

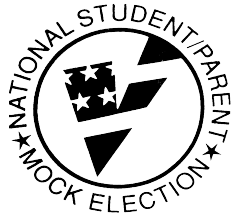


Guide to the Electoral Process
Elementary Level

Written for the National Student/Parent Mock Election

www.nationalmockelection.org

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The National Student/Parent Mock Election

The nation's largest voter education project

To the Teacher:

"Our classrooms are the laboratories of our democratic republic," Dr. Isidore Starr points out, "and our future voters should receive their basic training in our schools."

This year's Teachers Guide to the National Student/Parent Mock Election Issues Forum takes advantage of the additional space publishing on the web allows to provide a larger selection of classroom activities. We hope teachers will choose those activities that best meet the needs of their classes and share with us *their* ideas for training our future voters, as well as their evaluation of the materials they find here.

The hallmark of the National Student/Parent Mock Election is freedom and flexibility. No teacher is required to use all or even part of the voter education materials the National Student/Parent Mock Election provides. If you find others you consider better suited to your students' needs, please feel free to use your professional judgement, and share your find with us! The only requirement is that your students vote on issues as well as candidates on Mock Election Day, November 1. See the Issues Ballot at the end of this guide. It will also appear on GovernmentGuide.com where students will cast their votes.

Please be sure to see the awards application on our web site (www.nationalmockelection.com). Awards for Outstanding Voter Education Projects are given in conjunction with the National Student/Parent Mock Election by NASBE (National Association of State Boards of Education), AASA (American Association of School Administrators), NASSP (National Association of Secondary School Principals), NASC (National Association of Student Councils), CNN and the League of Women Voters.

If you believe you (or your students) have led an outstanding voter education project, please let us know!

Our warm good wishes for an exciting Mock Election experience.

Sincerely,

Gloria Kirshner
President



The National Association of Secretaries of State has officially endorsed the National Student/Parent Mock Election. Over 50 national civic, educational, business, and religious organizations, including the National Council for the Social Studies, cooperate with the National Student/Parent Mock Election.

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Teachers and schools can reproduce in any quantity desired.

2002 National Student/Parent Mock Election Issues Forum



Major Issues in the 2002 General Election

Setting the Stage

The 2002 elections represent a period of great uncertainty and new challenges for American voters and their leaders. However, the election also features traditional concerns for voters, politicians and political parties. Although the American public is still recovering from the terrorist attacks of September 11, 2001, Americans also have day-to-day concerns. While recent polls show that the public continues to demand action on homeland security and terrorism, they also want candidates to address more basic concerns such as the economy, education, health care and the environment.

This environment presents a unique challenge for political candidates. Polls show the electorate split evenly in party identification with the Republicans and the Democrats at roughly 45

percent each. The Democrats currently control the Senate by only one seat (50-49), with Independent James Jeffords of Vermont siding with Democrats on some key issues. The Republicans currently control the House by only a dozen seats. The narrow margins of control in Congress, unprecedented national concerns surrounding homeland security and prominent domestic issues such as economic security, illustrate important, fundamental differences and similarities between political parties and candidates.

R. Sam Garrett and James A. Thurber¹
Center for Congressional and Presidential
Studies, American University
www.american.edu/campaignconduct

How to Participate

1 Enroll!

You may download an enrollment form (online enrollment coming soon) from our web site at www.nationalmockelection.com or email an enrollment request to us at nspme@aol.com. You will be contacted by your state's Coordinator or the NSPME.

2 Design Your Program

The National Student/Parent allows you flexibility of designing the voter education program that is right for your students. Free curriculum materials can be downloaded at www.nationalmockelection.com and AOL@SCHOOL (<http://school.aol.com>). Votes will be cast for candidates for the U.S. Senate and U.S. House of Representatives, Governors (where there is a race), and on the national issues in this Teachers' Guide (see the ballot on page 23). The result of the votes on the issues will become the "recommendations of America's students and parents to the newly elected legislators," and will be presented to the newly elected Congress and the Governors in January.

3 Vote!

Vote online at www.electionguide2002.com/mockelection.adp, or phone or fax tallies to "Election Headquarters." (State Coordinators or the NSPME will provide instructions in October.)

¹ R. Sam Garrett is graduate research assistant at the Center for Congressional and Presidential studies and a Ph.D. student in the Department of Government, American University, Washington, DC. He thanks James C. Owen and Martha A. Garrett for their thoughtful input on high school audiences. James A. Thurber is professor and director at American University's Center for Congressional and Presidential Studies. He also serves as principal investigator of The Pew Charitable Trusts-sponsored Improving Campaign Conduct Project.

Homeland Security

R. Sam Garrett and James A. Thurber

Defining the Issue

At least for now, homeland security remains Americans' top priority. Homeland security is a broad policy area that includes issues ranging from military spending to airline security. The entire set of issues generally falls into the "national security" category. Regardless of the specific issue, however, Americans express overwhelming support for strengthening defense against terrorism and preventing future attacks. President Bush's proposal for a new Homeland Security Department is a major part of that effort. The proposal has strong support from the American people and bipartisan support in Congress.

Where Do Our Political Parties Stand on Homeland Security Issues?

Where They Agree

Since September 11, 2001, President Bush has enjoyed the "rally around the flag" effect, which refers to the broad public and congressional support presidents almost always receive during wartime. Accordingly, members of both parties generally support President Bush's national security policy, including creating a Department of Homeland Security. It is hoped that the new Department will centralize anti-terrorism efforts, making sharing intelligence and emergency-preparedness planning more

efficient. Currently, hundreds of agencies throughout government handle these functions. Both parties also express broad support for pursuing terrorist organizations through a variety of economic, law enforcement and military tactics around the world. This unity reflects traditional partisan compromise during times of crisis.

Home and Security

The months following September 11, 2001 included a wave of intense American patriotism not

seen since World War II. Some critics (especially civil liberties groups such as the American Civil Liberties Union) caution that while patriotism is important, the war on terrorism has created a frenzied environment in which Americans and their lawmakers run the risk of trampling over citizens' constitutional rights, especially with regard to wiretapping and detaining suspected terrorists. With your class,

review the Bill of Rights (the first 10 amendments to the U.S. Constitution). The National Archives and Records Administration provides these materials online at: http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/constitution_transcription.html, or you can find printed copies in most basic social studies textbooks. In addition, assign students to follow current or previous news coverage of the debate surrounding the conflict between civil liberties and homeland security (freedom versus order). After reviewing the news coverage and the Constitution, ask students to identify their position on freedom versus order. Encourage students to think about issues such as: whether the Constitution protects, or should protect, suspected terrorists (especially if they are American citizens, eg. John Walker Lindh); how lawmakers and citizens should decide to balance homeland security and civil liberties, if at all; and whether lawmakers should simply represent popular will or exercise their judgment to curb what some view as misguided public opinion on these issues. Lead a class discussion or moderated debate asking individuals or groups of students to support their positions with evidence from media coverage.

Get More! Thomas L. O'Donnell, Robert White, and Angie

Zito for their contributions to the classroom activities sections of these guides.

