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| Multiple Choice |

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| 1. According to your textbook, a gateway is defined as \_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​an avenue of influence | |  | b. | ​a means to gain power | |  | c. | ​politics | |  | d. | ​a way for elected officials to connect with citizens | |  | e. | ​an obstacle to influence |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 4 | | *LEARNING OBJECTIVES:* | GTES.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:* | GTES.GEER.16.1.1 - LO1 | | *NOTES:* | Factual | |

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| 3. ​Through citizen involvement, The United States has achieved all of the following EXCEPT \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | a ​stable nation and institutions | |  | b. | ​the ability to petition government and criticize it | |  | c. | ​a high standard of living | |  | d. | a society with high voter turnout | |  | e. | ​a society that is tolerant of different political views |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 4-5 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | | *NOTES:* | Conceptual | |

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| 4. ​Which of the following is NOT a problem with American government?   |  |  |  | | --- | --- | --- | |  | a. | ​Inequality persists and government is too slow to respond. | |  | b. | Low commitment to civic duty | |  | c. | ​Low public trust in the government | |  | d. | ​Low election turnout | |  | e. | High ​U.S. national debt |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 5 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | | *NOTES:* | Factual | |

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| 5. ​An intentional action by the government to achieve a goal is called \_\_\_\_\_\_\_\_\_\_ policy.   |  |  |  | | --- | --- | --- | |  | a. | ​private | |  | b. | ​problem | |  | c. | ​issue | |  | d. | ​congressional | |  | e. | ​public |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 5 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | | *NOTES:* | Factual | |

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| 6. Which of the following is NOT part of the normal public policy process? ​   |  |  |  | | --- | --- | --- | |  | a. | formulating a problem | |  | b. | ​evaluating the solution | |  | c. | ​implementing the solution | |  | d. | ​identification of the problem | |  | e. | ​formulating a solution |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 6 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | | *NOTES:* | Factual | |

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| 7. **\_\_\_\_\_\_\_\_\_\_** is rule by the people.   |  |  |  | | --- | --- | --- | |  | a. | Aristocracy | |  | b. | Democracy | |  | c. | Monarchy | |  | d. | Autocracy | |  | e. | Oligarchy |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 6 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | | *NOTES:* | Factual | |

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| 8. 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:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 9. In the 18th century, democracy was associated with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .​   |  |  |  | | --- | --- | --- | |  | a. | ​mob rule | |  | b. | ​order | |  | c. | ​liberty | |  | d. | ​safety | |  | e. | ​rights |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 10. 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:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 11. John Adams and many others who would end up writing the founding documents of America believed in **\_\_\_\_\_\_\_\_\_\_**, where the people would set up and agree upon the basic rules and procedures that would govern them.   |  |  |  | | --- | --- | --- | |  | a. | minority rights | |  | b. | the rule of law | |  | c. | a constitutional system | |  | d. | a social contract | |  | e. | factions |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Conceptual | |

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| 12. ​The Framers believed that the \_\_\_\_\_\_\_\_\_\_ would need to serve as a gatekeeper.   |  |  |  | | --- | --- | --- | |  | a. | ​government | |  | b. | ​people | |  | c. | ​Founders | |  | d. | ​Constitution | |  | e. | ​Bill of Rights |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 13. The Founders 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:* | 7 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 14. 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:* | 7 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 15. At the time of American independence, the closest actual model for self-government was ancient **\_\_\_\_\_\_\_\_\_\_.**   |  |  |  | | --- | --- | --- | |  | a. | Athens | |  | b. | Britain | |  | c. | Florence | |  | d. | Rome | |  | e. | Sparta |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 7 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 16. 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:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 17. ​The form of government in which people govern themselves is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .   |  |  |  | | --- | --- | --- | |  | a. | ​representative democracy | |  | b. | ​republic | |  | c. | ​monarchy | |  | d. | ​direct democracy | |  | e. | ​constitutional system |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 18. ​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. | divine right |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Conceptual | |

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| 19. ​James Madison argued that size and diversity were assets to our new nation because competing interests, called \_\_\_\_\_\_\_, would check one another.   |  |  |  | | --- | --- | --- | |  | a. | ​factions | |  | b. | ​political parties | |  | c. | ​syndacalists | |  | d. | ​majoritarians | |  | e. | ​revolutionary vanguard |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Applied | |

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| 20. ​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:* | 10 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Conceptual | |

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| 21. ​The interests of society as a whole are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​self-interest | |  | b. | mass interest | |  | c. | ​civic interest | |  | d. | ​government interest | |  | e. | ​group interest |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 22. According to the U.S. Constitution, power is channeled into three different branches of government; they are **\_\_\_\_\_\_\_\_\_\_**, **\_\_\_\_\_\_\_\_\_\_**, and **\_\_\_\_\_\_\_\_\_\_**.   |  |  |  | | --- | --- | --- | |  | a. | executive; economic; legislature | |  | b. | legislature; executive; judiciary | |  | c. | judiciary; legislature; military | |  | d. | executive; federalism; legislature | |  | e. | judicial; executive; and liberal |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Applied | |

