

INSTRUCTOR'S EDITION

NINTH EDITION

Democracy Under Pressure

*An Introduction to the
American Political System*



MILTON C. CUMMINGS, JR.
DAVID WISE

Democracy Under Pressure

*An Introduction to the
American Political System*

NINTH EDITION

2002 ELECTION UPDATE

Milton C. Cummings, Jr.

The Johns Hopkins University

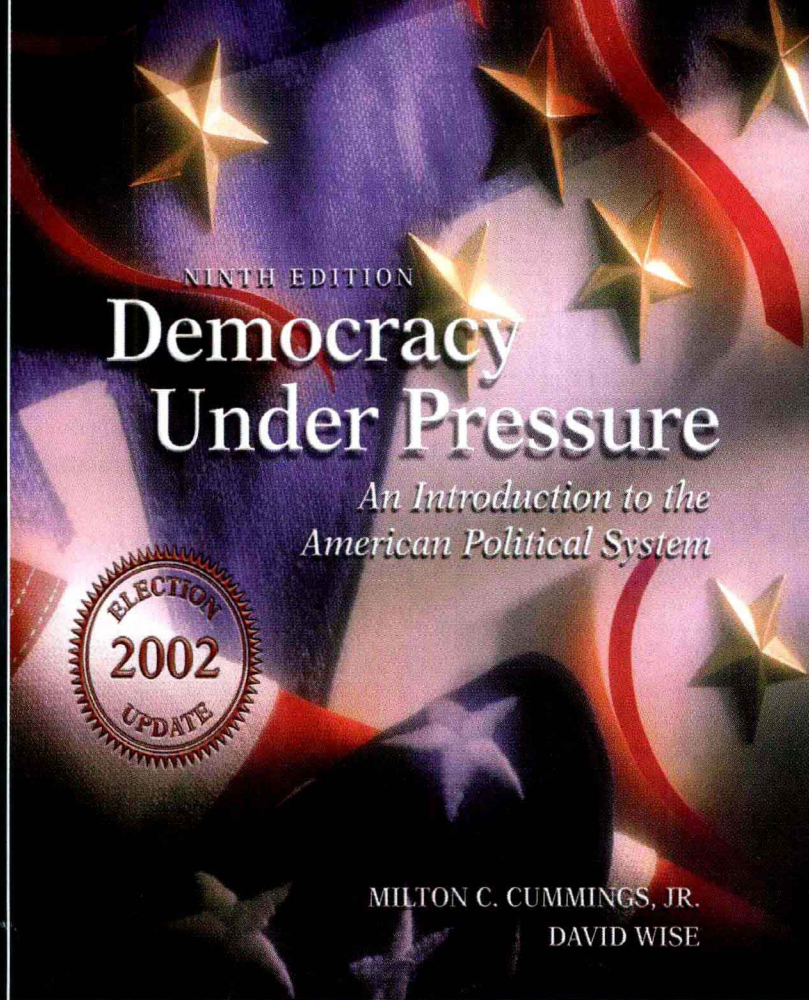
David Wise

Author and Political Analyst

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Democracy Under Pressure
An Introduction to the American Political System

NINTH EDITION

The hallmark of this best-selling textbook for the American Government course has always been its lively narrative and exemplary scholarship. That tradition continues in this new edition, which has been thoroughly streamlined and updated to include the 2002 campaign and election. Greater emphasis has been placed on refining the existing features of the book, providing a broader context for understanding American politics, and on integrating technological resources beyond the textbook itself. These features make it easier than ever before for students to become actively involved in learning about the American political process.

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By placing the student in the role of political actor, *Simulations* allow students to gain greater understanding of the political process while emphasizing critical thinking and decision-making skills. Class-tested and written specifically for the site to reflect the *current* political environment, simulations are appropriate for individual or group work. Featured roles include: state senator, an adviser to a president who must appoint a new member of the Supreme Court, a lawyer who must determine his clients' rights, an adviser to a presidential candidate, and other political roles.

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Students are encouraged to *get involved* in active citizenship by working on a political campaign, helping an interest group, lobbying Congress, and become activists as they participate in these activities. Once the activity is completed, a series of questions about the experience asks students if they feel they "*made a difference*."

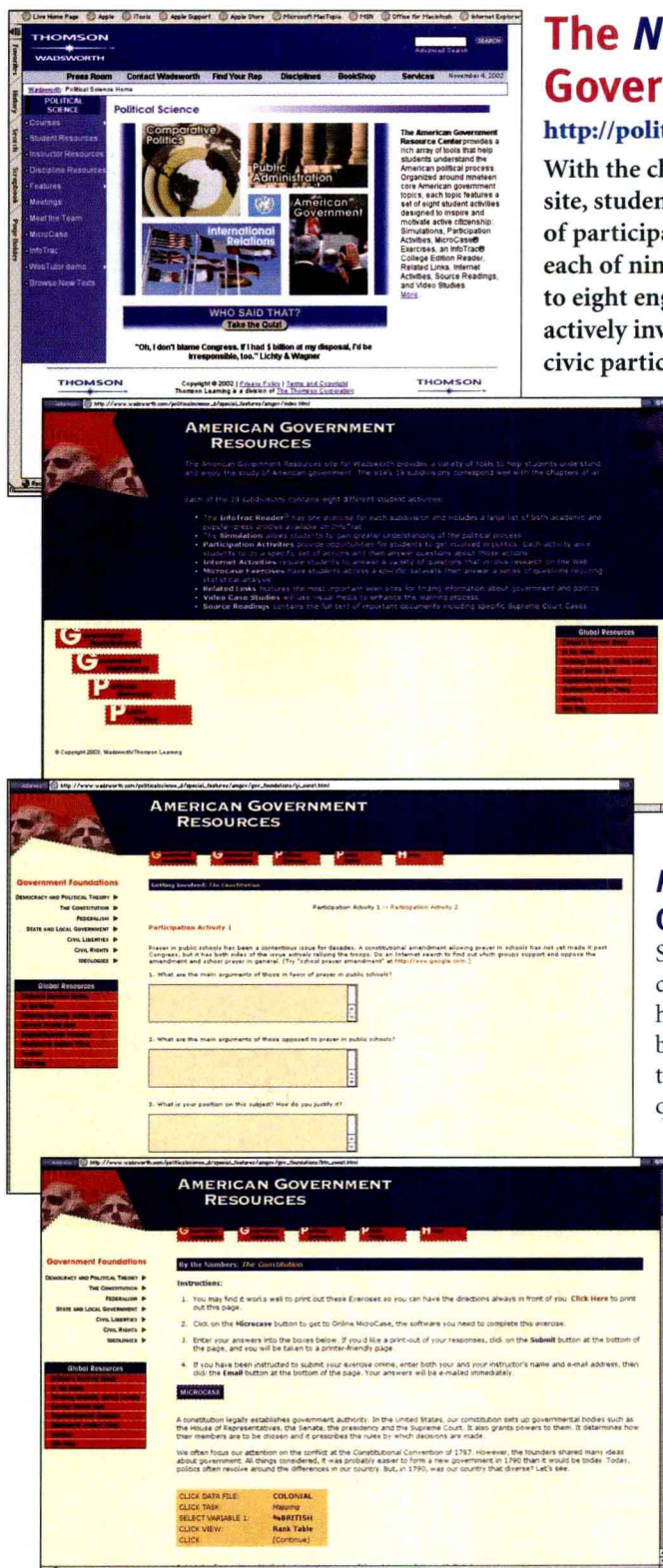
MICROCASE® EXERCISES . . .

