To the Teacher

The United States Government: Democracy In Action Daily Lecture Notes booklet provides detailed outlines for each section of the student textbook, page number references, and discussion questions to encourage student participation in classroom activities. Each section begins with a short, high-interest “Did You Know” anecdote.

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In the last 50 years the number of countries in the world has more than doubled. In 2000, there were 196 independent countries, each with its own people and government.

**Outline**

I. Essential Features of a State (pages 6–8)
   A. Population, the most obvious essential feature of a state.
   B. An area with fixed boundaries.
   C. Sovereignty, or absolute authority, within its territorial boundaries.
   D. A government which maintains order, provides public services, and enforces decisions that its people must obey.

**Discussion Question**

**U.S. citizens sometimes complain about government, claiming it has too much power and control over their lives. Why do you think they feel this way?** (People usually complain about government when it affects them directly.)

II. Theories of the Origin of the State (page 8)
   A. The state evolved from the family group.
   B. One person or a group used force to establish its authority to govern the people.
   C. The rulers of the people were chosen by the gods to govern.
   D. The people gave the government its power to rule them, and in return the government had to respect the people’s rights.

**Discussion Question**

**During World War II the government imposed hardships, such as the rationing of gasoline and food, on the U.S. population. Are such measures justifiable? Why or why not?** (When national security is threatened, strong measures are needed.)
III. The Purposes of Government (*pages 9–11*)

A. Governments are needed to maintain social order by making and enforcing laws.

B. Governments provide essential services for people, such as promoting public health and safety.

C. Governments protect people from attack by other states and from internal threats such as terrorism.

D. Governments pass laws that shape and control the nation’s economy in various ways.

**Discussion Question**

Do you think the government has too much or too little control over the economy of the United States? (Answers will vary. Students should support their opinions with examples.)
One of the smallest nations in the world also has one of the oldest governments. Switzerland began in 1291 as a confederation of 3 small cantons, or provincial governments, and today includes 23 cantons.

**Outline**

I. Government Systems *(page 12)*
   
   A. A unitary system of government gives all key powers to the national or central government.
   
   B. A federal system of government divides the powers of government between the national government and state or provincial governments.

[Discussion Question]

*What are the major advantages of a federal system of government?* (Security against a concentration of power; participation at more levels of government.)

II. Constitutions and Government *(pages 13–14)*
   
   A. A constitution is a plan that provides the rules for government.
   
   B. Whether written or unwritten, a constitution organizes the structure of government and the way it operates.
   
   C. Constitutions set out the goals and purposes of government as well as the ideals shared by the people.
   
   D. Constitutions provide the supreme law for states and their governments.

[Discussion Question]

*How important do you think a written constitution is to a democratic form of government?* (Answers will vary. Students should note the need for limited government.)
III. Politics and Government (pages 14–15)

A. Politics is the effort to control or influence the policies and actions of government.

B. Individuals and groups use politics to seek benefits from government.

C. Although special interest groups seek special benefits, politics also provides benefits for all the people.

Discussion Question

Why do some U.S. citizens consider “politics” negative? (The negative side of political news often receives more attention.)

IV. Governing in a Complex World (pages 16–17)

A. The world today is divided into industrialized nations, developing nations, and newly industrialized nations.

B. These groups of nations have many differences, but they are interdependent in many ways.

C. Other groups besides nations, including multinational corporations, political movements, terrorist groups and international organizations, are important in today’s world.

Discussion Question

What responsibility does the United States bear for the welfare of other nations? (Answers will vary. Students may point out that our welfare is closely linked to that of the rest of the world.)
Over 100 million Americans voted in the presidential election of 2000. Yet nearly twice that number were eligible to vote. George W. Bush was elected president with less than 50 percent of the popular vote.

I. Major Types of Government (pages 18–20)

A. Governments may be classified according to who governs the state.

B. In an autocracy, such as a dictatorship or absolute monarchy, power and authority reside in a single individual.

C. In an oligarchy, such as a communist country, a small group holds power in the government.

D. In a democracy, such as the United States, the people hold the sovereign power of government.

Discussion Question

Critics argue that the low voter turnout in recent national elections is a weakness in our democratic system. Do you agree or disagree? Explain your viewpoint.
(Answers will vary. Students should support their views with thoughtful analysis.)

II. Characteristics of Democracy (pages 20–23)

A. Government works to secure an equal opportunity for people to develop their own abilities.

B. Government is based on majority rule through the people’s elected representatives, but respects the rights of minorities.

C. Government is based on free and open elections in which every citizen has the right to vote, every vote has equal weight, and candidates for office can freely express their views.

D. Political parties choose candidates for office, respect the voters’ decisions in elections, and act as loyal opposition.
Why do you think that nations with wide gaps between the rich and the poor are less likely to have successful democracies? (Where there are wide gaps between rich and poor there is less agreement on basic issues.)

III. The Soil of Democracy (pages 23–24)

A. Certain conditions or environments favor the development of the democratic system of government.

B. Countries where citizens participate fully in civic life are more likely to maintain a strong democracy.

C. Stable, growing economies with a large middle class help strengthen democracies.

D. A public school system open to all people helps promote democracy.

E. A strong civil society in which a network of voluntary organizations (including economic groups, religious groups, and many others) exists independent of government helps democracy to flourish.

F. The people accept democratic values such as individual liberty and equality for all in a social consensus.

Discussion Question

As a society, what steps do you think we might take to encourage more people to participate in our democratic government? (Better education about democracy, simpler voting methods, or more direct democracy.)
Before William F. Gates was 40 years old, he was the richest person in the United States. He made his billions as head of Microsoft Corporation. By the late 1990s, Gates was also the richest person in the world.

I. The Role of Economic Systems (page 26)
   A. Governments provide for many different kinds of economic systems.
   B. Economic systems make decisions about what goods and services should be produced, how they should be produced, and who gets them.

Discussion Question

Why is some government involvement necessary for economic systems to function? (Government must provide the basic structure in which an economic system may function.)

II. Capitalism (pages 26–28)
   A. Capitalism is based on free enterprise, or individual economic choices.
   B. Capitalism developed gradually from the economic and political changes in medieval and early modern Europe.
   C. The United States has a capitalist economy, but government plays a role.
   D. Government’s role in the U.S. economy has increased since the early 1900s.
   E. Today the United States has a mixed market economy, incorporating both free enterprise and government regulation of business and industry.

Discussion Question

What are some of the advantages and disadvantages of capitalism? (Advantages: incentives to achieve individual potential, freedom. Disadvantages: extremes of wealth and poverty.)
III. Socialism (page 28)

A. Under socialism, government owns the basic means of production, plans the use of resources, distributes many products and wages, and provides basic social services.

B. Socialism developed in Europe during the nineteenth century.

C. Some socialists favored taking over the government by means of revolution, while other socialists believed in democratic socialism, in which economic conditions change peacefully and people have some freedoms and rights.

D. Socialist governments have taken power in several countries; however, critics argue that this economic system fails to solve most economic problems.

Discussion Question

What groups benefit most from socialism? (Those who use more government services, such as health care and public transportation, benefit most from socialism.)

IV. Communism (pages 29–30)

A. Communism is based on the nineteenth-century ideas of Karl Marx, who argued that capitalism exploited workers to benefit a small group of capitalists who controlled the economy.

B. Marx predicted workers would eventually rise in a violent revolution, which would result in government ownership of all means of production and distribution; when all property was held in common, there would be no need for government.

C. In communist nations, government makes all economic decisions; owns the land, natural resources, industry, banks, and transportation system; and controls all mass communication.

Discussion Question

Why have governments of communist nations such as China used a system of five-year plans for the economy? (To show the government’s commitment to progress, elicit support, and provide a measuring unit.)
Even though the American colonists got many of their ideas about representative government and freedom from England, that country has no written constitution. The British constitution, which is one of the oldest in the world, was never set down in writing. Yet the centuries-old traditions of individual rights and limits on government in that unwritten constitution have been powerful forces for democracy in the United States, as well as in other nations.

I. An English Political Heritage (pages 35–38)

A. The English colonists brought with them a heritage of freedom and principles of government that helped shape the development of the United States.

B. The concept of limited government, dating from the Magna Carta in 1215, was an accepted part of the English system.

C. The Petition of Right in 1628 severely limited the power of the English monarch.

D. The colonists believed in the limits on the ruler’s power and the freedoms protected in the English Bill of Rights, passed by Parliament in 1688.

E. The colonists firmly believed in representative government, following the model of Parliament.

F. The ideas of the seventeenth-century English philosopher John Locke deeply influenced the American colonists.

Discussion Question

Why were John Locke’s ideas considered revolutionary? (Monarchs still ruled by divine right at the time.)
II. Government in the Colonies (pages 38–40)

A. The present system of American government evolved largely from colonial governments and their practices.

B. Written plans of government were a key feature of the colonial period.

C. Representative assemblies elected by the people helped establish the tradition of representative government in America.

D. The division of government powers among the governor, the colonial legislatures, and colonial courts helped establish the principle of the separation of powers.

Discussion Question

How did democracy in the colonies differ from democracy in the United States today? (The vote was limited to white males with property.)
John Hancock of Massachusetts, the president of the Continental Congress, was the first person to sign the Declaration of Independence in Philadelphia. When he did, he wrote his name in very large letters, declaring, “There, I guess King George will be able to read that!” Even today, Americans often refer to a person’s signature as a “John Hancock.”

I. The Colonies on Their Own (pages 42–43)

A. Although Britain regarded the American colonies largely as a source of economic benefits, it allowed them limited self-government.

B. The British government tightened its control over the colonies after the French and Indian wars.

C. King George III and his ministers made the colonies help pay for the war by levying new taxes on the colonists.

II. Colonial Unity (pages 44–45)

A. Harsh British policies and taxes helped unite the colonies.

B. To protest British policies, the colonists sent petitions to the king and also organized committees of correspondence.

C. The First Continental Congress held in Philadelphia in 1774 debated what the colonies should do about their relationship with Britain.

D. When the Second Continental Congress met in 1775, fighting had begun and Congress acted as a central government to carry on the Revolution.
When did the Second Continental Congress become the colonies’ acting government? (When fighting broke out at Lexington and Concord, Massachusetts.)

III. Independence (pages 45–47)

A. Thomas Paine’s *Common Sense* strengthened the independence movement.

B. A committee of delegates to the Philadelphia Congress, headed by Thomas Jefferson, drafted the Declaration of Independence in 1776.

C. The Declaration set forth the principles for the new nation.

D. The Declaration had three parts: a statement of purpose, including a description of basic human rights; a list of specific complaints against King George III; and a statement of the colonists’ determination to separate from Great Britain.

E. By the end of 1776, 10 states had adopted written constitutions, which were based on the consent of the governed, limited government, and the protection of individual rights.

Discussion Question

Why did Jefferson’s words in the Declaration of Independence stir the hearts of the American people? (The Declaration supported principles of human liberty and consent of the governed.)
When you fly in a plane over Ohio, Indiana, Illinois, or Wisconsin, you often can see mile after mile of farmland neatly divided into squares. In 1785 Congress provided for a survey of the vast Northwest Territory, dividing it into sections one mile, or 640 acres, square. Families who settled there could buy an acre of land for $1.

Outline

I. Government Under the Articles (page 48)

A. The nation’s first government included a single-chamber Congress with limited powers.

B. Each state had one vote in Congress, but the government had no executive branch or court system.

II. Weaknesses of the Articles (pages 49–50)

A. The Congress had to depend on the states for money and had no power to collect taxes, regulate trade, or enforce the laws.

B. Amending the Articles required the approval of all the states.

C. The central government had no president or executive branch and carried out much of its work through congressional committees.

D. There was no system of national courts; instead state courts enforced and interpreted national laws.

Discussion Question

Why did the delegates who planned the Confederation government give nearly all powers of the central government to Congress instead of to a strong executive? (Their experience with a king made delegates cautious about empowering an executive.)

Discussion Question

What do you consider the main weaknesses of the Confederation government? Explain your reasons. (See list of weaknesses on text pages 49–50.)
III. Achievements (pages 50–51)

A. Despite its weaknesses, the Confederation government established a fair policy for developing western land.

B. The Confederation government signed the peace treaty with England.

C. The Confederation government set up several departments establishing the precedent for cabinet departments later mentioned in the Constitution.

Discussion Question

How did the Confederation government provide for the future growth of the nation?
(Individual states ceded western lands to the central government.)

IV. The Need for Stronger Government (pages 51–52)

A. Soon after the war, disputes broke out among the states; the government’s debt left soldiers unpaid.

B. Many were alarmed when an economic depression in 1786 lead to Shays’s Rebellion, an armed uprising by Massachusetts farmers who could not pay their debts.

C. Leaders who favored a stronger government failed to accomplish much at the 1786 Annapolis Convention, but persuaded the Confederation Congress to call a convention in Philadelphia to revise the Articles of Confederation.

Discussion Question

How did Shays’s Rebellion suggest the need for a stronger government?
(The rebellion alarmed people who feared mob violence.)
The delegates to the Constitutional Convention in Philadelphia held all their meetings in secret. For five months, from May until September 1787, guards stood watch at every door of Independence Hall to bar the public and reporters while the delegates argued and debated the provisions of the Constitution. Ironically, the great document that guarantees the basic rights and freedoms of all Americans was written without any input from the people.

Did you know?

Did you know that the delegates to the Constitutional Convention had great practical experience in politics and government and included many of the signers of the Declaration of Independence and the Articles of Confederation.

Outline

I. The Convention Begins (pages 53–54)
   A. The delegates to the Constitutional Convention had great practical experience in politics and government and included many of the signers of the Declaration of Independence and the Articles of Confederation.
   B. The delegates held their meetings in secret, deciding each state would have one vote, all decisions would be by majority vote, and a quorum of seven states was required for all meetings.
   C. The delegates decided to give up the idea of revising the Articles of Confederation and to draft a new plan of government about which they shared many ideas.

Discussion Question

Why were the delegates to the Constitutional Convention able to work together despite their disagreements? (The delegates did agree on many things. They had strong leadership and a common purpose.)

II. Decisions and Compromises (pages 54–56)
   A. The Virginia Plan proposed a strong executive, a national judiciary, and a strong two-house legislature in which the lower house would be chosen by the people and the upper house would be chosen by the lower house. This plan favored the large, more populous states.
II. Decisions and Compromises (pages 54–56, continued)

B. The New Jersey Plan proposed a weak executive of more than one person elected by Congress, a national judiciary with limited powers, and a one-house legislature, with one vote for each state. This plan favored the small states.

C. A special committee devised the Connecticut Compromise, which proposed a legislative branch with two parts: a House of Representatives with state representation based on population, and a Senate with two members from each state, regardless of size. This compromise gave the large states an advantage in the House and protected the smaller states in the Senate.

D. The Three-Fifths Compromise settled the issue of representation in the House of Representatives, counting three-fifths of enslaved Africans in determining the number of a state’s representatives.

E. The Commerce and Slave Trade Compromise allowed the slave trade to continue until 1808. Congress was forbidden to tax exports and was granted power to regulate both interstate commerce and trade with other nations.

F. Although many Northern delegates wanted to end slavery, they realized that if they insisted on doing so, the Southern states would never accept the Constitution and the nation would face an uncertain future. Thus, the Founders compromised and refused to deal with slavery in the Constitution.

G. The delegates agreed to other compromises as well, including a four-year term for the president and an Electoral College rather than a direct election of the president.

Discussion Question

Why does the word slave not appear in the Constitution? (Northern delegates chose not to risk confrontation with southern delegates on an issue that might split the convention.)
III. Ratifying the Constitution (pages 56–58)

A. Supporters and opponents of the Constitution began a great debate over whether to accept or reject it.

B. The Federalists who urged ratification argued that a strong national government was badly needed to solve the nation’s problems and to deal with foreign countries; without the Constitution, disorder or anarchy would undermine the nation.

C. The Anti-Federalists who opposed ratification argued that the delegates had drafted the Constitution in secret and had been given no power to replace the Articles. They contended that the Constitution took important powers away from the states and lacked a Bill of Rights.

D. When the Federalists promised to add a Bill of Rights, and the small states learned more about the Connecticut Compromise, the battle over ratification was finally won.

E. The new national government was launched in 1789 when Congress met for the first time in New York City. Soon after that George Washington took the oath of office as president of the United States.

Discussion Question

Why did ratification of the Constitution cause great debate among people in the various states? (Inland farmers, laborers, and others feared a strong central government.)
British prime minister William E. Gladstone once declared that the United States Constitution was “the most wonderful work ever struck off at a given time by the brain of man.” Gladstone used these words to describe the Constitution a century after the former British colonies had won the Revolution and become a new, independent nation.

I. Structure (pages 63–65)
   A. The Preamble sets forth the goals of the government.
   B. The seven articles are the main divisions in the body of the Constitution, each article covering a general topic.
   C. The amendments, which provide for changes in the original document, are the third part of the Constitution.

Discussion Question

Why did the Founders not spell out every aspect of how the government would function? (They knew that they could not predict the course of future events or issues.)

II. Major Principles (pages 65–67)
   A. Popular sovereignty, or rule by the people, is the cornerstone of the Constitution.
   B. Federalism, in which power is divided between national and state governments, is the government’s basic structure.
   C. The Constitution provides for separation of powers among the legislative, executive, and judicial branches.
   D. Checks and balances, the process by which each branch of government exercises some powers over the others, guarantees that no branch of government will become too powerful.
   E. Judicial review, or the power of the courts to overturn laws and actions of national, state, and local governments, ensures that laws made by Congress and the states do not violate individual rights.
II. Major Principles (pages 65–67, continued)

F. Limited government, by which the Constitution limits government actions by specifying its powers and listing powers it does not have, retains for the people the right to govern themselves.

Discussion Question

Both federalism and the separation of powers divide the powers of government. Compare these two methods of dividing power. (Federalism: state and national levels; separation of powers: three branches of government.)
Did you know?

Today’s powerful Supreme Court seemed weak when the federal government was established. The Court heard no cases at all during its first three years. The first chief justice, John Jay, served only until 1795, and spent much of that time away from the Court, negotiating a treaty to settle a dispute with Britain.

Outline

I. The Legislative Branch (pages 68–70)
   A. The powers granted Congress are expressed in Article I, Section 8.
   B. Congress handles a far greater number of bills today than Congress did early in our nation’s history.

Discussion Question

How did the elastic clause of the Constitution support a “loose” interpretation of the Constitution? (The elastic clause gives Congress broad implied powers.)

II. The Executive Branch (pages 70–71)
   A. The Founders recognized the need for a strong executive and granted the president broad but vaguely described powers.
   B. Article II, Sections 2 and 3 describe the specific powers of the president.
   C. The presidency has changed greatly over the years, with modern presidents handling so many duties that their schedules are timed minute by minute.

Discussion Question

Why did the Founders establish a strong executive branch in the government? (Lack of a strong executive had been a problem under the Articles of Confederation.)
III. The Judicial Branch (pages 72–73)

A. The United States has two levels of courts, federal and state, each with its own jurisdiction; the subject of the case and the parties involved determine the jurisdiction of federal courts.

B. The modern federal court system dates from 1891, but the Supreme Court exercised important power beginning in 1803 by using judicial review.

Discussion Question

How did the power of judicial review enable the judicial branch to gain an equal status with the other two branches of government? (Judicial review gave the Supreme Court power to decide whether acts of Congress were constitutional.)

IV. Shared Power and Conflict (pages 73–75)

A. The executive and legislative branches must cooperate to produce effective policies, but some conflicts are inevitable.

B. The expansion of presidential power has caused conflicts between the executive and legislative branches.

C. Congress has the power to limit judicial authority but has been reluctant to use it.

D. The Supreme Court must depend on the president and the executive branch to carry out its decisions.

Discussion Question

In what ways are cooperation and conflict among the branches of government valuable to the U.S. system of government? (Cooperation is necessary in order to pass, carry out, and interpret laws. Conflict prevents the development of unsound policy.)
William Henry Harrison was president of the United States for only one month. He died of pneumonia in March 1841, just weeks after his inauguration. He had ridden on horseback up Pennsylvania Avenue in bitterly cold weather to take his oath as president. Harrison was also the first president to die in office; his vice president, John Tyler, was the first to succeed to the presidency.

**Outline**

I. The Amendment Process (pages 76–78)
   A. Article V describes how Congress and the states can change the Constitution.
   B. Two methods for amending the Constitution are provided for, but only one has been used: Congress proposing amendments and the states ratifying them.
   C. When Congress proposes an amendment, the states may ratify it by a three-fourths vote of their legislatures or of special ratifying conventions.
   D. Congress decides how much time the states will have to ratify a proposed amendment.

**Discussion Question**

Why is the convention method of proposing amendments to the Constitution considered controversial? (A convention is not limited to writing one specific amendment.)

II. Informal Changes (pages 78–79)
   A. Congress has passed laws that have changed or clarified many provisions of the Constitution.
   B. Congress has shaped the Constitution by using the powers granted the legislative branch.

**Discussion Question**

How did the laws and practices of Congress help to make the Constitution a “living document”? (See specific examples on text pages 78–81.)
III. Informal Presidential Changes (page 80)

A. Vice President John Tyler established the precedent of presidential succession.

B. In dealing with other nations, presidents use executive agreements that do not require the approval of Congress.

C. Modern presidents have greatly strengthened the powers of their office by proposing their own legislative agendas to Congress.

Discussion Question

Describe the president's changing role in developing legislation during modern times. (Modern presidents have been aggressive in requesting legislation from Congress.)

IV. Court Decisions (pages 80–81)

A. The Supreme Court uses judicial review to interpret the Constitution.

B. The Supreme Court's rulings can change to reflect the changing condition of the times.

Discussion Question

Compare the philosophies of judicial restraint and judicial activism in decision making by the Supreme Court. (See definitions of judicial restraint and judicial activism on text pages 80–81.)

V. Changes Through Custom and Usage (page 81)

A. Political parties are an example of customs that have informally changed the Constitution.

B. Although political parties are not mentioned in the Constitution, they soon began to organize government and conduct elections; today they play a vital role in government.

Discussion Question

Identify the role played by political parties in changing the Constitution. (Parties affect the election process and help to organize government.)
The proposed Equal Rights Amendment (ERA) was approved by Congress in 1972 but never ratified. It provided that “equality of rights under the law shall not be denied or abridged by the United States or any state on account of sex.” A similar amendment had first been proposed by the National Woman’s party in the 1920s. The ERA died in 1982 when it fell short of the needed approval by three-fourths of the state legislatures.

Did you know?

Outline

I. The Bill of Rights (pages 83–87)

A. These ten amendments originally applied only to the federal government, but through a series of Supreme Court decisions now apply to state governments also.

B. The First Amendment protects individuals’ right to worship, to speak freely, to assemble, and to petition and criticize government.

C. The Second Amendment ensures citizens’ right to own firearms.

D. The Third Amendment prohibits the government from forcing people to provide shelter for soldiers in their homes.

E. The Fourth Amendment protects individuals from unlawful searches and arrests without court warrants.

F. The Fifth Amendment protects people charged with a crime: a grand jury must indict them before trial; no one found innocent can be retried for the same crime; people cannot be forced to testify against themselves; and no one can be deprived of life, liberty, or property without due process of law.

G. The Sixth Amendment guarantees accused persons the right to know the charges against them, a defense attorney, a speedy jury trial, and the right to question all witnesses and compel them to testify.

H. The Seventh Amendment provides individuals the right to a trial by jury to settle property disputes, though a judge may try the case if both parties agree.
I. The Bill of Rights (pages 83–87, continued)

I. The Eighth Amendment prohibits excessive bail and fines and bars cruel and unusual punishment for crimes.

J. The Ninth Amendment states that all powers not spelled out in the Constitution are retained by the people.

K. The Tenth Amendment says that all powers not given to the national government or denied to the states belong to the states or the people.

Discussion Question

How does the due process clause in the Fifth and Fourteenth Amendments protect individuals? (These amendments prevent government from depriving people of life, liberty, or property without due process of law.)

II. Other Amendments (pages 87–90)

A. The Eleventh Amendment prohibits a state from being sued in federal court by citizens of another state.

B. The Twelfth Amendment provides that the Electoral College shall cast separate ballots for president and vice president.

C. The Thirteenth, Fourteenth, and Fifteenth Amendments outlawed slavery, prohibited depriving anyone of life, liberty, or property without “due process of law,” and prohibited denying the right to vote based on race.

D. The later amendments, Sixteen through Twenty-seven, deal with a wide range of topics reflecting changes in modern times.

Discussion Question

“The Bill of Rights protected citizens’ rights, but some of the later amendments extended citizens’ rights.” Do you agree or disagree with this statement? Explain your reasons. (Answers will vary. Students may cite the Fourteenth, Fifteenth, and Twenty-sixth Amendments.)
Early in American history, South Carolina refused to comply with the tariff of 1828. It “nullified,” or rejected, this law, which hurt agricultural exports. However, President Andrew Jackson declared that a federal law is supreme. South Carolina was forced to accept a new, lower tariff law passed by Congress soon afterward.

I. The Division of Powers (page 95)
   A. The federal system divides government powers between national and state governments.
   B. U.S. federalism has continued to change since its inception in 1787.

   Discussion Question
   States’ rights supporters argue that the national government has too much control over state and local governments. Do you agree? Explain. (Answers will vary. Students should support their opinions with examples.)

II. National Powers (pages 95–96)
   A. The national government’s expressed powers allow it to levy taxes, to coin money, to make war, to raise an army and navy, and to regulate interstate commerce.
   B. The implied powers, in the elastic clause of the Constitution, are powers the national government requires to carry out the expressed powers.
   C. The inherent powers of the national government are powers it exercises simply because it is a government.

   Discussion Question
   How do implied and inherent powers affect the national government? (Implied and inherent powers have strengthened the national government.)
III. The States and the Nation (pages 96–98)

A. The reserved powers belong strictly to the states, which may exercise any power not delegated to the national government, reserved to the people, or denied them by the Constitution.

B. The supremacy clause makes U.S. acts and treaties supreme.

C. National and state governments exercise concurrent powers independently.

D. The Constitution lists powers denied to both national and state governments.

Discussion Question

What are some of the concurrent powers? (The power to tax, to maintain courts and define crimes, and to appropriate private property for public use.)

IV. Guarantees to the States (pages 98–99)

A. States are guaranteed a republican form of government.

B. States are guaranteed protection from invasion and domestic violence.

C. States are guaranteed respect for their territorial integrity.

Discussion Question

How does the national government react to natural disasters that affect states? (The government’s definition of domestic violence includes natural disasters, so they often order troops to aid disaster victims and provide low-cost loans to help repair damages.)

V. Admission of New States (pages 99–101)

A. Congress has the power to admit new states to the Union.

B. Congress or the president may set conditions for admitting a state.

C. Each state admitted is equal to every other state.

Discussion Question

Should the existing states, not Congress or the president, have the power to impose certain conditions before a new state can be admitted to the Union? Explain your reasons. (No. The Constitution spells out the conditions for admission of states.)
VI. The National Governor’s Association (pages 101–102)

A. The NGA helps the states’ governors solve common problems.

B. By joining together, governors become more active in national policy making.

C. The Constitution obligates states to conduct and pay for all elections of federal officials and to consider the ratification of constitutional amendments.

**Discussion Question**

Should state governors have a larger role in determining national domestic policy? Explain. (Governors have no constitutional role in determining national policy. They may, however, lobby on issues.)

VII. The Courts as Umpire (page 102)

A. The Supreme Court and the federal courts settle disputes between the states and the national government.

B. The Court has held that the national government is supreme.

**Discussion Question**

What role does the Supreme Court play in our federal system? (The Supreme Court makes final judgments on constitutional issues, resolves differences among the states, and reviews the actions of state and local governments.)
The last two states to join the Union were admitted in the same year—1959. Hawaii and Alaska also have something else in common that distinguishes them from all other states. They do not have a common border with any other state.

I. Interstate Relations (pages 103–105)

A. The Constitution requires each state to recognize the laws and legal proceedings of all other states in civil, not criminal, matters.

B. Each state must treat citizens of other states equally with its own citizens and not discriminate against them, though nonresidents may not enjoy all the rights of state citizens.

C. Criminals fleeing to other states may be returned to their home state by extradition—the legal process through which one state government surrenders an accused criminal to another state government.

D. States use interstate compacts, or agreements among themselves, to settle border or jurisdiction conflicts and to deal with common problems, such as toxic waste disposal, but these compacts must be approved by Congress.

E. Lawsuits brought by a state against another state are tried in the Supreme Court.

Discussion Question

Do you think interstate compacts are a good way to deal with issues such as air and water pollution and the disposal of hazardous waste? Why or why not? (Answers will vary. Students should support their opinions with examples.)
The balance of power between the states and the national government shifted in the mid-1990s. The Welfare Reform Act of 1996 transferred spending for welfare benefits from federal to state governments. The states received block grants of funds appropriated by Congress, making the states responsible for administering the new welfare program for its residents.

