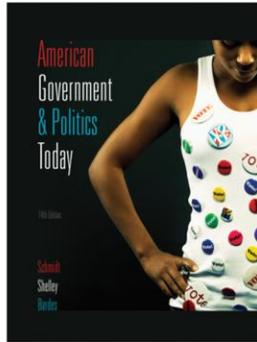


# ***American Government & Politics Today***

**14/e © 2009** by Schmidt et. al



*On the College Board's approved text list for AP\* US Government & Politics*

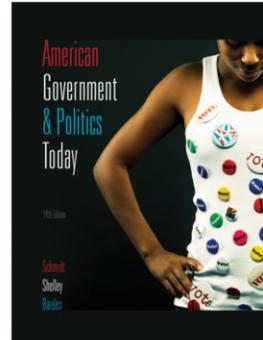
Welcome to Holt McDougal's AP *US Government* presentation of *American Government & Politics Today 14e* written by lead author Steffen Schmidt. The text is on the College Board's approved list for textbooks that meet the curricular requirements for the AP *US Government and Politics* course.

## ***American Government & Politics Today 14/e***

**An Outstanding Choice for AP\* U.S. Government!**

### **WHY?**

- Informed and active citizenship
- Balanced and unbiased political coverage
- Global and comparative view
- Current examples and excellent visuals to reinforce comprehension



**American Government & Politics Today 14/e by Schmidt is also an excellent choice for the AP US Govt course.**

The overriding theme of the book is the importance of informed and active citizenship. The authors emphasize the idea that Politics is not an abstract process but a very human enterprise.

The text provides balanced and unbiased coverage of the American political process and compares them to global political processes around the world for added perspective.

The text encourages students to get involved and think critically by providing current and relevant examples that they are familiar with, as well as excellent use of visuals to reinforce comprehension.

## NEW! Chapter 10 - Campaigning for Office

- Complete 2008 presidential election coverage

- Primary contests
- Convention Seating controversies
- Election results and analysis

- Expanded coverage includes:

- Women as candidates
- 2008 campaign finance reform
- Campaign staffing
- Spending limits



Ch. 10 - p. 344

New Content is provided with **Chapter 10 - Campaigning for Office** with increased coverage on the heels of the 2008 presidential election. This features:

Both sides of the 2008 primary contest  
Seating controversies at 2008 Democratic Convention  
Election results and analysis of the 2008 election outcomes

Expanded topic coverage includes:

Women as candidates for office  
2008 campaign finance reform  
Campaign staffing  
Spending limits

## Informed Active Citizenship

### *Making A Difference*

- Chapter opener encourages students to participate
- Relates abstract concepts to real-life examples
- Suggests *how* to get involved



Chapter opener encourages student participation, relates abstract concept to concrete examples, and suggests *how* to get involved

Making a Difference—These NEW chapter-opening features highlight how a group or individual has made a difference in navigating our political system. These engaging and relevant openers succinctly incorporate a literature review of key scholarship on the topic and offer a balance of positive and negative, modern and historical examples.

Examples include "Friends of the Court and Civil Liberties," about amicus curiae briefs (Chapter 4); "Using the Courts as a Strategy in the Fight for Civil Rights" (Chapter 5); and "Let's Put It to a Vote," concerning ballot efforts and the debate between representative and direct democracy (Chapter 9).

Page 346 for 527 groups

## Global and Comparative View

### *Beyond Our Borders*

- Discusses government issues such as globalization, foreign elections, citizenship, foreign lobbying, immigration etc.
- Incorporates critical analysis

### BEYOND OUR BORDERS

#### WHY DO OTHER NATIONS HAVE HIGHER TURNOUT?

Most nations in the world are now democracies. Some are very new and some are still unstable, but in every democracy the question of voting turnout is important. Some scholars speculated that voting is a matter of habit, because those countries, like the democracies of Western Europe, that had the most experience with democratic practice, would naturally have greater voting turnout. Turnout data from the United States would suggest that countries in which citizens are literate and better-off economically would have higher turnout. Australia and Belgium, which both have strictly enforced compulsory voting laws, do have turnout above 80 percent of the voting-age population.