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Homeland Security

R. Sam Garrett and James A. Thurber

Where They Disagree

The debate between order and freedom is one of democracy's oldest questions. Even the U.S. constitutional convention could not agree on the relationship between civil liberties and government power, leaving those decisions to the states that ratified the Bill of Rights. This age-old debate is a defining issue in the partisan differences over homeland security. Democrats are concerned about broad proposed powers that would allow the Department of Homeland Security to operate in secrecy and allegedly take away too much freedom from Americans. Democrats argue that if too much power is given to the government to investigate and detain suspected terrorists, law-abiding Americans could be subject to unconstitutional violations of their civil rights. On the other hand, some Republicans—and most of the public, according to recent polls—believe that sacrificing some individual liberties is acceptable given the extraordinary threat future terrorist attacks pose. Some also argue that homeland security and civil

liberties can be balanced without weakening either side. Although both parties favor investigating how the government failed to prevent the September 11th terrorist attacks, the two sides approach this task differently. Some Democrats argue that the Bush Administration was too dismissive of intelligence information provided by the outgoing Clinton Administration. Some Republicans argue that the appropriate focus now is on preventing future terrorist attacks rather than affixing blame for September 11th. Many Republicans are therefore emphasizing large increases in spending for the war on terrorism and more powers to investigate possible terrorist threats. Finally, many Democrats object to a Bush proposal that would exempt the Department of Homeland Security from standard civil-service protections, such as union membership for employees. Republicans counter that the new department needs unique flexibility to respond to terrorist threats efficiently.

Classroom Activities

Homeland Security

R. Sam Garrett and James A. Thurber

A federal judge has ruled that the government has no right to conceal the identities of hundreds of people arrested after the September 11 terror attacks and gave the government 15 days to release their names. U.S. District Judge Gladys Kessler rejected the argument of the Department of Justice that disclosure of the names would impede its investigation of terrorists.

While it was the obligation of the executive branch to ensure the physical security of its citizens, Judge Kessler argued "... the first priority of the

judicial branch must be to ensure that our government always operates within the statutory and constitutional constraints which distinguish a democracy from a dictatorship.

"Unquestionably, the public's interest in learning the identity of those arrested and detained is essential to verifying whether the government is operating within the bounds of law."

continued on next page □

Homeland Security

Classroom Activities

Robert McCallum, the assistant attorney general for the civil division of the Department of Justice, stated "... The Department of Justice believes today's ruling impedes one of the most important federal law enforcement investigations in history, harms our efforts to bring to justice those responsible for the heinous attacks of Sept. 11, and increases the risk of future terrorist threats to our nation."

Mr. McCallum argued that the department's criminal division "... firmly believe that the information sought by the plaintiffs, if released, could jeopardize the investigation and provide valuable information to terrorists seeking to cause even greater harm to the safety of the American people."

Judge Kessler's ruling noted that, "... As of this moment, the public does not know how many persons the government has arrested and detained as part of its Sept. 11 investigation, nor does it know who most of them are, where they are and whether they are represented by counsel."

In a related case, a federal appeals court in Cincinnati declared on August 26 that the government acted unlawfully in holding hundreds of deportation hearings in secret based only on the government's assertion that the people involved may have links to terrorism.

"Democracies die behind closed doors" Judge Damon J. Keith wrote for the unanimous

three-judge panel of the United States Court of Appeals for the 6th Circuit.

Designating a case "special interest," as outlined in a directive by Chief Immigration Judge Michael Creppy, and closing the courtroom to family, visitors or press, and neither confirming or denying

Homeland Security

whether the case is on the docket is a process performed in secret without any established standards or procedures, and the process is, thus, not subject to any sort of review” Judge Keith wrote. “A government operating in the shadow of secrecy stands in complete opposition to the society envisioned by the framers of the Constitution.”

Barbara Comstock, a spokeswoman for the Justice Department responded: “The Justice Department has an obligation to exercise all available options to disrupt and prevent terrorism.”

The case was brought by five Michigan newspapers and Representative John Conyers Jr., Democrat of Michigan, all of whom sought to attend deportation hearings for Rabih Haddad, a Muslim clergyman and found of the Global Relief Foundation who had overstayed his tourist visa.

- Role play a TV call-in program in which the MC (Larry King?) interviews Judge Kessler and Robert McCallum and then invites viewers to call in their questions and comments. Have members of the class role play viewers of all political persuasions. Take a vote after the role play. How many members of the class agree with Judge Kessler? How many agree with the Department of Justice?
- In the classrooms of today are the presidents, cabinet members, senators, congressmen, governors, state legislators, and judges of tomorrow. Role play a TV interview program (Jim Lehrer? Greta Van Susteren? or host of your choice) in

which the host interviews Judge Keith and other members of the Appeals Court panel and Chief Immigration

continued on next page □

Homeland Security

Classroom Activities

Judge Michael Creppy then talks with cabinet members, members of Congress, or state government officials responsible for homeland security.

Can the guests agree on a way to maintain both freedom and order? Organize a class discussion following the role play. How would the members of your class solve the problem at a time when America faces unprecedented danger of terrorist attacks? What lessons from history can you cite?

Fredwa Malti-Douglas, writing in the *New York Times* tells of her post Sept. 11 experiences traveling as an Arab with a classic Mediterranean appearance and a fair-haired, blue-eyed husband.

“I have probably been through more ethnic profiling at airports than anyone who has protested the practice on television. . . . My most harrowing experience was in Cairo. After a flight from Tunis, my husband was passed through while I was held back and my passport confiscated, perhaps because I had made the mistake of speaking Arabic. After an hour of my beseeching, a kindly older man finally located my passport and gave it back to me.

“Despite the inconvenience to me, I believe this scrutiny is a defensible tactic for picking out potential problem passengers. Although I am not a terrorist, others do not necessarily know

it. The airline security procedures I ran into also protect me from terrorism. In the last few years, I saw less profiling by American carriers, perhaps be-

cause concerns had been raised about discrimination. The article continued until Sept. 11.

Homeland Security

government protect you and your civil liberties as well? What price are you willing to pay for your freedoms?

“Security officials need to keep an open mind about national origins. There will be more Richard Reids and John Walker Lindhs, who will not be found through profiling. Yet it is a fact that the particular terrorist group sworn to our destruction, Al Qaeda, is made up largely of Middle Easterners. It is not unreasonable to direct increased attention to passengers with some connection to the Middle East.

“Arab-Americans like me want to be safe when we fly. Cooperating with security procedures, even when we suspect that we are getting more attention than our fellow citizens, makes sense. Does anyone really want a security official to hesitate before stopping a suspicious passenger out of fear of an accusation of bias?”

Do you agree with Fedwa Malti-Douglas, a professor of Humanities and Law at Indiana University? If so, why? If not, why not?

- Write an op-ed piece as the American spouse of someone with a “classic Mediterranean appearance” who, before the judges’ rulings, you believed could be secretly held by the government because of unfounded suspicion of terrorist activities.

Buttress your argument with incidents from history, such as the racial profiling of the Nazis or the mysterious detentions in South American dictatorships. How will you suggest your

Homeland Security

Classroom Activities

Writing in the *Dallas Morning News* on August 24, Bill Marvel states: “To many, it’s the bedrock for all other American liberties: our right to read what we please without the government peering over our shoulders.

“Many also believe that Congress put this right in jeopardy six weeks after Sept. 11 when it passed the USA PATRIOT Act with almost no discussion or debate.

“Under a little-noted provision, Section 215, the USA PATRIOT Act—officially, Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism—gives FBI agents authority to investigate the reading habits of citizens suspected of terrorism.

