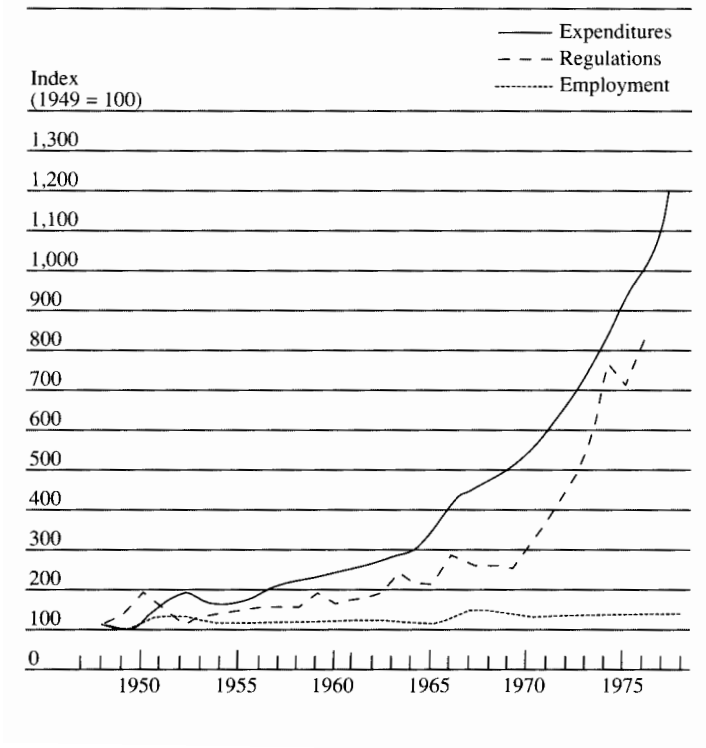
10. Which of the following statements about Democrats and Republicans is true?
- (A) City dwellers are more likely to call themselves Republicans than Democrats.
 - (B) Republicans are more likely than Democrats to label themselves “conservatives.”
 - (C) Black people are more likely to call themselves 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.

United States Government and Politics

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. Of the following, which is the most important reason that voter turnout is lower in the United States than in most other industrial democracies.
- (A) American citizens are more apathetic than are citizens in other democracies.
 - (B) There are fewer elections in the United States than in other democracies.
 - (C) It has traditionally been more difficult to register to vote in the United States than in most other industrial democracies.
 - (D) United States elections receive less media attention than do elections in other democracies.
 - (E) Unlike other industrial democracies, the United States has a two-party system.
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-C
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 candidates 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. Candidates are expected to show both analytic and organizational skills and to incorporate specific examples in their essays. A candidate 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. Candidates 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.

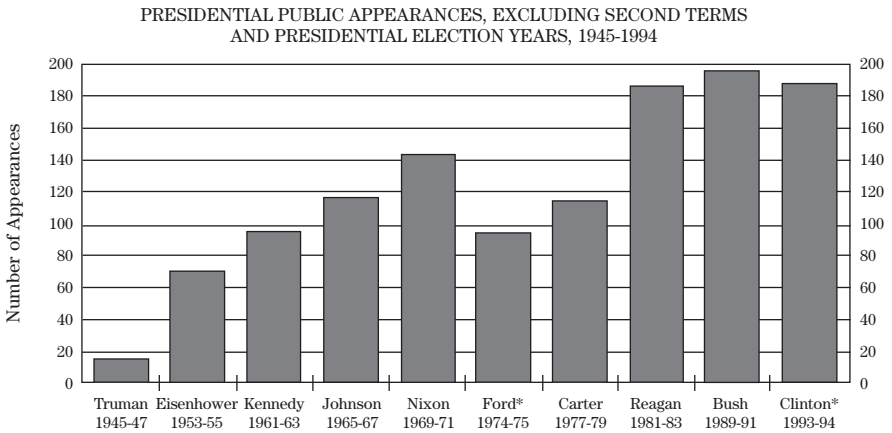
1. Since the 1960's, the process of selecting presidential candidates has been altered by the changing role of presidential primaries and national party conventions. Discuss FOUR effects that have resulted from this change in the presidential selection process.
2. The Supreme Court ruled in *Barron v. 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 polities. 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 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 candidates 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	

<i>Content Area</i>	<i>Percentage Goals of Examination (multiple-choice section)</i>
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 candidates 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.

