

Chapter 1: American Government: Roots, Context, and Culture

Multiple-Choice Questions

1. How does the Preamble to the Constitution begin?
 - a. "We the People..."
 - b. "We hold these truths to be self-evident..."
 - c. "When in the Course of human events..."
 - d. "In Order to form a more perfect Union..." -- Consider This: While these words come early in the Constitution, they are not the beginning of the Preamble.

Answer: a

Test Bank Item Title:

Topic: Roots of American Government: We the People

Learning Objective: LO 1.1: Trace the origins of American government.

Page Reference: 5

Skill Level: Remember the Facts

Difficulty Level: Easy

2. What was the most common initial reason for settlement in North America by the first colonists?
 - a. family reunification
 - b. religious freedom -- Consider This: While religion played a large role in subsequent settlement, initially the colonists were interested in the new world for more economic reasons.
 - c. flight from diseases rampaging through Europe
 - d. commerce

Answer: d

Test Bank Item Title:

Topic: Roots of American Government: We the People

Learning Objective: LO 1.1: Trace the origins of American government.

Page Reference: 4

Skill Level: Understand the Concepts

Difficulty Level: Moderate

3. In a direct democracy, decisions are made collectively by citizens using _____.
a. indirect democracy
b. majority rule
c. enlightened representatives -- Consider This: While American government has elected representatives selected by citizens, this is not indicative of a direct democracy.
d. oligarchy

Answer: b

Test Bank Item Title:

Topic: Functions of American Government

Learning Objective: LO 1.2: Explain the functions of American government.

Page Reference: 5

Skill Level: Understand the Concepts

Difficulty Level: Moderate

4. Indirect democracy uses which of the following?
a. plebiscites
b. unanimity
c. representation
d. "mob rule" -- Consider This: In an indirect democracy, citizens do not have a direct role in policymaking. Instead, they elect individuals to make decisions on their behalf.

Answer: c

Test Bank Item Title:

Topic: Functions of American Government

Learning Objective: LO 1.2: Explain the functions of American government.

Page Reference: 5

Skill Level: Understand the Concepts

Difficulty Level: Moderate

5. What are republics?
a. representative democracies
b. direct democracies -- Consider This: Republics are rooted in the consent of the governed, but they do not necessarily allow individuals to directly participate.
c. a hallmark of direct democracy
d. communist regimes

Answer: a

Test Bank Item Title:

Topic: Functions of American Government

Learning Objective: LO 1.2: Explain the functions of American government.

Page Reference: 5

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Which function of government stated in the Preamble is consistent with the notion of having government-provided police protection?

- a. establishing justice -- Consider This: While government is expected to have a judicial system to handle disputes, this does not reflect directly on protection and prevention.
- b. securing the blessings of liberty
- c. promoting the general welfare
- d. ensuring domestic tranquility

Answer: d

Test Bank Item Title:

Topic: Functions of American Government

Learning Objective: LO 1.2: Explain the functions of American government.

Page Reference: 5

Skill Level: Apply What You Know

Difficulty Level: Moderate

7. The Framers agreed that the new nation had to be founded on notions of which of the following?

- a. economic equality -- Consider This: While many settlers were interested in economic gain, they were not necessarily concerned with equality when arriving to colonize.
- b. aristocracy
- c. racial equality
- d. religious freedom

Answer: d

Test Bank Item Title:

Topic: The Changing American Public

Learning Objective: LO 1.3:

Analyze the changing characteristics of the American public.

Page Reference: 9

Skill Level: Understand the Concepts

Difficulty Level: Moderate

8. In general, which of the following is true about the U.S. population?

- a. It is mostly under the age of thirty.
- b. It is getting older.
- c. It is becoming more homogeneous. -- Consider This: A sign of growing diversity, America is actually becoming significantly less homogenous with each passing generation.
- d. It is becoming more Christian.

Answer: b

Test Bank Item Title:

Topic: The Changing American People

Learning Objective: LO 1.3: Analyze the changing characteristics of the American public.

Page Reference: 8

Skill Level: Understand the Concepts

Difficulty Level: Moderate

9. What percentage of Americans are immigrants?
- a. 0.7 percent
 - b. 3 percent
 - c. 9 percent -- Consider This: The percentage of Americans that could be classified as immigrants has grown in recent years.
 - d. 15 percent

Answer: d

Test Bank Item Title:

Topic: The Changing American People

Learning Objective: LO 1.3: Analyze the changing characteristics of the American public.

Page Reference: 7

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which accurately compares Southerners to Northerners?
- a. Northerners are more religious.
 - b. Northerners are more likely to favor states' rights. -- Consider This: While one geographic region tends to be more in favor of states' rights, it is not the North historically.
 - c. Southerners are more in favor of civil rights.
 - d. Southerners are more likely to favor downsizing the federal government.

Answer: d

Test Bank Item Title:

Topic: The Changing American People

Learning Objective: LO 1.3: Analyze the changing characteristics of the American public.

Page Reference: 9

Skill Level: Analyze It

Difficulty Level: Difficult

11. Approximately what percentage of children live in a household with both parents?
- a. 45 percent
 - b. 55 percent
 - c. 65 percent
 - d. 75 percent -- Consider This: While the percentage of children in dual parent households is high, it fails to hit 75 percent.

Answer: c

Test Bank Item Title:

Topic: The Changing American People

Learning Objective: LO 1.3: Analyze the changing characteristics of the American public.

Page Reference: 10

Skill Level: Remember the Facts

Difficulty Level: Easy

12. Based on the average age of the state's population, which issue would you expect to be least important to voters in Florida, which has the oldest state population in the U.S.?
- a. Social Security
 - b. Medicare
 - c. public education
 - d. prescription drug costs -- Consider This: Since elderly individuals are more likely to be on routine prescriptions, this is an important issue. A less important issue would be one that the elderly do not themselves consume.

Answer: c

Test Bank Item Title:

Topic: The Changing American People

Learning Objective: LO 1.3: Analyze the changing characteristics of the American public.

Page Reference: 8

Skill Level: Apply What You Know

Difficulty Level: Moderate

13. Over time, Americans' expectations of government have generally _____.
- a. increased
 - b. decreased
 - c. been related to national defense -- Consider This: Americans have wanted to see more from their government with regards to both foreign and domestic issues over time.
 - d. been related to foreign policy

Answer: a

Test Bank Item Title:

Topic: Toward Reform: People and Politics

Learning Objective: LO 1.4: Characterize changes in Americans' attitudes toward and expectations of government.

Page Reference: 11-12

Skill Level: Analyze It

Difficulty Level: Moderate

14. Americans' confidence in government institutions in the United States has _____.
- a. remained stagnant over time
 - b. generally increased
 - c. generally decreased

d. fluctuated considerably depending on who is in office -- Consider This: While there has been some fluctuation based on officeholders, the overall trend appears to clearly be moving in a direction.

Answer: c

Test Bank Item Title:

Topic: Toward Reform: People and Politics

Learning Objective: LO 1.4: Characterize changes in Americans' attitudes toward and expectations of government.

Page Reference: 11

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. Americans generally have the lowest levels of confidence in which of the following institutions?
- a. the press
 - b. business and industry -- Consider This: While less than 20 percent of Americans expressed confidence in big business in 2016, one institution was still viewed less favorably.
 - c. the executive branch
 - d. Congress

Answer: d

Test Bank Item Title:

Topic: Toward Reform: People and Politics

Learning Objective: LO 1.4: Characterize changes in Americans' attitudes toward and expectations of government.

Page Reference: 11

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. Which of the following was expected of the federal government 200 years ago?
- a. regulating business -- Consider This: Outside of tariffs and taxes, the government was not expected to play a prominent role in business until more recently in American history.
 - b. providing national defense
 - c. providing poverty relief
 - d. inspecting food

Answer: b

Test Bank Item Title:

Topic: Toward Reform: People and Politics

Learning Objective: LO 1.4: Characterize changes in Americans' attitudes toward and expectations of government.

Page Reference: 11

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. The first permanent English settlement was established where?
- a. Jamestown
 - b. Albany
 - c. St. Augustine
 - d. Plymouth -- Consider This: While this is where the Pilgrims originally landed, the first permanent settlement was located further South.

Answer: a

Test Bank Item Title:

Topic: Roots of American Government: We the People

Learning Objective: LO 1.1: Trace the origins of American government.

Page Reference: 3

Skill Level: Remember the Facts

Difficulty Level: Easy

18. Roger Williams settled which colony as part of his effort to separate from the Church of England?
- a. Plymouth
 - b. Providence
 - c. Massachusetts Bay
 - d. Delaware -- Consider This: While Delaware was purchased by Quakers originally, it was not where Roger Williams chose to settle.

Answer: b

Test Bank Item Title:

Topic: Roots of American Government: We the People

Learning Objective: LO 1.1: Trace the origins of American government.

