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| Multiple Choice |

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| 1. According to your textbook, a gateway is defined as   |  |  |  | | --- | --- | --- | |  | a. | ​politics. | |  | b. | ​a means to gain power. | |  | c. | ​an avenue for participation. | |  | d. | ​a way for elected officials to connect with citizens. | |  | e. | ​a path for being elected to political office. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 4 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.1 - LO1 | | *NOTES:* | Factual | |

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| 2. What country has the oldest written constitution in the world?   |  |  |  | | --- | --- | --- | |  | a. | England | |  | b. | France | |  | c. | Greece | |  | d. | United States | |  | e. | Venezuela |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 4 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.1 - LO1 | | *NOTES:* | Factual | |

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| 3. ​Through citizen involvement, which one of the following has the United States NOT achieved?   |  |  |  | | --- | --- | --- | |  | a. | ​The nation and institutions are amazingly stable. | |  | b. | ​Citizens are able to petition government and criticize it. | |  | c. | ​Americans enjoy substantial freedom and are protected from abuses of power by the government. | |  | d. | ​A society has been created with high voter turnout. | |  | e. | People from poor and disadvantaged backgrounds have been elected President. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 4-5 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.1 - LO1 | | *NOTES:* | Conceptual | |

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| 4. **\_\_\_\_\_\_\_\_\_\_** is rule by and for the people.   |  |  |  | | --- | --- | --- | |  | a. | Aristocracy | |  | b. | Democracy | |  | c. | Monarchy | |  | d. | Autocracy | |  | e. | Oligarchy |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 6 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 5. Which British philosopher and politician wrote that a “perfect democracy is… the most shameless thing in the world”?   |  |  |  | | --- | --- | --- | |  | a. | Edmund Burke | |  | b. | Harold Joseph Laski | |  | c. | John Cotton | |  | d. | John Adams | |  | e. | Adam Smith |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 6. John Adams and many others who would end up writing the founding documents of America believed in a system, which is known as a **\_\_\_\_\_\_\_\_\_\_**, where the people would set up and agree upon the basic rules and procedures that would govern them.   |  |  |  | | --- | --- | --- | |  | a. | minority right | |  | b. | rule of law | |  | c. | constitutional system | |  | d. | social contract | |  | e. | faction |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Conceptual | |

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| 7. What ancient British legal principle holds that all people are equal before the law, all are subject to it, and no one is above it?   |  |  |  | | --- | --- | --- | |  | a. | rule of law | |  | b. | *stare decisis* | |  | c. | positivism | |  | d. | human rights | |  | e. | *habeas corpus* |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 8. The Framers drew on the ideas of the British political philosophers **\_\_\_\_\_\_\_\_\_\_** in perceiving the relationship between government and the governed as a social contract.   |  |  |  | | --- | --- | --- | |  | a. | Charles Darwin and William Montague | |  | b. | Jean-Jacques Rousseau and Niccolò Machiavelli | |  | c. | Michel Foucault and Herbert Marcuse | |  | d. | Thomas Aquinas and Alexis de Tocqueville | |  | e. | Thomas Hobbes and John Locke |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 9. The right to life, liberty, and property, according to John Locke, are**\_\_\_\_\_\_\_\_\_\_** rights, rights so fundamental that government cannot take them away.   |  |  |  | | --- | --- | --- | |  | a. | alienable | |  | b. | constitutional | |  | c. | human | |  | d. | natural | |  | e. | worldwide |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 10. At the time of American independence, the closest actual model for self-government was ancient **\_\_\_\_\_\_\_\_\_\_**, where the people had governed themselves in a direct democracy.   |  |  |  | | --- | --- | --- | |  | a. | Athens | |  | b. | Britain | |  | c. | Florence | |  | d. | Rome | |  | e. | Sparta |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 11. Unlike Athens, the early United States had a population of nearly 4 million people, which made direct democracy impractical. Instead, the Framers created a   |  |  |  | | --- | --- | --- | |  | a. | dictatorship. | |  | b. | direct democracy. | |  | c. | representative democracy. | |  | d. | socialist government. | |  | e. | monarchy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 12. ​James Madison argued that size and diversity were assets to our new nation because competing interests, which he called \_\_\_\_\_\_\_, would check on another.   |  |  |  | | --- | --- | --- | |  | a. | ​factions | |  | b. | ​political parties | |  | c. | ​syndicalists | |  | d. | ​majoritarians | |  | e. | ​revolutionary vanguard |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 13. ​A republic is a form of government in which power derives from   |  |  |  | | --- | --- | --- | |  | a. | ​a supreme mandate of the masses, rather than from divine right. | |  | b. | ​the citizens but their representatives make policy and govern. | |  | c. | ​the majoritarian consensus of all citizens. | |  | d. | ​sectarian violence. | |  | e. | ​none of the above. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Conceptual | |

