Using the C3 Framework in Analyzing Political Parties

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Abstract

This article explores the divisions within the Democratic Party during the 1948 presidential election—an election that allows students to see how issues of race divided factions within the party. The article also provides a vision for the type of high school civics instruction advocated for in the C3 Framework. There are discussions of the importance of teaching public policies and of an activity for high school students to examine different factions within the Democratic Party. The steps and resources needed to implement this activity are also provided.

Introduction

American political parties are rarely as unified as they may appear. Divisions with U.S. political parties exist based on economic, political, and regional factors. For example, candidate Mitt Romney struggled to capture the nomination in the 2012 Republican presidential primaries because members of the Tea Party had moved the party several steps to the political right (Halperin & Heilemann, 2013). Factions within a political party are always in competition with each other. One example of this can be seen with the Democratic Party during the 1948 presidential election.

This article explores the divisions within the Democratic Party during the 1948 presidential election and how these differences would ultimately lead in the 1960s to destruction of the New Deal coalition of northern liberals, African Americans, labor unions, and southern segregationists (Carter, 2000; Pietrusza, 2011). First, a discussion is provided for the type of civic instruction advocated for in the C3 Framework. Then, a discussion of the importance of teaching public policies in the high school civics classroom is given. Finally, an activity is provided for students to examine differences among factions within the Democratic Party during the 1948 presidential election.

Civic Education in the Era of the C3 Framework

Civic education needs to be about more than simply memorizing amendments to the U.S. Constitution. High school students need to be able to analyze public policies (Nokes, 2019; Oliver & Shaver, 1966). The National Council for the Social Studies (NCSS) lays out a vision for civic education in its C3 Framework that disrupts traditional didactic methods of classroom instruction. In its C3 Framework, NCSS (2013a) argues that high school social studies teachers need to strengthen their students’ disciplinary thinking, literacy, and argumentation skills through student-centered activities. This type of social studies instruction is accomplished through the Inquiry Arc of the C3 Framework. In its Inquiry Arc, NCSS argues that social studies teachers should construct compelling questions that students answer through research from examining primary and secondary sources. Students use their research findings to take civic action (Lee & Swan, 2013; Levinson & Levine, 2013; NCSS, 2013a).
It is important to note that civic thinking skills and historical thinking skills are not the same because political scientists ask different questions than historians to examine issues and events (Clabough, 2018; Journell, 2017; Journell, Beeson, & Ayers, 2015). Scholars will differ on their definition of civic thinking, but for the purposes of this article, civic thinking is providing students with the knowledge, skills, and dispositions to function as future democratic citizens to analyze public policies that impact their local community, state, nation, and world (Clabough, 2018; Journell, 2017; Journell et al., 2015; NCSS, 2013a). There are many components that go into building high school students’ civic thinking skills. Some components are provided in the following list.

- The ability to analyze how politicians’ public policies will impact you and members of your community.
- The ability to decode subtle racist rhetoric being employed by a politician.
- The ability to research a politician’s statements in order to check the validity of his or her arguments.
- The ability to see how certain public policies will have ripple effects with environmental issues.

The list above is far from exhaustive, but is indicative with the ways that civic education should be taught based on the C3 Framework (Lee & Swan, 2013; Levinson & Levine, 2013; NCSS, 2013a). One essential component of strengthening high school students’ civic thinking skills is teaching about public policies argued for by politicians and special interest groups.

### Teaching Public Policies

Democratic citizens are inundated with public policy recommendations from their elected officials and special interest groups on a daily basis. These public policies range from local issues such as building a new courthouse to national issues such as reshaping the U.S. healthcare system. Regardless of the issue in question, public policies impact democratic citizens’ daily lives. Therefore, high school civics teachers need to prepare students to analyze policy recommendations and weigh the merits of competing arguments (Engle & Ochoa, 1988; Ochoa-Becker, 1996; Oliver & Shaver, 1966). The inflamed political hyperpartisanship of the last 50 years has made it more difficult to discern the merits of policy recommendations. U.S. politicians on both sides of the aisle attempt to demonize the other side’s policies (Journell, 2016). These political realities make the high school civics teacher’s job more difficult. However, civics teachers must work to overcome these challenges to prepare students to be future democratic citizens (NCSS, 2013b).

