

**AP Government  
Mrs. Stafstrom**

**Vocabulary  
Chapters 5 and 6  
Civil Liberties and Civil Rights**

Chapter 5: Civil Liberties

This chapter surveys quite a number of pressure points that have developed in the American political system regarding the liberties of individuals and the government's involvement in protecting or restricting those liberties. Included among these pressure points are national security, federal versus state enforcement of rights, First Amendment freedoms, and criminal law. After reading and reviewing the material in this chapter, you should be able to do each of the following:

1. Discuss the relationship of the Bill of Rights to the concept of democratic rule of the majority, and give examples of tension between majority rule and minority rights. Explain how the politics of civil liberties may at times become a mass issue, and offer several examples.
2. Describe the conflicts that have arisen between those who claim First Amendment rights and those who are in favor of sedition laws that might restrict freedom of speech. Explain how the Supreme Court attempts to balance competing interests. Describe the various tests that the Court has applied.
3. Explain how the structure of the federal system affects the application of the Bill of Rights. How has the Supreme Court used the Fourteenth Amendment to expand coverage in the federal system? Discuss changing conceptions of the due process clause of the Fourteenth Amendment.
4. List the categories under which the Supreme Court may classify "speech." Explain the distinction between protected and unprotected speech, and name the various forms of expression that are not protected under the First Amendment. Describe the test used by the Court to decide the circumstances under which freedom of expression may be qualified.
5. State what the Supreme Court decided in *Miranda v. Arizona*, and explain why that case illustrates how the Court operates in most such due process cases.
6. Analyze why the resolution of civil liberties issues involves politics as well as law. Discuss the political factors that influence the Supreme Court when it decides fundamental civil liberties issues.

**Chapter 5 – Civil Liberties**

ACLU

Bill of Rights

civil liberties

civil rights

clear and present danger test

due process clause(substantive and procedural)

establishment clause

exclusionary rule

freedom of expression

freedom of religion

free exercise clause  
good-faith exception  
incorporation/ nationalization of the Bill of Rights/ selective incorporation  
libel/ slander  
prior restraint  
plain view exception  
probable cause  
search and seizure  
search warrant  
school vouchers  
strict scrutiny  
symbolic speech  
unalienable rights  
wall of separation  
Lemon test  
Miller test

## **Chapter Focus**

### **Chapter 6: Civil Rights**

This chapter focuses on the two most intense and protracted struggles for civil rights in recent times: that of blacks and that of women. After reading and reviewing the material in this chapter, you should be able to do each of the following:

1. Contrast the experience of economic interest groups with that of black groups in obtaining satisfaction of their interests from the government. Indicate why in most circumstances the black movement involved interest group rather than client politics. Describe the strategies used by black leaders to overcome their political weaknesses, and explain why the civil rights movement has become more conventional in its strategy in recent years.
2. Summarize the legal struggles of blacks to secure rights under the Fourteenth Amendment, and state how the Court construed that amendment in the civil rights cases and in *Plessy v. Ferguson*. Discuss the NAACP strategy of litigation, and indicate why it was suited to the political circumstances. Summarize the rulings in *Brown v. Board of Education* and compare them with those in *Plessy v. Ferguson*.
3. Discuss the rationale used by the Supreme Court in ordering busing to achieve desegregation. Explain the apparent inconsistency between *Brown* and *Charlotte-Mecklenburg*. State why these decisions are not really inconsistent, and explain why the courts chose busing as an equitable remedy to deal with de jure segregation.
4. Trace the campaign launched by blacks for a set of civil rights laws. Explain why they used nonviolent techniques. Discuss the conflict between the agenda-setting and the coalition-building aspects of the movement. Demonstrate how civil rights advocates could overcome sources of resistance in Congress.
5. Describe the differences between the black civil rights movement and the women's movement. List the various standards used by the courts in interpreting the Fourteenth Amendment, and explain how these standards differ depending on whether blacks or women are involved.
6. Summarize the debate over "compensatory action" versus "preferential treatment" and targets versus quotas in affirmative action.

## **Chapter 6 – Civil Rights**

affirmative action

aliens

anti-discrimination

busing

civil rights laws

civil rights movement

civil disobedience

commerce clause

de facto segregation

de jure segregation

desegregation

disabled

equality of opportunity

equal protection of the law (“equal protection”)

equality of result

federalism

Jim Crow laws

NAACP

police powers

public accommodations

racial profiling

reverse discrimination

right of privacy

segregation

separate but equal

state’s rights

strict scrutiny

suspect classification

