

PLS 101 – Spring 2009
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Study Questions for Test #1 – Chapters 1-4

Chapter 1

Title: Ch01-01; p. 6

1. "Who gets what, when, and how" refers to
- a. authority.
 - *b. politics.
 - c. a shorthand definition of the main concepts of the U.S. Constitution.
 - d. power.
 - e. authoritarianism.

Title: Ch01-02;F; p. 6

2. _____ refers to a particular view of how we ought to organize and live our collective lives.
- a. Authority
 - b. Politics
 - c. The rules
 - *d. Social order
 - e. Authoritarianism

Title: Ch01-03; p. 6

3. Power is defined as
- a. a type of totalitarianism.
 - *b. the ability to get other people to do what you want.
 - c. the use of force to obtain desired goals.
 - d. the essential quality of leadership.
 - e. the use of military, paramilitary, or police forces to control people.

Title: Ch01-04; p. 7

4. _____ can be described as a system or an organization for exercising authority over a body of people.
- a. Political partisanship
 - b. Federalism
 - c. Power
 - d. Force
 - *e. Government

Title: Ch01-05; p. 8

5. Power that is recognized as legitimate is known as
- *a. authority.
 - b. majority rule.
 - c. oligarchy.
 - d. force.
 - e. the divine right of kings.

Title: Ch01-06; p. 8

6. How do rules fit into the concept of "who gets what, and how?"
- a. Rules can be thought of as the what.
 - b. Rules are not relevant.

- c. Rules can be thought of as the who.
- d. Rules define the "getting."
- *e. Rules can be thought of as the how.

Title: Ch01-07; p. 8

7. What are the organizations where government power is exercised and where political struggle takes place?
- a. Socialist countries
 - b. Capitalist economies
 - c. Monarchies
 - d. Democracies
 - *e. Institutions

Title: Ch01-08; p. 10

8. In capitalist economies, what controls economic decisions?
- a. The people's vote
 - b. The government
 - c. Central planning
 - *d. The market
 - e. God's free hand, or "In God We Trust"

Title: Ch01-09;F; p. 10

9. Government assurances that the rules will work smoothly and treat everyone fairly, with no promises of particular outcomes, are
- a. regulations.
 - b. promises.
 - *c. procedural guarantees.
 - d. the social contract.
 - e. political pledges.

Title: Ch01-10; p. 11

10. In socialist economies, what controls economic decisions?
- a. Society by its purchasing power
 - b. The market
 - *c. The government
 - d. Supply and demand forces
 - e. The people's vote

Title: Ch01-11;F; p. 11

11. Government assurances of particular outcomes or results are
- a. social democracy.
 - *b. substantive guarantees.
 - c. procedural guarantees.
 - d. democracy.
 - e. socialism.

Title: Ch01-12;F; p.14

12. A government in which absolute power is exercised over every aspect of life is a(n) _____ government.
- *a. totalitarian
 - b. monarchical

- c. libertarian
- d. anarchic
- e. democratic

Title: Ch01-13;F; p. 14

13. A society in which government allows a market economy but highly regulates individual behavior is called

- a. authoritarian socialism.
- b. advanced industrial democracy.
- c. totalitarianism.
- *d. authoritarian capitalism.
- e. communist democracy.

Title: Ch01-14; p. 12

14. A political system that gives ultimate power to the state rather than to the people is known as

- a. an Athenian-like democracy.
- b. a republic.
- *c. authoritarian government.
- d. a theocracy.
- e. a social monarchy.

Title: Ch01-15;F; p.14

15. Government in which policy is made for the ultimate glory of the state is called

- a. communism.
- b. socialism.
- *c. fascism.
- d. monarchy.
- e. theocracy.

Title: Ch01-16; p. 14

16. A system based on "government by the few" refers to

- a. a democracy.
- *b. an oligarchy.
- c. a monarchy.
- d. anarchy.
- e. a republic.

Title: Ch01-17; p. 15

17. The absence of government and laws is a characteristic of

- a. totalitarianism.
- *b. anarchy.
- c. authoritarianism.
- d. theocracy.
- e. elite democracy.

Title: Ch01-18;F; p.16

18. A theory of democracy that holds that citizens should actively and directly control all aspects of their lives is

- a. elite democracy.
- b. pluralist democracy.

- c. anarchy.
- *d. participatory democracy.
- e. populist democracy.

Title: Ch01-19; p. 15

19. Popular sovereignty is the basic principle of

- a. monarchy.
- b. oligarchy.
- c. elite democracy.
- d. theocracy.
- *e. democracy.

Title: Ch01-20; p. 15

20. Elite democracy can be defined as the theory of democracy that limits

- a. fundamental rights of free expression.
- *b. the role of citizens to choosing among competing leaders.
- c. the right of citizens to fully exercise their economic rights.
- d. the right of citizens to vote for leaders.
- e. the role of leaders to leading citizens.

Title: Ch01-21; p. 16

21. According to the theory of _____, a citizen's membership in groups is the key to political power.

- a. participatory democracy
- b. elite democracy
- *c. pluralist democracy
- d. oligarchy
- e. social democracy

Title: Ch01-22; p. 17

22. Individuals who are obliged to submit to a government authority against which they have no rights are

- a. elite Democrats.
- b. Democrats.
- c. citizens.
- *d. subjects.
- e. Republicans.

Title: Ch01-23;F; p. 19-20

23. The first Western democracy was in

- *a. Athens.
- b. Rome.
- c. England.
- d. the United States.
- e. Paris.

Title: Ch01-24; p. 20

24. A philosophical movement during the 1600s and 1700s that emphasized human reason, scientific examination, and industrial progress was

- a. scientific democracy.
- *b. the Enlightenment.
- c. religious fundamentalism.
- d. reform democracy.

e. Athenian democracy.

Title: Ch01-25;F; p. 20

25. The break with the Roman Catholic Church in the 1500s that helped pave the way for new ideas about the world was

- a. the Enlightenment.
- b. social contract theory.
- c. the industrial revolution.
- d. atheism.
- *e. the Protestant Reformation.

Title: Ch01-26; p. 21

26. The doctrine that society is based on an agreement between government and the governed in which people agree to give up some rights in exchange for the protection of others is called

- a. elite democracy.
- b. pluralistic democracy.
- c. social democracy theory.
- *d. social contract theory.
- e. the state of nature.

Title: Ch01-27; p. 22

27. Faith in the ability of democratic man to put the community's interests ahead of his own refers to

- a. theocracy.
- b. Platonic democracy.
- c. the divine right of kings.
- *d. republican virtue.
- e. the expansion of popular rights.

Title: Ch01-28; p. 23

28. The two competing views of citizenship that exist today in the United States see humans acting out of

- a. public interest versus public involvement.
- *b. self-interest versus common good.
- c. self-protection versus public protection.
- d. public protection versus private rights.
- e. anarchy versus the state of nature.

Title: Ch01-29; p. 23

29. According to the text, why do some observers claim there is a crisis in American citizenship?

- *a. Civic virtue is taking second place to self-interest as a guiding principle of citizenship.
- b. Too many upper-class people are participating in politics.
- c. Too few upper-class people are participating in politics.
- d. Madison's positive view of human nature has lost to the negative view of human nature professed by those who believe in American republican virtue.
- e. Republican virtue moves our nation too closely toward socialism.