**Did you know?**

The states’ rights position is that the national government is an agent of the states and its powers should be narrowly defined.

The nationalist position is that the people, not the states, created the national government and that its power should be expanded to carry out the people’s will.

**Outline**

I. States’ Rights Versus Nationalists (pages 106–107)

   A. The states’ rights position is that the national government is an agent of the states and its powers should be narrowly defined.

   B. The nationalist position is that the people, not the states, created the national government and that its power should be expanded to carry out the people’s will.

**Discussion Question**

What arguments are made by supporters of the nationalist position? (Nationalists believe that the people, not the states, created the national government.)

II. Growing National Government (pages 107–109)

   A. The flexibility of the Constitution has allowed the Supreme Court, Congress, and the president to stretch the power of the national government to meet the nation’s growing needs.

   B. The power to wage war has expanded the national government’s power.

   C. Supreme Court decisions have stretched Congress’s power to regulate commerce to cover many different areas of public activities.

   D. Congress has used its taxing power to increase the authority of the national government.
How has Congress used its power to regulate commerce to achieve changes in U.S. society? (For an example of the broad use of commerce power see text page 108.)

III. Federal Aid to the States (pages 109–110)

A. Federal aid to the states has greatly increased since the 1950s; the main way the national government provides money to the states is through federal grants.

B. Preemption laws limit the authority of state and local governments to make their own policies.

Discussion Question

Explain why federal aid to the states has increased the authority of the national government. (Most federal programs have conditions attached that control state governments' use of aid.)
Education is one of the most important government services in the United States. Under the federal system, state and local governments share responsibility for public schools. School districts in cities and towns operate the schools. In each school district, voters elect the board of education to supervise the schools, and most pay property taxes to fund them.

**Did you know?**

**Outline**

I. Federalism and Public Policy (pages 112–113)
   - A. Federalism affects how new public policies are made and imposes limits on making public policy.
   - B. Policy may originate at the national, state, or local level of government.

   **Discussion Question**
   
   *Why did the Framers of the Constitution establish a federal system of government?*
   *(They wanted to preserve some state power but increase the power of the national government.)*

II. Federalism and Political Parties (page 113)
   - A. The two major political parties have competed for control in national, state, and local elections.
   - B. Control of government at all levels has shifted between these political parties.

   **Discussion Question**
   
   *How has the federal system affected the development of political parties?*
   *(Federalism lessens the risk of one party gaining a monopoly on political powers.)*
III. Political Participation  

A. Our federal system gives citizens many points of access to government and many opportunities to influence public policy.

B. Citizens can vote for state and local officials and work together to influence policies at all levels of government.

**Discussion Question**

**How does federalism enable individuals to take part in government?**  (Federalism provides easier access to political office and opportunities to influence public policy.)

IV. Federalism’s Professional Politicians  

A. The growth of federal programs has created a large bureaucracy with specialized knowledge to implement those programs.

B. These increased federal programs have changed the political relationship between state and federal government officials.

**Discussion Question**

**Do you believe the Framers would approve the important role that professional bureaucrats now have in government? Explain.**  (Answers will vary. Students should support their opinions with examples.)

V. Differences Among the States  

A. Federalism has contributed to important economic and political differences among the states.

B. Political and economic differences among states give U.S. citizens wider opportunities for choosing the conditions under which they will live.

**Discussion Question**

**How might your life change if you and your family moved to another state?**  (Answers will vary. Students should cite the differences in state laws and differences in social and political environments.)
VI. The Direction of Federalism (pages 115–116)

A. The balance of power between the national government and the states is constantly evolving in response to new issues.

B. In recent decades, Democrats have generally favored a nationalist position while Republicans have favored a states’ rights view.

**Discussion Question**

Why has recent legislation reflected both nationalist and states’ rights positions?  
(because there has been a relatively even distribution of seats between Democrats and Republicans in recent Congresses)
Jeanette Rankin, a Republican from Montana, was the first woman elected to Congress. She was elected to the House of Representatives in 1916 and was reelected in 1940.

**Did you know?**

**I. Congressional Sessions (page 123)**

A. Each term of Congress has two sessions.

B. Sessions last until Congress votes to adjourn.

**Discussion Question**

Until 1933 Congress remained in session only four to six months each year. Should modern Congresses return to this schedule? Why or why not? (Answers will vary. Students should support their opinions with good reasons.)

**II. Membership of the House (pages 124–127)**

A. Members must be at least 25 years old, citizens for at least 7 years, and residents of the states they represent.

B. Members serve for two-year terms.

C. The number of representatives from each state is determined by the census population count every 10 years.

D. State legislatures set up congressional districts after the census count, with one representative from each district.

**Discussion Question**

Today, each House member represents about 625,000 people. When the population increases, should Congress add more members to the House? Why or why not? (No. The size of the House is limited for more efficient government.)

**III. Membership of the Senate (pages 128–129)**

A. Senators must be at least 30 years old, citizens for at least 9 years, and residents of the states they represent.
III. Membership of the Senate (pages 128–129, continued)

B. Senators serve for 6-year terms; one-third are elected every two years.

C. Each state elects two senators.

D. The Senate and the House set their members’ salaries; members receive numerous benefits, allowances for office staffs and business trips, tax breaks for maintaining two residences, and pensions when they retire.

E. Both House and Senate members enjoy immunity from arrest, in cases not involving a felony or treason, or being sued for libel when Congress is in session.

F. Both the Senate and House may refuse to seat a member and may censure or even expel members.

Discussion Question

If you were a politician, would you rather be a member of the House or the Senate? Explain. (Answers will vary. Students should cite the advantages of membership in either chamber.)

IV. The Members of Congress (pages 129–130)

A. Nearly half the members of Congress are lawyers.

B. White, middle-aged male members are increasingly joined by members reflecting the ethnic, racial, and gender makeup of the general population.

C. Most incumbent members of Congress win reelection to office because they are well known, find it easier to raise campaign money, and often represent districts gerrymandered in favor of their parties.

D. Candidates for Congress have begun using the Internet as a campaign tool; experts forecast that Congressional candidates will make greater use of Web technologies in the future.

Discussion Question

In the late 1990s, members of Congress faced growing criticism about spending so much time in office raising money and planning their reelection campaigns. Do you think this criticism was justified? Explain. (Answers will vary. Students should support their opinions with examples.)
The Speaker of the House who served the longest was Democrat Sam Rayburn of Texas. He served from 1940–1947, 1949–1953, and 1955–1961, for a total of seventeen years. No other Speaker has served more than 10 years.

I. Rules for Lawmaking (pages 132–134)
   A. Each house of Congress has rules to help members conduct business.
   B. Congress carries out most of its work by committees. Because of its large membership, committee work is even more important in the House than in the Senate.
   C. Party membership guides Congress in its work, since the majority party in each house organizes the committees, appoints committee heads, and controls the flow of legislation.

Discussion Question

Do you agree or disagree with the House rule that limits a representative's speaking time during a debate? Explain. (Answers will vary. Students should support their answers with logical reasons.)

II. House Leadership (pages 134–135)
   A. The Speaker of the House is leader of the majority party and has great power and influence over its members.
   B. Floor leaders of both the majority and minority parties are party leaders who help steer bills through committees.
   C. Party whips assist the floor leaders in persuading party members to support laws the party favors.
III. Lawmaking in the House (pages 135–137)

A. Members attend House floor sessions to vote on legislation.

B. All laws begin as bills introduced in the House, then go to committee. If approved there, they are put on the proper calendar, listing the order in which they will be considered on the House floor.

C. The House Rules Committee receives all bills approved by the various committees of the House.

D. The Rules Committee determines which bills will be considered by the full House and places them on the House Calendar.

E. The Rules Committee also settles disputes among other House committees and delays or blocks bills that representatives and House leaders do not want to come to a vote.

F. When the Rules Committee sends bills to the floor, the House may sit as a Committee of the Whole, in which 100 members constitutes a quorum, in order to speed up consideration of an important bill, so that the full House can then vote on it.

Discussion Question

Why is so much of the work of Congress done in committees? (Committees divide up the tasks and make them manageable.)
Did you know?

You have probably heard someone say that “talk is cheap.” Not in the Senate, where in a 1953 debate senators opposed to a bill about offshore oil drilling rights added 1,241,414 words to the pages of the Congressional Record—and increased the printing cost by several thousand dollars.

Outline

I. The Senate at Work (pages 138–140)
   A. The Senate has fewer rules than the House. Senators have more freedom to express their views and are less subject to party discipline than representatives.
   B. The atmosphere in the Senate is more informal than in the House.
   C. The vice president presides over the Senate but has much less power and influence there than does the Speaker of the House; the president pro tempore often presides in the Senate.
   D. The Senate majority floor leader is responsible for guiding bills through the Senate; the minority floor leader develops criticisms of majority party bills and tries to keep the opposition party members working together.
   E. Majority and minority floor whips assist their floor leaders in making sure members are present for key Senate votes.
   F. Senate leaders control the flow of bills to committees and to the floor for debate; there is no Senate committee comparable to the House Rules Committee.
I. The Senate at Work (pages 138–140, continued)

G. The Senate has only two calendars—the Calendar of General Orders, which schedules bills to be considered in the Senate, and the Executive Calendar, which schedules treaties and nominations.

H. A filibuster—a stalling of the legislative procedure to prevent a vote—can be ended only by a three-fifths vote; in recent years the filibuster has lost effectiveness as a legislative weapon because new rules allow other matters to continue at the same time.

I. The majority party controls the flow of legislative work in the Senate.

Discussion Question

Why does the committee system have a less important role in the Senate than in the House of Representatives? (More discussion takes place on the floor of the Senate because there are fewer senators.)
5-4

Did you know? In the early 1950s Wisconsin Senator Joseph McCarthy, chairman of the Committee on Government Operations, treated witnesses before that committee so harshly, ignoring their constitutional rights, that the Senate later censured him. Such misconduct now is often called “McCarthyism.”

I. Purposes of Committees (page 141)

A. Committees ease Congressional workload by dividing work among smaller groups, allowing members to specialize on key issues.

B. Committees allow members to discuss and select the most important bills Congress will consider.

C. Committees hold investigative public hearings on key problems and issues to inform the public.

Discussion Question

Identify some advantages and disadvantages to working out a compromise on a bill.

(Advantages: wider support in Congress, more care in crafting legislation.
Disadvantages: bill loses original focus; it takes a longer time.)

II. Kinds of Committees (pages 142–144)

A. Standing committees deal with certain issues continuing from one Congress to the next.

B. The majority party in each house controls standing committees and bases committee membership on each party’s strength.

C. Subcommittees handle special subcategories of standing committees’ work and continue from one Congress to the next.

D. Select committees are special committees created in both houses of Congress, usually for one term only, to study a specific issue and report their findings.

E. Joint committees are made up of members of both houses to act as study groups.
II. Kinds of Committees (pages 142–144, continued)

F. Conference committees are temporary committees set up to resolve the differences in the House and Senate versions of a bill by working out a compromise bill that each house then can accept or reject.

Discussion Question

Identify some issues that you think are important enough to create a select congressional committee. (Answers will vary. See list of types of issues on page 143.)

III. Choosing Committee Members (pages 144–145)

A. Membership in committees is one key role played by members of Congress.

B. Membership on certain committees:

1. helps members to build reputations and to increase their chances for reelection;

2. gives members a chance to influence important national legislation;

3. enables members to influence other members since those committees deal with issues that are important to all members.

C. In both houses, both parties assign members to the standing committees.

D. The party leaders and chairpersons of the standing committees are the most powerful members of Congress.

E. Standing committee chairpersons make key decisions about the work of their committees, though their power has been reduced since 1970.

F. Seniority traditionally guided the election of chairpersons until the 1970s.

Discussion Question

Members of Congress who have served the longest often head key committees and have an important voice in passing legislation. Do you think this seniority system helps Congress to operate more effectively? Explain your viewpoint. (Answers will vary. See seniority system page 145.)
The Library of Congress is the world’s largest library, as of 2000 housing more than 18 million books and 71 million maps, recordings, photographs, and manuscripts. One of its most treasured items is the Gutenberg Bible, which is on permanent display for visitors to see.

I. Congressional Staff Role (pages 146–147)

A. Lawmakers rely on their staffs to help with many congressional duties.

B. As congressional workloads have increased, staff duties have become increasingly important as well.

**Discussion Question**

In 1995 Congress cut the congressional staff by one-third. Do you think this reduction was necessary? Explain your answer. (Answers will vary. Staff cuts are rare, but this one had bipartisan support.)

II. Congressional Staff Growth (page 147)

A. Prior to 1946, Congress had no staff aides. In recent decades, increased complexity has resulted in much larger congressional staffs.

B. Congressional staffs provide expert help on key issues and help members of Congress serve constituents’ growing demands.

**Discussion Question**

Should members of Congress be responsible for helping private citizens resolve their difficulties with government agencies? Why or why not? (Answers will vary. See constituent service under Congressional Staff Growth on page 147.)
III. Personal Staff (pages 147–148)

A. Members’ personal staffs are divided so that some staffers work in Washington and others work in members’ home states.

B. Administrative assistants run lawmakers’ offices, supervise schedules, and advise on political matters.

C. Legislative assistants keep lawmakers well informed about bills, assist in committee work, write speeches, and keep track of the workflow.

D. Caseworkers are congressional personal staff members who handle requests from constituents; they usually staff members’ offices in their home states.

Discussion Question

Congressional staffers are not elected, yet they sometimes exert great power and influence in the lawmaking process. What are some advantages and disadvantages of this system? (Advantages: staff provides expert information; helps manage workload. Disadvantages: may be out of touch with the people; may have too much influence.)

IV. Committee Staff (pages 148–149)

A. Committee staffs work for congressional committees, assisting chairpersons as bills proceed through various committees to the floor.

B. Committee staff members often become experts in the areas their committees handle; critics argue that staff members are unelected, yet they have a large role in shaping legislation.

Discussion Question

What are the advantages and disadvantages of having an experienced staffer remain with the same committee for many years? (Answers will vary but should show evidence and understanding of committee work.)
V. Support Agencies (pages 149–150)

A. The Library of Congress provides information requested by Congress, congressional staff, and committees.

B. The Congressional Budget Office coordinates budget making, studies presidential budget proposals, projects new program costs, and tracks congressional spending.

C. The General Accounting Office is the watchdog over the spending of funds appropriated by Congress, informing members about specific program costs.

D. The Government Printing Office serves the federal government by printing the Congressional Record, a complete account of all congressional speeches and testimony, and the Statistical Abstract of the United States, an annual publication.

Discussion Question

What is the main advantage of having congressional support agencies that are independent of the executive branch? (Agencies that support Congress are responsible only to Congress.)
Did you know?

Congress sometimes exercises more than one of its powers at the same time. In 1993 after several months of heated debate, the Senate approved the North American Free Trade Agreement (NAFTA). This treaty with Canada and Mexico ended trade barriers between those nations and the United States. In approving NAFTA, the Senate was carrying out its treaty power in foreign affairs as well as its power to regulate foreign commerce.

I. Constitutional Provisions (pages 157–158)

A. The “necessary and proper” clause of the Constitution enables Congress to expand its power.

B. Conflicting interpretations of the elastic clause are reflected in Supreme Court rulings on the power of Congress.

C. The powers of Congress are limited by the Bill of Rights and the Constitution.

Discussion Question

Do you agree with those who believe in a strict construction of the Constitution or with those who support a loose construction? Explain. (Answers will vary. Students should demonstrate an understanding of strict and loose construction.)

II. Legislative Powers (pages 158–163)

A. The power to levy taxes and appropriate money is one of Congress’s most important powers.

B. Congress has the power to borrow money, to coin money, and to make laws regarding bankruptcy.

C. Congress has the power to regulate foreign and interstate commerce.

D. Congress has important powers in foreign policy and national defense, such as the power to approve treaties, to declare war, and to create and maintain an army and a navy.
II. Legislative Powers (pages 158–163, continued)

E. Congress has power over naturalization of citizens and the admission of new states to the Union.

F. Congress has the power to grant copyrights and patents and the power to establish federal courts and a post office.

**Discussion Question**

Explain how Congress has used its taxing and spending power to expand its authority. (Taxing and spending powers are used to expand regulatory authority; regulatory powers help control the economy.)

III. Nonlegislative Powers (pages 163–165)

A. If no presidential candidate has a majority of the electoral votes, the House of Representatives chooses the president from the top three candidates; if no vice presidential candidate has an electoral vote majority, the Senate chooses the vice president from the top two candidates.

B. Congress has the power to settle problems arising from the death of candidates or the president’s incapacity or resignation.

C. Congress has the power to remove officials of the executive or judicial branches from office by the process of impeachment.

D. The Senate has the power to approve officials appointed by the president.

E. The Senate ratifies treaties between the United States and other nations.

F. Congress shares with state legislatures the power to propose and ratify constitutional amendments.

**Discussion Question**

Do you think Congress might sometimes abuse its power to impeach high officials? Explain. (Answers will vary. Congress has only rarely used this power.)
Both houses of Congress sometimes investigate the same thing at the same time. The Senate Governmental Affairs Committee held hearings for several months in 1997 to investigate President Clinton’s campaign finances in the 1996 election. At the same time, the House Government Oversight Committee conducted its own investigation into fund-raising by the president and the Democratic National Committee in that same election.

I. The Power to Investigate (pages 167–169)

A. Standing committees or select committees of Congress investigate the conduct and ethics of government officials and members of Congress.

B. Investigations have a variety of consequences that range from proposing new legislation to removing officials from office.

C. Congressional investigations collect evidence, subpoena witnesses, and grant witnesses immunity, but they are not trials.

Discussion Question

The Fifth Amendment protects individuals from being forced to testify against themselves. Yet Congress may grant witnesses immunity, in order to obtain testimony. Do you agree or disagree with this practice by Congress? Explain. (Answers will vary. For discussion of this issue see text pages 168–169.)

II. Legislative Oversight (pages 169–171)

A. Congress uses the power of legislative oversight to weigh how well the executive branch carries out the laws enacted by Congress.

B. The Legislative Reorganization Acts of 1946 and 1970 require Congress to review and study, on a continuing basis, how the laws under its responsibility are administered, applied, and executed.

C. Realistically, however, Congress cannot effectively monitor every action of the executive branch; it does not have enough staff, time, or money to do so.
II. Legislative Oversight (pages 169–171, continued)

D. Congress uses its legislative oversight to require executive agencies to submit reports on their activities, to review those agencies’ budgets, and to direct the GAO and Congress’s other support agencies to monitor the executive agencies’ finances.

E. When Congress suspects wrongdoing, special investigations or even the threat of such investigations act as a strong deterrent to defying the intent of Congress.

Discussion Question

Why do you think Congress carries out its legislative oversight in an inconsistent way? (Lack of time and resources, low priority, vague laws, and cooperation with federal agencies. See text page 170.)
The Watergate scandal in 1973 marked the end of a long, bitter struggle between Congress and the president. By then, relations between a Republican president and a Democratic-controlled Congress were seriously strained. President Nixon had refused to spend funds appropriated by Congress to carry out its programs. But when Congress passed bills to end this practice, Nixon vetoed them. Angry members of Congress charged that Nixon had established an “imperial presidency.”

### Did you know?

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### Outline

#### I. Cooperation and Conflict (pages 172–174)

- **A.** The members of Congress represent local, more narrow interests than the president, and therefore their ideas often differ from the president’s.

- **B.** The Constitution’s system of checks and balances may cause conflicts between the legislative and the executive branches.

- **C.** Partisan differences can affect relations between Congress and the president.

- **D.** The organization of Congress and its procedures may cause conflicts with the president.

- **E.** Members of Congress often serve in government longer than any president and may resist the president’s timetable for enacting laws.

#### Discussion Question

**What do you think might be done to help end the “gridlock” that sometimes occurs between Congress and the president?** (Answers will vary. See discussion of gridlock on text page 173.)

#### II. The Struggle for Power (pages 174–176)

- **A.** Throughout the nation’s history, the balance of power has shifted back and forth between Congress and the president.

- **B.** Congress can limit or end the emergency powers it has granted the president.
II. The Struggle for Power *(pages 174–176, continued)*

C. Congress has reduced the president’s power in planning the budget and spending money that Congress has appropriated.

D. The Congressional Budget and Impoundment Control Act of 1974 established permanent budget committees for each house, created the Congressional Budget Office (CBO), and limited the president’s ability to impound funds.

E. The Congressional Budget Office provides financial experts to help Congress increase its role in planning the budget.

F. Congress no longer uses the legislative veto but still seeks to ensure that the president carries out its intent in executing laws.

G. In 1996 Congress authorized the line-item veto for the president to veto specific spending items in appropriation bills. In 1998 the Supreme Court declared the line-item veto to be unconstitutional.

**Discussion Question**

Why did Congress finally act in 1976 to end the emergency powers it had granted the president in 1935? (Congress demonstrated its desire to increase its power relative to the executive branch.)
One important bill was passed in a single day. In March 1933, on his first day in office, President Franklin D. Roosevelt drafted a bill closing the nation’s banks to prevent their collapse. The Senate and House both debated and passed the bill, and President Roosevelt signed it into law that evening.

**Did you know?**

Did you know that public bills involve national issues, while private bills deal with individual people or places?

**Outline**

I. Types of Bills and Resolutions (pages 181–183)
   - Public bills involve national issues; private bills deal with individual people or places.
   - Resolutions may be passed by either house or by both houses jointly.
   - Both houses pass concurrent resolutions, which do not have the force of law.
   - A rider is a provision attached to a bill on an unrelated subject.
   - Only a few bills become laws because:
     1. the process is long and complex;
     2. measures must have broad support;
     3. supporters must be willing to compromise;
     4. many bills are introduced that have no chance of passing.

**Discussion Question**

*Why might a major public bill require months to move through Congress? (Many major public bills deal with controversial issues and may be debated for months.)*

II. Introducing a Bill (pages 183–186)
   - Introducing a new bill in Congress is the first step in the lawmaking process.
   - New bills are sent to committees and sometimes subcommittees.
   - Both houses usually agree with the committees’ decision on a bill.
II. Introducing a Bill (pages 183–186, continued)

D. If a committee decides to act on a bill, it holds hearings on it.

E. When a committee hearing is complete, committee members review the bill line by line and make changes in it by a majority vote.

F. The committee kills or reports the bill to the House or Senate, sending with the bill a written report that describes the bill, explains the committee’s actions, lists the committee’s changes, and recommends passage or defeat.

Discussion Question

Why do congressional committees play such a key role in bills after they are introduced? (Committee members have authority because they are considered experts on the bills they receive.)

III. Floor Action (pages 186–187)

A. During debate any lawmaker may offer amendments.

B. The bill, including proposed changes, must receive a majority vote in both the House and Senate to pass.

C. Congress may use standing, roll-call, record, or voice votes.

Discussion Question

How may bills be changed during floor debates in each house? (Amendments may be added.)

IV. Final Steps in Passing Bills (pages 187–188)

A. To become a law, a bill must pass in identical form in both houses; conference committees work out differences when necessary, and send a compromise bill to each house of Congress for final action.

B. The president may then let the bill become law by signing it or keeping it 10 days without signing it, or kill it using a veto or pocket veto.
IV. Final Steps in Passing Bills (pages 187–188, continued)

C. Congress can override a presidential veto by a two-thirds vote in each house.

D. The line-item veto was challenged in the Supreme Court and declared unconstitutional.

E. After a bill becomes a law, it is registered with the National Archives and Records Service.

F. Citizens can track legislation using an online information resource called THOMAS.

Discussion Question

Do you believe the president’s line-item veto is constitutional? Explain. (Answers will vary. Students should demonstrate understanding of legislative powers.)
Members of Congress often promote spending bills that benefit their district or state. For example, in 1997 Senator Richard Shelby of Alabama added a measure to the House appropriations bill to spend $3 million for fertilizer research in Alabama. Senator Kay Bailey Hutchison of Texas added a bill to build a new commuter lane on a bridge in El Paso. Both senators were important members of the Senate Appropriations Committee, and their efforts were successful.

I. Making Decisions About Taxes (pages 189–190)

A. The House of Representatives has exclusive power to start all revenue bills, and all important work on tax laws occurs in the House Ways and Means Committee.

B. Until the 1970s the closed rule forbade members of Congress from amending tax bills from the floor of the House; members felt tax bills were too complicated and in too much danger of being amended under pressure from special-interest groups to allow such changes.

C. In 1973 the House revolted against the powerful Ways and Means Committee and its chairperson to do away with the closed rule; critics charge that doing away with this rule has allowed tax bills to become a collection of amendments favoring special interests.

D. The Senate may propose changes in tax bills, and the Senate Committee on Finance has primary responsibility for tax matters.

Discussion Question

Compare the role of the House Ways and Means Committee in tax legislation before the 1970s with the role it plays today. (See discussion of changes in closed-rule procedure on text page 190.)

II. Appropriating Money (pages 191–192)

A. Congress has the power of appropriation, or approval of government spending.
II. Appropriating Money (pages 191–192, continued)

B. Congress uses a two-step procedure in appropriating money:

1. an authorization bill, setting up a federal program and specifying how much money may be spent on it;

2. an appropriations bill, providing the money needed to carry out the program or law.

C. In each house of Congress, an appropriations committee and its subcommittees handle appropriations bills.

D. Appropriations subcommittees may develop close relationships with certain agencies and projects for which they appropriate funds.

E. Powerful interest groups try to influence appropriations subcommittees to give the agencies all the money they request.

F. Most of the money the federal government spends each year is for uncontrollable expenditures.

Discussion Question

Why are certain expenditures such as social security given long-term spending authority? (Government entitlement programs must be honored from year to year.)
Did you know? Lobbyists representing interest groups may have gotten their name from favor-seekers operating in the New York state legislature. As early as the 1820s, those favor-seekers sought out New York lawmakers in the “lobby”—the corridor or other parts of the state capital building at Albany—seeking to influence legislators’ votes. Since that time, lobbyists have become one of the most powerful influences on governments.

I. Influences on Lawmakers (page 194)
   A. Lawmakers’ views on decisions are seldom based on individual conscience.
   B. Voters back home, lawmakers’ staff members, lawmakers’ own political parties, the president, and special-interest groups all influence lawmakers’ views.

Discussion Question

Why do members of Congress consider other factors and not just cast their votes according to their own views on proposed bills? (Lawmakers want to serve their constituents, be reelected, and support their party or president.)

II. The Influence of Voters (pages 195–196)
   A. Lawmakers are heavily influenced by the needs and opinions of their constituents.
   B. Lawmakers stay informed of voters’ attitudes and needs by making frequent trips back home, by reading messages from home, by questionnaires, and by reports from their staff in their home district.

Discussion Question

What influence do voters back home have on lawmakers’ decisions on legislation? (On issues that affect their constituents’ daily lives, lawmakers generally listen to voters’ preferences.)
III. The Influence of Parties (pages 196–197)

A. Nearly all members of Congress belong to one of the two major political parties and generally support their own party’s stands on legislation.

B. House members support their parties more strongly than do Senate members, but the issues themselves also determine whether members follow their party leaders’ agenda.

C. Members of Congress usually support their party because party members usually share the same general political beliefs.

Discussion Question

What might happen when lawmakers do not vote with their own political party on an important bill? (Answers will vary. Students should consider the value of party membership to a lawmaker.)

IV. Other Influences on Congress (pages 197–198)

A. Presidents work hard to persuade lawmakers to support laws they want passed and give or withhold political favors to secure lawmakers’ support.

B. Interest groups and their lobbyists represent various interests, including labor and business groups, education and environmental organizations, and minority groups.

C. Political action committees (PACs) are political fund-raising organizations that give their funds to support lawmakers who favor the PAC’s position.

Discussion Question

Do you think lobbyists are beneficial or detrimental to the lawmaking process in Congress? Explain. (Answers will vary. See lobbyists’ influence on text page 198.)
Critics say that the “pork” in “pork-barrel legislation” is used to “grease” the wheels of government. By that, they mean that when Congress appropriates millions of dollars for local projects, such as hydroelectric dams, environmental cleanup programs, and mass transit projects, it does so for two reasons: to help districts and states provide services and, just as important, to improve their own chances of being reelected.

**Did you know?**

**I. Handling Problems (pages 200–201)**

A. Lawmakers in both houses must deal with their constituents’ problems and needs involving government.

B. Caseworkers on lawmakers’ staffs help them deal with voters’ requests for help.

C. Lawmakers spend a great deal of time on casework because responding to voters helps them get reelected, casework brings problems with federal programs to lawmakers’ attention, and caseworkers help citizens cope with the huge national government.

**Discussion Question**

How much of their time should members of Congress spend handling the problems of their constituents? Explain. (Answers will vary. See discussion of casework on text page 201.)

**II. Helping the District or State (pages 201–203)**

A. Lawmakers bring federal projects and money to their districts and states through pork-barrel legislation, federal grants and contracts, and keeping federal projects.

