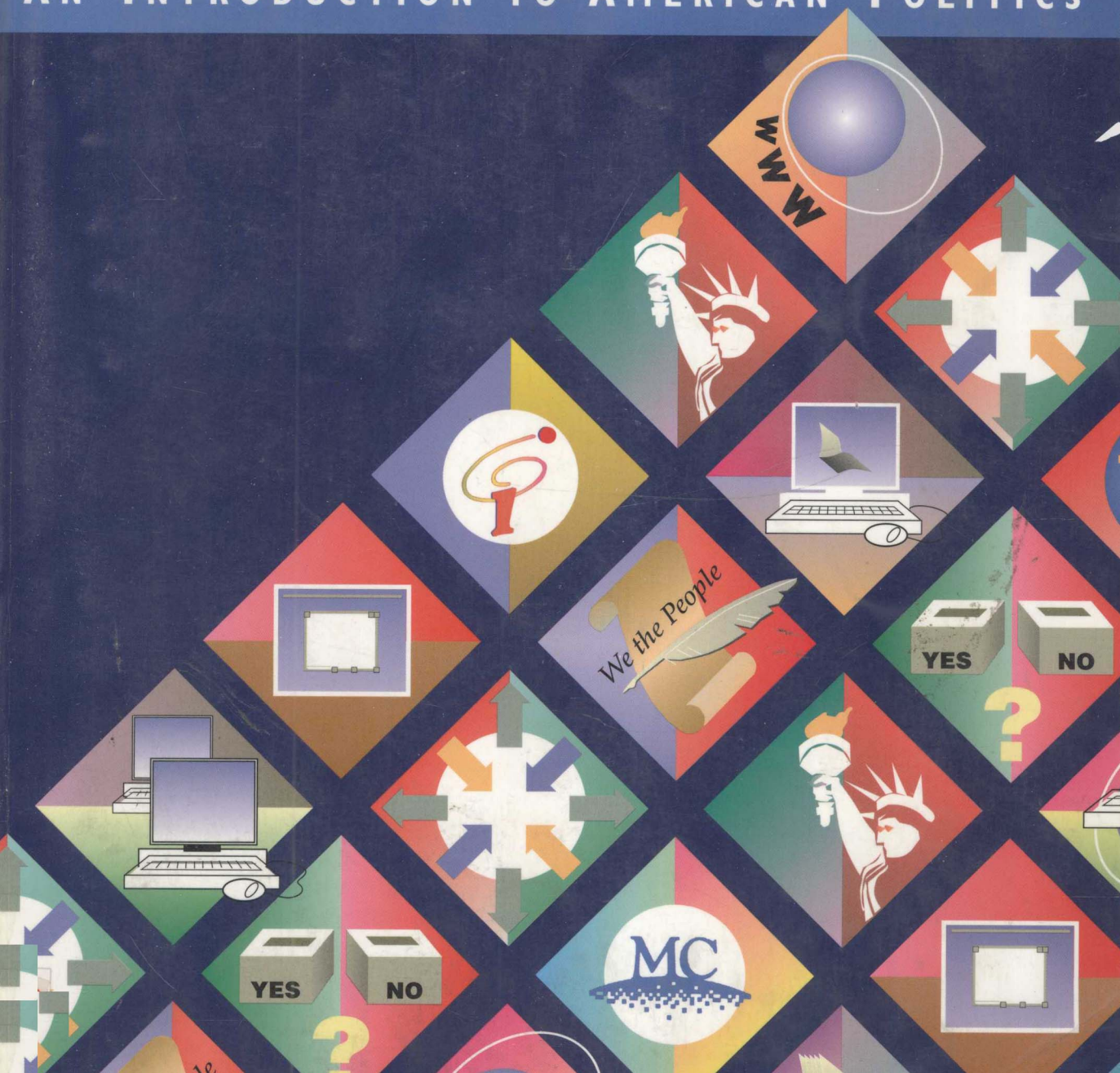
Michael C. Gizzi, Tracey Gladstone-Sovell, William R. Wilkerson

The Web of Democracy

An Introduction to American Politics



THE Web OF Democracy

An Introduction to American Politics

Michael C. Gizzi
MESA STATE COLLEGE

Tracey Gladstone-Sovell
UNIVERSITY OF WISCONSIN–RIVER FALLS

William R. Wilkerson
COLLEGE AT ONEONTA, SUNY

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Wadsworth/Thomson Learning
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International Division
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USA

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Canada
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Canada

Preface

Almost every American government textbook published today comes with an accompanying Web site that includes study questions, Web links, and perhaps some brief content to accompany the text. But in almost every instance, the book's Web site is an afterthought to the printed text. *The Web of Democracy* is different. In our view, it is the first truly interactive introduction to American politics. Each chapter of *The Web of Democracy* was written in conjunction with its accompanying Web content. The Web site that accompanies *The Web of Democracy* is not an afterthought; it is fully integrated with the text.