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Students use actual real-world data to *do* data analysis with these *MicroCase Exercises*. Written specifically for the American Government Resource Center, each exercise presents an issue in American government and directs students to pertinent information through data sets. Accompanying questions help students consider and interpret data.

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Also located at the American Government Resource Center, this reader is updated every semester and organized by core American government topics—featuring exercises that guide students to current articles in the InfoTrac College Edition online library. Access to the library is **FREE** when you adopt this text. See page 9 of this *Preview* for details.

SOURCE READINGS

This section of the Web site contains the full text of important primary and secondary source documents, including Supreme Court Cases. Political and historical contexts are provided.

INTERNET ACTIVITIES

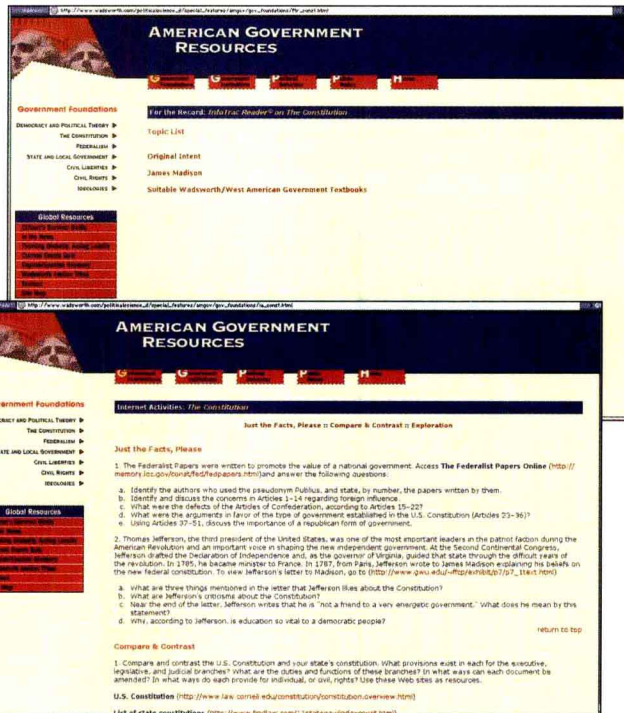
Divided into three groups—“Just the Facts, Please,” “Compare and Contrast,” and “Exploration”—these activities ask students to answer a variety of questions that involve research on the Web.

RELATED LINKS

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Plus these important resources



Global Resources

- Citizen's Survival Guide
- In the News
- Thinking Globally, Acting Locally
- Current Events Quiz
- English/Spanish Glossary
- Wadsworth AmGov Titles
- Toolbox
- Site Map



Also available . . . a Companion Web Site

AT THE WADSWORTH

POLITICAL SCIENCE RESOURCE CENTER

<http://politicalscience.wadsworth.com/cummings9/update/>

Designed exclusively for this *Ninth Edition 2002 Election Update*, the book's Companion Web site is fully integrated with the textbook and provides links to major election coverage sites, news sources, political organizations, and other resources related to the American government course. It includes chapter-by-chapter links to the sites

referenced in the textbook's Web icons and to other sites directly related to text material. The site provides the glossary from the textbook and the *Instructor's Manual* online as well as a selection of self-assessment questions from the printed *Study Guide*. It also gives students direct access to the Web and new InfoTrac College Edition activities provided for each chapter of the book.

RESPECTED!

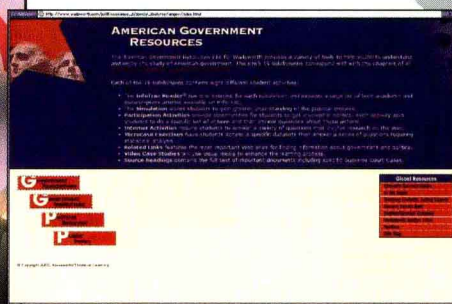
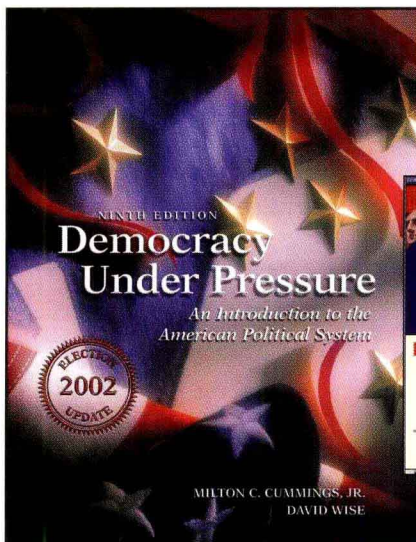
More than a million students have been introduced to the fundamentals of American government by Milton C. Cummings, Jr. and David Wise.