Page Reference: 4

Skill Level: Remember the Facts

Difficulty Level: Easy

19. William Penn's colony's long-term survival has been attributed to its:
- a. Mineral wealth
 - b. Natural location
 - c. Religious freedom -- Consider This: While there was religious freedom within Penn's colony, it was also present in other colonies that were not as ultimately successful.
 - d. Ethnic and religious diversity

Answer: d

Test Bank Item Title:

Topic: Roots of American Government: We the People

Learning Objective: LO 1.1: Trace the origins of American government.

Page Reference: 4

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. Which country is not listed as free according to the Freedom in the World 2016 rankings?
- a. Russia
 - b. Brazil
 - c. Australia
 - d. South Africa -- Consider This: While not many African nations receive this ranking, South Africa is deemed free according to Freedom in the World.

Answer: d

Test Bank Item Title:

Topic: Functions of American Government

Learning Objective: LO 1.2: Explain the functions of American government.

Page Reference: 6

Skill Level: Remember the Facts

Difficulty Level: Easy

21. Which is not a core element of the American Dream?
- a. education
 - b. freedom
 - c. high income
 - d. home ownership -- Consider This: While owning a home is more material than other core elements, it is viewed as an important way to establish roots.

Answer: c

Test Bank Item Title:

Topic: Toward Reform: People and Politics

Learning Objective: LO 1.4: Characterize changes in Americans' attitudes toward and expectations of government.

Page Reference: 11

Skill Level: Understand the Concepts

Difficulty Level: Easy

Chapter 2: The Constitution

Multiple-Choice Questions

1. At the Constitutional Convention, the delegates agreed that slaves would be counted as _____ of a person for determining population for representation in the House of Representatives.
- a. one-third
 - b. three-fifths
 - c. two-thirds
 - d. four-fifths – Consider This: For the purposes of representation, “all other persons” in the United States , count as slightly more than half of a person.

Answer: b

Test Bank Item Title:

Topic: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues resolved by the compromise during the writing of the Constitution.

Page Reference: 27

Skill Level: Remember the Facts

Difficulty Level: Easy

2. _____ is an economic theory designed to increase a nation’s wealth through the development of commercial industry and a favorable balance of trade.
- a. Nationalism
 - b. Socialism
 - c. Mercantilism
 - d. Commercialism—Consider This: Britain used this theory to justify the maintenance of strict import/export controls on the colonies.

Answer: c

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 16

Skill Level: Remember the Facts

Difficulty Level: Easy

3. In what year was the Declaration of Independence signed?
- a. 1776
 - b. 1787—Consider This: The Declaration of Independence was signed eleven years prior to the creation of the second U.S. Constitution.
 - c. 1797
 - d. 1801

Answer: a

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 19

Skill Level: Remember the Facts

Difficulty Level: Easy

4. How many constitutions has the United States had since the end of the Revolutionary War?
- a. one—Consider This: The first attempt at a Constitution created a weak national government.
 - b. two
 - c. three
 - d. four

Answer: b

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 21 – 32

Skill Level: Apply What You Know

Difficulty Level: Moderate

5. The U.S. Constitution was adopted in response to the weaknesses of which document?
- a. the Federalist Papers—Consider This: The inability of the government to respond to Shays' Rebellion was in part a result of a weak national government.
 - b. the Constitution of the United Kingdom
 - c. the Declaration of Independence
 - d. the Articles of Confederation

Answer: d

Test Bank Item Title:

Topic: An Attempt at a National Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the components of the Articles of Confederation and the reasons for their failure.

Page Reference: 23-25

Skill Level: Remember the Facts

Difficulty Level: Easy

6. The colonists rebelled against the imposition by the British government of which of the following?
- a. taxes
 - b. a military draft
 - c. curfews
 - d. religious laws—Consider This: Many of the colonists emigrated to colonies in search of religious freedom.

Answer: a

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 16

Skill Level: Remember the Facts

Difficulty Level: Easy

7. Who was the primary author of the Declaration of Independence?
- a. James Madison—Consider This: James Madison is often considered to be Father of the U.S. Constitution.
 - b. Benjamin Franklin
 - c. Thomas Jefferson
 - d. John Adams

Answer: c

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 19-20

Skill Level: Remember the Facts

Difficulty Level: Easy

8. Which of the following debated and drafted the Declaration of Independence from 1775-1776?
- a. the First Continental Congress—Consider This: Even after multiple overtures for a redress of grievance the British Crown still refused to deal with the colonists and their demands.
 - b. the Second Continental Congress
 - c. the Committees of Correspondence
 - d. the Constitutional Convention

Answer: b

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 18-19

Skill Level: Remember the Facts

Difficulty Level: Moderate

9. Which clause provides that the Constitution shall be the supreme law of the land?
- a. full faith and credit
 - b. supremacy
 - c. primacy—Consider This: If there is a conflict between state law and national law the national law usually will triumph.
 - d. due process

Answer: b

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 32

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which of the following people generally favored a stronger national government and supported the proposed U.S. Constitution?
- a. Shaysites
 - b. Federalists
 - c. Anti-Federalists—Consider This: The Anti-Federalists were deeply concerned about the absence of a Bill of Rights in the new constitution.
 - d. Constitutionalists

Answer: b

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 34

Skill Level: Remember the Facts

Difficulty Level: Easy

11. How many amendments comprise the Bill of Rights?
- a. ten
 - b. thirteen—Consider This: The Bill of Rights provides meaningful limits on the power of the national government with respect to the liberty of citizens.
 - c. twenty
 - d. twenty-seven

Answer: a

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 36

Skill Level: Remember the Facts

Difficulty Level: Easy

12. In what year was the U.S. Constitution ratified?
- a. 1776
 - b. 1797
 - c. 1791—Consider This: New Hampshire was the crucial state to ratify the new Constitution.
 - d. 1788

Answer: d

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 36

Skill Level: Remember the Facts

Difficulty Level: Moderate

13. Which of the following articles contain constitutional language about the executive branch of government?
- a. Article I—Consider This: The
 - b. Article II
 - c. Article III
 - d. Article IV

Answer: c

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 31

Skill Level: Remember the Facts

Difficulty Level: Easy

14. Which constitutional amendment allowed voting for citizens who were eighteen or older?
- a. Nineteenth—Consider This: The Nineteenth Amendment was the result of three generations of suffragist actions.
 - b. Twentieth
 - c. Twenty-Sixth
 - d. Twenty-Seventh

Answer: c

Test Bank Item Title:

Topic: Introduction

Learning Objective: Introduction

Page Reference: 15

Skill Level: Remember the Facts

Difficulty Level: Easy

15. Which of the following philosophers greatly influenced the colonists' views on the role of government?
- a. Daniel Shays—Consider This: Daniel Shays led the rebellion in Western Massachusetts that sparked the call for revising the Articles of Confederation.
 - b. John Locke
 - c. Karl Marx
 - d. Jean Jacques Rousseau

Answer: b

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 20

Skill Level: Remember the Facts

Difficulty Level: Easy

16. Which of the following imposed a tax on paper items such as cards and books?
- a. Crown Act
 - b. Paper Act—Consider This: The colonial response the tax was especially violent in Boston where an angry mob burned the home of the Colonial Governor.
 - c. Stamp Act
 - d. Tax Act

Answer: c

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 16

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. How many of the thirteen colonies voted for independence?
- a. nine
 - b. ten
 - c. twelve
 - d. thirteen—Consider This: The delegation from New York abstained.

Answer: c

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 19

Skill Level: Remember the Facts

Difficulty Level: Moderate

18. In what year was the Bill of Rights added to the Constitution?
- a. 1776—Consider This: The Bill of Rights was added to the Constitution following the Constitutional Convention in Philadelphia.
 - b. 1782
 - c. 1791
 - d. 1828

Answer: c

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 36

Skill Level: Remember the Facts

Difficulty Level: Easy

19. Article I, section 8 of the Constitution contains _____ powers.
- a. the legislative powers
 - b. the executive—Consider This: The Framers believed that Congress was the most important branch of government.
 - c. the judicial
 - d. the states'

Answer: a

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 31

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. During the Constitutional Convention, which states generally opposed an unelected federal judiciary?

- a. small states
- b. large states—Consider This: Many of the original parts of the Constitution were created by delegates from the larger states.
- c. southern states
- d. northern states

Answer: a

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 31

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. _____ was a protest by Massachusetts farmers to stop foreclosures by state courts.

- a. The Committee of Correspondence—Consider This: These protests led to a call for a convention to consider revising the Articles of Confederation.
- b. *The Federalist Papers*
- c. The Declaration of Independence
- d. Shays's Rebellion

Answer: d

Test Bank Item Title:

Topic: An Attempt at a National Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the components of the Articles of Confederation and the reasons for their failure.

