

AP US and Comparative Government Curriculum

PURPOSE:

- ♦ To prepare students to take the 2-part national Advanced Placement test in US and Comparative Government. Your score on this test may be considered for credit and/or placement, subject to the policies of your college/university.
- ♦ To fulfill the Civics credit required for graduation from a Connecticut High School
- ♦ To equip and empower students for active, informed, and influential US and global citizenship.
- ♦ To develop intellectual and academic skills.

OBJECTIVES:

A. Knowledge

US Government - 1st half of course

- The provisions of the Constitution and its amendments, as well as the fundamental principles on which it is based
- Liberties and Rights within our system
- **Government Institutions:** structures and functions of the chief federal institutions - Congress, the Presidency, the Executive Bureaucracy and the courts – as well as their workings, power, and linkages
- **Politics:** “who gets what, when, how” – formation of political opinion, the election process, roles of parties, interest groups, and the modern media.
- **Policy:** How the public policy under which we live – economic, social, foreign - is shaped by institutions and politics
- Important recent and current issues, and how they relate to all of the above structures; important Supreme Court decisions

Comparative Government – 2nd half of course

- Fundamentals of comparative political theory
- Principles of the political process, including the development of political culture, how interests come together as a political force, and patterns in government structure and policy-making
- Institutions, politics, and policy of six governmental systems: British, Chinese, Mexican, Iranian, Russian, and Nigerian
- Major themes current in comparative politics, esp. the importance of informal political structures, the view that governance and politics is more about change than stasis, and the central role of economics in shaping political power; trends in democratization and globalization; structures and roles of supra-national organizations
- Important current and recent issues, and how they relate to all of the above structures

B. Specific 21st Century Skills Emphasis

Critical reading and listening; clear written, oral, and graphic communication; reasoning (both deductive and inductive analysis); graphic analysis; prediction; research; citizenship skills; adherence to high standards of quality work

C. Habits of Mind Development

Problem solving; analysis of multiple perspectives; open-mindedness and negotiation; goal-setting, perseverance, and organization; sense of citizenship duty and empowerment

COURSE CIRCUMSTANCES

This course is designed to prepare you for both the AP US Government exam and the AP Comparative Government exam. It is credited as “a course and a half”. Because we meet “double” in the first semester, and one block in the second semester *and* because in terms of preparing for the exam, new material must be completed by April break, our half-way point is actually shortly after Thanksgiving. The schedule can bear only a minor amount of slippage.

The grades you receive in this course are weighted in two ways:

1st, for the purposes of GPA, class standing, honor roll, etc., the grade that appears on your report card is applied as if it were a full letter grade higher. Thus a B- in this course should be considered comparable to an A- in a non-AP course.

2nd, since this course is a credit and a half, the value of the grade in this course is weighted similarly for GPA calculations.

METHOD AND STYLE

Students are expected to **read and make meaning from the textbooks independently.**

- ♦ Approximately 25% of classroom time is driven by student requests for clarification of the text material, including scheduled *Question Time*
- ♦ Another 15% of classroom time is used for regular testing to keep us on the reading schedule (*Reading Accountability Quizzes* or RAQs); these mimic the format of the AP exams, with a balance of multiple choice, identification-application, and free response questions that are scored like the AP questions, i.e., points are given only for sufficient citation of specific items asked for in the prompt.
- ♦ The remainder of the class time is used for such things as:
 - reading news articles and discussion of current events, especially as they relate to the material studied
 - student presentations based on supplemental reading, research, or experience
 - research and writing of a substantive *political* analysis of a piece of legislation
 - analysis of how AP free response questions are structured and graded
 - viewing of pertinent films and media
 - drill exercises (recitation, puzzles, games) to reinforce material that must be committed to memory (Constitutional structure, court cases, current office holders, bureaucratic agencies)
 - review exercises

