

### **AMERICAN GOVERNMENT: UNIT 3 OUTLINE**

<b>DATE</b>	<b>ACTIVITY</b>	<b>DUE (PT)</b>
<b>11/09</b>	<b>Reading Electoral College. You tube Video Electoral College. Explain A&amp;G Test.</b>	<b>Reassessment (6)</b>
<b>11/10</b>	<b>A&amp; G Test</b>	<b>(20)</b>
<b>11/11</b>	<b>Electoral College packet</b>	
<b>11/14</b>	<b>Notes: Voter Behavior</b>	
<b>11/15</b>	<b>Are Young people too smart to vote? /E.C.</b>	
<b>11/16</b>	<b>Notes-Minor parties</b>	
<b>11/17</b>	<b>Research Citizen based movement</b>	
<b>11/18</b>	<b>“ “</b>	

<b>11/21</b>	<b>Notes Interest Groups</b>	
<b>11/22</b>	<b>Notes: Media/JFK</b>	
<b>11/28</b>	<b>Citizen Movement Presentations</b>	
<b>11/29</b>	<b>“ “</b>	
<b>11/30</b>	<b>Influence of Media</b>	
<b>12/1</b>	<b>Impromptu Debates</b>	
<b>12/2</b>	<b>Test Unit 3</b>	<b>Multiple Choice, Short Answer(80)</b>

## Unit 3 Study Guide

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**AG 01. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.**

*Reading:*

McGraw-Hill: Networks; Chapter 9-Lesson 1: Who Can Vote pp. 268-275

McGraw-Hill: Networks; Chapter 9-Lesson 2: Elections and Campaigns pp. 277-283

McGraw-Hill: Networks; Chapter 10-Lesson 1: Forming Public Opinion pp. 290-296

**AG 02. Political parties, interest groups and the media provide opportunities for civic involvement through various means.**

*Reading:*

McGraw-Hill: Networks; Chapter 8-Lesson 1: History of Political Parties pp. 248-253

McGraw-Hill: Networks; Chapter 8-Lesson 2: Political Parties Today pp. 254-261

McGraw-Hill: Networks; Chapter 10-Lesson 2: The Mass Media pp. 297-301

McGraw-Hill: Networks; Chapter 10-Lesson 3: Interest Groups and Lobbying pp. 303-308

**AG 03. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.**

*Reading:*

None

*Vocabulary:*

**AG 04. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.**

*Readings:*

None

**Vocabulary:**

Political Party

Platform

Precinct

Closed Primary

Majority

Watchdog

Malice

Apathy

Voter Turnout Rate

Initiative

Electoral College

Political Action Committee (PAC)

Public Opinion Poll

Two-Party System

National Committee

Political Machine

Open Primary

Public Agenda

Prior Restraint

Shield Law

Ballot

Polling Place

Referendum

Popular Vote

Public Opinion

Pollster

Third Party

Caucus

Direct Primary

Plurality

Leak

Libel

Non-Partisan

Suffrage

Issue

Recall

Mass Media

Interest Group

Lobbyist

**Need to Know Stuff:**

- How is voter behavior measured?
- What factors impact one's voting behavior?
- What are generalized characteristics of people who typically vote either Republican or Democrat?
- What are reasons why people do not vote?
- What factors shape public opinion?
- Describe some challenges in measuring public opinion.
- Explain the polling process.
- How do different forms of mass media affect politics and public opinion?

# AMERICAN GOVERNMENT I

## Are Young People Too Smart to Vote?

By Steven Hill and Rashad Robinson, AlterNet. Posted November 4, 2002.

Perhaps young people don't vote because they have a better sense than adults that our political system truly is broken. This election season, once again young people will not vote in very great numbers. In the 1998 midterm election, only 12 percent of 18- to 24-year-olds and 8.5 percent of 18-19 year olds voted, and this year will be about the same.

And yet a recent study funded by Pew Charitable trust found that young people are volunteering in their communities more than ever. Young people are not apathetic, but most find little connection between volunteering and voting. While volunteering is viewed as a way to "give back" and help one's community, voting doesn't inspire the same sentiments.

So why don't young people vote? Perhaps young people don't vote because they have a better sense than adults that our political system truly is broken, particularly from the point of view of a young person. For instance, a recent survey conducted by Harvard University found that 83.5 percent of 18-24 year olds said that they had not been contacted by any political party during the 2000 election season. On the other hand it is well documented that both parties went out of their way to connect with the 65-and-over population.

Why are candidates going after one group of voters and relegating the other to the political sidelines? One obvious reason is that seniors vote in greater numbers than young people. Politicians court likely voters, and that creates a vicious cycle: Young people don't vote because they aren't courted, and they aren't courted because they don't vote.

But a more careful reading reveals something more broken about our "winner take all" political system. In close electoral contests -- such as our last presidential election, or in a handful of races that will determine control for the U.S. House and Senate -- a small minority of voters has much greater influence than the rest of us. This is the group known as the almighty "swing voters." Swing voters are undecided voters, and in close races politicians court them because swing voters decide which candidate will win.

It just so happens that, not only are seniors more likely to vote than young people, but also many of them are fiscal conservatives who are more likely to be swing voters than young people. Think back to the presidential election, what were the issues that mostly were addressed -- Medicare, prescription drugs and Social Security lockboxes. All important issues, but there were a lot more issues out there and constituencies that cared about them, yet they were overlooked. Why? Because in the zero-sum game of "winner take all" politics, polls and focus groups are used to figure out which group of voters to talk to, and which group of voters to ignore. As one twenty something said during the last presidential campaign, "I feel like if you are not 65 years old and have arthritis, these candidates have nothing to say to you."