CURRENT!

Every chapter has been completely updated with coverage and analysis of the 2002 election, as well as the impact of 9/11 and the war on terrorism.

TECHNOLOGICALLY INTEGRATED!

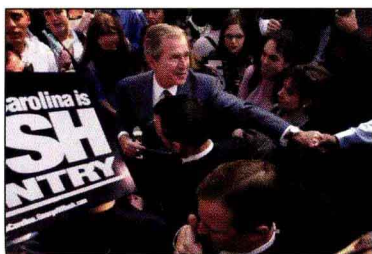
Web icons in every chapter take students to the up-to-the-minute currency of the Internet! This book's robust Companion Web Site takes you and your students beyond the boundaries of the traditional classroom!



***A writing style
that engages—
combined with
exemplary
scholarship
you can trust!***

You'll find it here in this best-selling text that conveys a balanced and realistic sense of our political system, including the historical foundations and current dynamics. In a time of rapid change, the authors continue to focus not only on the very considerable achievements of the American system of government but on its shortcomings too—providing students with a look at the reality as well as the rhetoric of American democracy. Cummings and Wise focus on the gaps, where they exist, between American myths and American realities and the political system's promise and performance.

Democracy Under Pressure: An Introduction to the American Political System, 2002 Election Update succeeds in getting students politically involved and helps motivate them to participate—not just examine—the way democracy responds to the needs and demands of various groups over time. In this new edition, the ***Democracy Under Pressure*** theme is of particular interest and use as the authors examine the impact and effects of September 11th on the various institutions and policies of American government. With the results of the 2002 congressional election incorporated throughout the book and **FREE** access to *InfoTrac® College Edition* (see page 9), rest assured you and your students are getting the most current information available on American government.

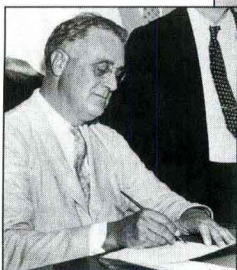


This **LIVELY, ENGAGING** book is as **CURRENT** and **TIMELY** as an American Government text can possibly be...

Take a look through the pages of this remarkable text...

on every page, in every discussion, you will find thoughtful analysis and the latest information on the most hotly debated issues facing our nation today.

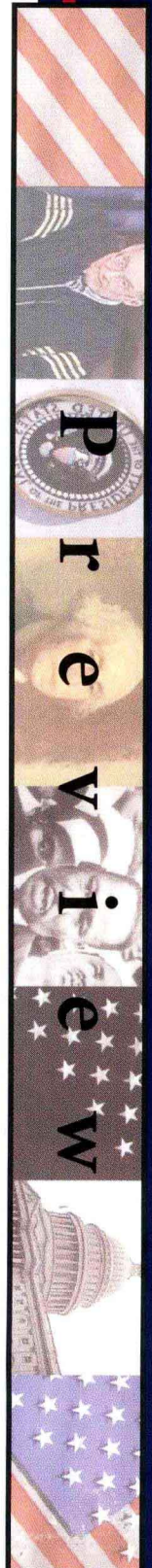
- ★ Full coverage of the 2002 congressional elections
- ★ Exploration of the potential impact of these elections on American politics, government, and the 2004 presidential race
- ★ Discussion of a wide range of events related to the terrorist attacks of September 11th and the resulting war in Afghanistan, and the long-range war on terrorism
- ★ Discussion of the general impact of terrorism on foreign policy and domestic security
- ★ Analysis of the latest economic developments, including the recent recession and recovery, the impact of the September 11th attacks on travel-related industries, the funding of the ongoing war on terrorism, the passage of major tax cuts and their impact on the federal budget, and the general crisis of confidence experienced in the business community as a result of the Enron scandal
- ★ The latest information on anthrax attacks on the Capitol and elsewhere, violence in the Middle East, campaign finance reform, and the proposed privatization of Social Security



“I’ve used just about every text for the introduction to American government course . . . The clarity, style, content, and pedagogy of *Democracy Under Pressure* ranks with the best of them—especially the grace of writing. It is far livelier than one usually finds in such texts.

Loch Johnson, University of Georgia, Athens

”



TOTAL TECHNOLOGY INTEGRATION helps you and your students keep pace with a rapidly changing political landscape

The *Ninth Edition Election Update* connects your students to its multimedia teaching and learning tools with total integration!

Throughout the book, you'll find Web icons in the margins that direct students to Web sites related to specific topics, issues, or individuals presented in the text.



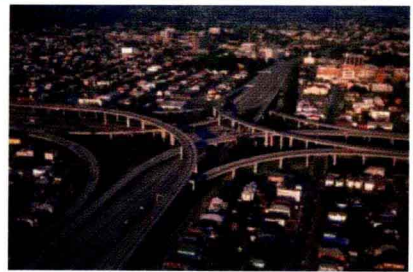
and that it could rise to more than 300 million after 2015.¹

According to one study of population patterns in the United States, if the projections of some experts were realized, "we would have close to one billion people in the United States one hundred years from now."² Although the authors of the study added that birth control and other factors made it unlikely that such a staggering total will be reached by that time, they estimated that the United States could have a population of a billion without peopling one another into the oceans.

If the nation has expanded from a population of about 4 million in 1790, and what the future may hold, can be charted with Census Bureau statistics and projections to 2025, as shown in Table 1-1. This dramatic increase in numbers of people—the "population explosion"—is taking place around the world. It raises questions that governments must ponder: Will there be enough food to eat? Enough room to live? Enough oil and water and other natural resources to meet humanity's future needs? Will the environment be destroyed?

For more information about Census Bureau statistics, see: www.census.gov

An interesting profile of the American public can be sketched with statistics, as presented in Table 1-2, that answer the question "Who are we?" A portrait of national origins can also be drawn. The great successive waves of immigration placed a stamp of diversity on America; even third- and fourth-generation Americans may think of themselves as "Irish" or "Italian."