However, the data in Table 9-2 show that high turnout is not restricted to nations with compulsory voting or with highly educated populations. The abbreviated table, which shows a sample of the data from the Institute for Democracy and Electoral Assistance (IDEA), lists Italy

at the top of the list of democracies, followed by Iceland, New Zealand, South Africa, Austria, Belgium, Netherlands, Australia, and Denmark. While many of the nations at the head of the list are European, South Africa certainly is not. Most Central and South American countries have higher turnout than the United States, with Venezuela and Bolivia at 72 percent. The Philippines, Japan, Yugoslavia, and Canada have turnout just under 70 percent. Voting turnout in the United States lags behind 138 nations, at 60.3 percent average turnout for national elections. The only other advanced democracy near the United States is Switzerland at 69.3 percent.

To understand why some nations have such high turnout as compared with others, IDEA looked at voting systems, compulsory voting laws, literacy and other indicators of development, and competitiveness of elections as factors impacting turnout. Their results indicate that literacy and other development factors do increase turnout, but national wealth does not in any systematic way. Proportional voting systems where the results of the election more closely mirror the proportion of votes cast for each party seem to improve turnout, but the factor that seems to be most important across all nations is competitiveness of elections. Voting turnout is considerably greater in nations where the elections are closely fought. "The competitiveness of the 2004 election in the United States following on the contested election of 2000 may well have been a contributing factor."

#### FOR CRITICAL ANALYSIS

1. Why do you think the United States' turnout is so poor?
2. Would compulsory voting change election outcomes in the United States?
3. Would uniform voting and election laws across the United States help increase turnout?

\*The Institute for Democracy and Electoral Assistance (IDEA), "What Affects Turnout?," [www.idea.int/](http://www.idea.int/).



IN NOVEMBER of 2007, Kenyans turned out to vote in the presidential election. The turnout exceeded more than a mile through this school courtyard in Nairobi.

Example is page 330.

Beyond Our Borders is a feature appearing in nearly every chapter that compares government issues in the US to the rest of the world with critical analysis questions for discussion and critical thinking. Topics include globalization, the war on terrorism, immigration, or a related comparative government that is relevant to the chapter.

New boxes include "What Makes a Constitution?" (Chapter 2); "Flexible Federalism (Chapter 3); Why Do Other Nations Have Higher [Voter] Turnout?" (Chapter 9); and "How Many Heads of Government Are Needed?" (Chapter 13).

Page 85 in previous 13<sup>th</sup> edition

## Current Examples

### You Can Make a Difference

- Chapter ending feature encourages student interaction with the political system
- Shows students:
  - What they can do to become politically involved
  - Why they should care enough to do so.

### You can make a *difference*

#### STUDENTS ON THE CAMPAIGN TRAIL

The U.S. Congress has 535 members, other elected officials across the nation include more than 7,000 state legislators, 53 governors, attorneys general, treasurers, and secretaries of state, and thousands of mayors and city council members. None of these leaders could run political campaigns without the volunteer efforts of students. What do you believe in? Some students view campaign work as a civic duty. **Careers and candidates** across the country benefit from a **strong** and vibrant.

#### WHY SHOULD YOU CARE?

The 2008 presidential race sparked interest in many young voters. In the 2008 to 2012 year, 18% of 18- to 24-year-olds followed the campaign closely, according to a Harvard University survey. With the promise of change coming from all candidates in this presidential race, young voters seemed to be inspired to get involved. According to the U.S. Census Bureau, youth voter turnout jumped from 40 percent in the 2000 election to 48 percent in 2004, by far the largest increase of any age group.

Knocking on doors and making phone calls may not be glamorous work, but these experiences can provide a glimpse into a community that you might not get even by living in the neighborhood. You can talk to people face-to-face about issues that are important to them. Many students find that college is the perfect time to work for a candidate or issue, when bedtime school schedules and homework lend themselves to the time necessary to devote to a campaign.

You hear much discussion in the media concerning the youth vote but rarely find the opportunity for young people to speak for themselves concerning issues of the day. When you are volunteering for a campaign, opportunities to meet candidates, attend rallies, and engage in debate allow you to voice your opinion firsthand in the context of our political system. Opinions can be shared with young volunteers within the same campaign affiliation, with some motivated by economic policy and fiscal issues and others by social issues.

