

*Instructor's Resource Manual and Test Bank*  
*for*  
**Social Welfare: Politics and Public Policy**  
**Eighth Edition**

**Diana M. DiNitto**  
University of Texas—Austin

**David H. Johnson**  
Millersville University

*Prepared by*  
**Michael S. Balliro**  
*Delaware State University*

**PEARSON**

Boston Columbus Indianapolis New York San Francisco Hoboken

Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto

Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

---

Copyright © [2016, 2011, 2005, 2000, 1995] by Pearson Education, Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey 07458, or you may fax your request to 201-236-3290.

Instructors of classes using DiNitto and Johnson's *Social Welfare Politics and Public Policy, 8e*, may reproduce material from the Instructor's Resource Manual and Test Bank for classroom use.

10 9 8 7 6 5 4 3 2 1

ISBN-10: 0134380932

ISBN-13: 9780134380933

**PEARSON**

[www.pearsonhighered.com](http://www.pearsonhighered.com)

# CONTENTS

Sample Syllabus		v
Introduction	Politics, Rationalism, and Social Welfare Policy	1
Chapter 1	Politics and the Policymaking Process	11
Chapter 2	Analyzing, Implementing, and Evaluating Social Welfare Policy	20
Chapter 3	Politics and the History of Social Welfare Policy	30
Chapter 4	Ending Poverty: Is It an Issue Anymore?	41
Chapter 5	Preventing Poverty: Social Insurance and Personal Responsibility	52
Chapter 6	Disability Policy: Embracing a Civil Rights Perspective DIANA M. DINITTO, ELAINE EISENBAUM, DAVID H. JOHNSON	63
Chapter 7	Helping Needy Families: An End to Welfare as We Knew It MELISSA RADEY, DIANA M. DINITTO, DAVID H. JOHNSON	74
Chapter 8	Providing Healthcare: Can All Americans Be Insured?	86
Chapter 9	Preventing Poverty: Education and Employment Policy PETER A. KINDLE, DIANA M. DINITTO, DAVID H. JOHNSON	96
Chapter 10	Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders JESSICA A. RITTER, DIANA M. DINITTO, DAVID H. JOHNSON	107
Chapter 11	The Challenges of a Diverse Society: Gender and Sexual Orientation	121
Chapter 12	The Challenges of a Diverse Society: Race, Ethnicity and Immigration	132

# A Note to The Instructor

Access to the Enhanced Pearson eText, which accompanies the print version of the text, is provided through an access code card. The Enhanced Pearson eText for the Dinitto & Johnson 8<sup>th</sup> edition provides a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features:

- Video links to topical videos on current issues are accompanied by a question to encourage reflection or critical thinking. Each chapter features two video links located in the margin.
- Quizzes on major sections in each chapter give students the opportunity to check their understanding of the section as they read. Students simply click on a link in the margin, read questions, and select the best responses. After they submit their selections, they receive feedback on the correct answers. (ex. ch. 10, pp. 372, 392, 399, etc.)
- Chapter Review short-answer items, available via a link at the end of each chapter, allow students to demonstrate their understanding of the major concepts in the chapter. Feedback or the “correct answer” is provided to help scaffold learning.

Use of these new features has been incorporated into the Syllabus.

### ***Important Note:***

(The book comes in a package with the Enhanced Pearson eText. It is also sold by itself, or students can purchase the eText without a print copy. Explore options at [www.pearsonhighered.com](http://www.pearsonhighered.com), but know that the videos and digital assessments are ONLY accessible via the Pearson eText.)

# SAMPLE SYLLABUS

[INSERT UNIVERSITY NAME HERE]  
[INSERT COURSE NAME HERE] [INSERT  
COURSE NUMBER HERE]

Professor:  
Office Number/Location:  
Office Hours:

Professor Phone:  
Professor Email:  
Course Meeting Times:

## COURSE DESCRIPTION

This course is an introduction to the structure of the social welfare system. Rational and political frameworks for policy analysis are developed across multiple areas of social welfare policy including poverty, disability, welfare, hunger, healthcare, education, employment, services for children and elderly, and policies surrounding mental illness and substance use. The course will explore issues of diversity in terms of social welfare policies directed at achieving racial equality, civil rights, and LGBT rights. Students will examine ethical issues of policy making and policy implementation. Students will be encouraged to think critically about the role of politics and policy in the delivery and sustenance of human rights and social and economic justice.