"Winner take all" campaigns have become a matter of targeting the right demographic using polls and focus groups. But as Mario Velasquez, president of Rock the Vote, which registers young people to vote, has said: "Demography, I like to say, is the death of democracy. If you have precision demographics, you are only talking to people who vote, not to the entire country."

Young people aren't the only ones being left out by the "precision demographics" of our "winner take all" system. Racial minorities and poor people also usually are excluded from candidate appeals. The incentives of our "winner take all" system fragment our nation, as politicians and their consultants use polls and focus groups to slice and dice the electorate. In the process, whole swaths of people -- potential voters -- are dropped from the invite list of our 'invitation-only' elections. Demographics, it turns out, is destiny.

Change certainly is needed. Other nations experience much higher voter turnout rates because they don't use our "winner take all" system. Instead they use what is known as proportional representation, which creates multi-party democracy where voters have more political choice, more competitive elections, and more people's issues are addressed by the various parties and their candidates.

Other necessary changes include instant runoff voting, Election Day as a national holiday, Election Day voter registration (Prop. 52 on the California ballot) and public financing of elections. Not surprisingly, nations that employ these practices enjoy much higher rates of voting among all people, including young people, poor people, and others who are left out of our political system. More than adults, young people seem intuitively to recognize that our political system is broken. And they register their awareness on Election Day by not bothering to participate in what to them is a pretty meaningless exercise. So when you see the low numbers for voter turnout this time, don't think of it as apathy. Think of it as the wisdom of youth.

*In your own words...*

What is the electoral college?

How many electors are there?

How did they come up with that number?

When are Presidential elections held?

What is a “winner take all” system?

What two states don't have a “winner take all” system? What do they do differently (look in FAQ)

How many electoral votes does a candidate need to win?

When do electors meet and vote for the President and Vice President?

When does the new president get inaugurated?

What are two problems with the Electoral College?

Why was the Electoral College put into place?

If we wanted to change the Electoral College, what would have to happen?

If 270 votes are not won through the Electoral College, what happens?

Who chooses the “electors?”

Do electors have to vote for the person that won the popular vote in their state?

## ***WHAT IS THE ELECTORAL COLLEGE?***

The citizens of the United States do not elect their president directly. When Americans cast their vote for a presidential candidate, they are really voting for an elector--a delegate pledged to vote for that same candidate. There are 538 such electors chosen in every presidential election. As a group they are known as the Electoral College.

## ***HOW THE ELECTORAL COLLEGE WORKS***

Each state has as many electors as it has members in the U.S. Senate and House of Representatives combined. The Electoral College thus includes 535 electors from the states, one for each of the 435 members of the House plus one for each of the 100 senators. Another three electors represent the District of Columbia, for a total of 538.

According to the U.S. Constitution, state legislators decide how electors will be chosen in their states. First, each political party in a state nominates a slate (list) of electors. These electors are usually pledged to support the party's nominee for president and vice president. In some states, electors are legally required to vote for their candidate.

Presidential elections take place on the first Tuesday after the first Monday in November every four years. On that day voters throughout the nation go to the polls to choose the electors in their states. In many states the names of the electors do not even appear on the ballot. The voters see only the names of the candidates for president and vice president. Nevertheless, voters who favor the Republican (or Democratic) candidate for president actually vote for the Republican (or Democratic) electors in their state. This voting of the people is called the popular vote.

In 48 of the 50 states, the candidate who receives the most popular votes wins all that state's electoral votes. In Maine and Nebraska, the state's electoral votes can be divided among the candidates. To be elected president, a candidate needs a majority of all the electoral votes in the country. That is one-half of the total number of votes plus one, or 270.

In most presidential elections, the winner is known by the morning following election day. However, election results do not become official until weeks afterward. The winning electors meet in their state capitals on the Monday after the second Wednesday in December. There they vote for president and vice president. They send the sealed results to Washington. On January 6, the results are read in the presence of the entire Congress. The winner becomes official. Then, on January 20, the president-elect takes the oath of office as president of the United States.

## ***PROBLEMS OF THE ELECTORAL SYSTEM***

Many people dislike the Electoral College system. They think it is wrong for the winning party in a state to get all the electoral votes and the losing party none. The victor may win several large states by just a few popular votes. But even this small margin wins all the state's electoral votes. The opponent, on the other hand, may win large popular majorities in several smaller states with few electoral votes. Thus a person may lose the nationwide popular vote and still be elected president. This happened in the 2000 presidential race. Al Gore received half a million more popular votes than George W. Bush. But Gore lost the Electoral College by a vote of 266 to 271.

Another criticism of the Electoral College is that it negatively affects the campaign process. The votes that really matter are the Electoral College votes. They are counted by state. Thus candidates often pay a great deal of attention to some states and no attention to other states. Suppose, for example, a certain state is considered "safe," or sure to vote for one candidate. Neither candidate will do much campaigning there. Consequently, fewer voters may go to the polls in those states. Despite complaints, it would take an amendment to the U.S. Constitution to change the Electoral College system. That is considered very unlikely to happen.