The three authors of this text share a commitment to integrating technology into our teaching. We also share a commitment to college teaching. We teach at state universities that have as their first priority undergraduate education. The introductory American politics course is the mainstay of our teaching load. We teach it at least once a year, and usually, we teach it every semester. We also teach without TAs and have class sizes similar to many colleagues who teach in similar institutions.

Theme

Most students who are enrolled in an introductory American politics course do not intend to be political science majors. They often take the course to fulfill some aspect of their university's general education curriculum. The reason that such a course is included in the general education program is to instill in students a better sense of their role as citizens. Improving citizenship skills is not, however, usually the primary goal of standard American politics textbooks. Consequently, although students enrolled in introductory courses may gain an understanding of political science, they often do not leave such courses any better prepared to be active citizens than prior to their enrollment.

The Web of Democracy emphasizes the concept of citizenship and approaches the study of political institutions, actors, processes, and principles from that point of view. This theme is especially significant at a time when concerns about the declining rate of political participation, growing

levels of cynicism toward public officials, and a general lack of involvement on the part of the average person in public matters are particularly high. Providing students with the knowledge and skills needed for active citizenship will not ensure that they will become active citizens, but it will better prepare them for that role should they choose to adopt it as part of their personal behavior.

The Web of Democracy is similar to other American government texts in its organization, but significantly different in the wide variety of tools it provides students for active learning. We include the standard content desired by instructors for the introductory course on American government, but do so in a compact 400 pages. *The Web of Democracy* is a brief text, but it is thorough in its coverage of important concepts and issues. The text is heavily supplemented by content placed on *The Web of Democracy's* Web site, which we view as an essential companion to the text.

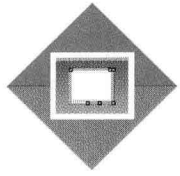
A Truly Interactive Textbook

The World Wide Web offers numerous opportunities to help students become more engaged citizens. The Web can be used to provide students with the tools they need as citizens. We believe that a brief text along with interactive pedagogy provides an excellent combination to develop future citizens. We have created *The Web of Democracy's* Web site with that idea in mind.

These tools are flexible. Each of us uses a different mix of the features described below. Instructors may use as few or as many as they choose. Some may wish to start slowly, whereas others may wish to use many features from the Web site. The *Instructor's Manual* is a valuable tool that will help to integrate the material within the course.

The Web site includes the following features:

Additional Content. Chapters include updates to materials found in the text. For example, the presidency chapter includes an assessment of President George W. Bush's performance in office. We also include several detailed case studies that space limitations did not allow us to include in the text.



Online Readings. Featuring InfoTrac and GaleNet. *The Web of Democracy* is not just a textbook; it is a complete course solution, including supplemental readings to accompany each chapter. In addition to selected scholarly readings from the InfoTrac database, the Web site includes copies of the Constitution, Declaration of Independence, and classic readings such as *The Federalist Papers.* Students will also have complete access to the InfoTrac database throughout the semester they are enrolled in the course.

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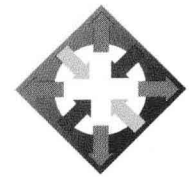
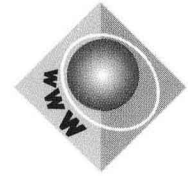
Participation Exercises. Each chapter includes participation exercises that provide students with important tools they can use as citizens. These exercises can be viewed as preparation to participate in the political process; however, they can also be seen as examples of class participation. In this way, faculty can choose to require that some of these exercises be completed as part of the course requirements. The exercises are designed to (1) promote active participation in the political process; (2) allow students to develop the knowledge and skills necessary to become effective citizens; (3) encourage students to continue to be involved in the political process after the course has ended; and (4) provide students with the opportunity to develop some basic research skills.



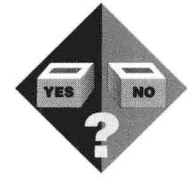
Many of the exercises will involve having students gather the information they need to form political judgments. For example, students are asked to identify their representatives at all levels of government and to learn where these individuals stand on issues of concern to the student. Other exercises ask students to analyze data, and still others have them apply theory to practice. Taken individually, these exercises do not involve major "research" on the part of the student, but they do develop research skills that could then be utilized in other projects and in other courses.