## STUDENT LEARNING OBJECTIVES/OUTCOMES

At the conclusion of this course, students will be able to demonstrate their ability to:

- Describe both the rational and political approaches to decision making across a broad array of social welfare policies.
- Analyze the historical, political, ethical, and economic forces behind current policies of the United States social welfare system.
- Define and describe obstacles to effective policy decisions from a policy systems perspective.
- Critically reflect on themselves, their professional identities, and the roles they may serve as potential policy practitioners.
- Produce a policy position paper on a social welfare policy of the student's choice taking into account accurate historical information about the policy path to date, current political circumstances that may restrict or broaden policy alternatives, and the ethics of policies that serve to increase public and private liberty through social and economic justice.

## REQUIRED TEXT(S)

DiNitto, D.M. & Johnson, D.H. (2016). *Social welfare: Politics and public policy* (8th ed.). Boston: Pearson. (The book comes in a package with the Enhanced Pearson eText. It is also sold by itself, or students can purchase the eText without a print copy. Explore options at [www.pearsonhighered.com](http://www.pearsonhighered.com), but know that the videos and digital assessments are ONLY accessible via the Pearson eText.)

## ASSIGNMENTS AND EVALUATION

There are four types of assignments used throughout this course. Below, you will find the grading scale and percentages.

### Grading/Evaluation

<i>Assignment</i>	<i>Due Dates</i>	<i>Percentage</i>
Chapter Assignment(s)	Friday	40%
Group Presentation	Week 9	20%
Policy Analysis Paper	Week 12	20%
Policy Position Paper	Week 16	20%
<b>Total Points</b>	v	100%

### *Letter Equivalent*

A – 95-100

A- – 90-94.9

B+ – 87-89.9

B – 83-86.9

B- – 80-82.9

C+ – 77-79.9

C – 73-76.9

C- – 70-72.9

D – 60-69.9

F – Below 60

## **Chapter Assignments**

Prior to class, read chapters and view videos in assigned chapters.

Within the eText, take quizzes on major sections in each chapter to check your understanding of chapter content. In the eText, click on quiz links, read questions, and select the best responses. Feedback is provided; read the feedback to reinforce chapter concepts.

Chapter Review short-answer items, available via a link at the end of each chapter, allow students to demonstrate their understanding of the major concepts in the chapter. Feedback or the “correct answer” is provided to help scaffold learning.

Chapter Assignments are designed to help students and the instructor to assess the competency that students have achieved in the chapter material. Students will then select five of the twelve numbered chapters in the DiNitto & Johnson text (not including the Introduction or Conclusion chapters) and will complete the two chapter assignments for each of the five chapters. Chapter assignments are due on Friday of the week assigned for that chapter. Students are responsible to be certain that they turn in all five sets of chapter assignments and that those are turned in on the appropriate weeks.

1. **Assignment #1.** Write a one-page self-reflection paper describing your own thoughts and opinions regarding the topic of the chapter.
2. **Assignment #2.** Choosing one of the policies discussed in your chapter, write a two to three page analysis of the policy comparing the rational approach and the political approach to policy analysis as outlined in the book's introductory chapter.

## **Group Presentation on Policy Problem Definition**

Students will be divided into groups of \_\_\_\_\_ and will work together to select a social welfare policy problem and to produce a group presentation to teach the class about how the group has chosen to define the problem. Students will clear their policy choice with the instructor prior to proceeding with the group assignment. Students will utilize both bounded rational and political approaches in their presentations concerning the social welfare problem they choose. Students will use a minimum of seven additional references in preparing the presentation. At least four of the seven must be peer-reviewed journal articles.

1. Students will prepare a PowerPoint presentation consisting of no more than seven slides (not including the title slide or the references slide). Each slide shall contain no more than three bullet points with no more than seven words per bullet point. Students may, at their discretion, produce

a handout for the class regarding the policy problem they are presenting. In no case will students read the handout or the PowerPoint to the class. These are to serve as aids to the presentation process, not as scripts. Each group will have \_\_\_\_ minutes to present their group's chosen policy problem during Week 9 of the semester. Copies of all handouts and a printed copy of your PowerPoint slides must be given to the instructor prior to the time of your presentation.