## ***HISTORY***

The founders who drew up the Constitution in 1787 were not willing to allow ordinary citizens to vote for their president directly. Among other things, the founders were afraid that the people would not be well informed enough to choose wisely. They feared people would simply back candidates they knew from their own state. Rather, the founders believed that a selected group of electors should pick the president.

The founders thought that electors should be allowed to vote as they pleased. But during John Adams' term as president (1797-1801), political parties became much stronger than they had been before. The parties nominated candidates for president and vice president and then picked electors to vote for them. Electors were expected to vote for their party's choice. Thus in most cases the voting procedure merely became a formality. The person who received the most votes from the electors would become president. The one with the next highest number of votes would be vice president. That system lasted until 1800. In that year Aaron Burr and Thomas Jefferson got exactly the same number of electoral votes. The system had to be changed. The Twelfth Amendment to the Constitution (ratified in 1804) clarified the Electoral College procedure. It provided that each elector would vote for one person for president and another for vice president.

Although today the electoral system is important, individual electors are not. But they can become significant if they go back on their pledges. For example, they may fail to vote for candidates they promised to vote for in order to press political points. They may vote for another candidate or someone who is not even running. Scholars call this the "faithless elector" problem. Such an incident happened in 2000. In that year an elector from Washington, D.C., who was pledged to Al Gore, abstained from voting to protest the District's lack of representation in Congress.



***Electoral College Timeline***

***June thru October***

- **Preparation Stage**
- The Federal Register prepares letters and instructional materials for the Archivist to send to the Governors of the 50 States and the Mayor of the District of Columbia. The materials include pamphlets on Federal election law and detailed instructions on how to prepare and submit the electors' credentials (Certificates of Ascertainment) and the electoral votes (Certificates of Vote). In October, the Federal Register begins contacting Governors and Secretaries of State to establish contacts for the coming election.

***November (First Tuesday after the First Monday)***

- **General Election**
- Registered voters in each State and the District of Columbia vote for President and Vice President. They cast their vote by selecting a pair of candidates listed on a single Presidential/Vice Presidential ticket. By doing so, they also choose slates of Electors to serve in the Electoral College. Forty-eight of the fifty States and the District of Columbia are "winner-take-all" (ME and NE are the exceptions).

***Mid-November thru December 13, 2004***

- **Transmission of Certificates of Ascertainment to NARA** (National Archives and Records Administration)
- The Ascertainment lists the names of the electors appointed and the number of votes cast for each person. The States prepare seven originals authenticated by the Governor's signature and the State seal. One original and two certified copies are sent to the Federal Register (the remaining six are attached to the electoral votes at the State meetings). The Governors must submit the certificates "as soon as practicable," after their States certify election results. They should be transmitted no later than December 13 (but Federal law sets no penalty for missing the deadline).

***December 7***

- **Date for Determination of Controversy as to Appointment of Electors**
- States must make final determinations of any controversies or contests as to the appointment of electors at least six days before December 13 meetings of electors for their electoral votes to be presumptively valid when presented to Congress. Determinations by States' lawful tribunals are conclusive, if decided under laws enacted prior to election day.

***December 13***

- **Meetings of Electors and Transmission of Certificates of Vote to NARA**
- The electors meet in their State to select the President and Vice President of the United States. No Constitutional provision or Federal law requires electors to vote in accordance with the popular vote in their States. NARA's web site lists the States that have laws to bind electors to candidates. The electors record their votes on six "Certificates of Vote," which are paired with the six remaining Certificates of Ascertainment. The electors sign, seal and certify packages of electoral votes and immediately send one set of votes to the President of the Senate (Richard B. Cheney) and two sets to the Archivist. The Federal Register preserves one archival set and holds the reserve set subject to the call of the President of the Senate to replace missing or incomplete electoral votes.

***December 22***

- **Deadline for Receipt of Electoral Votes at NARA**
- The President of the Senate and the Archivist should have the electoral votes in hand by December 22 (States face no legal penalty for failure to comply). If votes are lost or delayed, the Archivist may take extraordinary measures to retrieve duplicate originals.

***On or Before January 3,***

- **Transmission of Certificates of Ascertainment to Congress**
- As the new Congress assembles, the Archivist transmits copies of the Certificates of Ascertainment to Congress. This generally occurs in late December or early January when the Archivist and/or representatives from the Federal Register meet with the Secretary of the Senate and the Clerk of the House. This is, in part, a ceremonial occasion. Informal meetings may take place earlier.

***January 6***

- **Counting Electoral Votes in Congress**
- The Congress meets in joint session to count the electoral votes (Congress may pass a law to change the date). The President of the Senate is the presiding officer. If a Senator and a House member jointly submit an objection, each House would retire to its chamber to consider it. The President and Vice President must achieve a majority of electoral votes (270) to be elected. In the absence of a majority, the House selects the President, and the Senate selects the Vice

*The Electoral College: AG. 01*

President. If a State submits conflicting sets of electoral votes to Congress, the two Houses acting concurrently may accept or reject the votes. If they do not concur, the votes of the electors certified by the Governor of the State would be counted in Congress.

*January 20 at Noon*

- **Inauguration**
- The President elect takes the Oath of Office and becomes the U.S. President.

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*Frequently Asked Questions:*

**Can citizens in U.S. Territories vote for President?**

No, the Electoral College system does not provide for residents of U.S. Territories, such as Puerto Rico, Guam, the U.S. Virgin Islands and American Samoa to vote for President. Unless citizens in U.S. Territories have official residency (domicile) in a U.S. State or the District of Columbia (and vote by absentee ballot or travel to their State to vote), they cannot vote in the Presidential election. Note that prior to the adoption of the 23rd Amendment, DC residents could not vote in the Presidential election.