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An earlier census survey indicated that the ancestry groups of Americans included the following: German, 23.3 percent; Irish, 15.6 percent; English, 13.1 percent; African American, 12 percent; Hispanic, 8.6 percent; Italian, 6.0 percent; French, 4.1 percent; Polish, 4.0 percent; Asian Americans, 2.9 percent; Dutch, 2.5 percent; Scottish, 2.2 percent; and Native American, 0.08 percent.³ The United States is also a nation of more than 87.4 million Protestants, 61.2 million Catholics, 5.5 million Muslims, 5.3 Eastern Orthodox church members, 4 million Jews, and 1.3 million Hindus.

¹The Census Bureau does not ask the religion of Americans in the decennial census, which is taken every 10 years that end in zero, but religious groups estimate their own membership. These are rounded figures based on *The World Almanac and Book of Facts 2000* (pp. 692-693).

TABLE 1-1
Profile of the U.S. Population, 1790–2025

	Population (in millions)									
	Actual					Projected				
	1790	1870	1920	1960	1970	1980	1990	1998	2010	2025
Total population	4	39	106	179	203	226.5	249.4	270.5	297.7	335
Urban	— ^a	10	54	125	149	167	187	NA	NA	NA
Rural	4	29	52	54	54	60	62	NA	NA	NA
Nonwhite	1	5	11	20	25	32	40.7	47.5	58.2	72.8
White	3	34	95	159	178	195	208.7	223	239.5	262.2
NA	20	25	30	28.1	30	33	35.2	37	38	
NA	7	23	42	53	45	46	53	NA	NA	NA
NA	— ^a	0.6	3	7	10	13.8	14.7	NA	NA	NA

Source: U.S. Census Bureau, National Center for Education Statistics, Department of Education. Projected totals are the most likely. Population figures rounded.

KEY TERMS

public opinion, p. 170
political opinion, p. 171
political socialization, p. 171
reference groups, p. 176
primary groups, p. 176
secondary groups, p. 176
exit polls, p. 178
universe, p. 179
random sample, p. 179
cluster sampling, p. 180
quota sample, p. 180
bandwagon effect, p. 181
political culture, p. 182

CHAPTER HIGHLIGHTS

• Public opinion is the expression of attitudes about government and politics. All governments are based, to some extent, on public opinion.

• Political socialization is the process by which a person acquires a set of political attitudes and forms opinions about political and social issues.

• Many factors influence the opinions people hold. Among the most important are differences in social class, occupation, and income; religion, sex, race, and ethnic factors; sectional and geographic differences; and the views of reference groups. There are two kinds of reference groups: primary groups (such as friends, office associates, or a social club) and secondary groups (such as labor unions or fraternal, professional, or religious groups).

• In addition, mass media—television, radio, newspapers, the Internet, online computer service providers, and other media—have a major impact on public opinion.

• The qualities of public opinion—direction, intensity, and stability—may be measured by political polls.

• Political polls, often useful as a guide to voter sentiment, are a standard part of political campaigns. They measure opinion by taking a random sample of a larger population, or universe. Due to the mathematical law of probability, the results of a poll usually reflect the opinions of the larger group. Although generally reliable, polls are sometimes wrong and do not necessarily predict the outcomes of elections.

• In presidential elections, often only a little more than half the people of voting age—and sometimes less than half—both to vote. In off-year elections for Congress, usually well under half of the voting-age population votes.

• Americans have not always sought to express their opinions or to bring about political change through lawful or peaceful means. If the political system fails to respond to the demands placed on it, or if participation is slow to bring about change, individuals or groups may vent their anger against the system in violent ways.

• Modern political candidates and leaders are highly attuned to techniques for measuring and influencing public opinion. Political polls, television commercials, Internet Web sites, and professional campaign

managers are all part of the efforts at mass persuasion employed today.

• Public opinion in a democracy may be seen as a broad but flexible framework for policy making, setting certain limits within which government may act.

SUGGESTED WEB SITES

<http://www.gallup.com>

The Gallup Organization

Since 1935 the Gallup Organization has conducted surveys to measure public opinion on various issues. Its polls cover five subject areas: Politics and Elections, Business, Social Issues and Policy, Managing, and Lifestyle.

<http://dailynews.yahoo.com/hz/us/na/>

Yahoo! Public Opinion Headlines

Yahoo! and Reuters news service list and provide the text of stories that report public opinion on topics ranging from politics to everyday life.

<http://www.msnbc.com>

MSNBC Opinions

Provides viewers with opinion articles and transcripts of programs, and allows visitors to the Web site to participate in MSNBC polls and to register their views on a Bulletin Board System (BBS) or through the MSNBC chat room.

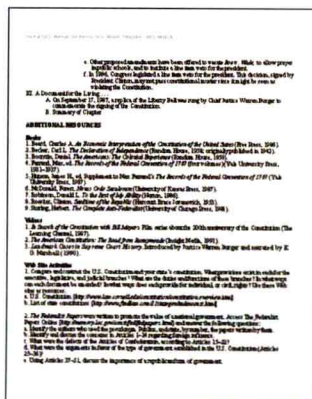
SUGGESTED READING

Bennett, Linda, and Bennett, Stephen. *Living with Leviathan: Americans Coming to Terms with Big Government* (University of Kansas Press, 1990) A detailed examination of Americans' changing attitudes toward the expanding role of government in social and economic life.

Bennett, Stephen, and Rademacher, Eric, eds. *After the Boom: The Politics of Generation X* (Rowman & Littlefield, 1997). A series of essays, including several by members of Generation X, examining the social and political thought and behavior of a younger segment of the population that will be increasingly important in the coming years.

Cantril, Albert H., and Cantril, Susan Davis. *Reading Mixed Signals: Ambivalence in American Public Opinion About Government* (Johns Hopkins University Press, 1999) An insightful study of the seemingly paradoxical attitudes toward government in the United States: Americans express distrust for government, and say that its size should be reduced, but when it comes to concrete issues, such as the environment, care for the elderly and young, and health care, they believe that government should be doing more.

In addition, an annotated list of significant Web resources appears at the end of every chapter.

