Instructor Manual

Bardes, American Politics and Government Today, The Essentials, 9780357458440; Chapter 1 The Democratic Republic

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# Purpose and Perspective of the Chapter

Politics is the process by which people decide which members of society receive certain benefits or privileges and which members do not. It is the struggle over power or influence within institutions or organizations that can grant benefits or privileges. Government is an institution within which decisions are made that resolve conflicts and allocate benefits and privileges. It is the predominant institution within society because it has the ultimate decision-making authority.

Two fundamental political values are order, which includes security against violence, and liberty, the greatest freedom of the individual consistent with the freedom of other individuals. To be effective, government authority must be backed by legitimacy. Many of our terms for describing forms of government came from the ancient Greeks. In a direct democracy, such as in ancient Athens, the people themselves make the important political decisions. The United States is a democratic republic, also called a representative democracy, in which the people elect representatives to make the decisions. Some states provide a modern interpretation of direct democracy for their citizens. In these states, representative democracy is supplemented by initiative and/or referendum. An initiative is the process by which voters can directly propose a law or constitutional amendment. In a referendum, a law or constitutional amendment is proposed by the legislature and referred to the voters for ballot approval or disapproval. In addition, some states provide for a recall process where citizens may vote to remove an elected official before the end of his or her elected term.

Theories of American democracy include majoritarianism, in which the government does what the majority wants; elite theory, in which the real power lies with one or more elite groups; and pluralism, in which organized interest groups contend for power. Fundamental American values include liberty and order, but also equality, and property rights. Not all of these values are fully compatible. The value of order often competes with civil liberties, and economic equality competes with property rights. Popular political ideologies can be arrayed from left (socialism, then liberalism) to right (conservative, then libertarianism). We can also construct and analyze the political ideologies of liberalism, conservativism, and libertarianism along a four-cornered ideological grid that takes into account four possible ideologies that separately incorporates the values of cultural order, cultural liberty, economic equality, and economic liberty.

Although conservatism and liberalism remain popular, voters are more likely to describe themselves as conservative rather than liberal. The conservative movement has been successful in assigning a pejorative connotation to the term liberal in recent decades. As a result, many liberal politicians prefer to describe themselves as a progressive instead. The term *progressive* dates back to the years before World War I, when it was used to describe advocates of reform in both major parties.

The demographic face of America is changing as citizens age and become more diverse. Like other economically advanced nations, the U.S. birthrate is falling and citizens are living longer. Today, 15 percent of the U.S. population is 65 or older and that number is expected to rise significantly by 2050. Many economically advanced nations will have smaller populations in 2050 than they do today. The United States, however, will continue to grow during these years, mostly because of immigration rather than an increasing fertility rate. By 2018, the total fertility rate in the United States had fallen to 1.72, although the Census Bureau expected the rate would go back up again as economic conditions improved, but that has not happened.

In addition, there is a change in the ethnic composition of America’s citizenry. Latinos now are the largest minority group in the nation. The percentage of the population that identify as Latino and Asian is expected to continue to rise in the coming years. By 2050, non-Hispanic whites will no longer be a majority of the U.S. population at the current rate of change. Separating Hispanic out as a separate racial group may be misleading. This is because a majority of Hispanics self-identify as white. If one adds the “white” Hispanics together with non-Hispanic whites, the white total for the 2050 population becomes about 70 percent, with no sign it will fall as low as 50 percent. The political implications of these above demographic changes in a post-Trump Republican Party could have profound effects in states with heavy Hispanic populations.

Statistics about various social and economic trends show that the nation is in some ways better off than we were in the recent past; while, other suggest we are not. For example, the nation as a whole is richer today than it ever has been. Not everyone has benefited from this increased wealth. For example, from 1979 to 2015, weekly earnings, corrected for inflation, rose only 3 percent for the median worker. In contrast, between 1980 and 2014, the income of the top 1 percent of earners, corrected for inflation, rose by 204 percent.

