Instructor Manual

Wilson, *American Government: Institutions and Policies* 17e, Core ISBN; Chapter 1: The Study of American Government

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# Purpose and Perspective of the Chapter

The purpose of this chapter is to introduce the study of American government, explore the ways in which observers have studied and explained American politics, and examine the ways in which politics are demonstrated in society.

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 appendices from the Student Companion Center to complete the activities and assignments related to this course:

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

# Chapter Objectives

The following objectives are addressed in this chapter:

LO 1-1: Explain how politics drives democracy.

LO 1-2: Discuss five views of how political power is distributed in the United States.

LO: 1-3: Explain why “who governs?” and “to what ends?” are fundamental questions in American politics.

LO 1-4: Summarize the key concepts for classifying the politics of different policy issues.

# Complete List of Chapter Activities and Assessments

For additional guidance refer to the Guide to Teaching Online.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration | Texas Standards for GOVT 2305 |
| 1-1 | 6 | MindTap: Why Does Government Matter to Me? | 10 min | 2. Demonstrate knowledge of the federal system |
| 1-1 |  | MindTap Case Study: What is Government For? | 10 min | 2. Demonstrate knowledge of the federal system |
| 1-2 | 9 | Activity: Small Group Discussion: Define Politics and PowerStudents will describe their own definitions of politics and power and then compare those initial perceptions to the definitions given in the text  | 8-10 min | 8. Analyze issues and policies in U.S. politics. |
| 1-3 | 12-15 | Activity: Large Group Discussion: Make Your Own Political AgendaStudents will describe the political issue most important to them. Compiling their responses in a word cloud, students will then discuss their political agenda and the factors that influenced their choices.  | 15 min | 8. Analyze issues and policies in U.S. politics. |
| 1-3 | 6 | MindTap Learn It without Video: The Purpose of Politics and GovernmentStudents will explore the basic functions of government and the perspectives that influenced the construct of American government and politics.  | 8 min | 2. Demonstrate knowledge of the federal system |
| 1-4 | 10 | Activity: Small Group: How Should the Federal Government Act? Should the federal government do more to ensure protests are peaceful? Should the federal government take on more responsibility to prevent public health crises, such as the COVID-19 pandemic?In small groups, students will discuss how the federal government should respond when there are protests and how the government should respond to the COVID-19 pandemic.  | 10 min | 8. Analyze issues and policies in U.S. politics. |
| 1-4 | 20 | MindTap Reconsider the Issue: The Government | 10 min | 8. Analyze issues and policies in U.S. politics. |

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# Key Terms

**Issue:** A conflict, real or apparent, between the interests, ideas, or beliefs of different citizens.

**Politics:** The activity by which an issue is agitated or settled

**Power:** The ability of one person to get another person to act in accordance with the first person’s intentions.

**Legitimacy:** Political authority conferred by law or by a state or national constitution.

**Democracy:** The rule of the many.

**Direct or Participatory democracy:** A government in which all or most citizens participate directly.

**Representative democracy:** A government in which leaders make decisions by winning a competitive struggle for the popular vote.

**Elite:** Persons who possess a disproportionate share of some valued resource, such as money, prestige, or expertise.

**Class view:** View that the government is dominated by capitalists.

**Power elite view:** View that the government is dominated by a few top leaders, most of whom are outside of government.

**Bureaucratic view:** View that the government is dominated by appointed officials.

**Pluralist view:** View that competition among all affected interests shapes public policy.

**Creedal passion view:** View that morally impassioned elites drive important political changes

**Political agenda:** Issues that people believe require governmental action.

**Cost:** A burden that people believe they must bear if a policy is adopted.

**Benefit:** A satisfaction that people believe they will enjoy if a policy is adopted.

**Majoritarian politics:** A policy in which almost everybody benefits and almost everybody pays.

**Interest group politics:** A policy in which one small group benefits and another small group pays.

**Client politics:** A policy in which one small group benefits and almost everybody pays.

**Pork-barrel legislation:** Legislation that gives tangible benefits to constituents in several districts or states in the hope of winning their votes in return.