“Armed with a subpoena from a special ‘spy court,’ agents can examine bookstore and library records without having to show any probable cause that a crime has been committed, or even that the records are evidence of a crime. That includes library records of Internet searches by patrons. Agents need only convince a judge that their investigation is related to national security or terrorism.

“More troubling yet, say the act’s critics, those investigations are cloaked in deepest secrecy. The person being investigated is never informed of the scrutiny. In fact, it’s a crime for a librarian or bookstore clerk to reveal the existence of such an investigation, even to a co-worker or boss.”

Deborah Caldwell-Stone, deputy director of the Office for Intellectual Freedom of the American Library Association states, “. . . you can look at what happened in Eastern Europe and Russia, where, if you read the wrong thing, the secret police would be knocking at your door.

“The library is a democratic institution, the one place where people can come and read to educate and entertain themselves.”

The Department of Justice points out that “. . . Section 215 of the USA PATRIOT Act is being misunderstood.

“One misunderstanding,” says Viet Dinh, the department’s assistant attorney general for legal policy, “is that it is specifically targeted at bookstores and libraries. That’s not true. This provision is generally applicable to all businesses. And it excepts First Amendment rights. There has to be some criminal activity.”

“In other words,” he explains, “the act cannot be used against a U.S. citizen just because of what that citizen has been reading or what Web sites he or she has been visiting. There must be some other evidence linking the person to the crime of terrorism.

“Section 215, he says, simply extends to investigations of terrorism powers that were already available to the federal government in ordinary criminal investigations.”

The PATRIOT Act “does not authorize fishing expeditions” Viet Dinh states.

- Read the PATRIOT Act (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_bills&docid=f:h3162eh.txt.pdf). Why has the House Judiciary Committee sent a 12 page letter to Attorney General John Ashcroft asking for details of how the act has been used and what safeguards have been set in place to prevent abuse of constitutional rights? Read the constitution? What safeguards would you advocate?

- Analyze past incidents in U.S. history where the threat of war has led the government to take controversial actions to protect Americans (the Alien and Sedition acts, the House Unamerican Activities Committee, the World War II detention of Japanese-Americans, etc.)

Did future generations, looking back, believe the end justified the means? Why? Why not?

- Write an essay about the PATRIOT Act of 2001 as a historian writing in 2051. What do you believe the lessons of time will have taught Americans about balancing freedom and order 50 years from now?

Economy

by R. Sam Garrett and James A. Thurber

Defining the Issue¹

Given urgent homeland security concerns, it might seem odd that the economy plays such an important role in the 2002 election. However, the economy, like most policy issues, is complex. Americans are concerned not only about their ability to make purchases and invest in the stock market, but also about the recent wave of corporate scandals. Overall the economy ranks second to homeland security on Americans' priorities list. A July 9, 2002 Gallup Poll finds that almost 30 percent of Americans say that the economy is the most serious issue facing the nation, compared to more than 40 percent who are most concerned about terrorism and national security. However, a July 31, 2002 National Public Radio poll finds that although more than 40 percent of Americans believe terrorism and national security should be Congress's and the President's top policy priority, most of these same respondents say that they will decide how to vote based on economic issues. Despite widespread publicity surrounding alleged corporate abuse, most Americans' economic concerns involve rising inflation, unemployment and other quality-of-life issues.

Economic Issues?

Where They Agree

Both parties realize that the economy has important political and policy consequences. Poor economic times help defeat incumbents, which provides both parties with strong incentives to find politically popular solutions to economic problems.² The state of the economy may, in fact, evolve into the most significant campaign issue in 2002. More fundamentally, both parties agree that

Where Do Our Political Parties Stand on

a strong economy is essential to maintaining the entire State's quality of life and world leadership. Both parties agree that it is essential to encourage investment and consumer confidence by, for example, keeping interest rates low and battling corporate fraud.

Where They Disagree

Democrats are arguing for more government intervention in the economy and in policing corporate fraud. Democrats have been particularly vocal about the need for government protections for corporate "whistleblowers"—employees who expose corporate fraud and other criminal activity. Republicans generally favor less government intervention in the economy. However, despite the Republican commitment to less government intervention, President Bush recently signed into law Democratic legislation imposing stiff prison sentences and other sanctions on fraudulent corporate leaders. Nonetheless, Republicans remain committed to their emphasis on limited government by emphasizing tax-cut policies which they believe will allow average Americans to spend more money and revive the economy. On the other hand, most Democrats argue that the government should maintain or raise taxes to pay off the national debt and fund important government services.

Representatives serve for staggered two-year terms. One-third of the Senate stands for re-election every two years.

¹ For a previous discussion of how these and other issues affect the 2002 elections, see James A. Thurber, "Campaign 2002: Top Issues." *The National Voter* 52(1) (September/ October 2002), published by the League of Women Voters.

² Incumbents are those who already hold office and are running for re-election. The entire U.S. House of

Economy

Classroom Activities

On July 18, 2002, the *New York Times* reported that, by more than two to one, respondents to a *New York Times*/CBS News Poll said “the administration was more interested in protecting the interests of large corporations than those of ordinary Americans.” That concern was expressed by more than a third of Republicans and an overwhelming majority of Democrats. . . . Nevertheless, the *Times* reported “for all the reservations expressed about the administration’s commitment to looking out for them—and about the business ethics of administration officials when they were in the private sector—Mr.

Bush remains personally popular.”

- What are “business ethics”? How can they affect the economy? An election? What protections have Congress and the President put in place since July 18? Organize a class poll. Try asking the questions in the *New York Times*/CBS

News Poll of your family and friends. (See <http://www.cbsnews.com/stories/2002/07/17/opinion/polls/main515481.shtml> and click on CBS News Polls). Add a question

about the “business ethics” of your Senators and Representatives. Have your respondents changed their opinion since July 18? If so, why? Do the respondents to your poll feel their Senators and Representatives are taking action to protect them, and the nation’s economy, in the future? If not, why not?

- Share your class’ poll with your Senators and Representatives and your state legislators and members of your city council as well. Invite them to come and talk with students, teachers and parents before the election if their schedule permits.¹

¹ Although members of Congress are extremely busy, they come home to their districts often and frequently meet with school groups. District staff members are also frequently available. Members of state legislatures or city councils are even more accessible. Requests for appearances by members of Congress should be made well in advance, in writing, by mail or fax. (Note: Due to anthrax screening, Congress is experiencing substantial delays in mail processing. Check your members’ web sites for further information on scheduling appointments. Representatives’ web sites can be found at: www.house.gov. Senate web sites can be found at: www.senate.gov.)

Notes:

Economy

Economy

Classroom Activities

Thomas L. Friedman, a *New York Times* columnist, writing on July 30, observed:

“You see, what really distinguishes American capitalism from most other countries’ is not that we don’t have CEO crooks, but others do, or that we never have bogus accounting, bribery, corruption or other greedy excesses, but others do.

“No, we have all the same excesses that other capitalist nations have, because fear and greed are built into capitalism.

“What distinguishes America is our system’s ability consistently to expose, punish, regulate and ultimately reform those excesses— better than any other.

“How often do we hear about such problems being exposed in Mexico or Argentina, Russia or China? They may have all the hardware of capitalism, but they don’t have all the software—namely, uncorrupted bureaucracy to manage the regulatory agencies, licensing offices, property laws and commercial courts.

