

TEACHING AND LEARNING NOW

What does *American Democracy NOW* mean? It means a program written from a contemporary perspective that takes advantage of all the current resources and learning tools available. This isn't American Democracy with an update to include the Internet. This is *American Democracy NOW*.

Technology and Politics Chapter

Can *American Democracy NOW* be disassociated from the technological advances that permitted such developments as Internet debates, Twitter campaigns, and a proliferation of media that *do not* come from a news corporation? We believe that students today—who were born after the rise of the Internet—need to understand how technology has affected our current political climate. A new chapter on Politics and Technology, the first of its kind in an American Government program, recognizes the importance of these technologies and their impact on American Democracy today. This is learning NOW.

POLITICS AND TECHNOLOGY



11

CHAPTER

THEN

Technology had little influence on politics.

NOW

Technology is the most important tool that determines how people participate in democracies—shaping how campaigns are run, how candidates behave, and how governments provide services.

NEXT

Will people use technology as the great equalizer to facilitate participation in our democratic system?

Will campaigns use increasingly sophisticated microtargeting mechanisms to deliver better information to voters?

Will the ever-increasing speed and volume of information affect its quality?

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Experience *American Democracy Now* QR codes

Students can access content quickly and easily by simply snapping a bar code and getting instant access to the content they want, the way they want, when they want. With the new Experience It! feature, students can use their mobile devices to practice and master key concepts wherever and whenever they choose. By snapping conveniently located QR codes, students gain access to videos, Concept Clips, and related news articles, for a highly portable, rich, and immersive experience that powerfully reinforces the chapter reading. This is learning NOW.

Experience It **Now**



There is generally more **diversity of gender, ethnicity, and race among state legislators** than among national legislators. Today, approximately one-quarter of the total number of state legislators (7,382) are women (1,799 legislators). Across the 50 states, the proportion of women legislators ranges from a low of 9 percent (South Carolina) to a high of 40 percent (Colorado).²⁹ The predominance of a moralistic political culture (see page 000) appears to correlate with higher proportions of women elected to state legislatures, as does the presence in the population of relatively high numbers of educated, professional women—women who are more likely to have a sense of political efficacy and are more willing and able to run for office.

Online Learning Center

www.mheonline.com/harrison3

American Democracy Now is supported by a set of integrated supplements for teachers and students studying American Government, including an Online Learning Center.

The student side of the Online Learning Center contains a variety of study resources, including quizzes, links to useful web resources, and a glossary.

The password-protected teacher side of the Online Learning Center contains the AP* Teacher's Manual, as well the Test Bank, the AP* Correlation Guide, PowerPoints, and an Image Gallery. See more information about additional assets below. Ask your local McGraw-Hill representative for password information.

- The AP* Teacher's Manual includes chapter summaries, classroom learning objectives, suggested lecture topics for the AP classroom, activity ideas, practice free-response questions, and additional online resources. Designed for teachers who teach either the semester or full-year course, this Teacher's Manual helps guide the AP teacher through the essentials that must be covered to help students succeed on the AP exam.
- The Test Bank includes more than 1,000 multiple-choice and free-response questions to accompany the chapters in *American Democracy Now*. Answers keys and additional teacher support are also provided.