B. Congress appropriates billions of dollars for local projects that can bring funds and jobs to districts and states; these appropriations for local projects are sometimes called “pork-barrel legislation.”
II. Helping the District or State (pages 201–203, continued)

C. Lawmakers also try hard to obtain federal grants and contracts for their districts and states, working closely with executive department agencies that award those grants and contracts.

D. Although lawmakers do not have direct control over funds for grants and contracts, they may try to influence how these are awarded. They may pressure agency officials to grant their state favorable hearings, urge constituents to contact agency officials, and assign staff members to help constituents apply for grants and solve any special problems.

Discussion Question

Do you think members of Congress should spend much time obtaining federal projects and federal grants and contracts for their districts and states? Explain.
(Answers will vary, but should demonstrate an understanding of the pressure to win projects, grants, and contracts for their home districts.)
Getting elected is expensive. For example, after the presidential election of 1996, it was revealed that both parties had raised many millions of dollars in campaign funds from sources in other countries. Many members of Congress argued that the laws governing campaign financing needed to be reformed. The Bipartisan Campaign Reform Act of 2000 was an effort to reform campaign fundraising.

I. Duties of the President (pages 213–214)

A. Presidents have enormous power and responsibility in government.

B. Presidents make sure the national laws are fully executed; serve as commander in chief of the armed forces; appoint top officials, federal judges, and ambassadors; and meet with heads of foreign governments.

Discussion Question

 Compare the president’s duties in foreign policy with his duties in domestic policy. 
(For a list of foreign and domestic policy responsibilities, see text pages 213–214.)

II. President’s Term and Salary (pages 214–215)

A. The Twenty-second Amendment limited presidents to two terms.

B. Congress determines the president’s salary ($400,000 beginning in 2001); in addition, many benefits are provided for presidents while in office and in retirement.

Discussion Question

 Why are so many benefits available to presidents while they are in office? (Because of a president’s travel and security costs plus many other official expenses.)

III. Presidential Qualifications (pages 215–217)

A. The Constitution sets several requirements for the president:
III. Presidential Qualifications (pages 215–217, continued)

1. a candidate must be a natural-born citizen;
2. at least 35 years old;
3. a resident of the United States for 14 years.

B. Experience in government is an unwritten but important qualification.

C. Candidates for office must have access to sources for raising large amounts of money in the presidential election campaign.

D. Successful presidential candidates usually hold moderate political beliefs.

E. Most presidents have shared similar backgrounds—ethnic, economic, racial, and gender.

F. Being president underscores personal strengths and weaknesses.

**Discussion Question**

What do you consider the most important qualification for the office of president? Explain. (Answers will vary. Students should be aware of the responsibilities of the office.)

IV. Presidential Succession (pages 217–218)

A. The Twenty-fifth Amendment established the order of succession to the presidency (vice president, Speaker of the House, president pro tempore of the Senate, secretary of state, other cabinet members) and spelled out what happens when the vice presidency is vacant.

B. The Twenty-fifth Amendment also set forth rules to be followed if a president becomes disabled.

**Discussion Question**

In 1967 why was the Twenty-fifth Amendment added to the Constitution? (President Kennedy’s assassination helped show that the rules for succession were inadequate.)
V. The Vice President’s Role (pages 218–219)

A. The vice president’s work depends on what jobs, if any, the president assigns.

B. Although presidents before Eisenhower generally ignored their vice presidents, presidents since then have tried to give their vice presidents more responsibility.

Discussion Question

Why have recent presidents tried to give their vice presidents more responsibility?
(Answers may include: to promote them as future presidential candidates, to use their expertise, to prepare them for the highest office.)
In the presidential election of 1992, third-party candidate Ross Perot received 19.7 million popular votes. President George Bush received 39.1 million popular votes, and the winning candidate, Democrat Bill Clinton, received 44.9 million popular votes. The results in the electoral college vote, however, were very different. Ross Perot did not win a single electoral vote, while Clinton received 370 electoral votes and Bush, 168 electoral votes.

**Did you know?**

The original system of the Constitution provided that the candidate receiving the majority of the electoral votes became the president. The candidate with the second-highest number of votes became vice president. The vice president may be a political foe of the president.

**Discussion Question**

What political problem could result from the vice president being the person with the second-highest electoral vote? (The vice president may be a political foe of the president.)

**II. The Impact of Political Parties**

The election of 1800 was decided by the House of Representatives. To prevent a tie vote for president in the Electoral College, the Twelfth Amendment, added to the Constitution in 1804, provided that electors must cast separate ballots for president and vice president.

**Discussion Question**

Delegates to the Constitutional Convention did not anticipate political parties. Should they have? (Answers will vary. Division of opinion was apparent during the struggle for ratification.)
III. The Electoral College System Today (pages 221–223)

A. The Electoral College is still used to choose the president and vice president.

B. The College uses a winner-take-all system; all of a state’s (except Maine and Nebraska) electoral votes go to the candidate receiving the largest popular vote.

C. The Electoral College vote is cast in December.

Discussion Question

Should an elector be required to vote for the candidate who won that state’s popular vote? Explain. (Answers will vary. “Faithless electors” have never changed election results.)

IV. Electoral College Issues (pages 223–226)

A. Critics say that the Electoral College’s winner-take-all system is unfair.

B. The Electoral College system also makes it possible for a candidate who loses the total popular vote to win the electoral vote.

C. A third-party candidate could win enough electoral votes to prevent either major party candidate from receiving a majority in the Electoral College.

D. When the House of Representatives must decide a presidential election, it may face several serious problems.

E. Critics of the electoral system have offered suggestions to improve it.

F. Other critics believe the Electoral College should be replaced with direct election of the president and vice president.

Discussion Question

Do you agree or disagree with critics who argue that the Electoral College system should be abolished? Explain. (Answers will vary. See discussion of this issue on text pages 223–225.)
V. The Inauguration (page 226)

A. The new president is sworn into office in an inauguration ceremony.

B. All leading officials from the three branches of government attend the January ceremony.

Discussion Question

Are elaborate inauguration ceremonies desirable? Explain. (They are a celebration of democracy and the achievements of a political party and its candidates.)
A liberal magazine opposed to President Eisenhower’s conservative policies also criticized his cabinet. It said the cabinet was made up of “eight millionaires and a plumber.” In fact, the “plumber” was president of the plumbers union, and the “millionaires” were successful executives from well-known businesses and major corporations. Since then, of course, presidents have picked many other wealthy cabinet members with business backgrounds.

**Did you know?**

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**Outline**

I. The Selection of the Cabinet *(pages 228–230)*

   A. The president must consider many factors in selecting the members of the cabinet.

   B. The president must consider whether potential cabinet members’ backgrounds suit their cabinet posts, whether they bring geographical balance to the cabinet, whether they satisfy interest groups, whether they have high-level administrative skills, and whether they include ethnic and racial minorities and women.

   C. Cabinet members today usually are college graduates and leaders in various professional fields.

   D. The Senate must approve cabinet appointees, and it usually does so out of courtesy to the president.

**Discussion Question**

What are some advantages and disadvantages in selecting cabinet members who provide geographical, racial, and gender balance? *(Advantages: serving political and fairness issues. Disadvantages: qualifications for the position and personal preferences of presidents.)*

II. The Role of the Cabinet *(pages 230–232)*

   A. Cabinet members are heads of the executive departments.

   B. The cabinet’s role has always been determined by the president.
II. The Role of the Cabinet (pages 230–232, continued)

C. Modern presidents usually have not depended on the cabinet for advice in decision making but have turned to White House staff and close friends as their advisors.

D. Certain cabinet members—the secretaries of state, defense, and treasury, plus the attorney general—form the “inner cabinet” and influence the president’s decisions on matters related to their departments’ areas of interest.

Discussion Question

Do you think the president might benefit from having a smaller cabinet? A larger cabinet? Explain. (Answers will vary. Students should balance need for expertise and manageability.)

III. Factors Limiting the Cabinet’s Role (page 232)

A. The president does not command the full loyalty of cabinet members, even though he appoints them.

B. Cabinet members are pressured by career officials in their departments, interest groups, and members of Congress. This pressure may result in disagreements within the cabinet over the president’s policies and plans.

C. With 14 cabinet members, it is difficult to maintain secrecy in matters the president considers sensitive.

D. The president may not know and trust all the members of the cabinet because the president must weigh so many factors in appointing them.

Discussion Question

Do you think the president should appoint to cabinet positions people he knows and trusts or relative strangers who have specialized expertise? Explain. (Answers will vary, depending on how the students perceive the president’s use of the cabinet.)
President Clinton’s press secretary appeared before reporters with a paper bag over his head in the fall of 1997. Mike McCurry, Clinton’s press secretary and a key member of the White House staff, did this as a joke to get reporters in a good mood. Why? The president’s press secretary works hard to present the president’s views, and he wants representatives from the media to report them as favorably as possible. Establishing a rapport with reporters is part of the press secretary’s job.

Outline

I. Executive Office Agencies (pages 234–238)
   A. The Executive Office of the President (EOP) was created in 1939 by Congress.
   B. The EOP has grown rapidly for three reasons:
      1. presidents keep adding new agencies to it as problems arise;
      2. presidents want experts nearby to advise them about complex issues;
      3. federal programs sometimes require special staff to coordinate the efforts of several executive departments and other agencies working together.
   C. The Office of Management and Budget (OMB) is the largest agency in the EOP; it prepares the national budget that the president submits to Congress each year.
   D. The National Security Council advises the president and helps coordinate the nation’s military and foreign policy.
   E. The Council of Economic Advisers helps the president formulate the nation’s economic policy.
   F. Presidents add and sometimes eliminate agencies to the EOP to help carry out policy.

Discussion Question

Compare the duties of the Office of Management and Budget with those of the Council of Economic Advisers. (See text pages 236–237.)
II. The White House Office (pages 238–239)

A. The president appoints White House staff without Senate confirmation.

B. The White House Office has become the most important part of the Executive Office of the President.

C. The White House staff perform whatever duties the president assigns them:
   
   1. gathering information and providing advice on key issues;
   
   2. ensuring that executive departments and agencies carry out key directives from the president;
   
   3. presenting the president’s views to the outside world;
   
   4. deciding who and what information gets through to the president.

Discussion Question

How does the increased size of the White House staff reflect the growing responsibilities of the presidency? (Staffers handle many responsibilities such as overseeing agencies, addressing political issues, etc.)
Strong presidents sometimes defy even the Supreme Court. President Andrew Jackson was determined to force Native Americans in the Southeast to move west to the Oklahoma Territory. When Chief Justice Marshall ruled that the Cherokee nation’s treaty with Georgia protected its rights and property, Jackson reportedly refused to accept the decision. “John Marshall has made his decision. Now let him enforce it,” Jackson reportedly said. He ignored the Court and carried out the Indian Removal Act passed by Congress in 1830.

**Did you know?**

**Did you know?** Strong presidents sometimes defy even the Supreme Court. President Andrew Jackson was determined to force Native Americans in the Southeast to move west to the Oklahoma Territory. When Chief Justice Marshall ruled that the Cherokee nation’s treaty with Georgia protected its rights and property, Jackson reportedly refused to accept the decision. “John Marshall has made his decision. Now let him enforce it,” Jackson reportedly said. He ignored the Court and carried out the Indian Removal Act passed by Congress in 1830.

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**Outline**

I. Constitutional Powers *(pages 245–247)*

A. The Founders recognized the need for a strong executive branch to overcome the weaknesses of the Confederation government and to hold the legislative branch in check.

B. Article II grants the president broad but vaguely described powers. He heads the executive branch, is commander in chief, conducts foreign policy, and has judicial powers.

**Discussion Question**

**Why do you think the Founders granted the president broad but vaguely described powers?** (They wanted an executive that would protect personal liberty, property, and business and hold the legislature in check.)

II. Informal Sources of Power *(pages 247–249)*

A. Presidents have added to their powers by their actions; for example, Theodore Roosevelt declared his intent to do anything the needs of the nation required if such action was not expressly forbidden by the Constitution.

B. During national crises, presidents like Abraham Lincoln, Franklin D. Roosevelt, and George W. Bush greatly expanded the powers of the presidency as the federal government dealt with dangers facing the United States.
II. Informal Sources of Power (pages 247–249, continued)

C. Modern presidents claim their ideas and policies represent a mandate from the people, and they use all forms of mass media to build support for their ideas.

Discussion Question

Do you agree or disagree with critics who complain that modern presidents have too much power? Explain. (Answers will vary. Students should demonstrate knowledge of informal sources of power.)

III. Limits on Presidential Power (pages 249–250)

A. The Constitution gives Congress the power to limit presidential authority by overriding a veto or impeaching and removing the president from office for clear abuse of power.

B. The federal courts also limit the president’s power. The Supreme Court can overturn presidential actions, as it did President Truman in Youngstown Sheet and Tube v. Sawyer (1952).

C. The federal bureaucracy sometimes limits presidential power by obstructing programs or failing to carry them out properly, especially when key bureaucrats work closely with powerful congressional leaders to carry out their own programs rather than the president’s.

D. Public opinion can limit the president’s actions, as it did with President Lyndon Johnson’s policies in Vietnam and President Clinton’s proposed national health care program.

Discussion Question

How can public opinion limit the president’s power? (Public opinion can derail the most central presidential programs because members of Congress, who must vote on legislation to enact the president’s programs, are subject to reelection. If they go against voters’ wishes, they may lose in the next election.)
Former President George Bush, who led the nation to victory in the Persian Gulf war in 1991, made a parachute jump as a personal fiftieth anniversary celebration in 1997. As a Navy pilot, Bush had escaped death in World War II by parachuting into the Pacific after his plane was shot down by the Japanese.

Did you know?

I. As head of state, the president: (page 252)
   A. represents the nation at ceremonial functions;
   B. is considered more than a politician, but rather a symbol of the entire United States.

Discussion Question

Which role makes the president a living symbol of the nation? (Head of state.)

II. As chief executive, the president: (pages 253–254)
   A. heads the 2 million person executive branch;
   B. influences how laws are executed through executive orders, presidential appointments, removal of appointed officials, and impoundment;
   C. grants pardons, reprieves, or amnesty.

Discussion Question

Do you think the president should have the power to impound money appropriated by Congress? (Answers will vary. Impoundment is sometimes useful when the need for spending changes.)

III. As chief legislator, the president: (pages 254–255)
   A. proposes legislation to Congress, usually in the State of the Union Address;
   B. must work harder for congressional support when Congress is controlled by the opposition party;
III. As chief legislator, the president: (pages 254–255, continued)

   C. may use political favors to gain congressional support;
   D. has the threat of the veto to influence Congress.

**Discussion Question**

Why do members of Congress pay close attention to the State of the Union message? (It contains information about the president's possible legislative proposals for the coming year.)

IV. As economic planner, the president: (page 256)

   A. has gained important economic powers since the New Deal;
   B. promotes high employment, production, and purchasing power;
   C. is required to prepare the federal budget each year.

**Discussion Question**

Why does Congress continue to expand the president's powers in economic affairs? (Answers will vary. Perhaps to make the executive branch more and more responsible for the economy.)

V. As party leader, the president: (pages 256–257)

   A. helps raise party funds and plan campaign strategies;
   B. uses political patronage to appoint party members to government jobs.

**Discussion Question**

Do you agree with critics who claim the president's job as leader of a political party clashes with his other duties? Explain. (Answers will vary. See text pages 256–257 for discussion of conflicting roles.)
VI. As chief diplomat, the president: *(pages 257–258)*

A. directs foreign policy and oversees foreign affairs information agencies;

B. has sole power to make treaties, with Senate approval;

C. may make, without congressional approval, executive agreements having the force of treaties with foreign nations;

D. has the sole power to recognize foreign governments.

**Discussion Question**

*Do you think executive agreements, like treaties, should have the Senate's approval?* (Answers will vary, but students should recognize that the approval process for some treaties has proved cumbersome and time-consuming. Executive agreements are more efficient for time-sensitive decisions.)

VII. As commander in chief, the president: *(pages 258–259)*

A. shares with Congress the power to wage war;

B. makes key military policy decisions;

C. supports war efforts on the home front during wars;

D. may use the armed forces to end disorders or give aid in natural disasters.

**Discussion Question**

*Do you think a president with military experience makes better decisions as commander in chief? Explain.* (History helps answer this. Students may refer to presidents Franklin Roosevelt, Dwight Eisenhower, etc.)
The first president to exercise executive privilege was George Washington when he refused the House information on the Jay Treaty. The Eisenhower administration used the term executive privilege for the first time, although many other presidents have invoked the privilege.

Did you know?

I. Increased Responsibilities (pages 261–262)

A. Modern presidents have provided strong leadership for the nation, even though the Founders expected Congress to lead the nation.

B. Presidents provide leadership in introducing bold new ideas as well as responding to crises at home and abroad.

Discussion Question

Do you agree or disagree with the Founders’ belief that Congress should take the leadership role in government? Explain. (Answers will vary. Students should support their assessment of the advantages and disadvantages of strong presidential leadership versus strong congressional leadership.)

II. Leadership Qualities and Skills (pages 262–264)

A. Presidents must know and understand the people of the United States.

B. Presidents must be able to communicate effectively and to explain their policies clearly in order to inspire public support.

C. Presidents must know when the time is right to introduce new policies or make key decisions.

D. Successful presidents must:

1. be flexible and open to new ideas;

2. be able to compromise;

3. have political courage and be willing to go against public opinion in matters they believe are vital to the nation’s interests.
What do you think is the most important skill a president should have? Explain. (Answers will vary. Students should support their opinions with examples.)

III. Presidential Isolation (pages 264–266)

A. The special treatment given to modern presidents risks isolating them from information and advice they should have to carry out their duties effectively.

B. Presidents may discourage staffers from disagreeing with them or giving them unpleasant advice.

C. Access to the president often forces top staffers and advisers to flatter the president and provide only good news and favorable opinions.

D. Top staffers control access to the president.

E. Dealing with White House staff requires much of the president’s time and makes it more difficult to keep in touch with the public.

How do you think presidential isolation might be lessened? (Answers will vary. For a discussion of isolation see text pages 264–266.)

IV. The Use of Executive Privilege (pages 266–267)

A. To keep White House discussions and advice secret, presidents invoke executive privilege to avoid giving such information to Congress or the courts.

B. Modern presidents have claimed that executive privilege also protects their communications with other members of the executive branch.

C. The Supreme Court has ruled that executive privilege is constitutionally based.

Do you agree or disagree with the Supreme Court ruling that executive privilege is constitutional? Explain. (Answers will vary. For a discussion of executive privilege see text pages 266–267.)
The first female Secretary of State, Madeleine Albright, speaks English, French, Czech, Russian, and Polish. Her language skills helped her perform well in her previous job as the United States representative to the United Nations, where many different languages are involved in conducting international affairs.

I. The Cabinet Departments (pages 276–279)
   A. The Founders anticipated the need for federal agencies to carry on the daily business of government; currently nearly 3 million civilians work in the federal government.
   B. The 15 executive departments, headed by cabinet-rank officers, are a major part of the federal bureaucracy.
   C. These departments are headed by secretaries and staffed with assistant secretaries, deputy secretaries, and directors of major units.
   D. Two of the four departments created by Congress in 1789 are still among the most important: the Departments of State and of the Treasury.

Discussion Question

Which cabinet office performs the most essential service? Explain. (Answers will vary. Students should describe the service they believe is most essential.)

II. Independent Agencies (pages 279–280)
   A. The federal bureaucracy includes over 100 independent organizations whose heads are appointed by the president.
II. Independent Agencies (pages 279–280, continued)

B. The services of several independent agencies, such as the National Aeronautics and Space Administration, are widely publicized and are as large and well known as cabinet departments.

C. Some agencies such as the Central Intelligence Agency and the General Services Administration, provide services directly for the executive branch.

D. Government corporations are independent agencies that directly serve the public, such as the Federal Deposit Insurance Corporation and the United States Postal Service.

Discussion Question

How do government corporations differ from private corporations? (Government corporations may be given monopolistic powers by Congress, and they are funded by public money.)

III. Regulatory Commissions: (pages 281–283)

A. are independent of all three branches of government;

B. make rules for businesses and industries that affect the public interest;

C. are often under intense pressures from the groups they regulate and their lobbyists;

D. have become more limited in their powers because critics have complained that they overregulate the economy;

E. were the subject of regulatory reform by the Republican Congress in the mid-1990s.

Discussion Question

Do you support or oppose the federal government's move toward deregulation of industries and businesses? Explain. (Answers will vary. Students should provide logical reasons for their opinions.)
During the New Deal, the total federal government bureaucracy was smaller than the number of people hired by just one government agency. From 1935 to 1941, an average of 2.1 million citizens who needed jobs were employed by the Works Progress Administration on various federal projects. Not until 1978 did the federal government bureaucracy grow to 2.1 million employees.

I. Civil Service System (pages 284–285)

A. Only 11 percent of all federal government employees work in Washington, D.C.

B. Many federal employees work in offices throughout the United States and the world.

Discussion Question

Compare the composition of the federal workforce today with the workforce in the private sector. (About 30 percent of federal workers represent minorities versus 22 percent of the private sector workforce.)

II. Origins (pages 285–286)

A. Government jobs became a spoils system under President Andrew Jackson.

B. The spoils system led to inefficiency and corruption in government.

C. Calls for reform started in the 1850s.

D. The assassination of President Garfield by a disappointed office seeker led to the Pendleton Act of 1883, establishing the present civil service system based on competitive examinations and merit.

Discussion Question

Do you think the spoils system plays a greater or lesser role in government today than it did during Andrew Jackson’s presidency? Explain. (As a percentage of workers: lesser, although presidents appoint about 2,000 officials today.)
III. The Civil Service System Today (pages 286–288)

A. Applicants for federal jobs are evaluated on the basis of their experience and training.

B. Government jobs are attractive because they offer many benefits.

C. Government workers, unlike most private sector workers, have job security and are difficult to fire.

D. The Hatch Act of 1939 was intended to prevent political parties from using federal workers to aid in election campaigns; in recent years, critics have argued for and against this law, with workers now permitted some involvement in politics.

Discussion Question

With which parts of the 1939 Hatch Act do you agree or disagree? Explain.
(Answers will vary. See text pages 287–288 for discussion of the Hatch Act.)

IV. Political Appointees in Government (pages 288–289)

A. Nearly 10 percent of executive branch employees are appointed by the president, including many choice jobs; this allows the president to place loyal supporters in key offices.

B. These political appointees are outside civil service and are first and foremost the president’s political supporters.

C. Political appointees are not experts in the work of their agencies, and when the president leaves office many of them return to private sector jobs.

D. Many political appointees hold their positions for short tenures, making it hard for them to learn about their jobs. As a result, much of the real power over daily operations remains in the hands of career officials.

Discussion Question

Should something be done to avoid the problem of short tenures for political appointees? Why or why not? (Answers will vary. See text page 289 for discussion of short tenures.)
The General Services Administration has always furnished office space, products, and services to other federal agencies. The new, cutting-edge GSA has developed a service mentality, despite its stodgy reputation. For instance, it passes on great deals, such as four cents a minute for long-distance calls, and offers a Web-based shopping resource with half a million products.

I. Influencing Policy (pages 291–293)

A. Policy consists of all the actions and decisions taken or not taken by the government.

B. Federal bureaucrats carry out policy decisions made by the president and Congress.

C. The bureaucracy often determines what the law means through the rules and regulations it issues.

D. In 1995 Congress set paperwork reduction goals for future years.

E. Bureaucrats aid in shaping policy by helping Congress draft its new laws or by providing ideas for legislation.

F. Workers in federal agencies shape policy by their decisions about the application of rules and regulations and by hearing disputes.

G. Bureaucrats also supply advice and information to top decision makers, influencing whether an agency supports or opposes certain policies.

Discussion Question

What are the advantages and disadvantages of having federal bureaucrats influence policy decisions? (Advantages: efficiency and expertise; Disadvantages: loss of representation by the people.)

II. Why the Bureaucracy Makes Policy (pages 293–295)

A. The growth of the bureaucracy mirrors the growth of the nation’s population and rapid changes in technology.
II. Why the Bureaucracy Makes Policy (pages 293–295, continued)

B. The Cold War and international crises since World War II spurred the growth of the bureaucracy.

C. The New Deal doubled the size of the federal government.

D. Citizen special-interest groups demanded various services and programs.

E. Once created, government agencies almost never die.

Discussion Question

Will the federal bureaucracy grow or shrink in the future? Explain. (Answers will vary. Downsizing government is popular, but needs for government grow.)

III. Influencing Bureaucratic Decisions (pages 295–297)

A. Congress has an important influence over bureaucrats.

B. Congress can influence decision making in federal agencies.

C. Congress’s main power over the bureaucracy is its control of agencies’ budgets.

D. Citizens may challenge agencies’ actions in courts.

Discussion Question

What are ways Congress influences decisions made by the federal bureaucracy? (Passing new legislation and controlling agency budgets; Congress also holds agencies accountable for their activities with the Government Performance and Results Act)

IV. The Influence of Client Groups (pages 297–298)

A. Federal agencies have client groups that try to influence decisions.

B. The close cooperation between congressional committees, client groups, and a federal agency or department is referred to as an iron triangle.

Discussion Question

Critics often complain that iron triangles in the federal government shut out the public and serve only the interests of special groups. Explain. (Committees, agencies, and interest groups may work together, ignoring the public interest.)
By the twentieth century, the Supreme Court had become so powerful that Chief Justice Charles Evans Hughes once boasted: “We are under a Constitution, but the Constitution is what the judges say it is.” Justice Hughes served on the Court from 1930 to 1941; during that time the justices did, in fact, strike down many New Deal measures as unconstitutional.

I. Jurisdiction of the Courts (pages 305–307)
   A. The United States has a dual court system of state and federal courts.
   B. State courts have jurisdiction over cases involving state laws.
   C. Federal courts have jurisdiction over cases involving United States laws, foreign treaties, and the interpretation of the Constitution.
   D. In some cases, federal and state courts have concurrent jurisdiction.
   E. In the federal court system, trial courts are district courts that have original jurisdiction; federal courts of appeals have only appellate jurisdiction, or authority to hear cases appealed from district courts.

Discussion Question

Compare the jurisdictions of state courts and federal courts. (State courts have jurisdiction over cases involving state laws; federal courts over federal laws.)

II. Developing Supreme Court Power (pages 307–308)
   A. The Supreme Court has become the most powerful court in the world; its power developed from custom, usage, and history.
   B. No federal court, including the Supreme Court, may initiate action.
   C. Federal courts only determine cases; they never simply answer a legal question.
   D. Chief Justice Marshall’s ruling in *Marbury v. Madison* (1803) gave the Court power to review acts of Congress, or judicial review.
II. Developing Supreme Court Power (pages 307–308, continued)

E. Marshall broadened federal power at the expense of the states.

F. Justice Taney emphasized the rights of states and those of citizens.

Discussion Question

Do you think the power of judicial review is more or less important today than it was during John Marshall’s time? Explain your reasoning. (Answers will vary. Judicial review has expanded since Marshall’s time. Students may believe that judicial review is more important than ever because laws are more numerous and more complex.)

III. Due Process and Regulatory Power (pages 308–310)

A. The Supreme Court’s rulings on the Reconstruction Amendments eventually applied these amendments to economic policy.

B. In *Plessy v. Ferguson* (1896), the Court established the “separate but equal” precedent.

C. In the *Granger* cases (1870s), the Court held that a state had the power to regulate railroads and other private property.

D. After President Franklin D. Roosevelt’s Court-packing scheme of 1937 failed, the justices began to uphold laws regulating businesses.

E. Under Chief Justice Earl Warren, the Supreme Court emerged as a major force in protecting civil rights, beginning with *Brown v. Board of Education of Topeka* (1954).

Discussion Question

How do you think the course of United States history might have been changed if the Court had ruled the opposite way in *Plessy v. Ferguson*? (Answers will vary. Perhaps integration would have happened sooner.)
Although presidents have the authority to select federal judges, Congress can block those selections. After his reelection in 1996, President Clinton had the authority to fill more than half of all federal district court and appeals court posts with his choices. The chairperson of the Senate Judiciary Subcommittee on Administrative Oversight and the Court, however, blocked action on confirming 92 judges Clinton had earlier nominated and held only a few hearings on many of the new jurists nominated by the president.

**Outline**

**I. Constitutional Courts (pages 312–314)**

**A.** The federal district courts were created by Congress as trial courts for both civil and criminal cases.

**B.** In criminal cases, there are two types of juries: a grand jury, which hears charges against a person accused of a crime, and a petit jury, or trial jury, which weighs the evidence presented at trial.

**C.** District courts carry the main burden in federal cases.

**D.** In the vast majority of cases, district courts render the final decision.

**E.** Many appointed officials provide services for district courts.

**F.** The 13 courts of appeals ease the appellate workload of the Supreme Court.

**G.** The courts of appeals may decide to uphold the original decision, reverse the decision, or send the case back to the original court to be tried again.