Page Reference: 22-23

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. The Constitution required consent from _____ for ratification.
- a. a majority of the states
 - b. nine states
 - c. twelve states—Consider This: While twelve states initially ratified the Constitution that number was more than was needed.
 - d. all thirteen states

Answer: b

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 35-36

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. Many of the Founders believed that government legitimacy is derived from _____, which holds that governments exist based on the consent of the governed.
- a. an implied right
 - b. a social contract
 - c. a divine right—Consider This: European monarchs relied heavily on the idea of the divine rights of kings to rule others.
 - d. presidential appointment

Answer: b

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 20

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. What type of legislature did the United States have under the Articles of Confederation?
- a. unilateral
 - b. bilateral
 - c. bicameral—Consider This: Bicameralism was a crucial component of the Madisonian system of government.
 - d. unicameral

Answer: d

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 30

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. Under the Constitution, the president is elected by which of the following?
- a. The Senate
 - b. People's Plebiscite
 - c. Electoral College
 - d. direct popular election—Consider This: The method of presidential selection is one of the undemocratic features of the U.S. Constitution.

Answer: c

Test Bank Item Title:

Topic: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues resolved by the compromise during the writing of the Constitution.

Page Reference: 30

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. What is the principle that each branch of the federal government has some ability to oversee and influence actions by other branches of government?
- a. weights and measures
 - b. checks and balances
 - c. action and reaction
 - d. privileges and immunities'—Consider This: Madison designed a constitutional system where each branch could exercise a measure of control over the other.

Answer: b

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 28

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. The First Continental Congress was called partially in response to which of the following?
- a. concerns about the Articles of Confederation—Consider This: The First Continental Congress met from 1775-1776.
 - b. Shays's Rebellion
 - c. the Coercive Acts
 - d. the Three-Fifths Compromise

Answer: c

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 18

Skill Level: Analyze It

Difficulty Level: Difficult

28. The executive branch is in charge of which of the following?
- a. passing federal laws
 - b. declaring war—Consider This: While the president has commander and chief powers only Congress can declare war.
 - c. interpreting federal laws
 - d. enforcing federal laws

Answer: d

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 31

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. The “Intolerable Acts” was the colonists’ name for the _____ Acts of 1774.
- a. Stamp
 - b. Tea—Consider This: The intolerable Acts called for a complete and total blockade of Boston Harbor.
 - c. Coercive
 - d. Mercantile

Answer: c

Test Bank Item Title: TB_Q2.1.30

Topic: Roots of the U.S. Constitution

Learning Objective: Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 18

Skill Level: Remember the Facts

Difficulty Level: Moderate

30. In the United States, the national government derives its power from which of the following?
- a. states
 - b. courts
 - c. laws—Consider This: The right of government to create laws is founded in the concept of popular sovereignty.
 - d. the people

Answer: d

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 28-31

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. Which of the following most directly protects individuals' civil liberties?
- a. the Magna Carta—Consider This: While the Magna Carta was an important document limiting power it only applied to the relationship between the English King and English Nobles.
 - b. the Articles of Confederation
 - c. the Bill of Rights
 - d. the Declaration of Independence

Answer: c

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 36

Skill Level: Apply What You Know

Difficulty Level: Difficult

32. What was the subject of the Great Compromise?
- a. the legality of slavery—Consider This: The issue of slavery was generally avoided to ensure that the Southern States would remain at the Constitutional Convention.
 - b. representation in Congress
 - c. the number of Supreme Court justices
 - d. the form of the executive branch

Answer: b

Test Bank Item Title:

Topic: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues resolved by the compromise during the writing of the Constitution.

Page Reference: 26

Skill Level: Understand the Concepts

Difficulty Level: Moderate

33. _____ was/were most likely to support a strong state government and a weak national government.

- a. James Madison—Consider This: James Madison was the primary architect of the power arrangements under the second Constitution.
- b. John Jay
- c. The Federalists
- d. The Anti-Federalists

Answer: d

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 34

Skill Level: Apply What You Know

Difficulty Level: Moderate

34. What does the Ninth Amendment say?

- a. The states have all of the powers not granted to the federal government.
- b. The people have all of the powers not granted to the federal government.—Consider This: The Federalists were concerned about listing rights in the Constitution.
- c. The Constitution's enumerated rights are not inclusive.
- d. Those accused of a crime have certain rights designed to prevent the government from abusing individual liberties.

Answer: c

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 36

Skill Level: Understand the Concepts

Difficulty Level: Moderate

35. The publication of which of the following galvanized the colonists' belief that reconciliation with Great Britain was impossible?

- a. *Common Sense*
- b. *Revolution*

- c. *Federalist No. 10*—Consider This: The Federalist Papers were published as part of a larger debate on the ratification of the second U.S. Constitution.
- d. *Our American Cousin*

Answer: a

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 19

Skill Level: Understand the Concepts

Difficulty Level: Moderate

36. Which of the following was a problem under the Articles of Confederation?

- a. The national government was too strong compared to the states.—Consider This: Under the Articles of Confederation the State governments retained nearly all of the governmental sovereignty.
- b. Amendments were too easy to ratify.
- c. Congress imposed excessive taxes.
- d. Citizens lacked the specific power to tax.

Answer: d

Test Bank Item Title:

Topic: An Attempt at a National Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the components of the Articles of Confederation and the reasons for their failure.

Page Reference: 22

Skill Level: Apply What You Know

Difficulty Level: Moderate

37. What did supporters of the New Jersey Plan want to do to the Articles of Confederation?

- a. repeal them
- b. strengthen them
- c. weaken them —Consider This: The small states who favored the New Jersey plan were comfortable generally with the power arrangements under the Articles of Confederation.
- d. keep them the way they were

Answer: b

Test Bank Item Title:

Topic: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues resolved by the compromise during the writing of the Constitution.

Page Reference: 25

Skill Level: Understand the Concepts

Difficulty Level: Moderate

38. Prior to the ratification of the Seventeenth Amendment, how were senators selected?
- a. by direct election—Consider This: The original Constitution was undemocratic in many ways.
 - b. by the president
 - c. by state governors
 - d. by state legislatures

Answer: d

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 30

Skill Level: Understand the Concepts

Difficulty Level: Moderate

39. Which of the following is a reason for the separation of powers?
- a. to ensure the power of the executive
 - b. to promote equality of opportunity
 - c. to prevent tyranny by any one branch
 - d. to create gridlock in government—Consider This: While gridlock may be an outcome of the constitutional order it was an intentional choice of the Framers.

Answer: c

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 28

Skill Level: Analyze It

Difficulty Level: Difficult

40. Which of the following was part of both the Articles of Confederation and the Constitution?
- a. a congress
 - b. the presidency—Consider This: The Articles of Confederation had effectively no meaningful executive.
 - c. the federal judiciary
 - d. a national tax collection agency

Answer: a

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 21-32
Skill Level: Analyze It
Difficulty Level: Difficult

41. Which of the following can be found in Article I?
- a. Electoral College
 - b. procedure for presidential impeachment
 - c. necessary and proper clause
 - d. supremacy clause—Consider This: This Supremacy Clause is one of the items the Framers added toward the end of the Constitution.

Answer: c

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 30

Skill Level: Understand the Concepts

Difficulty Level: Moderate

42. Which government entity has the power to settle disputes between the states?
- a. Senate—Consider This: The Senate has many advisory powers with respect to the executive branch.
 - b. House of Representatives
 - c. Department of State
 - d. Supreme Court

Answer: d

Test Bank Item Title:

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Describe the framework for government expressed in the Constitution.

Page Reference: 32

Skill Level: Understand the Concepts

Difficulty Level: Moderate

43. Which of the following were most likely to oppose the proposed Constitution?
- a. lawyers—Consider This: Gordon S. Wood's book resurrected the debate over the effect of economic interests and social class on the framing of the Constitution.
 - b. merchants
 - c. small farmers
 - d. plantation owners

Answer: c

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 24-25

Skill Level: Analyze It

Difficulty Level: Difficult

44. Which of the following can be used to help determine the intent of the Framers?
- a. the Equal Rights Amendment—Consider This: The Equal Rights Amendment was proposed to advance the equal rights of women.
 - b. *The Federalist Papers*
 - c. checks and balances
 - d. *Full Faith and Credit*

Answer: b

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 34-35

Skill Level: Analyze It

Difficulty Level: Difficult

45. What was the greatest fear of the Anti-Federalists during the Constitutional Convention and subsequent debate?
- a. that a weak national government would undermine the survival of the United States—Consider This: The Anti-Federalists feared aristocratic tyranny.
 - b. that a strong national government would infringe on the rights of the states
 - c. that a powerful judiciary would restrict freedom of religion
 - d. that powerful state governments would infringe on individual liberties

Answer: b

Test Bank Item Title:

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Outline the arguments for and against ratification of the Constitution.

Page Reference: 34-35

Skill Level: Analyze It

Difficulty Level: Difficult

46. Which of the following is a method of ratifying constitutional amendments?
- a. by a majority of voting-age citizens—Consider This: The Amendment process provides no avenues for direct democracy.
 - b. by a majority of state governors
 - c. by three-fourths of the state legislatures

d. by three-fourths of the state governors

Answer: c

Test Bank Item Title:

Topic: Toward Reform: Methods of Amending the U.S. Constitution

Learning Objective: LO 2.6: Describe the processes by which the Constitution can be amended.

