

Test Questions

Multiple-Choice Questions

Question type: factual

Page number: 2–3

1. The official resolutions adopted by the U.S. House of Representatives and the U.S. Senate in 2008 and 2009 concerning the historical relationship between the government and African Americans included all of the following EXCEPT
- a. A formal apology for slavery.
 - *b. A resolution to provide reparations for descendants of slaves.
 - c. An acknowledgment of harmful government action against African Americans via Jim Crow laws.
 - d. An acknowledgment that past government actions have influenced the current position of African Americans.

Question type: factual

Page number: 3

2. The U.S. Congress provided an apology and reparations to which of the following groups?
- a. Native Hawaiians for the seizure of their land.
 - b. Jewish Americans in European concentration camps during World War II.
 - c. African American descendants of slaves.
 - *d. Japanese Americans interned during World War II.

Question type: conceptual

Page number: 4

3. The main, overarching mechanism for controlling people's behavior and managing their conflicts is
- a. Religion.
 - b. Physical combat.
 - *c. Government.
 - d. Nature.

Question type: conceptual

Page number: 4

4. _____ is defined as a social institution that controls the behavior of people.
- *a. Government.
 - b. Politics.
 - c. Society.
 - d. The Supreme Court.

Question type: conceptual

Page number: 4

5. In order to control the behavior of the people living in its jurisdiction, a government manages conflict, establishes order, and:
- a. Creates chaos.
 - *b. Devises rules and regulations.
 - c. Changes policies frequently.
 - d. None of the above.

Question type: conceptual

Page number: 5

6. Government provides security for its citizens by protecting them from unfair business practices, protecting them from discrimination, and:

- *a. Maintaining armed forces.
- b. Antagonizing enemy nations.
- c. Creating an inviting environment for extralegal organizations.
- d. None of the above.

Question type: factual

Page number: 5

7. What is the purpose of Title IX of the Education Amendments of 1972?

- a. To prohibit racial discrimination in federal hiring practices.
- b. To prohibit racial discrimination in federally assisted education programs.
- *c. To prohibit discrimination on the basis of sex in education programs that receive federal assistance.
- d. To prohibit housing discrimination on the basis of race, sex, or religion.

Question type: conceptual

Page number: 5

8. When a government provides for the public good, it

- *a. Creates policies that benefit society as a whole, rather than specific individuals.
- b. Creates policies that benefit individuals, rather than society as a whole.
- c. Makes decisions that reflect a narrow set of social interests.
- d. Ensures that discrimination only applies to a few specific groups.

Question type: applied

Page number: 5

9. To provide for the public good, governments must

- *a. Occasionally encroach on individual liberty.
- b. Regularly encroach on the national security of society.
- c. Place the needs of groups with the most resources over those of groups with few resources.
- d. None of the above.

Question type: applied

Page number: 5

10. An example of government action that provides for the public good is

- a. The Civil Rights Act of 1964.
- b. The maintenance of a standing military.
- c. The Clean Air Act of 1963.
- *d. All of the above.

Question type: conceptual

Page number: 6

11. The process of _____ can allow government to fulfill its function of managing and resolving conflict.

- a. Governing.
- *b. Politics.
- c. Social interaction.
- d. Elimination.

Question type: conceptual

Page number: 6

12. The process of politics includes bargaining, discussion and:

- a. Diversity.
- b. Systems.
- c. Society.
- *d. Competition.

Question type: applied

Page number: 5-6

13. Why does the government's attempt to provide for the public good lead to the necessity to manage and resolve conflict?

- *a. Various groups have different ideas concerning what is best for society as a whole.
- b. Society does not appreciate utility maximization.
- c. An increase in the public good always leads to international relations turmoil.
- d. Government agencies like to argue.

Question type: applied

Page number: 6

14. Which of the following is not an example of a service that government in the United States makes available for citizens?

- a. Interstate highway system.
- b. Education.
- *c. Tax form preparation.
- d. Postal service.

Question type: conceptual

Page number: 6

15. The Affordable Care Act of 2010, which provides health care for many of the uninsured, most closely reflects which function of government?

- a. Provision of security.
- b. Management and resolution of conflict.
- *c. Provision of services.
- d. None of the above.

Question type: factual

Page number: 6

16. A system of government in which the people exercise political power is called:

- a. A monarchy.
- b. A dictatorship.
- c. A theocracy.
- *d. A democracy.

Question type: factual

Page number: 6

17. When people make the political decisions instead of electing representatives to do so, they are engaging in:

- *a. Direct democracy.
- b. Representative democracy.
- c. Anarchy.
- d. Autocracy.

Question type: applied

Page number: 6-7

18. Which of the following is an example of direct democracy?

- a. Referendums.
- b. Congressional elections.
- c. Initiatives.
- *d. Both a and c.

Question type: factual

Page number: 7

19. When people elect individuals to represent their political interests, they are participating in:

- a. A constitutional democracy.
- b. A direct democracy.
- *c. An indirect or representative democracy.
- d. None of the above.

Question type: factual

Page number: 7

20. The authority for government is based on a set of formal written rules and governing principles in:

- *a. A constitutional democracy.
- b. A direct democracy.
- c. An indirect or representative democracy.
- d. None of the above.

Question type: conceptual

Page number: 7

21. All constitutional democracies share which of the following characteristics?

- a. Direct elections, peaceful transitions of power, censored press, protected personal and civil rights.
- b. Free and regular elections, difficult transitions of power, free press, limited personal and civil rights.
- *c. Free and regular elections, peaceful transitions of power, free press, protected personal and civil rights.
- d. Irregular elections, difficult transitions of power, censored press, protected personal and civil rights.

Question type: factual

Page number: 7

22. The U.S. government is an example of which type(s) of democracy?

- a. Direct democracy.
- b. Representative democracy.
- c. Constitutional democracy.
- *d. Both b and c.

Question type: conceptual

Page number: 7

23. The principles of constitutional democracies include all of the following, EXCEPT

- a. Rule of law.
- *b. Common law.
- c. Natural rights.
- d. Natural law.

Question type: factual

Page number: 8

24. The idea that laws should take precedence over arbitrary governance demonstrate the concept of the

- *a. Rule of law.

- b. Rule of rights.
- c. Error in judgment.
- d. State of nature.

Question type: applied

Page number: 8

25. All of the following demonstrate the importance of the rule of law in the American political system, EXCEPT

- a. Government cannot detain people without delineating charges and allowing legal counsel.
- *b. The government has allowed for a separate system of laws that creates differing standards of treatment based on race, gender, and sexual orientation.
- c. All citizens, as well as government officials, must obey the law; everyone is equal before the law.
- d. Government action must be based on authority granted by the Constitution or legislative bodies.