It is important for students to realize how much special interests groups shape and impact the law. Democratic citizens must hold their elected officials accountable for public policies that address the needs of all citizens (Parker, 2015). To accomplish this goal, high school civics teachers need to design classroom activities for their students to analyze and deconstruct the policy recommendations of not only competing parties but also for members of the same political party (Clabough, 2017). The latter element is often overlooked. Within political parties, there are more conservative, moderate, and liberal forces at work. The high school civics teacher should design classroom activities that allow students to research these differences within a political party. To open a dialogue into these controversial topics, it is easier to use examples of division within a political party from the past (Nokes, 2019). One ideal example that can be used is the division within the Democratic Party during the 1948 presidential election.

#### Brief Overview of the Democratic Party in the 1948 Presidential Election

Franklin D. Roosevelt was the anchor of the Democratic Party from his election in 1932 until his death in 1945. He held together groups within the party that had competing goals and interests. In the wake of FDR's death, Harry Truman had the unenviable task of trying to hold together factions within the Democratic Party. Northern liberals and civil rights activists were bound to be at odds with southern segregationists within the Democratic Party because these groups had a different vision for the party. Truman proved less than successful
managing these factions. Policies in support for one faction often angered the other factions. Civil rights was the one issue that split the Democratic Party like no other (Mann, 1996; McCullough, 1992; Pietrusza, 2011).

The hypocrisy of the U.S. fighting for freedom abroad while *de facto* and *de jure* segregation existed on the homefront became impossible to ignore in the wake of World War II. Both Republicans and Democrats had to take steps to address civil rights issues because of the crucial Black vote in the North that could swing the balance of victory in presidential elections (Caro, 2002; Pietrusza, 2011). Due to the potential repercussions of ignoring this voting bloc and his basic sense of fairness, Harry Truman tried to position the Democratic Party as the political entity to address civil rights issues by desegregating the armed forces by executive order and trying to pass comprehensive federal legislation to try and end the poll tax (McCullough, 1992). Truman's efforts caused discord within his political house. This discord within the Democratic Party was exasperated by Hubert Humphrey's famous speech advocating for the Democratic Party to adopt a civil rights plank on its 1948 party platform (Caro, 2002; Solberg, 1984). The adoption of a civil rights plank for the 1948 Democratic Party Platform caused some southerners to bolt the party to create a new one.

For southern Democrats, the issue that drove their political careers was maintaining the Jim Crow segregation laws that kept African Americans as second-class citizens (Feldman, 2015; Frederickson, 2001). The adoption of the civil rights plank based on Humphrey's speech at the 1948 Democratic National Convention led to many Southern Democrats walking out of the gathering in Philadelphia and to the formation of the States Rights Democratic Party, commonly called the Dixiecrats. Dixiecrats were focused on states rights issues and opposed to what its members saw as the encroachment by the federal government on local and state policies connected to civil rights issues.

Shortly after the Democrat convention, the Dixiecrats met in Birmingham and nominated South Carolina Governor Strom Thurmond to be their presidential candidate, in large part based on his speech at the new party's convention in Birmingham (Pietrusza, 2011). Southern segregationists had long defended their actions and public policies based on the ability of politicians to determine laws on the local and state levels. Civil rights issues laid bare the divisions within the Democratic Party. The Dixiecrats ended up carrying Mississippi, South Carolina, Alabama, and Louisiana (Pietrusza, 2011). The fact that the Dixiecrats were this successful was a harbinger for things to come. In the next sections, a student activity helps high school students analyze these 1948 party divisions using the Inquiry Arc of the C3 Framework.

**Analyzing Democratic Factions' Public Policies on Civil Rights Issues**

“Developing questions and planning inquiries” with students (Dimension 1 of the Inquiry Arc) give focus for reading primary sources. There are multiple primary source excerpts that high school civics teachers can utilize for their students to research these factions within the 1948 Democratic Party regarding civil rights issues. The following compelling question can drive student research. How did civil rights issues divide the Democratic Party during the 1948 presidential election? This compelling question enables students to examine people's competing views on public policies (Mueller, 2013).