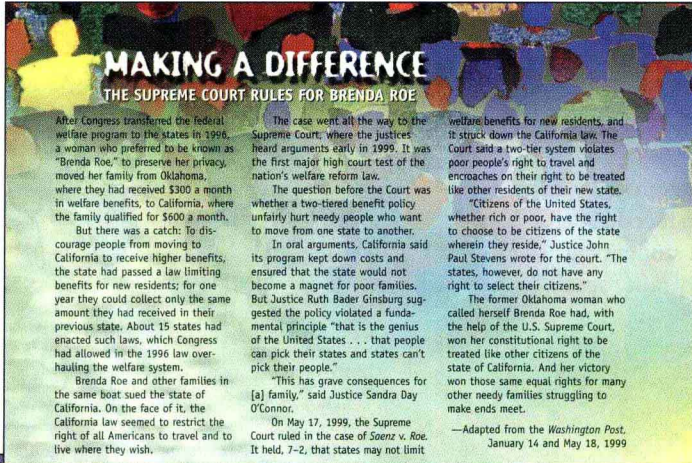


In the helpful *Instructor's Manual*, you'll find activities based on these Web sites that encourage students to further explore the chapter's issues.

The political process, history, and the importance of participation . . .

IT'S ALL HERE IN THE 2002 ELECTION UPDATE

Making a Difference boxes are designed to encourage student participation. These inspiring and insightful boxes provide real-world examples of how individual initiative can change the political process for the better.



MAKING A DIFFERENCE

THE SUPREME COURT RULES FOR BRENDA ROE

After Congress transferred the federal welfare program to the states in 1996, a woman who preferred to be known as "Brenda Roe," to preserve her privacy, moved her family from Oklahoma, where they had received \$300 a month in welfare benefits, to California, where the family qualified for \$600 a month.

But there was a catch: to discourage people from moving to California to receive higher benefits, the state had passed a law limiting benefits for new residents; for one year they could collect only the same amount they had received in their previous state. About 15 states had enacted such laws, which Congress had allowed in the 1996 law overhauling the welfare system.

Brenda Roe and other families in the same boat sued the state of California. On the face of it, the California law seemed to restrict the right of all Americans to travel and to live where they wish.

The case went all the way to the Supreme Court, where the Justices heard arguments early in 1999. It was the first major high-court test of the nation's welfare reform law.

The question before the Court was whether a two-tier benefit policy unfairly hurt needy people who want to move from one state to another.

In oral arguments, California said its program kept down costs and ensured that the state would not become a magnet for poor families. But Justice Ruth Bader Ginsburg suggested the policy violated a fundamental principle "that is the genius of the United States . . . that people can pick their states and states can't pick their people."

"This has grave consequences for [a] family," said Justice Sandra Day O'Connor.

On May 17, 1999, the Supreme Court ruled in the case of *Sonz v. Roe*. It held, 7-2, that states may not limit

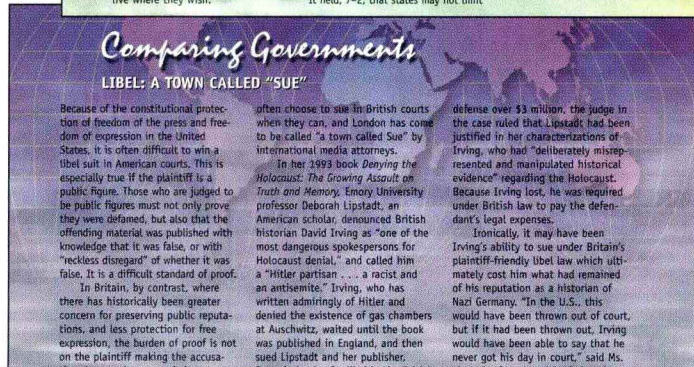
welfare benefits for new residents, and it struck down the California law. The Court said a two-tier system violates poor people's right to travel and encroaches on their right to be treated like other residents of their new state.

"Citizens of the United States, whether rich or poor, have the right to choose to be citizens of the state wherein they reside," Justice John Paul Stevens wrote for the court. "The states, however, do not have any right to select their citizens."

The former Oklahoma woman who called herself Brenda Roe had, with the help of the U.S. Supreme Court, won her constitutional right to be treated like other citizens of the state of California. And her victory won those same equal rights for many other needy families struggling to make ends meet.

—Adapted from the *Washington Post*, January 14 and May 18, 1999

Comparing Government boxes provide a broader context for understanding and appreciating the American political system by showing alternative approaches to common processes, institutions, and issues.



Comparing Governments

LIBEL: A TOWN CALLED "SUE"

Because of the constitutional protection of freedom of the press and freedom of expression in the United States, it is often difficult to win a libel suit in American courts. This is especially true if the plaintiff is a public figure. Those who are judged to be public figures must not only prove they were defamed, but also that the offending material was published with knowledge that it was false, or with "reckless disregard" of whether it was false. It is a difficult standard of proof.

In Britain, by contrast, where there has historically been greater concern for preserving public reputations, and less protection for free expression, the burden of proof is not on the plaintiff making the accusation, but on the defendant.

often choose to sue in British courts when they can, and London has come to be called "a town called Sue" by international media attorneys.

In her 1993 book *Dancing the Holocaust: The Growing Assault on Truth and Memory*, Emory University professor Deborah Lipstadt, an American scholar, denounced British historian David Irving as "one of the most dangerous spokespersons for Holocaust denial," and called him a "Hitler partisan . . . a racist and an antisemite." Irving, who has written admiringly of Hitler and denied the existence of gas chambers at Auschwitz, waited until the book was published in England, and then sued Lipstadt and her publisher.

defense over \$3 million, the judge in the case ruled that Lipstadt had been justified in her characterizations of Irving, who had "deliberately misrepresented and manipulated historical evidence" regarding the Holocaust. Because Irving lost, he was required under British law to pay the defendant's legal expenses.

Ironically, it may have been Irving's ability to sue under Britain's plaintiff-friendly libel law which ultimately cost him what had remained of his reputation as a historian of Nazi Germany. "In the U.S., this would have been thrown out of court, but if it had been thrown out, Irving would have been able to say that he never got his day in court," said Ms. Lipstadt.