Title: Ch01-30;F; p. 26

30. The major goal of the text is to

- *a. to get students to think critically about American politics.
- b. increase the number of facts students know about American politics.
- c. help students understand why politics is so corrupt in the United States.
- d. help students earn credits toward their college degree.

e. increase skepticism about politics.

Title: Ch01-61;SA;p. 6

61. Define and explain the significance of "social order."

a. Social order is defined as a particular view of how we ought to organize our collective lives. It is the arrangement that is believed to be legitimate within a society.

Type: F

Title: Ch01-62; p. 8

62. _____ can be thought of as the "how" in the definition "who gets what, and how." They are directives that determine how resources are allocated, and they determine how we try to get the things we want.

a. Rules

Type: F

Title: Ch01-63;SA;p. 7

63. What tends to be the consequence when there is disagreement over the legitimate form of government in society?

a. The result is often violence.

Type: F

Title: Ch01-64; p. 16

64. Theorists have differed over what type of democracy would best balance the interests of a country, while assuring both majority rule and minority rights. Those democratic theorists advocating _____ democracy hold that citizens should actively and directly control all aspects of their lives.

a. participatory

Type: F

Title: Ch01-65; p. 17

65. In authoritarian systems, the people are _____ of their government. They possess no rights that protect them from their government.

a. subjects

Type: F

Title: Ch01-66; p. 20

66. In the Middle Ages, some monarchs claimed to take their authority from God, in a principle called _____.

a. the divine right of kings

Title: Ch01-67;SA;pp. 19-20

67. How was ancient Greek democracy different from modern American democracy?

a. Students should make the points that ancient Greek democracy was limited to a small portion of the population and that it was direct democracy rather than representative democracy.

Type: E

Title: Ch01-68; p. 11

68. Define the term “social democracy.” Why is this referred to in Chapter 1 as a "hybrid" system?

a. Students should define social democracy as a hybrid system combining a capitalist economy and a government that supports equality. It is a hybrid because, though capitalist, it still promotes the values of equality in socialism, and it has more government control over the economy than other capitalist systems but less than socialist systems.

Type: E

Title: Ch01-69; p. 15

69. Define and discuss the significance of the term “popular sovereignty.”

a. Students should first define the term. For example, "popular sovereignty refers to the concept in which the citizens are the ultimate source of political power." They should then link the concept to democracy, which is based on the principle of popular sovereignty. No democratic government would be considered legitimate unless the citizens consent to it.

Type: E

Title: Ch01-70; p. 22

70. What is a republic and what, according to Madison, was its benefit over a "pure democracy," where all citizens would have direct power to control government?

a. Students should note that the republican form of government is a representative democracy. In particular, Madison argued that it was feasible in a large state and that it would be safer, because public passions would be checked by the system.

Type: E

Title: Ch01-71; p. 6-8

71. Politics in America takes place in multiple places, from Washington, D.C., to a family's decision about where to go on vacation. Explain how government fits in to society. What is the relationship between government and politics?

a. Students should be able to define both politics (who gets what, when, and how) and government (a system or organization for exercising authority over a body of people). Successful students will argue that a government provides the rules and institutions that determine how a society decides who gets what. Moreover, the government is given legitimate authority to decide who gets what.

Type: E

Title: Ch01-72; p. 12

72. What are the key differences between authoritarian systems and nonauthoritarian political systems? What are the different forms of government within each of these systems? Finally, discuss the main distinction concerning the role of people in each type of government?

a. Students should begin by explaining that power is ultimately held by the government in authoritarian systems, while power over one's life rests with the individual in nonauthoritarian systems. They should be able to list the forms of authoritarian systems--monarchy, theocracy, fascist government, and oligarchy--and highlight at least one key element of each. They also should be able to do the same for nonauthoritarian forms of anarchy and democracy but further differentiate theorists' ideals about how democracy operates: elite, pluralist, and participatory democracy. Finally, the key to the answer involves distinguishing between a subject in an authoritarian system, who is obliged to submit to a government authority, and a citizen in a nonauthoritarian system, who has both rights and responsibilities in a democracy.

Type: E

Title: Ch01-73; p. 20-1

73. Explain how Athenian democracy, the Enlightenment, and Locke's notion of the social contract served as origins of American democracy. What did the founders learn about participatory democracy from democracy in Athens 500–300 B.C.? How did the Protestant Reformation and the Enlightenment change how people viewed government legitimacy that led to the discrediting of the divine right of kings? Finally, with whom does the social contract place the source of government legitimacy? Together, how did these eras as a whole ultimately affect the type of government chosen by the founders?

a. Students should identify and define each of the main eras that are mentioned but also weave them together into a larger explanation about each of them--and how together they led the founders to choose a democracy whose legitimacy stems from its citizens. Students should especially discuss how Athenian democracy provided a participatory democracy, though the criteria for citizenship were strict. They also should point out that the questioning of the social order that began with the Protestant Reformation and that drove the Enlightenment led people to challenge more than just science and the Catholic Church. It also brought new questions as to the source of legitimacy. If people began to question the social order, they could also (and did) easily question whether the socially accepted explanation for a monarch's authority was legitimate. It wasn't, according to the social contract. The people decided whether government was legitimate; and if it did not live up to its end of the social contract, protecting particular rights of citizens, then it was not legitimate and could be overthrown.

Type: E

Title: Ch01-74; p. 21-2

74. Discuss the competing views of citizenship in the United States. Make sure to discuss how Madison's view of human nature differs greatly from those who argue that citizens have a strong republican virtue. What does each argument say the role of citizens in American politics should be?

a. Students should note that Madison had a negative view of human nature and argued that a republic would be the best form of government because decisions are made by elected officials rather than by citizens themselves. "Pure democracy," according to Madison, was dangerous because it could mean a majority could take away rights, liberties, and property from citizens. The opposing republican virtue position claims that citizens can and do put the public good before individual interest. Consequently the

citizen had a much smaller role in Madison's eyes, compared with the positive role that those espousing republican virtue have for the citizen's ability to beneficially affect politics.

Title: Ch01-75:LE: p. 9-11

75. What is the relationship between government and economics? Discuss the various forms of economic systems, including examples of each. What is the relationship between types of guarantees a government provides and the type of economic system in the society?

a. Students should define government and economics and point out that both are concerned with the distribution of resources in society. They also should mention that many questions, such as how to pay for government, involve both government and economics. They should then describe the various forms of economic systems and provide examples from the text. Finally, they should define substantive guarantees and procedural guarantees and explain that systems in which the government controls the economy provide substantive guarantees, while systems in which the government does not control the economy provide procedural guarantees.

Chapter 2

Title: Ch02-01;F;p. 39-40

1. U.S. demographic trends indicate all of the following EXCEPT that
- *a. the United States has fewer foreign-born citizens now than in 1965.
 - b. the American population is aging.
 - c. the number of minority citizens is decreasing.
 - d. American demographics will be in constant change for the foreseeable future.
 - e. the number of Asian and Hispanic Americans will increase after 2015.