In terms of social indicators, the murder rate has decreased significantly from 10.2 per 100,000 persons in 1980 to 5.0 in 2018. Divorce rates and births to teenagers have also dropped significantly since the early 1980s and early 1990s, respectively. On the other hand, death rates for working-class white Americans, in contrast to death rates among African Americans and Latinos, are actually rising. Death rates for all groups of middle-aged whites are, except whites with a college degree, are also rising. The effect was large enough to reduce life expectancy for the entire nation beginning in 2015. The extra deaths are largely due to drugs, alcohol, and suicide with addiction to prescription opioids and to heroin becoming a massive national problem.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Political Science Guide to Teaching Online
  + A guide with technology and pedagogy tips for teaching your course online
* The Cengage Political Science Blog: <https://blog.cengage.com/tag/political-science/>
  + A source of discovery and connection to a community of instructors sharing teaching tips, class activities, timely discussion ideas, and more
* American Government YouTube Playlist: https://www.youtube.com/channel/UCcFM0VUmi-f8BvRMaiWae4g
  + A selection of videos for customizing your learning path
* MindTap Educator Guide:
  + A detailed list of the assets in your MindTap course
* Transition Guide
  + Highlights content changes and updates in the new edition of the textbook and courseware design
* Standard Writing Rubric
  + A customizable rubric for evaluating students’ written work, for use as both a grading tool and a student-facing document for setting expectations.
* Standard Discussion Rubric
  + A customizable rubric for evaluating students’ discussion contributions, for use as both a grading tool and a student-facing document for setting expectations.
* MindTap Performance Reports Instructor Guide for American Government
  + A guide for making the most of the new performance reports functionality within MindTap.

## List of Student Downloads

Students should download the following items from the Student Companion Center to complete the activities and assignments related to this chapter:

* The Declaration of Independence
* The Constitution of the United States
* The Federalist Paper No. 10
* The Federalist Paper No. 51
* The Federalist Paper No. 78

# Chapter Objectives

The following objectives are addressed in this chapter:

LO 1.1 Define the terms *politics*, *government*, *order*, *liberty*, *authority,* and *legitimacy*.

LO 1.2 Distinguish between the major features of direct democracy and representative democracy, and describe majoritarianism, elite theory, and pluralism.

LO 1.3 Summarize the conflicts that can occur between the values of liberty and order, and between those of liberty and equality.

LO 1.4 Discuss conservatism, liberalism, and other popular American ideological positions.

LO 1.5 Explain how a changing American population and other social trends may affect the future of our nation.

# Complete List of Chapter Activities and Assessments

For additional guidance refer to the Teaching Online Guide.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration | Texas State Standards for GOVT 2305 SLO |
| 1.1 | [4-5] | MindTap WDM\_ Government Poll Question: Should the primary purpose of government be to provide social order or to provide for the social order? | 15 minutes | Explain the origin and development of constitutional democracy in the United States. |
| 1.1 | [4-5] | End of Chapter Quiz, Questions 1-2 | 6 minutes | Explain the origin and development of constitutional democracy in the United States. |
| 1.2 | [7-12] | End of Chapter Quiz, Questions 3-4 | 6 minutes | Explain the origin and development of constitutional democracy in the United States. |
| 1.3 | [14-16] | MindTap WDM\_Political Culture Government Poll Question: Should the United States implement a mandatory national service program? | 15 minutes | Analyze issues and policies in U.S. politics. |
| 1.3 | [14-16] | End of Chapter Quiz, Questions, 5-6 | 6 minutes | Explain the origin and development of constitutional democracy in the United States. |
| 1.4 | [18-21] | End of Chapter Quiz, Questions 7-8 | 6 minutes | Explain the origin and development of constitutional democracy in the United States. |
| 1.5 | [23-26] | End of Chapter Quiz, Questions 9-10 | 6 minutes | Explain the origin and development of constitutional democracy in the United States. |
| 1.2-1.3 | [7-16] | End of Chapter Quiz, Essay Question 1 | 20 minutes | Explain the origin and development of constitutional democracy in the United States. |
| 1.3 | [14-16] | End of Chapter Quiz, Essay Question 2 | 20 minutes | Explain the origin and development of constitutional democracy in the United States. |

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# Key Terms

**Authoritarianism**: A type of regime in which only the government itself is fully controlled by the ruler. Social and economic institutions exist that are not under the government’s control.

