

TEST BANK

Chapter 1: Politics: Who Gets What, and How?
Test Bank

Multiple Choice

1. Politics is defined in your text as _____.
a. the ability to get others to do what you want
b. who gets what, when, and how
c. the way we organize and live our collective lives
d. the process by which societies resolve, reduce, or eliminate conflict
e. a system or organization for exercising authority over a body of people

Ans: B

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: What Is Politics?

Difficulty Level: Easy

2. Politics is determined by “_____” gets power and resources in society and “_____” they get them.
a. where, how
b. how, where
c. who, how
d. what, where
e. what, how

Ans: C

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: What Is Politics?

Difficulty Level: Easy

3. Power is defined in your text 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

Ans: B

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: What Is Politics?

Difficulty Level: Easy

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4. _____ 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

Ans: D

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: What Is Politics?

Difficulty Level: Easy

5. _____ 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

Ans: E

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: Politics and Government

Difficulty Level: Easy

6. In the relationship between politics and government, _____.

- a. politics is the system for exercising authority over people, whereas government is the process through which power is gained and lost
- b. politics is the process or activity through which power is gained and lost, whereas government is a system for exercising authority over a body of people
- c. politics is merely a narrow self-interested activity, whereas government is solely an institution for serving the needs of the people
- d. politics is democratic, whereas government is authoritarian
- e. politics is whatever politicians do, whereas government is whatever bureaucrats do

Ans: B

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: Politics and Government

Difficulty Level: Easy

7. When those in government exercise power recognized by citizens as right and proper, they are exercising _____.

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- a. authority
- b. leadership
- c. justice
- d. force
- e. status

Ans: A

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: Politics and Government

Difficulty Level: Easy

8. 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.”

Ans: E

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: Rules and Institutions

Difficulty Level: Easy

9. What are organizations called in which government power is exercised and where political struggle takes place?

- a. Socialist countries
- b. Capitalist economies
- c. Monarchies
- d. Democracies
- e. Institutions

Ans: E

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: Rules and Institutions

Difficulty Level: Easy

10. What is defined as a story that people believe about who has power, who wants power, who deserves power, and what someone has done to get and maintain power?

- a. Political discourse
- b. Political narrative
- c. Political story-telling
- d. Self-reflection

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e. Political speech

Ans: B

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: Power and Information

Difficulty Level: Easy

11. According to the text, who would prefer that citizens stay inside an information bubble?

- a. Office-holders
- b. Political activists
- c. Neighbors
- d. Those with money and power
- e. Foreigners

Ans: D

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Knowledge

Answer Location: Power and Information

Difficulty Level: Easy

12. The market controls economic decisions in a(n) _____ economy.

- a. socialist
- b. totalitarian
- c. authoritarian
- d. capitalist
- e. anarchic

Ans: D

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Politics and Economics

Difficulty Level: Easy

13. Which of the following reflects the type of economic system found in the United States?

- a. Socialism, in which economic decisions are made by the government
- b. Regulated capitalism, in which business has substantial freedom from government interference, but the government does step in and regulate the economy to guarantee individual rights
- c. Pure capitalism, in which all means used to produce material resources are privately owned
- d. Pure laissez-faire capitalism, in which the government has no economic role at all
- e. Social democracy, in which government plays an enormous role in ensuring substantive guarantees of fair outcomes for all citizens

Ans: B

Learning Objective: 1-2: Compare different economic and political systems in terms of how

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power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Politics and Economics

Difficulty Level: Hard

14. 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

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Politics and Economics

Difficulty Level: Easy

15. In socialist economies, control over economic decisions is exercised by _____.

- a. society, through its purchasing power
- b. the market
- c. the government
- d. supply-and-demand forces
- e. the people's votes

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Politics and Economics

Difficulty Level: Easy

16. In a socialist economy, economic decisions are determined by _____.

- a. individual decisions in the market
- b. the presidents of leading corporations
- c. a vote of the people
- d. political leaders, on the basis of what society needs
- e. random decision making

Ans: D

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Politics and Economics

Difficulty Level: Medium

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17. The key difference between pure capitalist economies and pure socialist economies is that _____.