Question type: applied

Page number: 8

26. Which of the following demonstrate that the concept of the rule of law has not been applied equally throughout U.S. history?

- a. Some individuals receive different criminal sentences for the same crime solely based on their race.
- b. Government has sometimes taken property without adhering to a prescribed legal process.
- c. Neither of the above.
- *d. Both of the above.

Question type: factual

Page number: 8

27. Law that comes from nature and is superior to written law passed by legislatures is known as:

- a. Civil law.
- *b. Natural law.
- c. Important law.
- d. Unnatural law.

Question type: conceptual

Page number: 8-9

28. Which of the following statements does not reflect the theory of natural law?

- *a. Statutory law is always supreme.
- b. A just system comes from nature rather than from rules of society.
- c. Our ability to reason leads us to perform our duties and restrains us from doing wrong.
- d. Human beings have the ability to reason.

Question type: factual

Page number: 9

29. Which of the following are considered to be natural rights?

- a. Those rights that exist only for plants and animals.
- b. Those rights that are clearly delineated in a constitution.
- c. Those rights that are based on social, economic, and political status and patent of nobility.
- *d. Those rights to which every person is entitled and that are independent of government.

Question type: factual

Page number: 9

30. Which of the following is not one of the political traditions of the American system of government?

- a. Classical republicanism

- *b. Classical egalitarianism.
- c. Inegalitarianism.
- d. Classical liberalism.

Question type: conceptual

Page number: 9

31. The body of Western European political philosophy concerned with individual freedom and the role of government in protecting that freedom is known as
- a. Classical republicanism.
 - b. Classical egalitarianism.
 - c. Inegalitarianism.
 - *d. Classical liberalism.

Question type: conceptual

Page number: 9

32. The body of political philosophy concerned with the idea that rule by the people should be indirect through representatives is known as
- *a. Classical republicanism.
 - b. Classical egalitarianism.
 - c. Inegalitarianism.
 - d. Classical liberalism.

Question type: conceptual

Page number: 9

33. The sociopolitical philosophical tradition supporting the exclusion of large segments of the American population from participation in the political system is known as
- a. Classical republicanism.
 - b. Classical egalitarianism.
 - *c. Inegalitarianism.
 - d. Classical liberalism.

Question type: applied

Page number: 10

34. The social contract, the system under which people give up a degree of independence to obtain peace and safety that can be provided through government, is most closely associated with
- a. Classical republicanism.
 - b. Classical egalitarianism.
 - c. Inegalitarianism.
 - *d. Classical liberalism.

Question type: factual

Page number: 10-11

35. All classical liberal theories share the following characteristics:
- a. Pessimism about individual behavior, group favored over the individual, free-market economy, religious dogma over scientific reason.
 - *b. Optimism about individual behavior, individual favored over the group, free-market economy, reason before religious faith.
 - c. Optimism about individual behavior, individual favored over the group, heavily regulated economy, religious dogma over scientific reason.
 - d. Pessimism about individual behavior, group favored over the individual, heavily regulated economy, reason before religious faith.

Question type: factual

Page number: 11

36. The Declaration of Independence, the U.S. Constitution, and _____ are all early American documents or works that were heavily influenced by classical liberalism.

- a. *The Antifederalist Papers*.
- b. The Albany Plan.
- *c. *The Federalist Papers*.
- d. All of the above.

Question type: applied

Page number: 10-11

37. Classical liberal theory is essential for which of the following political values?

- *a. Religious tolerance, restrictions on police behavior, personal property ownership.
- b. Separation of church and state, communal property, free press.
- c. Religious tolerance, restrictions on police behavior, regulated press.
- d. Separation of church and state, personal property ownership, regulated press.

Question type: applied

Page number: 12

38. Do contemporary liberals fully adhere to classical liberal theories?

- a. No, contemporary liberals value individual liberty over the public good.
- b. Yes, contemporary liberals support using the government to solve social problems.
- *c. No, contemporary liberals support government action to protect citizens' rights and solve social problems.
- d. Yes, contemporary liberals believe the government has a role to play in individual lives.

Question type: conceptual

Page number: 12

39. The concept of civic virtue, which is the subordination of individualism and self-interest to societal interests, is most closely associated with which theoretical tradition?

- *a. Classical republicanism.
- b. Classical egalitarianism.
- c. Inegalitarianism.
- d. Classical liberalism.

Question type: factual

Page number: 13

40. Which characteristics do all classical republican theories share?

- *a. Virtuous citizenry, personal property, authority from the people, the people should not have power, separate government branches, protection of rights.
- b. Virtuous citizenry, communal property, direct democracy, separate government branches, protection of rights.
- c. Selfish citizenry, communal property, direct democracy, separate government branches, citizens' rights are trumped by government.
- d. Selfish citizenry, personal property, authority from the people, the people should not have power, separate branches of government, citizens' rights are trumped by government.

Question type: conceptual

Page number: 13

41. With its origins in ancient Rome, classical republicanism posits all the following EXCEPT

- a. Government should be divided into various branches.
- b. Direct democracy cannot work.
- *c. All citizens, regardless of property ownership, should have the right to vote.
- d. Individuals should elect political representatives.

Question type: applied

Page number: 12

42. Do contemporary conservatives fully adhere to classical republican theories?
- a. Yes, contemporary conservatives value individual liberty over the public good.
 - b. Yes, contemporary conservatives support using the government to solve social problems.
 - *c. No, contemporary conservatives believe in a limited role for government for solving social problems.
 - d. No, contemporary conservatives believe the government has a role to play in individual lives.

Question type: conceptual

Page number: 13

43. Which of the following is NOT a characteristic of classical republicanism?
- a. Concern with property.
 - b. Distribution of power across branches of government.
 - c. Protection of individual rights.
 - *d. Direct democracy.

Question type: applied

Page number: 15

44. Which of the following describes the intentions and ideals of the Founders?
- a. Liberty, equality, and freedom for all.
 - b. Liberty and freedom were fundamental, natural rights for all individuals.
 - *c. Freedom and equality should not be universally applied to the populace.
 - d. All of the above.

Question type: applied

Page number: 15

45. Which of the following quotes supports the idea that the Founders incorporated the value of egalitarianism into the American political system?
- *a. "All men are created equal."*
 - b. "Give me liberty or give me death."
 - c. "We the People of the United States. . ."
 - d. "Governments long established should not be changed for light and transient causes."

Question type: factual

Page number: 16

46. Which of the following are found within both classical liberalism and classical republicanism, but not within the tradition of exclusion?
- a. Religious freedom.
 - b. Market economy.
 - c. Rule of law.
 - *d. All of the above.

