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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 | |

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| 2. Obstacles to influence that may limit access to participation are referred to as   |  |  |  | | --- | --- | --- | |  | a. | public policies. | |  | b. | problems. | |  | c. | solutions. | |  | d. | gates. | |  | e. | gateways. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 3. ​Which of the following is true regarding evaluation of the American political system?   |  |  |  | | --- | --- | --- | |  | a. | ​The public's trust of government institutions is low. | |  | b. | ​Political institutions are generally unstable. | |  | c. | ​Poverty is declining in the U.S. | |  | d. | ​Political polarization is declining in the U.S. | |  | e. | Voter turnout is higher in the U.S. than most other democracies. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 4. ​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. | Americans show more tolerance of different political views than most other democracies. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 5. **\_\_\_\_\_\_\_\_\_\_** is rule by and for the people.   |  |  |  | | --- | --- | --- | |  | a. | Aristocracy | |  | b. | Democracy | |  | c. | Monarchy | |  | d. | Autocracy | |  | e. | Oligarchy |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 6. 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 | |

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| 7. John Adams and many others who would end up writing the founding documents of America believed in a system, 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 | |

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| 8. 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 | |

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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. | legal | |  | d. | natural | |  | e. | worldwide |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 10. Madison and the other framers realized that the role of the new Constitution was to   |  |  |  | | --- | --- | --- | |  | a. | spell out the natural rights of citizens. | |  | b. | serve as a gatekeeper to power. | |  | c. | strictly limit the power of government. | |  | d. | define what is meant by "citizen" and "rights." | |  | e. | create access to power for government officials. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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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 | |

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| 12. ​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 elites. | |  | d. | ​sectarian violence. | |  | e. | ​the benevolence of its leaders. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 13. ​James Madison argued that size and diversity were assets to our new nation because competing interests, which he called \_\_\_\_\_\_\_, would check one another.   |  |  |  | | --- | --- | --- | |  | a. | ​factions | |  | b. | ​political parties | |  | c. | ​syndicalists | |  | d. | ​majoritarians | |  | e. | ​revolutionary vanguard |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 14. ​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 | |

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| 15. 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; federal; legislative | |  | e. | judicial; domestic; foreign |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 16. ​The vertical division of power in the Constitution is called​   |  |  |  | | --- | --- | --- | |  | a. | ​the integration of powers. | |  | b. | ​the invisible hand. | |  | c. | ​checks and balances. | |  | d. | federalism | |  | e. | ​separation of powers. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 17. ​The constitutional division of power horizontally, into layers, is known as​   |  |  |  | | --- | --- | --- | |  | a. | ​confederacy. | |  | b. | separation of powers. | |  | c. | ​unitary government. | |  | d. | ​federalism. | |  | e. | majoritarianism. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 18. In addition to valuing liberty, the Framers also crafted the Constitution to reflect the value(s) of   |  |  |  | | --- | --- | --- | |  | a. | equalization of property and political participation. | |  | b. | strict social equality. | |  | c. | ​balance, control and order. | |  | d. | majority rule and majority rights. | |  | e. | universal suffrage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 19. ​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. | executive powers. | |  | d. | ​majority rule. | |  | e. | ​democracy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 20. ​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 | |

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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 | |

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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 theory | |  | b. | Party identification | |  | c. | Political culture | |  | d. | Party faction | |  | e. | Political capital |  |  |  | | --- | --- | | *ANSWER:* | b | |

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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. | Moderates | |  | b. | Populists | |  | c. | Libertarians | |  | d. | Conservatives | |  | e. | Liberals |  |  |  | | --- | --- | | *ANSWER:* | e | |

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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 | |

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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 | |

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| 26. When someone opposes concentrated wealth and adheres to traditional moral values, they are often referred to as   |  |  |  | | --- | --- | --- | |  | a. | conservative. | |  | b. | liberal. | |  | c. | libertarian. | |  | d. | moderate. | |  | e. | populist. |  |  |  | | --- | --- | | *ANSWER:* | e | |

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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 | |

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| 28. Ideological frameworks start to crystallize when people are in their ​   |  |  |  | | --- | --- | --- | |  | a. | early childhood. | |  | b. | teens. | |  | c. | early twenties. | |  | d. | ​late thirties. | |  | e. | senior years. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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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. | strict equality | |  | d. | individualism | |  | e. | communism |  |  |  | | --- | --- | | *ANSWER:* | d | |

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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 | |

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| 31. How does Congress work to prevent some of the abuses of capitalism?   |  |  |  | | --- | --- | --- | |  | a. | by allowing self-regulation in most major industries | |  | b. | by encouraging government ownership of all business | |  | c. | by employing the honor code | |  | d. | by increasing government ownership of key industries | |  | e. | by establishing laws and regulations |  |  |  | | --- | --- | | *ANSWER:* | e | |

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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 | |

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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 | |

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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. | concentrated | |  | c. | elitist | |  | d. | majoritarian | |  | e. | pluralist |  |  |  | | --- | --- | | *ANSWER:* | e | |