Title: Ch02-02; p. 39

2. Most Americans acquire U.S. citizenship by

- *a. birth.
- b. an act of Congress.
- c. special legal dispensation.
- d. naturalization.
- e. immigration.

Title: Ch02-03; p. 39

3. Individuals born in the United States are American citizens, even if their parents are not, following the principle of

- a. free movement.
- b. children's rights.
- c. jus prudencia.
- d. jus curie.
- *e. jus soli.

Title: Ch02-04; p. 39

4. Jus sanguinis is the legal principle that defines citizenship by the right by

- *a. blood.
- b. law.
- c. free speech.
- d. the soil.
- e. religious freedom.

Title: Ch02-05; p. 40

5. Citizens or subjects of other countries who come to the United States to live or work are known as
- a. American emigrants.
 - b. naturalized citizens.
 - c. tourists.
 - *d. immigrants.
 - e. illegal aliens.

Title: Ch02-06; p. 39

6. The legal process of acquiring citizenship for a person who was not born a U.S. citizen is known as
- a. immigration.
 - b. jus soli.
 - c. habeas corpus.
 - d. jus sanguinis.
 - *e. naturalization.

Title: Ch02-07; p. 40

7. Individuals allowed into the United States because they face or are threatened with persecution because of their race, religion, nationality, or membership in a particular social group, or because of their political opinions are known as
- a. illegal aliens.
 - b. de facto citizens.
 - c. smugglers.
 - d. international personae non grata.
 - *e. refugees.

Title: Ch02-08; p. 40

8. Today most foreign-born U.S. citizens come from countries that are part of
- a. Europe and Asia.
 - b. Europe and Africa.
 - *c. Latin America and Asia.
 - d. Latin America and Africa.
 - e. Asia and Africa.

Title: Ch02-09; p. 39

9. The federal agency that now oversees the naturalization process is the U.S.
- *a. Citizenship and Immigration Services.
 - b. Customs and Border Protection Service.
 - c. Federal Bureau of Investigations.
 - d. Immigration and Naturalization Services.
 - e. Immigration and Customs Enforcement Service.

Title: Ch02-10; p. 42

10. The U.S. Citizenship and Immigration Services was formerly part of the Department of Justice and called the
- *a. Immigration and Naturalization Services.
 - b. Immigration and Customs Enforcement Service.
 - c. Customs and Border Protection Service.
 - d. Department of Homeland Security.
 - e. Immigrant Reform and Responsibility Services.

Title: Ch02-11; p. 43

11. After World War II, _____ scientists were brought to the United States to develop a rocket program.

- a. French
- b. Japanese
- c. Canadian
- *d. German
- e. Chinese

Title: Ch02-12;F;p. 49

12. There are currently around _____ illegal immigrants in the United States.

- *a. 12 million
- b. 1 million
- c. 100 million
- d. 75 thousand
- e. 59 million

Title: Ch02-13;F; p. 52

13. Among those who argue against deporting everyone who has immigrated to the United States illegally are

- a. most conservatives.
- *b. businesspeople who enjoy the benefits of cheap labor.
- c. those who worry about condoning what they view as a crime.
- d. most of the 2008 Republican presidential candidates.
- e. most Republicans.

Title: Ch02-14; p. 44

14. The mean is a statistical measure used to determine the

- a. middle value in a data set.
- b. the rate at which a variable changes.
- *c. numerical average of a data set.
- d. extreme values of a data set.
- e. relationship between two variables.

Title: Ch02-15; p. 45

15. A major use of bar charts is to

- a. illustrate the relationship between seemingly unrelated types of data.
- b. demonstrate how some parts of the data fit into the whole.
- c. show how data deviate from one another.
- *d. allow one to compare data categories easily.
- e. calculate medians rather than means.

Title: Ch02-16;F; p. 46-47

16. Among the things to watch out for when reading statistical data are all of the following EXCEPT

- a. altering the baseline of an axis on a graph.
- *b. any attempt to discern complicated patterns over time.
- c. changing the units of analysis and comparison.
- d. using misleading averages or means.
- e. not showing the populations as a percentage of the base.

Title: Ch02-17;F;p. 52

17. The importance of political culture is that it

- a. provides an objective measure of political reality.
- *b. reduces conflict in society.
- c. is the primary source of international peace.
- d. replaces ideology as a source of belief among citizens.
- e. increases conflict in society.

Title: Ch02-18; p. 51

18. Government assurances that the rules will work smoothly and treat everyone fairly, with no promise of particular outcomes, are called

- a. conservative politics.
- b. substantive guarantees.
- *c. procedural guarantees.
- d. liberal politics.
- e. guarantees of equity.

Title: Ch02-19; p. 53

19. The three core values of American political culture are

- *a. democracy, freedom, and equality.
- b. democracy, majority rule, and voting rights.
- c. freedom of speech, religion, and the press.
- d. equality, liberty, and justice.
- e. federalism, citizenship, and majority rule.

Title: Ch02-20; p. 53

20. The United States' representative democracy is based on

- a. free speech and majority rule.
- b. equal voting rights and the right to bear arms.
- c. equal substantive rights and free speech.
- d. the consent of the governed and free exercise of religion.
- *e. majority rule and the consent of the governed.

Title: Ch02-21;F;p. 56

21. The American concept of equality tends to consist of assuring

- a. that the outcomes of the political process are relatively equal.
- b. that the rules favor those who have been mistreated in the past.
- *c. that the rules treat everyone the same.
- d. that the rules further social justice.
- e. maximum feasible political participation.

Title: Ch02-22; p. 55

22. A set of beliefs about politics and society that helps people make sense of their world is called

- a. a political attitude.
- *b. an ideology.
- c. a public policy.
- d. public opinion.
- e. political socialization.

Title: Ch02-23; p. 56

23. According to the text, "liberals" are people who

- a. reject social change in favor of political change.

- *b. favor governmental action and views change as progress.
- c. want to overthrow the current political system.
- d. believe that people must live their lives solely for governmental purposes.
- e. favor limits on government intervention in our economic choices.

Title: Ch02-24; p. 56

24. According to the text, "conservatives" are people who
- a. advocate radical social and economic reform.
 - *b. believe governmental power should be limited and that change is not necessarily progress.
 - c. support freedom, equality, and democracy in all phases of a person's life.
 - d. believe governmental power should be used to initiate political and social change.
 - e. want to implement fascist economic and social policies as soon as possible.

Title: Ch02-25;F;p. 58

25. Both economic conservatives and economic liberals in the United States tend to favor
- *a. a market economy.
 - b. an increased role for government in managing the economy.
 - c. reducing the role of the government in managing the economy.
 - d. using government policy to redistribute incomes in order to increase equality of opportunity.
 - e. reducing the effect of government policy on equality of economic opportunity.

Title: Ch02-26; p. 60

26. Individuals who favor limited government control over the economy but want the state to intervene forcefully to create a traditional social order are known as
- a. economic liberals.
 - b. Marxists.
 - *c. social conservatives.
 - d. social liberals.
 - e. economic conservatives.