Page Reference: 37-38

Skill Level: Remember the Facts

Difficulty Level: Easy

47. _____ was/were used by colonists to keep each other abreast of developments with the British and helped to ferment public opposition to Britain.

a. *The Federalist Papers*—Consider This: These documents were written as part of the ratification debates over the new Constitution.

b. The Second Continental Congress

c. The Committees of Correspondence

d. *Common Sense*

Answer: c

Test Bank Item Title:

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1 Identify the causes of the American Revolution and the ideals on which the United States and the Constitution are based.

Page Reference: 17

Skill Level: Understand the Concepts

Difficulty Level: Moderate

Chapter 3: The Federal System

Multiple-Choice Questions

1. In the late 1980s, what caused the Rehnquist Court to start to restrict Congress's ability to regulate various areas of the economy?
 - a. a constitutional amendment giving the president primary authority to craft a budget
 - b. the Court's support for states' rights
 - c. legislation increasing the size of the Supreme Court
 - d. the *Dred Scott v. Sandford* decision—Consider This: The Dred Scott decision dealt with the issue of slavery.

Answer: b

Test Bank Item Title: TB_Q3.4.1

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national and local levels of government..

Page Reference: 59

Skill Level: Analyze It

Difficulty Level: Difficult

2. Prior to the ratification of the Constitution, the United States was governed by the Articles of _____.
 - a. Confederation
 - b. Declaration
 - c. Federalism—Consider This: The first constitution gave sovereign power to the states without any power sharing arrangements.
 - d. Independence

Answer: a

Test Bank Item Title: TB_Q3.1.2

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

3. In a(n) _____ system, local and regional governments derive authority from the national government.
 - a. unitary

- b. bicameral
- c. confederal—Consider This: In confederal systems all power is located in the subnational units.
- d. federal

Answer: a

Test Bank Item Title: TB_Q3.1.3

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

4. What two types of powers does Congress have under Article I, section 8 of the U.S. Constitution?

- a. enumerated; implied
- b. enumerated; suggested—Consider This: The vague language of the Constitution provides room for the interpretation of congressional powers.
- c. implied; explicit
- d. suggested; explicit

Answer: a

Test Bank Item Title: TB_Q3.1.4

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 59

Skill Level: Remember the Facts

Difficulty Level: Easy

5. The United States was the _____ nation to adopt a federal system of government.

- a. first
- b. second—Consider This: One of the main reasons for the revolution was the objection to the unitary system of government in England.
- c. third
- d. tenth

Answer: a

Test Bank Item Title: TB_Q3.1.5

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Under the system created by the Framers, the national and state governments share power and derive all authority from _____.

- a. the Bill of Rights
- b. the Constitution—Consider This: The Constitution is the framework of government that both creates and limits the powers of government.
- c. the people
- d. the president

Answer: c

Test Bank Item Title: TB_Q3.1.6

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

7. Article VI of the U.S. Constitution establishes that federal law is _____ in conflicts between federal and state law.

- a. irrelevant
- b. inferior
- c. secondary—Consider This: American Federalism privileges the national government with respect to the structure of government power.
- d. supreme

Answer: d

Test Bank Item Title: TB_Q3.1.7

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 59

Skill Level: Remember the Facts

Difficulty Level: Easy

8. The _____ Amendment states that those powers not given to the federal government and not prohibited to the states by the Constitution are reserved for the states and the people.

- a. Eighth
- b. Tenth
- c. Eleventh
- d. Fourteenth—Consider This: The Fourteenth Amendment was not part of the original Bill of Rights.

Answer: b

Test Bank Item Title: TB_Q3.2.8

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 46

Skill Level: Remember the Facts

Difficulty Level: Easy

9. _____ powers are shared by the federal and state governments.
- a. Concurrent
 - b. Confederal
 - c. Enumerated: Consider This: These powers are all found in Article I, Section 8 of the U.S. Constitution.
 - d. Unified

Answer: a

Test Bank Item Title: TB_Q3.2.9

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 47

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which clause in the Constitution ensures that judicial decrees and contracts made in one state will be binding and enforceable in another?
- a. commerce—Consider This: The Commerce Clause is related to a specific power of Congress to regulate trade between the states.
 - b. full faith and credit
 - c. due process
 - d. equal protection

Answer: b

Test Bank Item Title: TB_Q3.2.10

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 48

Skill Level: Remember the Facts

Difficulty Level: Easy

11. Dillon's Rule states that all local government must be authorized by which of the following?
- a. the federal government—Consider This: This would be a type of power classified as reserved.
 - b. both the federal and state governments

- c. the state government
- d. the people

Answer: c

Test Bank Item Title: TB_Q3.2.11

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 48

Skill Level: Remember the Facts

Difficulty Level: Easy

12. The process of incorporation has resulted in the _____ of federal power.
- a. contraction
 - b. expansion
 - c. eradication – Consider This: Incorporation has resulted in binding state governments to the provisions of the U.S. Constitution.
 - d. decimation

Answer: b

Test Bank Item Title: TB_Q3.4.12

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 59

Skill Level: Remember the Facts

Difficulty Level: Easy

13. What was the first major Supreme Court decision to define the relationship between the federal and state governments?
- a. *Barron v. Baltimore*
 - b. *Dred Scott v. Sandford*—Consider This: This case occurred shortly before the outbreak of the Civil War.
 - c. *Gibbons v. Ogden*
 - d. *McCulloch v. Maryland*

Answer: d

Test Bank Item Title: TB_Q3.3.13

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 49

Skill Level: Remember the Facts

Difficulty Level: Moderate

14. _____ is the proclaimed right of a state to declare a federal law void.

- a. Legislative veto—Consider This: The veto power is solely vested in the executive branch.
- b. Nullification
- c. Referendum
- d. Reformation

Answer: b

Test Bank Item Title: TB_Q3.3.14

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 51-52

Skill Level: Remember the Facts

Difficulty Level: Easy

15. In *Gibbons v. Ogden*, the Supreme Court _____.
- a. broadly interpreted the national government's power to regulate interstate commerce
 - b. broadly interpreted the president's power to wage war—Consider This: This case represented an early attempt of the Court to interpret the Article I, Section 8 powers of Congress.
 - c. narrowly interpreted Congress's power to make law and collect taxes
 - d. narrowly interpreted Congress's power to oversee the executive branch

Answer: a

Test Bank Item Title: TB_Q3.3.15

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 50

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. Dillon's Rule states _____.
- a. that local governments do not have any inherent sovereignty
 - b. that state governments only have conditional sovereignty—Consider This: State governments have sovereign powers that are constitutionally protected.
 - c. that tribal governments are sovereign
 - d. that the federal government has coercive sovereignty

Answer: a

Test Bank Item Title: TB_Q3.2.16

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. Which amendment gave Congress the power to levy and collect federal taxes on incomes without apportioning them among the states?
- a. Seventeenth
 - b. Sixteenth
 - c. Fourteenth—Consider This: This Amendment prohibit states from denying citizens equal protection of the laws.
 - d. Tenth

Answer: b

Test Bank Item Title: TB_Q3.3.17

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 49

Skill Level: Remember the Facts

Difficulty Level: Easy

18. In *McCulloch v. Maryland*, which clause of the U.S. Constitution did the Supreme Court interpret as preventing Maryland from taxing the national bank?
- a. commerce
 - b. supremacy
 - c. due process
 - d. equal protection—Consider This: The Equal Protection Clause was included with the passage of the Fourteenth Amendment.

Answer: b

Test Bank Item Title: TB_Q3.3.18

Topic: The Evolution Of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 49-50

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. _____ grants typically allocate federal dollars for a specific purpose based on a state's population.
- a. Block—Consider This: President Reagan preferred to use block grants as part of New Federalism.
 - b. Categorical
 - c. Commerce
 - d. Federal

Answer: b

Test Bank Item Title: TB_Q3.5.19

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 73

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. The Supreme Court's *Dred Scott v. Sandford* (1857) decision narrowed the scope of the federal government's power by determining that _____.
- a. state laws were supreme over conflicting national laws
 - b. states had inherent power to nullify federal laws—Consider This: The nullification question was not solved until after the Civil War.
 - c. Congress could not regulate interstate commerce
 - d. Congress lacked the authority to ban slavery in the territories

Answer: d

Test Bank Item Title: TB_Q3.3.20

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 52

Skill Level: Analyze It

Difficulty Level: Difficult

21. Which of the following best describes progressive federalism?
- a. pragmatic
 - b. rigid
 - c. rapid
 - d. egalitarian—Consider This: Progressive federalism hopes to draw upon the strengths of both the national and state governments when solving policy problems.