#### WHAT CAN YOU DO?

Most people envision presidential races as the first congressional campaign volunteer work. **Local** elections or **other** **state** **and** **local** **ballot** **measures** in your own community include some form of a campaign. How do you decide which campaign is right

for you? Take into consideration how much time you can devote to the work, how close to home you want to stay, and how much responsibility you are willing to take on.

Campaign work can have many forms: for daytime volunteers, you might help with fundraising, weekend canvassing door-to-door, or getting people out to vote an election day approaches. You might work for one of the party organizations like the Democratic National Committee or the Republican National Committee, or join a campus branch of College Democrats or College Republicans. These clubs look for candidates to address students, hold voter registration drives, volunteer at local political events, and work phone banks for candidates and issues. You might also volunteer for an independent political entity, like an issue-oriented nonprofit group or a 527 organization, advocating for candidates and voter mobilization.

Political campaigns offer many opportunities to develop a wide range of skills in a very fast-paced and exciting environment. You get a first-hand look at the electoral process, the work can be gratifying but rarely boring. Satisfaction comes from working for a candidate or cause that you respect and support and knowing that your individual efforts can make a difference.

For further information on volunteering for political campaigns, please contact one of the following organizations:

The Democratic National Committee  
400 S. Capitol St. SE  
Washington, D.C. 20003  
202-363-8000  
[www.democrats.org](http://www.democrats.org)



### Page 373 – You can Make a Difference

The text further encourages student interaction with the political system by ending each chapter with features titled You Can Make a Difference, which show students not only what they can do to become politically involved, but also why they should care enough to do so.

## Current Examples

### e - mocracy

- Chapter closing feature that discusses politics and the Internet
- Suggests web site links and internet activities related to the chapter topics



Today's voters have a significant advantage over those in past decades. It is now possible to obtain extensive information about candidates and issues simply by going online. Some sites present push-counterpoint articles about the candidates or issues in an upcoming election. Other sites support some candidates and positions and oppose others. The candidates all have Web sites that you can visit if you want to learn more about them and their positions. You can also obtain information online about election results by going to sites such as those listed in the Logging On section. While the Internet has proved to be a valuable vehicle for communicating information about elections, it is not clear whether it will be used for actual voting in national elections at some future time. Although Internet voting seems like a great idea, it also raises many concerns, particularly about security.

**LOGGING ON**

- For detailed information about current campaign-financing laws and for the latest blog of finance reports, see the site maintained by the Federal Election Commission at [www.fec.gov](http://www.fec.gov).
- To find detailed reports on where campaign money comes from and how it is spent, see one of the sites maintained by the Center for Responsive Politics at [www.opensecrets.org](http://www.opensecrets.org).
- Another Web site for investigating voting records and campaign financing information is that of Project Vote Smart. Go to [www.vote-smart.org](http://www.vote-smart.org).

**ONLINE REVIEW**

At [www.mcgraw-hill.com/education/subjects/politics](mailto:www.mcgraw-hill.com/education/subjects/politics), you will find a Tutorial Quiz for this chapter providing questions on the chapter content, including the features. The questions are organized to match the major sections of the chapter. You'll have access to other helpful study tools, including the book's glossary and flashcards, crossword puzzles, and Web links, as well as "SPiCh Side Are You On?" and "Politics and . . ." features written by the authors of the book.

End of Chapter 10:

E-mocracy—A chapter-closing feature that discusses politics and the Internet and suggests Web sites and Internet activities related to the chapter's topics. Online exercises show students how to access and analyze political information.

Examples:

“The Internet and Our Constitution”

“Understanding Your Civil Liberties”

“Online Polling and Poll Data”

“Attacking Government Computer Systems”

## Program Support

- **Student Study Guide:** Includes a Chapter Summary, Key Terms, and a Practice Exam for every chapter of the book.
- **Handbook of Selected Legislation; Handbook of Selected Court Cases:** Highlights critical legislation and over 30 Supreme Court cases (Intro, Summary, Excerpts, Decision)
- **Power Lecture DVD with Exam View Testing:** Multimedia teacher resource includes the Instructor's Manual; Test Bank, Power Point slides, resource integration guide, and Exam View testing software
- **Political Theatre DVD:** includes video and audio clips drawn from key American political events and watershed moments from the last 75 years

**Study Guide**, ISBN-10: 0495568767 | ISBN-13: 9780495568766

The Study Guide includes a Chapter Summary, Key Terms, and a Practice Exam for every chapter of the book.