(NOTE TO INSTRUCTORS: Feel free to require materials be submitted through your onlinecourse management system. Adjust the assignment as you feel best suits your pedagogy and your students' learning styles.)

### **Policy Analysis Paper**

The policy analysis paper offers students the opportunity to demonstrate critical thinking skills in the policy practice arena. Utilizing the text and outside scholarly sources, students will examine a social welfare policy of the instructor's choice and provide a written analysis of existing policy in the chosen area.

1. The instructor will announce the policy topic at the beginning of the semester. Students will conduct extensive research surrounding this policy, including material from the DiNitto & Johnson textbook, updated information from the web sites and sources provided in the text's footnotes, media sources, and political leaders' writings, web sites, and public statements. Students will write a 4 to 6 page paper in APA-6th edition style addressing the following areas: type of policy and level at which the student is analyzing it (federal, state, or local); intended target population of the policy; brief history of the policies intended to address this problem; policy alternatives that were explored (bounded rationality framework); political constraints on the policy decision making process; unintended consequences of the policy, if known; and results of the policy on the target population..

### **Policy Position Paper**

The policy position paper offers students the opportunity to demonstrate their ability to analyze a policy problem, discuss a range of policy solutions, analyze the rational and political ramifications of each alternative, and support a proposed policy change with evidence from the professional literature. This paper synthesizes the policy analysis approaches learned throughout the semester.

1. Students will select a social welfare policy problem of their choice and clear the topic with the instructor no later than week 6 of the semester. Students will conduct a search of the available literature (with emphasis on peer-reviewed journal articles) surrounding the selected policy problem. Students will prepare a 10 to 12 page paper (not including title page or references page) in APA-6th edition style. Topics to be addressed (use these as headings in your paper) are: Brief introduction to the policy problem; history of social welfare policy in this area; alternative proposals to address this problem (minimum of three alternatives); rational policy analysis of the alternatives; political ramifications of each alternative; proposal for policy change based in the alternatives (with evidentiary support from the literature); summary and conclusion.

# COURSE OUTLINE

## **Week**    **Assignment Type**

- Week 1**    Text Reading:    Introduction: Politics, Rationalism, and Social Welfare Policy  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 2**    Text Reading:            Chapter 1: Politics and the Policymaking Process  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 3**    Text Reading:    Chapter 2: Analyzing, Implementing, and Evaluating Social Welfare Policy  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 4**    Text Reading:    Chapter 3: Politics and the History of Social Welfare Policy  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 5**    Text Reading:    Chapter 4: Ending Poverty: Is It an Issue Anymore?  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 6**    Text Reading:    Chapter 5: Preventing Poverty: Social Insurance and Personal Responsibility  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 7**    Text Reading:    Chapter 6: Disability Policy: Embracing a Civil Rights Perspective  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 8**    Text Reading:    Chapter 7: Helping Needy Families: An End to Welfare as We Knew It  
Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.  
Other Assignment(s):
- Week 9**    Text Reading: No required reading this week



Chapter Assignment(s): None

Other Assignment(s):

**Week 10** Text Reading: Chapter 8: Providing Healthcare: Can All Americans Be Insured?

Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.

Other Assignment(s):

**Week 11** Text Reading: Chapter 9: Preventing Poverty: Education and Employment Policy

Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.

Other Assignment(s):

**Week 12** Text Reading: Chapter 10: Providing Social Services: Help for Children, Older Americans,  
and Individuals with Mental and Substance Use Disorders

Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.

Other Assignment(s):

**Week 13** Text Reading: Chapter 11: The Challenges of a Diverse Society: Gender and Sexual Orientation

Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.

Other Assignment(s):

**Week 14** Text Reading: Chapter 12: The Challenges of a Diverse Society: Race, Ethnicity, and Immigration

Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.

Other Assignment(s):

**Week 15:** Text Reading: Conclusion: Politics, Rationalism, and the Future of Social Welfare Policy

Chapter Assignment(s): Five of these are due on Friday of the week your chosen chapters are assigned.