Answer: a

Test Bank Item Title: TB_Q3.4.21

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 57

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. What are reserved powers?
- a. powers specifically delegated to the national government by the Constitution
 - b. powers specifically delegated to state governments by the Constitution

- c. powers that belong to the national government because they are not specifically delegated to the state governments by the Constitution—Consider This: The powers of the national government are stated in Article I, Section 8 of the Constitution.
- d. powers that belong to the states or people because they are not specifically delegated to the national government by the Constitution

Answer: d

Test Bank Item Title: TB_Q3.2.22

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 47--48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. Which of the following categories of grants did President Lyndon Johnson favor?
- a. unfunded
 - b. categorical
 - c. block – Consider This: Block grants were a hallmark of Reagan’s New Federalism.
 - d. populist

Answer: b

Test Bank Item Title: TB_Q3.4.23

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local governments.

Page Reference: 58

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Before the ratification of the Constitution, the United States was organized as a(n) _____.
- a. confederation
 - b. monarchy—Consider This: Shays’ Rebellion helped illustrate the weaknesses of this particular form of government.
 - c. oligarchy
 - d. conglomerate

Answer: a

Test Bank Item Title: TB_Q3.1.24

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. The _____ clause of the Constitution means that legally sanctioned marriages performed in one state should automatically be recognized by other states.
- a. commerce
 - b. supremacy
 - c. full faith and credit
 - d. equal protection: Consider This: Marriage recognition deals directly with interstate relations.

Answer: c

Test Bank Item Title: TB_Q3.2.25

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. What was the dominant model of federalism starting with the New Deal?
- a. cooperative
 - b. dual
 - c. progressive—Consider This: Progressive federalism is a relatively new iteration of the federal/state power relationship.
 - d. unified

Answer: a

Test Bank Item Title: TB_Q3.326

Topic: Cooperative Federalism: The Growth of National Government

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 53-56

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. Which type of federalism is characterized by a system of separate but equally powerful state and national governments?
- a. combined
 - b. cooperative
 - c. dual
 - d. progressive—Consider This: Advocates of this form of federalism include Barack Obama.

Answer: c

Test Bank Item Title: TB_Q3.3.27

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

28. One benefit of the federal system is the ability of the states to operate as _____ for new ideas.
- a. classrooms—Consider This: One benefit of federalism is that it encourages innovations in public policy.
 - b. laboratories
 - c. courts
 - d. cradles

Answer: b

Test Bank Item Title: TB_Q3.4.28

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 57

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. Which of the following is an example of a reserved power of the states?
- a. establishing a post office
 - b. coining money
 - c. imposing the death penalty
 - d. conducting foreign relations—Consider This: Relations with foreign powers are exclusively the domain of the national government.

Answer: c

Test Bank Item Title: TB_Q3.2.29

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 46-47

Skill Level: Apply What You Know

Difficulty Level: Moderate

30. How many general types of federal grants exist?
- a. one
 - b. two – Consider This: Categorical and block grants are often the most well-known types of grants, but are not the only types.
 - c. three
 - d. four

Answer: c

Test Bank Item Title: TB_Q3.4.30

Topic: Toward Reform: Balancing National And State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national and local levels of government.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

31. Which of the following clauses requires states to return criminals to states where they have been convicted or are to stand trial?
- a. extradition
 - b. commerce
 - c. privileges and immunities
 - d. full faith and credit—Consider This: This constitutional language ensures that judicial decrees and contracts made in one state will be enforceable in another.

Answer: a

Test Bank Item Title: TB_Q3.1.31

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

32. The Seventeenth Amendment gave the people the power to elect which of the following?
- a. state executives
 - b. local officials
 - c. the president—Consider This: The Electoral College remains an undemocratic aspect of the U.S. Constitution.
 - d. senators

Answer: d

Test Bank Item Title: TB_Q3.3.32

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 53

Skill Level: Understand the Concepts

Difficulty Level: Moderate

33. *Barron v. Baltimore* held that _____ is/are bound by the Bill of Rights.
- a. only the states

- b. only the federal government
- c. both the states and the federal government—Consider This: This did not begin to occur until after the ratification of the Fourteenth Amendment.
- d. neither the states nor the federal government

Answer: b

Test Bank Item Title: TB_Q3.3.33

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 50

Skill Level: Understand the Concepts

Difficulty Level: Moderate

34. Which of the following is an enumerated power of the national government?

- a. creation of a national bank
- b. regulating guns near schools
- c. marriage and divorce—Consider This: The states generally have the authority to regulate the health, safety, and welfare of citizens.
- d. coining money

Answer: d

Test Bank Item Title: TB_Q3.2.34

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 46

Skill Level: Apply What You Know

Difficulty Level: Moderate

35. New Federalism most favors which type of government grant?

- a. block grants
- b. unfunded mandates
- c. categorical grants – Consider This: Ronald Reagan's presidency pledged to advance New Federalism and a return of power to the states.
- d. programmatic requests

Answer: a

Test Bank Item Title: TB_Q3.4.35

Topic: Toward Reform: Balancing National And State Powers

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 58

Skill Level: Apply What You Know

Difficulty Level: Difficult

36. Which of the following best exemplifies the cooperative federalism?

- a. New Deal legislation
- b. Reconstruction—Consider This: Reconstruction saw the imposition of the will of the national government on the Southern states.
- c. *Dred Scott v. Sandford*
- d. The North American Free Trade Agreement

Answer: a

Test Bank Item Title: TB_Q3.3.36

Topic: The Evolution Of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 53-56

Skill Level: Apply What You Know

Difficulty Level: Difficult

37. A Pell grant is an example of _____.
- a. a block grant
 - b. a business grant
 - c. a categorical grant
 - d. an unfunded mandate—Consider This: Unfunded mandates were ruled unconstitutional by the Supreme Court.

Answer: d

Test Bank Item Title: TB_Q3.4.37

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 74

Skill Level: Apply What You Know

Difficulty Level: Difficult

38. The concept of nullification was quashed by which of the following?
- a. the colonial era
 - b. the Revolutionary War
 - c. the Great Depression—Consider This: Nullification refers to the right of a state to declare a federal law void.
 - d. the Civil War

Answer: d

Test Bank Item Title: TB_Q3.3.38

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 51-52

Skill Level: Apply What You Know

Difficulty Level: Difficult

39. Which of the following is a concurrent power?

- a. control over the money supply—Consider This: It is the exclusive power of the national government to coin money under Article I, Section 8 of the U.S. Constitution.
- b. to regulate commerce within a state
- c. international trade policy
- d. power to tax

Answer: d

Test Bank Item Title: TB_Q3.1.139

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 47

Skill Level: Apply What You Know

Difficulty Level: Moderate

40. The power of both the state and federal governments to levy taxes is an example of what type of power.

- a. reserved—Consider This: Any powers not listed in Article I, Section 8 are assumed to be kept for the states.
- b. concurrent
- c. cooperative
- d. enumerated

Answer: b

Test Bank Item Title: TB_Q3.2.40

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 47

Skill Level: Apply What You Know

Difficulty Level: Moderate

41. The New Deal best exemplifies which type of federalism?

- a. dual—Consider This: Dual Federalism advocates having two clear and separate levels of government.
- b. layer-cake
- c. competitive
- d. cooperative

Answer: d

Test Bank Item Title: TB_Q3.3.41

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 54-55

Skill Level: Apply What You Know

Difficulty Level: Moderate

42. Which of the following is a power specifically denied the states by the Constitution?
- a. conducting elections—Consider This: While there are both federal and state elections, the states have the power to run them both.
 - b. establishing local governments
 - c. passing bills of attainder
 - d. providing for public health, safety, and morals

Answer: c

Test Bank Item Title: TB_Q3.2.42

Topic: Federalism: Dividing Power Under The Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 47

Skill Level: Apply What You Know

Difficulty Level: Moderate

43. Under which Court did the willingness to allow Congress to regulate in a variety of areas wane?
- a. The Warren Court
 - b. The Rehnquist Court
 - c. The Burger Court
 - d. The Roberts Court – Consider This: The current Court under Roberts has become a willing participant in the debate of federalism, although it started off with a bit of reluctance to engage in this.

Answer: b

Test Bank Item Title: TB_Q3.4.43

Topic: Judicial Federalism

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national and local levels of government..

Page Reference: 59

Skill Level: Apply What You Know

Difficulty Level: Moderate

44. Which of the following is an implied power of the federal government?
- a. admitting new states
 - b. coining money—Consider This: The power to coin money is found in Article I, Section 8 of the U.S. Constitution.
 - c. creating banks
 - d. establishing federal courts

Answer: c

Test Bank Item Title: TB_Q3.2.44

Topic: Federalism: Dividing Power Under the Constitution

Learning Objective: LO 3.2: Explain the constitutional foundations for federalism.

Page Reference: 46

Skill Level: Analyze It

Difficulty Level: Difficult

45. Which of the following is the best definition of federalism?
- a. A constitutional arrangement by which power is distributed between a central government and state governments.
 - b. A constitutional arrangement by which sovereign states create a limited central government.—Consider This: This power arrangement was similar to what was created immediately following the Declaration of Independence.
 - c. A loose association of states constitutionally created by a strong central government.
 - d. A loose association of states with mutually recognized compacts but no central government.