“Indeed, what foreigners envy us most for is . . . our alphabet soup of regulatory agencies: the SEC, the Federal Reserve, the FAA, the FDA, the FBI, the EPA, the IRS, the INS.

“Do you know what a luxury it is to be able to start a business or get a license without having to pay off some official?”

Divide the class into committees to report on the roles of the SEC, the FDA, the FBI, the EPA, the IRS and the INS. Do you agree or disagree with Thomas Friedman that “so much of America’s moral authority to lead the world derives from the decency of our government and its bureaucrats and the example we set for

others”? Can you cite examples to back up your opinion?

According to a new Hart-Tector poll released by the Council for Excellence in Government, America's 18-30 year olds

Economy

are showing an increased interest in public service careers, compared to data from five years ago.

While most young Americans (62%) report that during high school or college they have not been asked to consider government service, half of young people say they would give serious consideration to a request for government service coming from President Bush (52%), their parents (65%), other young people already working in the public sector (61%), or a teacher or professor (54%).

Divide the class into four groups, one representing corporate leaders, one representing Congress or the state legislature, one representing government "bureaucrats" and one representing ordinary citizens. Discuss the pressures that can impede ethical decision-making. To learn more about the pressures and challenges each side faces, invite guest speakers to give the class first-hand perspective.

Which possible future careers are **you** considering? What pressures will you face? What will help you to make ethical decisions despite the pressures?

Which party do you believe will best protect America's economy and its "moral authority to lead the world"?

Representatives from the local Chamber of Commerce, Rotary Club, Junior Achievement or similar organizations can help provide business contacts. Check government-guide.com or your local phone directory to make contact with your local government officials.

Education

R. Sam Garrett and James A. Thurber

Defining the Issue

Americans consistently rate the quality and cost of education as one of their top domestic policy priorities. In recent years, the education debate has focused mostly on school vouchers and mandatory testing. School vouchers are experimental programs that allow parents to use government money to pay for some of their children's private-school tuition. A recent Supreme Court ruling that upheld a Cleveland school voucher program has provided encouragement for the pro-voucher side, which has attempted to move the issue to the top of the domestic agenda. Mandatory testing is connected to vouchers in that it seeks to rate schools based on quantified student learning.

schools are doing well and which ones are not. However, the two parties remain mostly divided on how to approach educational choice and evaluation.

Where They Disagree

Republicans and Democrats generally hold very different views on what to do about school choice and mandatory testing. Reflecting their commitment to individual liberty, Republicans believe that

Where Do Our Political Parties Stand on Education Issues?

Where They Agree

Both parties recognize that education is an enormously important issue to American voters and national life overall. Parties also recognize that voters are demanding more flexibility and accountability in education. They also agree that helping failing schools is a top priority. Although the issue is normally heated, both parties recently compromised and supported mandatory testing as a way to determine which

"At the desk where I sit, I have learned one great truth. The answer for all our national problems—the answers for all our problems of the world—comes down to a single word. The word is "education."

President Lyndon B. Johnson

– 10 – "Next in importance to freedom and justice is popular education, without

Education

R. Sam Garrett and James A. Thurber

parents should be allowed to make decisions about their children's education without government interference. Republicans therefore favor school vouchers, which they believe empowers parents to make the best decisions for their unique needs. Democrats strongly oppose school vouchers, which they argue will leave poorer and urban schools abandoned as the best and wealthiest students use vouchers to attend better schools. They also point out that parents are already free to send their children to private or religious schools at their own expense. Democrats object to using government funds to pay for religious education because they believe it violates the constitutional separation of church and state. Republicans counter that simply providing vouchers to parents does not constitute an endorsement of religious education because parents, not government, ultimately decide how to spend voucher funds. Although Republicans argue that standardized testing allows all schools and students to be evaluated using a common measure, Democrats contend that such testing often disadvantages minority and poor students and schools.

Education

Classroom Activities

“The Common School is the greatest discovery ever made by man.”

Horace Mann

- Organize a class Treasure Hunt for quotations about the value of education. Place a new quotation on the class blackboard every day. See if you can track down the figures that show the difference in earnings over a lifetime if you have a college degree vs. a high school diploma. Will the loss of earnings because you must spend additional years at school be compensated for by future earnings if you stay? Where will you begin your search?
- Read the U.S. Constitution. Can you find the word “education” in it? How does Article I, Section 8, Clause 1 allow the U.S. Government to assist states financially? Read Amendment XIV to the Constitution. How can the amendment be used to force states to conform to national standards (created by legislation and supreme court decisions) relating to desegregation and equality in state financing of schools.

Read the sections of the “No Child Left Behind” Act (passed by the U.S. Congress in 2001) that relate to school choice and mandatory testing. (See the No Child Left Behind web site for questions and answers regarding

school choice at: <http://www.nclb.gov/next/faqs/choice.html>)

- Put together a class newspaper about how the new federal education legislation could poten-

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newspaper to serve as an advisor for your class paper.

- Prepare a list of interview questions for the school superintendent, the principal, a member of the teachers' union, a parent, other students, local public officials and other members of the community about how they feel about the process for mandatory testing and school choice in the new legislation. Be sure to include representatives of private and parochial schools if you attend a public school.

How do members of your class believe mandatory testing will affect them? Is your school in danger of being among the large number of schools that will be considered to be "failing" schools according to the requirements in "No Child Left Behind?" What will happen if your school is listed as "failing"?

- Include a series of recommendations for improving your school's performance in your newspaper. Are there ways students and parents can help make even an outstanding school better? If so, what are they?
- Invite your readers to submit "Letters to the Editor" for the next edition of your class newspaper. Invite members of your community to submit "op-ed" or opinion pieces to the newspaper. What criteria will you establish for which should be printed and which will not? Discuss your criteria with your teacher and/or principal.

Ask the education writer of your local

Education

Classroom Activities

What gives the federal government the right to mandate testing in your school? (Ask your local bar association or your congressman's local office for their input on this question if you need help.) Which branch of the government appropriates federal funds for education? Could the "No Child Left Behind" Act have become law if the President wanted to see it passed but the U.S. House of Representatives and the Senate did not?

- Ask your principal if you may approach local businesses for funds to enable you to print and distribute your class newspaper. Share it with

your parents, your Congressman, your state representatives, your mayor, etc. Share it with eligible voters who do not believe congressional elections are important! How many of your readers did not know about the new education bill?

What limits on freedom of the press has the supreme court placed on school newspapers? Do you agree with them? Why? Why not? What have you learned from the experience of publishing a class newspaper? Share your newspaper with the NSPME. Write to: Gloria Kirshner, President, P.O. Box 36654, Tucson, AZ 85704

Notes:

Education

Environment and Energy

R. Sam Garrett and James A. Thurber

Defining the Issue

Environmental and energy concerns might seem trivial given the war on terrorism. However, issues ranging from nuclear-waste storage to oil drilling have important, long-term consequences for communities nationwide and the country at large. These concerns relate to important “lifestyle issues” that govern where and how people build houses, run business, get to work and accomplish countless daily tasks. Affordable, plentiful energy has always been at the heart of American economic prosperity. Historically, this prosperity often came at the expense of environmental conservation. Today, however, a substantial majority of Americans view environmental protection as a top national priority. During this election season, Middle East conflict and possible military action against Iraq make finding long-term domestic energy sources particularly important. Earlier this year, the debate over storing the nation’s nuclear waste at Yucca Mountain in Nevada received widespread attention. Although President Bush recently signed legislation directing the project to proceed, an extended national political battle lies ahead. Critics have rallied members of Congress and citizens throughout the country who question the safety of transporting nuclear waste from 130 sites around the country to Yucca Mountain.