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| 14. According to the U.S. Constitution, power is channeled into three different branches of government: **\_\_\_\_\_\_\_\_\_\_**, **\_\_\_\_\_\_\_\_\_\_**, and **\_\_\_\_\_\_\_\_\_\_**.   |  |  |  | | --- | --- | --- | |  | a. | executive; economic; legislative | |  | b. | legislative; executive; judicial | |  | c. | judicial; legislative; military | |  | d. | executive; federalism; legislative | |  | e. | judicial; executive; liberal |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 11 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Applied | |

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| 15. ​The vertical division of power in the Constitution is called   |  |  |  | | --- | --- | --- | |  | a. | ​the integration of powers. | |  | b. | ​the invisible hand. | |  | c. | ​checks and balances. | |  | d. | ​separation of powers. | |  | e. | ​none of the above. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 11 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 16. ​Madison and the other Framers saw pure democracy, where people ruled directly, as a place where   |  |  |  | | --- | --- | --- | |  | a. | ​well-reasoned, rational individuals would govern for the good of all. | |  | b. | ​a small group of self-interested people would govern for their own benefit. | |  | c. | ​passions would outweigh judgments about the common good. | |  | d. | ​benevolent kings would rule in the interest of their subjects. | |  | e. | ​group consensus would lead to rational policy results. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 11 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Conceptual | |

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| 17. ​The constitutional division of power horizontally, into layers, between the national and state governments is known as   |  |  |  | | --- | --- | --- | |  | a. | ​confederacy. | |  | b. | ​federalism. | |  | c. | ​unitary. | |  | d. | ​anarchy. | |  | e. | ​fascism. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 18. ​Shortly after the ratification of the Constitution, people began to form competing groups called \_\_\_\_\_\_, which were organized to win elections.   |  |  |  | | --- | --- | --- | |  | a. | ​factions | |  | b. | ​sectarians | |  | c. | ​political parties | |  | d. | ​interest groups | |  | e. | ​political action committees |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 19. ​The process by which competing interests determine who gets what, when, and how is called   |  |  |  | | --- | --- | --- | |  | a. | ​voting. | |  | b. | ​separation of powers. | |  | c. | ​checks and balances. | |  | d. | ​politics. | |  | e. | ​gateways. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 20. ​To ensure that one branch does not become too powerful, the Constitution divides power among the three branches to create a system of   |  |  |  | | --- | --- | --- | |  | a. | ​checks and balances. | |  | b. | ​federalism. | |  | c. | ​separation of powers. | |  | d. | ​majority rule. | |  | e. | ​democracy. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.2 - LO2 | | *NOTES:* | applied | |

