Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

**AP U.S. GOVERNMENT AND POLITICS**

**Unit 5- LINKAGE INSTITUTIONS – Review Packet (T. McKibben)**

Governing is achieved directly through citizen participation and indirectly through institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

The principle of self-government is dependent on both citizen participation and the operation of the various linkage institutions that help citizens connect with the government. These institutions help people become a part of the policy-making process.

Playing an important role in this process, the media report public opinion data and can sometimes influence the formation of that opinion as well. The accuracy of public opinion data is dependent upon the scientific polling methods that are used, and the results of these opinion polls are often used as a means of political influence. The role the media play in this process is at times criticized for the bias demonstrated in the format, context, and content of information distributed as well as the manner in which that bias impacts public understanding of political information. Social media poses both opportunities and challenges for democratic participation.

Social movements, political parties, and interest groups also serve to connect the electorate with the government by influencing the manner in which people relate to and participate in its composition, functions, and policy-making agenda. Various social movements develop in response to conditions perceived as negatively impacting specific groups of people; their political strategies are aimed at changing public policy in a way that benefits the adversely impacted group. Political parties run campaigns in an attempt to win office and make policy consistent with their platform and goals. Over time political parties respond to election results, campaign laws, and changes in the way information is disseminated to the public. Even though political parties are designed to connect the people with government, there are various barriers that interfere with this connection, even to the extent of preventing candidates who represent interests outside the two major parties from being elected. Finally, interest groups exist as a form of political participation for people with particular policy concerns. While these groups exist for different causes, they are sometimes criticized for wielding a disproportionate impact on the policy-making process based on their organized pressure tactics and allocation of money for campaigns and lobbying.

Like political parties and interest groups, elections connect citizens with government. The number of eligible voters has expanded over time based on various constitutional provisions, court rulings on voter access and campaign finance, and legislation. The Fifteenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments, each a response to a specific social/political concern, serve to eliminate political discrimination against people due to a citizen’s race, sex, age, and ability to pay a poll tax. Voter turnout is impacted by the various provisions that states implement regarding voter requirements and qualifications that involve issues not addressed in those amendments. Voter turnout varies widely from election to election, and political candidates have taken advantage of technology and campaign finance laws to communicate their platforms more effectively to the voting public. The data regarding voter turnout in the United States provides a foundation for interesting analysis when compared to voter turnout in other democracies, and political scientists periodically study why voter turnout in the U.S. falls below that in other similar republics.

**Essential Questions:**

* How have changes in technology influenced political communication and behavior?
* Why do levels of participation and influence in politics vary?
* How effective are the various methods of political participation in shaping public policies?

**Big Idea #1- Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.**

**Voting Rights**

|  |  |
| --- | --- |
|  | **Describe how each expanded opportunities for political participation** |
| 15th Amendment |  |
| 17th Amendment |  |
| 19th Amendment |  |
| 24th Amendment |  |
| 26th Amendment |  |
| Voting Rights Act of 1965 |  |
| Motor Voter Law |  |

**Models of Voting Behavior**

|  |  |
| --- | --- |
|  | **Describe the different models of voting behavior. And, provide an example.** |
| Rational-choice voting |  |
| Retrospective voting |  |
| Prospective voting |  |
| Party-line voting |  |

**Governing of elections**

|  |  |  |
| --- | --- | --- |
|  | Put a mark ***if*** the **STATE** **GOVERNMEN**T governs the election. | Put a mark ***if*** the **FEDERAL GOVERNMENT** governs the election. |
| Set times and locations, and most dates of elections. |  |  |
| Has judicial jurisdiction on election policy |  |  |
| Certifies elections results days or weeks after Election Day |  |  |
| Draws congressional district lines |  |  |
| Enforces relevant civil rights legislation |  |  |
| Sets date for federal, general elections |  |  |
| Chooses format of acceptable ballots and how to file for candidacy. |  |  |
| Administers and enforces campaign finance rules. |  |  |
| Addresses suffrage in constitutional amendments. |  |  |
| Creates rules and procedures for voter registration. |  |  |

**Special Note:** In addition to the impact that demographics and political efficacy can have on voter choice and turnout, structural barriers and type of election also affect voter turnout in the U.S