**H.** The Court of International Trade hears cases dealing with tariffs.

**Discussion Question**

**Compare the duties of a grand jury with those of a petit jury.** (A grand jury determines whether there is sufficient evidence for a trial; a petit jury decides guilt or innocence.)
II. Legislative Courts (pages 314–316)

A. Congress has created a series of legislative courts to help Congress exercise its powers.

B. The legislative courts established by Congress include the U.S. Court of Federal Claims, the United States Tax Court, the U.S. Court of Appeals for the Armed Forces, territorial courts, courts of the District of Columbia, the Court of Veterans’ Appeals, and the Foreign Intelligence Surveillance Court.

Discussion Question

What kinds of cases would a U.S. Tax Court hear? (Cases in which citizens disagree with IRS or Treasury Department rulings.)

III. Selection of Federal Judges (pages 316–317)

A. According to the Constitution, the president has the power to appoint all federal judges, with the approval of the Senate.

B. Presidents often appoint judges from their own political party.

C. Presidents often appoint judges who share their own points of view on key issues.

D. In selecting judges for trial courts, presidents follow the practice of senatorial courtesy.

E. Almost all federal judges have had legal training; many have served as state court judges.

F. Women and minorities have been appointed as judges in federal courts in increasing numbers since the mid-1970s.

Discussion Question

Do you support or oppose lifetime tenure for federal judges? Explain. (Answers will vary. Students should support their opinions.)
Did you know? Only one person has held the two highest offices in the land, serving as president of the United States and later as chief justice of the Supreme Court. William Howard Taft served as twenty-seventh president of the United States from 1908 to 1913; President Warren G. Harding later appointed Taft chief justice of the Supreme Court, a position he held from 1921 until his death in 1930.

Outline

I. Supreme Court Jurisdiction (page 321)
   A. The Supreme Court has both appellate and original jurisdiction.
   B. The Court has original jurisdiction over two types of cases: those involving representatives of foreign governments, and those in which a state is a party.

Discussion Question

How much of the Supreme Court’s workload consists of original jurisdiction cases?

(Very little—the Court averages fewer than five original jurisdiction cases a year.)

II. Supreme Court Justices (pages 321–323)
   A. Congress sets the number of Supreme Court justices. It has been nine since 1869.
   B. The Court consists of eight associate justices and one chief justice.
   C. Congress sets the salary of the justices and may not reduce it.
   D. Congress may remove justices by impeachment for treason, bribery, or other high crimes and misdemeanors.
   E. The justices’ duties are not defined in the Constitution but have evolved from laws and through tradition, according to the needs of the nation.
   F. The justices’ main duty is to hear and rule on cases.
   G. The chief justice also provides leadership for the Court, presiding over sessions and conferences at which cases are discussed among the justices.
   H. The justices also have limited duties related to the 12 federal judicial circuits; on occasion they may serve on high-level commissions.
I. Law clerks chosen by the justices help them research cases, summarize key issues in cases, and assist in writing drafts of justices’ opinions.

J. Most justices have been federal or state judges or have held other legal positions such as attorney general; most have considerable legal experience, are in their 50s or 60s, and come from upper socioeconomic levels.

**Discussion Question**

The Supreme Court today is more representative of the general population than it has been in the past. Do you think this is a positive trend? Explain. (Answers will vary. Those who support “positive” should suggest to what degree the Court should be representative.)

III. Appointing Justices (pages 323–326)

A. Justices are appointed by the president and must be approved by the Senate; in the twentieth century most nominees were confirmed.

B. Political considerations often play a major part in presidential appointments to the Court. Members of the presidents’ own party usually are named if their prospects of winning Senate approval are good.

C. The American Bar Association, a national organization in the legal profession, has played an important role in the selection of justices by rating nominees’ qualifications.

D. Interest groups such as organized labor, civil rights groups, and the National Organization for Women attempt to influence Senators’ voting on nominated justices.

E. Sitting Supreme Court justices may have considerable influence in the selection of new justices.

**Discussion Question**

Would you rather have justices who are essentially impartial in their judgments or who share your own political attitudes appointed to the Supreme Court? Explain. (Answers will vary. Students should support their answers logically.)
For more than a month, Chief Justice John Marshall served as both chief justice of the United States and secretary of state. President John Adams appointed Marshall chief justice on January 31, 1801. Marshall, then secretary of state, held both positions until March 4, 1801.

I. The Court’s Procedures (page 331)

A. During two-week sessions, justices hear oral arguments on cases and then meet in secret to make decisions.

B. The justices consider arguments in cases they have heard and petitions from plaintiffs, and then write opinions for cases they have decided.

C. Justices’ written opinions interpret the law and help shape public policy.

Discussion Question

The Supreme Court reviews about one percent of the cases referred to it. Does this statistic concern you? Explain. (See text page 331 regarding the Court’s workload.)

II. How Cases Reach the Court (pages 332–333)

A. The majority of referred Court cases concern appeals from lower courts.

B. Most appeals concern cases in which a lower state or federal court has ruled laws unconstitutional. Cases the Court chooses not to hear are dismissed, and the ruling of the lower court becomes final.

C. Most cases reach the Court by writ of certiorari, in which either side petitions that a lower court’s decision involved an error raising a serious constitutional issue.

D. The solicitor general is appointed by the president and represents the federal government before the Supreme Court.

E. The chief justice puts worthy certiorari cases on a list for discussion; two-thirds of all certiorari cases never make the list. If four of the nine justices agree, a case is accepted.
II. How Cases Reach the Court (pages 332–333, continued)

    F. Some cases are decided by a brief, unsigned per curiam opinion; the rest are
       given the Court’s full consideration.

Discussion Question

Why does the Supreme Court select a very small percentage of cases to review?
(The Court selects only very significant cases because of its limited time.)

III. Steps in Deciding Major Cases (pages 333–335)

    A. Each side submits a brief detailing legal arguments, facts, and precedents.
       Parties not directly involved but with an interest in the case may submit
       amicus curiae briefs.

    B. Lawyers for each side make oral arguments during which justices may
       ask questions.

    C. On Wednesdays and Fridays the chief justice presides over a secret
       conference, in which each single case is summarized and recommendations
       for handling it are made.

    D. The justices spend about 30 minutes debating each case. Each justice has
       one vote; a majority vote is needed to decide a case.

    E. The justices may issue four kinds of opinions: a unanimous opinion, a
       majority opinion, a concurring opinion, or a dissenting opinion.

    F. If the chief justice votes with the majority, he or she assigns a justice in the
       majority to write the Court’s opinion. If not, the most senior justice with
       the majority assigns a justice to write the opinion.

Discussion Question

In what way has a Supreme Court decision affected you, your family, or your
community directly? (Answers will vary. Students may refer to decisions affecting
schools, free speech, etc.)
The Constitution sets no basic requirements for Supreme Court justices, not even age limits or citizenship. Neither a law degree nor prior experience as a judge is mandatory.

Did you know?

   A. The Court determines policy in three ways:
      1. using judicial review;
      2. interpreting laws;
      3. overruling or reversing its previous decisions.
   B. Using judicial review, the Court may examine laws and actions at all levels of government and cancel them if they violate the Constitution.
   C. The Court uses judicial review most often at the state and local levels, but decisions may have as much significance as those at the federal level, as in the Brown (1954) and Miranda (1966) cases.
   D. The Court’s interpretation of the very general language of laws allows it to decide how the law applies to specific situations.
   E. The Court’s rulings become precedents on which to base other, similar decisions; however, since times change, the Court may overturn or reverse its earlier decisions.

Discussion Question

Some Supreme Court decisions have resulted in great social upheaval. Should the Court consider public reaction in making its decisions? Explain. (Answers will vary. Students should support their views.)
II. Limits on the Supreme Court (pages 339–341)

A. Generally, the Court’s decisions have dealt largely with civil liberties, economic issues, federal laws and regulations, due process, and suits against government officials.

B. The Court plays only a minor role in the area of foreign policy.

C. Civil liberties cases make up the largest number of Court cases; appeals from prisoners comprise about one-fourth of its cases.

D. By its rules and customs, the Court hears only cases where its decision will make a difference, not merely those which decide a point of law. Plaintiffs must have suffered real harm, or cases must involve a federal question. The Court avoids political issues.

E. Since the Court can decide only those cases that come to it from elsewhere in the legal system, events beyond the Court’s control shape its agenda. The Court may signal its interest in a subject by taking on a specific case.

F. The Court’s power to shape public policy also is limited by its own limited ability to enforce its decisions. Noncompliance by other courts also is difficult to monitor.

Discussion Question

Although there are clear limits on the Supreme Court’s powers, some critics claim that the Court sometimes exceeds its constitutional power by changing public policy in controversial areas such as abortion and minority rights. Do you agree? Explain. (Answers will vary. Note that the Court sets policy only when a case is presented to it.)
William O. Douglas served longer (36 years) than any other Supreme Court justice and was the only justice ever to write both the majority and minority opinions for the same case (*Meyer et al. v. United States*). Douglas wrote the minority opinion and then made a few “notes” to help out with the majority opinion. Douglas’s brilliant notes were submitted as the majority opinion.

**I. Basing Decisions on the Law (page 343)**

A. Justices must base their opinions on the law, not on personal opinions.

B. The Court must interpret laws and relate their interpretations to the Constitution itself, relevant statutes, and legal precedents.

**Discussion Question**

Do you think it is good that justices must relate their decisions to relevant statutes and legal precedents? Explain. (Yes, personal opinions alone are not a basis of good law.)

**II. Views of the Justices (page 344)**

A. Justices monitor important issues; some become identified with them.

B. As justices retire, the majority voting blocs on certain issues may change.

**Discussion Question**

Should justices allow their views on issues to affect their decisions about the constitutionality of laws? (Answers will vary. See text page 344.)

**III. Relations Among the Justices (pages 344–345)**

A. Modern justices meet for discussion, but most communicate in writing.

B. Personal relations among justices may influence the Court’s decisions.

C. The chief justice’s skillful leadership can help promote harmony.
Is it better for the justices to share similar opinions and philosophies or does some degree of conflict among the justices produce better decisions? Explain. (Answers will vary. Generally, the adversarial system assumes disagreement.)

IV. The Court and Society (pages 345–347)

A. Although insulated from public opinion and political pressures, the Court needs public support; its authority depends in part on public acceptance.

B. Justices are influenced by the values and beliefs of society; their decisions usually reflect important societal changes.

Discussion Question

How important is public opinion in shaping the Court’s decisions? Explain.
(The Court is insulated from opinion; however, justices are affected by the same social forces as the public.)

V. Balancing the Court’s Power (pages 347–348)

A. The power of presidents to fill vacancies on the Court, as has every full-term president but Carter, gives them influence over the Court.

B. As head of the executive branch, the president is responsible for enforcing the Court’s decisions but may do so vigorously or with little enthusiasm.

C. Congress has the power to limit the Court’s ability to hear certain cases; may propose a constitutional amendment to overturn a decision; may set, but not reduce, the justices’ salaries; uses its confirmation power to shape the Court’s position on social issues.

Discussion Question

Since most presidents appoint at least one Supreme Court justice during their terms in office, how important is it to consider candidates’ views on social and legal issues before voting in a presidential election? Explain. (Answers will vary. Accept reasonable responses.)
The Fourteenth Amendment, which grants citizenship and fundamental rights to African Americans, was intended to protect the rights of freed African Americans in the South. The amendment was passed in June 1866, but was not ratified by the states until July 1868. The ratification process took so long because many southern states were against equal rights for African Americans. The federal government encouraged ratification of the Fourteenth Amendment by making it a requirement for southern states that wanted to be readmitted into the Union.

Outline

I. Constitutional Rights (pages 355–357)
   A. The Constitution guarantees the basic rights of United States citizens in the Bill of Rights.
   B. Today, the Bill of Rights protects the rights of individuals not only from actions of the federal government but also from actions of state and local governments.
   C. The Bill of Rights was intended to protect against the actions of the federal government.
   D. A process called incorporation extended the Bill of Rights to all levels of government.
   E. The Fourteenth Amendment, added in 1868, paved the way for a major expansion of individual rights by the due process clause, which Supreme Court rulings have interpreted as applying to all levels of government.
I. Constitutional Rights *(pages 355–357, continued)*

**B.** The Supreme Court’s interpretation of the Fourteenth Amendment nationalized the Bill of Rights, thus giving citizens in every part of the United States the same basic rights.

**C.** The incorporation of the Bill of Rights has meant that, in practice, citizens who believe state and local governments have denied them their constitutional rights can take their cases to federal courts, including the Supreme Court.

**Discussion Question**

How was the Bill of Rights expanded so that citizens in all parts of the United States now enjoy the same basic rights? *(By a process called incorporation.)*
The Supreme Court in 1962 ruled 6 to 1 against allowing prayers in public schools. The specific case dealing with this issue was *Engle v. Vitale*, for which Justice Hugo Black wrote the Court's opinion, finding that school prayers violated the establishment clause of the First Amendment.

**Outline**

I. The Establishment Clause: (pages 358–363)

A. forbids Congress from passing legislation to establish a single religion for the United States.

B. The First Amendment’s guarantee of the free exercise of religion forbids Congress from passing laws limiting the practice of religion.

C. In practice, religion is important to public life in the United States, and defining separation between church and state has been difficult.

D. Establishment clause cases often involve religion and education.

E. Since the *Everson* ruling in 1947, the Court has ruled some forms of state aid to parochial schools constitutional but has rejected others.

F. The Court has ruled state aid to parochial schools constitutional:

   1. if the aid has a clear nonreligious purpose;
   2. if its main effect is to neither advance nor inhibit religion;
   3. if it avoids excessive government entanglement with religion.

G. The Court has allowed released time for religious instruction during the school day if the instruction is provided away from the public schools.

H. The Court has struck down organized school prayers but has allowed student religious groups to hold meetings in public schools; debate on the Court’s rulings involving religion has been heated and sharply divided.

I. The Court also has ruled that states cannot ban the teaching of evolution in public schools or require the teaching of creationism.
I. The Establishment Clause: *(pages 358–363, continued)*

J. Other interpretations of the establishment clause have involved Christmas
nativity displays in public places and prayers at government meetings.

**Discussion Question**

Why has the Supreme Court upheld some kinds of state aid to parochial schools
and struck down other kinds of aid? *(Because of its interpretation of the free exercise
and establishment clauses.)*

II. The Free Exercise Clause’s Landmark Rulings *(pages 363–364)*

A. The Supreme Court makes an important distinction between religious belief
and practice.

B. Religious freedom cannot justify behavior or practices that violate laws
protecting the health, safety, or morals of the community.

C. Amish parents could not be forced to send their children to public school
beyond eighth grade; children of Jehovah’s Witnesses could not be required
to salute the flag in the classroom.

**Discussion Question**

Compare the effects of the establishment clause and the free exercise clause of
the First Amendment on the freedom of religion that United States citizens enjoy.
*(Answers will vary. Students should use specific examples.)*
More than 2,000 years ago, a Greek philosopher named Diogenes said, “The most beautiful thing in the world is free speech.” Just as ancient Greece valued freedom of speech, United States citizens also regard it as one of their most fundamental rights. In fact, the nation’s founders included this freedom as a basic part of the first amendment they added to the Constitution.

**Did you know?**

**I. The Supreme Court Rules on Types of Free Speech (pages 366–367)**

A. Free speech includes verbal expression of thought and opinion and symbolic speech, using actions and symbols.

B. Because symbolic speech involves action, it may be limited by government restrictions that do not apply to free speech.

C. Government can regulate or forbid symbolic speech if it falls within the constitutional power of government, if it is narrowly drawn to further a government interest not related to suppressing speech, or if it leaves open enough other channels of communication.

**Discussion Question**

Compare pure speech and symbolic speech. In what ways are they similar? In what ways are they different? (Pure speech is verbal expression; symbolic speech is actions and symbols; both are protected by the First Amendment.)

**II. The Supreme Court Rules on Regulating Speech (pages 367–369)**

A. The rights of free speech must be balanced against the need to protect society.

B. Free speech may be limited when it clearly presents an immediate danger, as in the *Schenck* case (1919).

C. Free speech can be restricted even if it only tends to lead to illegal action (the bad tendency doctrine), given society’s need to maintain public order.
II. The Supreme Court Rules on Regulating Speech (pages 367–369, continued)

D. The Court has ruled that the First Amendment freedoms have a preferred position because they are more fundamental than other freedoms; laws limiting them are presumed unconstitutional.

E. The Court has held that people are free to speak out in support of political objectives; however, free speech does not protect those who advocate immediate and specific acts of violence.

Discussion Question

What three constitutional tests has the Supreme Court used when deciding whether limits on free speech are permissible? (“Clear and present danger” rule, bad tendency doctrine, preferred position doctrine.)

III. Other Speech Not Protected (pages 369–370)

A. The First Amendment does not protect defamatory speech.

B. Defamatory speech includes slander, or spoken words, and libel, or written words, in false and damaging statements about someone.

C. Public officials and public figures in general are excluded from the right to sue for slander, in order to preserve an individual’s right to criticize the government.

D. Fighting words, or speech intended to provoke violence, are not protected.

E. School authorities can regulate students’ free speech at school events and during activities.

Discussion Question

Do you agree or disagree with limits on students’ freedom of speech in public schools? Use examples of these limits to explain your opinion. (Answers will vary. See cases on text page 370.)
Did you know?

In ruling on *Near v. Minnesota*, Chief Justice Charles Evans Hughes declared that prior restraint was “the essence of censorship” but acknowledged four possible circumstances in which he felt censorship might be allowed: when something printed was obscene, weakened national security, invaded “private rights,” or incited violence.

I. Prior Restraints Forbidden (pages 371–372)

A. Prior restraint, or censorship in advance, is permissible only in cases directly related to the national security.

B. In *Near v. Minnesota* (1931) the Court ruled that states could not stop the publication of a newspaper, because that action involved prior restraint.

C. In the *Pentagon Papers* case in 1971, the majority ruled that the government could not stop the publication of secret government documents, because it would involve prior restraint.

Discussion Question

Why were the justices of the Supreme Court divided in their decision in the *Pentagon Papers* case in 1971? Explain the issues that caused the Court to split in this ruling. (See the case and decision on text page 372.)

II. Fair Trials and Free Press (pages 372–374)

A. The First Amendment rights of a free press sometimes conflict with the Sixth Amendment’s guarantee of a fair trial.

B. After the *Sheppard* case (1966), the Supreme Court described measures that courts might take to restrain press coverage, including moving the trial site, limiting the number of reporters in the courtroom, controlling reporters’ conduct in court, keeping witnesses and jurors isolated from the press, and sequestering the jury.

C. Gag orders barring the press from publishing certain types of information are illegal and are allowed only in unusual circumstances.
II. Fair Trials and Free Press *(pages 372–374, continued)*

**D.** After the Court ruled that reporters, like all citizens, must testify in cases if called and cannot refuse to reveal their sources of information, some states passed shield laws to protect the media from being forced to disclose confidential information in state courts.

**Discussion Question**

Do you favor or oppose state shield laws to protect news reporters? Explain your reasons. *(Answers will vary. Most states have passed shield laws.)*

III. Free Press Issues *(pages 374–375)*

**A.** The Founders viewed the press strictly as printed material; electronic media had not yet been invented.

**B.** Radio and television do not enjoy as much freedom as other press media because they use the public airways.

**C.** The Federal Communications Commission (FCC) regulates radio and television. That agency cannot censor broadcasts but may set standards.

**D.** Movies and the Internet are protected by free press guarantees.

**E.** Communities may regulate obscenity within limits acceptable to the courts.

**F.** Advertising is commercial speech and thus receives less protection than purely political speech.

**Discussion Question**

How has the Supreme Court applied different tests to the news media invented since the Constitution was adopted? *(See standards for radio, television, motion pictures, and the Internet on pages 374–375.)*
Burning an American flag during a demonstration protesting some action or policy of the government may be unpopular, but it is not illegal. Why? The Supreme Court has ruled that flag burning is protected by the First Amendment because it is symbolic speech.

Did you know?

I. Protecting Freedom of Assembly (pages 376–378)

A. Freedom of assembly is a right closely related to freedom of speech.

B. The Supreme Court, in DeJonge v. Oregon (1937), ruled that free assembly is as important as free press and free speech and that free assembly is protected from state and local governments.

C. Freedom of assembly includes the right to parade and hold demonstrations in public places, but those who organize the events must get a permit.

D. Demonstrations at public facilities may be limited.

E. Demonstrations are not allowed on private property, such as shopping malls and abortion clinics, because they interfere with property rights.

Discussion Question

When might freedom of assembly conflict with the public’s right to order and safety, and which do you think is more important? (Answers will vary. For examples of this conflict see text pages 376–377.)

II. Public Assembly and Disorder (pages 378–380)

A. When people assemble to advocate unpopular causes, police may have difficulty protecting them from violence and disorder.

B. The Nazi party march in Skokie, Illinois, in 1977 illustrated the heckler’s veto: the public vetoes the rights of free speech and assembly of an unpopular group.

C. Police may disperse a demonstration in order to keep the peace, but in the Gregory case (1969), the Court upheld the right of assembly by persons peacefully demonstrating in support of an unpopular cause.
How effective do you think the heckler's veto would be in your community? (Answers will vary. Heckler's veto is defined on text page 379.)

III. Protection for Labor Picketing (pages 380–382)

A. Labor picketing is different from other demonstrations; it seeks to persuade customers not to deal with a business whose workers are on strike.

B. Before 1940 the Supreme Court supported restraints on labor picketing, but in that year it ruled that picketing was a form of free speech; in the years since, forms of picketing have been limited in several key rulings.

Discussion Question

Compare labor picketing with other kinds of demonstrations. In what ways are they the same and different? (Picketing is a form of free speech, but it includes a picket line which may deprive a business of customers or workers.)

IV. Freedom of Association (page 382)

A. The right of free assembly includes the right of free association, including joining a political party, interest group, or other organization.

B. Membership in groups advocating the use of force to overthrow the government, the Court has ruled, is not illegal; when members of such groups actually prepare to use such force, however, the acts are punishable.

Discussion Question

How did the Supreme Court apply the clear and present danger doctrine to membership in subversive groups? (In the 1950s the Court upheld convictions against Communist Party members. Later it ruled that merely advocating a belief did not show a “clear and present danger.”)
By 2000, over nine percent of the population of the United States was born in other countries. More than 7 million Mexican Americans were included in this category, making Mexican nationals the largest group in our nation’s foreign-born population.

I. Immigrants and Aliens (pages 387–388)

A. Immigrants come to a new country intending to live there permanently; aliens live in a country where they are not citizens.

B. The federal government classifies aliens into five categories:
   1. resident aliens
   2. nonresident aliens
   3. enemy aliens
   4. refugees
   5. illegal aliens.

C. Protections of the Bill of Rights, such as freedom of speech and assembly, apply to aliens as well as citizens.

D. Aliens cannot vote; most are exempt from military duty and serving on juries.

Discussion Question

What responsibilities do aliens have to the U.S. government? (They must pay taxes, obey the laws, and be loyal to the government.)

II. Immigration Policy (pages 388–390)

A. In 1882 Congress began to fully use its power to regulate immigration, and it imposed many restrictions during the next four decades.

B. The Immigration Act of 1924 sharply lowered the number of immigrants who could arrive each year and favored those who came from northern and western Europe.
II. Immigration Policy (pages 388–390, continued)

C. The Immigration Reform Act of 1965 changed immigration policy by fixing a ceiling on countries in the Eastern Hemisphere and a different ceiling on those in the Western Hemisphere, as well as creating a complicated system for preferential treatment of selected immigrants.

D. The Immigration Reform and Control Act of 1986 was passed to stem the tide of illegal immigrants and to allow illegal immigrants to become permanent residents and citizens.

E. The Immigration Act of 1990 was passed to revise the 1965 immigration law, putting limits on the flood of immigrants from Asia and Latin America, and to open immigration to Europeans who had been adversely affected by the 1965 law.

F. The 1990 immigration law reduced the total annual immigration slightly, encouraged immigrants with special skills, and set up special categories for special immigrants like close relatives of United States citizens.

Discussion Question

What do you think should be the goals of the United States immigration policy? (Answers will vary. Students should consider the historic issues of immigration policy.)
Certain citizens of the United States by birth were also made citizens by Congress. When Congress admitted Texas as a state in 1845, it also made all the people of Texas citizens of the U.S.

I. National Citizenship (pages 391–393)
   A. Citizens of the United States have rights, responsibilities, and duties.
   B. The Founders assumed the states would decide who was a citizen.
   C. Citizenship came to have both a national and a state dimension.
   D. The *Dred Scott* (1857) ruling that African Americans were not U.S. citizens led to the adoption of the Fourteenth Amendment, which defined citizenship at both the state and national levels.

**Discussion Question**

How did the adoption of the Fourteenth Amendment change the basis of citizenship?  
(States determined citizenship until the Fourteenth Amendment defined citizenship.)

II. Citizenship by Birth (page 393)
   A. Citizens by the “law of the soil” are born in the U.S. or its territories.
   B. Children born to a parent who is a U.S. citizen are also citizens by the “law of blood,” including children born in another country of American parents.

**Discussion Question**

In what two ways is citizenship acquired by birth?  
(Jus soli [law of the soil], or birth in the U.S., and jus sanguinis [law of blood], or birth to American parents.)

III. Citizenship by Naturalization (pages 393–394)
   A. Naturalized citizens have most of the rights and privileges of native-born citizens.
   B. Congress has established qualifications for naturalization:
      1. Applicants must be of good moral character and have entered the U.S. legally.
2. Applicants must read, write, and speak English.

3. Applicants must show basic knowledge of American history and government and support the principles of American government.

**Discussion Question**

Why must applicants show basic knowledge of American history and government? (Citizens must understand these subjects in order to participate fully in government.)

**IV. The Steps to Citizenship (pages 394–395)**

**A.** An applicant must file a petition requesting citizenship, be at least 18 years old, have been a lawfully admitted resident alien for 30 months out of the previous 5 years, and have resided in the state for at least 3 months.

**B.** At a final hearing, a federal judge administers the oath of allegiance to the new citizens.

**Discussion Question**

Why are applicants for citizenship questioned about American government and history? (Citizens must understand these subjects to participate in government.)

**V. Losing Citizenship (pages 395–396)**

**A.** Only the federal government can take away citizenship.

**B.** A person may lose citizenship voluntarily or involuntarily.

**Discussion Question**

How may citizenship be taken away? (Expatriation, crimes such as treason, or denaturalization.)

**VI. The Responsibilities of Citizens (pages 396–397)**

**A.** Responsible citizens need to know about the laws that govern society.

**B.** Responsible citizens participate in political life.

**Discussion Question**

Which responsibilities of citizenship do you consider the most important? Explain. (Answers will vary. See text pages 396–397.)
Prior to the Court ruling on *Mapp v. Ohio*, which banned the use of illegally obtained evidence at criminal trials in state courts, the exclusionary rule had applied only to federal courts.

**Did you know?**

**Outline**

I. Searches and Seizures (*pages 398–401*)

A. The Constitution and the Bill of Rights protect the rights of accused persons.

B. The Fourth Amendment offers protection from unreasonable searches and seizures, but the courts have dealt with this issue on a case-by-case basis.

C. Today most police searches are conducted with a court warrant.

D. The 1914 exclusionary rule restricts the use of illegally obtained evidence.

E. Supreme Court rulings in 1985 and 1987 limited the warrant requirement for legally stopped cars and for students and their property in school.

F. In 1967 the Supreme Court reversed an earlier ruling permitting wiretapping. In 1968 Congress passed a statute requiring a court order before using wiretapping to obtain evidence.

**Discussion Question**

Critics of the exclusionary rule argue that it weakens the power of courts to protect citizens from violent criminals. Do you agree? Explain. (Answers will vary. See discussion of exclusionary rule on text pages 399–400.)

II. Guarantee of Counsel (*pages 401–402*)

A. The Sixth Amendment guarantees a defendant the right to an attorney.

B. In federal cases, courts generally provide an attorney for defendants who cannot afford one.

C. State courts must also provide attorneys for defendants.

**Discussion Question**

Why is it significant that the Court ruled that criminal defendants have a right to a lawyer? (Many prisoners who had been convicted without counsel were set free.)
III. Self-incrimination (pages 402–404)

A. The Fifth Amendment protects witnesses before grand juries and congressional investigating committees.

B. The Fifth Amendment also protects defendants against forced confessions.

C. The Escobedo (1964) and Miranda (1966) decisions expanded the protections of persons arrested as suspects in a criminal case.

**Discussion Question**

*Why should persons accused of crimes be informed of their rights when they are arrested?* (To protect the accused from self-incrimination.)

IV. Double Jeopardy (pages 404–405)

A. The Fifth Amendment protects accused persons from double jeopardy, or being tried twice for the same crime; a person may be tried more than once for the same act, however, when a crime violates both a federal and a state law.