Title: Ch02-27;F;p. 63

27. Those who believe that government power should be strictly limited in all areas of life are called
- a. conservatives.
 - b. liberals.
 - c. communitarians.
 - *d. libertarians.
 - e. socialists.

Title: Ch02-28; p. 65

28. Compared with the situation in most other Western democracies, voter turnout in American elections is
- a. slightly behind but catching up gradually.
 - b. roughly the same.
 - c. much higher.
 - d. slightly higher and holding steady.
 - *e. much lower.

Title: Ch02-29;F; p. 67-68

29. Those who believe in the _____ theory of democracy argue that it does not matter whether people participate in politics.
- a. pluralist

- b. communitarian
- *c. elite
- d. participatory
- e. social

Title: Ch02-60; p. 55

60. The term _____ refers to a set of beliefs about politics and society that helps people make sense of their political world.
- a. ideology

Type: F

Title: Ch02-61;FI; p. 39

61. Every change in the makeup of the American population brings a change in _____.
- a. what we try to get from government and how we try to get it.

Type: F

Title: Ch02-62; p. 61

62. Americans who favor very little or no government involvement in either economics or individual lives are referred to as _____.
- a. libertarians

Type: F;p. 46

Title: Ch02-63;FI

63. Scientists use _____ to bring order to the chaos of data they amass.
- a. statistics

Type: F

Title: Ch02-64; p. 50

64. _____ refers to the general political orientation of a country.
- a. Political culture

Type: F

Title: Ch02-65; p. 53

65. The three core values of American political culture are _____.
- a. democracy, freedom, and equality

Type: F

Title: Ch02-66; p. 56

66. In the relationship between political culture and political ideology, political _____ unites us, while political _____ divides us.
- a. culture; ideology

Title: Ch02-70; p. 43-4

70. Discuss the history of immigration and immigration policy in the United States. How has our immigration policy affected the flow of immigrants into the United States?
- a. Students should discuss how immigration law encourages and discourages immigration. Our immigration policy has historically reflected our attitude toward immigration as an important American ideal--given that most Americans were immigrants at some point (not including Native American Indians or those brought here against their will as slaves), but it is not feasible to have unlimited immigration. Our past immigration quotas have sometimes been discriminatory, and often we have concentrated on

accepting immigrants who provided a particular skill to better our society. A strong answer might mention the post-September 11 concerns with immigration.

Type: E

Title: Ch02-71; p. 58-9

71. Based on the data presented in the "Who Are We?" feature, explain how American demographics are changing by the projections forecast for 2050 and what that might mean for political change.

a. Students should highlight at least two key features from the figures. First, the population is aging and by 2050 a larger number of people will be around retirement age. Second, minority populations, especially of Hispanics and to some extent Asian/Pacific Islanders, are projected to grow. Whites are still projected to be in the majority but barely. Students should mention that the concerns voiced by different groups are likely to carry different weight once the population ages and the racial population make-up changes.

Type: E

Title: Ch02-72; p. 45-6

72. List the key advantages of using particular types of charts and graphs versus other types when displaying data graphically.

a. Students should highlight the importance of showing data graphically because it presents so much information and they should then discuss benefits of each type. They should discuss the simplest form of displaying data: tables. Pie charts are used when highlighting the different percentages of the whole characterized by some phenomenon. Bar charts are useful in comparing categories with each other. Line graphs provide an excellent means of showing changes over time--or some series related to the topic.

Type: E

Title: Ch02-73;LE;p. 52-6

73. In American political culture, expectations focus on rules and procedures rather than results. Discuss how the focus on rules and procedures affects the definitions of American core values and what is expected of government.

a. Students should begin by introducing the concept of procedural guarantees and discuss their role in American culture. They should then provide the definitions of democracy, freedom, and equality and show how each is procedural in nature, as opposed to the substantive definitions the authors mention as alternatives. Students should show how the use of procedural definitions affects the types of policies that are acceptable and unacceptable in American politics.

Type: E

Title: Ch02-74; p. 56-7

74. Ideological differences were often thought to reflect Americans' different views on the proper role of the government in the economy. Explain why the economy is not the only area in which people are divided on the role of government and what this means for American ideology.

a. Students should first highlight the difference between liberals and conservatives in the economic realm but should also state that because people have been able to meet their basic economic needs, the social dimension has become important as well. On the social dimension, people differ on the government's role in protecting the social order versus protecting individuals' freedoms. Students should note that those who agree on the proper role of the government in the economy may disagree strongly on the government's role in regulating individuals' private lives. Further, if ideology divides us, these added ideological divisions divide us further.

Chapter 3

Title: Ch03-01; p. 75

1. Early colonists came to America

- *a. for a wide range of economic and political agendas as well as for religious and philosophical reasons.
- b. to set up a democratic political system.
- c. solely to obtain land.
- d. to avoid the widespread poverty and economic depression that was sweeping Europe.
- e. solely to escape religious persecution.

Title: Ch03-02;F; p. 79

2. England won the battle with Spain for control of North America because

- *a. its military and economic power outstripped Spain's.
- b. the Spanish decided to allow England to have North America, while they controlled Central and South America.
- c. the Spanish did not appreciate the value of North America, but the English did.
- d. the Native Americans helped England.
- e. the Pope decreed that England should control North America.

Title: Ch03-03;F; p. 80

3. The difference between the Native American view of property and the European view of property was that

- a. Native Americans believed in private property, while the Europeans believed in communal property.
- *b. Native Americans believed in communal property, while the Europeans believed in private property.
- c. Native Americans believed that all property was owned by the tribal chief, while the Europeans believed property could be owned by any citizen.
- d. Native Americans believed in communal property, while the Europeans believed that all property was owned by the monarch.
- e. Native Americans believed property belonged to the tribe, while the Europeans believed all property was owned by God.

Title: Ch03-04; p. 81

4. While the colonies imposed property qualifications to vote, these qualifications

- a. were easy to evade with false land certificates due to the poor record-keeping ability of the colonies.
- *b. did not disenfranchise many people because land ownership was more widespread.
- c. were of little concern to the settlers because few were interested in voting in the first place.
- d. prevented more people from voting than it did in England.
- e. were rarely enforced.

Title: Ch03-05; p. 81

5. _____ were more pervasive than owning property or paying taxes as a qualification for voting in the early days of colonial government.

- *a. Religious or moral qualifications
- b. Lineage qualifications
- c. Residency requirements
- d. Literacy qualifications
- e. Registration requirements

Title: Ch03-06; p. 81

6. Prior to the American Revolution, women in the colonies

- a. could run for political office but could not vote.
- b. were denied all political rights.
- c. could vote but not run for political office.

- *d. could vote in some colonies if they met the property qualifications and there were no voting males in their households.
- e. could participate in church meetings but could not vote.

Title: Ch03-07; p. 84

7. Ideas of political change and challenges to British ideology were largely a result of American acceptance of the political ideas of
- a. Thomas Hobbes.
 - b. Patrick Henry.
 - c. John Calvin.
 - *d. John Locke.
 - e. Plato.

Title: Ch03-08; p. 84

8. Because the founders believed elected representatives should do precisely what the people who elected them wanted them to do, they did not support the British notion of
- *a. virtual representation.
 - b. mass representation.
 - c. elite representation.
 - d. dual sovereignty.
 - e. dual representation.