Comparative Government and Politics

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 Great Britain, civil liberties and human rights are protected mainly by
 - (A) the monarch and the House of Lords
 - (B) political tradition and public opinion
 - (C) the Prime Minister and the cabinet
 - (D) written sections of the constitution and the civil service
 - (E) political parties and interest groups
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

Comparative Government and Politics

11. All of the following are major problems currently confronting most political systems in advanced industrial societies of Western Europe EXCEPT
 - (A) exerting civilian control over the military
 - (B) regulating ethnic, regional, or racial conflicts
 - (C) controlling rising health-care costs
 - (D) protecting the environment
 - (E) controlling crime rates

12. Since 1949 all of the following have consistently been part of the ideology of the Chinese Communist Party EXCEPT the belief in
 - (A) popular participation through the mass line
 - (B) the central role of technical experts in making policy
 - (C) progress toward a unified China
 - (D) historical materialism as the way to understand the evolution of human society
 - (E) the guiding role of the Communist Party in society

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. In France interest groups are most likely to succeed in influencing the national policy-making process if they
- (A) appeal directly to public opinion
 - (B) lobby important deputies in the National Assembly
 - (C) establish close links with the highest levels of the bureaucracy
 - (D) create grass-roots organizations in cities and towns
 - (E) threaten to engage in general strikes
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.

Comparative Government and Politics

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. Which of the following statements best characterizes the positions the British and French governments have taken since 1989 concerning European integration?
- (A) The British government wants European integration to proceed faster than does the French government.
 - (B) The French government wants European integration to proceed faster than does the British government.
 - (C) Both governments strongly favor further integration as rapidly as possible.
 - (D) Both governments strongly oppose further integration.
 - (E) Both governments would prefer to see the creation of a European army before a European currency.

Answers to Multiple-Choice Questions

1–B	6–C	11–A	16–C	21–A
2–A	7–A	12–B	17–B	22–E
3–E	8–A	13–C	18–B	23–A
4–E	9–E	14–B	19–A	24–B
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 candidates to integrate knowledge of one or more of the four core countries (Britain, France, China, Russia) and the developing country the candidate has studied (India, Mexico, or Nigeria). Generally, candidates will be required to analyze case studies or to set forth and evaluate basic principles of comparative government and politics. A candidate is expected to demonstrate both analytic and organizational skills in writing the essays and to provide specific examples in answering the questions.

Comparative Government and Politics

The types of questions the candidate 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 candidate has studied (India, Mexico, or Nigeria).
- An intra-country comparative question that deals with one core country only. Candidates 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 candidate 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?

	1993	1994	1995	1996
Favorable	1%	-	-	-
Calm	3	6%	3%	1%
Tense	61	62	57	57
Critical, explosive	27	23	35	35
Difficult to answer	8	9	6	6

NOTE: Mean for 10 monthly surveys in 1993; 8 in 1994; 6 in 1995.

Q: Do you think we are living through the hardest times now, or are they behind us, or are they still ahead?

	1991	1992	1993	1994	1995	1996
Already behind us	4%	2%	5%	7%	5%	6%
Hardest time now	22	22	25	20	20	21
Still ahead	67	69	54	55	55	52
Difficult to answer	7	7	16	19	20	22

NOTE: Mean for 4 monthly surveys in 1991; 6 in 1992; 10 in 1993; 6 in 1994; 6 in 1995.

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

- 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.
- 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 portfolios in Studio Art, are scored by college and secondary school teachers at the AP Reading. Thousands of these faculty consultants participate, under the direction of a Chief Faculty Consultant 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 member of a college faculty and would like to serve as a faculty consultant, you can apply online in the AP section of the College Board's Web site. Alternatively, send an e-mail message to apreader@ets.org, or call Performance Scoring Services at 609 406-5383.

AP Grades

The faculty consultants' judgments 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 in the subject pages of the AP Web site, as is information on how the cut-off points for each AP grade are calculated.

AP and College Credit

Advanced placement and/or credit is 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 Give Credit for AP Grades

Colleges need to know that the AP grades they receive for 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 are compared, 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 their 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 the AP pages of the College Board’s Web site. (The aforementioned Morgan and Ramist study can be downloaded from the site in its entirety.)

Guidelines on Granting Credit for AP Grades

If you are an admission administrator and need guidance on setting a policy for your college, 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 Regional Office, as noted on the inside back cover of this booklet.

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, though, that policies are subject to change. Contact the college directly to get the most up-to-date information.

AP Scholar Awards and the AP International Diploma

The AP Program offers a number of awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition, the AP International Diploma (APID) certifies the achievement of successful AP candidates who plan to apply to a university outside the United States.

For detailed information on AP Scholar Awards and the APID, including qualification criteria, visit the AP Web site or contact the College Board's National Office. Students' questions are also answered in the *AP Bulletin for Students and Parents*; information about ordering and downloading the *Bulletin* can be found at the back of this booklet.