**Log-rolling:** A legislator supports a proposal favored by a colleague with reciprocal support for a proposal endorsed by the legislator.

**Entrepreneurial politics:** A policy in which almost everybody benefits, and a small group pays.

**Policy entrepreneurs:** Activists in or out of government who pull together a political majority on behalf of unorganized interests.

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# What's New in This Chapter

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

 Updates that reflect the latest scholarship and current events, including the Trump administration, the 2020 election, the COVID-19 pandemic, and the protests following the death of George Floyd while in police custody.

* Discussion of ongoing debates about the federal budget, immigration, taxes, and other key issues in American politics; and foreign-policy issues in the Middle East, Europe, and elsewhere.
* Revised Learning Objectives that open, organize, and close each chapter, serving as a road map to key concepts.
* Each chapter now contains a “Constitutional Connections” box to help students connect each topic to the nation’s founding, “What Would You Do?” to deal with a real-life controversy.
* Each chapter now contains a “Policy Dynamics: Inside/Outside the Box” to apply our framework for understanding public policy to various issues.
* Infographic Questions to help students learn to reason from data.

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# Chapter Outline

1. Politics and Democracy (LO 1-1, PPT Slides 7-8)
	* 1. Power, Authority, and Legitimacy
		2. Defining Democracy
			1. Discussion of the definition of democracy and the type of democracy instituted in the United States.
			2. Discussion of how representative democracy drives politics in the United States.
2. Political Power in America: Five Views (LO 1-2, PPT Slides 9-10.)
	* 1. Interpretations of American Democracy
		2. Five Views of American Democracy
			1. Discussion of how scholars have offered different views on democracy in the United States.
			2. Description of each perspective and how they differ.
			3. Class Activity: 8 minutes total. Put either the description of a perspective or the term on the board. Ask students to pair the correct description with the perspective on democracy. Use incorrect responses as an opportunity to expound on each perspective and discuss how they differ.
				1. Discuss Real-World Examples of Each View

Role of Money in American Politics

Role of Interest Groups in American Politics

Growing Power of Federal Agencies

1. Who Governs? To What Ends? (LO 1-3, PPT Slides 11-14.)
	* 1. Expanding the Political Agenda
		2. Groups
			1. Discussion of the types of groups that shape American government and policymaking.
			2. Do the issues that dominate the federal policymaking agenda reflect the groups you think of first?
		3. Government Institutions
		4. Media
		5. Action by the States
2. The Politics of Different Policy Issues (LO 1-4, PPT Slides 15-18.)
	* + 1. Opening Activity/Discussion. As a class, discuss how the federal government responded/is responding to the COVID-19 pandemic. Discuss the factors that influenced the adoption of federal policies or influenced the government’s response (statements by the president or the CDC for example). Who pays for the federal response? Who benefits?
	1. Four Types of Politics
		* 1. Description of each type of benefit and discussion of how they differ.
	2. Majoritarian Politics: Distributed Benefits, Distributed Costs
	3. Interest Group Politics: Concentrated Benefits, Concentrated Costs
	4. Client Politics: Concentrated Benefits, Distributed Costs
	5. Entrepreneurial Politics: Distributed Benefits, Concentrated Costs
	6. Policy Dynamics: Inside/Outside the Box
		* 1. Why do some policies not fit “neatly” in a category?
			2. Challenge students to think of examples of policies that are “outside the box.”
	7. Understanding Politics
		* 1. Why is the study and understanding of politics important?
			2. Why is the study of politics dynamic (evolving), rather than a static conversation about events?