Question type: factual

Page number: 15-20

47. Which group was not excluded from the Founders' political system because of the value of egalitarianism?

- a. White women.
- *b. White male property owners over 21.
- c. American Indians.
- d. Blacks.

Question type: applied

Page number: 16

48. Which of the following doctrines aided in the justification of the exclusion of women from the political system?

- a. Racial inequality.
- b. Protestantism.
- c. Civilization.
- *d. Coverture.

Question type: factual

Page number: 16

49. What is the doctrine of coverture?

- a. The belief in one deity above all others.
- *b. The transference of a woman's civic identity and property to her husband on their marriage.
- c. The belief that some races are superior to others in terms of capacity and intelligence.
- d. The transference of American Indians' property to the U.S. government if they chose to become U.S. citizens.

Question type: factual

Page number: 16

50. Which Enlightenment philosopher argued that women's role is to be subservient and that they are not members of the political world?

- a. Locke.
- b. Jefferson.
- *c. Rousseau.
- d. Montesquieu.

Question type: applied

Page number: 15-16

51. Which of the following was not a part of the philosophy concerning women at the time of the founding?

- a. Women should be weak and passive.
- b. If women could vote, it would be undemocratic because their husbands would have two votes.
- c. Women belonged in the private sphere.
- *d. Women belonged in the public sphere.

Question type: factual

Page number: 17-18

52. What aspects contributed to the justification of the enslavement of Africans?

- a. Skin color.
- b. Religion.
- *c. Both of the above.
- d. Neither of the above.

Question type: factual

Page number: 18

53. Where did the first Africans arrive in the American colonies in 1619?

- a. St. Augustine.
- *b. Jamestown.
- c. Plymouth Rock.
- d. New York City.

Question type: factual

Page number: 18

54. Which colony incorporated slavery into its law in 1641?

- *a. Massachusetts.
- b. Maryland.
- c. Virginia.
- d. Connecticut.

Question type: factual

Page number: 18

55. An increase in the supply of African slaves, difficulty with Indian servitude, and _____ are all factors that contributed to the broad-scale institution of slavery in Virginia by 1661.

- a. Adherence to Christian values.
- *b. Lack of sufficient White indentured servitude.
- c. An increase of the female colonial population.
- d. None of the above.

Question type: conceptual

Page number: 18

56. Rogers Smith argues that the Founders' fascination with _____ contributed to beliefs in racial differences and contributed to negative attitudes toward Blacks.

- *a. The science of the Enlightenment.
- b. The tenets of Protestantism.
- c. The story of Ham.
- d. English common law.

Question type: factual

Page number: 18

57. Which of the Founders posited the belief that Blacks were innately inferior to Whites and called on science to demonstrate this inferiority?

- a. Franklin.
- b. Adams.
- *c. Jefferson.
- d. Madison.

Question type: factual

Page number: 18–19

58. Which of the following is not attributed to Thomas Jefferson?

- a. An indictment of King George for the Black slave trade.
- *b. The argument that Blacks should be citizens.
- c. A push for the abolition of slavery in Virginia.
- d. A desire to find scientific evidence of racial inferiority.

Question type: conceptual

Page number: 18

59. Race is

- *a. A social and political construct.
- b. A biological reality.
- c. Both of the above.
- d. Neither of the above.

Question type: conceptual

Page number: 18

60. The construction of a group of people of various phenotypes, skin colors, and physical characteristics for political and social purposes is known as the:

- a. Social construction of ethnicity.
- b. Social construction of gender.
- *c. Social construction of race.
- d. Social construction of religion.

Question type: factual

Page number: 18–20

61. American Indians and Blacks were viewed in similar ways by colonists in that these groups

- a. Had darker skin.
- b. Were not Christian.
- c. Were considered children.
- *d. All of the above.

Question type: applied

Page number: 20

62. In terms of the theoretical foundations of the American political system, which of the following most closely relates to the justification to seize American Indian lands?

- a. Classical republicanism.
- b. Classical egalitarianism.
- *c. Inegalitarianism.
- d. Classical liberalism.

Question type: conceptual

Page number: 21

63. Which of the following is not an assumption of the tradition of exclusion?

- a. Protestant Christianity was superior to all other forms of religion.
- *b. The masses were more important than the elites.
- c. White northern Europeans were biologically and culturally superior to southern, darker-skinned Europeans and any other civilizations and races.
- d. Men were naturally suited to rule over women.

Question type: conceptual

Page number: 21

64. Property ownership was a significant factor in the tradition of exclusion at the founding of the American political system, as evidenced by

- *a. The extension of voting rights only to propertied men.
- b. The lack of voting rights for children based on their intellectual capacity.
- c. The extension of voting rights to American Indians, as long as they lived on “Indian land.”
- d. The lack of citizenship for African Americans and American Indians.

Question type: factual

Page number: 21

65. The _____ state constitution was the only one that granted women the right to vote at the founding of the new nation.

- a. Rhode Island.
- b. Georgia.
- c. Massachusetts.
- *d. New Jersey.

Question type: factual

Page number: 21

66. Although White women were considered citizens of the United States, they were not full citizens in that they experienced widespread

- *a. Political exclusion.
- b. Economic exclusion.
- c. Social exclusion.
- d. Religious exclusion.

Question type: factual

Page number: 21

67. Which of the following acts of Congress demonstrated that the Founders did not intend for the Constitution to apply to Blacks and American Indians?

- a. Copyright Act of 1790.
- b. Patent Act of 1790.
- c. Crimes Act of 1790.
- *d. Naturalization Act of 1790.

Question type: factual

Page number: 21

68. The U.S. Congress' Naturalization Act of 1790 pronounced that

- *a. Only free White persons were eligible for citizenship.
- b. Only free persons born in the United States were eligible for citizenship.
- c. All persons born in the United States were eligible for citizenship.
- d. Only free White males were eligible for citizenship.

Question type: conceptual

Page number: 22-23

69. What was the justification for excluding African Americans and American Indians from becoming citizens of the United States?

- a. They were not suitable members for the political system because they were not free.
- b. It was presumed they could not understand the European way of life or the political system.
- *c. Both of the above.
- d. Neither of the above.

Question type: factual

Page number: 22

70. Based on the 1790 U.S. Census, the National Archives estimates that only 20.7 percent of the U.S. population were White males 16 years and older. What percentage of the U.S. population does the National Archive estimate was eligible for participation in the political system by way of being White male property owners?

- a. 18 percent.

- b. 14 percent.
- *c. 6 percent.
- d. 2 percent.