OVERVIEW OF COMBINED COURSE

PREP	July & Aug	Students choose one of 3 books to read	US
		Students comment on articles on website	US & Comp
		Students read background handout	Gen'l, Comp
US	Sept – Dec	Read through entire US text; 17 RAQs, 1 quiz, 4 unit tests	US
	Oct-Nov	Research and prepare political analysis and predictions on a current piece of legislation	US
	November	Travel to Washington w/ rest of Senior class, special activity (Visit to congressional office?)	US
	Jan	Midterm – Mock complete US AP Exam	US
COMP	Dec	Introduction/review of Comparative Poli Sci terms; review introductory chapters of text; test on introductory material	US & Comp
	W. Break	Gather current articles on assigned countries	Comp
	Jan – Mar	Read through text and supplemental materials on six countries; 6 Unit Tests	Comp
	Jan – Mar	Read AP provided Poli Sci sources/briefing papers	US & Comp
	Early April	Derive/articulate/apply comparative principles	US & Comp
	Late April	Research and present a graphic comparison of a specific policy area in the Comp 6	Comp
REVIEW	Late April – early May	Review exercises – Creation of charts, analysis and connections, anticipation of questions, drills on specifics	US & Comp
EXAMS	MAY 14	2 AP Exams	US & Comp
FINISH	Late May	Debriefing/ feedback to teacher for course improvement	
	Late May – June	View and discuss films relating to government and politics	

US GOVERNMENT PORTION OF CLASS IN DETAIL:

RESOURCES:

Primary Text: Lowi, Ginsberg, and Shepsle *American Government: Power and Purpose*, 11th Edition (2010) and 12th Edition (2012). *We will read this text literally from cover-to-cover.*

Summer reading: students choose one of the following three books to read over the summer. Roughly the same number of students read each book, and they present its salient points at the beginning of the year:

- Alderman, Ellen & Caroline Kennedy. *In Our Defense: The Bill of Rights in Action*. William Morrow, 1991.
- Gergen, David. *Eyewitness to Power*. Simon & Schuster, 2000.
- Matthews, Chris. *Hardball*. Free Press, 1988.

Supplemental Readings:

1. The Constitution of The United States
2. Federalist 10, 51, & 78
3. A recent Supreme Court decision
4. Summary of ideas put forth in Garrett Hardin's *The Tragedy of The Commons* (De Young, R. (1999))

and frequent periodical articles chosen for timeliness, importance, applicability, and interest.

Other Supplementals:

- ♦ Exercises on recognizing logical fallacies from S. Morris Engel's With Good Reason
- ♦ Episodes of *The West Wing*. In general *West Wing* episodes are incorporated at times when 1) they work with what we're studying and 2) for some reason or other, the classroom climate calls for a break.© Episodes likely to be shown are
 - "Isaac & Ishmael" – Season 3 beginning, unnumbered
 - The Documentary that interweaves the comments of former White House staffers with scenes from the series – Season 3, Episode 18
 - "Mr. Willis of Ohio" – Season 1, Episode 6
 - "Celestial Navigation" - Season 1, Episode 10
 - "Let Bartlett be Bartlett" - Season 1, Episode 19
 - "Take out the Trash Day" - Season 1, Episode 13
 - "In This White House" – Season 2 Episode 5
 - "Debate Camp" – Season 4, Episode 5

© The assessment of whether or not a break is called for will rest solely with the teacher. That would be me.

Web Resources:

Course Website for announcements, questions, review, useful links, whatever

<http://blogs.rsd13ct.org/govworld>

Also

- ♦ Visit to <http://votesmart.org/> website to look at “political courage” tests
- ♦ Visit to <http://www.opensecrets.org/> website for a look at its analysis of where support of current office holders/committee members originates
- ♦ A website questionnaire that places respondents on a political spectrum such as <http://www.ideolog.org/> or <http://www.politicalcompass.org/>
- ♦ A website that allows students to experiment with different strategies for putting together an electoral college victory:
<http://www.harcourtschool.com/activity/electoral/>
- ♦ The State of the Union Address

SCHEDULE:**Text readings and RAQ schedule (estimated dates for SY 2012-2013)**

(A scheduled “Question Time” occurs in the class preceding each RAQ; students are strongly encouraged to complete the reading before Question Time as student questions shape the discussion – no questions, no discussion. Bear in mind, however, that there is no assurance that all RAQ material will be addressed in class before the RAQ.¹)

Reading	RAQ Date	Topic – Incl. concepts/details....	Other activities in this time period
Ch. 1 pgs. 2-32	Sept 5	<i>5 Principles of Politics –</i> <ul style="list-style-type: none"> • purpose and categories of gov’t • collective action problem (s) • principal-agent relationships 	Quiz on summer reading Book teams present summaries of salient points from summer reading
Ch. 2 pgs 34-72	Sept 11	<i>Founding and Constitution –</i> <ul style="list-style-type: none"> • Brief historical review of events leading to Constitutional convention • Structure of Constitution • The amendments, and a way of classifying them 	Analysis of Free Response grading from 1 st RAQ <i>Suppl. Rdg 1:</i> Constitution; Federalist 10 Development of class mnemonic for Constitutional structure

¹ In case this isn’t clear, every attempt is being made to, yes, **FORCE** you to do the reading. This is because it is very clear that the **single most determinative variable** affecting student performance on the exam is whether a student *actually does* the reading or simply free-rides on class discussion.

