

PERFORMANCE

means students actively and critically engage in discussing their government—a course in which students' opinions are well formed and evidence based.

Introducing Performance-Based Learning for *American Democracy Now*

Imagine that YOU . . .

- could recreate the one-on-one experience of working through difficult concepts in office hours with every one of your students
- could see at a glance how well each of your students or sections was performing in each segment of your course
- could spend more time in class teaching what you want to teach

Imagine *American Democracy Now!*

American Democracy Now does what no other learning program does. It directly complements the way instructors teach by directly reinforcing core learning objectives for the course. *American Democracy Now* benefits instructors by allowing them easily to see all student activity and progress, identifying challenging learning objectives, and evaluating each student's degree of mastery. Equipped with this information, instructors can tailor lectures, assignments, and exams for each class and each student.

The screenshot displays the Connect LMS interface for 'Fall 2010'. The main content area shows a quiz question: 'The common law principle of Stare Decisis ensures the legal system will follow which result?' with four options: 'Stare decisis has little effect on the direction of the American legal system.', 'Change occurs slowly since judges follow prior decisions.', 'Stare decisis prioritizes the role of the attorney in court decisions.', and 'The system is subject to rapid change since judges do not recognize precedent.' Below the question are buttons for 'Easy!', 'Think I've got it', 'Unsure...', 'No idea', and 'Skip'. A 'Live high score for this deck' table is visible on the right, listing student names and scores. A 'TIME-OUT!' notification is overlaid on the bottom right, indicating a short time-out due to struggling with a learning objective, with buttons for 'Open eBook on that page', 'OK, I've read it', and 'Not right now'.

Live high score for this deck	
1. christopher cartar	1371
2. Janet Smith	1147
3. (Anonymous)	351
4. Ricardo Rielova	103
5. (Anonymous)	0

TIME-OUT!		
It appears you may benefit from a short time-out at point as you are struggling with the following learning objective or section:		
The Judiciary Act of 1891: Expanding the Federal Courts		
This subject is covered in American Government Texas Edition by Harrison		
Open eBook on that page	OK, I've read it	Not right now