Title: Ch03-09; p. 84

9. The principle that power to govern rests with the people is also known as
- a. checks and balances.
 - b. federalism.
 - *c. popular sovereignty.
 - d. feudalism.
 - e. constitutionals.

Title: Ch03-10;F; p. 83

10. The British government imposed taxes that the colonists resented in order to
- *a. pay for the debt created by the French and Indian War.
 - b. punish the colonists for acts of rebellion.
 - c. pay for slaves England was shipping to the colonies.
 - d. pay for the lavish life styles of the English nobility.
 - e. shift the burden of the European wars from the people at home to the colonists.

Title: Ch03-11;F; p. 88

11. The Declaration of Independence was first and foremost a
- a. philosophical treatise.
 - *b. political document.
 - c. attempt to persuade King George III to listen to the colonies.
 - d. plan of action.
 - e. moral argument opposing slavery in the colonies.

Title: Ch03-12; p. 90

12. During the Revolutionary War, Native Americans
- a. were equally divided between the colonial and British armies.
 - b. fought side by side with the colonists against the British.

- c. fought against both sides in an attempt to regain the land that was once theirs.
- *d. were actively hostile to colonists due to the injustices they suffered at colonial hands.
- e. remained completely neutral.

Title: Ch03-13; p. 90

13. The impact of the Revolutionary War on women's rights is described in the textbook as
- a. the beginning of political and economic opportunities for women.
 - b. one great step toward equality.
 - *c. a step backward for women.
 - d. minimal and of little importance.
 - e. the opportunity to fight side by side with men against British tyranny.

Title: Ch03-14; p. 91

14. The major weakness of the Articles of Confederation was that
- a. strong restrictions were placed on the states.
 - b. too much power was given to the president.
 - c. not all thirteen states became members.
 - d. the federal legislature had far more power than the federal executive.
 - *e. it failed to empower the national government.

Title: Ch03-15;F; p. 92-3

15. The biggest winners under the Articles of Confederation were
- a. the economic elites.
 - b. those who wanted a strong national government.
 - c. the British government.
 - *d. small farmers and artisans.
 - e. Native Americans.

Title: Ch03-16;F; p. 93

16. Shay's rebellion demonstrated
- a. the strong opposition to the Articles of Confederation among small farmers and artisans.
 - *b. the frustration of debtors in the wake of the Revolutionary War.
 - c. the need for state militias.
 - d. opposition to the Revolutionary War.
 - e. the power of England to stir up trouble in the new United States.

Title: Ch03-17; p. 94

17. The delegates to the Constitutional Convention were
- *a. the most educated, powerful, and wealthy citizens of the new country.
 - b. young, aspiring leaders in the new country.
 - c. mainly farmers.
 - d. ordinary Americans who confronted great challenges.
 - e. the leaders of the Revolutionary Army.

Title: Ch03-18; p. 94

18. The delegates at the Constitutional Convention
- a. encouraged widespread public interest in what was happening at the convention.
 - b. actively sought the input of foreign leaders.
 - *c. met in secret to prevent opponents from organizing against their actions.
 - d. were very open to the press about their daily accomplishments.

e. all left extensive records of the major debates.

Title: Ch03-19;F; p. 95

19. The founders adopted a federal system

- a. because they hoped King George III would approve such an arrangement.
- b. because they were inspired by the writings of John Locke, who advocated such an arrangement.
- c. as a return to an ancient form of government.
- d. because a division of sovereignty between a central government and regional governments is a basic principle of democracy.
- *e. as a compromise between those who wanted a strong central government and those who wanted to retain strong state governments.

Title: Ch03-20; p. 96

20. The Virginia Plan was favored by the _____ states.

- a. northern
- b. slave-owning
- *c. larger-populated
- d. southern
- e. smaller-populated

Title: Ch03-21; p. 96-7

21. The _____ Plan proposed equal representation for all states in the legislature.

- a. Virginia
- b. Delaware
- c. Connecticut
- d. Pennsylvania
- *e. New Jersey

Title: Ch03-22; p. 97

22. The Great Compromise

- a. provided strong powers to the state governments.
- b. established slaves as equal to three-fifths a person when totaling populations for both representation and taxation.
- *c. established a legislature with equal state representation in the Senate and representation by state population in the House.
- d. limited the importation of slaves for twenty years.
- e. created a confederate system of government.

Title: Ch03-23;F; p. 97

23. The way the founders treated slavery in the Constitution indicated that

- a. it was not an important issue at the convention.
- b. slavery was so divisive they had to wrestle with the issue head on.
- c. they were unified in their desire to eventually eliminate it.
- d. they were united in their desire to protect it.
- *e. slavery was such a divisive issue they did not dare to mention it directly in the Constitution.

Title: Ch03-24; p. 96

24. The group that believed in strong national power and supported the new constitution was the

- a. Jacksonian Democrats.
- b. New Nationalists.
- *c. Federalists.

- d. Whigs.
- e. Jeffersonian Republicans.

Title: Ch03-25;F; p. 100

25. All of the following statements concerning the Federalist Papers are true EXCEPT that they
- a. were published as editorials in support of the ratification of the Constitution.
 - b. remain important as a source of insight into the arguments for the Constitution.
 - c. were written by James Madison, Alexander Hamilton, and John Jay.
 - *d. were intended as a philosophical treatise in support of democracy.
 - e. are one of the main texts on early American politics that we have today.

Title: Ch03-26;F; p. 100

26. Groups that are united by some common passion or interest opposed to the rights of other citizens, or the interests of the community as a whole, are known as
- a. political caucuses.
 - b. political parties.
 - c. segregationists.
 - d. minorities.
 - *e. factions.

Title: Ch03-27; p. 100

27. In Federalist No. 10, James Madison warned against the dangers of
- a. bureaucrats.
 - b. slavery.
 - c. political elites.
 - *d. factions.
 - e. campaign contributions.

Title: Ch03-28; p. 100

28. According to James Madison, the effects of factions are best managed by
- a. "pure democracy."
 - b. the judiciary.
 - c. the use of force.
 - *d. a large republic.
 - e. the legislative branch.

Title: Ch03-29;F; p. 101

29. One argument made in the Federalist Papers that was clearly rejected was that
- *a. there was no need for a Bill of Rights in the Constitution.
 - b. factions could be controlled by a large republic.
 - c. federalism was a workable form of government.
 - d. the national government would not become too strong under the proposed system.
 - e. the president would not be too strong under the proposed system.

Title: Ch03-30; p. 103

30. Which of the following were generally first to ratify the Constitution?
- a. New England states
 - b. northern states
 - *c. small states
 - d. large states
 - e. southern states

Title: Ch03-61;SA; p. 78

61. What four groups competed for control of the North American continent in the early years of exploration and colonization?

- a. The English, Spanish, French, and Native Americans

Type: F

Title: Ch03-62;FI; p. 91

62. A _____ is a government in which independent states unite for a common purpose but retain their own sovereignty.

- a. confederation

Type: F

Title: Ch03-63;FI; p. 93

63. _____ was a grassroots uprising during the confederation period by armed Massachusetts farmers protesting foreclosures.