The political parties may authorize voters in primary elections in Territories to select delegates to represent them at the political party conventions. But that process does not affect the Electoral College system.

**Is my vote for President and Vice President meaningful in the Electoral College system?**

Yes, within your state, your vote has a great deal of significance.

Under the Electoral College system, we do not elect the President and Vice President through a direct nation-wide vote. We select electors, who pledge their electoral vote to a specific candidate.

In December, the electors of each state meet to vote for President and Vice President. The Presidential election is decided by the combined results of the 51 (the 50 states and the District of Columbia) state elections. It is possible that an elector could ignore the results of the popular vote, but that occurs very rarely.

Your vote helps decide which candidate receives your state's electoral votes.

**Why do we still have the Electoral College?**

The Electoral College process is part of the original design of the U.S. Constitution. It would be necessary to pass a Constitutional amendment to change this system.

Note that the 12th Amendment, the expansion of voting rights, and the use of the popular vote in the States as the vehicle for selecting electors has substantially changed the process.

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Many different proposals to alter the Presidential election process have been offered over the years, such as direct nation-wide election by the People, but none have been passed by Congress and sent to the States for ratification. Under the most common method for amending the Constitution, an amendment must be proposed by a two-thirds majority in both houses of Congress and ratified by three-fourths of the States.

#### **What proposals have been made to change the Electoral College system?**

Reference sources indicate that over the past 200 years, over 700 proposals have been introduced in Congress to reform or eliminate the Electoral College. There have been more proposals for Constitutional amendments on changing the Electoral College than on any other subject. The American Bar Association has criticized the Electoral College as "archaic" and "ambiguous" and its polling showed 69 percent of lawyers favored abolishing it in 1987. But surveys of political scientists have supported continuation of the Electoral College. Public opinion polls have shown Americans favored abolishing it by majorities of 58 percent in 1967; 81 percent in 1968; and 75 percent in 1981.

Opinions on the viability of the Electoral College system may be affected by attitudes toward third parties. Third parties have not fared well in the Electoral College system. Candidates with regional appeal such as Governor Thurmond in 1948 and Governor Wallace in 1968 won blocs of electoral votes in the South, which may have affected the outcome, but did not come close to seriously challenging the major party winner. The last third party or splinter party candidate to make a strong showing was Theodore Roosevelt in 1912 (Progressive, also known as the Bull Moose Party). He finished a distant second in electoral and popular votes (taking 88 of the 266 electoral votes needed to win). Although Ross Perot won 19 percent of the popular vote nationwide in 1992, he did not win any electoral votes since he was not particularly strong in any one or several states. Any candidate who wins a majority or plurality of the popular vote has a good chance of winning in the Electoral College, but there are no guarantees

#### **What happens if no presidential candidate gets 270 electoral votes?**

If no candidate receives a majority of electoral votes, the House of Representatives elects the President from the 3 Presidential candidates who received the most electoral votes. Each State delegation has one vote. The Senate would elect the Vice President from the 2 Vice Presidential candidates with the most electoral votes. Each Senator would cast one vote for Vice President. If the House of Representatives fails to elect a President by Inauguration Day, the Vice-President Elect serves as acting President until the deadlock is resolved in the House.

#### **What impact does a candidate's concession speech have on the Electoral College process?**

None. A candidate's concession speech does not impact the States' duties and responsibilities related to the Electoral College system. On December 15, 2008, the electors will meet in each State to cast their ballots.

#### **How do the 538 electoral votes get divided among the States?**

The number of electoral votes allotted to each State corresponds to the number of Representatives and Senators that each State sends to Congress. The distribution of electoral votes among the States can vary every 10 years depending on the results of the United States Census.

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One of the primary functions of the Census is to reapportion the 435 members of the House of Representatives among the States, based on the current population. The reapportionment of the House determines the division of electoral votes among the States. In the Electoral College, each State gets one electoral vote for each of its Representatives in the House, and one electoral vote for each of its two Senators.

Thus, every state has at least 3 electoral votes, because the Constitution grants each State two Senators and at least one Representative. In addition to the 535 electoral votes divided among the States, the District of Columbia has three electoral votes because the 23rd Amendment granted it the same number of votes as the least populated State.

If a State gains or loses a Congressional district, it will also gain or lose an electoral vote. As a result of the Census conducted in 2000, the number of electoral votes allotted to certain States changed for the 2004 election.

### **There are 538 members of the Electoral College. How could that number change without amending the Constitution?**

The number of electoral votes is set at 538, based on 435 members of the House of Representatives and 100 members of the Senate, plus 3 electoral votes for the District of Columbia under the 23rd Amendment. The Electoral College could become larger if a new State were admitted into the union (adding two new Senators and one or more Representatives until the next redistricting), or if the House of Representatives expanded. The size of the House is set by law, not by the Constitution

### **What is the difference between the winner-takes-all rule and proportional voting, and which States follow which rule?**

There are 48 States that have a winner-takes-all rule for the Electoral College. In these States, whichever candidate receives a majority of the vote, or a plurality of the popular vote (less than 50 percent but more than any other candidate) takes all of the State's electoral votes.