- a. politicians make economic decisions in capitalist economies, whereas the market controls economic decisions in socialist economies
- b. the government plays a regulatory role only in socialist economies
- c. the market controls economic decisions in capitalist economies, whereas politicians make economic decisions in socialist economies
- d. capitalist economies are seldom democracies, whereas socialist economies frequently are democracies
- e. people decide economic policies by voting in capitalist systems, but the people do not vote for economic policies in socialist systems

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Politics and Economics

Difficulty Level: Hard

18. Government assurances of particular outcomes or results are _____.

- a. social democracy
- b. substantive guarantees
- c. procedural guarantees
- d. democracy
- e. socialism

Ans: B

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Politics and Economics

Difficulty Level: Easy

19. Many European countries follow the theory of _____, which is a hybrid system combining a capitalist economy and a government that supports equality.

- a. Jeffersonian democracy
- b. Italian fascism
- c. social democracy
- d. Marxism
- e. social capitalism

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Politics and Economics

Difficulty Level: Easy

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20. A political system in which the state holds all power over the social order is _____.

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

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Politics and Economics

Difficulty Level: Easy

21. In authoritarian systems _____, whereas in nonauthoritarian systems _____.

- a. government merely determines the rules; government makes substantive guarantees
- b. government is responsible for the welfare of the people; government is forbidden from affecting the welfare of the people
- c. government makes substantive decisions about how people ought to live their lives; government merely guarantees that there are fair rules and leaves the rest to individual control
- d. the citizens have rights but no power; the citizens have rights and power
- e. the government controls the economy; the government has no control over the economy

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Authoritarian Systems

Difficulty Level: Medium

22. A _____ government combines an authoritarian government with a socialist economy.

- a. totalitarian
- b. monarchical
- c. libertarian
- d. anarchic
- e. democratic

Ans: A

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Authoritarian Systems

Difficulty Level: Easy

23. In a(n) _____ system, government allows people complete economic freedom but maintains stringent social regulations to limit noneconomic behavior.

- a. authoritarian socialist

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- b. advanced industrial democratic
- c. totalitarian
- d. authoritarian capitalist
- e. communist democratic

Ans: D

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Authoritarian Systems

Difficulty Level: Easy

24. In an authoritarian system, the people have _____.

- a. rights but no obligations
- b. obligations but no rights
- c. rights and obligations
- d. neither rights nor obligations
- e. rights but no privileges

Ans: B

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Authoritarian Systems

Difficulty Level: Easy

25. Anarchists value _____.

- a. liberty over order and security
- b. order over liberty
- c. equality over liberty
- d. equality over order
- e. order over security

Ans: A

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Nonauthoritarian Systems

Difficulty Level: Medium

26. The absence of government and laws is a characteristic of _____.

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

Ans: B

Learning Objective: 1-2: Compare different economic and political systems in terms of how

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power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Nonauthoritarian Systems

Difficulty Level: Medium

27. The major difference between anarchy and democracy is that in anarchy, _____.

- a. there is no government
- b. the government is expected to be more responsive to the people
- c. the government runs by consensus rather than majority rule
- d. the government controls the economy
- e. the people are subjects, not citizens

Ans: A

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Nonauthoritarian Systems

Difficulty Level: Hard

28. All of the following statements concerning popular sovereignty are true EXCEPT this one:

- a. It is the principle that there is no authority higher than the people.
- b. The central idea is that government is legitimate only if the people consent to it.
- c. It is based on the belief that people are not truly free unless they govern themselves.
- d. In the United States, the Constitution is the document establishing the authority of the people.
- e. It is the basis for anarchy as a form of government.

