

American Parties and Pressure Groups
Final Exam Review Questions, Weeks 11 - 16

DIRECTIONS

- *Two* of these eight 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 (*one paragraph for each of the major points raised in the essay question*).
 - End with a concluding paragraph (*summarizing all of the major points covered*).
- You may *not* use any notes or dictionaries to assist you in your essay writing. However, I *will* be happy to answer 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 EIGHT TOPICS, MEMORIZE AN OUTLINE.** Locate the section of the chapter outline that addresses each of the eight 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 seven, 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 eight essay questions raises three to five 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

1. **(Week 11: Hershey, chapters 9-10)** Discuss **primary elections** in the United States by addressing each of the following points:
 - Define each of the following types of primaries:
 - Fully- and semi-closed
 - Fully- and semi-open
 - Blanket (jungle) and unitary
 - Runoff
 - Discuss the major criticisms of the present system of presidential primaries.
 - How does the primary-election system differ from the previous system of choosing candidates for general elections? What are the arguments against going back to that system?
 - Identify other reform alternatives.

2. **(Week 12: Hershey, chapter 11)** Discuss **legislative apportionment** by addressing the following points.
 - Define **malapportionment**. Identify and discuss the most important U.S. Supreme Court cases dealing with malapportionment.
 - Define **gerrymandering**. Identify and discuss the most important U.S. Supreme Court cases dealing with gerrymandering.
 - Which political party has tended to benefit most from the drawing of legislative district boundaries for the purpose of producing “minority-majority” districts? Why and how?
3. **(Week 13: Hershey, chapter 12)** Discuss **federal election campaign finance reform** in the United States by addressing the following points.
 - What are the basic goals of such reforms?
 - Discuss the following types of campaign-finance regulations:
 - Contribution limits
 - Spending limits
 - Public disclosure
 - Public funding
 - Discuss the origin and nature of each of the following loopholes:
 - Section-527 groups
 - Independent spending
 - Personal spending
4. **(Week 14: Hershey, chapter 13)** Discuss how each of the following factors enhances or diminishes **the power of party leaders in legislative bodies at the state and national levels**:
 - The seniority and committee systems
 - Patronage and preferments
 - Control of nominations & campaign financing
 - Political homogeneity or heterogeneity of the electorate
 - Level of legislative professionalism
5. **(Week 14: Brewer and Stonecash, chapters 5 & 6)** Discuss the following aspects of the issue of **government-sponsored prayer in public schools**:
 - What were the names and approximate dates of the US Supreme Court cases that: 1) banned state-sponsored prayer in public schools and 2) upheld a state statute authorizing a moment of silence.
 - What does recent polling data show about the national public’s support for a moment of silence vs. spoken prayer in public schools?
 - Which subgroups show the lowest support for prayer in public schools? Why?
6. **(Week 15: Hershey, chapter 14)** Discuss **the role of partisanship in executive leadership** in the United States by addressing the following points.
 - Presidential power over:
 - cabinet and agency appointments
 - White House staff and EOP appointments
 - Limits on the president’s control of the executive branch imposed by:
 - congressional power over executive appointments
 - presidential term limits
 - iron triangles
7. **(Week 15: Brewer and Stonecash, chapters 7 & 8)** Discuss the basic views of each of the following ideological groups on **class and cultural divisions in America**:
 - liberals
 - populists
 - libertarians
 - conservatives
8. **(Week 16: Hershey, chapters 15-16)** Discuss **the practice of responsible-party government** in the United States by addressing the following points.
 - Define responsible-party government
 - Discuss examples of party responsibility produced by
 - crisis,
 - presidential leadership, and
 - realignment.
 - Discuss and give examples of the following barriers to responsible-party government in the U.S. system of government and politics:
 - dispersion of governmental power
 - insulation of legislative from executive elections
 - proliferation of single-issue groups
 - loss of control of electoral politics
 - weakening of party identification