**Authority**: The right and power of a government or other entity to enforce its decisions.

**Bill of Rights**: The first ten amendments to the U.S. Constitution.

**Capitalism**: An economic system characterized by the private ownership of wealth-creating assets, free markets, and freedom of contract.

**Civil Liberties**: Those personal freedoms, including freedom of religion and freedom of speech, that are protected for all individuals. Civil liberties set forth restrain the government from taking certain actions against individuals.

**Conservatism**: A set of beliefs that includes a limited role for the national government in helping individuals, support for traditional ideals and life choices, and a cautious response to change.

**Conservative Movement**: An American movement in the 1950s that provided a comprehensive ideological framework for conservative politics.

**Democracy**: A system of government in which political authority is vested in the people. The term is derived from the Greek words *demos* (“the people”) and *kratos* (“authority”).

**Democratic Republic**: A republic in which representatives elected by the people make and enforce laws and policies; may retain the monarchy in a ceremonial role.

**Direct Democracy**: A system of government in which political decisions are made by the people directly, rather than by their elected representatives; probably attained most easily in small political communities.

**Elite Theory**: A perspective holding that society is ruled by a small number of people who hold the ultimate power to further their self-interests.

**Equality**: As a political value, the idea that all people are of equal worth.

**Government**: The preeminent institution within society in which decisions are made that resolve conflicts and allocate benefits and privileges. It is unique because it has the ultimate authority for making these decisions.

**Hispanic**: A term used by the federal government to describe someone who can claim a heritage from a Spanish speaking country.

**Ideology**: A comprehensive set of beliefs about the nature of people and about the role of an institution or government.

**Initiative**: A procedure by which voters can petition to vote on a law or a constitutional amendment.

**Institution**: An ongoing organization that performs certain functions for society.

**Latino**: An alternate word for *Hispanic*, now more widely used. The feminine is *Latina*.

**Legislature**: A governmental body primarily responsible for the making of laws.

**Legitimacy**: Popular acceptance of the right and power of a government or other entity to exercise authority.

**Liberalism**: A set of beliefs that includes the advocacy of positive government action to improve the welfare of individuals, support for civil rights, and tolerance for political and social change.

**Libertarianism**: A political ideology based on skepticism or opposition toward most government activities.

**Liberty**: The greatest freedom of the individual that is consistent with the freedom of other individuals in the society.

**Limited Government**: A government with powers that are limited either through a written document or through widely shared beliefs.

**Majoritarianism**: A political theory holding that, in a democracy, the government ought to do what the majority of the people want.

**Majority Rule**: A basic principle of democracy asserting that the greatest number of citizens in any political unit should select officials and determine policies.

**Order**: A state of peace and security. Maintaining order by protecting members of society from violence and criminal activity is one of the oldest purposes of government.

**Pluralism**: A theory that views politics as a conflict among interest groups. Political decision-making is characterized by compromise and accommodation.

**Political Culture**: A patterned set of ideas, values, and ways of thinking about government and politics that characterize a people.

**Political Socialization**: The process by which political beliefs and values are transmitted to new immigrants and to our children. The family and the educational system are the most important sources of the political socialization process.

**Politics**: The process of resolving conflicts and deciding “who gets what, when, and how.” More specifically, politics is the struggle over power or influence within organizations or informal groups that can grant benefits or privileges.

**Popular Sovereignty**: The concept that ultimate political authority is based on the will of the people.

**Progressive**: A popular alternative to the term *liberal*.

**Property**: Anything that is or may be subject to ownership. As conceived by the political philosopher John Locke, the right to property is a natural right superior to human law (laws made by government).

**Recall**: A procedure allowing the people to vote to dismiss an elected official from state office before his or her term has expired.

**Referendum**: An electoral device whereby legislative or constitutional measures are referred by the legislature to the voters for approval or disapproval.