Question type: conceptual

Page number: 21–22

71. Which of the following was not seen as a justification for the perpetuation of the enslavement of African Americans around the time of the founding?

- a. Slaves were considered property and, thus, as deserving of rights and liberty as a mule or wagon.
- *b. If they were not kept as slaves, Blacks would immediately become more prosperous than Whites.
- c. A White master's right to property was valued above a slave's right to liberty.
- d. None of the above.

Question type: applied

Page number: 17

72. Lemuel Haynes argued that slavery directly violated classical republican theory. Which of the following arguments would not fit into this argument?

- *a. People cannot be classified as property.
- b. Denying liberty to slaves undermines the intrinsic virtue of the citizenry.
- c. Because liberty is a natural right, slavery is unlawful.
- d. Given that slaves are individuals, their rights should be protected under the law.

Question type: factual

Page number: 10-13

73. Which of the following was not a classical republicanism theorist?

- a. Harrington.
- b. Montesquieu.
- c. Sydney.
- *d. Locke.

Question type: factual

Page number: 17

74. Lemuel Haynes was known as

- a. An influential White political philosopher who argued against slavery.
- b. An influential African American political philosopher who argued against slavery.
- *c. An influential African American Protestant minister who argued against slavery.
- d. An influential American Indian female Protestant minister who argued against slavery.

Question type: factual

Page number: 23

75. The Continental Congress committee that examined the issue of American Indian inclusiveness ultimately determined that this group should be seen as

- a. Potential citizens.
- *b. Possible allies.
- c. A good source for slave labor.
- d. Likely foes.

Question type: factual

Page number: 23

76. Concurrent Resolution 331, which was passed by the U.S. Congress in 1988, recognized the influence of the _____ on the _____ and the _____.

- a. Iroquois Constitution; Articles of Confederation; U.S. Constitution.
- b. Iroquois Confederacy; Articles of Confederation; Bill of Rights.
- c. Algonquin Confederacy; Articles of Confederation; Bill of Rights.
- *d. Iroquois Constitution; U.S. Constitution; Bill of Rights.

Question type: factual

Page number: 23

77. Which of these tribes was not a member of the original five tribes of the Iroquois Confederacy?

- a. Seneca.
- *b. Navajo.
- c. Oneida.
- d. Mohawk.

Question type: conceptual

Page number: 24

78. The Great Law of Peace, the Iroquois Confederacy's constitution, included which of the following democratic principles or characteristics?

- a. Proportional representation of each tribe on the governing council.
- b. (Female) leaders of the tribes appointed the chiefs.
- c. (Female) leaders of the tribes had the authority to remove chiefs for misconduct, illness, and other causes of ineffectiveness.
- *d. All of the above.

Question type: applied

Page number: 24

79. Which of the following are currently in practice within the American political system?

- a. Classical liberalism.
- b. Classical republicanism.
- c. Inegalitarianism.
- *d. All of the above.

Question type: conceptual

Page number: 14

80. A republican form of government is defined as

- *a. A government whose powers are exercised by elected representatives who are directly or indirectly accountable to the people governed.
- b. A government whose powers are derived from a monarchy, who chooses representatives for the governing body.
- c. A government whose powers are exercised by appointed representatives who are not accountable to the people through elections.
- d. A government whose powers are derived and exercised through the process of direct democracy.

Question type: applied

Page number: 9-20

81. Which of the following is least likely to be understood and recognized as a theoretical foundation of American government?

- a. Classical liberalism.
- b. Classical republicanism.
- *c. Inegalitarianism.
- d. All of the above have always been viewed as equally important to the founding of the nation.

Question type: factual

Page number: 2

82. The 150th anniversary of the U.S. abolition of slavery occurred in:

- a. 1976.
- b. 2002.
- *c. 2015.
- d. We have not yet reached 150 years since abolition.

Question type: factual

Page number: 2

83. Which amendment to the U.S. Constitution abolished slavery?

- a. Ninth.
- *b. Thirteenth.
- c. Eighteenth.
- d. Twenty-second.

Question type: factual

Page number: 2

84. As of 2016, how many states have formally apologized for slavery?

- a. 0.
- b. 4.
- *c. 9.
- d. 14.

Question type: factual

Page number: 2

85. The Delaware state resolution acknowledging its actions in participating in enslaving people related to which groups?

- *a. Native Americans and Africans.
- b. Native Americans and Irish.
- c. Africans and Italians.
- d. Africans and Irish.

Question type: factual

Page number: 2

86. The Delaware state resolution acknowledging its actions in participating in enslaving people also acknowledged its crimes against humanity by way of _____.

- a. Black Codes.
- b. Dan Tucker laws.
- c. Brown Codes.
- *d. Jim Crow laws.

Question type: factual

Page number: 4

87. The United States seized the islands of Hawaii in:

- a. 1847.
- *b. 1893.
- c. 1912.
- d. 1954.

Question type: conceptual

Page number: 18

88. Varying state classifications for who was Black (one-eighth, one-sixteenth, etc.) provide a clear example of the:

- *a. Social construction of race.
- b. Social construction of gender.
- c. Biological reality of race.
- d. Biological reality of gender.

Question type: factual

Page number: 21

89. The Naturalization Act of 1790 ensured that:

- a. people not born in the country could never become citizens.
- *b. only free white people could become citizens.
- c. all people living in the U.S. for seven years could become citizens.
- d. women could never become citizens.

Question type: factual

Page number: 23

90. Which of these tribes was an original member of the five tribes of the Iroquois Confederacy?

- a. Lakota.
- b. Navajo.
- *c. Oneida.
- d. Cherokee.

Question type: applied

Page number: 8

91. Which of the following is not an example of direct democracy?

- a. Referendums.
- *b. Congressional elections.
- c. Initiatives.
- d. Recalls.

Short-Answer Questions

1. Why did the U.S. House of Representatives and the U.S. Senate issue formal apologies in 2008 and 2009, respectively?

- Apology for the government's part in the perpetuation of African American enslavement, as well as the Jim Crow laws.
- Acknowledgment of the fact that slavery and Jim Crow continue to influence the social, economic, and political position of African Americans in the United States today.

2. What are reparations? Were they a part of the formal apology of the U.S. Congress for African American slavery and Jim Crow in 2008–2009?

- Reparations refers to the concept of providing monetary payments to members of aggrieved groups based on past wrongful actions against them or their ancestors (particularly in terms of government complicity in said actions).
- The formal apology from Congress explicitly stated that the apology could not be used as a justification for the awarding of reparations.

3. Name three groups that have received formal apologies from the federal government for their mistreatment (and state what the apologies were for).