Students need to research why there are conflicting policy ideas about civil rights issues within the Democratic Party. This allows students to “Apply Disciplinary Concepts and Tools” thus meeting Dimension 2 of the Inquiry Arc. The teacher starts by splitting students into pairs to listen to Minneapolis mayor and U.S. Senate candidate Hubert Humphrey's 1948 Democratic National Convention Address. In this speech, Humphrey delivers an eloquent speech urging the Democratic Party to adopt a civil rights plank in the party's platform (Caro, 2002; Mann, 1996; Solberg, 1984). Humphrey's speech can be accessed on American Rhetoric, [https://www.americanrhetoric.com/speeches/huberthumphrey1948dnc.html](https://www.americanrhetoric.com/speeches/huberthumphrey1948dnc.html). Pairs listen to the audio of Humphrey's speech and complete the following graphic organizer.
Graphic Organizer for Analyzing Humphrey’s 1948 DNC Speech

| According to Humphrey, why does supporting civil rights issues connect to the identity of the Democratic Party? Use evidence from Humphrey’s speech to support your arguments. | What does Humphrey mean by the following statement? “The time has arrived in America for the Democratic Party to get out of the shadow of states' rights and to walk forthrightly into the bright sunshine of human rights.” Use evidence from Humphrey’s speech to support your arguments. |

These analysis prompts help students deconstruct Humphrey’s arguments about the need for the Democratic Party to support public policies in favor of civil rights issues. As the pairs answer these analysis prompts, the teacher walks around the classroom to help students.

After students finish answering these analysis prompts, the teacher brings the class back together for a class discussion. Students add onto their answers based on peers’ comments. The teacher asks the following extension question. According to Humphrey, how do public policies supporting civil rights issues connect to democratic traditions of the United States? This extension question helps students summarize Humphrey’s logic and reasons for arguing that the Democratic Party needs to adopt a civil rights plank in the party’s platform.

Humphrey’s speech propelled him from a Senate candidate into a national figure. This speech also inflamed the divisions within the Democratic Party. After students listen to Humphrey’s speech and complete the graphic organizer, they examine the ripple effects of this policy decision by the exodus from the party by some southern Democrats to create the Dixiecrats in response to the adoption of this civil rights plank. The Dixiecrats were opposed to the U.S. government taking action to eliminate de facto and de jure segregation within the country (Feldman, 2015; Frederickson, 2001). High school students can read the Dixiecrats’ platform to see the party’s stances on civil rights issues. The party platform of the Dixiecrats can be accessed on the American Presidency Project, [https://www.presidency.ucsb.edu/documents/platform-the-states-rights-democratic-party](https://www.presidency.ucsb.edu/documents/platform-the-states-rights-democratic-party). Students in the same pairs as earlier read this party platform and complete the following graphic organizer.
Graphic Organizer for Analyzing the Dixiecrat's Party Platform

<table>
<thead>
<tr>
<th>How do the Dixiecrats attempt to argue that segregation laws are connected to and protected by the U.S. Constitution? Use evidence from the source to support your arguments.</th>
<th>How do the Dixiecrats frame their arguments in opposition to the Democratic Party's civil rights plank? Use evidence from the source to support your arguments.</th>
</tr>
</thead>
</table>

By reading the Dixiecrats' platform and completing the graphic organizer, students are able to articulate the reasons for the Dixiecrats' Party's opposition to the civil rights plank.

After students read the Dixiecrats' party platform and complete the graphic organizer, there is another class discussion. Students add onto their responses based on peers' comments. The teacher asks the following extension question to help students see how the Dixiecrats tried to position themselves within the American political system. How do the Dixiecrats subtly argue that they best represent political freedoms and traditions espoused by the Democratic Party? This extension question helps students articulate the distinct Southern identity to a wing of the Democratic Party based on opposition to civil rights issues.

Next, students examine Harry Truman's position on civil rights issues. Truman tried to pass legislation based on his personal beliefs and desire to gain the support from northern liberals, civil rights activists, and Black voters in the North (Caro, 2002; Mann, 1996; McCullough, 1992). Students analyze Truman's stances going into the 1948 presidential election by examining some of his arguments about civil rights issues to the NAACP. These excerpts of Truman's statements to the NAACP can be accessed at the following website, [https://www.politico.com/story/2018/06/29/truman-addresses-the-naacp-june-29-1947-667457](https://www.politico.com/story/2018/06/29/truman-addresses-the-naacp-june-29-1947-667457). After students in pairs read these excerpts, they complete the following graphic organizer.