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| 21. When people have a fairly consistent set of views over a range of policy choices, they are said to have a(n)   |  |  |  | | --- | --- | --- | |  | a. | alliance. | |  | b. | faction. | |  | c. | political ideology. | |  | d. | political party. | |  | e. | democratic ideal. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 22. **\_\_\_\_\_\_\_\_\_\_** is a partnership that is a psychological attachment to a particular party that relates to political ideology, yet it is more personal than philosophical.   |  |  |  | | --- | --- | --- | |  | a. | Political ideology | |  | b. | Party identification | |  | c. | Political culture | |  | d. | Political party | |  | e. | Political capitalism |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 23. **\_\_\_\_\_\_\_\_\_\_**, on the left end of the political spectrum, favor(s) government efforts to increase equality, which includes higher taxes on the wealthy and greater provision of social benefits to support those in need.   |  |  |  | | --- | --- | --- | |  | a. | Political ideology | |  | b. | Political culture | |  | c. | Ideology | |  | d. | Conservatives | |  | e. | Liberals |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 24. **\_\_\_\_\_\_\_\_\_\_**, on the right end of the political spectrum, believe that lower taxes will prompt greater economic growth that will ultimately benefit everyone, including the poor.   |  |  |  | | --- | --- | --- | |  | a. | Conservatives | |  | b. | Liberals | |  | c. | Democrats | |  | d. | Anarchists | |  | e. | Moderates |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 25. With regard to political ideology, most Americans are   |  |  |  | | --- | --- | --- | |  | a. | conservatives. | |  | b. | liberals. | |  | c. | libertarians. | |  | d. | moderates. | |  | e. | populists. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 26. When someone opposes concentrated wealth and adheres to traditional moral values, they are called   |  |  |  | | --- | --- | --- | |  | a. | conservative. | |  | b. | liberal. | |  | c. | libertarian. | |  | d. | moderate. | |  | e. | populist. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Conceptual | |

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| 27. A sizable number of Americans have described themselves as **\_\_\_\_\_\_\_\_\_\_**; that is, they believe that the government should not interfere in economic or social matters.   |  |  |  | | --- | --- | --- | |  | a. | conservatives | |  | b. | moderates | |  | c. | libertarians | |  | d. | populists | |  | e. | liberals |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 28. ​A shared way of thinking about community and government and the relationship between them is called   |  |  |  | | --- | --- | --- | |  | a. | ​political culture. | |  | b. | ​political ideology. | |  | c. | ​political parties. | |  | d. | ​political factionalism. | |  | e. | ​political currency. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 29. American political culture as a whole generally favors \_\_\_\_\_\_\_\_\_\_ over communal approaches to property and poverty.   |  |  |  | | --- | --- | --- | |  | a. | socialism | |  | b. | Marxism | |  | c. | industrialization | |  | d. | individualism | |  | e. | liberalism |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 30. The United States tends to favor **\_\_\_\_\_\_\_\_\_\_,** an economic system in which business enterprises and key industries are privately owned.   |  |  |  | | --- | --- | --- | |  | a. | capitalism | |  | b. | communism | |  | c. | libertarianism | |  | d. | populism | |  | e. | socialism |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 13-14 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 31. American political culture is founded upon   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | capitalism. | |  | c. | egalitarianism. | |  | d. | limited regulation of businesses. | |  | e. | all of the above. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 13-14 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 32. **\_\_\_\_\_\_\_\_\_\_** is a set of beliefs that holds people, not the government, responsible for their own well-being.   |  |  |  | | --- | --- | --- | |  | a. | Pluralism | |  | b. | Populism | |  | c. | Majoritarianism | |  | d. | Libertarianism | |  | e. | Individualism |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 13-14 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 33. In the 1950s, the sociologist C. Wright Mills wrote of a(n) **\_\_\_\_\_\_\_\_\_\_** from corporations, government, and the military that controlled the gates and gateways to power.   |  |  |  | | --- | --- | --- | |  | a. | faction | |  | b. | pluralist group | |  | c. | narrow power elite | |  | d. | interest group | |  | e. | political party |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 14 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 34. In the 1960s, the political scientist Robert Dahl argued that policy making has a(n) **\_\_\_\_\_\_\_\_\_\_** basis, with authority held by different groups in different areas.   |  |  |  | | --- | --- | --- | |  | a. | democratic | |  | b. | diffused | |  | c. | elitist | |  | d. | majoritarian | |  | e. | pluralist |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 14 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 35. A policy-making process in which those with a numerical majority hold the authority is called   |  |  |  | | --- | --- | --- | |  | a. | diffused. | |  | b. | elitist. | |  | c. | majoritarian. | |  | d. | pluralist. | |  | e. | all of the above. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 14 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Conceptual | |