- African Americans (for slavery and Jim Crow).
- Native Hawaiians (for U.S. military action aiding the overthrow of the Hawaiian monarchy and the seizure of the Hawaiian Islands).
- Japanese Americans (for their internment during World War II).

4. When unequal opportunity is written into law, there are some who benefit and some who do not. Specify the group that benefitted the most from social, political, and economic inequalities in the United States at the founding? Briefly explain this using the theoretical foundations of the system.

- White, property-owning males over the age of 21 (full points only if all 4 of these identity points are demarcated – race, class, sex, and age).
- Whites and males were seen as superior under the tradition of exclusion.
- Property was highly valued under liberalism and republicanism, and property ownership was a prerequisite for political participation under classical republicanism.

5. When government works to correct inequalities it created, why might those who have already gained privileged positions inaccurately feel they are being discriminated against?

- They might perceive a lessening of opportunities as those opportunities become more evenly distributed among all groups. They might not have seen that they were unfairly receiving greater opportunities than others.

6. Define government. Why does government have the authority to make decisions for you?

- Government is a social institution that controls the behavior of people.
- Government has sovereignty and authority over all who reside within its borders; therefore, it has the ability to limit the actions of individuals to protect the interest of the government and others.

7. Identify the four functions of government.

- Provide security.
- Serve the public good.
- Manage and resolve conflict.
- Offer services.

8. To provide security, governments generally maintain armed forces. What are three other ways that governments attempt to provide security for their citizens?

- Protect their constitutional rights.
- Protect them from discrimination.
- Protect them from unfair business practices.
- Governments do all of this through the development and execution of laws.

9. What is a public good? Given what we know about the behavior of people, why is it necessary for government to provide public goods?

- A government policy or action that benefits society as a whole rather than a specific individual.
- Individuals often seek out and work for their own self-interests. As such, it is often government that is left to address the issues and problems faced by society as a whole.
- Government must reflect broad, instead of narrow, societal interests.

10. McClain and Tauber claim that the Clean Air Act of 1963 and the Civil Rights Act of 1964 provide examples of how government serves the public good. Explain briefly how each of these laws provided for the public good.

- Clean Air Act: Helps to protect the environment and provide a safe place for everyone to live and work.
- Civil Rights Act: The constitutional rights of people were being denied based on race. This law made discrimination against these groups in public accommodations illegal.

11. Why does government need to manage and resolve conflict?

- Individuals and groups have competing self-interests.
- These people all lobby the government for policies that are suitable to them; however, often these demands conflict with one another.
- Government must arbitrate the compromise process to develop reasonably palatable laws.

12. Identify three services provided by the U.S. government. What is the purpose of providing these services?

- Postal services, Social Security, education, transportation, hospitals, anything else within reason.
- The government cannot completely rely on the private sector to provide these services in a way that ensures something close to the optimal outcome.

13. Define democracy. How does democracy derive its authority?

- Democracy is a system of government in which the people exercise political power.
- Democracy derives its authority from the people living within a particular political or governing unit.

14. Define direct and indirect/representative democracy? Which of these is the main form of democracy in the United States?

- Direct: People make political decisions on their own behalf and thus are directly involved in all policy and voting processes.
- Indirect: People choose individuals to represent their interests and create policy as well as vote on their behalf.
- U.S.: Indirect democracy

15. What is a constitution? What is the source of authority in a constitutional democracy? What are two necessary aspects of this form of democracy?

- Constitution: A set of formal written principles and rules that govern a country.
- The constitution provides the authority for a constitutional democracy.
- (1) All government action must be in line with the constitution; (2) government officials who make and enforce the laws are also subject to them.

16. What are four of the characteristics that are shared by constitutional democracies?

- Free elections with political opposition.
- Free media that is independent of the government.
- Regular elections and peaceful power transitions.
- Protection of personal and civil rights.

17. Name and define or describe the three principles of constitutional democracies.

- Rule of law: The idea that law should take precedence over arbitrary governance.

- Natural law: Law that comes from nature and is superior to written law developed by governments. This law is the correct thing to do, and statutory law does not trump natural law.
 - Natural rights: Those rights to which everyone is entitled; not dependent on government (e.g., life, liberty, property).
18. State and define the three theoretical foundations of the U.S. political system.
- Classical liberalism: Political philosophy concerned with the freedom of the individual and the role of government in protecting that freedom.
 - Classical republicanism: Rule by the people should be indirect by way of representatives.
 - Inegalitarianism (tradition of exclusion): The tradition of excluding large segments of the American population from participation in the political system (despite the language of equality, liberty, and freedom).
19. Define “social contract” and briefly explain the logic behind creating social contracts?
- Social contract: Individuals agree to create a government and give up some degree of independence for the safety and peace a government provides.
 - People enter into a social contract because humans, by nature, are aggressive and selfish. People are willing to have their own negative behavior constrained if this also means the constraint of the negative behavior of others against them.
20. Identify the five characteristics of classical liberal theories. Provide any necessary explanations for the meaning of these characteristics.
- Liberalism is optimistic.
 - Liberalism favors the individual over the group.
 - Liberalism supports free-market economics.
 - Liberalism places reason before faith.
21. Identify the differences between classical liberalism and liberalism as it is understood today.
- Classical liberalism values the individual self-determination over the community; individual freedom is of the utmost importance.
 - Current U.S. liberalism includes the idea that government should play a part in ensuring the public good, even above individual self-interests.
22. What is the theory of civic virtue? How does this concept influence classical republicanism?
- Civic virtue: The subordination of individualism and individual self-interests to the interests of society.
 - This concept drives much of classical republicanism in that this philosophy demands that those who govern and are governed adhere to this concept of civic virtue. People must participate in the political system with the public good in mind.
23. Identify the five characteristics of classical republican theories. Provide any necessary explanations for the meaning of these characteristics.
- Republicanism believes in a virtuous citizenry.
 - Republicanism is concerned with property.
 - Republicanism sees the people as the ultimate authority, but believes they must be kept at a distance.
 - Republicanism advocates a distribution of power across branches of government.
 - Republicanism believes that the rights of individuals must be protected.