Ans: E

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Application

Answer Location: Nonauthoritarian Systems

Difficulty Level: Hard

29. The major difference between the elitist, pluralist, and participatory theories of democracy is related to the _____.

- a. importance of the economy
- b. role of the mass media
- c. role of the people in decision making
- d. importance of security as a goal of government
- e. importance of economic redistribution as a goal of government

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Nonauthoritarian Systems

Difficulty Level: Medium

30. A theory of democracy that holds that citizens should actively and directly control all aspects

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of their lives is _____.

- a. elite democracy
- b. pluralist democracy
- c. anarchy
- d. participatory democracy
- e. populist democracy

Ans: D

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Nonauthoritarian Systems

Difficulty Level: Easy

31. The role of citizens is limited to choosing among competing leaders in the _____ theory of democracy.

- a. pluralist
- b. elite
- c. participatory
- d. economic
- e. hierarchical

Ans: B

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Nonauthoritarian Systems

Difficulty Level: Easy

32. The central concept of the pluralist theory of democracy is that the following is the key to political power:

- a. a strong legislature
- b. more frequent elections
- c. citizen participation in groups
- d. a strong executive
- e. a tightly controlled economy

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: Nonauthoritarian Systems

Difficulty Level: Easy

33. The central democratic institution of the elite theory of democracy is _____.

- a. interest groups
- b. the judiciary
- c. the electoral process

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- d. the press
- e. the executive

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Nonauthoritarian Systems

Difficulty Level: Medium

34. Which of the following countries is an advanced industrial democracy?

- a. North Korea
- b. Iran
- c. the United States
- d. Singapore
- e. Cuba

Ans: C

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Nonauthoritarian Systems

Difficulty Level: Medium

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

- a. elitists
- b. Democrats
- c. citizens
- d. subjects
- e. Republicans

Ans: D

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Knowledge

Answer Location: The Role of the People

Difficulty Level: Easy

36. What is the key difference between a citizen and a subject?

- a. Citizens have rights and obligations, whereas subjects have only rights.
- b. Both can exist within an authoritarian system, whereas only citizens exist within democratic systems.
- c. Citizens have no obligations, and subjects have only rights.
- d. Citizens have rights as well as obligations, but subjects have only obligations.
- e. With fewer rights to be protected, subjects have more power than do citizens.

Ans: D

Learning Objective: 1-2: Compare different economic and political systems in terms of how

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power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: The Role of the People

Difficulty Level: Hard

37. What is the most basic obligation of a citizen in a democracy?

- a. to obey the law
- b. to sit on a jury
- c. to pay taxes
- d. to fight in the nation's wars
- e. to vote

Ans: A

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: The Role of the People

Difficulty Level: Medium

38. The first Western democracy was in _____.

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

Ans: A

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Knowledge

Answer Location: European Sources of Democratic Thought and Practice

Difficulty Level: Easy

39. 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

Ans: E

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Comprehension

Answer Location: European Sources of Democratic Thought and Practice

Difficulty Level: Easy

40. What was the effect of the Protestant Reformation on European politics?

- a. It led King George to reject the United States as a colony.

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- b. The Catholic Church lost religious and political clout, paving the way for new political ideas about the source of legitimacy for governments.
- c. It led to the divine right of kings being accepted as the source of legitimacy.
- d. It proved that democracy could function in the United States.
- e. The Catholic pope was no longer the king of France, Spain, and Italy.

Ans: B

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Comprehension

Answer Location: European Sources of Democratic Thought and Practice

Difficulty Level: Medium

41. The Enlightenment led to the theory that government is based on _____.

- a. an ethical concern for the common good
- b. the divine right to govern
- c. a social contract
- d. tradition and custom
- e. a natural order

Ans: C

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Application

Answer Location: The Social Contract

Difficulty Level: Medium

42. All of the following statements are true concerning the Enlightenment EXCEPT this one:

- a. It emphasized human reason.
- b. It emphasized the role of God in the world.
- c. It emphasized scientific examination.
- d. It emphasized industrial progress.
- e. It led to the theory of the social contract.