Only two States, Nebraska and Maine, do not follow the winner-takes-all rule. In those States, there could be a split of electoral votes among candidates through the State's system for proportional allocation of votes. For example, Maine has four electoral votes and two Congressional districts. It awards one electoral vote per Congressional district and two by the state-wide, "at-large" vote. It is possible for Candidate A to win the first district and receive one electoral vote, Candidate B to win the second district and receive one electoral vote, and Candidate C, who finished a close second in both the first and second districts, to win the two at-large electoral votes. Although this is a possible scenario, it has not actually occurred in recent elections.

### **How is it possible for the electoral vote to produce a different result than the nation-wide popular vote?**

It is important to remember that the President is not chosen by a nation-wide popular vote. The electoral vote totals determine the winner, not the statistical plurality or majority a candidate may have in the nation-wide vote totals. Electoral votes are awarded on the basis of the popular vote in each State.

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Note that 48 out of the 50 States award electoral votes on a winner-takes-all basis (as does DC). For example, all 55 of California's electoral votes go to the winner of that State election, even if the margin of victory is only 50.1 percent to 49.9 percent.

In a multi-candidate race where candidates have strong regional appeal, as in 1824, it is quite possible that a candidate who collects the most votes on a nation-wide basis will not win the electoral vote. In a two-candidate race, that is less likely to occur. But it did occur in the Hayes/Tilden election of 1876 and the Harrison/Cleveland election of 1888 due to the statistical disparity between vote totals in individual State elections and the national vote totals. This also occurred in the 2000 presidential election, where George W. Bush received fewer popular votes than Albert Gore Jr., but received a majority of electoral votes.

### **What would happen if two candidates tied in a State's popular vote, or there was a dispute as to the winner?**

A tie is a statistically remote possibility even in smaller States. But if a State's popular vote were to come out as a tie between candidates, State law would govern as to what procedure would be followed in breaking the tie. A tie would not be known of until late November or early December, after a recount and after the Secretary of State had certified the election results. Federal law would allow a State to hold a run-off election.

A very close finish could also result in a run-off election or legal action to decide the winner. Under Federal law (3 U.S.C. section 5), State law governs on this issue, and would be conclusive in determining the selection of Electors. The law provides that if States have laws to determine controversies or contests as to the selection of Electors, those determinations must be completed six days prior to the day the Electors meet.

### **What was the difference between Colorado's 2004 proposal to proportionally allocate electoral votes and the current way that Nebraska and Maine proportionally allocate electoral votes?**

Both Maine and Nebraska allocate their electors by a district system. For example, Maine has four electoral votes. Two electors are selected on the basis of the statewide vote and two are selected according to outcome of the vote in each of Maine's two Congressional districts. Nebraska's five electoral votes are distributed in the same manner: two based on the statewide vote, and three based on the results in Congressional districts.

Since these States have adopted a proportional system of allocating electoral votes, all the States' electoral votes have gone to only one of the Presidential candidates.

Colorado's 2004 initiative would have proportionally allocated electoral votes based on the percentage of votes that each presidential candidate received. For example, if candidate A gets 55 percent of the vote and candidate B gets 45 percent, then candidate A gets 5 electoral votes and candidate B gets 4 electoral votes. If candidate A gets 67 percent, then candidate A gets 6 electoral votes and candidate B gets 3 electoral votes.

The initiative failed 65 percent to 35 percent.

### **Who selects the Electors?**

The process for selecting electors varies throughout the United States. Generally, the political parties nominate electors at their State party conventions or by a vote of the party's central committee in each State. Electors are often selected to recognize their service and dedication to their political party. They may be State elected officials, party leaders, or persons who have a personal or political affiliation with the Presidential candidate. Then the voters in each State choose the electors on the day of the general election. The electors' names may or may not appear on the ballot below the name of the candidates running for President, depending on the procedure in each State.

### **What are the qualifications to be an elector?**

The U.S. Constitution contains very few provisions relating to the qualifications of electors. Article II, section 1, clause 2 provides that no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector. As a historical matter, the 14th Amendment provides that State officials who have engaged in insurrection or rebellion against the United States or given aid and comfort to its enemies are disqualified from serving as electors. This prohibition relates to the post-Civil War era.

### **Must electors vote for the candidate who won their State's popular vote?**

There is no Constitutional provision or Federal law that requires electors to vote according to the results of the popular vote in their States. Some States, however, require electors to cast their votes according to the popular vote. These pledges fall into two categories—electors bound by State law and those bound by pledges to political parties.

The Supreme Court has held that the Constitution does not require that electors be completely free to act as they choose and therefore, political parties may extract pledges from electors to vote for the parties' nominees. Some State laws provide that so-called "faithless electors" may be subject to fines or may be disqualified for casting an invalid vote and be replaced by a substitute elector. The Supreme Court has not specifically ruled on the question of whether pledges and penalties for failure to vote as pledged may be enforced under the Constitution. No elector has ever been prosecuted for failing to vote as pledged.

Today, it is rare for electors to disregard the popular vote by casting their electoral vote for someone other than their party's candidate. Electors generally hold a leadership position in their party or were chosen to recognize years of loyal service to the party. Throughout our history as a nation, more than 99 percent of electors have voted as pledged.