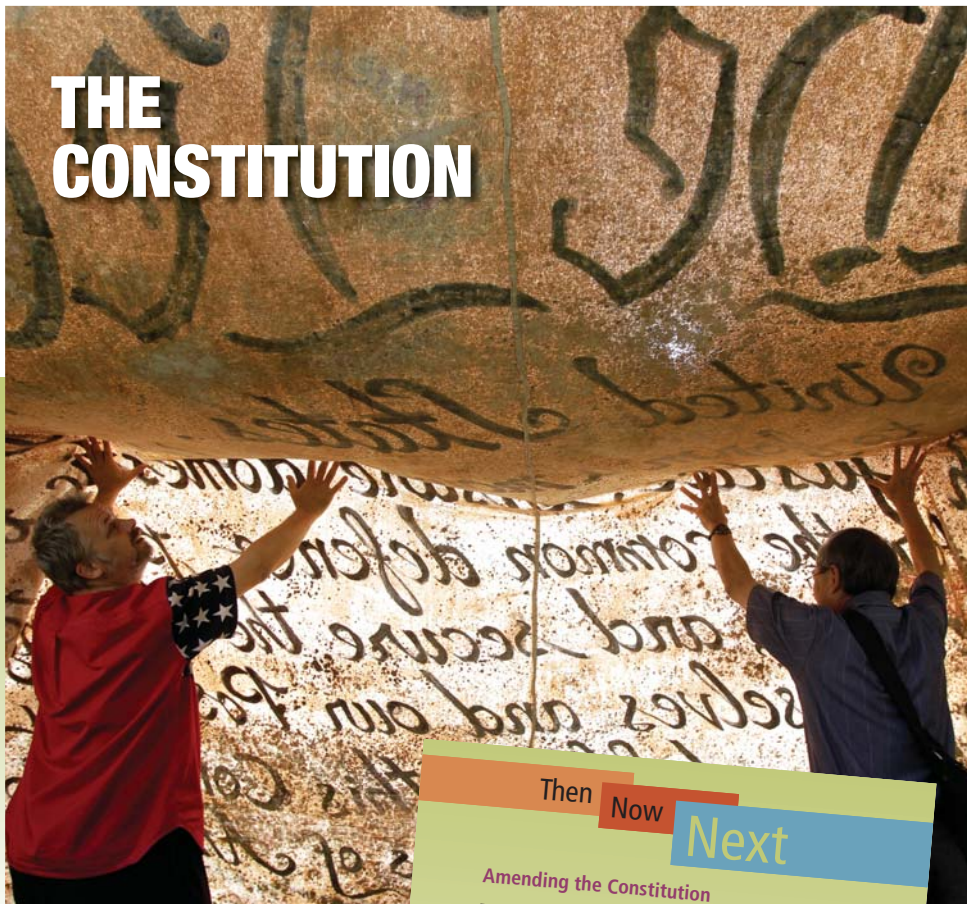
CRITICAL THINKING

At the heart of *American Democracy Now* is a rich set of instructional tools that move students along the path to critical thinking.

THE CONSTITUTION

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CHAPTER



THEN

The Constitution's framers divided government power between the federal and the state governments, created checks and balances among the three separate branches of the national government to ensure a representative democracy that protected individual liberties.

NOW

The courts continue to probe and interpret the Constitution's meaning, and members of Congress introduce proposed constitutional amendments annually.

NEXT

How will the courts resolve the continuing tensions between individual liberties and majority rule?

Will Congress call for a second constitutional convention?

Will the Constitution's third century witness a greater volume of ratified constitutional amendments as the people's efforts to ensure "a more perfect union" intensify?

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A *Then, Now, Next* framework encourages students to understand historical contexts and precedents, so they can weigh them against current political events and actions, begin to formulate an informed judgment about politics, and consider how the past and present might shape the future.



Then	Now	Next
Amending the Constitution		
Then (1791)	Now (2012)	
The Constitution has been in effect for two years.	The Constitution has been in effect for 221 years.	
Fourteen states compose the union.	Fifty states compose the union.	
Eleven state legislatures, or special state conventions, are required to ratify constitutional amendments.	Thirty-eight state legislatures, or special state conventions, are required to ratify constitutional amendments.	
After two years and two months, the states ratify 10 proposed constitutional amendments submitted to them by Congress to limit the national government by enumerating fundamental individual liberties and reserving powers for the states.	Since 1791, the states have ratified 17 amendments submitted to them by Congress, the majority of which expand individual liberties and rights or clarify the operations of the national government.	
Two constitutional amendments proposed in 1789, which have no congressionally established ratification deadline, await ratification.	Four constitutional amendments (proposed in 1789, 1810, 1861, and 1924), with no congressionally established ratification deadlines, await ratification; two constitutional amendments that had ratification deadlines (proposed in 1972 and 1978) were not ratified by their deadlines.	
WHAT'S NEXT?		
<ul style="list-style-type: none"> > Will the increasing use of new media foster mass public deliberations on at least a few of the hundreds of draft constitutional amendments introduced in each term of Congress? > Will the Tea Party Movement be able to spark a national conversation on the need for a constitutional convention to propose amendments that will reinforce limits on the national government? 		

Analyzing the Sources

CONSTITUTIONAL RIGHT TO PRIVACY

In *Griswold v. Connecticut* (1965), the U.S. Supreme Court found that the U.S. Constitution protected a right to privacy, even though the Constitution does not include the phrase "right to privacy." Since the *Griswold* decision, the Court has used its interpretation of the First, Third, Fourth, Ninth Amendments and the due process clause of the Fourteenth Amendment to argue that the implied intent of these constitutional provisions create a constitutional right to privacy.

First Amendment: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or to argue that the implied intent of these constitutional provisions create a constitutional right to privacy.