Other Assignment(s):

**Week 16:** Text Reading: No required reading this week

Chapter Assignment(s): None

Other Assignment(s):

**UNIVERSITY/COLLEGE POLICIES AND ETHICS**  
[INSTRUCTOR: Insert Your University's Academic Policies]

# INTRODUCTION CHAPTER

## Politics, Rationalism, and Social Welfare Policy

### LEARNING OBJECTIVES

- Identify the difficulties in defining social welfare policy.
- Describe a rational approach to social welfare policy.
- Examine questions that the political approach raises about rational policymaking and the roles of incrementalism and policy punctuations in policymaking.

### CSWE COMPETENCIES FOUND IN THIS CHAPTER

Critical Thinking

Diversity in Practice

Human Rights & Justice

Policy Practice

### CHAPTER OUTLINE

#### What is Social Welfare Policy?

#### Social Welfare Policy: A Rational Approach

Steps in the Rational Process

The Limits of Rationality

#### Social Welfare Policy: A Political Approach

Incrementalism

Policy Punctuations

#### Summary

### SUGGESTED IN CLASS DISCUSSION QUESTIONS

1. What distinguishes social welfare policy from other types of government or agency policies?
2. The rational approach and the political approach appear to be in conflict. What could be done to resolve the differences in these approaches? What difficulties might you encounter in trying to get politicians to take a more rational approach to policymaking?
3. Select a familiar social welfare policy (perhaps one that has recently been in the news), and discuss the unpredictable factors that might make it difficult for policymakers to choose among policy alternatives.
4. The authors suggest that incrementalism is a more conservative approach to public policymaking. In what ways might incrementalism be used to hinder necessary major shifts in

social welfare policy?

5. The authors describe policy punctuations as "major policy changes [that] emerge when more minor events add up over time." What do you think the next policy punctuation in United States social welfare policy might be, and why? What do you imagine will be the result of that policy punctuation?

## **CLASS ASSIGNMENTS**

1. Look at the document "How Our Laws Are Made" on the Library of Congress website. Discuss some of the points in the process where legislation can be blocked, e.g. in committee hearings, in committee markup, in the rules committee, Senate filibusters, or in conference committees, among others.
2. Invite a member or your local government authority, your state legislature, your Congressperson, or your Senator to an in-person or online discussion on the way policies are made at his or her level of government. Ask your guest what roadblocks he or she has encountered in trying to bring about policy change.
3. Put on an in-class debate on incrementalism. Have one team favor the incremental approach to policymaking. Ask the other team to oppose the incremental approach. Establish rules for the debate. If the class is large, break it into smaller groups and ask each group to elect a member of the debate team for their side of the debate. The instructor or a student selected by his or her peers may act as moderator.

## **ADDITIONAL RESOURCES**

Perform an internet search for "Thomas Library of Congress" to find the Library of Congress site that provides federal legislative information and many related resources to the public at the website.

Perform an internet search for "U.S. House of Representatives" to uncover the site that provides information on House members, committees, legislation, and votes.

Search for "U.S. Senate" to explore the web site that provides information on Senate members.

## **SUGGESTED ASSIGNMENTS**

Have students research one or more of the following key terms. Some suggested assignments follow.

- Rationalism
- Rational choice theory
- Incrementalism
- Social Welfare
- Policymaking Process
- Conflict Theory
- Social insurance
- Social services
- Public assistance
- Bounded rationality
- Incremental model

### ***Suggested Research-Based Assignment***

Choose a social welfare policy of interest to you. Selecting at least two of the keywords from the list, conduct a search for recent newspaper, news website, political commentary, or peer-reviewed journal articles addressing your chosen policy and utilizing the keywords you selected. Find a minimum of 5 sources. Write a three-page summary of how the policy concepts are being applied in the policy.

## ASSESSMENT ITEMS

Pick the best possible answer from each of the four options provided below each question.