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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. | diversified. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. The classic study of American institutions and culture, *Democracy in America,*was written by   |  |  |  | | --- | --- | --- | |  | a. | Madison. | |  | b. | de Tocqueville. | |  | c. | Dahl. | |  | d. | Mills. | |  | e. | Locke. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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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. | ​responsive. | |  | e. | ​anarchist. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 38. **\_\_\_\_\_\_\_\_\_\_** is the intentional action by government to achieve a goal.   |  |  |  | | --- | --- | --- | |  | a. | Public policy | |  | b. | Party identification | |  | c. | Public opinion | |  | d. | Political ideology | |  | e. | Political culture |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 39. ​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 | |

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| 40. ​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 | |

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| 41. **\_\_\_\_\_\_\_\_\_\_** 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. | Indictments |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 42. ​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 | |

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| 43. Equality of opportunity can be understood to mean   |  |  |  | | --- | --- | --- | |  | a. | that all citizens are entitled to vote. | |  | b. | that all citizens have the right to liberty and happiness. | |  | c. | that all citizens will experience the same standard of living. | |  | d. | that all citizens must equally participate in government. | |  | e. | ​that all citizens will be treated equally before the law. |  |  |  | | --- | --- | | *ANSWER:* | e | |

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| 44. We must take part in the political process partly out of \_\_\_\_\_\_\_\_, that is, we want government to serve our needs.​   |  |  |  | | --- | --- | --- | |  | a. | ​self-interest | |  | b. | moral obligation | |  | c. | civic interest | |  | d. | social obligation | |  | e. | disinterest |  |  |  | | --- | --- | | *ANSWER:* | a | |

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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 society that enable communities to flourish.   |  |  |  | | --- | --- | --- | |  | a. | Civic | |  | b. | Civil | |  | c. | Political | |  | d. | Pluralist | |  | e. | Self- |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 46. Gains in civic interest lead to broader public involvement, which in turn   |  |  |  | | --- | --- | --- | |  | a. | ​decrease the size of government. | |  | b. | highlight interest group agendas. | |  | c. | advance equality. | |  | d. | ​lead to less partisanship. | |  | e. | establish income equality. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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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 | |

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| 48. ​\_\_\_\_\_\_\_\_\_ is the idea that citizens become involved in order to help foster civil society.   |  |  |  | | --- | --- | --- | |  | a. | ​Self-interest | |  | b. | ​Political socialization | |  | c. | Public goods | |  | d. | Civic interest | |  | e. | Partisanship |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 49. ​ Neighborhood watch groups and soup kitchens are examples of​   |  |  |  | | --- | --- | --- | |  | a. | ​self-interest. | |  | b. | ​political participation. | |  | c. | ​political interface. | |  | d. | ​public goods. | |  | e. | ​civic interest. |  |  |  | | --- | --- | | *ANSWER:* | e | |

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| 50. Which of the following is true regarding college costs?   |  |  |  | | --- | --- | --- | |  | a. | College affordability is a concern for all college students. | |  | b. | Both private and public college costs have slightly decreased in the last decade. | |  | c. | Congress has done nothing to fund financial aid for higher education. | |  | d. | College affordability is the most talked-about issue on the current political agenda. | |  | e. | Both private and public college costs have  remained stable over the last decade. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 51. Which of the following is the best approximation of the U.S. national debt as of 2016?   |  |  |  | | --- | --- | --- | |  | a. | $500 billion | |  | b. | $1.5 trillion | |  | c. | $5 trillion | |  | d. | $19 trillion | |  | e. | $31 trillion |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| Subjective Short Answer |

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| 52. Define *social contract*.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 53. Explain the purpose of public policy. ​   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 54. Describe public polices that encourage you to participate in American democracy.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 55. Discuss how the rule of law protects minority rights.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 56. ​Define *direct democracy*.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 57. ​Why did James Madison believe competing interests were important to a democracy?   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 58. Explain the importance of political ideology.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 59. ​Discuss the nature of political ideology in the United States.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 60. What are key differences between capitalism and socialism?   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. ​ | |

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| 61. Briefly explain the concept of government responsiveness.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 62. ​Provide examples of public goods and how government can compel people to contribute.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary.​ | |

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| 63. ​Why are monarchies, autocracies, and oligarchies inherently undemocratic?   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. ​ | |

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| 64. Compare self-interest to civic interest.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 65. ​Provide some examples of how citizens can influence the various "gateways" discussed in your textbook.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. ​ | |

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| Essay |

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| 66. ​Discuss the gates and gateways to citizen involvement in American democracy.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 67. Explain the idea of government as a social contract.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 68. ​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:* | Students' answers may vary ​ | |

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| 69. Who are some of the key political thinkers/philosophers that influenced the nature of our government in the United States? How did their views shape our nation?   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary.​ | |

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| 70. ​Define *political culture,* and briefly explain the differences in political culture between the United States and Europe.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. ​ | |

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| 71. ​Briefly discuss the differences between liberal and conservative ideologies.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary.​ | |

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| 72. Explain the concepts of equality of opportunity and equality of outcome. How do they differ?   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary.​ | |

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| 73. ​Discuss the ways in which civic interest and self-interest can influence government and society.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | |

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| 74. Detail the policy formation process, and discuss the various groups that are involved along the way.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary.​ | |

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| 75. ​How has the rising cost of higher education affected you and your family? Support your response with specific examples.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary.​ | |