- a. Shays's Rebellion

Type: F

Title: Ch03-64;FI; p. 96

64. _____ was the author of the New Jersey Plan.

- a. William Patterson

Title: Ch03-65;SA; p. 99-100

65. Explain James Madison's statement that "ambition must be made to counteract ambition."

- a. Madison was referring to the necessity of reinforcing the separation of powers in the Constitution through a system of checks and balances that would give ambitious men the power to achieve things, while assuring that each branch would be checked in its members' ambitions by the other branches.

Type: E

Title: Ch03-66;SA; p. 79-80

66. Name two reasons why early colonists left England.

- a. Students should mention the land and economic opportunities that existed in the New World as well as the ability to practice religion freely.

Type: E

Title: Ch03-67;SA; p. 96

67. Why did the founders adopt a federal system of government?

- a. It was a compromise between a unitary government and a confederation.

Type: E

Title: Ch03-68;SA; p. 100

68. In Federalist No. 10, James Madison wrote about the danger of factions. Why did Madison think factions were problematic, and how would the new Constitution keep them under control?

- a. Madison thought that factions would lead to majority tyranny and pit the haves against the have-nots. Madison believed that a republic would dilute the effects of faction and that a large republic would create a number of factions, which would keep one from getting too powerful.

Type: E

Title: Ch03-69;SA; p. 91

69. Why did the Articles of Confederation ultimately fail?

a. Because of the same reason it was created in the first place: it did not provide for a strong central government. The federal government could not tax or draft soldiers, lacked the ability to regulate commerce between the states and between states and foreign powers, and could not establish a stable and common monetary system.

Type: E

Title: Ch03-70;SA; p. 102-3

70. According to the textbook, what are the three characteristics of the new citizenship that developed in the American republic?

a. Citizenship should rest on consent, there should not be grades or levels of citizenship, and citizenship should confer equal rights on all citizens.

Type: E

Title: Ch03-71;LE; p. 75

71. Discuss the battle for control of the New World. Who was involved and why did each want to be the dominant force in colonial America? What ultimately led the English to gain control?

a. Students should discuss the conflicts between England, Spain, France, and Native Americans. The countries were drawn to the New World because of its vast amounts of open land and natural resources. Native Americans were obviously trying to protect the land and natural resources that they controlled. Students also should mention Spain's weakening power during the late 1580s and England's victory in the French and Indian War. After the French and Indian War, England had control of the New World.

Type: E

Title: Ch03-72;LE; p. 81

72. Discuss the situation faced by women, African Americans, and Native Americans during the colonial era. What rights, if any, did each group have? How did their situations change after the Revolutionary War?

a. Students should address the issues of property rights, voting rights, involvement in local politics, and slavery. The key point to be made when answering the second question is that very little changed for these groups after the Revolution. In some ways, they were actually worse off (for example, women lost voting rights).

Type: E

Title: Ch03-73;LE; p. 84-5

73. Enlightenment philosophers, such as John Locke, had a new vision about the roles of government and citizenship. How did Locke's vision differ from the views of government and citizenship up until that time? In what ways did his writings influence the founding fathers?

a. Students should discuss the novelty of Locke's argument that rights are natural and that the people are sovereign, as well as the concept of a social contract. Thomas Jefferson modeled the Declaration of Independence after the arguments made by Locke in "A Second Treatise on Government." Jefferson's argument for revolution was based on the fact that King George had violated Britain's social contract with the colonies.

Type: E

Title: Ch03-74;LE; p. 96

74. What were the two major plans presented at the Philadelphia Convention, and what were the major provisions of each? How were the plans reconciled? Who do you think the winners and the losers were at the Constitutional Convention? Why do you think the winners were winners and the losers were losers?

a. Students should discuss the differences between the New Jersey and Virginia Plans, especially with respect to representation in the legislature. The plans were reconciled in the Great Compromise. Table 3.1 provides a good summary of the differences between the two plans and the reconciliation. The last two

questions are more analytical than factual. Students should think about actors such as large states and small states, slave states and non–slave states, and Federalists and Anti-Federalists.

Type: E

Title: Ch03-75;LE; p. 96

75. Explain the nature of the conflict between the Federalists and Anti-Federalists. Who were likely to be Federalists and Anti-Federalists? How did each group view human nature and the role of government?

- Students should mention the disagreement over the where government power should lie (federal versus local). Federalists were likely to be people who had a considerable economic stake in the new nation because they fared poorly under the Articles of Confederation. They tended to be students of the Enlightenment who believed that ambition and corruption were inevitable parts of human nature. As a result, Federalists believed a strong federal government was needed to maintain security and order. Anti-Federalists rejected the view that ambition and corruption were inevitable and believed that government could best function on a smaller, local level.

Type: E

Title; Ch03-76; LE; p. 94-6

76. Identify and discuss the three major compromises adopted at the Constitutional Convention. What issue did each compromise address? What were the concerns of each side? How was the compromise achieved? How well do you think each of the compromises has worked?

- Students should discuss federalism, the Great Compromise, and the Three-fifths Compromise. Federalism was a compromise between supporters of a strong national government and supporters of strong state governments. The Great Compromise was a compromise between the large states and the small states. The Three-fifths Compromise was a compromise between supporters and opponents of slavery. Federalism divided sovereignty between the states and national government; the Great Compromise divided representation so that the large states were well-represented in the House, while the small states had equal representation in the Senate; the Three-fifths Compromise provided slave states with more power in the House than they would have with slaves not being counted for representation, but less than if they were counted as whole persons. Students should note that federalism did not solve the problem of the status of the states, nor did the Three-fifths Compromise end the conflict over slavery. Both required a civil war for resolution.

Chapter 4

Title: Ch04-01; p. 112

1. The official set of rules for who gets what, when, and how in America is contained in the

- Declaration of Independence.

- *b. Constitution.

- c. Bill of Rights.

- d. Federalist Papers.

- e. Magna Carta.

Title: Ch04-02; p. 114

2. In the United States,

- the legislative and executive branches have gradually come to share all institutional powers.

- legislative powers include the ability to initiate and implement laws.

- the Constitution gives the president the explicit ability to declare a state of emergency.

- *d. legislative, executive, and judicial powers are handled by separate institutions.

- the judiciary takes precedence over the legislative and executive branches by design.

Title: Ch04-03; p. 115

3. A system in which citizens delegate lawmaking power to elected representatives is called a
- direct democracy.
 - substantive democracy.
 - confederation.
 - pluralist democracy.
 - *e. republic.

Title: Ch04-04;F; p. 115

4. The founders hoped that the Senate would be _____ the House of Representatives.
- more responsive to the public than
 - *b. more stable than
 - more accessible to the people than
 - less aristocratic than
 - similar in every way to

Title: Ch04-05;F; p. 116

5. An advantage of the unicameral legislature over the bicameral legislature is that
- many more interests can be represented in it.
 - *b. it is much more responsive to public opinion.
 - it can represent different levels of a federal government.
 - it divides the power of government more than a bicameral legislature.
 - it creates a slower, more deliberative legislative process.