Ans: B

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Comprehension

Answer Location: The Social Contract

Difficulty Level: Medium

43. 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
- d. the social contract
- e. the state of nature

Ans: D

Learning Objective: 1-3: Explain the historical origins of American democracy.

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Cognitive Domain: Comprehension
Answer Location: The Social Contract
Difficulty Level: Easy

44. According to the social contract, government requires a contractual agreement among citizens because _____.
a. lawyers control government
b. it is harder for the propertied classes to dominate
c. citizens are free and self-interested individuals who require a contract to regulate their collective lives
d. it is the easiest way to create a government
e. there is no other way to create a government

Ans: C

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Comprehension
Answer Location: The Social Contract
Difficulty Level: Medium

45. According to the social contract, what is the source of government's legitimacy?
a. citizen consent
b. the divine right of kings
c. government's control of all property
d. the Catholic Church
e. government's authority over its subjects

Ans: A

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Application
Answer Location: The Social Contract
Difficulty Level: Medium

46. The concept of *republican virtue* is what scholars such as Madison call the _____.
a. ability of individuals to follow the Ten Commandments
b. basis of democracy according to Plato
c. virtue associated with a conservative ideology
d. ability of democratic man to put the community's interests ahead of his own
e. willingness to put the interests of the Republican Party ahead of one's own interests

Ans: D

Learning Objective: 1-4: Describe the enduring tension in the United States between self-interested human nature and public-spirited government.

Cognitive Domain: Knowledge
Answer Location: America Citizenship Today
Difficulty Level: Easy

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

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- a. public interest versus public involvement
- b. self-interest versus common good
- c. curiosity versus self-analysis
- d. public protection versus public promotion
- e. anarchy versus the state of nature

Ans: B

Learning Objective: 1-4: Describe the enduring tension in the United States between self-interested human nature and public-spirited government.

Cognitive Domain: Application

Answer Location: America Citizenship Today

Difficulty Level: Medium

48. James Madison thought that average citizens _____.

- a. had a great republican virtue
- b. should participate in policymaking as much as possible
- c. had performed responsibly under the Articles of Confederation and should be given more power
- d. were not likely to put the community's interests above their individual interests
- e. should be relegated as subjects under a monarchy

Ans: D

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Comprehension

Answer Location: America Citizenship Today

Difficulty Level: Medium

49. According to the text, what are the competing views of citizenship that exist today in the United States?

- a. One view places faith in the citizen's ability to act virtuously, whereas the other suggests that citizens should live in a more direct democracy.
- b. The competing roles differ on whether people should be viewed as citizens or whether they should be viewed as subjects.
- c. One view holds that individual participation in government should be limited because human nature is overly self-interested, whereas the other view places faith in the citizen's ability to act virtuously.
- d. One view holds that individual participation in government should be unlimited because human nature is virtuous, whereas the other view places faith only in a citizen's role in the economy.
- e. One view holds that individual participation should be high in economics, whereas the other view holds that individual participation should be low in government.

Ans: C

Learning Objective: 1-4: Describe the enduring tension in the United States between self-interested human nature and public-spirited government.

Cognitive Domain: Application

Answer Location: American Citizenship Today

Difficulty Level: Hard

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50. The authors of the text argue that the two competing theories of citizenship can be reconciled through _____.

- a. bargaining and compromise
- b. more direct control of government by elites
- c. deliberation
- d. more direct democracy
- e. less control of government by elites

Ans: C

Learning Objective: 1-4: Describe the enduring tension in the United States between self-interested human nature and public-spirited government.

Cognitive Domain: Comprehension

Answer Location: American Citizenship Today

Difficulty Level: Medium

51. 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. We have too many political parties.
- e. Republican virtue moves our nation too close to socialism.