Where They Agree

Environmental and energy issues have become major political and policy priorities over the last 30 years. Both parties agree that finding long-term,

Where Do Our Political Parties Stand on Environment and Energy Issues?

Environment and Energy

R. Sam Garrett and James A. Thurber

efficient energy sources that are environmentally friendly, essential to American quality of life and economic prosperity. However, environmental and energy issues also have a uniquely local impact. Unlike other issues, the local impact of environmental and energy policy often brings together partisans who normally disagree. For example, despite representing a heavily Democratic state, West Virginia legislators often object to strict environmental regulations because they inhibit West Virginia's mining industry. Similarly, the Yucca Mountain controversy has attracted an unusual combination of Democrats and Republicans on both sides of the issue, as members of Congress weigh whether it's better to get nuclear waste out of their states or risk transporting it to a centralized facility.

Where They Disagree

Republicans and Democrats are traditionally sharply divided over environmental and energy policy. Most Republicans object to anything that might inhibit free-market competition. This includes costly environmental regulations placed on businesses, which Republicans believe divert needed funds and attention from normal production. Likewise, they argue that the need for long-term domestic energy outweighs conservation concerns, especially on issues such as drilling for oil in Alaska's Arctic National Wildlife Refuge (ANWR). Republicans also favor reducing

environmental standards for power plant and vehicle emissions, which they believe ultimately raise costs for consumers by imposing extra costs on producers. Democrats tend to favor environmental protection and believe that businesses and consumers should be willing to pay slightly higher prices for a healthier and safer world. Although they recognize that business

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compliance with environmental regulations can be expensive, Democrats believe these measures reduce future healthcare and environmental clean-up costs. Democrats strongly oppose ANWR drilling and argue that any oil produced

in the area would only provide a short-term fix to the long-term problem of finding reliable energy sources. Democrats also caution that the environmental risks posed by drilling outweigh potential benefits of additional energy sources.

Classroom Activities

- Divide the class into two groups, one representing a congressional committee charged with environmental conservation and another charged with finding sustainable energy sources to meet urgent national needs. Stress the importance of the conflicts these two perspectives often face. For smaller groups or a more realistic simulation, divide the groups into actual House or Senate committees and subcommittees. A list of committees is available at: <http://www.house.gov/house/CommitteeWWW.html> and <http://www.senate.gov/committees/index.cfm>. Discuss the partisan views and national priorities surrounding these issues. Have each committee draft a short bill aimed at increasing the domestic supply of oil or natural gas, both of which require drilling. The energy committee will focus more on finding sustainable energy, while the environment committee will focus more on conservation. After the bills have been drafted, compare the two and discuss what obstacles each might face in Congress, especially in reaching a compromise that satisfies all sides.

- Divide the class into debating teams and choose one of the topics below to debate before the entire class.

Global Competition: Should the federal government require pollution reduction devices on all new cars, increasing the cost of U.S. automobiles?

Environment and Energy

Energy: Should the federal or state government put a special tax on gasoline to pay for environmental clean-up?
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Talk with your parents about their monthly gasoline expenditures (or the cost of other transportation that depends on gasoline). How would a significant increase in the gasoline tax (50 cents) affect this expenditure?

Foreign Aid: Should the United States contribute Foreign Aid to countries that contribute to global warming, acid rain, or other global problems?

Defense: Should the Environmental Protection Agency be empowered to set restrictions on the testing or use of weapons that are dangerous to the environment?

Foreign Trade: Should the U.S. government refuse to trade with countries who contribute to global environmental destruction?

Human Rights: Should the United States impose sanctions on countries that allow environmental conditions to pose a health or safety risk to their citizens?

Economy: Should the federal government require businesses to make costly changes to their facilities in order to better protect the environment?

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Environment and Energy

Classroom Activities

Education: Should the federal government require that all schools that receive federal funding include environmental education in their curriculum?

Housing: Should the federal government allocate funds to build new housing for low-income families who now live in environmentally unsafe housing?

Racism: Should the federal government put an end to the practice of disproportionately locating toxic waste sites in communities that are populated by people of color?

Employment: Should the federal government ban the production of toxic chemicals and eliminate the jobs of people in those industries?

Crime: Should the federal government allow the use of dangerous pesticides to destroy drug crops if such use endangers people's health?

Constitutional Right: Should citizens of the U.S. have constitutional protection for clean air and water, just as their rights to vote, speak freely and associate with whom they please are protected by the constitution?

- Work in teams to draft an amendment to the Constitution that your team believes is reasonable and viable.

Note to Teachers:

Since the environment is not mentioned in the U.S. Constitution, where does the federal government get its power to act in this area? For example, where in the

Constitution does Congress find the power to put a tax on gasoline? (See Art. 1, Sec. 1, cl. 1, 3, and 18.)

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Amendment V provides that Congress cannot deprive any person of life, liberty, or property without due process of law. The right to life in this amendment combined with the general provisions of the ninth could be interpreted as a right to a clean environment. But there is a Constitutional dilemma here. The Fifth Amendment also provides that Congress cannot deprive a person of property without due process of law. The dilemma is that by legislating a clean environment Congress safeguards the right to life but may, at the same time, cause loss of profits and jobs. Brainstorm possible ways to resolve this dilemma.

Check your state constitution for environmental provisions. Even if a state constitution has no environmental provisions, the state, as a sovereign entity, has the police power to protect the lives, health, morals, welfare, and safety of its people. Give an example of how your state exercises that power.

■ Organize a panel discussion on balancing a healthy environment with a healthy economy.

Is it a fact of life that we have to choose between having a healthy environment and having enough jobs for all our people?

A panel on this subject—and it is one of the most critical questions in the environmental debate—should consist of one or two environmental activists and representatives from industry or business, unions, health services, department of sanitation, and a representative from the medical

Environment and Energy

Classroom Activities

■ Organize a mock trial on an environmental issue.

In 1986 David Lucas bought two beach lots on the Isle of Palms along the South Carolina coast. He paid \$975,000 and planned to build a house for himself and another to be sold.

Before he could start building, South Carolina passed a law prohibiting construction close to the water. The law was passed to prevent harm to the environment, because science and experience have shown that oceanfront homes cause extensive destruction of public beaches and dunes. Because of the change in the South Carolina law the financial value of the lot dropped sharply.

Lucas went to court to protect his property right. Apply the case study method to the case:

a) What are the facts?

b) What are the constitutional provisions involved?

(Amendment V—Eminent Domain—the government cannot take private property for public use without just compensation.)

c) The Issue: Can the state, under its police power to protect the environment by zoning laws, cause a decrease in the value of private property without compensating the owner?

d) Arguments of the opposing side: Lucas v. The State

1. The State argues police power—the right to pass zoning laws to protect the safety and

welfare of the people.

2. Lucas argues the Fifth Amendment—the State has taken away his land's real value, even though he still owns the property.

Hold a mock trial with a judge or judges, your own.
witnesses, real estate experts, attorneys and
jurors. Involve all students by having two or
more juries.

Environment and Energy

The South Carolina Appeals court supported the State.