Title: Ch04-06; p. 117

6. The Articles of Confederation did not create a strong executive because
- *a. the founders feared that a strong executive would threaten their liberty.
 - George Washington made it clear that he would refuse to take such a post if he were offered it.
 - the agrarian lifestyle in early America did not require a strong executive.
 - the judicial branch could perform all executive functions.
 - the legislative branch could perform all legislative functions.

Title: Ch04-07; p. 118

7. The main debate at the Constitutional Convention about the powers of the executive branch focused on whether
- the president should act as commander-in-chief of the military.
 - to establish a monarchy or an oligarchy.
 - the vice president should act as Speaker of the House.
 - to require the president to be a native-born American.
 - *e. to have a single-member or multi-member executive.

Title: Ch04-08; p. 118

8. The founders created the _____ as an intermediate body to elect the president.
- House of Representatives
 - Senate
 - *c. electoral college
 - Council of Governors
 - Federal Election Commission

Title: Ch04-9; p. 119

9. In a parliamentary system, the executive
- serves a fixed term in office.

- b. cannot act as civilian head of the military.
- *c. is chosen by the legislature.
- d. is selected directly by the voters.
- e. has no power to make treaties.

Title: Ch04-10;Fl p. 118-120

10. All of the following comparisons between the president and senators are true EXCEPT
- *a. senators have always been chosen by direct election.
 - b. the minimum age to be president is older than the minimum age to be a senator.
 - c. presidents cannot be naturalized citizens.
 - d. presidents have shorter terms than senators.
 - e. presidents can be impeached.

Title: Ch04-11;F; p. 121

11. In Federalist No. 78, Hamilton argue that the judiciary would be the least threatening branch of government because
- a. judges are naturally peaceful.
 - b. its members can be impeached.
 - *c. it does not control the military or the budget of the nation.
 - d. it has no power that cannot be restricted by Congress.
 - e. its functions are totally passive.

Title: Ch04-12; p. 122

12. Judicial review
- a. allows the judiciary to declare a state of emergency in wartime.
 - b. requires the Supreme Court to rule on the constitutionality of all laws before their enactment.
 - c. subjects all acts of the president to a clearance process before enactment.
 - *d. permits the judiciary to decide whether acts of the judicial and legislative branches and state and local governments are constitutional.
 - e. forces states to submit all their laws to the federal judiciary for review.

Title: Ch04-13; p. 123

13. Article III of the Constitution
- a. defines a ten-year term for federal judges.
 - b. forbids Congress from adjusting the structure and organization of federal courts.
 - c. creates the Supreme Court and all other federal courts.
 - *d. creates the Supreme Court but allows Congress to establish lower courts.
 - e. spells out in detail the structure and organization of the federal judiciary.

Title: Ch04-14; p. 123

14. Legislative supremacy
- *a. is an alternative system to judicial review.
 - b. grew more important after the Civil War.
 - c. was never seriously considered by the founders.
 - d. is provided for in Article I of the Constitution.
 - e. is practiced by most democratic countries.

Title: Ch04-15; p. 124

15. The constitutional safeguard that places legislative, executive, and judicial powers in different hands is called
- *a. separation of powers.

- b. checks and balances.
- c. fusion of powers.
- d. federalism.
- e. bicameralism.

Title: Ch04-16;F; p. 124

16. Aspects of the system of checks and balances include all of the following EXCEPT
- a. presidents can veto legislation.
 - *b. presidents can force Congress to adjourn.
 - c. Congress can impeach the president.
 - d. the Supreme Court can declare acts of Congress or the president unconstitutional.
 - e. Congress can impeach members of the judiciary.

Title: Ch04-17; p. 128

17. The congressional abilities specifically listed in Article I, Section 8, are called the
- a. concurrent powers.
 - b. elastic powers.
 - *c. enumerated powers.
 - d. supreme powers.
 - e. necessary and proper powers.

Title: Ch04-18;F; p. 127

18. Among the consequences of federalism are all of the following EXCEPT that it
- a. creates greater flexibility at local levels of government.
 - b. leads to increased access to government for citizens.
 - c. creates a tendency for states to engage in “smokestack chasing.”
 - d. creates a tendency for states to cut social benefits to better compete with each other.
 - *e. creates a more uniform environment for business activity across the country.

Title: Ch04-19; p. 128

19. The _____ is often used by Congress to justify its exercise of powers not specifically mentioned in Article I, Section 8.
- a. Tenth Amendment
 - b. writ of certiorari
 - *c. necessary and proper clause
 - d. enumerated powers clause
 - e. supremacy clause

Title: Ch04-20; p. 129

20. Powers shared by the federal and state governments are
- a. becoming obsolete.
 - *b. known as concurrent powers.
 - c. nonexistent in a federal system.
 - d. often abused by state governments.
 - e. enumerated explicitly in Article VI.

Title: Ch04-21; p. 129

21. Dual federalism is the theory that
- a. was encouraged by Roosevelt's New Deal programs.
 - b. defines state and national powers as interdependent, requiring the cooperation of each other to get things done.

- c. explains how the national government provides funding to the states.
- *d. defines state and federal governments as essentially separate from each other and carrying out their functions independently.
- e. describes how the state and federal governments share power.

Title: Ch04-22; p. 129

22. Cooperative federalism is a theory that
- a. was an accurate depiction of American federalism during the eighteenth century.
 - *b. defines state and national powers as interdependent, requiring the cooperation of each other to get things done.
 - c. defines state and federal governments as essentially separate from each other and carrying out their functions independently.
 - d. reflects the formal distribution of powers by the Constitution.
 - e. is modeled after a layer cake.

Title: Ch04-23; p. 138

23. In *McCulloch v. Maryland* (1819), the Supreme Court held that
- a. the Supreme Court could declare acts of Congress to be unconstitutional.
 - b. state-chartered banks were immune from federal regulation.
 - *c. the federal government had the implied power to create a national bank.
 - d. states had the ability to restrict interstate commerce within their jurisdiction.
 - e. Congress was not allowed to outlaw slavery in U.S. territories.

Title: Ch04-24;F; p. 138

24. *McCulloch v. Maryland* increased the power of the federal government by
- a. interpreting the commerce clause of the Constitution very broadly.
 - *b. interpreting the “necessary and proper” clause of the Constitution very broadly.
 - c. outlawing slavery in the territories.
 - d. interpreting the federal police power very broadly.
 - e. establishing that the states did not have the power to secede from the union.

Title: Ch04-25;F; p. 139

25. *Gibbons v. Ogden* increased the power of the national government by interpreting the
- a. federal police power very broadly.
 - b. congressional power to declare war very broadly.
 - *c. commerce clause of the Constitution very broadly.
 - d. “necessary and proper” clause of the Constitution very broadly.
 - e. “national supremacy” clause of the Constitution to deny the states the power to secede from the union.

Title: Ch04-26;F; p. 139

26. The New Deal increased the scope of both national and state powers by
- a. restricting the involvement of the government in business and the economy.
 - *b. redefining the purpose of American government.
 - c. giving the states more control over how federal powers are carried out.
 - d. increasing the importance of balancing the federal budget.
 - e. increasing the power of Congress at the expense of the president.