Answer: a

Test Bank Item Title: TB_Q3.1.45

Topic: Roots of the Federal System

Learning Objective: LO 3.1: Trace the roots of the federal system and distinguish it from other types of government.

Page Reference: 44

Skill Level: Analyze It

Difficulty Level: Difficult

46. Which is an example of a programmatic request?
- a. Congress passing a law creating a technology incubator to benefit a single congressional district.
 - b. The Environmental Protection Agency sends money to Louisiana to help with cleanup from the gulf oil spill.—Consider This: Programmatic requests are often used by members of Congress to bring economic development back to their districts.
 - c. The Nevada legislature passes a law requiring all public school teachers to spend 20 hours per week preparing students for the state achievement test.
 - d. The Supreme Court upholds a federal law requiring all citizens to wear a seatbelt while operating a motor vehicle.

Answer: a

Test Bank Item Title: TB_Q3.4.46

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 59

Skill Level: Apply What You Know

Difficulty Level: Difficult

47. What was the dominant form of federalism prior to the New Deal?
- a. dual
 - b. combined
 - c. competitive
 - d. cooperative—Consider This: This form of federalism emerged in part as a result of the cataclysm of the Great Depression.

Answer: a

Test Bank Item Title: TB_Q3.3.47

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 50-53

Skill Level: Analyze It

Difficulty Level: Difficult

48. Proponents of the “New Federalism” argue that _____.
- a. the power of the military should be expanded
 - b. the power of state governments should be expanded
 - c. the power of the federal government should be expanded—Consider This: New Federalism was heavily supported by Republicans, especially President Reagan.
 - d. the power of Congress should be expanded

Answer: b

Test Bank Item Title: TB_Q3.4.48

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 58

Skill Level: Analyze It

Difficulty Level: Difficult

49. Which of the following is an example of a categorical grant?
- a. Funds provided by Congress to the states for education in general.—Consider This: In this case the purpose is too general.
 - b. Funds provided by Congress to the states for substance abuse prevention.
 - c. Funds provided by Congress to the states for transportation infrastructure.
 - d. Funds provided by Congress to the states to enhance science instruction in a low-income area.

Answer: d

Test Bank Item Title: TB_Q3.4.49

Topic: Toward Reform: Balancing National and State Power

Learning Objective: LO 3.4: Analyze the impact of federalism on the relationships among national, state, and local levels of government.

Page Reference: 58

Skill Level: Apply What You Know

Difficulty Level: Difficult

50. Which of the following did *Dred Scott v. Sandford* address?
- a. education
 - b. health care
 - c. slavery
 - d. voting—Consider This: Voting rights did not become an issue for the Courts until after this case.

Answer: c

Test Bank Item Title: TB_Q3.3.50

Topic: The Evolution of Federalism

Learning Objective: LO 3.3: Trace the evolution of federalism, from ratification to the present.

Page Reference: 52

Skill Level: Remember the Facts

Difficulty Level: Easy

Chapter 4: Civil Liberties

Multiple-Choice Questions

1. The Bill of Rights is made up of the first _____ amendments to the U.S. Constitution.
 - a. three
 - b. five
 - c. seven --Consider This: Some of the amendments had to deal with the division of power between the states and federal government not just an individual's rights.
 - d. ten

Answer: d

Test Bank Item Title: TB_Q4.1.1

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 64

Skill Level: Remember the Facts

Difficulty Level: Easy

2. Which clause prevents the national government from sanctioning an official religion?
 - a. establishment
 - b. free exercise--Consider This: This clause protects against the government favoring one religion over another.
 - c. full faith and credit
 - d. equal protection

Answer: a

Test Bank Item Title: TB_Q4.2.2

Topic: First Amendment Guarantees: Freedom of Religion

Learning Objective: LO 4.2: Distinguish between the establishment and the free exercise clauses of the First Amendment.

Page Reference: 67

Skill Level: Remember the Facts

Difficulty Level: Easy

3. Which rule bars the use of illegally seized evidence at trial?
 - a. double jeopardy
 - b. right to pay
 - c. prior restraint--Consider This: Prior restraint applies to the banning of free speech not stopping evidence from being presented at trial.
 - d. exclusionary

Answer: d

Test Bank Item Title: TB_Q4.5.3

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 79-80

Skill Level: Remember the Facts

Difficulty Level: Easy

4. Which U.S. Supreme Court case found that a woman's right to have an abortion is protected by the implied constitutional right to privacy?
- a. *Planned Parenthood of Southeastern Pennsylvania v. Casey*--Consider This: The Casey is an abortion decision as well, but not the foundational one of a woman's right to an abortion.
 - b. *Lawrence v. Texas*
 - c. *Miranda v. Arizona*
 - d. *Roe v. Wade*

Answer: d

Test Bank Item Title: TB_Q4.6.4

Topic: The Right to Privacy

Learning Objective: LO 4.6: Explain the origin and significance of the right to privacy.

Page Reference: 84

Skill Level: Remember the Facts

Difficulty Level: Moderate

5. Selective incorporation makes the protections in the Bill of Rights applicable to the states through which of the following amendments?
- a. Fourth
 - b. Fifth
 - c. Tenth--Consider This: The Tenth Amendment does reserve rights to the states but says nothing about how the states apply the other rights given to the people.
 - d. Fourteenth

Answer: d

Test Bank Item Title: TB_Q4.1.6

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 66

Skill Level: Remember the Facts

Difficulty Level: Easy

6. _____ make an act punishable as a crime even if the act was legal when it was committed. These are prohibited by Article I of the Constitution.
- a. Writs of *habeas corpus*
 - b. Bills of attainder
 - c. *Ex post facto* laws
 - d. Prior restraints--Consider This: Prior restraint applies to the banning of free speech not criminalization of prior activity.

Answer: c

Test Bank Item Title: TB_Q4.5.7

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 77

Skill Level: Remember the Facts

Difficulty Level: Easy

7. A defamatory, false written statement is _____; the same statement spoken aloud is _____.
- a. perjury; slander
 - b. slander; libel--Consider This: Newspapers are often sued for libel.
 - c. illegal; legal
 - d. libel; slander

Answer: d

Test Bank Item Title: TB_Q4.3.8

Topic: First Amendment Guarantees: Freedoms of Speech, Press, Assembly, and Petition

Learning Objective: LO 4.3: Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.

Page Reference: 74

Skill Level: Understand the Concepts

Difficulty Level: Moderate

8. Which amendment protects the right to bear arms?
- a. Second
 - b. Third--Consider This: The quartering of soldiers has not been much of a concern since colonial times.
 - c. Fourth
 - d. Fifth

Answer: a

Test Bank Item Title: TB_Q4.4.9

Topic: The Second Amendment: The Right to Keep and Bear Arms

Learning Objective: LO 4.4: Describe the Second Amendment right to bear arms.

Page Reference: 76

Skill Level: Remember the Facts

Difficulty Level: Easy

9. The Fourth Amendment of the Constitution protects against unreasonable _____.
- a. litigation
 - b. limits on free speech--Consider This: The First Amendment protects free speech.
 - c. searches
 - d. prior restraint

Answer: c

Test Bank Item Title: TB_Q4.5.10

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 77

Skill Level: Remember the Facts

Difficulty Level: Easy

10. What does the Sixth Amendment guarantee to those accused of a crime?
- a. assistance of counsel
 - b. the right to parole
 - c. reasonable bail--Consider This: The right to competent representation is why the court appoints attorneys to indigent defendants.
 - d. a written indictment

Answer: a

Test Bank Item Title: TB_Q4.5.11

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 80

Skill Level: Remember the Facts

Difficulty Level: Moderate

11. Today, the United States is the only western country to use which of the following to punish crime?
- a. victim impact statements
 - b. juries
 - c. recidivism--Consider This: Recidivism is the rate at which released convicts return to committing crimes.
 - d. the death penalty

Answer: d

Test Bank Item Title: TB_Q4.5.12

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 81

Skill Level: Remember the Facts

Difficulty Level: Easy

12. What did *Abington School District v. Schempp* find to be unconstitutional?
- a. state-mandated Bible reading
 - b. forced sterilization
 - c. discrimination against homosexuals--Consider This: Because of the First Amendment the government cannot force somebody to choose one religion over another.
 - d. imprisonment without a trial

Answer: a

Test Bank Item Title: TB_Q4.2.13

Topic: First Amendment Guarantees: Freedom of Religion

Learning Objective: LO 4.2: Distinguish between the establishment and the free exercise clauses of the First Amendment.

Page Reference: 68

Skill Level: Remember the Facts

Difficulty Level: Moderate

13. The free exercise clause guarantees that the national government will not interfere with which of the following?
- a. education
 - b. religion
 - c. business
 - d. speech--Consider This: Many early settlers came to the colonies to escape religious persecution.