Ch. 3 pgs 74-109	Sep 18	<i>Limits: Federalism and Separation of Powers</i> <ul style="list-style-type: none"> • Federalism in different eras (role of commerce clause; marble cake federalism, cooperative, etc.) • Use of federal money to influence state behavior (drinking age, NCLB) • Devolution • 1st look at relationship among branches, divided gov't, checks & balances 	<i>Suppl. Rdg 2: Federalist 51 & 78</i> <i>WW: Isaac & Ishmael 9/12</i> Begin work on Rights and Liberties/ cases material Constitution Day recognition Sept 17
Ch. 4 Pgs. 110-173	Sep 25	<i>Limits: Civil Liberties & Civil Rights</i> <ul style="list-style-type: none"> • Def of Civil Liberties (protection of discourse, the rights of the accused) • <i>Barron</i>, the 14th Amendment & Incorporation • Basis of Right to Privacy assertion • Expansion of equal protection concept to gov't protection of access, etc./ Civil Rights 	<i>Suppl. Rdg 3: Groups</i> read/present info on evolution of court cases relating to specific civil liberties (Prior Restraint, or right to counsel, e.g.) Drill on some Supreme Court cases
UNIT TEST	Sep 27	FOUNDATIONS (including CONSTITUTION)	
Ch. 5a Pgs. 178-210	Oct. 4	<i>Congress – structure</i> <ul style="list-style-type: none"> • Constitutional/structural fundamentals • Committee, caucus, leadership structures • Formal and informal advantages of majority party 	Work on paper tracing current piece of legislation including sponsors, committees, interest group influence
Ch. 5b Pgs. 210-234	Oct 7	<i>Congress – process</i> <ul style="list-style-type: none"> • Fundamentals of legislative process • Logrolling, pork, and the distributive nature of process • Incumbency advantage • Non-legislative congressional functions 	Look at http://opensecrets.org http://maplight.org (last day for feedback on submitted outlines/drafts – Oct 12)
Ch. 6 Pgs. 236-282	Oct 14	<i>Presidency</i> <ul style="list-style-type: none"> • Presidential roles (HoS & HoG) • Formal and informal powers (public, foreign policy, legislative) • White House offices (support, OMB, advisory boards) • Growth of presidential power 	Legislation Papers due October 17 ; informal reports on paper substance in class <i>WW: Documentary</i>

Ch. 7 Pgs. 284-322	Oct 21	<i>Executive Bureaucracy</i> <ul style="list-style-type: none"> • Def. and discussion of bureaucracy • Cabinet depts., regulatory agencies, gov't corporations • Bureaucratic behavior • The Iron Triangle relationship • Ways in which the bureaucracy affects legislation, administrative legislation 	Review and drill on major departments & agencies, their acronyms, and their functions; as well as current office holders and Supreme Court Justices – quiz October 19
Ch. 8 Pgs. 324-374	Oct 27	<i>Judicial Branch</i> <ul style="list-style-type: none"> • Civil v. Criminal law • US Court structure (State, District, Appeals, Supreme) • What brings a case to the Supreme Court • Hearing and Opinion procedures • Strict v. loose constructionist interpretations 	Begin identification of and work on domestic public policy issue for class position paper More Court Case drill
UNIT TEST	Oct 31	INSTITUTIONS	
Ch 9 Pgs. 378-418	Nov 3	<i>Public Opinion</i> <ul style="list-style-type: none"> • Political Socialization • Voting structures and patterns • Polling – types, role of 	On-line political opinion survey exercise On-line electoral college strategy exercise
Ch. 10 Pgs. 420-474	Nov 9	<i>Elections</i> <ul style="list-style-type: none"> • Electoral structures, procedures, apportionment • Voting behaviors • Evolution of party alignments • PACS, Campaign finance reform 	<i>Suppl. Rdg 4: excerpts from Bowling Alone</i>
Ch. 11 Pgs. 476-520	Nov 15	<i>Political Parties</i> <ul style="list-style-type: none"> • Structure and functions of political parties (recruitment; interest aggregation, etc.) • Evolution of party alignments • Strength of political parties today 	Trip to Washington week before Thanksgiving; Washington trip often incorporates a special activity for GOV class.