B. It is not double jeopardy if a single act involves more than one crime; a defendant may be tried for each offense. In case of a hung jury, a second trial is not double jeopardy.

**Discussion Question**

*How does the Fifth Amendment protect persons accused of crimes from double jeopardy?* (It prohibits retrying accused persons.)

V. Cruel and Unusual Punishment (page 405)

A. The Eighth Amendment forbids cruel and unusual punishment.

B. Use of the death penalty is an ongoing controversy under this amendment.

**Discussion Question**

*Do courts consider the death penalty cruel and unusual punishment?* (Not in most cases.)
In 1957, President Dwight Eisenhower sent federal troops to Little Rock, Arkansas, to enforce court-ordered desegregation of Central High School. He took this action even though he did not believe the Supreme Court’s ruling in *Brown v. Board of Education* could effectively end segregation. As he told an adviser, “I am convinced that the Supreme Court decision set back progress in the South at least fifteen years.”

### Did you know?

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### Outline

I. Meaning of Equal Protection (*pages 406–407*)

A. Both the Fourteenth Amendment and the Fifth Amendment require that all people are entitled to equal rights and equal protection of the law.

B. The Supreme Court has developed guidelines for deciding when state laws may violate the equal protection clause.

C. According to the rational basis test, the Court will uphold state laws that distinguish among different groups of people if the state shows good reason for those classifications.

D. Classifications in state laws based on race or national origin are a suspect classification; the state must show some compelling public interest to justify them.

E. State laws that violate fundamental rights—the right to vote and First Amendment rights—are unconstitutional.

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### Discussion Question

What guidelines has the Supreme Court drawn up for considering when a state law or action might violate the equal protection clause of the Fifth Amendment? (See rational basis test, suspect classification, and fundamental rights text pages 406–407.)
II. Proving Intent to Discriminate (pages 407–408)

A. Discriminatory laws classify people solely because of their race, gender, ethnic group, age, physical disability, or religion.

B. To prove a state or local government guilty of discrimination, one must prove the state’s intent to discriminate.

**Discussion Question**

In what ways has discrimination been lessened in this country and in what ways is it still a serious problem? (Answers will vary. See Court discrimination cases on text page 408.)

III. The Struggle for Equal Rights (pages 408–410)

A. For nearly a century after the Fourteenth Amendment was adopted, the courts upheld discrimination and segregation against African Americans.

B. In *Plessy v. Ferguson* (1896), the Supreme Court used the “separate but equal” doctrine to justify segregation in the United States.

C. In *Brown v. Board of Education* (1954), the Court overruled the “separate but equal” doctrine and touched off a long struggle to desegregate public schools.

D. Civil rights workers peacefully broke laws supporting racial segregation; protesters who were arrested and convicted then appealed, challenging the constitutionality of these laws in the courts.

E. Influenced by the civil rights movement led by Martin Luther King, Jr., Congress passed major civil rights legislation to ensure voting rights and equal job opportunities such as the Civil Rights Act of 1964.

**Discussion Question**

Compare the results of the Supreme Court’s decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954). (The *Plessy* case was used to justify segregation, *Brown* marked the beginning of desegregation.)
In 1996 a majority of voters in California approved a proposition to end the state’s affirmative action program. When supporters of affirmative action asked the Supreme Court to prevent California from ending its program, the Court declined to hear the case.

Did you know? In 1996 a majority of voters in California approved a proposition to end the state’s affirmative action program. When supporters of affirmative action asked the Supreme Court to prevent California from ending its program, the Court declined to hear the case.

Outline

I. Affirmative Action (pages 412–414)
   A. In the 1960s the government began programs that gave a preference to minorities, women, or the physically challenged in hiring and promotions, government contracts, admission to schools and training programs, and other areas.
   B. Most affirmative-action programs are required by federal government regulations or court decisions; others are voluntary efforts.
   C. One of the most important applications of affirmative action is in higher education; in Bakke (1978) and other cases, the Supreme Court has held that although a strict quota system is unconstitutional, a state university can consider race along with other factors when admitting students.
   D. Outside of higher education, the constitutional status of affirmative action is unclear; the Court has struck down as many programs as it has upheld.

Discussion Question

What are some advantages and disadvantages of affirmative action? (Advantages: remedies discrimination against women and minorities; Disadvantages: may discriminate against qualified individuals.)

II. Discrimination Against Women (pages 414–416)
   A. New challenges against discrimination toward women have been raised.
   B. The Supreme Court held that past laws discriminating against women did not violate the equal protection clause.
   C. In its ruling in Reed (1971), however, the Court held a state law was unconstitutional because it discriminated against women.
   D. Since the Reed case, the Court has allowed some laws based on gender classification but has declared others unconstitutional.
   E. Congress has passed many laws protecting women from discrimination.
When do you think the Supreme Court’s reasonableness standard would apply appropriately to excluding women or men? (Answers will vary. Examples should show some logical ground of difference.)

III. Citizens’ Right to Know (page 416)

A. The 1966 Freedom of Information Act requires federal agencies to grant people access to public records upon request, with some security exceptions.

B. The Sunshine Act of 1976 requires federal agencies, boards, and commissions to hold meetings open to the public or to provide a complete record of the meeting.

What is the significance of the Freedom of Information Act of 1966? (It provides citizens access to public records on request.)

IV. Citizens’ Right to Privacy (pages 416–418)

A. The Constitution does not specifically mention privacy, but the Supreme Court ruled in Griswold v. Connecticut (1965) that personal privacy is one of the rights protected by the Constitution.

B. Widespread use of the Internet challenges the right to privacy because of such issues as online surveillance by the government and the availability of personal information on Web sites to hackers.

C. War and other national emergencies create tension between the need to maintain individual rights and the need to protect the nation’s security.

D. The USA Patriot Act, passed in response to the September 11, 2001, terrorist attacks, greatly increased the federal government’s power to detain, investigate, and prosecute people suspected of terrorism; questions continue to arise over whether the Act poses a threat to civil liberties.

In a time of national crisis, which do you think should take precedence in a democracy: individual rights or national security? Why? (Answers will vary.)
Justice in the United States is said to be blind. Why? Because in the U.S. legal system, the courts view everyone in the same way. Cartoons often show justice as a young, blindfolded woman who holds an equally balanced scale to weigh evidence.

I. Early Systems of Law (pages 423–424)
   A. The Code of Hammurabi is a collection of laws assembled by Hammurabi, king of Babylon from 1792 to 1750 B.C.
   B. The Ten Commandments are rules found in the Old Testament of the Bible, the source of law for people of several major religions.

Discussion Question

What was the Code of Hammurabi made up of? (The code was made up of 282 legal cases that spelled out relationships among individuals as well as punishments in areas that are now considered property law, family law, civil law, and criminal law.)

II. Our Legal Heritage (pages 424–426)
   A. Constitutional Law:
      1. is the fundamental source of U.S. law; is the supreme law of the land; applies to everyone.
      2. follows from state constitutions (adopted 1776 to 1780); decides the limits of government’s power and the rights of the individual; may deal with either criminal or civil law.
   B. Statutory Law:
      1. is written by a legislative branch of government;
      2. limits people’s behavior but also grants rights and benefits;
      3. comprises many federal court decisions and about one-fifth of all Supreme Court cases;
      4. is sometimes called Roman law, since like laws of ancient Rome, statutory law is written down so that all may know the law.
C. Administrative Law:
   1. spells out the authority and procedures to be followed by federal agencies;
   2. sets rules and regulations issued by those agencies.

D. The Common Law:
   1. is the most important basis of the legal system; is made by judges in the process of settling individual cases; began in England and then spread to the colonies.
   2. is the basis for state constitutions and the U.S. Constitution. Except in Louisiana, where legal procedures are based on the Napoleonic Code, most states still follow common law.

**Discussion Question**

**Why did common law become a part of the American system of laws?** (English colonists brought common law with them to America.)

**III. Legal System Principles (pages 427–428)**

A. Equal justice under the law refers to the goal of the American court system to treat all persons alike and grant them the full protection of the law.

B. Due process of law guarantees constitutional rights and requires that persons be informed of pending government legal action and then given the right to respond or be heard.

C. The adversary system in American courts allows lawyers for opposing sides to present their strongest cases.

D. Presumption of innocence means persons accused of crimes are presumed innocent until proven guilty; the burden of proof falls on the prosecution.

**Discussion Question**

**Which of the four principles that underlie the operation of the American legal system do you think is the most important?** (Answers will vary among equal justice, due process, adversary system, and presumption of innocence.)
Justice David J. Brewer once stated, “America is the paradise of lawyers.” There are more lawyers in the United States than in any other country. In 1998, approximately 912,000 lawyers practiced in the United States, mostly in civil law.

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Did you know? Justice David J. Brewer once stated, “America is the paradise of lawyers.” There are more lawyers in the United States than in any other country. In 1998, approximately 912,000 lawyers practiced in the United States, mostly in civil law.

 Outline

I. Types of Civil Law (pages 430–432)

A. Civil law, which concerns disputes between two or more individuals or between individuals and government, makes up about 90 percent of the cases heard in state courts.

B. Four of the most important types of civil law deal with 1) contracts, 2) property, 3) family relations, and 4) civil wrongs causing physical injury or injury to property (tort).

C. Contract law involves a contract, or a set of enforceable voluntary promises.

D. Property law deals with the use and ownership of property.

E. Family law deals with relationships among family members—marriage, divorce, and child custody.

F. Civil wrongs, or torts, deal with any wrongful act for which the injured party has the right to sue for damages in a civil court.

G. Equity law settles disputes on the grounds of fairness.

Discussion Question

What is civil law, and what are the four most common kinds of civil law cases? (Civil law settles disputes between people. Contract, property, family, and tort cases.)

II. Steps in a Civil Case (pages 433–434)

A. In a civil case, called a lawsuit, a plaintiff seeks damages, usually an award of money, from the defendant.

B. To begin, the plaintiff usually hires a lawyer, either on a contingency fee, usually one-fifth to one-half of the total award, or for an hourly fee.
II. Steps in a Civil Case *(pages 433–434, continued)*

C. Most lawsuits go to state courts; the plaintiff sets forth the charges against the defendant in a complaint.

D. During discovery, each side prepares for the trial by checking facts and gathering evidence.

E. About 90 percent of civil lawsuits are settled before trial, using several settlement techniques.

F. If all else fails, the civil lawsuit goes to trial, in which procedures are similar to those in criminal trials; civil lawsuits are tried by a jury or a judge, who decides the verdict.

G. When the plaintiff wins, the court awards damages; however, if the defendant refuses to pay, the plaintiff must get a court order to enforce payment.

**Discussion Question**

Some people think that limitations should be placed on damage awards in civil cases. What would be some advantages and disadvantages of doing this? *(Answers will vary. Students should address the effects of limiting damage awards.)*

III. Small Claims Court *(pages 434–435)*

A. Most states provide an alternative to lengthy civil trials by setting up small claims courts.

B. Small claims courts hear civil cases dealing with collecting small debts, property damage, small business problems, and the like.

C. Small claims court cases are usually heard by a judge and involve maximum claims of $1,000 to $5,000, depending on the state; the judge’s decision is legally binding.

**Discussion Question**

Why are small claims courts an important part of the civil justice system? *(These courts provide a quick and simple way to solve minor disputes.)*
During the 1970s and 1980s, serious crimes in the United States, such as murder, arson, and burglary, increased alarmingly, especially in large cities. Many people felt threatened by the growing violence. By the late 1990s, however, the crime rate had decreased dramatically. Tougher law enforcement, more police, neighborhood patrols, and a crackdown on drug dealers helped bring about this remarkable change.

I. Types of Crime (pages 437–438)

A. Most crimes committed in the United States break state laws; each state has its own penal code, or written laws that spell out crimes and punishments.

B. Crimes may be petty offenses, misdemeanors, or felonies.

C. Petty offenses are minor, like illegal parking; misdemeanors are more serious crimes like vandalism; felonies are serious criminal acts like murder, robbery, or kidnapping.

Discussion Question

In recent years the incidence of serious crimes has been reduced. Do you think this trend will continue? Explain. (Answers will vary. Discuss local efforts to combat serious crime.)

II. Steps in Criminal Cases (pages 438–443)

A. The prosecutor, or government lawyer responsible for bringing a criminal charge, must prove beyond a reasonable doubt to a judge or jury that the defendant violated the law.

B. Criminal cases begin when police gather enough evidence to convince a judge to issue an arrest warrant.

C. The arrested person is taken to a police station, the charges are recorded, and the suspect may be fingerprinted and photographed.
II. Steps in Criminal Cases (pages 438–443, continued)

D. The arrested person is brought before a judge as quickly as possible to be formally charged with a crime; if the case is a misdemeanor, the person may plead guilty or not guilty.

E. Cases may then go to a grand jury, which determines whether there is enough evidence to put the accused person on trial, or to a preliminary hearing before a judge for the same purpose.

F. At this point, about 90 percent of criminal cases end in a guilty plea in which the accused pleads guilty to a lesser crime in return for the government’s not prosecuting the more serious original crime (plea bargaining).

G. After a grand jury indictment or a preliminary hearing, a judge reads the formal charge at an arraignment held in an open courtroom; the defendant may plead not guilty, not guilty by reason of insanity, guilty, or no contest.

H. In felony cases, the defendant may choose between a jury trial and a bench trial heard by a judge.

I. Jurors listen as witnesses are called and the evidence is presented.

J. In jury trials, the presiding judge instructs the jury on proper legal procedures and explains the law. The jury goes to a jury room to review the evidence and reach a decision. To reach a guilty verdict, the jury must find the evidence convincing beyond a reasonable doubt.

K. If the jury’s verdict is “not guilty,” the defendant is released immediately. If the jury’s verdict is “guilty,” the judge usually determines the sentence.

Discussion Question

Some people would like to eliminate the plea bargaining system. Explain why you agree or disagree with this idea. (Answers will vary. See text pages 440–441 for discussion of plea bargaining.)
Did you know?

Political parties began in the early stages of American politics, but even then they were not always popular—especially with their own members. Thomas Jefferson expressed this attitude when he said, “If I could not go to heaven but with a party, I would not go at all.”

Outline

I. Parties and Party Systems (pages 453–454)

A. A political party is a group of people with broad common interests who organize to win elections and to control and influence governments and their policies.

B. In a one-party system, the party, in effect, is the government; such one-party systems are usually found in authoritarian governments.

C. In nations with a multiparty system, several political parties compete to control the government and must often form coalitions to do so.

D. In the dozen nations with a two-party system, two major parties dominate the government.

Discussion Question

What problems do political parties face in a multiparty system? (One party rarely gets enough support to run the government, and coalitions often break down.)

II. Growth of American Parties (pages 454–455)

A. Although many of the Founders distrusted factions, by the end of President Washington’s second term, two political parties had formed.

B. The two-party system in the United States changed as political parties appeared and declined.

C. On the eve of the Civil War, the Republican Party was born; after the war, it dominated the national scene with the Democrats the minority party.

D. During the Great Depression, the Democratic Party gained power and remained the majority party for most of the next 50 years.
II. Growth of American Parties (pages 454–455, continued)

E. The Republican Party gained the presidency in 6 of the next 9 terms, starting in 1968, and in 1994 regained control of both houses of Congress.

Discussion Question

What effect did the Civil War and the New Deal have on the two major political parties? (The Civil War made Republicans the majority party; the New Deal did the same for Democrats.)

III. The Role of Minor Parties (pages 455–457)

A. Third parties have been part of the American political scene since the early years of the Republic.

B. All third parties have one thing in common: They do not believe the two major parties are meeting certain national needs.

C. In general, third parties fall into one of three categories: the single-issue party, the ideological party, and the splinter party.

D. Occasionally, third parties influenced the outcome of national elections by drawing enough votes to tip the balance to one of the major parties.

E. Third parties’ ideas often were later adopted by the major parties.

F. Third parties face many obstacles: 1) It is difficult for them to get on the ballot, 2) most voters support the major parties, and 3) raising campaign funds is difficult.

Discussion Question

What are some reasons for and against voting for third party candidates? (For: to address issues that the major parties ignore. Against: slight chance of electing a candidate.)
Famous American humorist Will Rogers told an audience this political joke in the 1920s. “I don’t belong to an organized political party—I’m a Democrat.” Rogers’ quip was half serious, since to many Americans, then and now, both parties sometimes seem to lack unity.

I. Membership and Organization (pages 458–460)
   A. Both Republicans and Democrats are organized into 50 state parties and thousands of local parties, as well as a national party.
   B. Voters may become members of a party when they register to vote, usually joining the party whose ideas and candidates, in general, they support.
   C. Party membership involves no duties or obligations beyond voting; however, some members contribute money or do volunteer work.
   D. The basic local unit in the party’s organization is the precinct, or voting district, and wards made up of several adjoining precincts.
   E. The county level is the one in which the party is most united, and the county chairperson usually exercises a good deal of political power in the county; yet counties are the weakest link in the party’s organizational chain because they are largely run by volunteers.
   F. The state central committee, composed of members from the party’s county organizations, is the most important part of the party in each state; its main function is to help elect the party’s candidates for state office.
   G. The national convention and the national committee are the two main parts of the party’s national organization.
   H. The national party chairperson, elected by the national committee, manages the daily operations of the national party.
   I. Both parties have independent campaign committees for Congress.
What are some reasons for becoming an active member of a political party?
(To promote issues you support, to associate with active people, to promote the future
direction of the party.)

II. Political Party Functions (pages 460–462)

A. Political parties recruit candidates to run for office; both parties are
candidate-oriented rather than issue-oriented.

B. Political parties bring important issues to the attention of the public, publish
the party’s position on these issues, maintain Web sites, and help form public
opinion.

C. Personal attacks against the other party’s candidates sometimes obscure
issues; since many Americans are not well informed on issues or the
candidates, political party membership simplifies their choices.

D. Political parties play a key role in running the government; Congress and
state legislatures carry on their work on the basis of party affiliation.

E. Political parties also dispense patronage, including jobs, contracts, and
appointments to government positions.

F. The party out of power assumes the role of “watchdog” over government.

G. Because parties need to draw support from many different and sometimes
conflicting groups, parties encourage compromise and adopt moderate
policies with mass appeal.

How well do political parties fulfill their function of educating the public? (Answers
will vary. See Educating the Public on text page 461.)
In 1924, the Democratic Party’s nominating convention dragged on for three weeks before it chose a candidate for president. The deep divisions in the party forced the weary delegates to keep trying until they finally chose John W. Davis on the 103rd vote. Davis, a former Congressman, was virtually unknown to the public, and he lost the election to Republican Calvin Coolidge by nearly a two-to-one margin.

I. How Candidates Are Selected (pages 464–466)

A. In 19 states party leaders hold caucuses to select candidates for public office.

B. As party caucuses came under attack, the nominating convention to choose candidates became popular.

C. The direct primary is the method most used by parties today to nominate candidates; most states hold closed primaries, in which only party members vote, but some states have open primaries, in which any voter can participate.

D. Primary elections, run according to state law and held at regular polling places, are used to select party candidates for the House, Senate, governor, and other state and local offices.

E. A person can file a petition, signed by a specified number of voters, to be placed on the ballot; however, the caucus or convention candidate of the major parties has an advantage because of party backing and resources.

Discussion Question

Do you favor open or closed primaries? Explain. (Answers will vary. See Primary Elections on text page 465.)

II. Presidential Nominations (pages 466–468)

A. Every four years, each major party holds a nominating convention to choose candidates for president and vice president in the November general election.
II. Presidential Nominations (pages 466–468, continued)

B. Before nominating conventions, congressional caucuses selected presidential candidates.

C. Presidential primary elections operate under a wide variety of state laws and party rules in selecting candidates to run for office.

D. Criticisms of presidential primaries include: 1) the process extends over too long a period; 2) the primaries focus on the image of a candidate more than on the issues; 3) relatively few people vote in primaries, thus the winner may not be as popular as the victory would indicate; 4) primaries often result in one-sided conventions that become rubber stamp operations.

Discussion Question

How well do presidential primaries serve as a means of nominating candidates?
(Answers will vary. See Criticisms of Presidential Primaries on text page 467.)

III. The National Convention (pages 468–470)

A. Each party’s national committee chooses the site and date of the convention and decides how many votes each state will have.

B. Many of the delegates who assemble at the convention are already pledged to a candidate, though some are not.

C. On the evening of the opening day, an important party member gives the keynote address, a speech intended to unite the party for the coming campaign; in the next day or two, the delegates listen to committee reports and speeches about them.

D. Each party’s rules committee governs the way the convention is run; most delegates accept the rules committee’s report, but sometimes bitter battles are fought by delegates who oppose decisions made by the rules committee.

E. The credentials committee must approve the delegations from each state, and sometimes lively fights have occurred between rival delegations for a state’s seats.
II. The National Convention (pages 468–470, continued)

F. A committee on permanent organization selects the permanent chairperson and other permanent officials for the convention.

G. The platform committee is assigned the important task of writing the party’s platform—a statement of its principles, beliefs, and positions on vital issues.

H. The highlight of the convention is the selection of the party’s candidate for president. In recent years, front-runners have had enough committed delegates that it was known they would be the party’s nominee, and they were selected on the first roll call ballot.

I. The vice presidential nomination sometimes creates some suspense because the presidential candidate’s choice, who is always selected by the delegates, is not known in advance.

J. The vice presidential nominee usually is chosen to balance the ticket, with a person who has a personal, political, or geographic background different from the presidential candidate’s.

K. The convention adjourns after the presidential and vice presidential candidates have delivered their acceptance speeches, intended to unify the party and appeal to the national television audience.

Discussion Question

Should the major television networks televise only the high points of the Democratic and Republican national conventions or have gavel-to-gavel coverage? Explain. (Answers will vary. Students should consider how informative conventions are.)
In the 1952 presidential election, total spending by the major political parties was $140 million. By the 2000 election, that amount had increased to $1.2 billion. Most of the money in presidential campaigns is spent for television and mass media advertising. The major political parties know that people are likely to form their opinions about candidates from the way they appear on television.

**Outline**

I. Electing the President (pages 475–476)
   A. Serious candidates for president begin organizing over a year before the election to compete in spring primaries; after the nominating convention, the candidate runs an intensive campaign from early September until the November election.
   B. To win a presidential election, a candidate must receive a majority of the electoral votes, so candidates compete hardest in high-population states.
   C. The candidate must decide on the kind of strategy most likely to achieve victory.
   D. A strong organization, headed by an experienced campaign manager, is essential in running a presidential campaign.
   E. Television and the Internet are important tools for presidential candidates; television conveys the candidate’s image, while Web sites can be used to raise money and inform the public about the candidate.

**Discussion Question**

Do you agree or disagree that the “winner-take-all” electoral system in presidential elections should be changed? What changes would you support? (Answers will vary. Students should consider the logical outcomes of suggested changes.)

II. Financing Campaigns (pages 477–479)
   A. Running for office is very expensive; for example, presidential and congressional candidates spent a total of $3 billion dollars in the 2002 elections.
II. Financing Campaigns (pages 477–479, continued)

B. In the 1970s, a new campaign financing system was set up based on public disclosure of spending, public funding of presidential elections, and limiting or prohibiting the contributions of certain groups.

C. Created in 1974, the Federal Election Commission (FEC) is an independent agency that administers federal election laws and keeps records of campaign contributions.

D. The majority of campaign funding comes from private sources, including individual citizens, party organizations, corporations, and special-interest groups.

E. Political Action Committees, or PACs, are established by interest groups to support candidates, but they are limited in the donations they can make.

F. Two methods are used to get around campaign spending limits: soft-money donations, which are contributions given directly to a political party for general purposes such as voter registration drives; and issue-advocacy advertisements, which support an issue rather than a particular candidate.

G. The Bipartisan Campaign Reform Act, passed in 2002, bans soft-money donations to national political parties, but its constitutionality remains in question.

H. The FEC regulates campaigns online; for example, all campaign Web sites that cost $250 dollars or more must be registered with the FEC.

Discussion Question

What reforms of the campaign financing laws would you like to see enacted? Explain. (Answers will vary. Students should consider the logical outcomes of proposed reforms.)
American citizens living in the nation’s capital, Washington, D.C., could not vote in presidential elections until 1961. Adoption of the Twenty-third Amendment finally granted residents of Washington, D.C., the right to take part in national politics. However, they still cannot vote for senators or representatives.

**Outline**

I. Early Limitations on Voting (page 481)
   A. Before the American Revolution, women and African Americans, white males who did not own property, and persons who were not members of dominant religious groups were excluded from voting.
   B. During the early 1800s, states gradually abolished property and religious requirements for voting, and by the mid-1800s, the nation had achieved universal white male suffrage.

**Discussion Question**

Agree or disagree with the statement, “Voting is not just a right, it is a responsibility.” (Students should note that a democracy cannot force a person to vote, but responsible citizens vote.)

II. Woman Suffrage (page 482)
   A. By 1914 women had won the right to vote in 11 states.
   B. The Nineteenth Amendment, ratified after World War I, granted women in all states the right to vote.

**Discussion Question**

Why do you think it took so long for women to win the right to vote? (Answers will vary but should note that women were denied equal status in many other areas of society during this time, and they therefore lacked political and economic power.)
III. African American Suffrage (pages 482–484)

A. Enslaved African Americans were not allowed to vote, and free African Americans could vote in only a few states, until 1870.

B. The Fifteenth Amendment, passed after the Civil War, granted the vote to African Americans in both state and national elections.

C. The Fifteenth Amendment did not result in full voting rights for African Americans; southern states set up restrictive voting qualifications.

D. Some southern states used literacy tests to disqualify African Americans from voting; the Voting Rights Acts of 1965 and 1970 outlawed these tests.

E. Poll taxes, or money payments required before voting, and grandfather clauses, excusing white voters from paying the tax, were devices used to discourage African Americans from voting; the Twenty-fourth Amendment banned poll taxes.

F. The Voting Rights Act of 1965 and later voting rights laws brought the federal government directly into the electoral process in the states, ending official discrimination against African Americans and increasing their political strength and participation in government.

Discussion Question

If the Fifteenth Amendment was supposed to give African Americans the right to vote, why were Voting Rights Acts necessary? (Many states used literacy tests and poll taxes to keep most African Americans from voting.)

IV. Twenty-sixth Amendment (page 484)

A. This amendment lowered the voting age to 18 throughout the nation.

B. The amendment helped satisfy those young people who could be drafted into the military but could not vote.

Discussion Question

Do you agree or disagree with the provisions of the Twenty-sixth Amendment? Explain your reasoning. (Few will disagree. However, those who do may point out the lowest percentage of voters are in the youngest age category.)
In a periodic Gallup poll to determine which president Americans consider to be the greatest, President John F. Kennedy headed the list until 1991 when President Abraham Lincoln was ranked first. Even then, the public placed Kennedy second. Historians generally believe that Kennedy’s great popularity is based in part on the image he projected on television—a young, handsome, and energetic leader, assassinated in 1963, who gave his life for his country.

**Discussion Question**

Which of the following do you think will most influence your own voting decisions: age, education level, religion, occupation, income level, race, family or ethnic background? Explain. (Answers will vary. Students may want to rank the categories from most to least important.)

II. Loyalty to Political Parties (pages 493–494)

A. Because the majority of American voters consider themselves either Republicans or Democrats, most vote for their party’s candidates.

B. Not all party members vote for all their party’s candidates; some are strong party voters; others are weak party voters.

C. Independent voters, who have increased in numbers, do not belong to either major party but are an important element in presidential elections.
Explain why you think you will become a strong party voter, a weak party voter, or an independent? (Answers will vary. See Loyalty to Political Parties on text page 493.)

III. Issues in Election Campaigns (pages 494–495)

A. Many current voters are better informed than past voters because they are better educated, current issues have a greater impact on their personal lives, and television imparts information on issues; still, most voters are not fully informed on campaign issues.

B. The 1980 presidential election demonstrated the importance of issues: The high rate of inflation, the high cost of living, and the high rate of unemployment were issues debated by the candidates that clearly helped Reagan win the election.

Discussion Question

What are some issues that you would like the candidates to address in the next presidential campaign? (Answers will vary but may include: budget, campaign finance, health care, education.)

IV. The Candidate’s Image (page 495)

A. Americans want someone they can trust as a national leader.

B. Voters often select candidates for the image they project.

Discussion Question

Do you think the emphasis on image in modern political campaigns is a positive or negative development? Explain. (Answers will vary. Students should support their opinions with examples.)
V. Propaganda (pages 495–496)

A. Political parties and candidates use ideas, information, and rumors to influence voters with propaganda techniques.

B. Name calling, testimonials, bandwagon, transfer, plain folks, and card stacking help to win votes.

**Discussion Question**

How can voters protect themselves against being manipulated by campaign propaganda? (By recognizing the techniques and by keeping informed about the choices.)

VI. Profile of Regular Voters (page 496)

A. Regular voters have positive attitudes toward government and citizenship.

B. Generally, regular voters have more education and a higher than average income; middle-aged citizens have the highest voter turnout.