American Past boxes give students the historical context essential for understanding the origin and evolution of the political institutions and controversies we inherit today.



The AMERICAN PAST

THE BILL OF RIGHTS: PRO AND CON

In the political struggle over ratification of the Constitution, the Antifederalists argued that the document was incomplete without an enumeration of the rights of the people:

People, and very wisely too, like to be express and explicit about their essential rights, and not to be forced to claim them on the precarious . . . tenure of inferences and general principles . . . we discern certain rights, as the freedom of the press, and the trial by jury, which the people of England and of America of course believe to be sacred, and essential to their political happiness. . . .

Perhaps it would be better to enumerate the particular essential rights the people are entitled to. . . . Freedom of the press is a fundamental right, and ought not to be restrained by any taxes, duties, or in any manner whatever. Why should not the people, in adopting a federal constitution, declare this.

—Richard Henry Lee, *Letters from the Federal Farmer*

The Federalists argued that the Constitution as drafted protected the rights of individuals, making a bill of rights unnecessary:

It has been several times truly remarked that bills of rights are, in their origin, stipulations between kings and their subjects, abridgments of prerogative in favor of privilege, reservations of rights not surrendered to the prince. . . . They have no application to constitutions. . . .

I go further, and affirm that bills of rights . . . are not only unnecessary in the proposed Constitution, but would even be dangerous. They would contain various exceptions to powers not granted; and, on this very account, would afford a colorable pretext to claim more than were granted. For why declare that things shall not be done which there is no power to do? Why, for instance, should it be said that the liberty of the press shall not be restrained, when no power is given by which restrictions may be imposed?

—Alexander Hamilton, *The Federalist*, No. 84

states that "Congress shall make no law" abridging First Amendment freedoms, the Supreme Court has interpreted this to mean that state and local authorities cannot do so either.

tion, Supreme Court Justice Oliver Wendell Holmes, Jr., had established the classic **clear and present danger test** to define the point at which speech loses First Amendment protection:

“I really like the American Past boxes. They are relevant, interesting, sometimes humorous, and always thought-provoking.”

Pauletta Otis, University of Southern Colorado

TIME-TESTED PEDAGOGY provides students with a learning framework and reinforces true understanding

Your students will find the book's pedagogical tools helpful and easy-to-use! Pedagogy includes:

Key terms in bold-faced type alert students to important topics.

KEY TERMS

federal system, p. 60
federalism, p. 60
unitary system of government, p. 60
dual federalism, p. 65
cooperative federalism, p. 65
creative federalism, p. 65
new federalism, p. 66
regulatory federalism, p. 66

enumerated powers, p. 68
implied powers, p. 68
inherent powers, p. 68
concurrent powers, p. 68
supremacy clause, p. 72
categorical grants, p. 79
block grants, p. 79
general purpose grants, p. 79

brought a dramatic new level of to government and the political rmation, census figures, poll thes, legislation, Supreme Court y unlimited resources of all kinds

CHAPTER HIGHLIGHTS

- ♦ The First Amendment to the Constitution protects the freedom of the press. It does so because the supporters of the Bill of Rights understood that the press must be free to report about the activities of the government, and, when necessary, to criticize those in power.
- ♦ Freedom of the press and freedom of expression are not absolute. Under the Constitution, the Supreme Court has balanced those basic rights against competing needs of society.
- ♦ Broadly defined, "the media" include TV, the Internet, newspapers, magazines, radio, wire services, books, newsletters, and other published material. Often, as this book does, people use the term "the press" interchangeably with "the media" or "the news media."
- ♦ The press plays a vital role in a democracy because it is the principal means by which the people learn about the actions and policies of the government. A democracy rests on the consent of the governed, but in order to give their consent in any meaningful way, the governed must be informed.
- ♦ The press provides a crucial link between the people and the government. It is the essential source of information that helps citizens form opinions about government and politics and decide how to cast their votes in elections.
- ♦ Until the 20th century, the press consisted only of print media—newspapers, magazines, books, and pamphlets. The press moguls of the 19th century had great influence on American society and on the government. Eventually, sensational reporting in their newspapers became known as "yellow journalism."
- ♦ In the first decade of the 20th century, long before the modern term "investigative reporting" came into vogue, a group of writers, journalists, and critics known as muckrakers exposed corporate malfeasance and political corruption.
- ♦ The 20th century brought radio into America's homes. For the first time, it allowed political leaders to speak directly to the voters.
- ♦ By providing a direct link between political leaders and candidates and voters, television changed the nature of American politics. Television made an enormous impact, not only on the political process, but also on the shape and power of the media. As advertisers poured millions into the TV networks to reach prime-time audiences, inevitably there were fewer advertising dollars invested in print journalism.
- ♦ Just as television had altered the shape of American politics a half-century earlier, by the year

became available at the click of a mouse button, part of a vast ocean of information that once could only be found in major libraries.

♦ By the year 2000 the shape of the media was changing dramatically. One after another, the giants of the media were joining in multibillion-dollar mergers. The concentration of ownership raised questions about the independence and diversity of the American press.

♦ Radio and television do not enjoy as much freedom as other segments of the press, because, unlike newspapers, broadcast stations are licensed by the Federal Communications Commission. Although broadcast networks are not licensed, the stations they own and operate are. The law requires broadcasters to provide "equal time" to all legally qualified political candidates.

♦ In recent years the Supreme Court has shown increasing concern over pretrial and courtroom publicity that may prejudice the fair trial of a defendant in a criminal case. The right to have a fair trial often conflicts with the First Amendment in another important area—that of confidentiality for reporters and their news sources. The Supreme Court has ruled that reporters must reveal the identity of their sources if the information is needed in a criminal case.

♦ A person defamed by a newspaper or other publication may be able to sue for libel and collect damages because the First Amendment does not protect this form of "free speech." Despite some victories by the press, the threat of libel actions has become a major problem for the news media, publishers, and writers.

♦ Some critics of the press argue that giving widespread coverage to acts of terrorism plays into the hands of the perpetrators, who are seeking publicity. Another argument sometimes voiced is that press coverage can lead to "copycat" acts by others seeking the same notoriety for their deeds or for themselves. The press, however, has a responsibility to report major news events.