Answer: b

Test Bank Item Title: TB_Q4.2.14

Topic: First Amendment Guarantees: Freedom of Religion

Learning Objective: LO 4.2: Distinguish between the establishment and the free exercise clauses of the First Amendment.

Page Reference: 67

Skill Level: Remember the Facts

Difficulty Level: Easy

14. Which of the constitutional amendments was the first to be incorporated and applied to the states?
- a. Fourth--Consider This: The Supreme Court wanted to make sure that criticism could not be stifled.
 - b. Fifth
 - c. First

d. Second

Answer: c

Test Bank Item Title: TB_Q4.1.16

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 65

Skill Level: Remember the Facts

Difficulty Level: Easy

15. Which of the following generally is unconstitutional in school?

- a. hate speech--Consider This: Hate speech can be banned but it is not unconstitutional.
- b. learning about religion
- c. free speech
- d. mandatory prayer

Answer: d

Test Bank Item Title: TB_Q4.2.17

Topic: First Amendment Guarantees: Freedom of Religion

Learning Objective: LO 4.2: Distinguish between the establishment and the free exercise clauses of the First Amendment.

Page Reference: 68

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. According to Justice Blackmun, a woman has an absolute right to _____.

- a. an abortion during her first trimester
- b. home and hearth
- c. work without fear of discrimination
- d. an abortion at any time during her pregnancy--Consider This: later Supreme Court decisions have allowed some restrictions on certain types of abortion.

Answer: a

Test Bank Item Title: TB_Q4.6.18

Topic: The Right to Privacy

Learning Objective: LO 4.6: Explain the origin and significance of the right to privacy.

Page Reference: 84

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. In 2008, the Supreme Court ruled that detainees have a right to which of the following?

- a. the assistance of counsel--Consider This: Giving detainees the rights to due process has been controversial for some security hawks.
- b. equal protection

- c. *habeas corpus*
- d. a bill of attainder

Answer: c

Test Bank Item Title: TB_Q4.7.19

Topic: Toward Reform: Civil Liberties and Combating Terrorism

Learning Objective: LO 4.7: Evaluate how reforms to combat terrorism have affected civil liberties.

Page Reference: 87

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. The doctrine of prior restraint says that the government cannot prevent speech or publication _____.
- a. that is critical of the government--Consider This: stopping speech before it has happened is considered censorship.
 - b. that is illegal
 - c. after the fact
 - d. before the fact

Answer: d

Test Bank Item Title: TB_Q4.3.20

Topic: First Amendment Guarantees: Freedoms of Speech, Press, Assembly, and Petition

Learning Objective: LO 4.3: Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.

Page Reference: 70

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. In *Near v. Minnesota*, the Supreme Court further developed which of the following?
- a. exclusionary rule
 - b. due process clause
 - c. incorporation doctrine
 - d. free exercise clause--Consider This: The *Near* decision made sure freedom of the press applied to all of the states.

Answer: c

Test Bank Item Title: TB_Q4.1.21

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 66

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. Which test examines the constitutionality of religious establishment issues?

- a. *Orange*
- b. *Lemon*
- c. *Free Exercise--Consider This*: This court case has established a test to determine whether or not a governmental action interferes with the right to free exercise of religion.
- d. *Prior Restraint*

Answer: b

Test Bank Item Title: TB_Q4.2.22

Topic: First Amendment Guarantees: Freedom of Religion

Learning Objective: LO 4.2: Distinguish between the establishment and the free exercise clauses of the First Amendment.

Page Reference: 68

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. *Miranda* rights require that the police inform suspects of which of the following rights?

- a. a phone call
- b. due process--Consider This: The right to not incriminate oneself is an important one.
- c. a jury trial
- d. remain silent

Answer: d

Test Bank Item Title: TB_Q4.5.23

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 78

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. The USA PATRIOT Act enhances the government's ability to do which of the following?

- a. examine private records
- b. take personal property
- c. imprison citizens without trial
- d. indict foreign enemies--Consider This: Civil liberties advocates are very critical of the PATRIOT Act.

Answer: a

Test Bank Item Title: TB_Q4.7.24

Topic: Toward Reform: Civil Liberties and Combating Terrorism

Learning Objective: LO 4.7: Evaluate how reforms to combat terrorism have affected civil liberties.

Page Reference: 86

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. Which Supreme Court case is most closely associated with the exclusionary rule?
- a. *Parker v. Gideon*
 - b. *New York Times Co. v. Sullivan*
 - c. *Mapp v. Ohio*
 - d. *Wolf v. Colorado*--Consider This: This case was decided in 1961 and dealt with illegal searches and seizure.

Answer: c

Test Bank Item Title: TB_Q4.5.25

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 79-80

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. The Supreme Court has ruled that states can limit abortions if the regulations do not pose which of the following?
- a. a bar to equal protection
 - b. substantial inconvenience--Consider This: determining the acceptable level of inconvenience is the tricky part.
 - c. a prior restraint
 - d. an undue burden

Answer: d

Test Bank Item Title: TB_Q4.6.26

Topic: The Right to Privacy

Learning Objective: LO 4.6: Explain the origin and significance of the right to privacy.

Page Reference: 85

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. The Supreme Court briefly outlawed which of the following in the 1970s by asserting that it was being imposed in an arbitrary manner?
- a. capital punishment
 - b. the exclusionary rule
 - c. access to court-appointed counsel
 - d. symbolic speech protection--Consider This: Debates about this issue still are relevant today.

Answer: a

Test Bank Item Title: TB_Q4.5.27

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 82

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. What kind of speech is by its very utterance intended to inflict injury or incite an immediate breach of peace?
- a. hate speech--Consider This: Hate speech can be part of this broader speech category.
 - b. symbolic speech
 - c. obscenity
 - d. fighting words

Answer: d

Test Bank Item Title: TB_Q4.3.28

Topic: First Amendment Guarantees: Freedoms of Speech, Press, Assembly, and Petition

Learning Objective: LO 4.3: Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.

Page Reference: 74

Skill Level: Remember the Facts

Difficulty Level: Easy

27. What type of due process protects citizens from arbitrary or unjust state or federal laws?
- a. procedural
 - b. constitutional--Consider This: Due process is not spelled out in the constitution.
 - c. substantive
 - d. prospective

Answer: c

Test Bank Item Title: TB_Q4.1.29

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 65

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. The Supreme Court has used selective incorporation to _____ the authority of states.
- a. protect
 - b. limit
 - c. expand--Consider This: Selective incorporation has been used to rein in states when they overreach.

d. define

Answer: b

Test Bank Item Title: TB_Q4.1.30

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 66

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. The Sixth Amendment sets out basic requirements for which type of due process?

a. civil

b. substantive

c. criminal--Consider This: The Sixth Amendment deals with both criminal and civil due process.

d. procedural

Answer: d

Test Bank Item Title: TB_Q4.5.31

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 80

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. *New York Times Co. v. Sullivan* held that there must be proof of which of the following in order to find libel against a public figure?

a. property loss

b. actual malice

c. an audience

d. a written record--Consider This: Intent is a very hard thing to prove.

Answer: b

Test Bank Item Title: TB_Q4.3.32

Topic: First Amendment Guarantees: Freedoms of Speech, Press, Assembly, and Petition

Learning Objective: LO 4.3: Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.

Page Reference: 74

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. In which case did the Supreme Court first recognize the exclusionary rule, which bars the use of illegally seized evidence at trial?
- a. *Weeks v. U.S.*
 - b. *Gideon v. Wainwright*
 - c. *Furman v. Georgia*--Consider This: The relevant case involved the federal government.
 - d. *Griswold v. Connecticut*

Answer: a

Test Bank Item Title: TB_Q4.5.33

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 79

Skill Level: Remember the Facts

Difficulty Level: Moderate

32. Which Supreme Court case upheld the National Firearms Act, which imposed taxes on some kinds of weapons?
- a. *U.S. v. Miller*
 - b. *Gideon v. Wainwright*--Consider This: The Supreme Court did not address the Second Amendment again for nearly 70 years after this federal case.
 - c. *Miranda v. Arizona*
 - d. *Mapp v. Ohio*

Answer: a

Test Bank Item Title: TB_Q4.4.34

Topic: The Second Amendment: The Right to Keep and Bear Arms

Learning Objective: LO 4.4: Describe the Second Amendment right to bear arms.

Page Reference: 77

Skill Level: Apply What You Know

Difficulty Level: Moderate

33. The USA PATRIOT Act allows the government to collect _____.
- a. documents sent via the mail--Consider This: The government collects "metadata" or data about your data.
 - b. blood and saliva samples
 - c. the addressing information of citizens' communications
 - d. audio recordings of all private residences that receive public utilities

Answer: c

Test Bank Item Title: TB_Q4.7.35

Topic: Toward Reform: Civil Liberties and Combating Terrorism

Learning Objective: LO 4.7: Evaluate how reforms to combat terrorism have affected civil liberties.