**Representative Democracy**: A form of government in which representatives elected by the people make and enforce laws and policies; may retain the monarchy in a ceremonial role.

**Republic**: A form of government in which sovereign power rests with the people, rather than with a king or a monarch.

**Socialism**: A political ideology based on strong support for economic and social equality. Socialists traditionally envisioned a society in which major businesses were taken over by the government or by employee cooperatives.

**Total Fertility Rate**: A statistic that measures the average number of children that women in a given group are expected to have over the course of a lifetime.

**Totalitarian Regime**: A form of government that controls all aspects of the political, social, and economic life of a nation.

**Universal Suffrage**: The right of all adults to vote for their government representatives.

**Working Class:** Traditionally, individuals or families in which the head of the household was employed in manual or unskilled labor. Currently, often defined as those with no more than a high school diploma.

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# What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Discussion and explanation of how a demographically and ethnically changing American population and other social and economic trends may affect the future of the nation.

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# Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. “CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center); and, as applicable for each discipline, accreditation or certification standards (“BL 1.3.3”). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter1. (PPT Slides 1-3).*

This chapter defines several of the most fundamental concepts, processes, and structures of politics and government including politics, government, order, liberty, authority, and legitimacy. In addition, the chapter reviews and classifies different types of government according to which person or groups control society through the government. The chapter also summarizes the conflicts that can occur between different values of our political culture, for example, the conflict between liberty and order, and between liberty and equality. Furthermore, the chapter analyzes the political ideologies of conservatism, liberalism, and other ideological positions in American society such as socialism and libertarianism. Finally, the chapter explains how the demographically changing American population and other social trends may affect political, economic, and social conditions in the nation’s future.

I. Introduction (CH. 1 [PPT Slides #3])

II. Politics and Government (CH.1-1, [PPT Slides #4-5])

* 1. Government is Everywhere
  2. Why is Government Necessary?
  3. **MindTap WDM\_Government Poll Question: 15 minutes total.** This learning content and poll question ask the students to assess content and decide whether the primary purpose of government should be to provide social order or to provide for the general welfare of its citizens.

Now that you have looked at different purposes of government, what do you think is the more important one?

* Governments’ primary purpose is to maintain social order.
* Governments’ primary purpose is to provide for the general welfare of its citizens.
* I don’t know.
  1. Limiting Government Power
  2. Authority and Legitimacy

III. Democracy and Other Forms of Government (CH. 1-2, [PPT Slides#7-12])

a. Types of Government

b. Direct Democracy as a Model

c. The Dangers of Direct Democracy

d. A Democratic Republic

e. What Kind of Democracy Do We Have?

IV. Fundamental Values (CH. 1-3 [PPT Slides#14-16])

a. Liberty Versus Order

b. **MindTap WDM\_Political Culture Government Poll Question: 15 minutes total.** This learning content and poll question asks students to evaluate content to resolve a conflict between the value of liberty and the value of social order in the context of a mandatory national service policy proposal.

* + - Should the United States implement a mandatory national service program?

c. Liberty Versus Equality

d. The Proper Role and Size of Government

V. Political Ideologies

a. Conservatism

b. Liberalism

c. The Traditional Political Spectrum

d Problems With the Traditional Political Spectrum

e. One Nation, Divided

VI. The Changing Face of America

a. The End of the Population Explosion

b. Ethnic Change in America

c. Are We Better Off?

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# Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class; as content for creating in-class polls using online polling tools or the MindTap mobile application or as a partner or group activity in class. Refer to the Guide to Teaching Online for additional instructional strategies and tools for using these questions in class.

1. Discussion: The Democratic Republic (pp.3-6, CH 1-1, PPT Slide #4-5) Duration 10 minutes.
   1. Protection from the violence of domestic criminals, terrorists, and foreign armies is a key responsibility for governments preserving order and security in a nation. Citizens, however, also need protection from abuses of power by their own government. To protect the liberties of the people, and sustain a government’s legitimacy it is sometimes necessary to limit the powers of government.
   2. Should the U.S. government enact laws to provide greater protection for individual liberties from government’s efforts to preserve and sustain social order?
      1. Answer: Citizens need protection from abuses of power of their own government. During periods of social and economic stress, it is sometimes necessary to limit the powers of government. Government actions designed to preserve the social order such as anti-terrorism laws may restrict liberty to such an extent that it raises questions of legitimacy.