**Discussion Question**

Why do you think the highest voter turnout is among middle-aged, educated, higher income persons? (Answers will vary. Accept well-reasoned responses.)

VII. Profile of Nonvoters (pages 496–497)

A. They may not meet citizenship, residency, and registration requirements.

B. The percentage of voters among those who are eligible has declined.

**Discussion Question**

What steps do you think might be effective in increasing voter turnout? (Answers will vary. Students may mention shifting elections to Sunday, or instituting national registration systems. Accept other well-reasoned answers.)
In the 2000 presidential election, labor unions spent $56 million dollars supporting candidates they favored. Large corporations contributed even more money to the two major political parties.

**Did you know?**

I. Power of Interest Groups \( (pages \ 503–504) \)

   A. Members of interest groups share common goals and organize to influence government.

   B. Interest groups are concerned only with a few issues or problems; they unite people with common values or attitudes from various regions.

   C. Interest groups help bridge the gap between citizens and the government.

   D. Interest groups draw their strength from the financial resources, numbers, and expertise of their members.

**Discussion Question**

Should the influence of interest groups on government policies and programs be expanded, limited, or remain the same as it is now? Explain your reasoning.
(Answers will vary. Students should be aware of the purpose served by interest groups.)

II. Leadership and Membership \( (page \ 505) \)

   A. Interest groups help promote their members’ economic self-interest, beliefs, values, or attitudes to help create group unity.

   B. Although membership in interest groups is a right of all, many people do not belong to such groups, even the people who might benefit most.

**Discussion Question**

Why do you think some Americans belong to interest groups while others do not?
(Note: Most members are from upper socio-economic levels. Those who might benefit most are least likely to join.)
III. Business and Labor Groups (page 505)

A. Business groups such as the National Association of Manufacturers (NAM) are among the oldest and largest interest groups.

B. The AFL-CIO and other large unions are important interest groups that play a major role in national politics.

Discussion Question

Based on the principle “There is strength in numbers,” which interest groups do you think will be the strongest? Explain your reasoning. (Labor-related groups, gun-owners. Note: Other factors may be more important than numbers.)

IV. Agricultural Groups (page 505)

A. Three major interest groups represent almost 6 million farmers.

B. Agricultural interest groups include: the American Farm Bureau Federation, the National Farmers’ Union, and the Grange.

Discussion Question

Why do think American farmers support three major interest groups? (One speaks for larger farms, one for smaller; one began as primarily a social group.)

V. Other Interest Groups (pages 506–507)

A. The American Bar Association and the American Medical Association are interest groups that include members of specific professions.

B. Hundreds of environmental groups are concerned about the environment and the impact of environmental regulation on private property.

C. Groups concerned about the public interest, such as Public Citizen, Inc., and Common Cause, seek policy goals that they believe will benefit all citizens.

D. Officials of state and local governments also form organizations that seek to influence the president and Congress.
V. Other Interest Groups (pages 506–507, continued)

E. Many other interest groups promote a particular cause, support the aims of large segments of the population, or support civil rights.

F. Foreign governments and private interests of foreign nations also seek to influence the government of the United States.

Discussion Question

Which interest groups do you think match your own attitudes and values? In what ways might you help to support their goals? (Answers will vary. See Additional Groups on text pages 506-507.)
Did you know?

In November 1997, President Clinton suffered a major defeat when Congress denied him “fast-track” authority to negotiate trade agreements without Congress’s being able to amend them. Many members of his own party voted against him. Labor lobbyists were hard at work during the special House session called to consider the bill, reminding Democratic members that labor unions strongly opposed such agreements with other nations because they could cost American workers their jobs. The strength of their efforts was revealed in the resulting vote against the president.

I. The Work of Lobbyists (pages 508–509)

A. Most interest groups use lobbying, or making direct contact with lawmakers or other government leaders, to influence government policy.

B. Since 1995 lobbyists must register, report their activities, and disclose the amount of money spent to influence lawmakers.

C. Many lobbyists formerly worked for government and know its politics and people; other lobbyists are lawyers or public relations experts.

D. Lobbyists can: 1) provide lawmakers with useful information supporting an interest group’s position; 2) give testimony before congressional committees; and 3) help draft bills.

Discussion Question

Members of Congress and their aides, upon leaving office, often become lobbyists, commanding high salaries for their government connections and expertise. Should the one-year ban on this practice be extended, be reduced, or remain the same? Explain. (Answers will vary. Students should understand why lobbying is attractive to congressional members and aides and support their conclusions with evidence.)

II. Interest Groups Seek Support (pages 509–511)

A. Interest or pressure groups use the mass media to inform the public and create support for their views.
II. Interest Groups Seek Support (pages 509–511, continued)

B. Interest groups encourage their members to write letters to government officials to demonstrate broad support for or against a public policy.

C. While interest groups have influence, their effectiveness is limited because many different groups compete, and thus no single group can control lawmakers or other public officials.

D. The larger the interest group, the more diverse are the interests of its members, making it difficult for the group to adopt broad policy goals.

E. Most interest groups do not have a large financial base and must struggle just to pay their staffs.

Discussion Question

Which of the techniques used frequently by interest groups to seek support do you think is the most effective? Explain. (Answers will vary. Besides lobbying, interest groups run media campaigns and mail letters.)

III. The Rise of Political Action Committees (pages 511–512)

A. Interest groups provide a large percentage of the funds used in candidates’ election campaigns, collecting these funds mostly through political action committees (PACs).

B. When campaign laws were reformed in 1974, new laws limited the amounts that individuals could contribute to federal candidates but permitted the PACs of labor unions and corporations to make direct contributions.

C. PACs grew to more than 4,000 in the 1990s, although during the 1970s new laws regulated and limited the funds they raised.

D. PACs can give only $5,000 directly to each candidate per election, but PACs’ spending is not limited as long as they do not work directly with the candidates.

E. In 1976 the Supreme Court ruled any independent group could give money to a political candidate as long as it did not have legal ties to that candidate, resulting in a great increase in PAC spending.
III. The Rise of Political Action Committees (pages 511–512, continued)

F. The Federal Election Commission ruled in 1975 that corporations could administer their own PACs and use payroll deductions to raise money from employees, resulting in a far larger increase in corporate PAC spending than in labor PAC spending.

G. Several decisions by the Supreme Court, such as *Buckley v. Valeo* (1976), promoted the growth of PACs; in 1996 the Court held that spending in support of federal candidates was a form of free speech and thus such spending could not be limited.

**Discussion Question**

Do you agree or disagree with the Supreme Court’s decision equating unlimited spending by political organizations in support of federal candidates with “free speech”? Explain. (Answers will vary. Students should be aware that after the ruling, spending for campaigns soared.)

IV. PACs and the Groups They Serve (pages 512–513)

A. Affiliated PACs, or PACs tied to corporations, labor unions, trade groups, or health organizations, make up about 70 percent of all PACs; they raise money from voluntary contributions.

B. Independent PACs, or PACs interested in particular causes, such as abortion, farm subsidies, or the environment, are not connected to any existing business or organization; they raise money largely through direct-mail appeals.

**Discussion Question**

What are some guidelines you might use to decide whether or not to make a financial contribution to support a PAC? (Answers may include the PAC’s record of success and the candidates or issues it supports.)
V. Strategies for Influence (page 513)

A. Interest groups may promise to provide campaign support or to withhold such support in order to influence lawmakers to favor their policies.

B. Interest groups, especially PACs, raise much of the money spent in political campaigns, usually supporting incumbents.

C. With interest group support, incumbents generally have a good chance of reelection.

D. Some members of Congress acknowledge the power of PACs but claim PACs’ influence does not determine their votes; interest groups, too, sometimes question the value of lobbying and funding candidates.

E. It is difficult to determine whether special-interest lobbies have an overall positive or negative effect on government.

**Discussion Question**

Do you think special-interest lobbies have an overall positive or negative effect on government? Explain. (Answers will vary. See Strategies for Influence on text page 513.)
The first political parties held beliefs comparable to today’s parties. Like many conservatives today, Jefferson held that the purpose of government was to protect the freedom of individuals to pursue their personal goals without government interference. Like many liberals today, Hamilton insisted that government should have a strong role in carrying out programs needed to benefit the people. Like moderates today, Washington’s beliefs fell somewhere between these two.

I. The Nature of Public Opinion (pages 514–515)

A. Public opinion includes the ideas and attitudes of diverse citizens.

B. Many different groups hold different opinions on almost every issue.

C. Interest groups and polls help inform government officials of public opinion.

D. Significant numbers must hold an opinion to influence public officials.

Discussion Question

In what ways has public opinion played a role in shaping public policy? (Answers will vary. Students should suggest specific examples.)

II. Political Socialization (pages 515–516)

A. Political socialization involves learned political beliefs and attitudes.

B. The parents’ political party often becomes the party of their children.

C. Schools also play an important part in political socialization.

D. Close friends, religious groups, clubs, work groups, and economic and social status influence political socialization.

E. The mass media, especially television, can directly affect political attitudes.

F. The president, members of Congress, and interest groups try to influence opinions.
Which factors shape people’s political beliefs? (Families, schools, economic and social environment, the media and other influences shape beliefs.)

III. Political Culture (pages 516–517)

A. A political culture is a set of shared values and beliefs about the nation.

B. Belief in and support for liberty and freedom, the Constitution and the Bill of Rights, political equality, private property rights, and individual achievement are part of United States political culture.

Do you favor a liberal, conservative, or moderate ideology? Explain. (Answers will vary. Students should evidence understanding of political ideology.)
During the presidential election in 1948, public opinion polls heavily favored Thomas E. Dewey over Harry S Truman. The news editors at the *Chicago Tribune* had been so confident of a Dewey victory that they had printed a “Dewey Defeats Truman” headline and distributed their early edition before the elections results had been fully tabulated.

### Outline

I. Traditional Methods *(pages 519–520)*

   A. Political parties inform party leaders about voters’ attitudes.

   B. Members of interest groups contact public officials about specific issues, such as gun control, health care, auto safety, and so forth.

   C. The mass media measure program ratings to gauge public interest.

   D. Politicians use newspapers, magazine cover stories, editorials, letters to the editor, talk shows, and television newscasts to keep track of public interests.

   E. Relying solely on mass media sources can distort information.

   F. Letter writing campaigns to public officials by mail, fax, and E-mail indicate levels of support and opposition for specific issues.

   G. Straw polls organized by media provide responses to specific questions.

### Discussion Question

**Which of the traditional methods of measuring public opinion do you think is most accurate? Explain.** *(Answers will vary. All traditional methods are somewhat unreliable.)*

II. Scientific Polling *(pages 520–522)*

   A. In a scientific poll the term *universe* refers to the group of people that are to be studied, such as all Texans or all women in the United States.

   B. A representative sample is a small group of people typical of the universe.

   C. Most pollsters use representative samples to measure public opinion.
II. Scientific Polling (pages 520–522, continued)

D. Using a random sample gives everyone in the universe an equal chance of being selected.

E. A sampling error defines how much the results may differ from the sample universe.

F. A cluster sample is a group of people from the same geographical area.

G. Pollsters may weight their results for race, age, gender, or education.

H. The way a question is phrased can greatly influence people’s responses.

I. Polls conducted through telephone interviews and questionnaires sent by mail are cheaper and more convenient than face-to-face interviews.

J. Poll results are only a snapshot of public opinion; poll results can be influenced by an interviewer’s appearance or tone of voice and the interviewee’s need to seem knowledgeable or socially acceptable.

Discussion Question

Should more or fewer public opinion polls be taken during national elections? Explain. (Answers will vary. Students should cite the positive and negative effects of polling.)

III. Public Opinion and Democracy (page 522)

A. The Framers of the Constitution recognized that large numbers of citizens could not run the day-to-day government; they created a government in which people have an active voice by voting for lawmakers.

B. The resulting government is responsive to the people but is not subject to the shifting whims of public opinion.

Discussion Question

What are the benefits and drawbacks of having public opinion shape public policy? (Benefit: government more responsive to the people. Drawback: less informed decision making.)
In April 1979 President Jimmy Carter held a treaty-signing ceremony on the White House lawn. With him were President Sadat of Egypt and Prime Minister Begin of Israel—and nearby recording this historical event were hundreds of reporters, television crews, and photographers from all over the world. This news event ended 30 years of fighting between the two countries and highlighted Carter’s role in trying to bring peace to the Middle East.

I. The President and the Media (pages 527–529)

A. The president is an important source of news; 80 percent of all media coverage of national government focuses on the president.

B. Modern presidents and their staffs try to manage relations with the mass media in various ways in order to sell their policies and programs to the public.

C. The White House uses news releases and briefings, as well as press conferences, to make announcements and to explain policies, decisions, or actions.

D. The president or another top official sometimes gives reporters important pieces of information in a backgrounder, which the media report without naming the source of information.

E. Top government officials also provide the media with information “off the record” and through news leaks.

F. Modern presidents stage news events to reinforce their positions on issues.

Discussion Question

How do the president and the press rely on each other in order to do their jobs? In what ways does this interdependency interfere with doing their jobs effectively? (Students should discuss the mutually beneficial relationship of press and president.)
II. Media and Presidential Campaigns (pages 529–532)

A. Television greatly impacts presidential campaigns by 1) requiring that candidates be telegenic, 2) making it possible for unknowns to quickly become serious candidates, and 3) encouraging celebrities from other fields to enter politics.

B. Mass media coverage of nominations, especially primaries presented in horse-race terms, has fundamentally changed the presidential nominating process.

C. Early primaries are covered intensely by the media and so become critically important, establishing the front-runners even though the states involved represent only a small fraction of the national electorate.

D. The front-running candidates are the only ones able to attract the needed funds to succeed in the long nominating process, and the candidates of each party are clearly identified months before the nominating conventions.

E. Television has also affected how candidates communicate with the voters, relying largely on spot advertising, the technique used to sell most products on television.

F. Television advertising campaigns cost candidates huge sums of money.

G. Television has weakened the role of political parties as the key link between politicians and the voters in national politics and has made candidates less dependent on their political party organization.

Discussion Question

Do you agree or disagree that media coverage of presidential campaigns would improve if there was a greater focus on issues? Explain. (Answers will vary. Ask: Why do media focus less on issues?)

III. Congress and the Media (pages 532–533)

A. Congressional coverage in the news media focuses on individual members and tends to report on the most controversial aspects of Congress, such as confirmation hearings, oversight activities, and the personal business of members.
III. Congress and the Media (pages 532–533, continued)

B. Senate confirmation hearings attract wide media coverage, and the media often conduct their own investigations of those nominated for office.

C. Media coverage of certain congressional investigations, such as Watergate, has created some of the biggest stories in American politics.

D. The news media try to create big stories by looking for scandal in the personal activities of members of Congress.

E. Both the House and Senate allow television coverage of floor proceedings, and both have recording studios where lawmakers prepare radio and television messages for voters back home.

Discussion Question

Which part of the mass media do you find most helpful in understanding the issues before Congress? (Students may not be familiar with many forms of media coverage. Discuss press coverage and C-SPAN.)

IV. The Court and the Media (page 533)

A. The Supreme Court and the lower federal courts receive much less media coverage than the executive and legislative branches because of the remoteness of judges and the technical nature of the issues with which courts deal.

B. The Supreme Court holds no news conferences and keeps to the tradition that its decisions must speak for themselves.

Discussion Question

In what way is the relationship between the Supreme Court and the news media different from that between the media and the other two branches of government? (Broadcast media do not cover many Court decisions because of their complexity.)
V. Setting the Public Agenda (pages 533–534)

A. The public agenda is a list of the societal problems that both political leaders and citizens agree need governmental attention.

B. The news media play a very important role in setting the public agenda by highlighting some issues and ignoring others.

C. Competition between media networks influences which decisions the media should cover; networks try to attract a large audience by focusing on stories that will interest the largest number of viewers.

D. The media also have a major impact on public opinion toward government and issues by influencing people’s attitudes and values.

Discussion Question

The mass media tend to play an important role in setting the national agenda. What are some positive or negative effects of this tendency? (Positive: keeps people informed. Negative: focus narrows to popular issues.)
Televised debates may have determined the outcome of the 1960 presidential election. The Republican candidate, Richard Nixon, had injured his knee weeks earlier and was still in pain. He also had lost weight and looked haggard. By contrast, John F. Kennedy had just returned from a rest in Florida and looked fit and tanned. Most radio listeners thought Nixon had won the debates, but the far larger television audience perceived Kennedy as the victor. Kennedy won the election by a paper-thin margin of 118,000 votes.

Did you know?

I. Protecting the Media (pages 536–537)
   A. The First Amendment guarantees freedom of the press; the press is free from prior restraint.
   B. Public officials almost never win libel suits because there is no law against criticizing government officials.

   **Discussion Question**

   Do you think that public officials should sue for libel if they feel their reputations have been damaged? Explain. (Yes: damage to reputation. No: there is no law against criticizing government officials.)

II. The Right to Gather Information (page 537)
   A. Lower courts generally have supported the right of the press to have information about government actions and decisions.
   B. The media have fought in the courts for shield laws to avoid disclosing sources; no such federal law exists, though more than half the states have them.

   **Discussion Question**

   Why might you support or oppose shield laws for news sources? (Support: to keep sources of information from vanishing. Oppose: criminals may escape unpunished.)

III. Regulating Broadcast Media (pages 537–540)
   A. The federal government has the power to regulate the broadcast media because airwaves are a public resource.
B. The Federal Communications Commission (FCC) regulates interstate and international communications by radio, television, telephone, telegraph, cable and satellite.

C. The FCC cannot censor broadcasts, but it can fine stations that violate rules.

D. The extent of FCC content regulation varies in response to changing technology, court rulings, and changes in the political climate. For example, the controversial fairness doctrine, which required broadcasters to guarantee equal airtime to both sides of a controversial issue, was removed during the Reagan administration.

E. Until 1996, the federal government set rules for media ownership to prevent a few owners from gaining control of the news and entertainment in the largest American cities.

F. The Telecommunications Act of 1996 ended or greatly relaxed many of the FCC’s limits on media ownership with the goal of increasing competition, and also tried to control violent and obscene content in the mass media.

**Discussion Question**

*Do you think the federal government should be allowed to regulate obscene or violent content in the mass media? Why or why not? (Yes: public interest, because airwaves are a public resource; No: may violate free speech and free press rights)*

IV. Media and National Security (pages 540–541)

A. National security concerns may conflict with citizens’ need to know, especially in foreign affairs, where weapons, intelligence information, and military secrets often are involved.

B. Government restriction on media coverage of military actions has varied. Media reporting on the Vietnam War and the secret Pentagon Papers in 1991 caused controversy; tensions caused the government to limit access to the battlefield during the 1991 Persian Gulf War.

**Discussion Question**

*Do you agree or disagree with the government’s actions in restricting media coverage during a war, such as those in the 1991 Persian Gulf War? Explain. (Answers will vary. Students should balance national security needs against citizens’ right to know.)*
Did you know?

After the controversial 2000 presidential election, the accuracy of voting methods—particularly electronic voting, in which citizens have the opportunity to vote online—was called into question. In coast-to-coast rallies in July 2004, thousands of voters took to the streets to protest paperless electronic voting machines. Civil rights advocates, technology professionals, and others mobilized in “Computer Ate My Vote” rallies that questioned the security of electronic voting, or E-voting. At the 2004 Democratic National Convention, several legislators joined together to address the need for secure voting systems that are reliable and traceable. Howard Dean, former Vermont governor and onetime presidential hopeful, spoke on the importance of establishing a system in which every vote is accurately counted: “If people don’t think votes count, the first thing they’ll do is stop voting. And when people stop voting, elected officials will stop caring about [them].”

Outline

I. Key Features of the Internet (pages 543–544)
   A. The Internet is rapidly developing a widespread audience.
   B. The Internet supports interactive communications among many people at once, which allows political activists to quickly mobilize huge numbers of supporters.
   C. Internet organizations and activities are spread around the world; as a result, it is often not clear which national laws govern Internet activities.

Discussion Question

How has the Internet changed the delivery of news and political information?
(Answers may vary. Answers may include that it is easier to access information or that it is now possible to access information from around the world.)

II. Gathering Information (pages 544–546)
   A. Thousands of Web sites devoted to politics and government are sponsored by government agencies, Congress, political parties, universities, and interest groups; some of these Web sites may be partisan, meaning that they support only their own point of view on issues.
   B. Legislation can be tracked online through a government database called THOMAS.
C. Electronic mailing lists alert subscribers to current information on an issue.

D. Local, state, and federal government Web sites provide information and services such as absentee ballot and license applications.

Discussion Question

Have you ever used the Internet to obtain a government service, sign up for an electronic mailing list, or learn about a political candidate? Explain. (Answers will vary.)

III. Impact on Citizen Participation (pages 546–548)

A. Citizens can use e-mail to communicate with government officials.

B. Political organizers use online action alerts and electronic petitions to spread information quickly or to gain support for an issue.

C. “Grassroots” Web sites are set up by individual citizens supporting their favorite candidate or issue and provide a way for citizens to become active in election politics at any level of government.

D. Election candidate websites supply information on how to volunteer for an election campaign or political cause; cybervolunteering is a class of volunteer activities that can only be done on the Internet.

E. Many states are currently conducting studies or tests on how to conduct online, electronic voting in primary and general elections.

Discussion Question

Do you support or oppose a switch to electronic voting in primary and general elections? Why? (Support: makes voting easier and more efficient. Oppose: possible election fraud, discriminates against voters who cannot afford online access.)

IV. Challenges for Public Policy (pages 548–549)

A. In Reno v. American Civil Liberties Union (1997), the Supreme Court ruled that the First Amendment guarantees freedom of expression on the Internet.

B. Controversy exists between state and local governments and some companies about whether to tax E-commerce, or the sale of goods and services online.

Discussion Question

Should government be able to limit children’s exposure to offensive online materials such as pornography? Explain. (Answers will vary. Yes: government has a responsibility to protect its citizens. No: such limitations violate First Amendment rights)
Representative Dick Armey (R-Texas) keeps his constituents informed on issues through his Web page. Among other things, the page features a daily update of the amount of the national debt. On October 15, 2000, the debt equaled $5,653,997,843,075.88. To pay off the debt, each American would have to contribute $21,152.21. The interest on the national debt is one of the largest expenses of the federal government.

I. Taxes as a Source of Revenue (pages 555–558)

A. Individual income taxes are the government’s largest source of revenue.
   1) The income tax is progressive, that is, it is based on ability to pay.
   2) April 15 each year is the deadline for filing income tax returns.
   3) The Internal Revenue Service (IRS) collects taxes during the year through its regional centers.

B. Corporations, too, pay income taxes on income they earn beyond expenses and deductions.

C. The federal government collects social insurance taxes paid equally by employees and employers to pay for Social Security and Medicare.

D. Excise taxes are federal taxes on the manufacture, transportation, sale, and consumption of goods like gasoline, tires, oil, liquor, and cigarettes, and the performance of services.

E. Customs duties are levied on goods imported into the United States.

F. The federal government collects an estate tax on the property and money above a set amount when someone dies.

Discussion Question

Do you agree or disagree with the policy that exempts colleges, labor unions, churches, and other nonprofit groups from paying income taxes? Explain. (Students should weigh the value of nonprofit organizations against loss of revenue.)
II. Taxes and the Economy (pages 558–559)

A. U.S. tax laws are complex and filled with special provisions.

B. Tax exemptions, or loopholes, favor certain groups and encourage activities such as oil exploration.

C. The Tax Reform Act of 1986 reduced many tax exemptions, tax credits, and tax shelters, and the number of tax brackets.

D. The federal government today provides tax credits to people in lower income brackets.

Discussion Question

What are some benefits and losses associated with the tax credits policy for people with lower incomes? (Answers will vary. Tax credits are a way of shifting the tax burden to those most able to pay.)

III. Borrowing for Revenue (page 559)

A. In addition to collecting taxes, the federal government borrows to raise money by selling federal securities, such as bonds, notes, and certificates, on which it pays interest.

B. The accumulated moneys the government borrows is the national debt.

Discussion Question

Why does the federal government sell securities to individuals, corporations, and other institutions, and how does this affect the national debt? (The government sells securities to raise revenues. This is a form of borrowing that adds to the national debt.)
In August 1997, Congress and the president agreed to enact a balanced federal budget for the first time in 30 years. In reaching this historic agreement, President Clinton and the Republican-controlled Congress cut individual income taxes by $94 billion and pledged to reduce the federal deficit by $182 billion over the next 5 years.

I. Drawing Up the President’s Budget (pages 560–562)

A. Since 1921 the president has been responsible for preparing the budget.

B. The Office of Management and Budget (OMB) collects spending requests from each federal agency and analyzes the nation’s economic situation. The president, the OMB director, the secretary of the treasury, and the president’s Council of Economic Advisors (CEA) discuss how the proposed budget may affect the administration’s general policies and goals.

C. The White House returns guidelines to the federal agencies to help them prepare their final budgets.

D. Before the final budget is presented to Congress, the OMB submits a complete budget to the president for final review and approval.

E. About 70 percent of spending in the federal budget is uncontrollables, or expenditures required by law or resulting from previous commitments, such as Social Security, government pensions, Medicare, veterans’ benefits and interest on the national debt.

Discussion Question

How do the OMB, the CEA, and the Department of the Treasury work with the president in preparing the federal budget each year? (OMB: Gives first set of figures to the president. CEA and Treasury: Make decisions on the effect of budget decisions on policy goals.)

II. Congressional Budget Action (pages 562–564)

A. The Constitution requires that Congress approve all federal spending; only Congress has the power to raise revenue and pass appropriations.
II. Congressional Budget Action (pages 562–564, continued)

B. Congress can revise the president’s budget, and key lawmakers must often negotiate with the president about budget proposals.

C. The Congressional Budget Act of 1974 set up House and Senate Budget Committees and the Congressional Budget Office (CBO) to centralize and evaluate the federal budget for Congress.

D. The Gramm-Rudman-Hollings Act of 1985 aimed to force the president and Congress to work together to reduce the huge federal budget deficits.

E. Congress 1) reviews the president’s budget proposals, 2) reconciles differences between the House and Senate taxing and spending plans, and 3) carries out the procedures in the Gramm-Rudman-Hollings Act.

F. The Budgetary Enforcement Act (BEA) of 1990 divided the budget into domestic policy, defense, and international affairs, and said any spending that exceeded the budgeted limit in any area would come out in the next year’s funding for that area.

**Discussion Question**

In what ways are the conflicts over the budget between the president and Congress beneficial and troublesome for taxpayers? (Beneficial: Negotiated budget is more carefully planned. Troublesome: Impasse can delay programs or shut down government.)

III. Incremental Budget Making (page 564)

A. The federal budget-making process is based on incrementalism.

B. Incrementalism means that federal agencies usually can assume they will get at least the same amount of money they received in the previous year.

**Discussion Question**

For which federal agencies would you like to see the budget increased or decreased? Explain. (Answers will vary. Students may list budget priorities. They should support their choices with logical reasons.)
The Federal Reserve Board (the Fed) plays a key role in the nation’s economy. The Fed determines the interest rates member banks pay to borrow money. When the chairman of the Fed’s Board of Governors testifies before a congressional committee, the stock market sometimes overreacts. On October 27, 1997, not long after Chairman Alan Greenspan suggested that stock prices might be getting too high, the stock market plunged more than 554 points. Even though the market soon recovered this loss, the experience revealed how closely investors pay attention to the words and actions of the Fed.

I. Where the Money Goes (pages 566–567)
   A. Most of the federal government’s annual $2 trillion in spending goes to direct benefits for individuals, national defense, discretionary spending, and interest on the national debt.
   B. Spending for Social Security, social-welfare, and health-care programs is one of the biggest items in the federal budget.
   C. Spending for defense has increased since 2000 after decreasing during the 1990s.
   D. Federal grants to state and local governments help to pay for public housing, road repairs, school lunch programs, flood insurance, and other services.

Discussion Question

Why do you think spending for national defense declined following the end of the Cold War? (National security needs were changing as the major threat to national security was gone.)

II. Fiscal and Monetary Policy (pages 567–568)
   A. Beginning with the Great Depression of the 1930s, the federal government’s role in managing the nation’s economy has expanded.
II. Fiscal and Monetary Policy (pages 567–568, continued)

B. The federal government influences the direction of the nation’s economy by its fiscal policy.

C. The government also uses monetary policy to influence the direction of the economy.

Discussion Question

What tools does the federal government use to influence and manage the nation’s economy? (Fiscal and monetary policy.)

III. The Federal Reserve System (page 568–570)

A. The Federal Reserve System’s 12 Federal Reserve Districts make up the central banking system of the United States.

B. A seven-member Board of Governors, which supervises the Fed, is appointed to four-year terms by the president but is independent of both Congress and the president.

C. The Board of Governors supervises the operations of the Federal Reserve Banks and determines the money and credit policies of the nation.