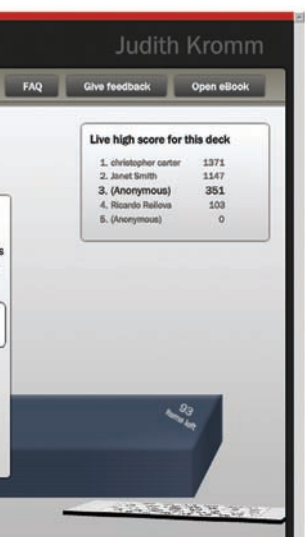
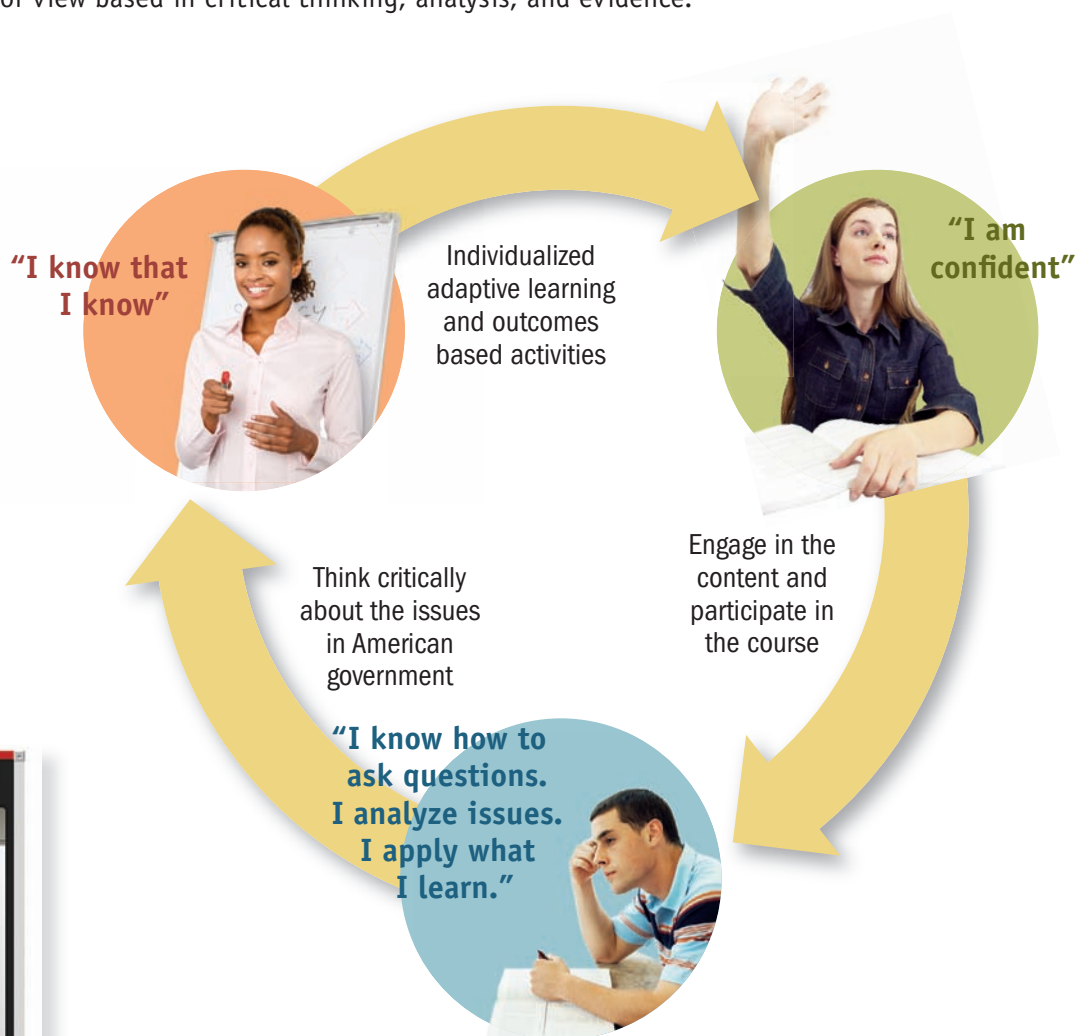
“American Democracy Now provides the tools needed to maximize student performance in the course. The individualized adaptive diagnostic tool is particularly valuable in helping instructors and students concentrate only on what students don’t know.”

Imagine that YOUR STUDENTS . . .

- are actively and critically engaged in discussing their government
- have opinions that are well formed and evidence based
- come to class prepared and perform better on quizzes and exams

Imagine *American Democracy Now!*

American Democracy Now is a first: a truly integrated learning program for American government that provides individualized instruction through an adaptive diagnostic coupled with pedagogical tools that are anchored in research on critical thinking. By showing students what they know, *American Democracy Now* focuses students on specific learning objectives they need to master in order to achieve better performance in the course. Better performance leads to greater student engagement and ultimately to a classroom in which true critical thinking can be achieved and applied. *American Democracy Now's* individualized, adaptive learning program guides students away from merely expressing opinion to forming a point of view based in critical thinking, analysis, and evidence.



In this way, *American Democracy Now's* individualized, adaptive learning program is both a studying environment and a teaching environment—researched and designed to help students interact more with material, perform better during the course, and become more active, engaged citizens in the world.

Thinking Critically About American Government

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

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CHAPTER

The Presidency



Presidential power grew over the centuries to “imperial” proportions and then ebbed in the late twentieth century in the wake of scandals.



The power of modern presidents varies, and is affected by congressional actions and public opinion.

Will future presidents continue down the path of an imperial presidency?

What checks will constrain future presidents’ exercise of power?

How will the relationship between presidents and the people change?

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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.



How the Media Have Shaped Entertainment and the Information Highways

THEN (1960s)

Television programming matured and revolutionized how the media entertained and provided information.

Television accentuated a new set of candidate qualities—including being telegenic—that had not mattered much in earlier political campaigns.

Communication between the media and voters was one-way: people got information but could not “talk back.”

NOW (2011)

The Internet matures and revolutionizes how we are entertained and how we get information.