II. Discussion: The Democratic Republic (pp. 6-8, CH. 1-2, PPT Slide #7-12) Duration 10 minutes

a. Direct democracy is a system of government in which political decisions are made by the people directly rather than their elected representatives. The framers of the U.S. Constitution were opposed to the direct democracy model because they considered democracy to be dangerous and a source of instability. Nevertheless, some states provide a modern interpretation of direct democracy for their citizens. In these states, representative democracy is supplemented by initiative and/or referendum. An initiative is the process by which voters can directly propose a law or constitutional amendment. In a referendum, a law or constitutional amendment is proposed by the legislature and referred to the voters for ballot approval or disapproval. In addition, some states provide for a recall process where citizens may vote to remove an elected official before the end of his or her elected term.

b. Should the major political decisions about public policy made methods of direct democracy?

i. Answer: Direct democracy is probably attained most easily in small political communities such as villages or small towns. The size and complexity of our federal government, our state governments, and most municipal governments tend to make direct democracy unworkable and unwieldly. Direct democracy methods may also subordinate minority rights to the tyranny of the majority. However, the initiative and referendum process may be useful in states where legislation has been defeated by powerful economic interests, despite majority support for its enactment.

III. Discussion: The Democratic Republic (pp. 13-15, CH 1-3, PPT Slide #14-16) Duration 10 minutes

a. Americans have starkly different viewpoints on the definition of equality and its extension into the realm of equality of economic status, these value differences about liberty and equality, for example. Nevertheless, Americans have a wide diversity of needs and interests that they often look to government to intervene in, despite, for example, the professed in traditional small-government by conservatives. While government efforts involving the transfer of property (usually in the form of tax dollars) from wealthier people to poorer people caused some people to perceive these efforts as attacks on their economic liberty, as liberty and property are closely related for these people. However, if a group of people benefits from a large government program, then both the rhetorical and actual opposition to such examples of “big government” abates or disappears altogether. However, if a defined group of people believes a specific government program is mainly benefitting an unworthy and disfavored political group, opponents will employ the political rhetoric of big government and assert threats to economic liberty to attack this government program.

b. What limitations should be placed on the size and scope of a government wealth transfer program that aims to reduce economic inequality and promote fairness in society?

i. Answer: The answer to this question should include a discussion of who precisely benefits from any transfer of property, such as tax dollars, in a particular program. The size of a government wealth transfer program is less material to this question than determining who benefits from such a program. For example, advocates of the Tea Party, a small government, conservative movement during the Obama administration, supported government programs such as Medicare and Social Security that benefited older voters, many of whom were white. However, they did oppose government programs such as Obamacare that were perceived as helping poorer Americans and minority group members. Consequently, the answer should focus less on the ideological view of the role of government than on answering the question of who benefits from a particular government program.

IV Discussion: The Democratic Republic: (pp. 18-21, CH. 1-4, PPT Slide #18-21) Duration 10 minutes

a. Historically, the ideology of conservatism did not dominate the Republican Party the way it does today. Forty years ago, the Republican Party contained a liberal wing that was numerous in the northeastern states. Thirty years ago, some of the staunchest conservatives were southern Democrats. Similarly, forty years ago liberalism was less closely linked to the Democrats. In recent decades, however, liberal Republicans have all but disappeared. Some Americans continue to describe themselves as conservative Democrats, but almost none of them serve as U.S. Representatives or U.S Senators. The Republican and Democratic parties no longer exhibit any ideological overlap, as progressives and conservatives have sorted themselves into opposing political parties.

b. What has been the contemporary political result of the ideological realignment of the Democrats and Republicans in recent decades?

i. Answer: The answer should focus on the unprecedented partisanship and polarization of the parties. particularly as reflected in Congress. There should be a discussion of the almost complete inability of Republicans and Democrats in Congress to agree on legislation. Most of the major Democratic initiatives in 2009 and 2010, such as Obamacare, passed with no Republican votes at all. After the 2010 elections, when the Republicans took control of the House, this political polarization resulted in legislative gridlock. One surprise to some political observers is that even after Republicans took full control of Congress and the presidency in the 2016 elections, Republicans still had difficulty enacting legislation. For example, the GOP-promised repeal of Obamacare failed by a single vote in the U.S. Senate.