24. Explain why Lemuel Haynes could claim that republicanism and slavery are at odds with one another.
- Although property rights are essential, given that liberty is a natural right, holding a person in bondage is unlawful.
 - Denying liberty to slaves undermines the intrinsic virtue of the citizenry.
25. Identify the differences between classical republicanism and conservatism as it is understood today.
- Classical republicanism is concerned with the concept of civic virtue and the public good. It values the public good over individual self-interest, thus encouraging government action to ensure the public good.
 - Current conservatism relies on the concept of a very limited role for the government. Under conservatism is the belief that government intervention hinders the free market.
26. What is the tradition of exclusion (inegalitarianism)? Why did the Founders not see this as inconsistent with the concept that “all men are created equal”?
- Inegalitarianism: The theoretical tradition under which it was right and proper to exclude large segments of the American population from the rights and protections that were guaranteed in the Declaration of Independence and the U.S. Constitution.
 - The Founders did not view those who they excluded as a part of what they defined as “men”; those who were excluded were less than men and, as such, were not created equal. These groups were viewed as wards and property.
27. Identify three groups that were excluded in the context of the theoretical foundation of inegalitarianism at the time of the founding. Briefly describe the forms of unequal treatment they experienced.
- African Americans: Were property, not citizens; could not participate in the political system.
 - American Indians: Could not be citizens; property was taken from them and they could not participate in the political system.
 - White women: Were citizens but could not own property or participate in the political system.
28. How did the issue of property ownership figure into classical liberalism, classical republicanism, and inegalitarianism at the founding?
- Classical liberalism: Property was a major part of self-interest and self-determination. Property rights must be protected at all costs.
 - Classical republicanism: Property ownership demonstrated a clear personal stake in the system. As such, property ownership was a prerequisite for access to and participation in the system.
 - Inegalitarianism: Rights to own property were denied to almost all non-Whites and many women; the majority of Blacks were classified as property.
29. How did the Iroquois Confederacy influence colonial America and the U.S. political system?
- The Iroquois Confederacy provided a direct example of a successful democratic system.
 - Benjamin Franklin used the example of the Iroquois Confederacy as the basis for the Albany Plan of 1754.
 - The Iroquois Constitution directly influenced the U.S. Constitution and the Bill of Rights.
30. What was the basis for excluding white women from political, social, and economic opportunity and participation at the founding? Identify specific examples of how they experienced exclusion. What was the justification for this denial of the full rights of citizenship?
- The tradition of English common law, in the form of coverture, was a European holdover in the new system. Women continued to be seen as lesser beings than men.
 - Women largely could not own property or vote.

- Justification: women were not seen as lesser beings as compared to men.

Essay Questions

1. What are the arguments that have been made for and against formal apologies and reparations? Why would apologies and reparations be necessary under a system that is based on equality, liberty, and freedom?

- Briefly define formal apologies and reparations.
- Highlight the argument that politicians do not want to make apologies for policies they did not specifically enact.
- Highlight the argument that politicians would much rather issue apologies instead of reparations to provide for the monetary value of labor that was not compensated.
- Demonstrate an understanding that the codification of language concerning equality did not lead to the implementation of equality in the sense that we understand it today.
- Should at least mention the tradition of exclusion.

2. How did a government that was founded on theories of equality, liberty, and freedom engage in and institutionalize inequitable and unjust policies? Have these inequitable and unjust policies been fully eradicated? Even if everyone is now equal under the law (*de jure*), does this mean that they are treated as equal in society (*de facto*)?

- Describe the basic tenets of classical liberalism, classical republicanism, and inegalitarianism.
- Demonstrate an understanding of the fact that the Founders largely did not see a contradiction between liberal and republican ideals and excluding segments of the population from the social, economic, and political systems (more specifically, the language of “all men are created equal” did not apply to women, Blacks, and American Indians because none of them could be properly classified as “men”).
- Although women, Blacks, and American Indians are now equal under the law in terms of citizenship and political participation, we continue to single out groups for exclusion (e.g., opposition to gay marriage or localities blocking the building of mosques).
- *De jure* equality has not led to *de facto* equality.

3. Explain the nature of government. What is it and why is it necessary?

- Define government as a social institution that controls peoples' behavior.
- Describe in detail the ways in which people might want to seek independence and selfish gain.
- Analyze the degree to which people are willing to give up some degree of independence of action to ensure that others must give up those same actions.
- Refer to the idea that people want security, public good, and services government can provide.
- Can refer to Hobbes and Locke in terms of the state of nature and the social contract.

4. Government engages in various essential functions for its citizens. What are these functions? How are they carried out? Why do we find that governments perform these functions in differing ways and to various degrees?

- Discuss (1) provision of security; (2) service of the public good; (3) management and resolution of conflict; and (4) provision of services.
- Provide examples of each of these functions.
- Analyze the degree to which these functions overlap.
- Note that governments engage in these functions based on their structure, philosophical underpinnings, and source of authority (e.g., democracy vs. autocracy).

5. The 1968 Fair Housing Act and Title IX of the Education Amendments of 1972 have been described as means by which the U.S. government has provided security for its citizens. Describe an argument for why this is the case. Do you believe these pieces of legislation provide greater security? Why or why not?

- Demonstrate a deep understanding of the concept of provision of security by way of protection from discrimination.
- Explain discrimination and the negative effects of discrimination on groups.
- Detail that the 1968 Fair Housing Act was aimed at protecting racial minorities from discrimination in the housing market.
- Detail that Title IX of the Education Amendments of 1972 prohibited gender discrimination in federally assisted education programs (consequently affecting access to education and ability to participate in sports).
- Examine the benefits of both of these legislative items.

6. The second function of government is to provide for the public good. What does this mean? What theoretical foundation of the U.S. government does this most closely relate to and how?

- Define public good and provide examples of how the government engages in this activity.
- Analyze the importance of civic virtue and the public good in connection with classical republicanism.
- Discuss the role of government under classical republican theories, thus providing the justification for providing for the public good.

7. Democracy is a system of government that is now relatively widespread; however, not all democratic governments are the same. What is democracy? What is direct democracy? Indirect or representative democracy? Which form do we have in the United States and why?

- Define and conceptually differentiate democracy, direct democracy, and representative democracy.
- Analyze the influence of classical liberal and classical republican theories of democracy on the American political system.
- Demonstrate an understanding of the American system as largely reflecting a representative democracy, with a degree of direct democracy included as well.

8. Constitutional democracies are democratic systems of government in which authority for government stems from the constitution. What is a constitution? What are several of the characteristics shared by constitutional democracies? Why is a constitution important for a government?

- Constitution: A set of formal written rules and principles governing a country.
- Characteristics: Free elections with free political opposition; free press that operates independently of the government; regular elections and peaceful power transitions; protection of personal and civil rights.
- Demonstrate an understanding that the officials who make and enforce the laws are also subject to those same laws.
- Suggest that a constitution is important because it provides statutory law that is the basis for the political system. It guarantees specific rights and can be difficult to alter.

9. While many nations with different cultures, histories, and populations operate under a democratic system that is run under a constitution, they do share some important similarities. What are the three main principles shared by constitutional democracies? Describe them and indicate how these principles work together.