- 1  **Voter Behavior**
- 2  **A. The Study of Voting Behavior**
  1. Observers learn about voter behavior through
- 3  **A. The Study of Voting Behavior**
  - a. They carefully study the results of
- 4  **A. The Study of Voting Behavior**
  - b. They conduct and study
- 5  **A. The Study of Voting Behavior**
  - c. They try to understand all of the complex influences that go into how people see the political world and their role within it.
- 6  **A. The Study of Voting Behavior**
  2. Sociological factors include , such as , race, , and so on.
- 7  **B. The Sociological Factors**
  1. Income, Occupation –  
Business and professional people and those from higher income groups tend to support the Party while manual workers and those from tend to support the Party.
- 8  **B. The Sociological Factors**
  2. Education –  
The more education a voter has, the more likely he or she is to vote
- 9  **B. The Sociological Factors**
  3. –  
in recent years, men and younger voters have been more likely to vote
- 10  **B. The Sociological Factors**
  4. Religious, , and -whites tend to support Democrats. However, this has been changing especially with Catholics.
- 11  **B. The Sociological Factors**
  5. Geography –  
Traditionally, , have been strongly
- 12  **B. The Sociological Factors**
  6. Family, Other Group Affiliations  
- People in the or circle of tend to vote alike.
- 13  **C. The Psychological Factors**
  1. Party Identification –



13  **C. The Psychological Factors**

1. Party Identification –  
a voter's identification with one political party is the single most important predictor of how that person will vote.

14  **C. The Psychological Factors**

2. Candidates and Issues –  
Although many voters usually vote for one party or the other, they may vote differently in a given election based on the particular candidates or issues involved.

15  **So, who is more likely to vote Republican?**

A 26 year old factory worker from Georgia

Or

A 57 year old college professor from Maine

16  **So, who is more likely to vote Republican?**

A 46 year old male surgeon from North Dakota

Or

A 19 year old female bank teller from New York City

17  **Alternate Intelligence**18  **What didn't Adam and Eve have that everyone else in the world has had?**

Parents / Belly Buttons

19  **What dress does everyone have but no one wears?**

Address.

•

20  **What flies when it's on and floats when it's off?**

A feather.

•

21  **What gets harder to catch the faster you run?**

Your breath.

•

22  **What doesn't exist but has a name?**

Nothing.

•

23  **Nonvoting**24  **A. The Size of the Problem**

1. Only about half of eligible voters turn out in presidential elections.



36

b. Non-voters are more likely to be in the inner city area.

37

**3. Factors Affecting Turnout**

c. The greater the degree of candidate competition, the higher voter turnout is likely to be.

## **The Minor Parties**

Section Objective politics: To understand the nature and role of minor parties in American

### **A. Minor Parties in the United States**

1. Ideological parties:

i.e. -

2. Single Issues Parties:

i.e. -

3. Economic Protest Parties

i.e. -

4. Splinter Parties:

i.e. -

### **B. The Key Role of Minor Parties**

1.

2. The "spoiler role"

3.

4.

## Interest Groups

### The Nature of Interest Groups

#### A. What Is an Interest Group?

1. An interest group is a \_\_\_\_\_ organization that tries to persuade public officials to respond to the shared attitudes of its members.
2. American society is \_\_\_\_\_, consisting of many different interest groups that compete for and share in political power.
3. Political Parties and Interest Groups
  - a. Parties, unlike interest groups, nominate \_\_\_\_\_ for office.
  - b. While parties are chiefly concerned with \_\_\_\_\_ elections, interest groups are chiefly concerned with \_\_\_\_\_ policy.
  - c. While parties must concern themselves with the full range of policy issues, interest groups attempt to influence only those policies that directly affect their \_\_\_\_\_.

#### B. Interest Groups: Good or Bad?

##### 1. Functions

- a. Interest groups help to stimulate \_\_\_\_\_ in public affairs
- b. Interest groups represent groups of people who share \_\_\_\_\_, not geography
- c. Interest groups provide useful, detailed \_\_\_\_\_ to government officials.
- d. Interest groups are vehicles for effective political \_\_\_\_\_.
- e. Interest groups are an important \_\_\_\_\_ in the system of checks and balances, keeping an eye on one another and on the \_\_\_\_\_ of public officials

##### 2. Criticisms

- a. Some interest groups have influence far out of \_\_\_\_\_ to their size or importance.
- b. It is difficult to tell just how many people an interest group truly \_\_\_\_\_ and many do not represent the views of the people for whom they claim to speak.
- c. Some of the \_\_\_\_\_ used by some interest groups, if widely adopted, would threaten the integrity of the American political system.

## Interest Groups

### Types of Interest Groups

#### A. An American Tradition

1. Today there are thousands and \_\_\_\_\_ of interest groups in the United States.
2. The largest numbers are those founded on \_\_\_\_\_ interests.
3. Citizens often belong to \_\_\_\_\_ than one interest group and even to groups that take \_\_\_\_\_ stands on issues.

#### B. Groups Based on Economic Interests

1. \_\_\_\_\_ Groups - Hundreds of business and trade groups cooperate and compete to influence policy.
2. \_\_\_\_\_ Groups - Labor unions exercise considerable power in government, but sometimes disagree on policy matters.
3. \_\_\_\_\_ Groups - Farm groups work to protect the dwindling number of American farmers.
4. \_\_\_\_\_ Groups - Such groups as the AMA (doctors), the ABA (lawyers), and the NEA (teachers) promote the interests of the professions they represent.