Graphic Organizer to Analyze Truman's Statements to the NAACP

<table>
<thead>
<tr>
<th>According to Truman, why should the Democratic Party support policies to protect African Americans' civil rights? Use arguments from Truman's speech to support your arguments.</th>
<th>According to Truman, how should the Democratic Party use public policies to address civil rights issues in the United States? Use arguments from Truman's speech to support your arguments.</th>
</tr>
</thead>
</table>

These excerpts of Truman's speech capture his beliefs about civil rights issues.
After students read excerpts from Truman's speech and answer the analysis prompts, there is another class discussion. The purpose of this class discussion is for students to articulate Truman's perspective about the need for civil rights policies. The teacher asks the following extension question. How does having the leader of the Democratic Party advocating for civil rights issues highlight the topic and put pressure on the party to design comprehensive legislation to address these social injustices? The discussion of this question helps students grasp how the emphasis on civil rights issues by Democratic presidents kept the party in the public spotlight when it came to crafting policy solutions to civil rights issues (Caro, 2002).

The primary sources examined and analysis prompts answered help students articulate the different perspectives of factions within the Democratic Party about civil rights issues in the 1948 presidential election. Next, the students complete the following graphic organizer to distinguish among the Dixiecrats, Truman, and Humphrey's public policies connected to civil rights issues. They use evidence from sources already examined to complete this graphic organizer in pairs.

**Public Policy Comparison Graphic Organizer**

<table>
<thead>
<tr>
<th>What are Humphrey's public policies about civil rights issues? How do Humphrey's public policies on civil rights issues differ from those of the Dixiecrats and Truman? Use evidence from sources examined to support your arguments.</th>
<th>What are Truman's public policies about civil rights issues? How do Truman's public policies on civil rights issues differ from those of the Dixiecrats and Humphrey? Use evidence from sources examined to support your arguments.</th>
<th>What are the Dixiecrats' public policies about civil rights issues? How do the Dixiecrats' public policies on civil rights issues differ from those of Truman and Humphrey? Use evidence from sources examined to support your arguments.</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

The teacher should emphasize that students use evidence from sources examined to complete this graphic organizer. The use of evidence to support arguments meets the expectations of Dimension 3 of the C3 Framework, “evaluating sources and using evidence.”

After pairs complete this graphic organizer, there is another class discussion. The purpose of this class discussion is for students to articulate the differences in arguments about civil rights issues made by the Dixiecrats, Harry Truman, and Hubert Humphrey. The students should not have a problem differentiating how the Dixiecrats approached civil rights issues compared to Truman and Humphrey. The challenge lies in helping students differentiate the policies of Truman and Humphrey. To address this challenge, the teacher should ask the following supporting question. Why would Truman's position in the Democratic Party in 1948 cause him to
moderate his arguments compared to Humphrey? This supporting question helps students articulate how Democrat presidents in the first half of the 20th century had to balance the competing interests of factions within the New Deal coalition when crafting public policies.

Finally, students use their graphic organizers to independently complete one of the following analysis prompts.

1. Assume the role of a speechwriter for President Truman. Write a speech for Truman to deliver in the South about civil rights issues. The speech should connect to Truman's arguments made to the NAACP. You should make persuasive arguments to explain why Truman's public policies on civil rights issues help the United States.

2. Assume the role of Hubert Humphrey. Write a letter to President Truman on why his public policies on civil rights issues do not go far enough. Based on Humphrey's 1948 Democratic National Convention Address, provide some policy recommendations on how Truman can address racial discrimination in the United States.

The length of the writing prompt can be adjusted based on students' writing skills. Regardless of the writing prompt selected, students are articulating a perspective from either Truman or Humphrey on public policies to address racial discrimination. The perspective writing elements of this activity help students capture and convey historical figures' voices on an issue (Parker & Lo, 2019). Students also gain experience realizing how public policies can be utilized to address social injustices (Agarwal-Rangnath, 2013; Teitelbaum, 2011).