- Rule of law: Laws should take precedence over arbitrary governance.
- Natural law: Law that comes from nature is superior to statutory law. People are capable of reason, and as such they can determine what is right and wrong and act accordingly.

- Natural rights: Rights to which everyone is entitled and that exist apart from, and are independent of, government.
- Analyze the connections among the three principles. Should show an understanding that natural rights such as life, liberty, and property take precedence over any statutory law (this was the argument for the founding of a new nation). Further, it is necessary to thoughtfully enact laws that will govern a nation, rather than merely have a ruler who can develop rules arbitrarily.

10. Despite having a constitutional democracy, America has a history of applying different systems of law for different groups (particularly based on race). Give examples of how different systems of law have been applied to groups in the United States. How does this history diminish the concept of the rule of law in the context of the concept of natural rights?

- Include examples of laws that resulted in different outcomes for groups (e.g., Three-Fifths Compromise codified the idea that as human property, Blacks were counted as less than a person for the purposes of the allocation of state representatives; Blacks and American Indians could not gain citizenship; laws prohibited women, American Indians, and Blacks from voting, owning property).
- Analyze the ways in which natural rights should trump the rule of law, yet in the case of excluded groups, rule of law outweighed their natural rights to provide greater privilege for White male property owners.

11. Classical liberalism and classical republicanism are widely understood as the main theoretical foundations of the U.S. government. Less well understood and less widely acknowledged is the theoretical foundation of inegalitarianism. Define each of these theories. Highlight the ways in which the theories overlap and diverge. Have all three of these theories been equally influential in the American system of government?

- Demonstrate an understanding of the four characteristics of classical liberalism and the five characteristics of classical republicanism.
- Highlight the theory behind the tradition of exclusion and include the main groups that were excluded (i.e., includes the ideas of superiority of men over women, Whites over non-Whites, and Protestantism over all other religions; also include references to women, Blacks, and American Indians).
- Analyze the connections between and among the three theories on key issues such as form of democracy, economy, property, rule of law, and religious freedom (in accordance with Table 1.1).
- Provide a reasonable explanation for evaluation of the influence of the theories on the American political system.

12. Classical liberalism is largely concerned with the freedom of the individual, whereas classical republicanism is largely concerned with the welfare of the community over the individual. Explain and examine the main points of these theories. Make an argument concerning how these theories are related to the tradition of exclusion and which of the two theories is most in line with this tradition.

- List the four characteristics of classical liberalism and the five characteristics of classical republicanism.
- Demonstrate an understanding of how each of these theories relates to the tradition of exclusion in terms of key issues outlined in Table 1.1 (e.g., religious freedom vs. the superiority of White Protestants, free-market economics vs. the exclusion of White women and non-Whites from the economy).
- Examine the ways in which classical liberalism and classical republicanism could support versus reject inegalitarianism (e.g., liberalism and republicanism would support slavery in terms of valuing property; liberalism would reject religious exclusion based on the idea of placing reason

before faith; republicanism would reject racial and gender exclusion by way of the argument that this exclusion undermines civic virtue and a virtuous citizenry [can mention Lemuel Haynes]).

- Provide a reasonable argument as to whether classical liberalism or classical republicanism is more in line with the tradition of exclusion.

13. Civic virtue is defined as the subordination of individualism and individual self-interests to the interests of society. Many classical republican theorists and Founders believed in the idea of a virtuous citizenry and the concept of natural law. Given these philosophical realities, how was it possible for these individuals to reconcile the concepts of civic virtue (led by a virtuous citizenry) and the importance of natural law with the tradition of exclusion? Be sure to define and discuss each of these concepts in your answer.

- Define and explain the concepts of virtuous citizenry and natural law.
- Demonstrate how civic virtue, virtuous citizenry, and natural law are conceptually connected.
- Explain the tradition of exclusion and its influence on the way the Founders approached the concepts of civic virtue and natural law.

14. Given that the Declaration of Independence espoused that “all men are created equal,” how is it that significant proportions of the population at the founding were prohibited from political, economic, and social participation and inclusion? Examine in detail the justifications for racial exclusion at the founding. Which groups were excluded from the system? How were they excluded and why? Be sure to also indicate whether there was any variation in this exclusion in the context of various non-white groups.

- Define the tradition of exclusion.
- Focus on the concept that White northern Europeans were superior, both biologically and culturally, to southern, darker-skinned Europeans and all other races and civilizations.
- Mention the concept of Protestant Christian superiority in the context of non-White populations in America.
- Focus on African Americans in terms of race and religion and provide an examination of this group being viewed as human property.
- Focus on American Indians in terms of race and religion and provide an examination of this group as uncivilized and foreign nations.
- Demonstrate an understanding of the exclusion of these two groups from citizenship, as well as political, economic, and social access (and rights).

15. Inegalitarianism, or the tradition of exclusion, is a concept that existed long before the founding of the United States. Explain in detail the underlying premises of inegalitarianism during the nascent stages of the nation. Which groups were subjugated under this system and how? Give examples of the continuing influence of inegalitarianism in U.S. politics today.

- Define theories of male superiority, White superiority, and religious/Protestant superiority.
- Examine the ways in which women, American Indians, and Blacks were excluded from political, economic, and social aspects of the new nation.
- Demonstrate an understanding that inegalitarianism still exists within the U.S. political system.
- Provide at least two examples of exclusion in politics today (e.g., bans on gay marriage [connect to religious superiority], local bans on the building of mosques [connect to religious and racial superiority], any other reasonable and well-argued examples).

16. The existence of the Iroquois Confederacy demonstrates that democratic theories, ideals, and principles were not solely held and created by Europeans. Outline the setup of the Iroquois Confederacy and provide at least two examples of democratic principles that were upheld by this governing body. How did the Iroquois Confederacy influence the development of the American political system?

- Note that the confederacy was originally made up of five (and later six) separate nations that created a broad governing council.
- In terms of democratic principles, a strong answer should highlight the following:
 - The Iroquois Confederacy was governed by a constitution (the Great Law of Peace).
 - Chiefs were appointed by female leaders who could remove the chiefs from office for misconduct, illness, and inefficiency.
 - The governing council consisted of 50 representatives divided proportionally among the tribes (based on the size of the tribes).
- Reference the fact that the Iroquois Confederacy influenced the Albany Plan of 1754 and the U.S. Constitution and the Bill of Rights.

17. Three of the concepts at the base of the theoretical foundations of the United States are life, liberty, and property. Nevertheless, there are circumstances under which these concepts were at odds with one another. Examine competing ideological theories concerning property and liberty, in the context of the main justifications used by the Founders for the continuation of slavery.