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# Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as content for creating in-class polls using online polling tools or the MindTap mobile application; as whole-class discussions in person; 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. Should the federal government do more to ensure protests are peaceful? (LO 1-1, PPT Slide 5) Duration 5-7 minutes.
	1. Engage students in a discussion about protests around the country and the increasing requests of government to intervene. Discuss this issue in the context of exploring the concept of politics.
	2. Who decides?
		1. Answers may include: There are a number of people and various groups who decide.
	3. How do we decide?
		1. Answers may include: People decide through engaging policymakers. People do this through their vote, by attending town hall meetings, lobbying, and engaging in other activities.
	4. Do we share equal influence?
		1. Ideal Answers: No, some groups and some people have more influence than others. Discuss the factors that make some individuals more influential.
2. Who Holds Power in American Politics? (LO 1-2, PPT Slides 9-11) Duration 5 minutes.
	1. Engage students about who they think holds the most power in American politics. Who do they think influence politics the most? Who influences politics the least? Why?
	2. Discuss the five views of political power
		1. What is the Class View?
		2. What is Power Elite?
		3. What is the Bureaucratic View?
		4. What is the Pluralist View?
		5. What is the Creedal Passion View?
	3. Ask students to discuss which view they most subscribe to and explain why.
	4. Challenge students to identify examples that support their view.
3. Discuss and display on a screen or on a white board, the most important policy issues to the class. Inform students that the list is now the class’ Policy Agenda. (LO 1-3, PPT Slides 12-13) Duration 5-7 minutes.
	1. What issues are most common? What issue or issues were not prevalent?
	2. Ask students to discuss what influenced what they selected as the most important issue. Did some students have more influence than others? For example, did their choices begin to change once some selections were projected on the board?
	3. Discuss the definition of a policy agenda.
	4. Discuss the factors that influence a policy agenda
		1. Ideal answers may include:
		* Shared political values
		* The weight of custom and tradition
		* The importance of events (e.g., wars and terrorist attacks)
		* Terms of debate
4. Should the federal government take on more responsibility to prevent public health crises, such as the COVID-19 pandemic? (LO 1-4, PPT Slide 17-18) Duration 7-10 minutes.
	1. Engage students in a discussion about the federal government’s response to the COVID-19 pandemic. Discuss this issue in the context of exploring the concept of politics.
	2. Using the COVID-19 pandemic as an example, describe your personal experience during that time? How does your experience reflect the politics around this issue? Let’s explore how politics affect the way the federal government responds to different issues.
	3. How has the federal government responded to the pandemic?
		1. Ideal answers may include: Through the authority of the CDC and other federal agencies, the federal government has issued guidance to states, and modified several federal programs to assist individuals during the pandemic. For example, food stamp eligibility was modified, and states were prohibited from dropping individuals from Medicaid (a federal health insurance program for low-income individuals) during the public health emergency.
	4. Who or what influenced the federal government’s response?
		1. Ideal answers may include: The loss of human life and the loss of jobs affected the economy and influenced policymakers to act. Policymakers also prioritized certain issues.
	5. What does the prioritization of the federal response say about who influenced COVID-19 politics?

Ideal answers may include: No, some groups and some people have more influence than others. Discuss the factors that make some individuals more influential.

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# Suggested Method for Activities and Assignments

1. **Procedure for MindTap ‘Why Does Government Matter to Me?’ learning activity**. 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 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. **Small Group Discussions and Share Activities (example):** 15 minutes total.Break students up into groups of three to four students. Each group will be assigned one of the five views of political power in the United States. Ask each group to think of 2 to 3 examples of each view and be prepared to share with the class.
	1. How does your example demonstrate the assigned view?
	2. When you think of your issue from a historical point of view, has it always reflected the assigned view?
	3. Did anyone struggle to think of examples? Why?
3. **Word cloud/Polling Activity (example):** 5 minutes total**.** Ask students to identify either in a word cloud ([www.mentimeter.com](http://www.mentimeter.com)) or in polling activity ([www.polleverywhere.com](http://www.polleverywhere.com)) or by writing on the board, the issue they think is most important to the country. Give students approximately 1 minute to identify an issue. Once responses are projected in a word cloud or in a poll, discuss the issues that were identified the most?
	1. What issues were most commonly identified? What issue or issues were not prevalent? Treat these issues as the class’ Political Agenda. Then, discuss how class’ agenda reflects who they are as a class and as individuals.
	2. Ask students, “What influenced the issue you selected?” “Why did you and your classmates select so many of the same issues?” “What do you have in common?” “What values do you share?”