### Multiple Choice Questions

1. Those who are happy with our nation's social welfare system include:
  - a) Taxpayers
  - b) No one is happy
  - c) Social welfare professionals
  - d) The needy
  
2. The largest budgets of any federal agencies belong to:
  - a) The Defense Department
  - b) The Postal Service
  - c) The Social Security Administration and the U.S. Department of Health and Human Services
  - d) The Library of Congress
  
3. Social welfare policy is *ideally* a(n) \_\_\_\_\_ process.
  - a) Rational
  - b) Irrational
  - c) Personal
  - d) Community
  
4. According to James Madison, what is the root cause of social conflict?
  - a) There is no one major cause of social conflict.
  - b) Racial differences
  - c) Culture differences
  - d) Class differences and unequal distribution of property
  
5. Who regulates social conflict?
  - a) Government
  - b) Social services
  - c) A random third party
  - d) No one regulates conflict

6. Which of the following is **not** suggested by the political approach in social welfare policy?
- a) Many conflicting costs and values cannot be compared or weighed.
  - b) Large, segmented government bureaucracies create barriers to coordinated policymaking.
  - c) Few social values are generally agreed on; more often there are only the values of specific groups and individuals, many of which are conflicted
  - d) Problems can be defined because people generally agree on what the problems are.
7. What political scientist first presented an incremental model of policymaking?
- a) Heinz Eulau
  - b) Charles E. Lindblom
  - c) Kenneth Prewitt
  - d) Diana DiNitto
8. Which of the following is **not** a characteristic that might make a bill successful?
- a) Multiple sponsors
  - b) Early introduction
  - c) Closed hearings
  - d) Bipartisan sponsorship
9. Incremental policymaking does **not** consider which of the following as a base?
- a) Existing public participation
  - b) Existing policies
  - c) Existing programs
  - d) Existing expenditures
10. "Policy punctuations" can emerge when:
- a) Social workers seek political support
  - b) Minor events add up over time
  - c) Existing policies have been approved
  - d) A committee decides it is important
11. Major policy changes can occur quickly when they reach a:
- a) Falling point
  - b) Systematic point
  - c) Point of no return
  - d) Tipping point

12. Groups of individuals who seek more than incremental change in public policy are called:

- a) Policy entrepreneurs
- b) Policy supporters
- c) Political activists
- d) Social reformers

13. Social welfare policy is:

- a) Everything social workers do in their offices and during home visits
- b) Advocating for the rights of those in need of social support by the community
- c) Anything the government does/doesn't do that affects the quality of life of its people
- d) Determined at the local level, depending on community needs

14. Which of the following *is not* a major government policy or program?

- a) Community support
- b) Income maintenance
- c) Health
- d) Employment

15. Which of the following is *not* a name given to social welfare programs for the poor?

- a) Social insurance
- b) Independence
- c) Universal
- d) Institutional

16. Rationalism involves all of the following, except:

- a) Social problems must be defined
- b) The policy that minimizes net values must be selected.
- c) Society's values must be known and weighed.
- d) All possible alternative policies must be considered.

17. Rationalism has been proposed as a(n) \_\_\_\_\_ approach.

- a) Superficial
- b) Continuous
- c) Applied
- d) Ideal



18. This type of rationality fails to occur in the political environment, and may not actually be rational:

- a) Atypical
- b) Comprehensive
- c) Representative
- d) Universal

19. Simon's notion of \_\_\_\_\_ rationality means that policymakers consider a limited number of alternatives, estimate the consequences, and select an alternative.

- a) complete
- b) incomplete
- c) unbounded
- d) bounded

20. The two dominant policy perspectives presented in the textbook include:

- a) The personal and the political
- b) The incremental and the punctuated
- c) The rational and the political
- d) The conflicted and the comprehensive

21. What is **not** a way the government regulates conflict?

- a) Assigning mandatory counseling
- b) Establishing and enforcing general rules by which conflict is carried on
- c) Arranging compromises and balancing interests in public policy
- d) Imposing settlements that the parties to a dispute must accept

22. Policy proposals that are enacted exactly as conceived are \_\_\_\_\_?

- a) Common
- b) Provided several sponsors
- c) Rational
- d) Rare

23. Which of the following is considered a critique of the rational model?
- a) Relationship model
  - b) Incremental model
  - c) Irrational model
  - d) Clouded model
24. Which of the following was *not* a time of major public policy change?
- a) The stock market crash of 1929
  - b) The stock market bubble of the 1990s
  - c) The terrorist attacks of September 11, 2001
  - d) The major economic crisis in the fall of 2008
25. From a \_\_\_\_\_ perspective, public policy is the outcome of conflicts in government over who gets what, and when and how they get it.
- a) Political
  - b) Social
  - c) Personal
  - d) Economic