D. The Board of Governors 1) fixes the discount rate, 2) raises or lowers the reserve requirement, and 3) puts money into the economy through open-market operations.

Discussion Question

How does the Board of Governors of the Federal Reserve System carry out its duties to determine the general money and credit policies of the United States? (Changing the discount rate and the reserve requirement; buying securities on the open market.)
In 1996 more than 47 percent of U.S. households owned stock and earned profits from them. Congress felt increasing pressures from constituencies to lower the federal capital gains tax on profits made from owning stocks. In 1997 Congress passed the Taxpayer Relief Act, cutting the capital gains tax from 28 percent to 20 percent.

I. Promoting and Protecting Business (pages 575–576)

A. Government promotes or discourages trade by placing tariffs on imports and uses tax incentives, government loans, free services and information, and direct cash payments to subsidize businesses.

B. The Commerce Department provides information services, financial assistance, and research and development services to businesses.

C. The Small Business Administration offers credit subsidies, advice, and information to small firms.

Discussion Question

Why do you think the federal government should or should not help small businesses? Explain. (Answers will vary. See Help for Small Businesses on text page 576.)

II. Regulating Business (pages 576–579)

A. The Constitution’s commerce clause allows regulation of the economy.

B. The Sherman Antitrust Act of 1890 regulated monopolies and corporate trusts that tried to restrain trade.

C. The Clayton Antitrust Act of 1914 prohibited price-fixing and interlocking directorates; the Federal Trade Commission (FTC) enforces the act.

D. Today oligopolies in some fields dominate a particular industry.

Discussion Question

In what ways should Congress regulate big business? Explain. (Answers will vary. For a partial list of regulations, see Enforcing the Antitrust Laws on text page 579.)
III. Consumer Protection (pages 579–581)

A. The 1906 Pure Food and Drug Act makes it illegal to sell foods or drugs that are contaminated, unhealthful, or falsely labeled.

B. The Federal Trade Commission protects consumers from misleading and fraudulent advertising.

C. Congress set up the Consumer Product Safety Commission in 1972 to protect consumers from hazardous products.

D. Congress created the Securities and Exchange Commission during the Great Depression to protect small investors from being misled about the value of stocks and bonds and to investigate cases of suspected fraud in the sale of securities; in 2002, the Sarbanes-Oxley Act required the heads of large corporations to be held personally responsible for improper accounting procedures.

Discussion Question

What new regulations do you think Congress should pass to protect consumers? Explain. (Answers will vary. Students may consider the need for protections due to expanding international trade and electronic/communications technologies.)

IV. Government and Labor (pages 581–583)

A. The American Federation of Labor was formed in the 1880s; workers organized unions to negotiate labor contracts.

B. New Deal laws of the 1930s guaranteed labor’s right to join unions, bargain collectively, and strike.

C. The Wagner Act of 1935, creating the National Labor Relations Board (NLRB), was modified by the Taft-Hartley Act of 1947.

D. The Landrum-Griffin Act of 1959 helped end fraud in union elections and protect the rights of union members.

Discussion Question

Do you favor “right-to-work” laws? (Answers will vary. See definition of “right to work” laws on text page 583.)
In December 1997, the United States and 150 other nations met in Kyoto, Japan, to discuss the causes and effects of global warming. Many scientists believe increased emissions of carbon dioxide and other gases pose a dangerous threat to the environment. Even so, leaders of industrialized countries and developing countries found it difficult to agree on which nations should take the lead in cutting emissions.

I. The Federal Government and the Farmer (pages 584–586)
   A. Congress created the Agriculture Department in 1862; the Morrill Act established colleges of agriculture, the Homestead Act gave land to those willing to farm.
   B. In the 1920s, many farmers lost their land due to market changes and drought.
   C. During the 1930s Congress made loans to farmers and limited crop production to increase farm prices.

Discussion Question
Why did farmers face problems in the 1920s and 1930s? (Low prices in declining markets followed by drought caused many to lose their lands.)

II. Aid for Farmers Today (page 586)
   A. The Department of Agriculture provides marketing services to farmers.
   B. Three federal programs prevent farm prices from falling below a certain level: price supports, acreage allotments, and marketing quotas.
   C. Conserving the nation’s lands and forests is a vital responsibility of the Department of Agriculture.

Discussion Question
What kinds of services should the government provide for farmers? (Students may consider the value of marketing services, price supports, and conservation.)
III. Protecting the Environment (pages 587–588)

A. The concern for a deteriorating environment, beginning in the 1950s, ultimately led to the creation of the Environmental Protection Agency (EPA) in 1970.

B. Air pollution regulation began in 1955 and was strengthened in the 1960s. In the 1990s, clean-air laws mandated sharply reducing car exhaust emissions and placed restrictions on power company wastes.

C. Water pollution laws prohibit the discharge of harmful amounts of petroleum and other dangerous materials into navigable waters.

D. The Water Pollution Control Act of 1972 set the goal of completely eliminating water pollution; since then, the law has been changed and amended to make it easier for states to comply with the Act’s standards.

E. As the EPA implemented environmental laws, communities complained about unfunded mandates. In 1996 Congress restricted the imposition of requirements unless funds were provided.

Discussion Question

Do you agree with the critics of the Environmental Protection Agency (EPA) who say that its policies are often unrealistic and unfair? Explain. (Answers will vary. Students should cite specific examples of fair and unfair policies to support their positions.)

IV. Energy and the Environment (pages 588–589)

A. Native Americans and early settlers found clear lakes and rivers, unending forests, and rich deposits of metal. Americans used these resources to build a strong industrial nation.


C. Competing interest groups, such as energy companies and conservation organizations, struggle to shape new policies and programs that reflect their concerns; one example of this is the debate over oil drilling in the Arctic National Wildlife Refuge.

Discussion Question

What new energy policies do you think the government should be planning? (Students should consider trade-offs between energy costs and a clean environment.)
Most of the federal government’s public assistance programs date from the Great Depression. In the 1930s Americans suffered great hardships and turned to the federal government for help. President Franklin D. Roosevelt and Congress passed dozens of laws that began what critics called “the welfare state.”

**Did you know?**

Most of the federal government’s public assistance programs date from the Great Depression. In the 1930s Americans suffered great hardships and turned to the federal government for help. President Franklin D. Roosevelt and Congress passed dozens of laws that began what critics called “the welfare state.”

I. The Impact of the Depression (*pages 590–591*)

   **A.** As the Depression deepened, private charities and state and local governments could not cope with the problems of the poor.

   **B.** The New Deal included the Social Security Act of 1935.

**Discussion Question**

Do federal and local governments have a responsibility to care for people who need help? Explain. (Answers will vary. The degree of responsibility is today’s issue.)

II. Social Insurance Programs (*pages 591–592*)

   **A.** The Social Security Act provides for Old Age, Survivors, and Disability Insurance; Medicare; and unemployment insurance.

   **B.** Equal taxes on employers and employees finance the Social Security system.

   **C.** Beginning in 1981 a financial crisis threatened the Social Security system because cash outlays exceeded income.

   **D.** Raising the retirement age, taxing some benefits, and other changes attempted to keep Social Security going.

   **E.** In 1965 Congress added Medicare, which pays a major share of hospital bills for senior citizens, to the Social Security system. In 2003 Medicare was reformed to include prescription drug coverage.

   **F.** A tax on employers funds unemployment insurance.

**Discussion Question**

What kinds of changes in the Social Security system do you support or oppose? Explain. (Answers will vary. See Changing the System on text page 591.)
III. Public Assistance Programs (pages 592–594)

A. In 1974 Congress set up the Supplemental Security Income system for the aged, the blind, and the disabled.

B. In 1961 the food stamp program was created.

C. In 1965 Congress established Medicaid to help pay hospital, doctor, and other medical bills for persons with low incomes.

D. Aid to Families with Dependent Children (AFDC) was a program to aid families whose main wage earner had died, but more than 80 percent of children receiving aid had living, but absent, fathers.

E. Many Americans grew frustrated over the mounting cost of welfare programs while the level of poverty remained high.

F. In July 1996 Congress and the president agreed on an overhaul of welfare. AFDC was replaced with lump-sum payments to the states, who could design and operate their own welfare programs.

Discussion Question

Do you agree or disagree with the 1996 changes in the federal government’s public assistance programs? (Answers will vary. Students should consider the results of welfare reforms.)

IV. Promoting Public Health (pages 594–595)

A. Most federal spending on health goes for Medicare and Medicaid.

B. The Food and Drug Administration (FDA), a federal agency, tests food and drug products and can ban or withdraw drugs it finds unsafe.

C. Government funding promotes scientific research with possible applications in treating and preventing illness.

Discussion Question

What do you think should be the goals for federal programs in the field of public health? (Answers will vary. Students should consider how their proposals would be implemented.)
The passage of the Elementary and Secondary Education Act was part of a sweeping legislative program—the Great Society program—proposed by President Lyndon B. Johnson. Other Johnson programs included Medicare, Medicaid, the Voting Rights Act, the War on Poverty, the Model Cities Program, and the Community Action Program.

I. Public Education Programs (pages 597–599)

A. Public education remains a local responsibility under state guidelines.

B. The federal government aids local schools and higher education institutions.


D. The first general aid-to-education act was passed in 1965.

E. Federal aid for education is controversial; critics charge education should be a state and local concern.

F. In 1983 President Reagan appointed a commission to study why American students performed less well than European and Asian students.

G. In 1994 Congress passed the Goals 2000: Education in America Act to improve graduation rates and raise academic standards.

H. Through legislation like the No Child Left Behind Act, President George W. Bush’s administration has focused its education reform on testing and increasing student and teacher accountability.

Discussion Question

What is controversial about the federal government’s policy of providing general federal aid to public schools? (Some people believe that federal aid leads to federal controls in an area that belongs to the states and therefore erodes local control of education.)

II. Housing and Urban Programs (pages 599–600)

A. The federal government began providing loans for homes and farms during the Great Depression.
II. Housing and Urban Programs (pages 599–600, continued)

B. The Department of Housing and Urban Development (HUD) is in charge of the Federal Housing Administration, which helps low-income families purchase homes.

C. Urban renewal has restored older neighborhoods but has also driven out lower-income residents.

D. Public housing has faced serious problems in attempting to provide affordable urban housing as many projects have become high-rise slums and centers of crime.

E. In the 1990s, reforms to the nation’s housing policy gave more control to state and local officials and focused on closing the gap between white and minority home ownership statistics.

Discussion Question

What are the main arguments of those who support and oppose public housing programs? (See Public Housing Programs on text page 600.)

III. Transportation Programs (pages 600–602)

A. In 1811 the first National Road was constructed. Federal funds have helped construct canals, dams, ports, highways, railroads, and airports.

B. In 1966 Congress created the Department of Transportation (DOT) to coordinate national transportation policies and programs.

C. DOT has numerous federal agencies, including the Federal Aviation Administration (FAA) and the Federal Highway Administration (FHA).

D. The Federal Road Aid Act of 1916 first gave aid to states that matched funds; states now receive billions each year to maintain the interstate highways.

E. Since 1995 the FHA has focused on transportation needs such as road maintenance and reducing traffic fatalities and congestion.

F. The Transportation Equity Act for the 21st Century (TEA-21) provided funds to improve mass transit and develop high-speed rail systems.

Discussion Question

Why do you support or oppose federal programs for mass transit in urban areas? (Answers will vary. See Mass Transit on text page 602.)
The president of the United States exercises great powers, especially in the area of foreign policy. Even with the best advice of military and diplomatic experts, the U.S. president must make final, sometimes agonizing, decisions about the lives and safety of Americans. President Johnson confessed his deep worries about the growing conflict in Vietnam in these words: “I stayed awake last night thinking of this thing [the conflict] . . . It looks to me like we are getting into another Korea . . . I don’t think we can fight them more than 10,000 miles away from home . . . And I don’t think that we can get out.”

I. Goals of Foreign Policy (pages 607–609)

A. Foreign policy guides the nation’s relations with other countries.

B. Principal goals of American foreign policy: 1) preserve the security of the United States; 2) maintain trade and preserve access to natural resources; 3) work for world peace; 4) aid democratic nations and help create democracies; 5) provide help for victims of natural disasters.

Discussion Question

With which major foreign policy goals do you think the United States is having the most success? (Answers will vary. Students should assess current international conditions.)

II. Development of Foreign Policy (pages 609–613)

A. In the early years the nation’s leaders followed a path of isolationism.

B. In 1823 the Monroe Doctrine ended the isolationism.

C. By the 1890s the United States had become a world power.

D. The United States became involved in foreign wars in 1898, 1917, and 1941.
II. Development of Foreign Policy (pages 609–613, continued)

E. After World War II the United States struggled with the Soviet Union in the Cold War, leading to a costly arms race between the two superpowers.

F. The United States adopted a policy known as containment to keep Soviet communism from expanding its power.

G. The Truman Doctrine in 1947 outlined the Marshall Plan, providing economic aid to nations threatened by totalitarian regimes.

H. The United States fought two wars that were the consequence of containment: the Korean War (1950–1953) and the Vietnam War (1964–1973).

I. In 1989 the Soviet Union collapsed, splitting into Russia and 14 other separate nations; this ended the Cold War and changed the political environment of the world.

J. In the years after the Cold War, the United States sent troops to Iraq, Somalia, Haiti, and the former Yugoslavia in order to protect American trade interests, encourage democracy, and advance human rights.

K. In the Persian Gulf War, the United States defended Kuwait against Iraq, protected American oil interests in the Middle East, and began programs aimed at preventing Iraq from developing weapons of mass destruction.

L. The September 11, 2001, terrorist attacks on the United States led to President George W. Bush’s war on terrorism and the preemptive invasion of Iraq.

M. After the initial military deployment, the United States kept a large number of troops in Iraq and pledged long-term aid toward the development of a stable democratic government there.

**Discussion Question**

Explain how the United States changed from a nation following a policy of isolation to a nation with interests in all parts of the world. (For discussion of changes from isolation through end of the Cold War see text pages 609–613.)
In October 1983 President Ronald Reagan sent U.S. marines and paratroopers to the island of Grenada in the Caribbean. He took this action to oust an anti-American Marxist regime that was friendly to the Soviet Union. As commander in chief, President Reagan was empowered to order this military action; however, he did so without asking Congress to declare war.

II. Foreign Policy Advisers (pages 615–617)

A. Presidents have final responsibility for foreign policy decisions.

B. Important advisers include the secretaries of state and defense and the national security adviser.

C. The Central Intelligence Agency (CIA) gathers and coordinates information about other nations and advises the president.

D. Presidents also consult government foreign policy experts, trusted political friends, and cabinet members.

Discussion Question

Explain the role of secretary of state in helping the president shape foreign policy.

(The secretary of state supervises diplomatic activity and provides advice on policy.)
III. Powers of Congress (pages 617–619)

A. The president directs United States foreign policy; Congress plays an important role based on Constitutional powers.

B. Only Congress has the power to declare war.

C. In 1973 lawmakers passed the War Powers Act, which forbids the president from sending armed forces into combat for more than 60 days without the consent of Congress.

D. Congress can refuse to provide funds for military action.

E. The Senate must approve all treaties negotiated by the president.

F. The Senate can overturn the president’s granting of most favored nation status.

Discussion Question

What was the effect of the War Powers Act passed by Congress in 1973? (It gave Congress some control over the use of troops, but Congress is reluctant to use it.)

IV. The President and Congress (pages 619–620)

A. Congress passes most foreign policy bills and treaties the president proposes although it could block presidential foreign policy proposals and even initiate policies of its own.

B. Presidents’ policies have enjoyed bipartisan support in Congress.

C. The president has advantages over Congress in conducting foreign policy.
   1) As head of state, the president is the leader of the entire nation, and only the president can speak for the United States. 2) The president receives advice daily from the Department of State and the National Security Council, in order to respond rapidly to events.

Discussion Question

What advantage does the president have over Congress in conducting foreign policy? (As leader, the president is a single voice for the nation, can take quick action, and has access to vital secret information.)
V. Influence of Public Opinion (page 620)

A. Both the president and Congress are influenced by public opinion.

B. Organized interest groups may affect foreign policy bills.

Discussion Question

How did the Vietnam protests demonstrate the influence of public opinion in foreign affairs? (It influenced Johnson’s decision not to run for reelection and Nixon’s to withdraw troops.)
Did you know?

Millions of Americans who travel to foreign countries each year on vacation or on business trips have one thing in common; they need a passport. U.S. citizens can obtain a passport by paying a fee and submitting to the Department of State proof that they were born in the United States. Passports include the place and date of birth and a photograph of its holder.

Outline

I. The Department of State (pages 621–623)
   A. The secretary of state, head of the Department of State, advises the president on foreign policy.
   B. The Department of State has four main duties: 1) to keep the president informed about international issues, 2) to maintain diplomatic relations with foreign governments, 3) to negotiate treaties, and 4) to protect the interests of U.S. citizens abroad.
   C. The Department of State is organized into six geographic bureaus that analyze information about specific foreign policy topics in those regions.
   D. More than half of State Department employees serve in other countries.
   E. The United States maintains embassies in the capitals of 136 foreign countries where U.S. ambassadors and their staffs reside.
   F. Embassy staff members advise the State Department about the politics and policies of the host government.
   G. The United States also maintains consulates in major cities of foreign nations to promote U.S. business interests and safeguard travelers.

Discussion Question

Why does the United States maintain embassies and consulates in foreign nations?
(To facilitate communications with foreign governments and to promote American interests.)
II. The Department of Defense (pages 623–625)

A. The Department of Defense (DOD) supervises the armed forces of the United States and ensures that those forces are strong enough to defend its interests.

B. The Founders wanted to ensure that civilians had the ultimate authority in military affairs. Therefore, the president and Congress control the armed forces.

C. The Department of Defense is the largest executive department, with more than 700,000 civilian employees and about 1 million military personnel.

D. The Departments of the Army, Navy, and Air Force are major divisions within the DOD. The United States Marine Corps, under the jurisdiction of the Navy, maintains its own leadership, identity, and traditions.

E. The president, the National Security Council, and the secretary of defense rely on the Joint Chiefs of Staff for military advice.

F. The military has used two methods to recruit soldiers: conscription, or the draft, and volunteer enlistments.

G. Women as well as men may volunteer to serve in any branch of today’s all-volunteer armed services.

Discussion Question

How do the president and Congress share authority over the armed forces of the United States? (The president is the civilian head of the military; Congress provides the funding.)
The United States fought the Korean War from 1950 to 1953 to stop the spread of communism in Asia. More than 54,000 Americans were killed, and more than 4 million people, most of them civilians in North and South Korea, lost their lives. Under the truce agreement that finally ended the war, Korea was divided into two nations separated by a demilitarized zone near the 38th parallel. American troops were stationed along this zone to protect South Korea from future attack. Today, a half century later, troops remain there.

**Did you know?**

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**Outline**

I. Alliances and Pacts (pages 627–629)

- **A.** The United States has committed itself to defending three regions of the world: 1) Western Europe and the North Atlantic, 2) Central and South America, and 3) the island nations of the South Pacific.

- **B.** After World War II, the United States and several Western European nations formed NATO to protect themselves from domination by the Soviet Union.

- **C.** After the Cold War ended, NATO’s role changed: NATO expanded its mission to include global crisis intervention and peacekeeping, opened membership to former Soviet satellite nations, and formed a partnership with Russia.

- **D.** In 1947 the United States and Latin American nations signed the Rio Pact, a mutual defense treaty, and in 1948 formed the Organization of American States (OAS).

- **E.** The United States has a regional security pact with Australia and New Zealand.

- **F.** The United States also has bilateral treaties with Japan, the Philippines, and Korea.

**Discussion Question**

*What is NATO’s purpose after the Cold War?* (NATO is an instrument for global crisis intervention and international peacekeeping.)

II. Foreign Aid Programs (page 629)
A. The United States offers friendly nations military support in the form of grants or loans to buy U.S. armaments.

B. The United States provides loans and technical assistance to help developing nations.

**Discussion Question**

Do you support or oppose foreign aid programs of the United States? (Answers will vary. Students should be aware that foreign aid is a very small part of the budget.)

III. Economic Sanctions (page 630)

A. The United States sometimes denies benefits to nations that follow policies it dislikes.

B. It does so by applying sanctions or withholding loans, arms, or economic aid.

**Discussion Question**

Do you think economic sanctions are an effective diplomatic strategy? (Answers will vary. Students should support their opinions with examples.)

IV. The Use of Military Force (page 630)

A. The United States has, on occasion, had to use military force to settle disputes with other nations.

B. Since World War II, the United States has committed troops in Korea, Vietnam, Grenada, Panama, the Persian Gulf, Haiti, and Bosnia.

**Discussion Question**

Do you agree or disagree that the United States sometimes needs to use military force to settle disputes with other nations? Explain. (Answers will vary. Students should support their opinions logically.)

*end*
California is perhaps the state that is best known for a provision found in many state constitutions—proposing constitutional amendments by popular initiative. During the 1990s, California voters passed several amendments that stirred public interest across the nation. One notable example was Proposition 209, a popular initiative passed by the voters in 1997 by a margin of 54 to 46 percent. Proposition 209 ended the state’s affirmative action program in education, hiring, and the awarding of government contracts.

I. Importance of Constitutions (pages 637–638)

A. State constitutions create the structure of state governments.

B. State constitutions establish local governments, such as counties, townships, municipalities, special districts, parishes, and boroughs.

C. State constitutions regulate how state and local governments can raise and spend money.

D. State constitutions establish independent state agencies, boards, and commissions.

Discussion Question

Which do you think should have more power to make decisions about local matters, state government or local government? (Answers will vary. Students should understand that local governments are creations of the states.)

II. Constitutional Characteristics (page 638)

A. All state constitutions have a bill of rights, with most of the protections as in the Bill of Rights in the Constitution of the United States, and many states also guarantee other rights.

B. Many state constitutions have become long documents as a result of additions made over the years.

C. Long state constitutions are filled with detailed, specific provisions, often reflecting special interest politics.
Do you think a state constitution should have many or few detailed provisions? 
Explain. (Answers will vary. For discussion of state constitutions see text page 638.)

III. Amendments and Changes (pages 639–640)

A. Some state constitutions have a great number of amendments.

B. Constitutions of the 50 states provide four different methods of proposing amendments.

1. The most common method of proposing amendments is by the state legislatures.

   a. Eighteen states also allow the people to propose amendments by popular initiative.

   b. Some states allow a state constitutional convention to propose amendments.

   c. Some states use a constitutional commission to propose amendments.

C. All states except Delaware require ratification of amendments by popular vote; most require a simple majority vote. When voters rather than the legislature vote on an issue, it is called a referendum.

Discussion Question

What provisions would you like to see in your state constitution? (Students should address issues or conditions that have lasting significance.)

IV. Criticism and Reform (page 640)

A. Over the years, critics have charged that state constitutions are too long and filled with needless detail.

B. In order to replace existing state constitutions, most states require a constitutional convention.
C. In most states, the legislature proposes the convention, which the voters must approve, and then voters, in a new election, choose delegates to write a new document or propose changes to the existing constitution.

IV. Criticism and Reform (page 640, continued)

D. During the 1980s, more state judges began to interpret state constitutions independently of the Constitution of the United States.

Discussion Question

Do you think state judges should interpret state constitutions independently of the United States Constitution? Explain. (Students should be aware that judicial review at the state level must not violate the national constitution.)
Six sitting governors have been elected president: Rutherford B. Hayes (Ohio), Grover Cleveland (Ohio), William McKinley (Ohio), Woodrow Wilson (New Jersey), Franklin Roosevelt (New York), and Bill Clinton (Arkansas).

**Did you know?**

I. The Legislative Branch *(pages 641–642)*

   A. The state legislature passes laws.

   B. Members of state legislatures are elected from legislative districts. Qualifications for members are outlined in state constitutions.

   C. Many state legislators work part-time in other fields.

   D. Most state legislatures: 1) are bicameral, 2) hold annual sessions, and 3) conduct business through committees.

   E. Many bills originate in the executive branch of state government.

   F. A bill begins in either house of the state legislature and is debated and voted on. The governor vetoes or signs passed bills.

**Discussion Question**

If you had the power to do so, how might you adjust the qualifications for members of your state legislature? *(Answers will vary. Students should know the qualifications for their own state.)*

II. The Executive Branch *(pages 643–645)*

   A. The governor heads the executive branch of the state government.

   B. State constitutions outline qualifications of the governor.

   C. A governor generally must be nominated by a major political party and win the general election.

   D. Most governors serve four-year terms. In 18 states, governors and other officials can be removed from office by a recall.
II. The Executive Branch (pages 643–645, continued)

E. The governor proposes and signs laws, represents the state to foreign businesses, is his or her party’s state leader, and works to obtain federal grants.

F. Most governors prepare the state budget and are commander in chief of the state National Guard.

G. Since 1965, most states have given governors greater executive power.

H. Governors 1) supervise the executive branch of the state government, 2) propose legislation, 3) veto bills, 4) call special sessions of the state legislature, and 5) have limited power over the state court system.

I. Most states elect other members of the executive branch.

**Discussion Question**

In which role does the governor of your state perform best? Explain. (Answers will vary. Roles include executive, legislator, party leader, state spokesperson.)

III. The Judicial Branch (pages 646–647)

A. State courts interpret and apply state and local laws to civil and criminal cases.

B. The justice court performs marriages and handles minor civil and criminal cases.

C. Municipal courts, police courts, or magistrate courts handle cases of petty crime or property disputes. Other minor courts include small claims court, juvenile court, domestic relations court, traffic court, and probate court.

D. State general trial courts hear cases involving serious crimes.

E. State appeals courts review cases of lower courts.

F. A state supreme court is the court of final appeal.

G. Judges may be removed from office.

**Discussion Question**

What do you think is a good reason to remove a judge from office? Why? (Answers will vary. See Removal of Judges on text page 647.)
The natural ability of each state to deal with individual issues that affect it was foreseen by the Founders. As described by Justice Louis D. Brandeis in a dissenting opinion of *New State Ice Co. v. Liebmann* (1932): “It is one of the happy incidents of the federal system that a single, courageous State may, if its citizens choose, serve as a laboratory, and try novel social and economic experiments without risk to the rest of the country.”

### Did you know?

I. State Regulation of Business *(pages 648–650)*
   
   A. Business corporations must have a charter issued by a state government.
   
   B. Federal and state governments regulate giant corporations.
   
   C. States have laws to protect consumers from unfair practices and to protect the health and safety of workers.
   
   D. State governments provide workers’ compensation.
   
   E. Workers in all states have the right to belong to labor unions.
   
   F. State governments try to attract new business and industry.

### Discussion Question

*If you were governor of your state, what kinds of industry would you attempt to attract to your state? Why?* (Answers will vary. Students should support their suggestions with logical reasons.)

II. States and the Environment *(pages 650–651)*

   A. States’ concerns for economic growth sometimes clash with public concern for the environment.
   
   B. In 1989 Congress strengthened the states’ power to protect the environment.
   
   C. State governments have begun to monitor the environmental impact of major projects.
How would you alter state regulations to control pollution? (Answers will vary. See Costs of Pollution Control on text page 651.)

III. Protecting Life and Property (pages 651–653)

A. State and local governments are responsible for protecting life and property, and for establishing a criminal code and a system of punishment.

B. State police forces have investigative powers in many states, but they have broad responsibilities in a few states.

C. State courts handle the majority of all criminal cases in the United States.

D. In strained state justice systems, many states are giving judges more sentencing options.

Do you agree or disagree with mandatory sentencing for drug-related crimes? Explain. (Answers will vary. See State Criminal Laws on text page 651.)

IV. Providing for Education, Health, and Welfare (pages 653–654)

A. State governments provide about 45 percent of revenues for local public schools.

B. State spending for education generally has increased.

C. The state licenses doctors and dentists, regulates the sale of medicines, and requires vaccinations for schoolchildren.

D. State agencies provide programs of public welfare, health and human services.

E. With federal assistance, states help people with special needs.

F. With Medicaid assistance, states help low-income people pay medical bills.

What services do you think state government should offer that it does not? (Answers will vary. Have students suggest sources of revenue to pay for additional services.)
Did you know? States today raise large amounts of revenue from state lotteries. Millions of residents buy lottery tickets each day, hoping to win the lottery jackpots. The largest prize ever won was $363 million, in a 2000 multistate lottery called The Big Game. Both winners chose to receive cash payments of about $90 million as their share of the jackpot. Of course, even though they had beaten huge odds they still had to pay income tax to both the state and federal governments.

I. Tax Revenue (pages 656–657)
   A. Individual state constitutions limit state taxing powers, as does the Constitution of the United States.
   B. Today, most state governments have some type of sales tax, which accounts for about half of the total tax revenue of state governments.
   C. Most states now also have individual income taxes and corporate income taxes, which account for more than 30 percent of all state tax revenues.
   D. States require license fees for various businesses and professions, as well as for operating motor vehicles.
   E. States impose taxes for removing natural resources from state land or water. Many states also have less well-known taxes, such as a state property tax, estate taxes, and inheritance taxes.