- What are the implications of this ruling? Suppose the case had been decided in favor of Lucas. What impact might that have had on the environmental law?
- Investigate the zoning restrictions in your community. Do you believe your town, city, state or the federal government should have the right to change the laws about use of property in your community after it has been purchased? If so, why? If not, why not?

What parallels do you see between building a beach house to own or sell for profit and drilling for oil in a wildlife preserve? What differences?

In a dissenting opinion in an environment case, Supreme Court Justice William O. Douglas suggested that “a valley, an alpine meadow, a river, or a lake should have standing in court cases as parties and should have representation.”

Did Justice Douglas imply that endangered valleys, rivers, meadows, and lakes should be represented by lawyers?

Does this seem strange? Can it be defended?

- Appoint committees to argue both sides of the issue. Have members of each committee change sides and argue for the side they previously opposed. What do you learn by arguing in favor of your opponent’s position? By arguing against

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Defining the Issue

Affordable, high-quality healthcare has a direct impact on all Americans, regardless of their age or individual circumstances.

Affordable, quality healthcare is particularly important to older Americans because many seniors are living longer and requiring expensive medications and treatment for longer periods. At the same time, many seniors live on fixed incomes that do not cover all their healthcare costs. In addition to meeting these important social needs, both parties know that seniors vote more heavily than any other group. Congress is considering legislation that would, among other things, lower pharmaceuticals costs by allowing bulk imports from Canada and Mexico and making it easier for generic drugs to reach U.S. markets. Generic drugs are often much cheaper than name-brand products. Both houses of Congress recently passed prescription drug legislation. However, the two bills are so different that they cannot be resolved in conference.¹ Public pressure will likely determine whether the reform effort dies or moves forward. “Patients’ Bill of Rights” legislation, which would allow patients to sue managed healthcare organizations (or HMOs), is another major issue. However, like many other domestic policy issues, the Patients’ Bill of Rights has received less attention in Washington since September 11, 2001. Both issues are tied to another major campaign issue: extending Social Security coverage for retiring baby-boomers.

Where Do Our Political Parties Stand on Healthcare Issues?

Where They Agree

Both parties have strong incentives to find a solution to skyrocketing healthcare costs while pre-

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serving quality and access to health services. Both parties also recognize that most Americans are unable to afford quality healthcare without effective insurance options. Both parties also agree that the government should play at least some role in providing basic healthcare insurance to those who cannot afford coverage on their own. Members of Congress from both parties have proposed various measures to reduce prescription drug costs and increase patient rights.

Where They Disagree

The parties generally differ in their approaches to how much the government should be involved in regulating health care costs, including how much taxpayer money should go to that effort. Money is a particularly divisive component of the healthcare debate. Although they have compromised recently, Democrats have pushed for full prescription drug coverage for Medicare recipients.² In recent weeks it has become clear that full coverage cannot win Republican support because Democratic proposals would cost about \$70 billion more over several years than leading Republican proposals. Most Republicans argue that patients would save more money by being able to select from private insurance programs than by receiving government subsidies. This view reflects Republicans' commitment to letting market forces solve social problems where possible. Republicans also fear that government subsidies would increase the federal budget deficit, which is already strained

by the war on terrorism. Some Republicans, particularly President Bush, also fear that the Patients' Bill of Rights does not do enough to limit excessive lawsuits against insurance companies. On the other hand, Democrats argue that providing full drug coverage to seniors, especially those on Medicare,

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is an important social priority. This reflects Democrats' traditional emphasis on social welfare and equity. They argue that more government regulation of the insurance and drug industries will offer citizen protection that free-market competition cannot. Democrats also contend that the threat of lawsuits for improper denials of healthcare benefits will encourage insurers to deliver higher-quality and fairer health services.

¹ When the House and Senate pass different versions of similar legislation, a conference committee that includes members from both houses tries to resolve the differences. The revised version of the bill is then re-introduced in each house. The House and the Senate must pass the exact same legislation to forward a bill to the President.

² Medicare is aimed at helping elderly Americans. Medicaid helps some poor and disabled Americans.

Classroom Activities

"If criminals have a right to a lawyer, then working Americans should have a right to a doctor."

Former United States Senator Harris Wofford
(His election in Pennsylvania was largely attributed to his campaigning for this right.)

On one side of the room post a sign – Strongly Agree – and at the opposite end – Strongly Disagree. Ask members of the class to take a position along this continuum and then give each of the two opposing sides an opportunity to try to persuade their opponents or those who take a middle position to join them at either end.

- Survey your immediate family, your relatives, and your neighbors, if it is feasible, to determine whether they have health care and if they do, what kind of care, the cost, and who pays for it. Collect your class' reports to give you a picture of your community's

health care coverage and health care costs.

- Organize a class visit to, or guest speaker from, a local hospital or pharmaceutical company. The

public relations office at these institutions should be able to help. Ask family members who work in these facilities for help as well.

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- Follow local media coverage of the industry, tracking legislation in Congress such as coverage of prescription drugs for seniors (<http://thomas.loc.gov>).
- Track health care bills in your state legislature (<http://www.cfpa.org/statemap.cfm>). Explore industry as well as consumer views on recent healthcare proposals.

Among others, prominent industry groups include: The American Hospital Association (www.aha.org), the American Medical Association (www.ama-assn.org) and the Health Insurance Association of America (www.hiaa.org). Among other prominent consumer groups include AARP (www.aarp.org) and Consumers Union (<http://www.consumers union.org/>).

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Healthcare

Classroom Activities

- Interview an individual in the community to steep yourself in real world health care problems.
- Role play a panel of speakers, including hospital administrators, insurance company representatives, doctors from local medical groups, a malpractice attorney and business and union representatives to address the questions of students (and parents) and provide their viewpoints on the issue of health care cost containment.
- Following the role play, discuss whether or not you believe the Constitution of the United States makes healthcare a fundamental right.

The first step in answering this question is to research your State Constitution and the U.S. Constitution. Every state, being a sovereign entity has police powers—the power to protect the lives, health, morals, welfare, and safety of its people. Under the police power, states can enact healthcare legislation.

However, healthcare is not mentioned in the Constitution of the United States. Therefore, when presidential and congressional candidates promise to support healthcare programs, what constitutional provisions are they invoking? Research this question by examining the provisions of the Constitution.¹

- Prepare an article for your school paper and/or your local newspaper about what your class has learned and what the class believes the Congress should do about healthcare given the many other demands on the federal budget. Share your article with your Congressman and Senators.

¹ Note to teachers: A national healthcare program would be based on Article I, Section 8, Clause 1 (taxing for the general welfare) combined with Clause 18 (Elastic Clause). Since healthcare is not mentioned in the Constitution and the Bill of Rights, it is not considered to be a fundamental right.

Notes:

Healthcare

Conclusion

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Although homeland security tops Americans' policy agenda, the 2002 election will hinge on several issues. Each case presents im-

portant examples of genuine policy differences between Republicans and Democrats. Many of these differences highlight two common themes: money and government regulation. On a variety of issues, Republicans usually believe that government should play a limited role in Americans' private lives, such as in education or the economy. However, Republicans support centralized authority and broad government power on matters such as

homeland security. Voters tend to trust Republicans more on national security and economic issues, among others. Recent polls indicate that this traditional support continues today. On the other hand, Democrats favor a stronger government role in areas such as education, the environment and healthcare as a way of ensuring equality, fairness and consumer protection. Democrats tend to enjoy an advantage on these issues. Both parties are generally united on homeland security, although they disagree on the scope of government power and spending in the war on terrorism.