Third Amendment: No Soldier shall, in the time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Fourth Amendment: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Ninth Amendment: The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Due Process Clause of the Fourteenth Amendment: Nor shall any State deprive any person of life, liberty, or property without due process of law

Evaluating the Evidence

1. Do you agree with the Court that the intent of the authors of these amendments, collectively, includes the establishment of a right to privacy? Explain your answer.
2. Some courts have interpreted the Ninth Amendment to guarantee only rights that are implied elsewhere in the Constitution. Do you think this is what the Ninth Amendment authors meant, or is this just a pragmatic interpretation of the Ninth Amendment?
3. The first privacy right the Court was the right of a couple to use birth control. Do you think other privacy rights guaranteed by the Constitution are not working. Major national economic problems, including huge deficits and debt, excessive influence of special interest groups, a presidential election decided by the U.S. Supreme Court, and questions about the balance between civil rights and liberties and national security have led citizens and several political scientists to call for a second constitutional convention. Should Congress call for a second constitutional convention?



"Analyzing the Sources" guides students in thinking through original resources in American politics.



"Thinking Critically about Democracy" gives students a comprehensive appreciation of the many sides of a political issue and an opportunity to formulate well-reasoned opinions.

Thinking Critically about Democracy

Should Congress Call for a Second Constitutional Convention?

The Issue: Today, many citizens believe that parts of the Constitution are not working. Major national economic problems, including huge deficits and debt, excessive influence of special interest groups, a presidential election decided by the U.S. Supreme Court, and questions about the balance between civil rights and liberties and national security have led citizens and several political scientists to call for a second constitutional convention. Should Congress call for a second constitutional convention?

Yes: The framers expected that the conversation of democracy would be ongoing, as would be attempts to perfect the union. To accommodate those expectations, they authorized two distinct paths (or interests) to propose constitutional amendments. Congress also gave the states authority to propose amendments by means of a constitutional convention. Unfortunately, the states must apply to Congress for a constitutional convention. Although applications for 50 state legislatures, Congress has never called for a constitutional convention. Article V of the Constitution states that Congress "shall call a convention for proposing amendments" to the Constitution "on the application of the legislatures of two-thirds of the several states." Congress must call a convention, or else it is violating the Constitution.

No: Article V does not specify how Congress determines when two-thirds of the states have applied for a constitutional convention, nor does it detail how the convention would operate. In 1788, Virginia, New York, and North Carolina submitted applications for a constitutional convention. Should Congress count those applications as 3 of the 34 required today (two-thirds of the 50 states) to call a convention? No! Congress and the states already addressed concerns of 1788 with the states' ratification of the Bill of Rights in 1791. Moreover, the lack of specificity in the Constitution means that a convention could be free to consider and propose any amendments, including a whole new constitution, which is what happened at the last constitutional convention. Given the overwhelming success of the current Constitution, no one wants that.

Other approaches: Before calling a convention, Congress could propose legislation to fill in the gaps left by Article V's lack of details. That could ease fears that a runaway convention would propose a new constitution. Those fears could also be allayed by reminding the public that any proposal produced by a convention would need the approval of three-quarters of the states. Such a supermajority vote would prevent ratification of radical changes for which there is not a national consensus.

What Do You Think?

1. Who should decide if the 750 applications for a convention submitted previously by the 50 states are valid? Explain your answer.
2. Should the states review their previous applications and then report to Congress whether or not they are valid? How do you think Congress would react to that?
3. Do you think the states have grounds to sue Congress for violation of Article V? Explain.
4. Should citizens with specific proposals to amend the Constitution work through their members of Congress to get them proposed? How successful do you think they would be? Justify your answer.

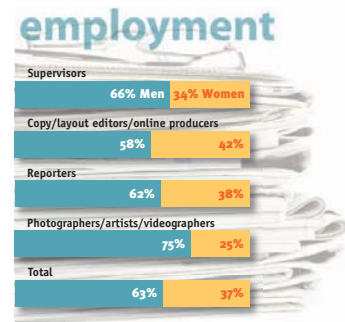


Students continue to build skills through additional tools, such as "Political Inquiry," which prompts them to analyze data and images presented in the program.

Political Inquiry

FIGURE 10.3 ■ NEWSROOM EMPLOYMENT BY GENDER
In the past, "newsmen" were in fact *news*men. What does the graph indicate about women's employment in today's newsrooms?

SOURCE: The American Society of Newspaper Editors, "Newsroom Employment Census," http://asne.org/Key_Initiatives/Diversity/Newsroom_Census/Table_L.aspx.



Politics in Practice

Students have the opportunity to apply content knowledge and critical thinking skills through Politics in Practice. In these online interactive exercises, students analyze primary sources, public opinion, statistical research, and videos in order to respond to a critical question about American politics—for example, why is voter turnout among the millennial generation so low, and how do groups mobilize these voters to go to the polls? Find out in the role of Junior Assistant of Media Programs assigned to propose a media-based action plan to help "Get Out the Vote!"