Related Web Sites. Links to various Web sites connect students to the most valuable resources on the Web.

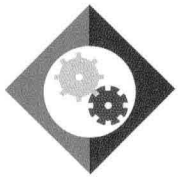


Constitutional Convention. Several chapters in the book are also linked to a virtual "Constitutional Convention" on the Web site. This enables students to interact with one another through a structured discussion format. The Constitution Convention includes several provocative reform proposals, including electoral college reform, school prayer, term limits, flag burning, the line-item veto, and campaign finance reform. The Constitutional Convention provides students with the ability to interact with one another to debate the merits of proposed reforms to the U.S. Constitution in a Web-based threaded-discussion format. Students can post their comments, other students can read them, and then students can respond back and forth. As faculty teaching the introductory course, we have used the Constitutional Convention in our own classes for several years and have found it to be an extremely effective learning tool. Students enjoy the opportunity to interact with their peers in a nontraditional format, away from many of the pressures of face-to-face classroom interaction. Often, students who rarely speak in class discussions are among the most active participants in online forums.

Political Awareness Questionnaire. Students are regularly confronted with various labels regarding the competing ideologies and political positions that tend to dominate American political debates. They may even have a label that they attach to their own views. At the same time,



many students enrolled in introductory courses do not have a clear picture of the sorts of ideas and values that generally constitute different ideological positions. They also do not see the connections between positions taken on general questions regarding the nature, purpose, and aim of government and specific policy issues. Finally, many students in the introductory course tend to have a fairly vague sense of where their own views on specific questions would place them within the ideological spectrum. The political awareness questionnaire enables students to explore their own political views and see how they fit into the ideological spectrum of American politics.



Presidential Leadership Simulations. Unique to *The Web of Democracy* are the interactive Web simulations we have created to enable students to step into the shoes of the president of the United States. The American president is considered the most powerful political official in the world. Yet no other chief executive has as many limitations on his or her power. Substantively, the goal of the two simulations is to help students better understand the complexities of presidential power. They will see that not all decisions are cut-and-dried and that for every decision they make there is a consequence. Decisions made result in opportunities lost. A policy decision could back the president into a corner, limiting his options, or it could vastly expand his opportunities.

In *The Web of Democracy,* students can explore the opportunities and limits to presidential power through two simulations. First, students will have the opportunity to learn about the constraints of leadership by engaging in a simulation of the political decisions and consequences of a president's choice in selecting a justice for the Supreme Court. Students take on the role of President George W. Bush as he is faced with choosing a new justice. The simulation goes from the initial selection of a candidate to the final vote of the Senate to confirm or reject the nominee. The second simulation tackles the ongoing energy crisis and allows students to see how American political institutions interact with one another. By taking the role of the president in dealing with energy policy, students can see the consequences of their decisions for presidential-congressional relations, as well as the interplay of issues of federalism and interest group activity.

MicroCase Data Exercises. *The Web of Democracy* provides students with the ability to "do" political science research using real quantitative data in Web-based MicroCase exercises. Using the powerful MicroCase analysis system, students are able to engage in simple empirical data analysis. Students can grapple with the relationships that exist between various demographic factors that are used to categorize individuals and the ways in which these individuals are likely to act in the political process. Unlike the stand-alone version of MicroCase, the data exercises included in *The Web of Democracy* require no additional software. Students can complete data analysis exercises from within the Web site and easily

submit their answers to questions to their instructors. Data exercises include questions from the 2000 National Election Study and from other sources as well.

Additional Supplements. There are numerous supplements that Wadsworth can make available to instructors:

Instructor's Manual, Test Bank, and Multimedia Guide
ISBN 0534531156
Contains chapter outlines, summaries, suggestions on integrating the various Web site components, resource integration guide, and multiple choice fill-in-the-blank test questions.

Examview
ISBN 0534531164
For Windows and Macintosh. Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system.

American Government Transparency Acetates
ISBN 0534586740
Includes over 70 full-color acetates featuring diagrams, charts, tables, and figures from the text and additional sources.

Political ScienceLink
ISBN 053457095X
Prepare great multimedia lectures using images from a variety of sources.

CNN Today: American Government Today, Volume 1
ISBN 053451944X
A total of forty-five minutes of two to three minute high-interest video clips, including topics such as Medical Marijuana, Young Republicans, and Political Webheads.