Classroom Activities

In her column of August 4, 2002, Molly Ivins wrote:

- "In 1999, the average after-tax income of the middle 60 percent of Americans was lower than in 1977. The 400 richest Americans between 1982 and 1999 increased their average net worth from \$230 million to \$2.6 billion, more than 500 percent in constant dollars. That's class warfare.
- "By 1999, over one decade, the average work year had expanded by 184 hours. the Bureau of Labor Statistics reported that the typical American worked 350 hours more per year than the typical European. That's class warfare.
- "Less than half of all Americans have any pension plan other than Social Security. Wage-earn-

ers in the United States collectively ended the decade with less pension and health coverage, as well as with the industrial West's least amount of vacation time, shortest maternity leaves and shortest average notice of termination.

Among the western nations, the United States has the highest levels of inequality. That's class warfare.

Conclusion

■ “From 1980 to 1999, the 500 largest U.S. corporations tripled their assets and their profits, and enlarged their market value eightfold, as measured by stock prices.

“During the same period, the 500 corporations eliminated 5 million American jobs. That's class warfare. (All these figures are from Kevin Phillips excellent book, ‘Wealth and Democracy.’)”

- Can you identify which of Molly Ivins statements are opinions and which are facts?
- Read some of George Will's columns at <http://www.washingtonpost.com/wp-dyn/opinion/columns/willgeorge/>. Do you believe George Will would agree with Molly Ivins' interpretation of the statistics Kevin Phillips cites? Try writing a response to Molly by “George Will.”

continued on next page □

Conclusion

Classroom Activities

What are “professional ethics”? Is it ethical for a reporter to present only one side of a story? Why? Why not? Is it legitimate for a columnist to try to persuade readers to adopt his/her point of view? Why? Why not? What is the difference between a reporter and a columnist? Between objective reporting and emotional appeal? When is each responsible/irresponsible? What responsibilities accompany freedom of the press in a democracy?

- Survey the historical struggle for freedom of the press in America from the John Peter Zenger case of colonial times to the role of two Washington, DC reporters, Woodward and Bernstein, in exposing the Watergate scandal, to the press’ current struggle against policies of secrecy in the war against terrorism.

Who decides what is appropriate or inappropriate information for the public in a democracy? What is the role of the press in exposing scandal? How does informing the public limit the power of government? How can the public

influence policy-makers and legislation by using the press?

- Organize a campaign media watch*. Monitor local print and broadcast news outlets for their campaign coverage. Keep a journal of the source of the news (TV, radio, newspapers, internet, etc.), the issue or topic, and whether or not the issue is presented as fact or opinion. If it is presented as fact, is there a bias toward Republican or Democratic interpretation of the facts or are both sides of the issue presented objectively?

Why is a free press the first thing a would-be dictator attempts to destroy? What role does freedom of the press play in protecting free and fair elections in a democracy?

* This exercise is adapted from the Center for Congressional and Presidential Studies’ forthcoming work, “Ethics in Campaign Politics: Curriculum Study Guide for University Programs and Campaign Schools,” developed by political consultant Carol A. Whitney. Look for forthcoming updates on our web site at: www.american.edu/campaign-conduct. Follow the “publications” link to “ethics materials.”

Notes:

Conclusion

The Ballot

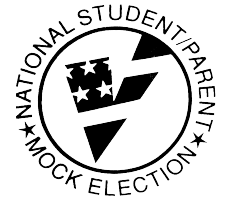
Now it is your turn to voice your opinion!

Below, you will find several questions that you can vote upon.

Think carefully about the questions asked and cast an informed vote!

1. **There are 5 issues listed below, check the box next to the issue that you feel should be policymakers' top priority over the other 4.**
 - a. the environment
 - b. education
 - c. the economy and corporate ethics
 - d. homeland security
 - e. healthcare
2. **Check the box next to the issue you feel should be a second priority.**
 - a. the environment
 - b. education
 - c. the economy and corporate ethics
 - d. homeland security
 - e. healthcare
3. **Which of the following statements most closely reflects your views on economic policy?**
 - a. I prefer Republican policies because they lower taxes and allow Americans to spend money as they see fit.
 - b. I prefer Democratic policies because they have more concern for social welfare and use tax revenues to fund important government services.
 - c. Republicans are too concerned with the welfare of the rich. Democrats are too concerned with the welfare of the poor. I don't like either party's policies.
 - d. I prefer neither Republican nor Democratic policies because individuals should be totally free from government interference in their economic decisions.
4. **Which of the following statements most closely matches your views on the debate between homeland security and civil liberties?**
 - a. Maintaining homeland security is so important that constitutional rights should hardly be considered at all.
 - b. It is worth sacrificing some constitutional rights for greater security.
 - c. Both are important but maintaining constitutional rights is more important than greater security.
 - d. Defending and pursuing our Constitutional rights is the best kind of homeland security our nation can have.
5. **Check the box that most closely reflects your opinion on the following statement:**
 - a. Government-funded school vouchers should be used so that students in failing schools will receive better educations at better schools.
 - b. Government-funded school vouchers should not be used. They could result in troubled schools with less-talented students and fewer resources when students who can leave do leave.
 - c. Some form of school choice is needed, but tax dollars should not be used to fund private or religious schools.
 - d. Leave the present system as it is. Everything considered, it is pretty good as it is.
6. **Which of the following statements most closely reflects your views on healthcare policy?**
 - a. The government should ensure that prescription drug costs come down, even if it means raising taxes or allocating less money to other programs.
 - b. Prescription drug costs should be lowered, but market competition can be more effective at doing so than government regulation.
 - c. Individuals should be responsible for their own healthcare services, free from government interference or help.
7. **Which of the following statements most closely reflects your views on environmental/energy policy?**
 - a. Since business drives the U.S. economy and world leadership, the government should impose minimal environmental regulations on business.
 - b. In the current international situation, sustaining domestic energy sources is more important than environmental conservation.
 - c. More emphasis should be placed on energy sources that are sustainable and environmentally friendly, such as solar or wind power.
 - d. The government should provide tax incentives to Americans who buy alternative-fuel or fuel-efficient cars, even if providing those tax incentives requires raising taxes on traditional fuels such as gasoline.

2002 National Student/Parent Mock Election Issues Forum



If you have not received a candidate ballot from your state coordinator and do not have access to the Internet list your candidate choices here.

Senate: _____

Congress: _____

Governor (in states where there is a race): _____

ENROLL!

You may download an enrollment form (online enrollment coming soon) from our web site at www.nationalmock-election.com or email an enrollment request to us at nspme@aol.com.

DESIGN YOUR PROGRAM

The National Student/Parent allows you flexibility of designing the voter education program that is right for your students. Free curriculum materials can be downloaded at www.nationalmockelection.com and AOL@SCHOOL (<http://school.aol.com>).

VOTE!

Vote online at www.electionguide2002.com/mockelection.adp, or phone or fax tallies to "Election Headquarters." (State Coordinators or the NSPME will provide instructions in October.)

The National Student/Parent Mock Election

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The guide to the National Student/Parent Mock Election Issues Forum was written by R. Sam Garrett and James A. Thurber of the Center or Congressional and Presidential Studies, American University. Our grateful thanks to Dr. Isidore Starr, Kaye Ashby, Gale Mertz, Thomas J. O'Donnel, Peter White and Augie Zito for their contributions to the classroom activities section of this guide.