The Internet accentuates a new set of candidate qualities—including being tech savvy and Net organized—that were unheard of a generation ago.

Information flow is two-way, thanks to talk radio and the Internet—including blogs, YouTube, and social-networking sites.

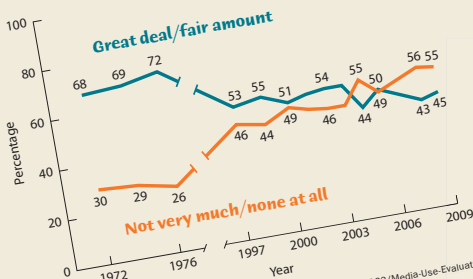
WHAT'S NEXT?

- What new media technologies will shape campaigns and political participation in the future?
- For individuals seeking information about policy issues and political campaigns, what might be the negative consequences of the abundance of information flowing through the electronic media?
- How will technology change political participation in the future?

ANALYZING THE SOURCES

CONFIDENCE IN THE MEDIA

The Gallup Organization has asked the following question in surveys since 1972: "In general, how much trust and confidence do you have in the mass media—such as newspapers, T.V., and radio—when it comes to reporting the news fully, accurately, and fairly: a great deal, a fair amount, not very much, or none at all?"



SOURCE: The Gallup Poll, Media Use and Evaluation, www.galluppoll.com/poll/1663/Media-Use-Evaluation.aspx

The line graph illustrates survey respondents' views on that question, showing data at various times between May 1972 and September 2009. You can see that able changes have occurred in people's assessment of news organizations in the

Evaluating the Evidence

- 1 Describe trends during the 1970s in people's confidence in the media, citing specific data from the graph.
- 2 Describe trends since 2001 in people's confidence in the media, citing specific data.
- 3 What do the latest surveys indicate about respondents' opinions on the issue of confidence in the media?
- 4 What do the data say about the overall trends with regard to people's confidence in the media? What factors could have contributed to these trends?



“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.



SHOULD CONGRESS REGULATE THE INTERNET INFRASTRUCTURE?

The Issue: The technological revolution has brought on-going, exponential growth in Internet traffic. As rising numbers of people turn to the Internet for more and more uses—from viewing videos online to sending pictures to Grandma, and from buying gifts and personal items to calling friends and relatives—the volume of information that the broadband infrastructure of the Internet must transmit is becoming overwhelming. The owners of that infrastructure—corporate giants such as AT&T, Verizon, and Comcast—seek legislation that would allow them to charge companies that produce high volumes of traffic. In effect, this legislation would set up a two-tiered system of broadband access in which one tier is an “express lane” with tolls, and the other an older, slower lane with free access. One problem is that many of today's services require the faster access to make them effective.

Yes: Congress should regulate the Internet infrastructure. We need a two-tiered system of broadband access. The telecommunications titans in command of the Internet infrastructure argue that to keep up with the increasing demand for broadband space, they will have to expand and improve the system continually. Corporate advocates of a two-tiered system of broadband access are also interested in providing premium-quality broadband service to their own clientele. Thus, for example, Verizon wants to ensure that its Internet subscribers (rather than the subscribers of its competitors) have high-quality access to the broadband infrastructure technology that Verizon owns so that its subscribers do not get caught in an Internet traffic jam.

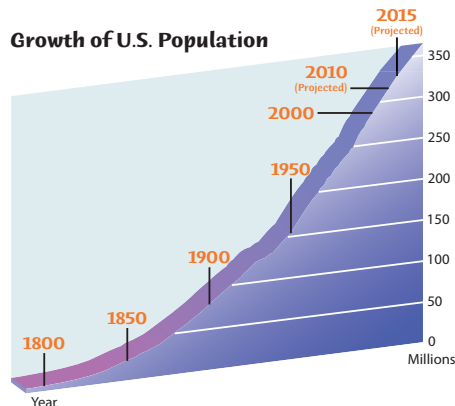
with soaring demand. In addition, the security of the system is crucial to continued business activity and corporate financial growth, as well as to national economic health. Broadband availability is a national security issue because if law enforcers, airports, hospitals, nuclear power plants, and first responders do not have adequate or immediate access to the information they need to perform their jobs, human lives are at risk. Because of these critical financial and security implications, a tax or user fee could be instituted that would pay for Internet infrastructure improvements.