**Important Terms to Know**

|  |  |
| --- | --- |
|  | **Define** |
| Demographics |  |
| Political Efficacy |  |
| Electorate |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Demographics** | Put a mark ***if*** the group ***tends*** to vote for Democrats. | Put a mark ***if*** the group ***tends*** to vote for Republicans. | Put a mark ***if*** the group ***tends*** to be inconclusive in their support of a political party. |
| Gender: Men |  |  |  |
| Gender: Women |  |  |  |
| Race: White |  |  |  |
| Race: Non-White |  |  |  |
| Education: College |  |  |  |
| Education: High School |  |  |  |
| Occupation: Professional/Business |  |  |  |
| Occupation: White Collar |  |  |  |
| Occupation: Manual Labor |  |  |  |
| Occupation: Union Members |  |  |  |
| Age: Under 30 |  |  |  |
| Age: 30-49 |  |  |  |
| Age: 50 and over |  |  |  |
| Religion: Protestant |  |  |  |
| Religion: Catholic |  |  |  |
| Region: East |  |  |  |
| Region: Midwest |  |  |  |
| Region: South |  |  |  |
| Region: West |  |  |  |

**Special Note:** Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.

**Voter Choice**

|  |  |
| --- | --- |
| **Explain how each of the following factors influenced voter choice in an election.** | |
| Party identification |  |
| Ideological orientation |  |
| Candidate characteristics |  |
| Contemporary political issues |  |
| Demographic characteristics such as religious beliefs or affiliation, gender, race and ethnicity |  |

**Big Idea #2- Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.**

|  |  |
| --- | --- |
| Define Linkage Institution: |  |

**Linkage Institutions**

|  |  |
| --- | --- |
| **List the 4 Linkage Institutions** | **Describe each linkage institutions** |
|  |  |
|  |  |
|  |  |
|  |  |

**Political Parties: Functions and Impacts**

|  |  |
| --- | --- |
|  | **Explain the role the political party plays in each of the following:** |
| Mobilization and education of voters |  |
| Party platforms |  |
| Candidate recruitment |  |
| Campaign management, including fundraising and media strategy |  |
| The committee and party leadership systems in legislatures |  |

**Special Note:**

* Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.
* Parties modify their policies and messaging to appeal to various demographic coalitions.
* Parties use communication technology and voter-data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.

**Terms**

|  |  |
| --- | --- |
|  | **Define** |
| Critical Election |  |
| Regional Realignment |  |
| Realignment |  |
| Divided Government |  |

**Critical Elections**

|  |  |
| --- | --- |
|  | **Briefly describe how the election changed the structure of the political party and/or the realignment that occurred.** |
| 1860 |  |
| 1896 |  |
| 1932 |  |

**Special Note:** Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.

**Third Parties**

|  |  |
| --- | --- |
| Explain why “winner-take-all” voting districts serve as a barrier to third-party and independent candidates success. |  |
| List at least 2 3rd parties that have had some success. |  |

**Special Note:** The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.

**Political Parties and Interest Groups**

|  |  |  |
| --- | --- | --- |
|  | Put a mark ***if*** this statement represents **Political Parties** | Put a mark ***if*** this statement represents **Interest Groups** |
| Pick candidates |  |  |
| Run campaigns |  |  |
| Give cues to voters |  |  |
| Articulate policy |  |  |
| Coordinate policy |  |  |
| Educate voters and office holders |  |  |
| Draft legislation |  |  |
| Mobilize membership to apply pressure on legislators and government agencies. |  |  |

**Iron Triangle**

**Bureaucratic**

**Agency**

5) 3)

6) 4)

**Interest** 1) **Congressional**

**Groups** 2) **Staffs & Committees**

**For each of the following statements, identify the number above in the process of the Iron Triangle above.**

|  |  |
| --- | --- |
|  | Bureaucrats can choose to execute policies in a way that is favorable to members of Congress who control their budgets and oversee their operations.. |
|  | Bureaucrats, knowing that interest groups often have the ear of key members of Congress, can implement policies and programs in ways that please interest groups. Keeping interest groups happy, often keeps key members of Congress happy. |
|  | Interest groups lobby members of Congress for favorable policy. Congress members often listen, because interest groups provide campaign funds and political advertising that can influence voters at election time |
|  | In return for their support, members of Congress can provide interest groups with friendly legislation. They can also, through their oversight function, put pressure on bureaucrats to implement programs and policies in a way that interest groups favor ( |
|  | Interest groups will often lobby bureaucrats directly for favorable implementation of policies that affect their members. Interest groups can also rally public support or disfavor for bureaucrats and their agencies based on their performance. |
|  | Members of Congress make budgetary decisions that directly impact the funding that bureaucratic agencies receive from year to year. Congress members can use this “power of the purse” to influence how bureaucrats do their jobs. They also, through their oversight power, can investigate and call out bureaucratic agencies that aren’t doing what Congress wants them to. |

**Special Note:** In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and issue networks and they help interest groups exert influence across political party coalitions

**Interest Groups and influence on public policy**

|  |  |
| --- | --- |
|  | Explain how interest group influence in **elections** and **policy-making** may be impacted by each of the following? |
| Inequality of political and economic resources |  |
| Unequal access to decision makers |  |
| “Free rider” problem |  |
| Single Issue Groups |  |
| Ideological/Social Movements |  |
| Protest Movements |  |

**Special Note:**

* Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.
* Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees.