## Multiple Choice Questions

### Answer Key - Introduction

1. *Answer: B*
2. *Answer: C*
3. *Answer: A*
4. *Answer: D*
5. *Answer: A*
6. *Answer: D*
7. *Answer: B*
8. *Answer: C*
9. *Answer: A*
10. *Answer: B*
11. *Answer: D*
12. *Answer: A*
13. *Answer: C*
14. *Answer: A*
15. *Answer: B*
16. *Answer: B*
17. *Answer: D*
18. *Answer: B*
19. *Answer: D*
20. *Answer: C*
21. *Answer: A*
22. *Answer: D*
23. *Answer: B*
24. *Answer: B*
25. *Answer: A*

## Essay Questions

1. The authors provide a broad definition of social welfare. Describe the major elements that define a program as being a social welfare activity of government.

*Competence: Policy Practice*

2. Describe the differences between "public assistance" and "social insurance," and why one of these is considered more acceptable than the other by some people.

*Competence: Critical Thinking*

3. Discuss the limitations of a comprehensive rational approach to public policymaking.

*Competence: Policy Practice*

4. Discuss the role of government in regulating and mediating social conflict, and the means it uses to regulate social conflict.

*Competence: Policy Practice*

5. Discuss the ethical implications of utilizing an incremental approach to policymaking in cases where social and economic injustices are particularly egregious.

*Competence: Ethical Practice*

# CHAPTER 1

## Politics and the Policymaking Process

### LEARNING OBJECTIVES

- Describe the forces that influence each phase of the policymaking process.
- Identify government revenue sources used to fund social welfare policies and programs and how all socioeconomic groups benefit from them.

### CSWE COMPETENCIES FOUND IN THIS CHAPTER

Critical Thinking

Human Rights and Justice

Policy Practice

### CHAPTER OUTLINE

#### The Policymaking Process

Identifying Policy Problems

Formulating Policy Proposals

Legitimizing Public Policy

Implementing Public Policy

Evaluating Social Welfare Policy

#### Financing the Welfare State

Federal Taxes

State Taxes

Local Taxes

Other Revenue Streams

Who Pays? Who Benefits?

The Budget: A Government's Most Important Policy Statement

#### Summary

## **SUGGESTED IN CLASS DISCUSSION QUESTIONS**

1. Through the use of your favorite internet search engine, locate a polling website and attempt to identify polls on topics of interest to you (e.g., health care reform, the Obama administration, American involvement in Iraq). How do the various polls on these topics compare with your opinions of the issues? Why do you think your opinions are similar to or different from those of the majority of Americans?
2. Thinking of recent events, what have you observed about how a particular group or industry may have tried to set the agenda for policy change?
3. The authors offer definitions for several political ideologies. Thinking of the debate surrounding immigration policy (or another policy of the instructor's choice), how do you think each of these groups would approach identifying the problem?
4. Freedom of the Press is a fundamental right in the United States, enshrined in the First Amendment to our Constitution. What role, if any, should the government play in regulating the press?
5. Some people advocate replacing the income tax with a value-added tax, a type of national sales tax. Sales taxes are generally regressive in nature. How might such a tax be structured so that the poor are not shouldering an unfair portion of the tax burden?

## **CLASS ASSIGNMENTS**

1. This chapter has focused on the federal budget. Study the budget of your state government. Look particularly at the sources of revenues and the categories of expenditures. What portion of the budget is allocated to social welfare versus other sources? You may wish to invite a speaker from the state budget office to discuss the state's budget process.
2. Invite representatives of grassroots political organizations that represent various constituencies to talk with your class about their points of view and the strategies they use to effect policy change.
3. Observe or participate in one or more political events in your community—a demonstration, rally, march; city council, county commission, or school board meeting; candidate rally; political party meeting; or other event. Who spoke at the event, who was present, what points of view were presented, and what tactic or tactics were used to persuade others toward a particular point of view? Think about how the views presented fit or did not fit with your own. Did your views change as a result of what you observed and heard?

## **ADDITIONAL RESOURCES**

Perform an internet search for the Center for Responsive Politics. The Center for Responsive Politics is a nonpartisan, nonprofit organization which tracks money in U.S. politics and its effect on elections and public policy to educate voters and make government more transparent and responsive.

An internet search for “Community Toolbox” will help you identify a site that provides many useful tools for those who wish to promote and influence policies and programs.