Ans: A

Learning Objective: 1-4: Describe the enduring tension in the United States between self-interested human nature and public-spirited government.

Cognitive Domain: Comprehension

Answer Location: American Citizenship Today

Difficulty Level: Medium

52. Hashtag activism is described in the text as

- a. increasingly unpopular among voters.
- b. most common among college-educated voters.
- c. useful in recruiting new political activists.
- d. a form of political engagement that occurs by organizing individuals online around a particular issue.
- e. the use of electronic media to express a viewpoint.

Ans: D

Learning Objective: 1-5: Apply the five steps of critical thinking to this book's themes of power and citizenship in American politics.

Cognitive Domain: Comprehension

Answer Location: American Citizenship Today

Difficulty Level: Medium

53. The major goal of the text is to _____.

- a. get students to think critically about American politics
- b. increase the number of facts students know about American politics

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- 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

Ans: A

Learning Objective: 1-5: Apply the five steps of critical thinking to this book's themes of power and citizenship in American politics.

Cognitive Domain: Comprehension

Answer Location: Thinking Critically About American Politics

Difficulty Level: Medium

54. Analysis is important for students of politics because _____.

- a. it provides scientific measurement
- b. it allows us to develop exact formulas
- c. it helps us understand how something works
- d. it helps us understand when things happen

Ans: C

Learning Objective: 1-5: Apply the five steps of critical thinking to this book's themes of power and citizenship in American politics.

Cognitive Domain: Application

Answer Location: Analysis

Difficulty Level: Medium

55. The market controls economic decisions in a _____ economy.

- a. capitalist
- b. feudalism
- c. network
- d. socialist

Ans: A

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Politics and Economics

Difficulty Level: Easy

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

- a. survival of the fittest
- b. divine right of kings
- c. *cuius regio, eius religio*
- d. sovereignty

Ans: B

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Comprehension

Answer Location: European Sources of Democratic Thought and Practice

Difficulty Level: Easy

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Fill in the Blank

1. _____ 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.

Ans: Rules

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Comprehension

Answer Location: Rules and Institutions

Difficulty Level: Easy

2. _____ are government assurances that the rules will work smoothly and treat everyone fairly, with no promises of particular outcomes.

Ans: Procedural guarantees

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Politics and Economics

Difficulty Level: Easy

3. In socialist economies, control over economic decisions is exercised by the _____.

Ans: government

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Politics and Economics

Difficulty Level: Easy

4. Government assurances of particular outcomes or results are known as _____.

Ans: substantive guarantees

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Politics and Economics

Difficulty Level: Easy

5. A _____ government combines an authoritarian government with a socialist economy.

Ans: totalitarian

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Authoritarian Systems

Difficulty Level: Easy

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6. A society in which government allows people complete economic freedom but maintains stringent social regulations to limit noneconomic behavior is referred to as _____.

Ans: Authoritarian capitalism

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Authoritarian Systems

Difficulty Level: Easy

7. The absence of government and laws is a characteristic of _____.

Ans: Anarchy

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Nonauthoritarian Systems

Difficulty Level: Easy

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

Ans: participatory

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Nonauthoritarian Systems

Difficulty Level: Easy

9. The role of citizens is limited to choosing among competing leaders in the _____ theory of democracy.

Ans: Elite

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: Nonauthoritarian Systems

Difficulty Level: Easy

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

Ans: subjects

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Comprehension

Answer Location: The Role of the People

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Difficulty Level: Easy

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

Ans: Protestant Reformation

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Comprehension

Answer Location: European Sources of Democratic Thought and Practice

Difficulty Level: Easy

12. The primary goal of the textbook is to get you thinking _____ about American politics.

Ans: Critically

Learning Objective: 1-5: Apply the five steps of critical thinking to this book's themes of power and citizenship in American politics.

Cognitive Domain: Comprehension

Answer Location: Thinking Critically About American Politics

Difficulty Level: Easy

13. _____ helps us understand how something works, such as politics.