Afterthoughts

The steps of the activity help students see the divisions within the Democratic Party during the 1948 presidential election. Students analyze three perspectives within members of the same political party connected to civil rights issues. The examination of these historical divisions was a preview of things to come. The issue of civil rights would play a pivotal role in the political realignment of the 1960s that transformed the South into a political stronghold for the Republican Party (Kornacki, 2018; Perlstein, 2008). The 1964 Civil Rights Act and 1965 Voting Rights Act removed Jim Crow segregation laws and cleared many hurdles for African Americans to vote. Southern senators attempted to filibuster these public policies but were not successful because of Senator Humphrey's floor leadership (Mann, 1996). Many southerners felt the Democratic Party no longer reflected their beliefs due to civil rights and the party's 1960s leftward movement connected to the counterculture and anti-war movements (Perlstein, 2008). Republicans took advantage of this situation to flip the South into a modern-day Republican stronghold.

The same approaches employed with this activity can be adapted and applied to examine competing factions within a political party during other time periods. Some ideal examples might include the division between Joe Biden and Bernie Sanders during the 2020 Democratic presidential primaries and between candidates George W. Bush and John McCain during the 2000 Republican quest for the nomination. Regardless of the example selected, students gain the opportunity to contextualize issues that divide members of a political party.

Our high school students need to possess the analysis skills to research the public policies of different factions within a political party. The ability to decode these policy differences helps students to make informed decisions on candidates in local, state, and national elections (Engle & Ochoa, 1988). After all, public policies impact democratic citizens on a daily basis.

Contemporary Republican and Democratic parties are split. Moderate and liberal Democratic forces supporting candidates from Joe Biden to Bernie Sanders sought to influence the Democratic nomination to challenge Donald Trump in the 2020 presidential election. Presidential politics over the last 50 years has been
driven by more conservative and liberal forces vying for control of their political parties (Kornacki, 2018). All signs point to these forces continuing to battle for control of their respective political parties. Therefore, high school civics teachers need to equip students with the analysis skills to see how politicians' differing public policies will impact their daily lives, the political party, and the nation. This helps students as future democratic citizens to impact the direction for U.S. political parties.

References


  C. Wright-Maley (Ed.), *More like life itself: Simulations as powerful and purposeful social studies* (pp. 167-186). Information Age Publishing.


However, political parties in these three places are required to register with designated electoral authorities in order to be eligible for certain elections. In Singapore, the establishment of a political association is required to be registered under the Societies Act (SA). In all of the places studied, extensive restrictions are placed on the use of broadcasting media for political advertising. However, they all offer free or discounted air time on radio and television to political parties at elections. Legislative Council Secretariat. The Regulatory Framework of Political Parties in Germany, the United Kingdom, New Zealand and Singapore. Chapter 2 - Germany. 2.1 Basic information. Analysing Political Discourse is a must for anyone interested in the way language is used in the world of politics. International in its perspective, Analysing Political Discourse also considers the changing landscape of global political language post-September 11, focusing on self-legitimising language and the increasing use of religious imagery in political discourse. Bill Clinton’s address persuading his country to go to war in Kosovo is analysed, and speeches by George Bush and Osama bin Laden are examined in relation to each other. Political animals as articulate mammals, parties and professional politicians, with more or less stable practices; other social formations—interest groups, social movements—may play upon the same stage. Framework to analyze newspapers with respect to their political conviction using entity sentiments of party representatives. politicalcompass.de/. MIT License. Sentiment Political Compass Overview Resources Data Exploration Pipeline Exploration Dataset structure Contributors License. README.md. Sentiment Political Compass. One answer to biased news and false information is transparency and quantifiability. For this reason, we introduce the Sentiment Political Compass, a data-driven framework to analyze newspapers with respect to their political conviction. @article{falcksentiment, title={Sentiment Political Compass: A Data-driven Analysis. Political parties contribute to democratic governance by aggregating and representing the interests of their constituents. They play that role through certain key functions. Parties propose policies that are representative of their members. The second section provides guidance on designing more strategic and effective party programs using the Will, Space, Capacity Framework. It is primarily targeted to assistance providers but may also be of interest to others in the assistance community. The second section loosely follows the lifecycle of a typical program. A political party basically, is a group of people. These people come together to contest elections in order to hold power in the government. It is a way to mobilize voters to support common sets of interests, concerns, and goals. The primary role of the political party is to fix the political agenda and policies. So, each party tries to persuade people by claiming their policies are better than those of other parties. In a broader perspective, a political party is a means via which the people can speak to the government and have a say in the governance of any country. So, every political party must have ... Political parties are the agencies that gather different views on various issues and present them to the government. Party System. There are three types of party systems.