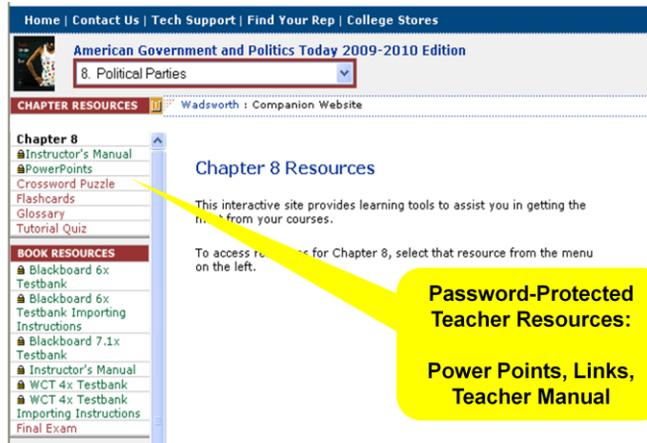
**Handbook of Selected Court Cases, 4<sup>th</sup>**, ISBN-10: 0495127744 | ISBN-13: 9780495127741 This handbook includes more than 30 Supreme Court cases. Court Cases: Intro, Summary, Excerpts, Decision

**PowerLecture DVD-ROM with ExamView**, ISBN-10: 0495568759 | ISBN-13: 9780495568759

This one- stop lecture and class preparation tool makes it easy for you to assemble, edit, publish, and present custom lectures for your class. It includes PowerPoint® Lectures, text images, a resource integration guide, an electronic instructor's manual and test bank, and ExamView testing software.

**Political Theatre (DVD)**, ISBN-10: 0495187356 | ISBN-13: 9780495187356 The Political Theatre DVD includes video and audio clips drawn from key political events from the last 75 years, allowing your students to experience watershed moments in American politics such as presidential speeches, campaign ads, debates, news reports, national convention coverage, demonstrations, and speeches by civil rights leaders. Rather than just talking about these events, students can experience them first-hand, thereby enhancing their understanding of the significance of these events.

## e-Resources: [www.holtmcdougal.com](http://www.holtmcdougal.com)



The screenshot shows the Holt McDougal website interface. At the top, there is a navigation bar with links for Home, Contact Us, Tech Support, Find Your Rep, and College Stores. Below this is a header for the textbook 'American Government and Politics Today 2009-2010 Edition' with a dropdown menu set to '8. Political Parties'. The main content area is titled 'CHAPTER RESOURCES' and 'Wadsworth : Companion Website'. On the left, there is a sidebar menu for 'Chapter 8' with options: Instructor's Manual, PowerPoints, Crossword Puzzle, Flashcards, Glossary, Tutorial Quiz, and a 'BOOK RESOURCES' section containing Blackboard 6x Testbank, Blackboard 6x Testbank Importing Instructions, Blackboard 7.1x Testbank, Instructor's Manual, WCT 4x Testbank, WCT 4x Testbank Importing Instructions, and Final Exam. The main content area is titled 'Chapter 8 Resources' and contains text: 'This interactive site provides learning tools to assist you in getting the most from your courses.' and 'To access resources for Chapter 8, select that resource from the menu on the left.' A yellow callout box points to the 'PowerPoints' link in the sidebar menu.

**Password-Protected Teacher Resources:**  
Power Points, Links, Teacher Manual

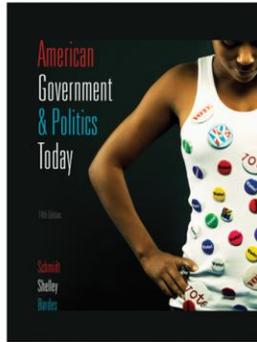
**For Students:** crossword puzzles, flashcards, glossary, tutorial quizzes, and web links

A Textbook Companion Web Site is also available that offers a variety of e-resources at [holtmcdougal.com](http://holtmcdougal.com). Password-protected tools for teachers include an electronic teacher's manual and Power Points for each chapter.

Students can access Chapter Specific Resources such as Crossword puzzles, Flashcards, Glossary, Tutorial Quizzes, Internet Activities, and Web Links.

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