AP Calendar

To get an idea of the various events associated with running an AP program and administering the AP Exams, please refer to this year's edition of *A Guide to the Advanced Placement Program*; information about ordering and downloading the *Guide* can be found at the back of this booklet.

Test Security

The entire AP Exam must be kept secure until the scheduled administration date. Except during the actual exam administration, exam materials must be placed in locked storage. Forty-eight hours after the exam has been administered, the green and blue inserts from the free-response section (Section II) are 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 candidates taking

*The alternate (make-up) form of the free-response section is NOT released.

the exam can ever have access to or see the questions contained in this section — this includes AP Coordinators and AP teachers. The multiple-choice section must never be shared or copied in any manner.

Various combinations of 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 only be attained 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 chance to perform 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*.** The manual also includes directions on how to deal with misconduct and other security problems. Any breach of security should be reported immediately through the test security hot line (call 800 353-8570, e-mail tsreturns@ets.org, or fax 609 406-9709).

Teacher Support

Look for these enhanced Web resources at www.collegeboard.com/ap

- Information about AP Exam development, administration, scoring and grading, fees, and scheduling.
- Program news, such as exam format changes, opinion polls (teacher surveys, ad hoc polls), and profiles of successful teachers and AP programs.
- A searchable catalog of teaching resources, including: course topic outlines, sample syllabi and lesson plans, strategies and tips, topic briefs, links, and textbook reviews.
- A searchable catalog of professional development opportunities (e.g., workshops, summer institutes, conferences). New and experienced AP teachers are invited to attend workshops and institutes to learn the fundamentals of teaching an AP course, as well as the latest expectations for each course and exam. Sessions ranging from one day to three weeks in length are held year-round. Dates, locations, topics, and fee information are also available through the College Board's Regional Offices.

- Online forums for exchanging ideas with AP teachers.
- Sample multiple-choice and free-response questions.

To supplement these online resources, there are a number of AP publications, CD-ROMs, and videos that can assist AP teachers. Please see the following pages for an overview and for ordering information.

Pre-AP™

Preparing Students for Challenging Courses; Preparing Teachers for Student Success

Pre-AP has two objectives: (1) to promote access to AP for all students; (2) to provide professional development through content-specific strategies to build a rigorous curriculum. Teachers employ Pre-AP strategies and materials to introduce skills, concepts, and assessment methods that prepare students for success when they take AP and other challenging academic courses. Schools use Pre-AP strategies to strengthen and align the curriculum across grade levels, and to increase the academic challenge for all students.

Pre-AP professional development is available to teachers through Building Success workshops and through AP Vertical Teams™ conferences and workshops.

- **Building Success** is a two-day workshop that assists English and history teachers in designing curricula for grade 7 and above. Teachers learn strategies to help students engage in active questioning, analysis, and constructing arguments. Workshop topics include assessment, interdisciplinary teaching and learning, and vertical planning.
- **AP Vertical Teams** are trained via one-day workshops, two-day conferences, and five-day summer institutes; they enable middle school and high school teachers to prepare Pre-AP students for academic success in AP courses and in college. Topics include organizing effective teams, aligning curricula, and developing content-specific teaching strategies.
- **Setting the Cornerstones: Building the Foundation of AP Vertical Teams** is a two-day workshop designed to provide information about the College Board and the AP Program, and to suggest strategies for establishing coherence, commitment, collegiality, and collaboration among the members of an AP Vertical Team.

For more information about Building Success workshops and for schedules of AP Vertical Teams workshops and conferences, contact your College Board Regional Office. Alternatively, contact Mondy Raibon, Pre-AP Initiatives, AP Program, The College Board, 45 Columbus Avenue, New York, NY 10023-6992; 212 713-8156; mraibon@collegeboard.org.

AP Publications and Other Resources

A number of AP publications, CD-ROMs, and videos 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.

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

Ordering Information

You have several options for ordering publications:

- **Online.** Visit the College Board store to see descriptions and pictures of AP publications and to place your order.
- **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 the AP Library (www.collegeboard.com/ap/library).
- **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., and Saturday 9:00 a.m. to 4:45 p.m. ET. Have your American Express, 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 fourth-class book rate postage (or its equivalent) on all prepaid orders; you should allow two to three weeks for delivery. Postage will be charged on all orders requiring billing and/or requesting a faster method of shipment.

Publications may be returned within 15 days of receipt if postage is prepaid and publications are in resalable condition and still in print. Unless otherwise specified, **orders will be filled with the currently available edition**; prices are subject to change without notice.

Print

Items marked with a computer mouse icon can be downloaded for free from the AP Library (www.collegeboard.com/ap/library).