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| 36. Groups of citizens who share a common interest by trying to influence public policy to benefit themselves are known as   |  |  |  | | --- | --- | --- | |  | a. | party identification groups. | |  | b. | interest groups. | |  | c. | policy agenda groups. | |  | d. | populists. | |  | e. | moderates. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 14 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 37. ​In monarchies, autocracies, and oligarchies, a single person or small elite rules society. These systems are by definition  ​   |  |  |  | | --- | --- | --- | |  | a. | ​democratic. | |  | b. | ​undemocratic. | |  | c. | ​fascist. | |  | d. | ​monopolistic. | |  | e. | ​anarchist. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 38. **\_\_\_\_\_\_\_\_\_\_** is the intentional action by government to achieve a goal.   |  |  |  | | --- | --- | --- | |  | a. | Public policy | |  | b. | Party identification | |  | c. | Political party | |  | d. | Political ideology | |  | e. | Political culture |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 17 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 39. ​Clean air is an example of \_\_\_\_\_\_\_\_, which no one can be excluded from and benefits all citizens.   |  |  |  | | --- | --- | --- | |  | a. | ​private goods | |  | b. | ​general welfare | |  | c. | ​public goods | |  | d. | ​self-interest | |  | e. | ​public policy |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 17 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Conceptual | |

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| 40. ​The idea that each citizen must have a chance to have his or her voice heard in government is the root of   |  |  |  | | --- | --- | --- | |  | a. | ​political economy. | |  | b. | ​self determination. | |  | c. | ​political culture. | |  | d. | ​political equality. | |  | e. | ​civil society. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 17 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 41. ​According to the Preamble of the Constitution, the functions of government include all of these EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | ​establish justice. | |  | b. | ​promote economic security. | |  | c. | ​provide for the common defense. | |  | d. | ​promote the general welfare. | |  | e. | ​insure domestic tranquility. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Applied | |

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| 42. **\_\_\_\_\_\_\_\_\_\_** provide the most common way to remove elected officials and are the primary mechanisms for forging responsiveness.   |  |  |  | | --- | --- | --- | |  | a. | Elections | |  | b. | Impeachments | |  | c. | Interest groups | |  | d. | Political parties | |  | e. | The courts |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 17 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Applied | |

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| 43. In *Plyler v. Doe,* the Supreme Court found that   |  |  |  | | --- | --- | --- | |  | a. | ​Texas could charge tuition to illegal immigrants to attend public schools. | |  | b. | ​the 14th Amendment only applies to U.S. citizens. | |  | c. | ​the right to privacy does to extend to unmarried couples. | |  | d. | ​cities can create voucher programs that allow students to attend any school. | |  | e. | ​Texas violated the equal protection clause of the 14th Amendment. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 44. ​The Supreme Court's decision in *Plyler v. Doe* is an example of   |  |  |  | | --- | --- | --- | |  | a. | ​equality of outcome. | |  | b. | ​equality of opportunity. | |  | c. | ​judicial activism. | |  | d. | ​political equality. | |  | e. | ​political economy. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Applied | |

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| 45. **\_\_\_\_\_\_\_\_\_\_** interest is the idea that citizens get involved in the political process because they want to be part of the voluntary organizations of civil society that enable communities to flourish.   |  |  |  | | --- | --- | --- | |  | a. | Civic | |  | b. | Civil | |  | c. | Political | |  | d. | Pluralist | |  | e. | Self- |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 20 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Conceptual | |