V. Discussion: The Democratic Republic: pp. 22-23, CH. 1-5, PPT Slide #23-26) Duration 10 minutes

a. In recent decades, the number of Latino or Hispanic Americans has grown substantially. By 2030, 21 percent of all Americans are expected to be Hispanic, growing to over 25 percent in 2050. Currently, Latinos are now the largest minority group in the nation. Many new immigrants are Latino and this also serves to increase the Hispanic population in the United States. Of the four largest groups of Latinos, Mexican Americans are largest at 62 percent of all Latinos. Puerto Ricans, all of whom are U.S. citizens, are 10 percent of the total. Cubans make up 4 percent, and Salvadorans 4 percent as well. Latinos also have a higher fertility rate than white Americans or African Americans, at 1.96 children per woman compared with 1.79 for African Americans and 1.64 children per woman for whites.

Nevertheless, a majority of Hispanics self-identify as white. If one these people together with non-Hispanic whites, the white total for the 2050 U.S. population becomes about 70 percent, with no indication it will ever fall as low as 50 percent. The non-Hispanic white population contains many groups that were previously perceived as different from the majority, for example, Italians and Jews. In time, it is possible that Americans could perceive these white Hispanics similarly as these earlier “white” ethnic groups.

b. What will be the political implications for the Democrats and the Republicans if future Americans simply consider Hispanics to be “white”?

i. Answer: If future Americans were to consider many Hispanics simply to be “white,” it might offer Republicans the opportunity to capture and keep conservative and moderate Hispanics in states such as Texas, Arizona, New Mexico, Arizona, and Florida. However, if the Republican Party continues to advocate the restrictive immigration and nativist policies of President Trump after he leaves offices, even fairly conservative Hispanics may be reluctant to vote for the GOP.

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# Suggested Usage for Lab Activities

1. Procedure LO 1.1: MindTap WDM\_Government Poll Question.: Should the primary purpose of government be to provide social order or to provide for the general welfare of its citizens? Duration 15 minutes.
   1. Divide the class into small groups of 3 or 4 students.
   2. Have students read and discuss the left side learning content about government purposes in maintaining social order and providing for social order.
   3. Ask students in each group to develop a consensus answer in each group to this poll question.

2. Procedure LO 1.2 MindTap WDM\_Political Culture Government Poll: Should the United States implement a mandatory national service program? Duration 15 minutes.

a. Have students read individually the left side learning content about national service programs in the United States and in other countries in the world.

b. Ask students to answer individually the poll question about developing a mandatory national service program in the United States.

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# Additional Resources

## Cengage Video Resources

* **Cengage YouTube channel:**<https://www.youtube.com/channel/UCcFM0VUmi-f8BvRMaiWae4g>

## External Videos or Playlist

* *American Feud: A History of Conservatives and Liberals*
* *The Other Side of Immigration*

## Internet Resources

* To find out conservative politics in the United States, try [www.facebook.com/nationalreview](http://www.facebook.com/nationalreview).
* To learn about liberal politics, visit [twitter.com/thenation](file:///C:\Users\JGOLDINGS\Desktop\twitter.com\thenation).
* To learn about political science as a profession, try visiting the site of the American Political Science Association at [www.apsanet.org](http://www.apsanet.org).

## Suggestions for Additional Reading and Primary Sources

* The Declaration of Independence
* The Constitution of the United States

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# Appendix

## Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubric templates as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

## Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

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## Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.  3 points | Does not participate in discussion.  0 points |

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