Ch. 12 Pgs. 522-558	Nov 23	<i>Groups and Interests</i> <ul style="list-style-type: none"> • Function of interest groups in a democracy • Identification of some major interest groups • Techniques used to influence outcomes • Role of lobbyists • The Prisoner's Dilemma • Initiative and Referendum process 	This may or may not be coordinated with a class project – kinda depends on what evolves.
Ch 13 Pgs. 560-596	Nov 30	<i>The Media</i> <ul style="list-style-type: none"> • Nature of relationship between gov't and media • Law (Prior restraint, libel) • Changes in media restrictions, freedoms, forms • Media framing • Rise and effect of adversarial journalism 	
UNIT TEST	Dec 2	POLITICS IN THE US	
Ch. 14 Pgs. 600-632	Dec 8	<i>Policy: Economic</i> <ul style="list-style-type: none"> • The nature of Policy (durability, limitations) • Gov't commitment to facilitating commerce and investment; expectations about gov't oversight of economy • Budget process; deficit & how it is funded • Fiscal policy; Tax policy • Monetary policy' role of the FED 	<i>Suppl. Rdg 5: summary of The Tragedy of the Commons</i> Exercise filling out a 1040 Exercise involving analysis of current budget figures
Ch. 15 Pgs. 634-668	Dec 14	<i>Policy: Social</i> <ul style="list-style-type: none"> • Contributory v. non-contributory programs • Def: entitlements; moral hazard; means testing • Social Security projections & proposed solutions • Devolution (TANF) 	Exercise in which students compare how they would grade an AP free response question to how the questions were actually graded

Ch. 16 Pgs. 670-703	Dec 20	<i>Policy: Foreign</i> <ul style="list-style-type: none"> • Foreign policy role/powers (formal & informal) of president and legislature • Bilateral and multilateral treaties • Philosophies of foreign policy; eras of American foreign policy 	Brief paper due Dec 16 describe and comment on varied analyses of a current element of Foreign Policy (<i>not</i> Iraq or other prominent military issue)
UNIT TEST	Dec 22	PUBLIC POLICY	

ASSESSMENT- QUARTERS 1 AND 2:

Quarter grades are based on:

- ♦ performance on the regular RAQ exercises which typically comprise
 - 10 to 12 multiple choice questions, (40-45%)
 - 3 to 4 define and apply items, (20-30%)
 - a free response question which is constructed and scored like the free response questions on the AP exam
- ♦ performance on unit tests which typically comprise
 - 25 multiple choice questions (50%)
 - 2 AP style free response questions (25% each)
- ♦ Papers and presentations (Legislation paper, Q1 – 15%)
- ♦ Responsible performance of smaller tasks (summer work, contributing articles, supplemental readings; etc.)
- ♦ Participation (active involvement in groups, class public policy project, discussion)

COMPARATIVE PORTION OF CLASS IN DETAIL:**RESOURCES:**

Primary Text: *Comparative Politics Today: A World View*, 7th Ed. Almond, Powell, Strom and Dalton. Longman: 8th edition, 2006.

Secondary & Review Texts:

Sodaro, Michael. *Comparative Politics; A Global Introduction*. McGraw Hill, 2004.

Wedding, Ken. *The AP Comparative Government and Politics Examination: What you Need to Know*. College City Publications, 2010.

Supplemental Readings:

- ♦ Fukuyama, Francis. "Civil Society and Improved Governance in Developing Countries". Address to Brookings Institution, 20 March 2007.