#### C. The Maze of Other Groups

1. Groups that Promote Causes - Interest groups work to promote an endless variety of causes, from \_\_\_\_\_ to temperance.
2. Organizations that Promote the Welfare of Certain Groups - Many groups work to promote the interest of \_\_\_\_\_, such as older Americans, \_\_\_\_\_, or African Americans.
3. \_\_\_\_\_ Organizations - Various religious groups work to influence government policy.
4. Public-Interest Groups - Public-interest groups, such as the League of Women \_\_\_\_\_ and Common Cause, seek to promote policies that will benefit the American people as a \_\_\_\_\_ rather than the interest of a \_\_\_\_\_ group.

## The Mass Media and Politics

### A. An Overview of the Mass Media

1. Television - Television is the principal source of political information for about \_\_\_\_\_ of the population.
2. Newspapers - Newspapers, which can carry much more \_\_\_\_\_ information than television news, are the second most important source of political information in the United States.
3. Radio - Since its advent in the \_\_\_\_\_, radio has played a major role in informing Americans.
4. Magazines - Major news magazines and journals of \_\_\_\_\_ are important sources of political news comment.

### B. The Media's Impact on Politics

1. The Public Agenda - the issues on which the media focus determines \_\_\_\_\_, if not what it thinks.
2. Electoral Politics - Television has influenced political campaigns by making candidates more concerned about public " \_\_\_\_\_ " and less dependent on party organization than ever before.

### C. Limits on Media Influence

1. Most Americans do not follow \_\_\_\_\_ closely.
2. Those who do follow politics tend to select their sources of information to reflect and \_\_\_\_\_ opinions they already hold.
3. Lack of public \_\_\_\_\_ in politics limits the amount of news that commercially oriented mass media are able to present.

## *It just all depends on how you look at some things..*

Judy Wallman, a professional genealogy researcher in southern California , was doing some personal work on her own family tree.. She discovered that Senator Harry Reid's great-great uncle, Remus Reid, was hanged for horse stealing and train robbery in Montana in 1889. Both Judy and Harry Reid share this common ancestor.



The only known photograph of Remus Reid shows him standing on the gallows in Montana territory:

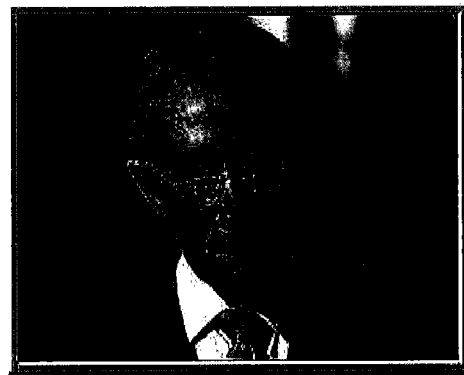
On the back of the picture Judy obtained during her research is this inscription: 'Remus Reid, horse thief, sent to Montana Territorial Prison 1885, escaped 1887, robbed the Montana Flyer six times. Caught by Pinkerton detectives, convicted and hanged in 1889.'

### Harry Reid

Judy recently e-mailed Senator Harry Reid for information about their great-great uncle.

Believe it or not, Harry Reid's staff sent back the following biographical sketch for her genealogy research:

"Remus Reid was a famous cowboy in the Montana Territory. His business empire grew to include acquisition of valuable equestrian assets and intimate dealings with the Montana railroad. Beginning in 1883, he devoted several years of his life to government service, finally taking leave to resume his dealings with the railroad. In 1887, he was a key player in a vital investigation run by the renowned Pinkerton Detective Agency. In 1889, Remus passed away during an important civic function held in his honor when the platform upon which he was standing collapsed."

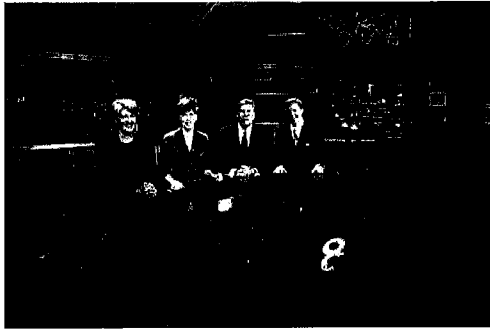


So

**NOW THAT's how it's done, Folks! That's real POLITICAL SPIN**

*(disclaimer: This was from a forwarded email, and probably not true.)*





Media Research: Find an example of a piece of media (non social media) that has the possibility to influence our opinion.

Media Example #1

Form / length of Media:

Brief example / description of media piece:

What is the goal of this piece? / How could this piece of media change the opinion of its viewer?

Do you feel this media piece is effective? Why?





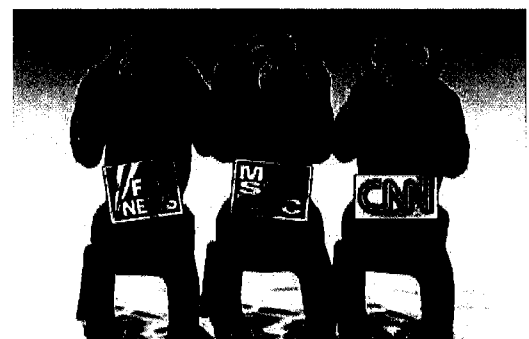
Media Example #2

Form / length of Media:

Brief example / description of media piece:

What is the goal of this piece? / How could this piece of media change the opinion of its viewer?

Do you feel this media piece is effective? Why?



Impromptu Speeches / Debates

Topics

Seniors should have off campus lunch.

All students should have off campus lunch.

A student who does not pass the Ohio Graduation Test should not graduate high school.

If a person is late to class, they should receive a detention.

