

## PREFACE

The late twentieth century has been a period of extraordinary change in America, which has raised new challenges to the practice of government. New people in the millions from Asia and Latin America have joined the American community, bringing with them cultural traditions that have made our society richer and fuller but also more fragmented and contentious. Traditional institutions, from political parties to families, have weakened dramatically, straining the fabric of our politics but also creating the possibility of adaptive new arrangements. Minorities and women, long denied access to political and economic power, are seeking a fairer share, and sometimes getting it. America's workers and firms have built a highly productive economy but are now facing the risks and opportunities of the global marketplace. The cold war that dominated our attention in foreign policy for decades has been replaced by international terrorism and localized conflicts that raise troubling new issues of domestic and world insecurity, as the September 11, 2001, attacks on the World Trade Center and the Pentagon so tragically revealed.

Scholars are striving to keep pace with these changes. Never before has scholarship been so closely tied to the real world. If much of what political scientists study is arcane, we have increasingly tried to connect our work and our thinking to the everyday realities of politics. The result is a fuller understanding of how American government operates. I have tried in this book to convey this advancement in knowledge in an accurate and interesting way.

### REACHING OUT TO THE STUDENT

Anyone who writes an introductory American government text faces the challenge of describing and explaining a vast amount of scholarship. One way is to pile fact upon fact and list upon list. It's a common enough approach but it turns politics into a pretty dry subject. Politics doesn't have to be dry, and it certainly doesn't have to be dull. Politics has all the elements of drama and the added feature of affecting the everyday lives of real people.

This is a narrative-based text. It is the opposite of a text that piles list upon list and that divides its material into narrow compartments. A narrative

text provides plenty of information, but it is always part of a larger discussion that is wrapped in “story” form.

Research indicates that the narrative style is a superior method for teaching students a “soft” science such as political science. They learn more readily because a narrative makes the subject more readable, more accessible, and more compelling. Studies also indicate that students can read attentively for a longer period of time when a text is narrative in form.

A narrative text weaves together theory, information, and examples in order to bring out key facts and ideas. The goal is to draw the students into the subject, give them a contextual understanding of major concepts and issues, and encourage them to think about the implications for themselves and society. To quicken this process, I begin each chapter by telling a story that addresses a basic issue. The chapter on civil liberties, for example, begins with the case of the Creighton family, whose home was raided in the middle of the night by gun-toting FBI agents who believed that the Creightons were harboring a relative who was suspected of bank robbery. The suspect was not found, and the Creightons, who were badly frightened by the intrusion, sued the FBI for wrongful search. Did the FBI have sufficient cause for a warrantless search? Or did the FBI violate the Creightons’ constitutional rights? Where should society draw the line between its public safety needs and the rights of the individual? Such questions in the context of a real-life situation immediately plunge students into the chapter’s subject and into the process of thinking about its importance.

This approach is part of a second pedagogical goal of this text: helping students to think critically. Critical thinking is, I believe, the most important skill that a student can acquire from a social science education. Students do not learn to think critically by engaging in rote memorization. They acquire the skill by reflecting on what they read, by resolving challenges to their customary ways of thinking, and by confronting difficult issues. To this end, I have attempted to structure the discussion in ways that ask students to think more deeply and systematically about politics. In the first chapter, for example, I discuss the inexact meanings, conflicting implications, and unfilled promise of Americans’ most cherished ideals, including liberty and equality. The discussion includes the “Chinese Exclusion,” a grotesque and not-well-known chapter in our history that should lead students to think what it means to be an American.

Finally, I have attempted in this book to present American government through the analytical lens of political science but in a way that captures the vivid world of real-life politics. I regularly reminded myself while writing this book that only a tiny percentage of introductory students are interested in an academic political science career. Most of them take the course because it is required or because they enjoy politics. I have sought to write a book

that will kindle political interest in the first type of student and deepen interest in the second type, while also giving them the systematic knowledge that a science of politics can provide. I had a model in mind for the kind of book that could achieve these goals. It was V. O. Key's absorbing *Politics, Parties, and Pressure Groups*, which I had read many years earlier as an undergraduate student. The late Professor Key was a masterful scholar who had a deep love of politics and who gently chided colleagues whose interest in political science was confined to the "science" part.