Title: Ch04-27;F; p. 140

27. The text concludes that the future of devolution is hard to predict because
- a. it is hard to know if conservatives or liberals will control the Supreme Court in the near future.
 - b. the results of past experiments with devolution are mixed.

- c. conservative strength is increasing in the Democratic Party.
- d. federal budget deficits make devolution less attractive.
- *e. conservatives' support for states' rights varies with where they believe they can win on an issue.

Title: Ch04-28; p. 143

28. Federal funds provided to states for a broad purpose and unrestricted by detailed requirements are called
- a. categorical grants.
 - b. limited grants.
 - c. self-improvement grants.
 - *d. block grants.
 - e. general revenue sharing grants.

Title: Ch04-29; p. 146

29. Federal orders that require states to operate and pay for programs created at the national level are called
- a. block grants.
 - *b. unfunded mandates.
 - c. categorical grants.
 - d. delegated orders.
 - e. horatory appeals.

Title: Ch04-30; p. 155

30. A referendum is a(n)
- a. vote of no-confidence in a parliamentary executive.
 - b. election to refer matters from the legislative to the judicial branch.
 - *c. method used by most places to ratify state constitutional amendments.
 - d. voter-initiated effort to bypass the legislature.
 - e. plebiscite on removing an elected official from office.

Title: Ch04-62; p. 120

62. In a _____ system, the legislature selects and removes the executive.
- a. parliamentary

Type: F

Title: Ch04-63; p. 128

63. The principle that states that national laws will be followed if state laws conflict with them is found in the _____ clause.
- a. supremacy

Type: F

Title: Ch04-64;FI; p. 128

64. The provisions of the Constitution that divide power between the states and the national government are located _____.
- a. throughout the document

Type: F

Title: Ch04-65;FI; p. 128

65. The supremacy clause of the Constitution states that if a state law and a federal law conflict, the _____ law will be followed.
- a. federal

Title: Ch04-66; p. 129

66. Compare and contrast the models of dual and cooperative federalism.

a. Students should discuss the separate powers that each level of government had historically until the New Deal. They may use the layer cake analogy (though they need to discuss the notion of powers and not just culinary styles). Cooperative federalism came largely from the New Deal era and afterward and included the sharing of responsibilities and the increase of federal power. It is often compared to a marble cake.

Type: E

Title: Ch04-67; p. 125

67. According to Chapter 4's explanation of the logic of Federalist No. 47 and Federalist No. 51, what did James Madison argue was needed to protect against one branch of government becoming tyrannical?

a. Madison argued that separation of powers was needed. Specifically, Madison merged the notion of separation of powers with the need for checks and balances because human nature had to be used to curb itself: ambition of one branch must be made to counteract the ambition of another branch.

Type: E

Title: Ch04-68; p. 128

68. Where are the constitutional powers of the states defined?

a. The Tenth Amendment

Type: E

Title: Ch04-69; p. 140-1

69. Discuss the meaning of the term "devolution" and its application to recent dynamics of American federalism?

a. Students should define devolution as the transfer of powers and responsibilities from the federal government to the states. Currently, devolution has contradictory trends: some actions have been taken and the rhetoric is often toward returning power to states, but Congress, the courts, and events often mean more federal government power rather than less.

Type: E

Title: Ch04-70;FI; p. 154-5

70. Citizens can directly engage in the legislative process in some states by the use of the _____ or the _____ and can remove elected officials from office before the end of their terms by use of the _____.

a. initiative; referendum; recall election

Type: E

Title: Ch04-71; p. 118-9

71. Explain the key debates among the founders over the strength of the executive in the Constitution. What did the founders ultimately decide, and how did they intend to have the office limited?

a. Some founders, like Hamilton, argued that a strong executive would provide the stability necessary for the country. Others countered with the fear of an overly powerful executive. Some of these latter founders wanted a multi-member executive. Numerous checks were put into place. First, some preferred that the president be elected from Congress, but others countered that the president would then be beholden to Congress and not check it properly. The founders decided that presidents were not to be popularly elected, and debate was strong over whether there would be a limited term of office. The president ended up with more power than most expected, though compared to executives in other governing systems, the president's powers are checked quite tightly by the other branches.

Type: E

Title: Ch04-72; p. 124

72. Discuss the logic behind the separation of powers, as given by Montesquieu. According to James Madison, why would different branches of government holding power protect against tyranny?

a. Students should fully define separation of powers and then discuss how Montesquieu believed that if one branch of government went bad, the others would remain viable. Madison extended this logic by claiming not only that giving each branch some power would protect against a branch going bad and destroying the whole government, but also that the natural thirst for power in human nature would lead different branches to check and balance one another to protect each of the branches' powers. Particularly solid answers will be able to transition between the definition of separation of powers and an explanation of how checks and balances complements the concept.

Type: E

Title: Ch04-73; p. 138

73. Detail the specific Supreme Court decisions made under Chief Justice John Marshall that strengthened the powers of the national government, and explain how they did so.

a. Students should include a discussion of *McCulloch v. Maryland* (1819), according to which the federal government could establish a national bank in Maryland because it was "necessary and proper" to fulfill constitutional obligations. The second key case was *Gibbons v. Ogden* (1824). That decision claimed that New York state could not create a steamboat monopoly because Congress had the right to regulate interstate commerce.

Type: E

Title: Ch04-74; p. 138-9

74. How has the balance of power changed between the state and federal governments over the past two centuries? What major factors have brought about these alterations?

a. Students should detail how the Supreme Court under John Marshall expanded federal power based on commerce and the necessary and proper clause. They should explicitly discuss *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1824). They also should detail how the Civil War (starting with the end to nullification), the New Deal (social welfare programs and expectations), and civil rights (particularly the application of the Fourteenth Amendment) each expanded the powers of the federal government relative to states.

Type: E

Title: Ch04-75; p. 138-140

75. Discuss the different ways the Constitution has changed over the years. How difficult is it to amend the Constitution? Explain why it should be, or should not be, easier to amend the Constitution.

a. Students should concentrate particularly on the Supreme Court's role in interpreting what is or is not constitutional. In particular, with the Fourteenth Amendment the Court extended Bill of Rights protections to state citizens. Thus, interpretation by the courts has altered the Constitution and what is considered constitutional over time. However, the most direct way to change the Constitution would be by amendment. This is not easy; only twenty-seven amendments have been accepted in our nation's history. Further, the first ten of those were amendments ratified with the Constitution, plus one amendment canceled out another one (the Twenty-first undid the Eighteenth Amendment). Therefore, amending the Constitution is a particularly difficult process. Some observers suggest that the process should be made simpler, as many states provide through initiatives and referenda.

Type: E

Title: Ch04-76; LE; p. 116

76. Compare and contrast unicameral and bicameral legislatures. What are the advantages and disadvantages of a unicameral legislature? Why did the founders choose a bicameral legislature?

a. Students will need to define a unicameral and bicameral legislature. The advantages and disadvantages of a unicameral legislature are as follows: lawmaking is faster and more efficient; it encourages citizens to feel a sense of identity with their government; however, it makes it difficult for the legislature to represent different interests. The founders preferred a bicameral legislature because it could represent more interests, it could represent the different levels of the federal system; and it divided the power of the legislature.