♦ The government often attempts to manipulate the press and to manage the news, to put a favorable "spin" on events. It may even mislead the press—and therefore the public—for a variety of reasons. Officials have a vested interest in trying to influence what the press reports, in order to shape public opinion to support administration policies.

♦ The Freedom of Information Act requires federal executive branch and regulatory agencies to make information available to journalists and other persons unless it falls into one of several confidential categories.

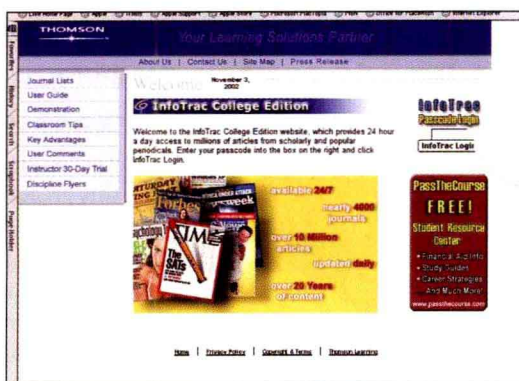
♦ Because the press wields great power and influence in American politics it has become a target of criticism. Some critics contend that the press is politically biased. However, poll data suggest that almost

A bulleted list of chapter highlights

helps students organize, synthesize, and review key material from the chapter.

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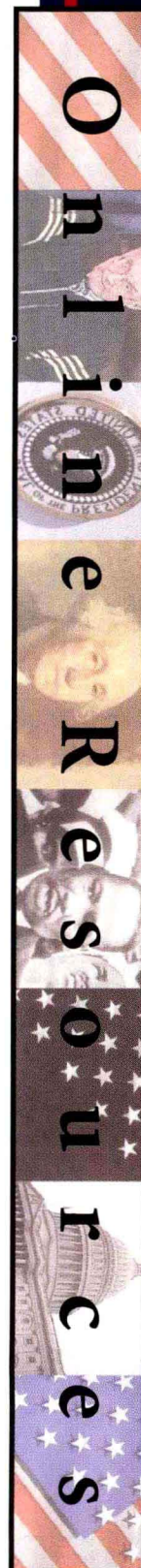
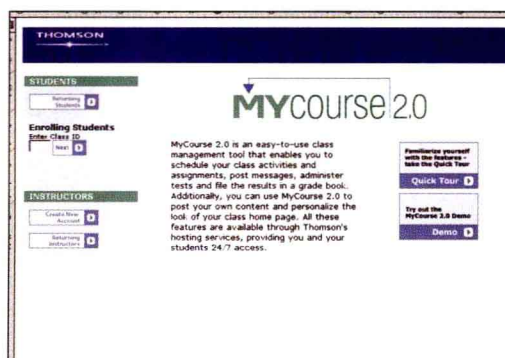
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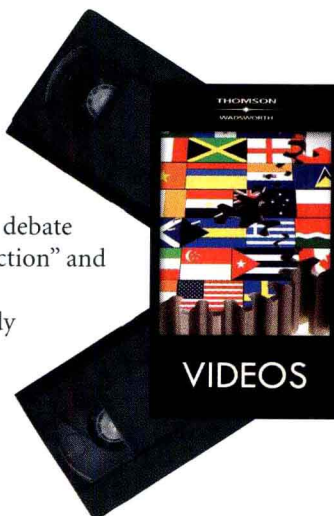
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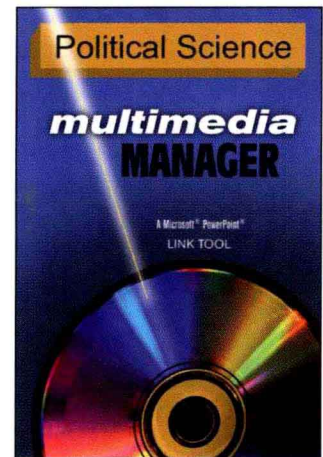
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TABLE 14
Profile of the U.S. Population, 1790-2025

	Population (in millions)									
	Actual					Projected				
	1790	1870	1920	1960	1970	1980	1990	1998	2010	2025
Total population	4	39	106	179	203	226.5	249.4	270.5	297.7	335
Urban	—	10	54	125	149	167	187	NA	NA	NA
Rural	4	29	52	54	54	60	62	NA	NA	NA
Nonwhite	1	5	11	20	25	32	40.7	47.5	58.2	72.8
White	3	34	95	159	178	195	208.7	223	239.5	262.2
Median age (years)	NA	20	25	30	28.1	30	33	35.2	37	38
Primary and secondary school enrollment	NA	7	21	42	53	45	46	53	NA	NA
College enrollment	NA	—	0.6	3	7	10	13.8	14.7	NA	NA