- ♦ Marx, Karl. “The Communist Manifesto.” (excerpts) 1848.
- Lenin, Vladimir. “What is to be Done” (excerpts), 1902.
- ♦ Krain, Matthew. “Briefing Paper: Globalization.” College Board, 2005.
- ♦ Beer, Caroline. “Briefing Paper: Mexico.” College Board, 2005.
- ♦ Boroujerdi, Mehrzad. “Iran Briefing Paper.” College Board, 2005.
- ♦ Powell, G. Bingham and Powell, Eleanor. “Briefing Paper: Democratization.” College Board, 2005.
- ♦ Kaiser, Paul. “Nigeria Briefing Paper.” College Board, 2005.

Frequent periodical articles chosen for timeliness, importance, applicability, and interest.

Other Supplementals

- ♦ A broadcast of Parliamentary “Question Time”
- ♦ Interview, Pakistani Political Scientist Rabia Ali (recorded at our school in 2005)
- ♦ Video on the History of Oil and Petrodollars by Robert Newman
http://www.indybay.org/uploads/history_of_oil.ram

APPROACH:

This portion of the course is organized around sequential study of the six countries. It opens with a brief introduction which prompts students to derive, name, and define structures and principles that they had seen in the US portion of the course, and which lays basic definitional groundwork for Comparative Politics. Most of the other conceptual material - eg. corporatism, patron-client networks, rent seeking, etc. – is introduced in the context of states which effectively illustrate them. As each new concept is discussed, class time is used to connect it to other concepts and apply it to other situations. The major AP briefing papers are similarly woven into the six-country study. At the end of the six-country sequence, we go back to reinforce those concepts (and pick up any which may have been missed).

In this portion, the structures of the tests, which may be called RAQs or may acquire other names, will still have the structure parallel to the AP exam – multiple choice questions, identifications similar to the brief free response questions now included in the exam, and longer free response questions with points given only for sufficient citation of specific items asked for in the prompt. Some of these are actual questions from previous AP exams while others are teacher constructed. This testing, though, is less frequent than in the first half, with one test per country unit.

Throughout the course, domestic and international current events are discussed, particularly as appropriate and applicable to material.

SCHEDULE:**Text readings and reading accountability quizzes (RAQ) approximate schedule**

Reading	Approx testing Dates	Topic – Incl. concepts/details....	Other activities in this time period
Winter Break		Each student finds and reads 5 articles on one of the 6 study countries; students with the same country split up specific focus topics (politics, foreign relations, economics, social policy)	
Sodaro Ch 3	Quiz on terms Jan 6	<p><i>Derivation of Political Science terms already strongly illustrated in US portion of course such as –</i></p> <p>Federalism Political Socialization Interest Aggregation Civil Society Bureaucracy</p> <p><i>Essential Vocab for Comparative such as</i></p> <p>regime v. state v. gov't v. nation sovereignty legitimacy Parliamentary systems normative v. empirical analysis</p>	<p>Read and highlight AP course description</p> <p>Teacher prepared explanation of analytical techniques and hypothesis testing</p>
Sodaro Ch. 15 pgs 342 to 385	Jan 13	<p><i>The British System–</i></p> <ul style="list-style-type: none"> • System w/no written Constitution • British electoral system; parties • Parliamentary structure; role of party in parliamentary leadership; collective responsibility, backbenchers; confidence vote; relationship to Whitehall • Eras in British politics, Thatcherism, The Third Way, the Euro debate • Devolution 	<p>Country groups share articles amongst themselves; put together overview to present to rest of class</p> <p>View a recent Question Time</p> <p><i>Suppl Rdg 1: Fukuyama on Civil Society</i></p>
<i>MIDTERM FOR US & COMPARATIVE COURSE (Mostly US material in AP test format)</i>			