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| 23. ​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. | federalism |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 10 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 24. ​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:* | 11 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | applied | |

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| 25. ​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:* | 11 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | | *NOTES:* | Factual | |

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| 26. ​Shortly after the ratification of the Constitution, people began to form competing groups organized to win elections, called \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​factions | |  | b. | ​sectarians | |  | c. | ​political parties | |  | d. | ​interest groups | |  | e. | ​political action committees |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 11 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 27. ​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:* | 11 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 28. 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:* | 11 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 29. **\_\_\_\_\_\_\_\_\_\_** 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:* | 11 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 30. **\_\_\_\_\_\_\_\_\_\_**, 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:* | 11 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 31. **\_\_\_\_\_\_\_\_\_\_**, 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:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 32. ​Which political ideology would normally support government interference that creates rules that favor traditional moral values when dealing with social issues?   |  |  |  | | --- | --- | --- | |  | a. | ​Conservatives | |  | b. | ​Libertarians | |  | c. | ​Liberals | |  | d. | ​Democrats | |  | e. | ​Anarchists |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 33. With regard to political ideology, most Americans are \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | conservatives | |  | b. | liberals | |  | c. | libertarians | |  | d. | moderates | |  | e. | populists |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 12 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Applied | |

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| 34. When someone opposes concentrated wealth and adheres to traditional moral values, he or she is taking the \_\_\_\_\_\_\_\_ perspective.   |  |  |  | | --- | --- | --- | |  | a. | conservative | |  | b. | liberal | |  | c. | libertarian | |  | d. | moderate | |  | e. | populist |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Conceptual | |

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| 35. A sizable number of Americans have described themselves as **\_\_\_\_\_\_\_\_\_\_**; i.e., 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:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Conceptual | |

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| 36. 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:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 37. 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 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 38. \_\_\_\_\_\_\_\_\_\_\_ is an economic system in which businesses and key industries are owned by the government.   |  |  |  | | --- | --- | --- | |  | a. | ​Capitalism | |  | b. | ​Individualism | |  | c. | ​Pluralism | |  | d. | Socialism | |  | e. | ​Egalatarianism |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 13 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 39. 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:* | 13 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 40. 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:* | 13 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | | *NOTES:* | Factual | |

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| 41. ​In monarchies, autocracies, and oligarchies, a single person or small elite rules society. These system are by definition \_\_\_\_\_\_\_\_\_\_   |  |  |  | | --- | --- | --- | |  | a. | ​democratic | |  | b. | ​undemocratic | |  | c. | ​fascist | |  | d. | ​monopolistic | |  | e. | ​anarchy |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 15 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Applied | |

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| 42. ​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:* | 15 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 43. ​Clean air is an example of \_\_\_\_\_\_\_\_, from which no one can be excluded and that benefits all citizens.   |  |  |  | | --- | --- | --- | |  | a. | ​private goods | |  | b. | ​general welfare | |  | c. | ​public goods | |  | d. | ​self-interest | |  | e. | ​public policy |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 17 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Conceptual | |

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| 44. ​When the government wants to build a new building, the company that it chooses to build it gains \_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​public policy | |  | b. | ​self-interest goods | |  | c. | ​public goods | |  | d. | ​private goods | |  | e. | ​policy goods |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 15 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Application | |

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| 45. ​The idea that each citizen must have a chance to have their 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:* | 16 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 46. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the expectation that all citizens are treated equally before the law and have a chance to participate in government. ​   |  |  |  | | --- | --- | --- | |  | a. | ​Equality of outcome | |  | b. | ​Equality of opportunity | |  | c. | ​Equality of participation | |  | d. | ​Equality of expectation | |  | e. | ​Equality of law |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 47. ​\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the expectation that incomes will level out and standards of living will be the same for all citizens.   |  |  |  | | --- | --- | --- | |  | a. | ​Equality of outcome | |  | b. | ​Equality of opportunity | |  | c. | ​Equality of living | |  | d. | ​Equality of income | |  | e. | ​Equality of participation |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 16 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 48. 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:* | 17 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 49. ​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:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Applied | |

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| 50. ​\_\_\_\_\_\_\_\_\_\_\_ 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:* | 18 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 51. **\_\_\_\_\_\_\_\_\_\_** 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:* | 18 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Conceptual | |

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| 52. ​ Voluntarily participating in 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:* | 18 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Conceptual | |