- Argue that property and the ability to make financial decisions concerning that property were of the utmost importance under classical liberalism and classical republicanism.
- Argue that these considerations of property combined with the tradition of exclusion to outweigh Blacks' claims to the natural right of liberty and even life.

18. Evaluate this claim: "The Founders did not intend the Constitution to apply to Blacks and Indians." What evidence do we have to support this claim? Can it be refuted?

- Discuss the fact that these groups were not seen as "men" but rather property (Blacks) and children (American Indians).
- Mention that property ownership among Black and American Indian males did not provide them with political access as it did for White males.
- Incorporate the Naturalization Act of 1790, which stated that only a "free White person" could naturalize and become a U.S. citizen (thus precluding Black and Indian citizenship).
- Mention that some could refute this claim by saying that a few of the Founders did not fully agree with these ideas; nevertheless, the compromises they reached led to a system that fully intended to exclude American Indians and African Americans.

19. Examine how race influenced the American political system. How was race used to define who could and could not be a citizen? Does race continue to be a factor in the political system?

- Examine the theory behind racial exclusion in terms of inegalitarianism.
- Explore the idea of Blacks as inferior beings and property and American Indians as children or inferior beings and foreign aliens.
- Highlight the influence of the Naturalization Act of 1790.
- Demonstrate an understanding that racial discrimination is no longer directly codified in the main laws of the U.S. system; however, racial discrimination continues to appear in the politics of the country (can give historical or current examples such as the Japanese American internment or differing criminal sentences based on race).

20. Evaluate this claim: One cannot truly study and understand the American political system without studying and understanding the effects of race on the development of that system.

- Demonstrate an understanding of the fundamental theoretical foundations of the American political system (classical liberalism, classical republicanism, inegalitarianism).
- Reference the fact that a large proportion of the population of the United States was prevented from access to and participation in the political system and that much of this exclusion was based on race.

- Examine the ways in which race was codified and institutionalized in the early system and how race became a defining factor in the political system (provides examples such as the Three-Fifths Compromise, the Naturalization Act of 1790, *Dred Scott v. Sandford*, Fugitive Slave Laws, Indian Removal Acts, antimiscegenation laws, and the “one-drop rule”).

21. To what degree do apologies for various atrocities matter? In the past few decades, various states, as well as Congress, have apologized for slavery. How does this connect to the tradition of exclusion in the nation and does it suggest that it no longer exists?

- Briefly highlight the details of the state and national resolutions apologizing for slavery and Jim Crow.
- Note that these resolutions are acknowledgements of the tradition of exclusion.
- Argue that these acknowledgements do not remove inequality.
- Indicate whether these apologies are more than merely symbolic.

22. Why is the example of Thomas Jefferson and Sally Hemings important for understanding the complex nature of the theoretical foundations of the nation?

- Outline the theoretical foundations.
- Briefly state the details of connection between Jefferson and Hemings.
- Highlight the contradictions between the individual liberty espoused in classical liberalism and the inequality that is rampant in the enslavement of others (as seen in the Jefferson/Hemings example).

CHAPTER 2 THE CONSTITUTION: RIGHTS AND RACE INTERTWINED

What Students Should Learn from This Chapter

- Review the history of the formation of the Articles of Confederation and the U.S. Constitution.
- Develop an understanding of the failings of the Articles of Confederation, as well as the means by which the U.S. Constitution addressed those failings.
- Review the structure of the U.S. Constitution and the government it created.
- Understand the reasoning behind the conflicts that led to compromises within the U.S. Constitution.

Outline

- I. A Revolution for Independence
 - a. The Road to Revolution
 - b. Declaring Independence
- II. First Attempt at National Government: The Articles of Confederation
 - a. A Limited National Government
 - b. Weaknesses of the Articles of Confederation
 - Our Voices: Prince Hall (1748–1807)
- III. Second Attempt at National Government: The Constitution
 - a. The Convention Delegates
 - b. Forming a New Government
 - Measuring Equality: Whom Did the Framers Represent?
 - c. The Great Compromise
 - d. Debate over Ratification
 - Evaluating Equality: The Effect of the Three-Fifths Compromise on the Political Power of the South
 - e. The Bill of Rights
- IV. National Government under the Constitution
 - a. National Supremacy
 - b. The Legislative Branch
 - c. The Executive Branch
 - d. The Judicial Branch
 - e. Liberalized Amendment Rules
- V. Planning for Potential Pitfalls
 - a. Separating Powers
 - b. Varying Terms of Office
 - c. Selecting National Government Officials
 - d. Qualifying for National Office
 - e. Instituting Checks and Balances

Suggested Lecture Topics and Class Activities

1. *The Federalist Papers* and *Anti-Federalist Papers*; have students read selected Federalist and Anti-Federalist papers prior to class to engage in small-group discussions.

2. The Three-Fifths Compromise and its consequences; examine how it came about and how it altered the balance of power in the United States.
3. Provide an overview of the British legislative events leading up to the American Revolution and how these events (in conjunction with the theoretical traditions) influenced the formation of the Articles of Confederation.
4. Examine the differences between the Articles of Confederation and the U.S. Constitution. Have students discuss whether there were other provisions that should have been included in the Constitution based on the failings of the Articles of Confederation.
5. Examine the attempts by the Iraqi government to build a stable and lasting democratic government since the U.S.-based removal of Saddam Hussein. Compare and contrast how this relates to the use of the failed Articles of Confederation and the development of the U.S. Constitution.
6. Have students individually write a 3-minute reflection on what the positive and negative aspects of compromise. Then have students break into groups of 4 to discuss their answers in the context of the Great Compromise and the Three-Fifths Compromise. Students should then report back to the full class to discuss their conclusions. Encourage the students to consider whether there were other compromises that might have been made that could have led to greater levels of equality for the populace.

Discussion Questions

1. Why did the colonists feel justified in protesting against and fighting against the British crown?
2. Why did the drafters of the Articles of Confederation choose to construct the government with so little central power? Should they have foreseen an issue with a particularly weak central government?
3. We often say hindsight is 20/20. What, if any, problems do you find in the construction of the Constitution? Would it have been feasible to create a government without incorporating the tradition of exclusion?
4. How does race factor into the development of the U.S. Constitution?
5. Are there any core values (such as liberty, equality, property ownership) that were more highly valued than others under the system of government formed by the Constitution? Of life, liberty, and property, which was most highly valued by the Founders based on the U.S. Constitution? Provide evidence for your claims.
6. Consider the degree to which and the contexts in which freedom of speech protects hate speech. Examine this topic in the context of the chapter's opening vignette regarding Roseanne Barr's racist tweets and the cancellation of her television show.