AP Bulletin for Students and Parents: Free **SP**

This bulletin provides a general description of the AP Program, including policies and procedures for preparing to take the exams, and registering for the AP courses. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting and award options available to students, and includes the upcoming exam schedule.

College and University Guide to the AP Program: \$10 **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: \$12 **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. A complete set of Course Descriptions is available for \$100.

A Guide to the Advanced Placement Program: Free **A**

Written for both administrators and AP Coordinators, this guide is divided into two sections. The first section provides general information about AP, such as how to organize an AP program at your high school, the kind of training and support that is available for AP teachers, and a look at the AP Exams and grades. The second section contains more specific details about testing procedures and policies and is intended for AP Coordinators.

Interpreting and Using AP Grades: Free**A, C, T**

A booklet containing information on the development of scoring standards, the AP Reading, grade-setting procedures, and suggestions on how to interpret AP grades.

**Pre-AP: Achieving Equity, Emphasizing Excellence: Free****A, T**

An informational brochure describing the Pre-AP concept and outlining the characteristics of a successful Pre-AP program.

Released Exams: \$20**(\$30 for “double” subjects: Calculus, Computer Science, Latin, Physics)****T**

About every four years, on a staggered 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 standards, and commentary that explains why the responses received the scores they did.

Packets of 10: \$30. For each subject with a released exam, you can purchase a packet of 10 copies of that year’s exam for use in your classroom (e.g., to simulate an AP Exam administration).

Secondary School Guide to the AP Program: \$10**A, T**

This guide is a comprehensive consideration of the AP Program. It covers topics such as developing or expanding an AP program; gaining faculty, administration, and community support; AP Grade Reports, their use and interpretation; AP Scholar Awards; receiving college credit for AP; AP teacher training resources; descriptions of successful AP programs in nine schools around the country; and “Voices of Experience,” a collection of ideas and tips from AP teachers and administrators.

Student Guides**(available for Calculus, English, and U.S. History): \$12****SP**

These are course and exam preparation manuals designed for high school students who are thinking about or taking a specific AP course. Each guide answers questions about the AP course and exam, suggests helpful study resources and test-taking strategies, provides sample questions with answers, and discusses how the free-response questions are scored.

Teacher's Guides: \$12

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 recommended 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 three guides: *AP Vertical Teams in Science, Social Studies, Foreign Language, Studio Art, and Music Theory: An Introduction* (\$12); *A Guide for Advanced Placement English Vertical Teams* (\$10); and *Advanced Placement Program Mathematics Vertical Teams Toolkit* (\$35). A discussion of the English Vertical Teams guide, and the APVT concept, is also available on a 15-minute VHS videotape (\$10).

Multimedia

EssayPrep®

SP, T

EssayPrep is available through the AP subject pages of the College Board's Web site. Students can select an essay topic, type a response, and get an evaluation from an experienced reader. The service is offered for the free-response portions of the AP Biology, English Language and Composition, English Literature and Composition, and U.S. History Exams. The fee is \$15 per response for each evaluation. SAT® II: Writing Subject Test topics are also offered for a fee of \$10. Multiple evaluations can be purchased at a 10–20% discount.

**APCD®: \$49 (home version),
\$450 (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.

Videoconference Tapes: \$15

SP, T, C

AP has conducted live, interactive videoconferences for various subjects, enabling AP teachers and students to talk directly with the Development Committees that design and develop the AP courses and exams. Tapes of these events are available in VHS format and are approximately 90 minutes long.

AP: Pathway to Success

(video — available in English and Spanish): \$15

SP, T, A, C

This 25-minute video takes a look at the AP Program through the eyes of people who know AP: students, parents, teachers, and college admission staff. They answer such questions as: “Why do it?” “Who teaches AP courses?” and “Is AP for you?” College students discuss the advantages they gained through taking AP courses, such as academic self-confidence, improved writing skills, and college credit. AP teachers explain what the challenge of teaching AP courses means to them and their school, and admission staff explain how they view students who have stretched themselves by taking AP Exams. There is also a discussion of the impact that an AP program has on an entire school and its community, and a look at resources available to assist AP teachers, such as regional workshops, teacher conferences, and summer institutes.

College Board Regional Offices

National Office

45 Columbus Avenue, New York, NY 10023-6992
212 713-8066
E-mail: ap@collegeboard.org

Middle States

Serving Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico
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E-mail: msro@collegeboard.org

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*2002 Exam Dates: United States—Wednesday, May 15, morning session
Comparative—Wednesday, May 15, afternoon session*

*2003 Exam Dates: United States—Wednesday, May 14, morning session
Comparative—Wednesday, May 14, afternoon session*

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