Hats should be allowed to be worn in schools.

Athletes should not have to take a Physical Education class as a graduation requirement

High school classes should start later in the day.

No student should be allowed to have a modified schedule.

Without increasing the number of days of class, we should shift our school year to year round school

Schools should not be allowed to sell soda or other sugary drinks in their vending machines

In order to demonstrate your knowledge and understanding of CR.A.12.1 and CR.A.12.2 you will be “persuading” your classmates on a debatable topic. This will happen in one of two ways: A persuasive speech or a debate. You may choose which one you would like to put together. Below are the requirements for both.

**Persuasive speech:**

A 3 to 5 minute speech persuading the listener to agree with one side of a viewpoint. Your speech must include:

- introduction
- history of the topic
- arguments for
- concessions
- arguments against
- rebuttal
- closing argument

**Debate:**

You will hold a debate against a student arguing an opposing view. The debates will use the following format:

- 2 minute speech for
- 2 minute speech against
- 1 minute rebuttal (for)
- 1 minute rebuttal (against)
- 1 minute closing for
- 1 minute closing against

(You must include at least 3 *credible sources* in your argument. You may use notes while speaking.)

The topics that will be covered will fulfill the requirements of the GLI by focusing on how the government deals with technological changes in society. You may choose from one of the following topics (or come up with your own – after it is pre-approved by Mr. B)

- Government should pay for alternative fuel research.
- Animals should be used to test products.
- There should be restrictions on using cell phones while driving.
- Cell phones should be banned in schools.
- Downloading music off the internet without paying for it should be illegal.
- Drilling for oil in new reserves should be continued.
- Embryonic stem cells should be used for research purposes.
- Facebook/Social media should be used for discriminatory hiring purposes.
- Facebook/Social Media should be used to identify student code of conduct violations.
- The FCC should fine television stations for inappropriate language.
- Federal do not call lists should be banned.
- Federal funding for NASA should continue.
- The governmental should regulate minimum auto mpg.
- The governmental should regulate video game ratings.
- Government should set regulations to stop global warming.
- Online classes should be available to replace traditional classes in schools.
- Youtube violates individual privacy rights.
- Governmental salaries should be a matter of public record.
- The practice of using red light cameras should continue.
- Companies should be allowed to restrict email usage at work.
- Companies should be allowed to restrict internet usage at work.
- The US should restrict trade with China.
- Restrictions on tobacco advertising should continue.
- School vouchers should be available to all students.

You will be assessed on submitted written information as well as the presentation of the information. Your speech / debate should be ready to be presented on \_\_\_\_\_

Two person teams...

Affirmative (1): Opening

Negative (1): Opening

Affirmative (2): Rebuttal

Negative (2): Rebuttal

Affirmative (1): Rebuttal

Negative (1): Rebuttal

Affirmative (2): Closing

Negative (2): Closing

Based on the Unit GLIs, we will be **researching** and **presenting** information on different groups and **citizen based movements** that promote political change. Your job is to do **quality** research on a group and present the following material to the class beginning on \_\_\_\_\_ . You must have a visual aid of some sort. This can include but is not limited to:

- A powerpoint (minimum font size = 32)
- A poster
- A song or poem
- A skit of some sort
- A movie clip
- Any combination of the items mentioned above

You must also provide the following information:

*C.R.A.11.1*

- The history of the group
- The reason members felt political change was needed
- The ways political change was / is achieved through this group
- The effectiveness of this particular movement

*C.R.A.11.2*

- The government agency that was contacted / petitioned
- The ways the group encouraged citizen participation
- The focus of the movement (national v. local)
- Reasons citizens would volunteer to participate in this movement

You must do your research on one of the following groups. If you have an idea about a different group to research, please get it approved by Mr. Brady prior to doing any research:

- The Abolition movement
- American Society for the Prevention of Cruelty to Animals (ASPCA)
- Amnesty International
- Better Business Bureau
- Black Panthers
- Common Cause
- Congress of Racial Equality
- Eagle Forum
- Farm Aid
- Focus on the Family
- Gay Straight Alliance / Gay and Lesbian Advocates and Defenders
- Greenpeace
- Mothers Against Drunk Driving (MADD)
- National American Women Suffrage Association
- National Association for the Advancement of Colored People (NAACP)
- National Organization for Women (NOW)
- National Rifle Association
- Peace Corps
- People for the Ethical Treatment of Animals (PETA)
- Southern Christian Leadership Conference
- Student Nonviolent Coordinating Committee
- Students Against Drunk Driving (SADD)

Presentations should be **5 – 10 minutes** in length and cover all of the topics discussed in the GLIs. Please know what information you are presenting to the class *prior* to your presentation. **DO NOT READ FROM YOUR VISUAL AID.** Make this presentation interesting for your audience. I was entertained on a Southwest Airline flight about how to put a seatbelt on, so this should at least keep my interest for 5 minutes.

- The Abolition movement      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- ASPCA      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Amnesty International      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Better Business Bureau      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Black Panthers      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Common Cause      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Congress of Racial Equality      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Eagle Forum      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Farm Aid      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Focus on the Family      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- GSA / GLAD      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Greenpeace      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- MADD      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- NAWSA      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- NAACP      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- NOW      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- National Rifle Association      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- Peace Corps      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- PETA      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- SCLC      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- SNCC      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_
- SADD      Name 1: \_\_\_\_\_      Name 2: \_\_\_\_\_