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# Additional Resources

## Cengage Video Resources

* Cengage YouTube channel: <https://www.youtube.com/channel/UCcFM0VUmi-f8BvRMaiWae4g>
	+ Introduction: Crash Course U.S. Government and Politics: <https://www.youtube.com/watch?v=lrk4oY7UxpQ>

## External Videos or Playlist

* [American Political Culture](https://www.youtube.com/watch?v=kUXCGYCJiZE) (HarvardX) (A talk by Professor Tom Patterson on the origins of American political culture.)
* [How Does Representative Government Work?](https://www.youtube.com/watch?v=c6rU39hbiQ8)(HarvardX) (A talk by Harvard Professor Thomas E. Patterson on how a representative government works.)
* [In America, Does Pluralist Democracy Still Work?](https://www.youtube.com/watch?v=f6JPYkPaR3Q) (Carnegie Council for Ethics in International Affairs) (A Carnegie Council for Ethics in International Affairs video about pluralism in the United States.)
* [America and the Elite Theory of Democracy](https://www.youtube.com/watch?v=wjGPfeG1HjU) (Hip Hughes History) (A Hip Hughes History video explaining the elite theory of government.)

## Internet Resources

* American Political Science Association “APSA Educate” <https://educate.apsanet.org/>
* PBS Learning Media [Civics And Government | PBS LearningMedia](https://houstonpbs.pbslearningmedia.org/subjects/social-studies/civics-and-government/)

## Suggestions for Additional Reading and Primary Sources

Cohen, Cathy J. Democracy Remixed: Black Youth and the Future of American Politics. Oxford University Press, 2010. An analysis of African American youth’s perception of American politics and power.

Huntington, Samuel P. American Politics: The Promise of Disharmony. Cambridge, MA: Harvard University Press, 1981. A fascinating analysis of the American political experience as shaped by recurring “creedal passion” periods.

Marx, Karl, and Friedrich Engels. “The Manifesto of the Communist Party.” In The Marx-Engels Reader, 2nd ed. Edited by Robert C. Tucker, 469–500. New York: Norton, 1978. The classic and historic statement suggesting that government is a mere instrument of the economic elite (wealthy capitalists in the modern world).

Meyerson, Martin, and Edward C. Banfield. Politics, Planning, and the Public Interest. New York: Free Press, 1955. An understanding of issues and politics comparable to the approach adopted in this book.

Ricks, Thomas E. First Principles: What America's Founders Learned from the Greeks and Romans and How That Shaped Our Country. New York: Harper Collins, 2020. An exploration of the influences on the framers of the US Constitution and ultimately American political culture.

Schumpeter, Joseph A. Capitalism, Socialism, and Democracy, 3rd ed. New York: Harper Torchbooks, 1950 (chaps. 20–23). A lucid statement of the theory of representative democracy and how it differs from participatory democracy.

Truman, David B. The Governmental Process: Political Interests and Public Opinion. New York: Knopf, 1951. A pluralist interpretation of American politics.

Weber, Max. Max Weber: Essays in Sociology. Translated and edited by H. H. Gerth and C. Wright Mills. London: Routledge & Kegan Paul, 1948 (chap. 8). A theory of bureaucracy and its power.

Wilson, James Q. Political Organizations. New York: Basic Books, 1973. It is from a theory originally developed in this treatise that the four-box model of how to classify and explain the politics of different issues that is presented in this chapter was derived.

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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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