The web site for the Federal Election Commission represents an independent regulatory agency created by Congress to administer and enforce the Federal Election Campaign Act, which governs the financing of federal elections, by disclosing campaign finance information, enforcing the provisions of the law such as the limits and prohibitions on contributions, and overseeing the public funding of Presidential elections.

Your favorite search engine can also help you locate the Office of Management and Budget (OMB), the office that assists the President in preparing the federal budget and supervises its administration in Executive Branch agencies by evaluating the effectiveness of agency programs, policies, and procedures; assessing competing funding demands among agencies; and setting funding priorities.

## **SUGGESTED RESEARCH ASSIGNMENTS**

Have students research one or more of the following key terms. Some suggested assignments follow.

- Agenda setting
- Nondecision making
- Conservative
- Liberal
- Libertarian
- Centrist
- Progressive tax
- Regressive tax
- Tax credit
- Corporate welfare
- Moral majority
- Political Action Committee(s)

### ***Suggested Research-Based Assignment***

Use an internet web search to locate a political action committee (PAC) whose purpose, philosophy, and ideology resemble your own thoughts on a policy topic of your choosing. Locate another PAC whose purpose, philosophy, and ideology are contrary to those of the first PAC. Write a brief paper comparing and contrasting the two PACs, including their approaches to the topic.

## ASSESSMENT Items

Pick the best possible answer from each of the four options provided below each question.

### Multiple Choice Questions

1. Publicized demands for government action can lead to \_\_\_\_\_.
  - a) Evaluating public policy
  - b) Implementing public policy
  - c) Ideological change
  - d) Identifying policy problems
  
2. A staple of the political landscape, said to do their best to influence the political agenda either directly or indirectly, are the:
  - a) Government bureaucracies
  - b) Mass media
  - c) Political scientists
  - d) Special interests
  
3. \_\_\_\_\_ occurs as a result of the public statements or actions of government officials, the president, Congress, state legislators, agency officials, and the courts.
  - a) Legitimizing public policy
  - b) Identifying policy problems
  - c) Formulating policy proposals
  - d) Implementing public policy
  
4. \_\_\_\_\_ occurs through the activities of public bureaucracies and the expenditure of public funds.
  - a) Evaluating public policy
  - b) Implementing public policy
  - c) Identifying policy problems
  - d) Formulating policy proposals



5. \_\_\_\_\_ occurs, both formally and informally, by government agencies, outside consultants, interest groups, mass media, and by the public.
- Formulating policy proposals
  - Identifying policy problems
  - Evaluating public policy
  - Implementing public policy
6. \_\_\_\_\_ is deciding what is to be decided.
- Agenda setting
  - Decision making
  - Political ideology
  - Personal ideology
7. \_\_\_\_\_ occurs when influential individuals or groups act to prevent the emergence of challenges to their own interests in society.
- Agenda setting
  - Decision making
  - Personal ideology
  - Nondecision making
8. \_\_\_\_\_ is/are a driven force in agenda setting.
- Political ideology
  - Nondecision making
  - Decision making
  - Public policy theorists
9. Liberals often want the government to do much more to promote \_\_\_\_\_ justice.
- Moral
  - Individual
  - Informative
  - Distributive
10. Generally speaking, which of the following would like to see less government involvement and public education and public assistance.
- Democratic party
  - Religious right
  - President
  - Political action committee

11. \_\_\_\_\_ believe the government should have very limited functions, primarily policy and military protection.
- a) Moral majority
  - b) Centrists
  - c) Libertarians
  - d) Special interest groups
12. \_\_\_\_\_ believe that political partisanship and polarization have prevented compromise that could result in more effective public policy.
- a) Centrists
  - b) Special interest groups
  - c) Libertarians
  - d) Moral majority
13. Among the two groups that are said to espouse a highly conservative political agenda are the “religious right” and the \_\_\_\_\_.
- a) Special interests
  - b) Tea Party
  - c) Centrists
  - d) Gray Panthers
14. PACs stands for:
- a) Private action committees
  - b) Public action committees
  - c) Professional action committees
  - d) Political action committees
15. Deciding what is “news” and who is “newsworthy” is said to be \_\_\_\_\_.
- a) A powerful political weapon
  - b) Determining public opinion
  - c) A method for evaluating social policy
  - d) A revenue source