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Classroom Resources

Want more information and classroom materials on political campaigns in the United States?

The Center for Congressional and Presidential Studies (CCPS) offers a wide variety of research reports, articles, case studies, data and streaming video on its web site at : <http://www.american.edu/campaignconduct>. The site also provides links to more than 100 political, media and research organizations. This work is supported in part by The Pew Charitable Trusts through the Improving Campaign Conduct Project.

■ Center for Congressional and Presidential Studies

<http://www.american.edu/academic.depts/spa/ccps/>

Web site with links to:

Sponsoring Organizations

- The Pew Charitable Trusts
- School of Public Affairs
- American University

Campaign Conduct

- Alliance for Better Campaigns
- Common Cause
- Institute for Global Ethics
- The Center for Public Integrity
- The Center for Public Integrity's "Public I" Report

Campaign Resources

- The Democracy Online Project
- Transition to Governing Project
- Center for Voting and Democracy
- Center for American Politics and Citizenship
- www.electnet.org
- www.hillnews.com
- National Voter Outreach @ directdemocracy.com
- Yahoo! Politics
- www.1stPolitics.com
- www.speakOut.com
- CNN
- The Campaign Assessment & Candidate Outreach Project (UMD)
- Rock the Vote
- Neglection 2000
- Campaign for Young Voters 2002 Toolkit

Campaign Consulting

- American Association of Political Consultants

- American Association of Political Consultants, Midwest Chapter
- Political Resource Directory

Campaign Finance

- The Campaign Finance Institute
- Soft Money and Issue Advocacy
- Center for Responsive Politics
- Federal Election Commission
- Public Campaign
- AU Campaign Finance Website
- Committee for Economic Development's Campaign Finance Reform

Campaign Organizations / Political Parties

- Democratic National Party
- Democratic Congressional Campaign Committee
- Democratic Senate Campaign Committee
- Republican National Party
- Republican Congressional Campaign Committee
- Republican Senate Campaign Committee
- Independence Party
- The American Party
- Emily's List
- Green Party
- Association of State Green Parties
- Reform Party
- List of all political parties

Research Resources and Current Events

- Kennedy Political Union
- American Political Science Association
- C-Span
- Campaigns and Elections Magazine
- politics1.com
- <http://thomas.loc.gov>
- www.govspot.com
- The Hill
- Washington Post
- Roll Call
- CNN
- New York Times
- Brookings Institution
- Cato Institute
- The Heritage Foundation's Mandate for Leadership Conference
- Program for Governmental Research and Education
- The Annenberg Public Policy Center
- The Aspen Institute

Resources on the Web

- The Council for Excellence in Government
- Staffer Buzz: HillZoo.com
- Citizen-Driven Performance Measurement Curricular Project

Government Sites

- United States Senate
- United States House of Representatives
- General Accounting Office
- Government Printing Office
- The Federal Register
- Fedworld
- FirstGov
- US Capitol

Related Academic Programs

- Department of Government at The School of Public Affairs at American University
- Institute of Government Studies, UC Berkeley
- Graduate School of Political Management at The George Washington University
- Suffolk University Master of Science in Political Science
- Graduate Program in Political Campaigning at the University of Florida
- Ray C. Bliss Institute of Applied Politics at the University of Akron
- The Sorensen Institute at the University of Virginia
- University of New Haven
- The Political Campaign Management Institute at the University of California at Davis
- The Robertson School of Government at Regent University
- Congressional Web Sites Best Practices
- Council for Excellence in Government
- Covering Government
- Do Something, Inc.
- Electronic Dialog and Democratic Participation
- Ethical Conduct Training Program
- Expanding Support for Reform
- Federal Government Performance Project
- Focus Project, The
- Free Time Mandate Project
- FreedomChannel.com
- Fresh Ideas for Campaign Reform
- George Mason University – Department of Public and International Affairs
- Graduate School of Political Management
- Harvard University – Center for International Affairs
- Harwood Institute for Public Innovation, The

- Hudson Institute, Inc.
- Improving the Campaign Finance System: Effective Disclosure and Meaningful Enforcement
- Investing in the People's Business: A Business Proposal for Campaign Finance Reform
- Issue Advocacy Watch: Sponsor Profiles
- Legal Aid Program
- Making Voters Autonomous: The 2000 Campaign on CD ROM
- Mapping Youth Civic Engagement Networks
- Maryland Foundation, Inc., The University of
- Michigan, University of – Institute for Social Research
- National Council of Young Mens Christian Associations of the United States of America
- National Forms Online
- National Right to Work Legal Defense and Education Foundation, Inc.
- National Youth Platform
- Nonvoter Behavior Survey
- Outside Money: Tracking Unregulated Campaign Expenditures
- Pennsylvania, University of – The Annenberg School for Communication
- Practice Guide to Campaign Finance
- Preparing the Nation to Govern
- Press Seminars and Classes on Campaign Finance
- Project on Campaign Conduct
- Public Achievement
- Rector and Visitors of the University of Virginia
- Regents of the University of California, Santa Barbara
- Richmond, University of
- Rock the Vote Education Fund
- Service 2000: From Volunteering to Voting
- State and Local Government Performance Project
- Student Voices
- Task Force on Campaign Reform
- Task Force on Government Performance
- The Annenberg Public Policy Center of The University of Pennsylvania
- The Democracy and Citizenship Program
- The Joan Shorenstein Center on the Press, Politics and Public Policy
- The New Jersey Initiative
- The Pew Research Center for The People & The Press
- Tides Center
- The University of Maryland Foundation, Inc.
- Wellesley College – Political Science Department
- Youth Engagement Media Campaign

Resources on the Web

- Youth Service America
- Youth Voices in Policy

Presidential Libraries and Research Centers

- National Archives Presidential Libraries Site
- George Bush Presidential Library
- Jimmy Carter Presidential Library
- William J. Clinton Presidential Materials Project
- Dwight D. Eisenhower Presidential Library
- Gerald R. Ford Presidential Library
- Herbert Hoover Presidential Library
- Lyndon B. Johnson Presidential Library
- John F. Kennedy Presidential Library
- Nixon Presidential Materials Staff
- Ronald Reagan Presidential Library
- Franklin D. Roosevelt Presidential Library
- Harry S. Truman Presidential Library

Congressional Research Centers

- The Carl Albert Congressional Research and Studies Center
- The Dirksen Congressional Center
- The Center on Congress at Indiana University

- Mississippi State University Libraries Congressional and Political Research Center
- Center for the Study of the Congress, Duke University School of Law
- Stennis Center for Public Service
- Panetta Institute
- Hubert H. Humphrey Institute of Public Affairs
- Thomas S. Foley Institute

Lobbying Sites

- Influence: The Business of Lobbying

Internships

- Department of Government Internships

Technical Resources

- Adobe Acrobat Reader- Free software needed to view PDF files, surveys and research projects.
- Real Media Player – Free software needed to listen and see streaming audio and video, including CCPS conferences and messages.

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- Association for Supervision and Curriculum Development

Resources on the Web

- Center for Civic Education

<http://www.civiced.org/>

- Education Commission of the States

<http://www.ecs.org/>

- <http://school.aol.com>

- League of Education Voters

http://www.educationvoters.org/about_us.htm

- League of Women Voters

<http://lww.org/>

Resources on the Web