Few scholars can match Key's brilliance, but most political scientists share his fascination with politics. The result of their combined efforts is a body of knowledge about American government that is both precise and politically astute. This scholarship gives the text its unifying core. Political scientists have identified several major tendencies in the American political system that are a basis for a systematic understanding of how it operates, namely:

- Enduring ideals that are the basis of Americans' political identity and culture and that are a source of many of their beliefs, aspirations, and conflicts
- Extreme fragmentation of governing authority that is based on an elaborate system of checks and balances, which serves to protect against abuses of political power but also makes it difficult for political majorities to assert power when confronting an entrenched or intense political minority
- Many competing groups, which are a result of the nation's great size, population diversity, and economic complexity and which, separately, have considerable power over narrow areas of public policy
- Strong emphasis on individual rights, which results in substantial benefits to the individual and places substantial restrictions on majorities
- Preference for the marketplace as a means of allocating resources, which has the effect of placing many economic issues beyond the reach of popular majorities

These tendencies are introduced in the first chapter and discussed frequently in subsequent chapters. If students forget many of the points made in this book, they may at least take away from the course a knowledge of the deep underpinnings of the American political system.

## CHANGES FOR THIS EDITION

A noteworthy change from previous editions is a heightened emphasis on liberty, equality, and self-government as the three great principles of

American democracy. The origin and nature of these ideals are discussed in the first chapter, which also points out the tension that can exist among them. Subsequent chapters have boxes entitled “Liberty, Equality, and Self-Government” that ask students to grapple with issues related to these principles. New to this edition, these boxes help students to recognize just how thoroughly these principles are embedded in American political practice and thought.

These boxes and the other boxed features in the text are based on the same instructional philosophy that guided earlier editions. The boxes are not mere fillers or diversions. They are not meant to entertain in the way that some texts use titillating or trivial material to distract a student’s attention. These boxes are part of a broad pedagogical strategy of heightening students’ interest in politics. Once interest is generated, students naturally want to learn more about a subject and derive enjoyment through studying it.

In addition to the “Liberty, Equality, and Self-Government” boxes, each chapter has a “How the United States Compares” box and a “States in the Nation” box. The United States in many ways has the world’s preeminent democracy, but it also has distinctive policies and practices. The American states, too, are quite different in their politics and policies, despite belonging to the same union. American students invariably gain a deeper understanding of their own communities when they recognize the ways in which their nation or state differs from others.

There is much that is new in the body of the text. The chapters have been thoroughly updated to include the latest scholarship and the most recent developments at home and abroad. The most substantial changes relate to the war on terrorism, but there are many other changes as well, including the 2002 elections and the 2003 Iraq war. The role of the Internet in American politics continues to feature prominently in the text’s instructional content. Each chapter includes a World Wide Web icon (identified by a globe within which “WWW” appears). The icon refers to supplementary material (self-quizzes, simulations, and graphics) on the text’s website.

I also emphasize developments that are a remembered part of students’ lives. For most of them, Vietnam is ancient history, and the fall of the Berlin Wall is, at best, a distant memory. Students need to know about, and learn from, these events. But they sometimes learn more when asked to think deeply about events they believe they already thoroughly know. For example, many students have not thought carefully about how the War on Terrorism might affect the liberties they now take for granted.

A novel feature of *We the People* is its selected readings; each chapter is followed by a reading that develops a major point of the chapter. These

readings are intended to deepen the student's understanding of American politics and to add flexibility to the instructor's use of the material. For an instructor who prefers to supplement the course text with a book of readings, this text offers both. On the other hand, the instructor who wants to limit reading assignments to the text itself can simply skip the end-of-chapter readings or recommend them as optional items for students who have the time and interest. The readings are contemporary ones. All come from *The New York Times*, the result of an exclusive relationship between the *Times* and McGraw-Hill.

## YOUR SUGGESTIONS ARE INVITED

*We the People* has now been in use in college classrooms for more than a decade. During that time, the text (including its full-length version, *The American Democracy*) has been adopted at more than five hundred colleges and universities. I am very grateful to all who have used it. I am particularly indebted to the many instructors and students over the years who have sent me suggestions or corrections. You can contact me at the John F. Kennedy School of Government, Harvard University, Cambridge, MA 02138 or by e-mail: thomas\_patterson@harvard.edu

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## SUPPLEMENTS PACKAGE

This text is accompanied by supplementary materials. Please contact your local McGraw-Hill representative or McGraw-Hill Customer Service (800-338-3987) for details concerning policies, prices, and availability, as some restrictions may apply.

### For Students and Instructors

#### OnLine Learning Center with PowerWeb

Visit our website at [www.mhhe.com/pattersonwtp5](http://www.mhhe.com/pattersonwtp5)

This website contains separate instructor and student areas. The instructor area contains the content of the Instructor's Resource CD-ROM, while the student area hosts a wealth of study materials such as additional Internet resources, concept lists, practice quizzes, essay questions, and thinking exercises. All chapter-by-chapter material has been updated for the new edition, and favorites such as the crossword puzzles, flashcards, video and audio indexes, and simulations have been retained.