**Big Idea #3- The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.**

**Presidential Elections**

|  |  |  |
| --- | --- | --- |
|  | **Define each term** | **Explain the role of each process in a Presidential Election (provide examples, when applicable).** |
| Incumbency advantage phenomenon |  |  |
| Open Primary |  |  |
| Closed Primary |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Define each term** | **Explain the role of each process in a Presidential Election (provide examples, when applicable).** |
| Caucuses |  |  |
| Party Conventions |  |  |
| Congressional and State Elections |  |  |
| Electoral College |  |  |

**Electoral College Basics**

|  |  |
| --- | --- |
| How many Electoral College votes are needed to win the Presidency? |  |
| Explain winner-take-all allocation of votes. |  |
| What 2 states do not have winner-take-all allocation? | 1. 2. |
| How can a candidate win the popular vote, but lose the Electoral Colle vote? |  |
| Where is the Electoral College explained in the U.S. Constitution? |  |

**Special Note:** The winner-take-all allocation of votes per state under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.

**Congressional Elections**

|  |  |  |
| --- | --- | --- |
|  | **Define each term** | **Explain the role of each process in the U.S. Congressional Elections (provide examples, when applicable).** |
| Incumbency advantage phenomenon |  |  |
| Open Primary |  |  |
| Closed Primary |  |  |
| Caucuses |  |  |
| General (presidential) elections |  |  |
| General (mid-term) elections |  |  |

**Political Action Committees (PACs)**

|  |  |  |
| --- | --- | --- |
|  | **Define** | **Explain how each affects the election process.** |
| PAC |  |  |
| Super PAC |  |  |
| Soft Money |  |  |
| Hard Money |  |  |
| Issue Ads |  |  |

**Special Note:**

* Different types of political action committees (PACs) influence elections and policy making through fundraising and spending.
* The benefits and drawbacks of modern campaigns are represented by:
  + Dependence on professional consultants
  + Rising campaign costs and intensive fundraising efforts
  + Duration of election cycles
  + Impact of and reliance on social media for campaign communication and fundraising

**Campaign Finance: Acts of Congress and Supreme Court Decisions**

|  |  |  |  |
| --- | --- | --- | --- |
| **Congressional Acts/Court Case** | **Year** | **Brief description of the law/case and outcome** | **Constitutional principles** |
| Bipartisan Campaign Reform Act of 2002 |  |  |  |
| *Citizen United v Federal Election Commission (FEC)* |  |  |  |

**Special Notes:**

* Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech
* Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, political action committees, and political parties)

**Big Idea #4- The various forms of media provide citizens with political information and influence the ways in which they participate politically.**

**Role of the Media**

|  |  |  |
| --- | --- | --- |
|  | Define | Describe the unique characteristics of each in the political process. |
| Investigative journalism |  |  |
| Election Coverage |  |  |
| Political commentary |  |  |
| “horse race” journalism |  |  |

**Special Note:** Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including new events, investigative journalism, election coverage, and political commentary.

**Type of Journalism**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Put a mark ***if*** Investigative Journalism | Put a mark ***if***  Election Coverage | Put a mark ***if*** Political Commentary |
| Factual accounts of events and people. |  |  |  |
| Delivered by the guests on a talk show. |  |  |  |
| Opinions of experts of people with political goals. |  |  |  |
| Spend months or years researching and preparing a report |  |  |  |
| “Horse Race” Journalism |  |  |  |
| Time consuming and expensive |  |  |  |

**Special Note:**

* The media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.

**Political Participation and Media Coverage**

|  |  |
| --- | --- |
| Describe how political participation is influenced by a variety of media coverage, analysis, and commentary on political events. |  |
| Describe and explain the rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites. |  |
| Explain how the nature of democratic debate and the level of political knowledge among citizens is impacted by:   * Increased media choices * Ideologically oriented programming * Consumer-driven media outlets and emerging technologies that reinforce existing beliefs * Uncertainty over the credibility of news sources and information | |