Ans: Analysis

Learning Objective: 1-5: Apply the five steps of critical thinking to this book's themes of power and citizenship in American politics.

Cognitive Domain: Comprehension

Answer Location: Analysis

Difficulty Level: Easy

14. _____ means challenging the conclusions of others, asking why or why not, turning the accepted wisdom upside down, and exploring alternative interpretations.

Ans: Critical thinking

Learning Objective: 1-5: Apply the five steps of critical thinking to this book's themes of power and citizenship in American politics.

Cognitive Domain: Comprehension

Answer Location: Thinking Critically About American Politics

Difficulty Level: Easy

Short Answer

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

Ans: The result is often violence.

Learning Objective: 1-1: Describe the role that politics plays in determining how power and resources, including control of information, are distributed in a society.

Cognitive Domain: Comprehension

Answer Location: What Is Politics?

Difficulty Level: Easy

TEST BANK

Essay

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

Ans: 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.

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Politics and Economics

Difficulty Level: Medium

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

Ans: Students should begin by explaining that power is ultimately held by the government in authoritarian systems, whereas 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 should be able to do the same for nonauthoritarian forms of anarchy and democracy and further be able to differentiate theorists’ ideals about how democracy operates in elite, pluralist, and participatory democracies. 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.

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Political Systems and the Concept of Citizenship

Difficulty Level: Hard

3. Define and discuss the significance of the term *popular sovereignty*.

Ans: Students should first define the term. An example of a definition is, “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.

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Nonauthoritarian Systems

Difficulty Level: Easy

4. Explain how Athenian democracy, the Enlightenment, and Locke’s notion of the social

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contract served as origins of American democracy. What did the founders learn about participatory democracy from democracy in Athens, 500–300 BCE? How did the Protestant Reformation and the Enlightenment change how people viewed government legitimacy in a way that discredited 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?

Ans: Students should identify and define each of the main eras that are mentioned but also weave them together into a larger explanation about all of them, showing how, together, they led the founders to choose a democracy whose legitimacy stems from its citizens. Students should especially discuss how Athenian democracy was 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.

Learning Objective: 1-3: Explain the historical origins of American democracy.

Cognitive Domain: Application

Answer Location: Various pages

Difficulty Level: Hard

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

Ans: 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.

Learning Objective: 1-4: Describe the enduring tension in the United States between self-interested human nature and public-spirited government.

Cognitive Domain: Application

Answer Location: Citizenship in America

Difficulty Level: Easy

6. Discuss the competing views of citizenship in the United States that are covered in the text. Make sure to explain how Madison's view of human nature differs greatly from the views of those who argue that citizens have a strong republican virtue. What does each argument say the role of citizens in American politics should be? What views of citizenship are not discussed in the text that students think should be discussed? Which point of view do you think is the most accurate?

Ans: 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 in a republic, 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

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good before individual interest. Consequently, the citizen had a much smaller role in Madison's eyes than in the eyes of those espousing republican virtue, who envisioned a positive role for citizens who had the ability to beneficially affect politics.

Learning Objective: 1-4: Describe the enduring tension in the United States between self-interested human nature and public-spirited government.

Cognitive Domain: Application

Answer Location: Various pages

Difficulty Level: Hard

7. Your text briefly explained certain modern political movements and uprisings. Define one such modern political movement or uprising, and explain the factors that led to the creation of the movement.

Ans: By the time students have completed reading Chapter 1 and discussed the concepts in class, they should be able to identify one modern political movement, such as Occupy Wall Street, the Tea Party movement, or the Arab Spring. Students should be able to point out the basic economic and political factors that led to these movements, such as the recession, the tight job market, the bailout of lending institutions, and the collapse of foreign governments.

Learning Objective: 1-2: Compare different economic and political systems in terms of how power is distributed between citizens and government.

Cognitive Domain: Application

Answer Location: Various pages

Difficulty Level: Medium