CNN Today: American Government Today, Volume 2
ISBN 0534553621
Approximately sixty minutes of four to six minute video clips featuring point/counterpoint debates on exciting and controversial issues. Includes topics such as the Internet and Free Speech, Negative Campaign Ads, Gun Control, Executive Privilege, and the Death Penalty in the United States.

CNN Today: American Government Today, Volume 3
ISBN 0534569579
Approximately fifty minutes of three to six minute video clips on the 2000 election. These serve as great lecture or discussion launchers.

American Government: Using MicroCase ExplorIt, Seventh Edition
This computer-based workbook uses real up-to-date data sets in sixteen assignments. Students analyze NES and GSS data to discover American Government.

An Introduction to Critical Thinking and Writing in American Politics
Introduces students to a number of critical thinking and writing techniques and helps them make better use of information they receive in class and in the text.

Thinking Globally, Acting Locally
Authored by John Soares. Designed to help students get involved and become active citizens. Topics include tips for writing letters to the editor, volunteering, how to change laws, and registering to vote.

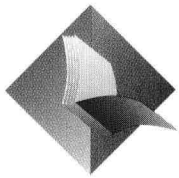
American Government Internet Activities, Third Edition
Contains activities for all major topics in the text. Students are asked to surf the Web to obtain answers to thought-provoking questions.

The Handbook of Selected Court Cases
Includes more than thirty Supreme Court cases.

The Handbook of Selected Legislation and Other Documents
Includes excerpts from twelve laws passed by the U.S. Congress that have had a significant impact on American politics.

Special Note to Students

We have written this book as a tool to enable you to best learn about American politics. You will benefit most from all that *The Web of Democracy* has to offer you by combining the use of the book with the Web site. We don't expect you to use everything on the Web site, and indeed, we realize that each instructor will pick different features to require. But we encourage you to take the time to participate in the Constitutional Convention and complete the various simulations and exercises that you find on the Web site.



It is our vision that *The Web of Democracy* can serve as a toolbox for you to use as active citizens. We want to provide you with the resources you need to critically evaluate office holders, candidates, and the issues that interest you the most.

The Interactive Study Guide on the Web site will help you learn important topics in each chapter. Quizzes offer practice before taking a test. The Interactive Study Guide is free with the purchase of the text.

Acknowledgments

In writing this book and developing the Web site, we have accumulated a considerable debt to several individuals for whom we can only offer our sincere thanks. The following academic reviewers offered numerous constructive criticisms, comments, and suggestions during preparation of the manuscript: Akiba J. Covitz, University of Richmond; Larry Elowitz, Georgia College and State University; Glenn David Garrison, Collin County Community College; Jesse C. Horton, San Antonio College; Timothy Hoye, Texas Woman's University; John C. Hughes, St. Michael's College; Matthew R. Kerbel, Villanova University; Quentin Kidd, Christopher Newport University; Tom Oberlink, Kalamazoo Valley Community College; Stephen Sandweiss, Tacoma Community College; Joseph L. Smith, Grand Valley State University; Bruce M. Wilson, University of Central Florida.

We are particularly grateful to have the excellent editorial support and trust of two editors at Wadsworth Publishing. First and foremost, this book would never have come about had it not been for the vision of Clark Baxter, publisher for political science at Wadsworth. Clark was willing to provide ongoing support and direction for the project since day one, even when he did not understand some of the technical aspects of what we wanted to accomplish with the interactive features of *The Web of Democracy.* He put his trust in us, and for that we are particularly thankful. Sharon Adams Poore, our senior development editor, also deserves a great deal of thanks. Not only did she coordinate the reviews of each chapter, but Sharon guided us through our first venture in textbook publishing. She pushed us along when it seemed that the manuscript would never be finished.

We also want to thank Steve Wainwright, technology project manager, who has been instrumental in enabling us to develop the Web site and interactive features that are so central to *The Web of Democracy.* Steve has used his years of experience as a sales representative to help us develop Web features that would appeal to numerous instructors, and he has given us the tools to develop the Web site the way we wanted to. Sheila Collins, at William Patterson University was instrumental in writing the narrative for the two simulations. We also want to thank Diane McOscar, executive marketing manager, who has met with us numerous times over the past two years to develop a plan to market our book.

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We would also like to thank Julie Aguilar, who was very helpful in guiding us through MicroCase details, and Jonathan Katz, editorial assistant at Wadsworth, for those everyday tasks that no one knows how to do but him.

