

Midterm Exam Review Questions, Chapters 1-6

DIRECTIONS

- *Two* of these six 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 SIX TOPICS, MEMORIZE AN OUTLINE.** Locate the section of the chapter outline that addresses each of the six 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 five. If you prepare for less than five, 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 six 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.**

1. **(Chapter 1)** Discuss the **evolution of public opinion polls** by addressing each of the following points:
 - Define *straw polls*. Give the purpose and cite examples of famous straw polls.
 - Define *push polls*.
 - Define *scientific polls*. Identify the three pioneers of scientific polling in the U.S. Name at least two other contemporary commercial polling organizations in the U.S. Give the name and location of the two most important academic polling centers in the U.S.; how do their polls differ in timing and content?
 - Define *exit poll* and identify the name and ownership of the U.S. polling organization that specializes in this approach.

2. **(Chapter 2)** Discuss **non-sampling error** by addressing each of the following:
 - Define non-sampling error.
 - Discuss how it can be attributed to
 - interviewer effects,
 - non-response effects,
 - timing effects.
 - Define and give examples of the following:
 - response acquiescence,
 - multiple stimuli,
 - unbalanced choice,
 - framing effects, and
 - filter questions.

3. **(Chapter 3)** Discuss **political ideology** by addressing each of the following:
 - Define political ideology. Distinguish political *ideology* from political *culture*.
 - Distinguish between liberals, conservatives, libertarians, and populists by discussing which of the four:
 - is *most* likely to favor government initiatives to achieve both order and equality? Why?
 - is *least* likely? Why?
 - adopts a mixed position, favoring government action to guarantee order but not equality? Why?
 - adopts a mixed position, favoring government action to guarantee equality but not order? Why?

4. **(Chapter 4)** Discuss **presidential approval** by addressing each of the following:
 - Discuss the significance of presidential approval ratings.
 - How is presidential approval measured by survey researchers?
 - Describe and explain the general trend in presidential approval scores for most U.S. presidents across their term(s) of office. Identify presidents whose approval ratings deviated most from this general trend.
 - Define and give examples of “honeymoon” and “rally-“round-the-flag” shifts in presidential approval scores.
 - Explain how public perceptions of the economy influence presidential approval scores.

5. **(Chapter 5)** Discuss **generational differences in political attitudes and opinions** by addressing each of the following:
 - Define and give examples of: *compositional* effects, *life-cycle* effects, *generational* effects, and *period* effects.
 - Discuss and illustrate how *generational* effects shape the direction of partisan identification.
 - Discuss and illustrate how *life-cycle* effects shape the strength of partisan identification.
 - Discuss and illustrate how *generational* effects shape issue positions.
 - Discuss and illustrate how *life-cycle* effects shape issue positions.

6. **(Chapter 6)** Discuss **political trust and political efficacy** by addressing each of the following:
 - Define political trust.
 - Define political efficacy.
 - Describe how various combinations of political trust and efficacy produce the four basic types of political cultures: subject, civic, mass, and volatile.