II. Other Sources of Revenue (pages 657–658)
   A. Since taxes finance only a part of state government expenses, states turn to borrowing, lotteries, and the federal government.
II. Other Sources of Revenue (pages 657–658, continued)

B. States borrow money by selling bonds to pay for large, long-term expenditures such as highway construction.

C. Nearly three-fourths of the states run public lotteries to raise revenue. Lotteries became the fastest-growing source of state revenues in the 1980s.

D. The federal government provides about 20 percent of all state revenues, much in the form of grants-in-aid, and stipulates how the grants may be used. Categorical-formula grants go to states on different bases, depending on the state’s wealth.

E. During the 1980s and 1990s, the federal government’s share of state and local government revenues declined, but unfunded, federally-mandated programs increased until Congress passed the Unfunded Mandate Reform Act (UMRA) to curb unfunded mandates in 1995.

Discussion Question

Some critics claim that state lotteries encourage gambling and that many people who buy lottery tickets can least afford such spending. Do you agree or disagree? Explain. (Answers will vary. The lottery is a regressive tax. That it encourages gambling is debated.)
The Metropolitan Water District (MWD) of southern California is a special district of local government created to handle a serious problem. Set up in 1928 to supplement local water supplies of its original 13 member-cities, today it serves 15 million people in more than 239 southern California communities. The MWD has developed long-range water-management plans that include studying methods of reducing demand and conserving water, forecasting the area's future water needs, and researching ways of assuring purity in local water supplies.

I. Created by the State (page 663)

A. Local governments have no legal independence; each is dependent on its state government.

B. State constitutions set forth the powers and duties of local governments.

II. Types of Local Government (pages 663–665)

A. The four basic types of local government are 1) the county, 2) the township, 3) the municipality, and 4) the special district.

B. The county is normally the largest territorial and political subdivision of the state. Counties vary in number, size, population, power, and influence.

C. In most metropolitan areas, the county government has been growing more powerful.

D. In most counties, a county board has both executive and legislative powers. Board officials are usually elected by the voters.

E. Townships exist in less than half the states, and their powers and duties vary from state to state.

F. In New England, selectmen now make some of the decisions citizens once made in the direct democracy of a town meeting.

G. The municipality is an urban unit of government that has legal rights granted to it by the state.
H. The special district is a unit of local government that deals with a specific function such as education or transportation.

I. Some states also have a separate tribal government that serves its Native American population.

Discussion Question

Do you agree that New England town meetings are “the perfect exercise of self-government”? Why or why not? (Answers will vary. Smaller towns still exercise direct democracy; larger towns and cities do not because the process is too cumbersome for large groups of people.)

III. Forms of Municipal Government (pages 666–668)

A. A municipal government may be formed when people in a community ask the state legislature to permit their community to incorporate.

B. Urban areas in the United States use one of three basic forms of government: 1) the mayor-council, 2) the commission, or 3) the council-manager.

C. In the most widely used form of municipal government, the mayor-council form, executive power belongs to an elected mayor and the legislative power to an elected council.

D. There are two types of mayor-council government: 1) the strong-mayor system and 2) the weak-mayor system.

E. The commission form of municipal government combines executive and legislative powers in an elected commission that passes laws and makes policy decisions.

F. Under the council-manager form of government, the executive and legislative powers are separated. The council acts as a legislative body and makes the policy of the municipality. A manager carries out the council’s policies and serves as chief administrator.

Discussion Question

Which type of mayor-council government do you think is preferable, the strong-mayor type or the weak-mayor type? (Answers will vary. See description of mayoral powers on text page 666.)
The Texas Board of Education recently asked the Texas Education Agency, which administers the public schools, to consider replacing classroom textbooks with laptop computers. If Texas adopts this plan statewide, it may lease laptops for the state’s 3.9 million students and use computer technology to update or even replace textbooks.

**Did you know?**

**Outline**

I. Local Government Services (*pages 669–671*)

   A. Local school districts provide most of the money and make most of the decisions regarding the operation of public schools.

   B. Local governments use zoning to regulate the way land and buildings are used.

   C. Police and fire protection make up a large part of the local budget.

   D. Local governments make vital decisions regarding road maintenance, water service, and sewage disposal and treatment.

   E. Many local governments offer important services to citizens who have special needs and provide recreation and cultural programs for their residents.

**Discussion Question**

Name the local government services that you think are most necessary. Explain. (Answers will vary. Students may mention education, fire protection, water supply, etc.)

II. Metropolitan Communities (*pages 671–672*)

   A. Urban communities differ greatly in size.

   B. Cities are densely populated areas with residential, commercial, and industrial sections.

   C. Cities in the southern and western United States are the fastest growing.

   D. In the nation’s early years, most Americans lived in small towns. After the 1860s, cities grew faster than towns and villages. Between 1950 and 1990, suburbs, small towns, and rural areas again attracted many Americans.
Daily Lecture Notes

What shifts in population, if any, have occurred in your community in the past 10 years? (Answers will vary. Discuss causes of growth, decline, or change.)

III. Special Districts (page 673)

A. Local governments frequently establish special districts to solve problems.

B. The school district is governed by the school board.

Discussion Question

What are some ways that students below voting age can participate in school board elections? (Campaigning for a candidate; helping get out the vote.)

IV. Regional Arrangements (page 673)

A. In the 1990s, local governments joined to develop new approaches for handling regional problems.

B. Cooperative efforts have solved land use, water supply, waste management, and law enforcement problems.

Discussion Question

What are some examples of cooperative efforts among local governments? (Answers will vary. See Regional Arrangements on page 673.)

V. Financing Local Government (pages 673–675)

A. Local governments finance services by levying taxes, such as property taxes.

B. Most Americans view property taxes as unfair: they place a heavier burden on those with low incomes and may result in unequal public services.

C. Revenue sources for local governments include local income taxes, sales taxes, fines and fees, government-owned businesses, bonds, and state grants.
In the 1990s one of the most significant shifts in population was from large cities and suburbs to small towns. Two million more Americans moved from metropolitan centers to rural areas than migrated the other way during that decade. There were many reasons for this population shift. Some families moved to escape the social problems of the cities. Some were attracted by the lower taxes, more affordable housing, and the slower pace of small town life.

**Did you know?**

In the 1990s one of the most significant shifts in population was from large cities and suburbs to small towns. Two million more Americans moved from metropolitan centers to rural areas than migrated the other way during that decade. There were many reasons for this population shift. Some families moved to escape the social problems of the cities. Some were attracted by the lower taxes, more affordable housing, and the slower pace of small town life.

**Outline**

I. Population and Housing (*pages 677-679*)

   A. Municipal governments attempt to manage land use to encourage orderly growth. This is difficult since population shifts have caused inner cities to decline.

   B. Mayors of large cities in decline appealed to the federal government for help in the 1950s and 1960s.

   C. The federal government provided massive spending to help cities address their housing problems. The results were not encouraging.

   D. Urban renewal programs added new low-rent public housing, but slowed construction of other types of housing.

   E. For many years, suburbs and smaller communities excluded African Americans and other minorities, and apartment owners discriminated against the elderly, the poor, and families with children.

   F. Many large cities responded to the housing shortage by renovating older housing units. The federal government also provided loans to local housing authorities through public housing programs.

**Discussion Question**

How do you think municipal governments should deal with the decline of inner cities? (Answers will vary. See Managing Decline on text page 677.)
II. Social Problems (pages 679–680)

A. Large cities face serious social problems.

B. Unemployment and housing shortages contribute to the problem of homeless people.

C. The federal government, through the media, has publicized drug abuse and spent huge amounts for drug treatment and prevention programs.

Discussion Question

What social problem do you think most affects your neighborhood? (Students may mention poverty, homelessness, crime, drug abuse, alcohol abuse.)

III. Meeting Future Challenges (pages 680–682)

A. Large cities also have many problems that add to their financial burdens.

B. The infrastructure of older large cities shows severe signs of wear and needs repair.

C. Local governments encourage the public to use mass transit to reduce traffic and air pollution.

D. Cities struggle to solve their financial problems, and recently have focused on stimulating greater economic development.

E. Beginning in the 1980s, middle income suburbanites and recent immigrants moved into the cities, often restoring old houses and other buildings. While this improved many neighborhoods, it also displaced residents.

F. In the 1980s, the nation’s attention seemed to be shifting from city problems to suburban opportunities.

G. Many people feel that metropolitan government must be reorganized to serve a larger region and to reduce government waste and duplication of services.

Discussion Question

Discuss the pros and cons of gentrification and how it affects neighborhoods in large cities. (Pro: Restores vitality to the city, brings in new business; Con: raises property taxes, drives out long-time residents.)
Margaret Thatcher was prime minister of Great Britain from 1979 until 1990. Thatcher made sweeping reforms in the economy, such as the privatization of many of Britain’s state-owned businesses and industries, effectively ending major socialist policies of previous Labor governments. She also strengthened British and U.S. ties, which helped spur the collapse of communism in Eastern Europe.

**I. Parliamentary Systems (pages 689–691)**

A. One form of democratic government is parliamentary government, which combines executive and legislative functions in an elected assembly.

B. In Great Britain, Parliament holds almost all governmental authority.

C. The leader of the majority party in the House of Commons becomes the prime minister.

D. Other ministers head executive departments and serve as Cabinet members.

E. Japan’s parliament, the National Diet, has two houses. The House of Representatives elects the prime minister.

F. If the parliament votes “no confidence,” the prime minister may dissolve the House and call for elections.

**Discussion Question**

Of the parliamentary governments discussed, which one would you consider most democratic? Explain. (Answers will vary. Before answering, have students define democracy.)

**II. Presidential Government (pages 691–692)**

A. Another way to organize a democracy is by presidential government, which separates executive and legislative powers.

B. The president of France 1) negotiates treaties; 2) appoints high officials; 3) acts as chair in high councils of the armed forces; 4) may dissolve the National Assembly and call for elections.
C. The President appoints the premier, who appoints the ministers and maintains contact with the National Assembly.

**Discussion Question**

Do you think the different branches of the French government have enough checks and balances? (Answers will vary. Point out the special powers of the French president.)

III. Emerging Democracies (pages 692–694)

A. Poland was the first eastern European nation to overthrow its Communist government; Lech Walesa, the leader of a trade union called *Solidarity*, became the first freely elected president in 1990, though a new constitution was not approved until 1997.

B. Beginning in 1948, South Africa followed a policy of apartheid, or strict government-enforced racial segregation; after years of resistance from the African National Congress and others, apartheid laws were repealed during the 1990s, and Nelson Mandela was elected president in 1994.

C. Despite its 1917 constitution, the Mexican government was more authoritarian than democratic because of the power of the president and control of a single political party. Nationwide electoral reforms introduced in the 1990s allowed other parties to compete fairly in Mexico’s political process.
In 1997 the president of China, Jiang Zemin, visited the White House, the first such visit to the United States by a Chinese president since the Tiananmen Square bloodshed in 1989. The visit resulted in important commercial agreements between the United States and China, but human rights issues remain unresolved.

Did you know?

I. The People’s Republic of China (pages 696–698)
   A. China became a republic in 1912; Communists led by Mao Zedong established the People’s Republic of China in 1949.
   B. Today China has two parallel systems of government; the ceremonial national government is actually controlled by the Chinese Communist Party (CCP).
   C. The Chinese government suppresses criticism, oppresses minorities, and maintains tight control over sources of information such as the Internet.
   D. The United States has recognized the Communist government in China since 1979; however, tensions remain over China’s human rights abuses.

Discussion Question

What do you think the Tiananmen Square massacre revealed about communism in China? (It revealed that the country’s Communist leadership would resist the rising call for democracy.)

II. Communism in Cuba (pages 698–699)
   A. In 1959 Fidel Castro established a Communist dictatorship in Cuba that maintained tight control over the people.
   B. Castro’s policies provoked the unsuccessful U.S. Bay of Pigs invasion in 1961 and the 1962 Cuban missile crisis.
   C. Since the 1990s, Cuba has experienced a deep economic crisis caused in part by the loss of Soviet aid and the U.S.’s 40-year trade embargo.
How well do you think American policy toward Cuba has worked to move Castro toward democracy? (Answers will vary; students should assess Cuba’s political climate today.)

III. North Korea (page 699)

A. North Korea’s totalitarian government, led by Kim Jong Il, controls all aspects of the lives of North Koreans and demands “absolute devotion” to Kim despite great national suffering.

B. The United States has tried to limit North Korea’s development of chemical, biological, and nuclear weapons.

Why do you think that people are willing to pledge devotion to a totalitarian leader despite their own personal suffering? (Answers will vary. Students may mention tradition or fear of punishment as possible reasons for supporting totalitarian leaders.)

IV. Islamic Governments (pages 699–701)

A. Muslim secularists believe that religious and secular law should be kept separate; these moderate Muslims desire friendly relations with Western nations.

B. Muslim fundamentalists believe that Islamic countries should base their legal system strictly on the law of the Quran; many fundamentalist Muslims are anti-Western and see Western culture and society as a threat to Islamic culture.

C. In 1979 Muslim fundamentalists, led by Ayatollah Ruhollah Khomeini, overthrew the pro-capitalist shah, or king, and forced the shah to flee to the United States. Since the Islamic revolution, relations between the United States and Iran have been strained.

D. Since 1932 the government of Saudi Arabia has been based on a fundamentalist interpretation of Islam with no separation of religion and the
state. Despite increasing Saudi demands for a modern economy and
government, many Americans have accused the Saudi government of
indirectly supporting terrorist attacks against the United States.

**Discussion Question**

**How should the United States deal with authoritarian governments?** (Answers will vary. Students should consider the key political differences.)
The idea of the European Union was conceived to prevent the killing and destruction of World War II from ever happening again. The idea was first proposed by French foreign minister Robert Schuman in a speech on May 9, 1950. This date, the “birthday” of what is now the EU, is celebrated annually as Europe Day.

I. The United Nations (pages 702–704)

A. The United Nations (UN) provides a forum for nations to settle disputes peacefully through cooperation rather than conflict.

B. The General Assembly is made up of delegations of five representatives from each member nation.

C. The UN Security Council is composed of 15 nations, 5 of which are permanent members. It has the authority to make peacekeeping decisions for the UN.

D. The Secretariat conducts the UN’s day-to-day business and is headed by the Secretary General, who carries out the instructions of the Security Council.

E. The International Court of Justice settles disputes involving international law.

F. The Economic and Social Council promotes social and economic progress around the world.

G. The UN also has special agencies that carry out humanitarian activities.

H. UN peacekeeping often involves inserting an international force of troops between combatants to calm volatile situations; sometimes lightly armed peacekeeping forces will oversee elections or provide humanitarian aid.

Discussion Question

Some Americans object to a nation’s having to surrender any portion of its sovereignty to the United Nations. What is your opinion? (Answers will vary. This has been a sensitive issue in American politics since 1945.)
II. The European Union (pages 704–706)

A. The European Union (EU) is a political and economic partnership among 15 European nations.

B. The EU began in 1957 as a trading market among six Western European nations; as more countries joined, the Maastricht Treaty enabled the EU to gain power and begin acting as a political unit.

C. Major EU policy is decided by the Council of the European Union.

D. The European Parliament contains 732 members and is the legislative branch of the EU.

E. The European Court of Justice hears cases and can declare laws of member nations invalid if they conflict with EU treaty obligations.

F. The European Commission does the daily work in the EU; the President of the Commission directs the large EU bureaucracy and oversees the annual budget.

Discussion Question

Many Europeans complain that the EU bureaucracy is too large and is not responsive to the needs of the public. What is your opinion? (Answers will vary. Students should demonstrate knowledge of the structure of EU government.)
After the Soviet Union tested its first atomic bomb in 1949, Americans began to prepare for a possible nuclear attack. The Civil Defense Administration was created to inform the public on how to survive a nuclear war. The nation worried that the Cold War would end in a global conflict.

Did you know?

I. International Terrorism (pages 708–709)

A. Terrorism is the use of violence by nongovernmental groups against civilians to achieve a political goal.

B. Since World War II, most terrorist attacks on Americans have been carried out by Middle Eastern groups; several Middle Eastern nations have been accused of state-sponsored terrorism, or terrorism that is secretly supported by a government.

C. An Afghan resistance movement called al-Qaeda, led by Osama bin Laden, was responsible for many terrorist attacks against the United States, culminating in the September 11, 2001, terrorist attacks on America.

D. In response to the 2001 attacks, President George W. Bush launched the war on terrorism; however, many nations will have to work together in order to defeat terrorism on a global scale.

Discussion Question

Do you think that President Bush’s goal of eliminating “every terrorist group of global reach” is a realistic one? Explain. (Answers will vary. Students should note the complexities involved in locating and destroying terrorist groups.)

II. Nuclear Weapons Threat (pages 709–710)

A. As nuclear proliferation continues to threaten global security, the international community works to contain the spread of nuclear weapons.

B. In the 1968 Non-Proliferation Treaty, the major nuclear powers agreed: (1) not to provide nuclear weapons technology to other nations; (2) to promote the
safe use of nuclear power; and (3) to encourage the general disarmament and destruction of existing nuclear weapons.

C. It is now possible to build small nuclear weapons using readily available products; thus the chance of terrorists obtaining such weapons has increased.

D. North Korea and Iran have nuclear capabilities and have both been accused of sponsoring terrorist groups.

Discussion Question

What are the advantages of having an international organization to stop the spread of nuclear weapons? (It is not subject to rivalries between individual countries.)

III. Human Rights (pages 710–712)

A. International efforts to safeguard human rights have the potential to limit or interfere with the sovereignty of individual nations.

B. Human rights are the basic freedoms and rights that all people, regardless of age, gender, nationality, or ethnicity, should enjoy.

C. The Universal Declaration of Human Rights lists the political, civil, economic, social, and cultural rights that all human beings should enjoy.

D. The UN Security Council’s international criminal tribunals and the European Court of Human Rights were established to prosecute violators of international human rights laws.

E. The United States has refused to participate in the International Criminal Court (ICC), established in 2002.

Discussion Question

Why did the United States refused to sign the treaty that created the International Criminal Court? (The United States is involved in controversial military actions across the globe and was concerned that American troops and leaders could be tried for war crimes by enemies of the U.S.)
IV. Protecting the Environment (pages 711–712)

A. The environment is threatened by exploding population growth, increasing consumption of natural resources, and growing discharge of pollution.

B. Policymakers debate how to attain sustainable development, or continued economic development combined with protection of the environment.

C. In 1999 the United States refused to implement and then later withdrew from the Kyoto Protocol, which established timetables for reducing greenhouse emissions, because of the belief that the treaty would harm the U.S. economy and did not do enough to hold developing industrial nations accountable.

D. Governments must balance the economic needs of their nations with the environmental needs of a global society.

Discussion Question

Do you agree with the decision of the United States to withdraw from the Kyoto Protocol? Explain. (Answers will vary. Students should be aware of the difficulties of balancing economic and environmental needs.)
In 1776 Adam Smith described capitalism as an economic system controlled by an “invisible hand.” According to Smith, through self-interest this invisible hand moves people to decide what goods and services to produce, how to produce them, and to whom to distribute them. Adam Smith’s ideas were popularized in his book *The Wealth of Nations*, which was published in the same year the United States declared its independence.

**Did you know?**

I. Factors of Production (*pages 717–718*)
   
   A. The resources of an economic system are called factors of production.
   
   B. Factors of production fall into four categories: 1) land, 2) labor, 3) capital, 4) entrepreneurs.

**Discussion Question**

Are all of the factors of production equally important in the economy? Explain.
(If any factor is less important, it is still essential to production.)

II. Forms of Economic Organization (*page 718*)

   A. Three major forms of economic organization represent the range of economic systems that determine how the factors of production are allocated.

   B. Communism is a command economic system.

   C. Socialism is a partial command economic system.

   D. Capitalism is an economic system in which individual producers and consumers make the economic decisions in free markets.
What do you think are the advantages and disadvantages of a communist system? Explain. (Answers will vary. Lack of incentives, central planning, little individual freedom.)

III. Characteristics of Capitalism (pages 718–721)

A. In the United States and several industrial countries, capitalism is the basic economic system.

B. Capitalism, also called a free enterprise system, is based on private ownership and on individual economic freedom.

C. Capitalists range from small store owners, persons who own a few shares of stock in a corporation, to industrialists who own large factories, mines, and financial institutions.

D. Capitalism encourages people to become entrepreneurs.

E. Competition among sellers of products and services is another characteristic of capitalism.

F. Buyers, sellers, and workers have freedom of choice in a capitalist system.

G. The capitalist system is based on the profit motive.

What do you think are the advantages and disadvantages of a capitalist system? (Answers will vary. Free enterprise, private ownership, individual initiative, competition.)

IV. Changing Face of Capitalism (page 721)

A. Capitalism in the United States contains some elements of a command economy.

B. Since the late 1800s, the federal government has increased its role in the economy.
IV. Changing Face of Capitalism (page 721, continued)

C. The federal government has adopted regulatory laws to ensure competition and safety.

D. In Japanese capitalism, the government works closely with business to limit foreign competition. In South Korea, Singapore, and Taiwan the government has a similar close relationship with business.

E. Generally, the capitalist economies of Western European nations are more controlled and regulated than that of the United States.

Discussion Question

How might the relationship between government and business change in capitalist nations during the twenty-first century? (Answers will vary. Discuss the increasing or decreasing role of government in economies.)
As many Latin American nations developed their economies, land reform turned some toward socialism. In Chile, a socialist government led by Salvador Allende began an ambitious program to break up large land holdings and redistribute land to the people. In 1973 the army overthrew Allende, established a military government, and ended land reform and socialism in Chile.

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**Did you know?**

**Outline**

I. Developing and Newly Developed Nations *(page 722)*
   
   **A.** Developing nations are states with little or no industry.
   
   **B.** Newly developed nations are states that have had significant or rapid industrial growth in recent years.

**Discussion Question**

If you were the leader of a newly developing nation, what economic model would you want to follow? Explain. *(Answers will vary. Discuss capitalism, socialism, or a mixed system.)*

II. The Economic Choices *(pages 722–724)*

   **A.** Some developing and newly developed nations rely on the free market, trade and contacts with the West to develop their economies; others rely on socialist economic models.

   **B.** Under socialism the government only owns and controls some factors of production.

   **C.** Socialists believe that wealth should be distributed as equally as possible. They try to achieve this goal by making basic goods and social services available to everyone.

   **D.** Critics of socialism claim socialist policies create a welfare state.
Do you think government should have a major role in the economy? Why or why not? (Answers will vary. Discuss advantages of specific services and regulations of government.)

III. Searching for Economic Answers (pages 724–726)

A. Socialist governments in developing and newly developed countries use more central planning than developed socialist countries do.

B. Socialist governments often take control of industries by nationalization.

C. Many developing nations, especially in Latin America, have a history of foreign-owned industries.

D. Nationalization in Latin America has been both an economic policy and a symbol of anticolonialism.

E. Until recent moves toward free enterprise, Israel had a moderate socialist economy.

F. After independence, many African nations tried to develop economies based on one cash crop or one resource for trade.

G. Economic difficulties forced African countries south of the Sahara to take on $130 billion worth of debt by the 1980s.

How do you think central planning by the government can be helpful in a developing nation? (Answers will vary. See Searching for Economic Answers on text page 724.)

IV. Socialism’s Practical Problems (page 726)

A. Socialist ideology remains a popular and widely held belief in the developing world.

B. Socialism often fails to live up to its promises because capital investment is a primary need for developing economies. Failure of large-scale economic planning in Eastern Europe has raised doubts that it can work.
IV. Socialism’s Practical Problems (page 726, continued)

C. Western governments have exercised influence and pressure in favor of a combination of free markets and democracy in developing nations.

Discussion Question

How do you think the socialist model can be improved? (Answers will vary. See Socialism’s Practical Problems on text page 726.)
After decades in power, the Communist Party was unable to prevent the breakdown of the authoritarian economic and political system of the Soviet Union. Mikhail Gorbachev’s efforts to reform the communist system failed. As a leading adviser of Gorbachev had predicted, “Gorbachev took on this country like my wife takes on cabbage. He thought that to get rid of the dirt, he could just peel off the top layers of the leaves. But he had to keep going until there was nothing.”

**Did you know?**

Beginning in 1917, the Soviet Union built the world’s leading communist economic system; economic decisions were made by the government. Almost all Soviet enterprises and farms were state-owned and state-operated.

Mikhail Gorbachev, the last Communist leader of the Soviet Union, tried to change many policies to stimulate the stagnating economy, but the economy continued to decline.

Gorbachev resigned in 1991; several Soviet republics then declared their independence, effectively ending the Soviet Union.

Since the collapse of communism, Russian leaders have made attempts to move toward capitalism and democracy.

Even with some reform, Russia is being run much as it was under communism—and by many of the same leaders.

The slow pace of change in Russia has several causes. For one, former Communist bureaucrats are unwilling to give up power. Also, Russians are familiar with living in a society in which rules have traditionally been imposed from above.

**Discussion Question**

Do you think that Russia can overcome the problems it faces today? Explain your answer. (Answers will vary. Have students assess the current Russian economic and political situation.)
II. Changing the Chinese Economy (pages 729–731)

A. The Chinese Communist government followed the model of the Soviet planned economy until China found itself unable to compete with the market-based economies of its neighbors.

B. In the late 1970s, China’s Communist leaders began to encourage private enterprise; since then, the Chinese economy has grown rapidly.

C. More recent rapid development in China has several causes:
   i. China’s population provides a large labor pool.
   ii. The Chinese government promotes manufacturing by giving foreign companies tax incentives and cheap land.
   iii. The Chinese government spends billions of dollars on communications technologies to assist manufacturers.

D. China is attempting to move to a market economy while maintaining an authoritarian political system controlled by the Communist Party.

E. Several factors threaten the Communist Party in China:
   i. China’s growing middle class will want more of a say in its government.
   ii. Poverty and unemployment creates a class of urban poor who are angry with the government.
   iii. Transition to a market economy has led to even greater political corruption.

F. Trade with China has opened new markets for American goods, though Chinese labor costs have driven many American manufacturers out of business. American experts worry that an economically strong China could become a dangerous political and military rival.

Discussion Question

Do you think that rapid economic growth in China will have a positive or negative impact on the United States? Explain your answer. (Answers will vary. Students should illustrate an understanding of the impact of an economically strong China on American business and industry.)
In the late 1990s, South Korea experienced a sharp economic downturn. The International Monetary Fund loaned South Korea $57 billion to help strengthen its financial institutions and industrial corporations. South Korea’s problems threatened to spread to Japan and other nations with major trade with and investments in South Korea. The international effects of South Korea’s economic downturn demonstrated how interdependent nations have become in today’s global economy.

**I. International Trade (pages 732–734)**

- **A.** The economic principle of comparative advantage says that each country should produce those goods it can make more efficiently and purchase those goods that other nations produce more efficiently; nations also trade to obtain goods and services that they cannot produce, and to create jobs.

- **B.** Governments limit or control international trade using barriers such as tariffs, quotas, non-tariff barriers, and embargoes; countries may also engage in unfair trade practices such as dumping.

- **C.** Economists look at a nation’s balance of trade—the measure of the entire flow of money in and out of a country—to measure a nation’s overall performance in the global economy.

**Discussion Question**

*Explain your position on unrestricted international trade.* (Answers will vary. See International Trade on text pages 732–734 for a discussion of pros and cons.)

**II. Trade Agreements (pages 734–735)**

- **A.** Over 100 nations have signed the General Agreement on Tariffs and Trade (GATT) since it was first enacted in 1947 in an effort to reduce trade barriers.

- **B.** In 1994 GATT was replaced by a regulatory body known as the World Trade Organization (WTO), which hears complaints brought to it by member countries and has the authority to penalize nations that violate the GATT treaty.
C. The European Union (EU), currently made up of 15 European nations, is the world’s most important economic group; the EU achieved monetary integration with the adoption of the euro in 2002.

D. In signing the North American Free Trade Agreement (NAFTA), the United States, Canada, and Mexico agreed to reduce and eventually end most trade restrictions among their nations.

Discussion Question

How do you think European political and economic unification will affect the United States? (Answers will vary. Some believe European unification will threaten U.S. world economic leadership.)

III. Trade Alternatives for the United States (pages 735–736)

A. A pure free-trade policy would mean that businesses in different nations could buy and sell goods with no tariffs or other limitations of any kind.

B. The goal of a fair trade policy is to create an orderly world market that does not give an unfair advantage to countries that use unfair business practices.

C. With managed trade, government intervenes in trade arrangements in order to achieve specific results.

D. Protectionism is the policy of using trade barriers to protect domestic industries from foreign competition and to prevent unrestricted trade.

Discussion Question

What challenges does globalization present to the American economy? (Answers may vary but should include: the American worker must now compete with a much larger labor pool; economic and political decisions are now more complicated.)