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| 46. ​\_\_\_\_\_\_\_\_\_\_\_ is a wide-ranging idea dealing with how government serves your needs.   |  |  |  | | --- | --- | --- | |  | a. | ​Civic interest | |  | b. | Political culture | |  | c. | ​Self-interest | |  | d. | ​Political equality | |  | e. | ​Equality of outcome |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 20 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 47. If you were born between 1982 and 2003, you are the generation that social science researchers have identified as   |  |  |  | | --- | --- | --- | |  | a. | baby boomers. | |  | b. | Generation X. | |  | c. | Generation Y. | |  | d. | idealists. | |  | e. | the Millennials. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 20 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 48. ​\_\_\_\_\_\_\_\_\_ is the idea that citizens become civically involved in order to help foster civil society.   |  |  |  | | --- | --- | --- | |  | a. | ​Self-interest | |  | b. | ​Political economy | |  | c. | Public goods | |  | d. | Civic interest | |  | e. | Political parties |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 20 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Applied | |

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| 49. ​ Neighborhood watch groups and soup kitchens are examples of   |  |  |  | | --- | --- | --- | |  | a. | ​self-interest. | |  | b. | ​political economy. | |  | c. | ​political parties. | |  | d. | ​public goods. | |  | e. | ​civic interest. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 20 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Conceptual | |

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| 50. A 2009 study by the Brookings Institution indicates that television, websites, and radio show a **\_\_\_\_\_\_\_\_\_\_** percent coverage on education issues.   |  |  |  | | --- | --- | --- | |  | a. | 1.4 | |  | b. | 5.4 | |  | c. | 10.4 | |  | d. | 15.4 | |  | e. | 20.4 |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 21 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 51. The United States has been considered as having the **\_\_\_\_\_\_\_\_\_\_** highest national debt, as a proportion to the GDP, in the world.   |  |  |  | | --- | --- | --- | |  | a. | fifth | |  | b. | seventh | |  | c. | eighth | |  | d. | ninth | |  | e. | tenth |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 23 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 52. Discuss how the rule of law protects minority rights.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 53. Define *social contract*.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 54. Explain the importance of political ideology.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 55. Explain the differences between equality of opportunity and equality of outcome.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 56. Compare self-interest to civic interest.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 57. Explain the purpose of public policy. ​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 58. Describe public polices that encourage you to participate in American democracy.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 59. ​Discuss the nature of political ideology in America   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 60. ​Provide some examples of how citizens can influence the various "gateways" discussed in your textbook.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

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| 61. ​Define *direct democracy*.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 62. ​Why did James Madison believe competing interests were important to a democracy?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 63. ​Provide examples of public goods and how government can compel people to contribute.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary.​ | |

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| 64. ​Why are monarchies, autocracies, and oligarchies inherently undemocratic?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

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| 65. ​Discuss the key differences between capitalism and socialism.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

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| 66. Explain the idea of government as a social contract.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

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| 67. ​Explain the key differences between direct democracy and representative democracy, and identify which of these theories of government we use in the United States.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary ​ | |

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| 68. ​Define *political culture,* and briefly explain the differences in political culture between the United States and Europe.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

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| 69. ​Briefly discuss the differences between liberal and conservative ideologies, and describe how they impact the American political process.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary.​ | |

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| 70. Discuss the Supreme Court case *Plyler v. Doe*. Be sure to answer the following questions: 1) How did the Court apply the equal protection clause of the 14th Amendment? 2) Why did  the Court use the rational basis standard instead of the strict scrutiny standard?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

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| 71. Discuss the arguments for and against raising the minimum wage. Based on the information provided in your textbook, should the government create further policy mandating an increase in the federal minimum wage?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

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| 72. Discuss the ways in which civic interest and self-interest can influence government and society.   |  |  | | --- | --- | | *ANSWER:* | ​Answers may vary. | |

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| 73. ​Outline the events of Thomas Jefferson's life, and explain how these events helped shape his views on government and civic engagement.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary.​ | |

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| 74. ​Detail ways that citizen involvement has advanced American democracy.   |  |  | | --- | --- | | *ANSWER:* | ​Answers may vary. | |

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| 75. Detail the policy formation process, and discuss the various groups that are involved along the way.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary.​ | |