New assets at this site also include:

- Participation suggestions dealing with constitutional foundations, institutions, political behavior, and policy. These suggestions were created to encourage students to become more involved in politics, to demonstrate how they can make a difference, and to give them advice on how to get started.
- Updated simulations accompanied by abstracts and learning goals.

### **Political Science Supersite**

For additional simulations, web links, games, puzzles, and more, visit the Political Science Supersite at [www.mhhe.com/socscience/polisci](http://www.mhhe.com/socscience/polisci)

### **PowerWeb for American Government**

Now built into the *We the People* Online Learning Center, this product offers daily news updates, weekly course updates, interactive activities, the best articles from the popular press, quizzing, instructor's manuals, student study material, and more.

## **For Students**

### **Study Guide**

0-07-281736-4

by Willoughby Jarrell of Kennesaw State University

Each chapter includes the following: learning objectives, focus and main points (to help direct students' attention to key material), chapter summary, major concepts (listed and defined), annotated Internet resources, analytical thinking exercises, and test review questions—approximately 10 true/false, 15 multiple-choice, and 5 essay topics. The answers are provided at the end of each chapter.

### **2002 Midterm Election Update**

0-07-281031-9

by Richard Semiatin of American University

This 26-page supplement details the 2002 election in which the Republican party gained outright control of the U.S. Senate, acquired additional seats in the House, and increased their majority of governorships in the nation. Richard Semiatin analyzes the roller-coaster context of the election, the role of the Bush administration, and remarkable developments such as the last-minute withdrawal of Bob Torricelli from the New Jersey Senate race and the tragic death of Senator Paul Wellstone of Minnesota. This supplement also contains information on major election issues; on the media campaign, including some of the more controversial political ads (such as Congresswoman Anne Sumer's "sniper ad" in New Jersey);

on money and fund-raising; on voter participation; and finally, on the results and implications of the election. This booklet can be shrink-wrapped free with the fifth edition of *We the People*.

### **Impeachment and Trial Supplement**

0-07-235127-6

by Richard Semiatin of American University

This 16-page supplement offers an overview of the impeachment and trial processes within a historical and constitutional context. This supplement discusses the factors affecting the case of President Andrew Johnson in the 1860s and the vastly different, modern case of President Bill Clinton. This supplement also looks at alternatives to conviction and expulsion. This booklet can be shrink-wrapped free with the fifth edition of *We the People*.

### **For Instructors**

#### **Instructor's Manual**

0-07-281734-8

by Willoughby Jarrell of Kennesaw State University

For each chapter, the Instructor's Manual includes the following: learning objectives, focus points and main points, a chapter summary, a list of major concepts, a lecture outline, alternative lecture objectives, class discussion topics, and a list of Internet resources.

#### **Instructor's Resource CD-ROM**

0-07-281738-0

Tailored to the table of contents and format of the fifth edition, this CD integrates instructor resources available in the Instructor's Manual with multimedia components such as PowerPoint presentations, photographs, maps, and charts. Also available on this CD is a computerized test bank that consists of approximately 20 to 25 multiple-choice questions, 15 to 20 true/false questions, and 5 suggested essay topics per chapter, with answers given alongside the questions and page references provided.

#### **McGraw-Hill American Government Video Library**

This series of 10-minute video lecture-launchers was produced for McGraw-Hill by Ralph Baker and Joseph Losco of Ball State University.

Video #1: Devolution within American Federalism: Welfare Reform

0-07-303414-2

Video #2: Public Opinion and Participation: American Students Speak

0-07-229517-1

Video #3: Media and Politics in Presidential Campaigns

0-07-234442-3

Video #4: Women in Politics

0-07-242097-9

Video #5: Civil Liberties on the Internet

0-07-244205-0

Video #6: Affirmative Action and College Enrollment

0-07-244207-7

Video #7: The 2000 Campaign

0-07-250175-8

### **PageOut**

At [www.mhhe.com/pageout](http://www.mhhe.com/pageout), instructors can create their own course websites. PageOut requires no prior knowledge of HTML, simply plug the course information into a template and click on one of 16 designs. The process provides instructors with a professionally designed website.

### **PRIMIS Online**

Primis is McGraw-Hill's database of course materials that allows instructors to build custom textbooks for their courses. Instructors can use this textbook as a whole, or they can select specific chapters and customize this text to suit their specific classroom needs. The customized text can be created as a hard copy or as an e-book. For more information, visit the website [www.mhhe.com/primis](http://www.mhhe.com/primis)