Almond Ch. 14 pgs 456 to 499	Early February	<i>The Iranian System—</i> <ul style="list-style-type: none"> • Relationship between Islam and legitimacy • Historical background; Mossadegh, 1979 Revolution • Gov't structure, role of Supreme Leader, role of Guardian Council • Oil revenues, rentier state economics • Shifting of power between Ulema and modernizers • Control of information v. internet • Foreign relations, nuclear development stand-off 	<i>Suppl Rdg 5: BP on Iran</i> Rabia Ali Interview
Almond Ch. 9 pgs 206 to 250	Before Feb Break	<i>The Chinese System—</i> <ul style="list-style-type: none"> • Historical background, guardianship • Communism and Statism; mass line, democratic centralism, Mao and phases of Maoism (Cultural Rev, etc.) • Parallel structures of party and state; policy process • Deng, gradualism, economic change • Political change and Tienanmen Sq; what rights are protected, which aren't • Integration into global economy, control v. internet, likely impact of Olympics • Relations w/Hong Kong, Taiwan 	<i>Suppl Rdgs 2: Marx & Lenin</i> <i>Suppl Rdg 3: BP on Globalization</i>
Almond Ch 10 Pgs. 254 to 305	Mar 2	<i>The Mexican System—</i> <ul style="list-style-type: none"> • Historical background; Constitution; Cardenas era; • PRI hegemony and stages/causes of its erosion • Gov't structure • Influence of global economics: proximity to US, oil, NAFTA • Geographic and class cleavage • Policy process, corporatism, patron-client politics Analysis of recent elections – Democracy or not?	<i>Suppl Rdg 4: BP on Mexico</i> Students begin work analyzing a current Political Science debate – topics such as the Clash of Civilizations, Dependency Theory, Neoconservative Policy, Modernization Theory, responses to WTO

Sodaro Ch. 19 Pgs. 526 to 574	Mar 19	<i>The Russian System–</i> <ul style="list-style-type: none"> • Legacy of Authoritarianism • Marx, Lenin, Stalin, Gorbachev • Transition, shock therapy • Current Russian governmental/political system; economics • Chechnya, Oligarchs, Federalism or centralist? 	<i>Suppl Rdgs 6:</i> On Putin and on Illiberal Democracy <i>Suppl Rdg 7:</i> BP on Democratization
Almond Ch. 11 pgs 310 to 358	Apr 9	<i>The Nigerian System–</i> <ul style="list-style-type: none"> • Demographic make-up and cleavages • Historical sequence; Biafran war, democracy alternating w/military dictatorship (Abiola, Abacha) • Federalism; consociational structures • The impact of oil; unrest in the Niger Delta • Distributive justice • Democracy? 	<i>Suppl Rdg 8:</i> BP on Nigeria Comparison of the consociational challenges of Nigeria, as well as challenges about distribution of oil revenue, to Iraq Oil Video
Sodaro Ch 9 207 to 228		<i>Pulling it all together – Comparative Politics (and the European Union)</i> <ul style="list-style-type: none"> • Review of terms and concepts and their application (see list below) • Discussion of yield from Political Science debate papers • The European Union; structure, challenges, controversies 	Paper summarizing positions in a current policy debate in one of the AP six due April 13 ; students report on these to others <i>Suppl Rdg 9:</i> EU Expansion
Apr 23 to May 14 Wedding Complete		<i>Review for exams</i> – a variety of student and teacher generated and shared comparison charts, applications of terms, practice structuring and supporting analytical essays, vocabulary lists, practice tests, and drill games.	
Tues, May 15		<i>US and Comparative Government AP Exams</i>	
May – June		<i>Debriefing and discussion for improvement of subsequent classes</i> <i>Political films (mostly US)</i>	

Summary of structures, concepts, movements, and principles that are discussed and applied as they come up naturally during the process of studying the six countries:

Authoritarianism	Majority v. Plurality Systems
Centerist State	Majoritarian Two Party Systems
Charismatic Leadership	Modernization Theory
Civil Society	Nation Building
Cleavage	Nation-State
Client State	Nationalism
Collective Security	Night Watchman State
Command Economy	Neoliberalism
Consociational structures	<i>Nomenklatura</i>
Corporatism	Normative v. Empirical analysis
Debt Service	Parastatal
Democratic Centralism	Pluralism
Democratization	Political Socialization
Dependency Ratio	Prebendalism
Dependency Theory	Regime v. State v. Gov't v. Nation
Devolution	Rent Seeking
Distributive Policies	Rentier State
Elite Recruitment	Rule of Law
Extractive Policies	Single Member v. Proportional
Federalism	Legislatures
Globalization	Sovereignty
Gradualism	Statism
Guardianship	Sunshine Laws
Illiberal Democracy	Supranationalism
IMF	Totalitarianism
Interest Aggregation	Unitary System
Interest Articulation	Welfare State
Legitimacy	WTO
Mass Line	

♦ Films for the period after the exams may include:

Lions for Lambs
 Thank You for Smoking
 Can Mr. Smith Get to Washington Anymore?
 Wag the Dog
 All the President's Men
 Shattered Glass
 Primary Colors
 Dave