

Final Exam Review Questions, Chapters 7-11

DIRECTIONS

- *Two* of these five review questions will appear on your exam. Your essay may address *either one*.
- To receive full credit, your exam essay should be written in well-organized paragraphs composed of complete sentences expressed in standard English.
 - **BEGIN YOUR ESSAY WITH AN INTRODUCTORY PARAGRAPH (SIMPLY REWRITE THE ESSAY QUESTION IN YOUR OWN WORDS). THIS PARAGRAPH SHOULD LIST ALL THE MAJOR POINTS THAT YOUR ESSAY WILL ADDRESS.**
 - **CONTINUE WITH A BODY OF PARAGRAPHS (ANSWERING EACH OF THE MAJOR POINTS RAISED IN THE ESSAY QUESTION).**
 - **END WITH A CONCLUDING PARAGRAPH (SUMMARIZING THE MAJOR POINTS COVERED). THIS PARAGRAPH SHOULD LIST ALL THE MAJOR POINTS THAT YOUR ESSAY ADDRESSED.**
- You may *not* use any notes or dictionaries to assist you in your essay writing. However, I *will* be happy to answer during the exam any questions you may have about spelling, punctuation, grammar, and syntax.
- You will *not* need to bring a "blue book" -- a test booklet will be provided. I prefer that you write your essay in *pencil* so that you can more neatly make changes while writing or correct any errors that you discover with proof reading.

STUDY HINTS

- **INSTEAD OF TRYING TO MEMORIZE A COMPLETE ESSAY FOR ANY OF THE FIVE TOPICS, MEMORIZE AN OUTLINE.** Locate the section of the chapter outline that addresses each of the five topics and construct an outline for each. Review your textbook readings and class notes to expand the detail in each essay's outline.
- The minimum number of essay outlines you should prepare is four. If you prepare for less than four, you run the risk of not having prepared for at least one of the two essay topics that will appear on the exam.
- Make sure that each outline addresses each point raised in its respective essay question. Each of the five essay questions raises four to six major points.
- The first thing to do during the exam is to choose one of the two essay topics. The second thing to do is to write down as complete an outline as possible -- making sure that it addresses every major point raised. **IT IS A BIG MISTAKE TO BEGIN TO WRITE YOUR ESSAY WITHOUT FIRST WRITING A GOOD OUTLINE.**

GRADING

- The essay you write is worth a total of 50 points. A maximum of 40 points will be awarded for *content*. **IT IS MORE IMPORTANT TO ADDRESS EVERY POINT RAISED IN THE ESSAY TOPIC YOU SELECT THAN IT IS TO COVER FEWER POINTS IN GREATER DETAIL.**
- A maximum of 10 points will be awarded for *presentation*. **MAKE SURE TO BUDGET ADEQUATE TIME TO THOROUGHLY PROOF READ YOUR ESSAY BEFORE TURNING IT IN.** Significant points will be subtracted for obvious errors such as subject-verb disagreement, confusion of plurals and possessives, and misspelling of commonly used words. **DON'T FORGET TO INCLUDE AN INTRODUCTORY PARAGRAPH AND A CONCLUDING PARAGRAPH.**

ESSAY QUESTIONS

- (Chapter 7)** Discuss **attitudes towards race and civil rights** by addressing each of the following:
 - Explain why race produces more profound political divisions than class in the U.S.
 - Summarize racial differences on anti-discrimination policies.
 - Summarize racial differences on affirmative-action policies.
 - Discuss changes in racial differences in party identification and voting across U.S. history
- (Chapter 8)** Discuss **news-media bias**.
 - Begin the body of your essay with a definition of bias in the news media. Compare and contrast bias in the commercial and "public" news media. Describe how and why news-media bias varies between the print and broadcast media.
 - Describe how and why news-media bias varies across owners, editors, and reporters.
 - Give examples of (and provide explanations for) the occurrence of the following forms of news-media bias: liberal, conservative, positive and negative.
 - Compare and contrast the evaluations of media bias reported by the general public and academic researchers, such as your textbook authors.
- (Chapter 9)** Discuss **the "normal" vote in American national elections**.
 - Begin the body of your essay with definitions of the "normal" vote and the long- and short-term forces that influence the vote choices of the individual voter. Also, define the "floating voter."
 - How does the balance of these long- and short-term forces produce a "normal" vote and deviations from that outcome? What was the "normal" vote division between WWII and 1994? Since then?
 - Which party would always win (and by how much) if all election contests produced the "normal" vote? Why does the candidate of the other party often win?
 - Why is the "normal" vote better approximated by the nationwide vote division in U.S. House elections rather than Senate or presidential elections?
 - Which five post-World-War-II presidential elections most closely approximated the "normal" vote? Name the winning and losing candidates.
- (Chapter 10)** Discuss **leadership responsiveness to public opinion**.
 - Define the following models of legislative behavior: the *sharing* model, the *delegate* model, the *trustee* model, and the *politico* model.
 - Describe how representatives' responsiveness to constituents' opinions varies with the following factors:
 - the temporal proximity of elections,
 - constituents' ideological moderation/polarization, and
 - redistricting.
- (Chapter 11)** Discuss **the public's role in a representative democracy**.
 - Begin the body of your essay by defining politics.
 - Describe the power-elite theory of the public's role in politics. Identify principal power-elite theorists from ancient Greece; 18th c. Germany, Britain, and the U.S.; and 20th c. Britain and the U.S.
 - Describe the pluralist theory of the public's role in politics. Identify the principal pluralist theorists from the 18th c. U.S. and the 20th c. U.S.
 - Compare and contrast *rational disengagement* and *contentment* as two other sources of the public's lack of interest, participation, and influence in politics.