What do you think?

- 1 Do you believe that Congress should reject proposals to create a for-fee fast lane for Internet traffic? If so, why? Or do you think the marketplace should determine which services get faster access to broadband lines? If so, why would the latter be preferable?
- 2 What impact would the creation of a two-tiered Internet structure have on Internet business development? On national security?
- 3 Should the federal government help to defray the costs of improvements to the Internet infrastructure? Why, or why not?



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

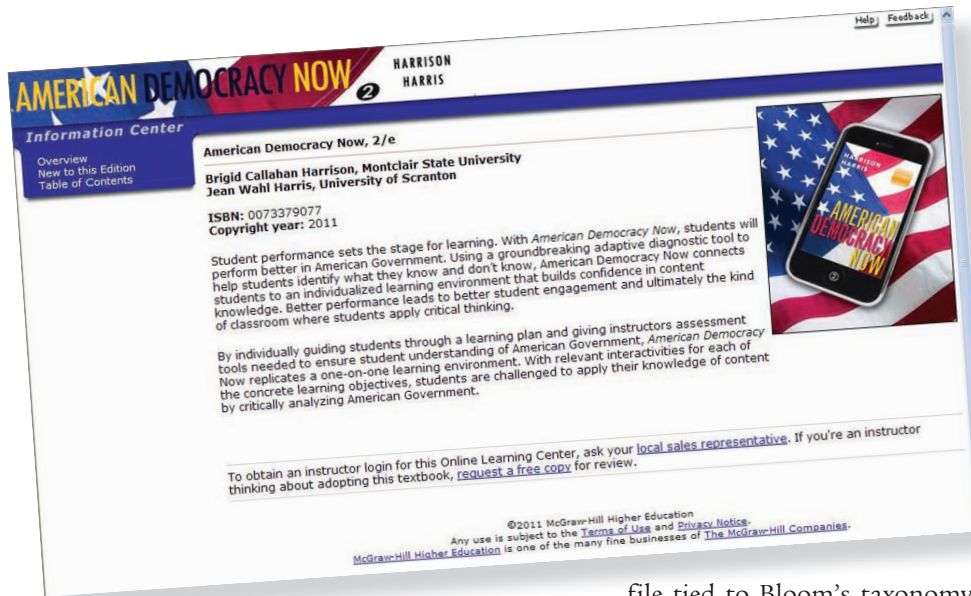


POLITICAL INQUIRY

FIGURE 1.2 From 1790 to 1900, the population of the United States increased gradually, and it did not reach 100 million until the second decade of the twentieth century. What factors caused the steep rise during the twentieth century? How will these forces continue to affect the size of the U.S. population during this century?

SOURCE: U.S. Census, www.census.gov/population/www/documentation/twps0056.html, and www.census.gov/compendia/statab/cats/population/estimates_and_projections_by_age_sex_raceethnicity.html.

Teaching and Studying *American Democracy Now*



American Democracy Now is supported by a set of integrated supplements for instructors teaching and students studying American Government. Together with the core materials, these supplements are readily available on the instructor side of the Online Learning Center for *American Democracy Now*.

ONLINE LEARNING CENTER

The password-protected instructor side of the Online Learning Center (www.mhhe.com/harrisonadn2e) contains the Instructor's Manual that goes beyond lecture topics and outlines by tying all text features to individual and group projects in and out of class and a full test item

file tied to Bloom's taxonomy, as well as PowerPoint slides, Classroom Performance System (CPS) Questions, and an Image Gallery. See more information about specific assets below. Ask your local McGraw-Hill representative for password information.

- The **Instructor's Manual** includes chapter summaries, chapter outlines, lecture outlines with integrated PowerPoints, and abundant class activities.
- The **Test Bank** includes more than 1000 multiple-choice and short-answer questions to accompany the chapters in *American Democracy Now*, along with questions to be used in class (with PowerPoints) and student self check questions.



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