1972



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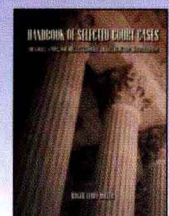
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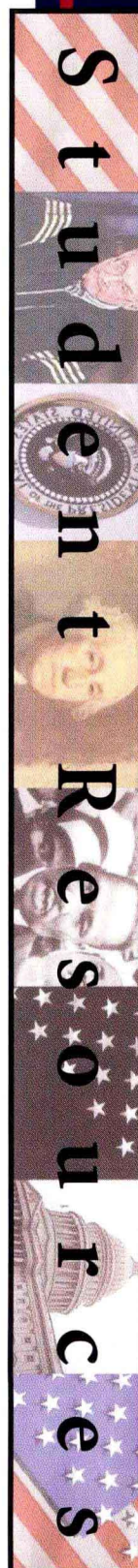
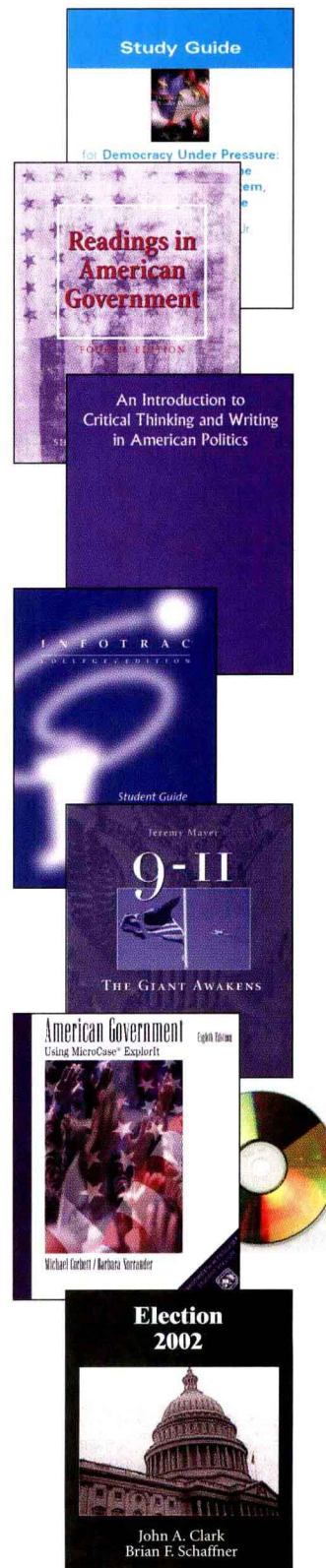
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*By John A. Clark and Brian F. Schaffner,
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Chapter Outline	Ideas for Instruction	Print Resources	Media & Internet Resources
	Instructor's Manual Chapter 1 <ul style="list-style-type: none"> • Overview • Learning Objectives • Key Points • Key Terms • Lecture Builders/ Discussion Questions • Chapter Outline • Books • Videos • Web site Activities 	Test Bank <i>Chapter 1</i> Featuring an average of 160 multiple-choice, true-false & short-answer questions. Also available in ExamView® . Study Guide <i>Chapter 1</i>	Web Site Online chapter quiz and Web links at: http://politicalscience.wadsworth.com American Government Resources (AGR) (Democracy and Political Theory) http://politicalscience.wadsworth.com/amgov/ <ul style="list-style-type: none"> • InfoTrac College Edition Exercises • Participation Activities • Internet Activities • MicroCase Exercises • Video Case Studies • Simulations • Readings and Links Multimedia Manager Chapter 1 Slides
Introduction	Acetates CEV-9, CEV-10, CEV-11, CEV-12, DEP-5	An Introduction to Critical Thinking and Writing in American Politics Brief booklet that provides critical thinking and overall writing tips for your students	AGR InfoTrac College Edition Exercise South Africa's Transition to Democracy AGR MicroCase Exercises Democracy and Political Theory CNN Today Video Volume 4 , "Stem Cell Research" (2:55) "The American Empire" (3:03)
The Reciprocal Nature of Democratic Power	Acetates PO-8, PO-9, I-1, PP-3, PP-5, PP-6, CT-8		AGR Internet Activities Just the Facts: Democratic and Republican Parties AGR Source Readings "Civil Disobedience," Henry David Thoreau
What is Government?		Handbook of Selected Legislation <i>The Magna Carta</i> (p. 53)	AGR Simulation: You Are There! You are a member of the United States Supreme Court considering the constitutionality of a law banning same sex marriage. AGR Video Case Studies Democracy and Political Theory AGR Source Readings "The Advantages of Democratic Government" Alexis de Tocqueville
The Concept of a Political System Public Policymaking	C/W Transparencies 1, 26 Acetates C-3, C-6, C-7, CO-9, B-1, DEP-1	Corbett/Norrander, American Government Using MicroCase Explorer, Exercise 1, "One Nation"	AGR Participation Exercise Attend a Local Government Meeting AGR Internet Activities Explore the Three Branches of Government
Democratic Government and a Changing Society	Acetates D-1, D-2, D-3, D-4, D-5	Schmidt , Readings in American Government, Fourth Edition: "Searching for Democracy" (p. 7)	AGR InfoTrac College Edition Exercise Immigration Policy AGR Participation Exercise Helping an Interest Group CNN Today Video Volume 4 , "Why Hate the Rich?" (2:21)

Chapter 2: The Constitution

Chapter Outline	Ideas for Instructi		Media & Internet Resources
The Constitution and the Declaration of Independence	Instructor's Manual <i>Chapter 2</i> <ul style="list-style-type: none">• Overview• Learning Objectives• Key Points• Key Terms• Lecture Builders/ Discussion Questions• Chapter Outline• Books• Videos• Web site Activities	Test Bank <i>Chapter 2</i> Featuring an average of 160 multiple-choice, true-false, & short-answer questions. Also available in ExamView® . Study Guide <i>Chapter 2</i>	Web Site Online chapter quiz and Web links: http://politicalscience.wadsworth.com American Government Resources (AGR) (Constitution section) http://politicalscience.wadsworth.com/amgov/ <ul style="list-style-type: none">• <i>InfoTrac College Edition</i> Exercises• Participation Activities• Internet Activities• <i>MicroCase®</i> Exercises• Video Case Studies• Simulations• Readings and Links Multimedia Manager Chapter 2 Slides
The Political Foundations			AGR Internet Exercise: Articles of Confederation
The American Revolution	Film Suggestions <i>1776</i> <i>Revolution</i> <i>The Patriot</i>		AGR InfoTrac College Edition Exercise: James Madison AGR Internet Exercise: The Federalist Papers
Toward a More Perfect Union	C/W Transparency 1 Acetates C-1, C-2, C-3, C-4, C-5, C-6 Film Suggestion <i>Amistad</i>		AGR Simulation: You Are There! You are a delegate to the constitutional convention in Philadelphia in 1787.
America: A Case Study in Nation Building			AGR MicroCase Exercise: The Constitution
The Constitution: A Document "Intended to Endure..."	C/W Transparency 2 Acetates C-7	Brudney, Culver, Weber, Critical Thinking and American Government, Second Edition, Chapter 1, "Governing Principles and Ideologies"	AGR InfoTrac College Edition Exercise: Original Intent of the Framers AGR Participation Activity: School Prayer Amendment AGR Participation Activity: Proposed Amendments CNN Today Video Volume 1 "First Amendment and the Internet"