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technology to enhance learning, and his input into the development of the book has been particularly helpful. Bill and Gary provided important feedback during the earliest days of this project. Finally, Bruce Miroff deserves thanks for providing encouragement in writing this book, even though it will compete against his own fine text.

Tracey Gladstone-Sovell thanks her River Falls colleagues and students. Particular mention goes to fellow department members Davida Alperin and Wes Chapin, who provided much needed intellectual and moral support along the way. She would like to offer special thanks to Joan Kratt, without whose assistance she would have never been able to write a textbook and run the department at the same time. Kurt Leichtle provided a historian's insight, David Schultz was always willing to bounce around ideas, Alan Tuchtenhagen could be counted upon for a good discussion about politics, and Mary-Alice Muraski provided friendship and technical advice. She would also like to thank the University's IT staff, who over the years have supported her various efforts to incorporate technology into teaching. Finally, she would like to thank her students who provide inspiration and feedback and are the reason she still enjoys teaching after 20 years. Special thanks go to Max Neuhaus for agreeing to share his experiences and Daniel Singel for providing a student's point of view by interviewing Max. Dannette Neuman and Amber Bowman provided research assistance along the way. Amber in particular was always able to track down facts, references, and Web sites and provided invaluable student feedback.

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We also owe considerable thanks to our families, who have endured two years of what seemed like constant, never-ending work on the book. Any errors in the text remain our own. We welcome feedback from instructors and students using *The Web of Democracy.*

A Message from the Authors

One of the problems in writing an American government textbook is that at some point the book has to go to print, but American politics does not stop. As the final page proofs for this book were being reviewed, terrorists attacked the World Trade Center in New York City and the Pentagon in Washington, D.C. We have tried to indicate, where it was possible, how

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this event will likely impact the political process (look for specific readings and Web content icons in the margin).

One of the virtues of the World Wide Web is that it is always subject to revision. We will attempt, to the extent possible, to make relevant material available on the Web site and to update it as needed. If there was ever a time in our nation's history when active participation in the political process was called for, this is it.

About the Authors

Michael C. Gizzi is an associate professor of political science and director of the Center for Teaching and Learning at Mesa State College in Grand Junction, Colorado. After receiving his bachelor's degree at Saint Michael's College in Vermont, he obtained a Ph.D. from the University at Albany, SUNY, in public law and American politics.

Dr. Gizzi teaches courses on the presidency, judicial process, constitutional law, politics in the information age, and introduction to American politics. He has taught an online distance education course on American politics and is a strong advocate for instructional technology in the classroom. He has written on federal judicial administration and instructional technology. His current scholarly interests focus on the intersection of information technology and politics, as well as the politics of higher education. Dr. Gizzi is the past president of the American Political Science Association's Section on Information Technology and Politics and a member of its council. He is currently writing on the topic of civic engagement and the digital divide and studying the use of hand-held computers in higher education.

Dr. Gizzi is an avid golfer, working hard to break 90. He enjoys spending time with his family, skiing, watching movies, and all the technology gadgets he can get his hands on.

Tracey Gladstone-Sovell is professor of political science and chair of the department at the University of Wisconsin–River Falls. Her bachelor's degree is from Penn State University. Her master's and Ph.D. are from Purdue University. Previously, she taught at Northern State University in Aberdeen, South Dakota.

Dr. Gladstone-Sovell teaches courses in political philosophy, media, constitutional law and has taught the introductory American politics course for 20 years. She has written in the area of popular television and politics and has a continued scholarly interest in the history of American political thought. She has long been an advocate of the use of technology in teaching at her university and serves on its Faculty and Academic Staff Development Board. She is a member of the council for the American Political Science Association's Section on Information Technology and Politics.

She knits and does needlework to stay sane and spends her free time with her husband and walking her dog. She listens to music and watches way too much television for her own good.

William R. Wilkerson is an associate professor of political science at the College at Oneonta, SUNY. His bachelor's degree and Ph.D. are from the University at Albany, SUNY.

Dr. Wilkerson teaches public law and American politics. He coordinates the College at Oneonta's Social Science Computing Laboratory and was a coprincipal investigator of a National Science Foundation Instrumentation and Laboratory Improvement Program grant. Spring 2001, Dr. Wilkerson served as the first faculty fellow in Oneonta's Teaching Learning and Technology Center. He is a member of the council of the American Political Science Association's Section on Information Technology and Politics.

In his free time, he enjoys being with his family, coaching youth sports, soccer, running (slowly) around the neighborhood, and reading.

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