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| 53. 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:* | 18 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 54. Millennials are  \_\_\_\_\_\_\_\_ than previous generations.   |  |  |  | | --- | --- | --- | |  | a. | less likely to value consensus and community building | |  | b. | less likely to compromise | |  | c. | less politically involved | |  | d. | more optimistic and practical | |  | e. | more idealistic and ideological |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 18 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Applied | |

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| 55. ​What is the most obvious political act?   |  |  |  | | --- | --- | --- | |  | a. | ​Attending rallies | |  | b. | ​Voting | |  | c. | ​Protesting | |  | d. | ​Community building | |  | e. | ​Writing letters |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 18 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 56. A 2009 study by the Brookings Institution indicates that on television, websites, and radio shows, **\_\_\_\_\_\_\_\_\_\_** percent of coverage deals with education issues.   |  |  |  | | --- | --- | --- | |  | a. | 1.4 | |  | b. | 5.4 | |  | c. | 10.4 | |  | d. | 15.4 | |  | e. | 20.4 |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 57. How much does Congress give the government each year to fund financial aid for higher education? ​   |  |  |  | | --- | --- | --- | |  | a. | ​$32 billion | |  | b. | $42 billion | |  | c. | ​$55 billion | |  | d. | ​$61 billion | |  | e. | ​$90 billion |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 58. ​Between 2012 and 2014, Pell Grants have \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​decreased, from $41 billion to $30 billion | |  | b. | ​decreased, from $21 billion to $11 billion | |  | c. | ​increased, from $30 billion to $41 billion | |  | d. | ​increased, from $11 billion to $21 billion | |  | e. | ​not changed significantly |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 19 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 59. 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:* | 20 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| 60. In the past twenty years, the national debt has \_\_\_\_\_\_\_\_\_\_\_\_​.   |  |  |  | | --- | --- | --- | |  | a. | ​tripled | |  | b. | ​been cut in half | |  | c. | ​remained somewhat the same | |  | d. | ​doubled | |  | e. | ​quadrupled |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 20 | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | | *NOTES:* | Factual | |

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| Subjective Short Answer |

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| 61. Describe some of the successes and failures that American democracy has faced as a result of citizen involvement. ​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | |

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| 62. Explain the purpose of public policy. ​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | |

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| 63. Discuss how the rule of law protects minority rights.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | |

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| 64. Define *social contract*.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | |

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| 65. ​Define direct democracy and explain why it would not have succeeded in America.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | |

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| 66. ​Why did James Madison believe competing interests were important to a democracy?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | |

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| 67. Explain the importance of political ideology.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | |

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| 68. ​Discuss the two major political ideologies in America, and what economic and social views each supports.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | |

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| 69. ​Discuss the key differences between capitalism and socialism.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | |

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| 70. ​Why are monarchies, autocracies, and oligarchies inherently undemocratic?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | |

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| 71. ​Provide examples of public goods, and how government can compel people to contribute.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary.​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | |

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| 72. Explain the differences between equality of opportunity and equality of outcome.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | |

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| 73. Compare self-interest to civic interest.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.5 - LO5 | |

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| 74. Describe public polices that encourage you to participate in American democracy.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.5 - LO5 | |

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| 75. ​Provide some examples of how citizens can influence the various "gateways" discussed in your textbook.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.5 - LO5 | |

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| 76. ​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.​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | |

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| 77. ​Detail ways that citizen involvement has advanced American democracy.   |  |  | | --- | --- | | *ANSWER:* | ​Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | |

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| 78. Detail the policy formation process and discuss the various groups that are involved along the way.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary.​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.1 - LO1 | |

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| 79. Explain the idea of government as a social contract.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | |

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| 80. ​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 ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.2 - LO2 | |

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| 81. ​Define political culture and briefly explain the differences in political culture between the United States and Europe.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | |

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| 82. ​Briefly discuss the differences between liberal and conservative ideologies, and how they impact the American political process   |  |  | | --- | --- | | *ANSWER:* | Answers may vary.​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.3 - LO3 | |

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| 83. ​Provide a discussion of the Supreme Court case *Plyler v. Doe*. In your answer, be sure answer the following questions: 1) How did the Court apply the Equal Protection Clause of the 14th Amendment? 2) Why did  the Court use rational justification instead of the strict scrutiny standard?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.4 - LO4 | |

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| 84. Discuss the ways in which civic interest and self-interest can influence government and society.   |  |  | | --- | --- | | *ANSWER:* | ​Answers may vary. | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.5 - LO5 | |

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| 85. Discuss the arguments for and against raising the minimum wage. Based upon the information provided in your textbook, should the government create further policy mandating an increase in the federal minimum wage?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | | *LEARNING OBJECTIVES:* | GTES.GEER.16.1.5 - LO5 | |