Page Reference: 86

Skill Level: Apply What You Know

Difficulty Level: Difficult

34. The “right to remain silent” is a citizen’s protection against which of the following?
- a. habeas corpus
 - b. search and seizure
 - c. self-incrimination
 - d. a biased jury--Consider This: a biased jury could result from a lack of testimony as well as testimony.

Answer: c

Test Bank Item Title: TB_Q4.5.36

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants’ liberties as guaranteed by the Bill of Rights.

Page Reference: 79

Skill Level: Apply What You Know

Difficulty Level: Moderate

35. If a police officer has a reasonable belief that someone is committing or about to commit a crime, that officer can stop the suspect _____.
- a. only if that person gives consent
 - b. only if the officer plans to arrest that person--Consider This: Some civil liberties activists criticize this practice because it does not allow for a review of evidence prior to search.
 - c. without getting a warrant
 - d. only if there are three witnesses

Answer: c

Test Bank Item Title: TB_Q4.5.37

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants’ liberties as guaranteed by the Bill of Rights.

Page Reference: 78

Skill Level: Apply What You Know

Difficulty Level: Difficult

36. The double jeopardy clause prevents an individual who is acquitted of a crime from which of the following?
- a. seeking the assistance of an attorney
 - b. being tried again for the same crime
 - c. civil penalties--Consider This: The bar for civil cases is much lower than criminal cases.
 - d. asserting innocence

Answer: b

Test Bank Item Title: TB_Q4.5.38

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 79

Skill Level: Apply What You Know

Difficulty Level: Moderate

37. Which of the following is an example of procedural due process?
- a. the right to bear arms
 - b. the right to a speedy trial
 - c. the right to free speech
 - d. the right to practice religion--Consider This: Due process generally refers to criminal or civil court proceedings.

Answer: b

Test Bank Item Title: TB_Q4.5.39

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 77

Skill Level: Apply What You Know

Difficulty Level: Difficult

38. In 2014, what did the Supreme Court decide about the use of prayers to open government meetings?
- a. Such meetings can start with a prayer that does not favor one particular faith.
 - b. Such meetings can start with a prayer as long as it is led by a lay person.
 - c. Such meetings can start with a prayer even if it clearly favors one faith.
 - d. Such meetings cannot start with a prayer.--Consider This: Despite this ruling nobody can be forced to participate in the prayer.

Answer: c

Test Bank Item Title: TB_Q4.2.40

Topic: First Amendment Guarantees: Freedom of Religion

Learning Objective: LO 4.2: Distinguish between the establishment and the free exercise clauses of the First Amendment.

Page Reference: 67-68

Skill Level: Understand the Concepts

Difficulty Level: Moderate

39. In *Barron v. Baltimore*, the Supreme Court held that the Bill of Rights limits _____, not _____, activity.
- a. federal; state

- b. state; federal--Consider This: It would be several more years before selective incorporation began applying the Bill of Rights to the states.
- c. commercial; noncommercial
- d. noncommercial; commercial

Answer: a

Test Bank Item Title: TB_Q4.1.42

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 65

Skill Level: Understand the Concepts

Difficulty Level: Moderate

40. Inciting a fight by using threats and profanity could be considered _____, which is not a protected type of speech.
- a. hate speech
 - b. fighting words
 - c. obscenity
 - d. libel--Consider This: One does have the right to be safe and secure in one's person.

Answer: b

Test Bank Item Title: TB_Q4.3.43

Topic: First Amendment Guarantees: Freedoms of Speech, Press, Assembly, and Petition

Learning Objective: LO 4.3: Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.

Page Reference: 74

Skill Level: Apply What You Know

Difficulty Level: Moderate

41. Convicted criminals cannot have their sentences increased when a new law calls for tougher penalties due to a prohibition against _____.
- a. *habeas corpus*
 - b. *ex post facto* laws
 - c. bills of attainder--Consider This: The same rule applies for laws passed against an activity after it has occurred.
 - d. writs of *certiorari*

Answer: b

Test Bank Item Title: TB_Q4.5.44

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 77

Skill Level: Analyze It

Difficulty Level: Difficult

42. Which of the following is responsible for determining whether enough evidence exists to go to trial?
- a. trial court
 - b. the police
 - c. prosecutor--Consider This: Prosecutors must present convincing evidence if they want to take a case to trial.
 - d. grand jury

Answer: d

Test Bank Item Title: TB_Q4.5.45

Topic: The Rights of Criminal Defendants

Learning Objective: LO 4.5: Outline the constitutional rights of defendants and the issues involved in protecting defendants' liberties as guaranteed by the Bill of Rights.

Page Reference: 78

Skill Level: Understand the Concepts

Difficulty Level: Moderate

43. Substantive due process means that states have a legal burden to prove that their laws _____.
- a. are a valid exercise of power
 - b. improve the general well-being--Consider This: Laws must be just, but they do not necessarily need to be good.
 - c. do not inhibit or advance a particular religion
 - d. are consistent with behavioral norms

Answer: a

Test Bank Item Title: TB_Q4.1.46

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 65

Skill Level: Analyze It

Difficulty Level: Difficult

44. In *Gitlow v. New York*, the Supreme Court held that _____.
- a. hate speech is not a constitutionally protected form of speech--Consider This: The courts have consistently ruled that all speech should be protected except in very narrow cases, generally involving physical harm.
 - b. symbolic speech is not afforded the same protection as verbal speech
 - c. states must comply with the Constitution's free speech guarantee
 - d. obscenity is determined by applying traditional, national standards

Answer: c

Test Bank Item Title: TB_Q4.1.48

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 65

Skill Level: Analyze It

Difficulty Level: Difficult

45. Which of the following best explains the rationale for the selective incorporation of freedom of assembly?
- a. It is included in the Bill of Rights.--Consider This: not all rights in the Bill of Rights have been selectively incorporated yet.
 - b. The framers intended for the state and federal governments to respect this right.
 - c. It is a fundamental freedom essential to order, liberty, and justice.
 - d. It is one of the implicit rights reserved to the people by the Tenth Amendment.

Answer: c

Test Bank Item Title: TB_Q4.1.49

Topic: Root of Civil Liberties: The Bill of Rights

Learning Objective: LO 4.1: Explain the roots of civil liberties in the Constitution and their development in the Bill of Rights.

Page Reference: 75

Skill Level: Analyze It

Difficulty Level: Difficult

46. Which of the following rights has the Supreme Court found to be one of the penumbras of unstated liberties linked to explicitly stated rights?
- a. right to immigrate
 - b. right to travel
 - c. right to vote--Consider This: The right to vote is an explicit right.
 - d. right to privacy

Answer: d

Test Bank Item Title: TB_Q4.6.50

Topic: The Right to Privacy

Learning Objective: LO 4.6: Explain the origin and significance of the right to privacy.

Page Reference: 83

Skill Level: Analyze It

Difficulty Level: Difficult

47. The Alien and Sedition Acts likely violated the Constitution's prohibitions against _____.
- a. undemocratic speech
 - b. prior restraint
 - c. seditious speech--Consider This: Someone can be tried for inciting treason, but only after the fact.
 - d. hate speech

Answer: b

Test Bank Item Title: TB_Q4.3.52

Topic: First Amendment Guarantees: Freedoms of Speech, Press, Assembly, and Petition

Learning Objective: LO 4.3: Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.

Page Reference: 70

Skill Level: Analyze It

Difficulty Level: Difficult

48. During World War I, the Supreme Court upheld the Espionage Act by ruling that Congress has a right to restrict speech that _____.
- a. is critical of the government--Consider This: Balancing the rights of the few with the safety of the many is a constant battle the court struggles with
 - b. creates a clear and present danger
 - c. qualifies as hate speech
 - d. is symbolic

Answer: b

Test Bank Item Title: TB_Q4.3.53

Topic: First Amendment Guarantees: Freedoms of Speech, Press, Assembly, and Petition

Learning Objective: LO 4.3: Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.

Page Reference: 70

Skill Level: Understand the Concepts

Difficulty Level: Moderate

49. The Military Commission Act of 2006 was ruled unconstitutional because it violated detainees' rights to _____.
- a. an appeal--Consider This: Due process was granted to detainees with this decision.
 - b. *habeas corpus*
 - c. bills of attainder
 - d. motions for summary judgment

Answer: b

Test Bank Item Title: TB_Q4.7.54

Topic: Toward Reform: Civil Liberties and Combating Terrorism

Learning Objective: LO 4.7: Evaluate how reforms to combat terrorism have affected civil liberties.

Page Reference: 87

Skill Level: Analyze It

Difficulty Level: Difficult

Chapter 5: Civil Rights

Multiple-Choice Questions

1. The Thirteenth Amendment bans slavery. When was it passed?
 - a. when the South seceded from the Union
 - b. during the Civil War--Consider This: The Emancipation Proclamation ended slavery in the South during the war but it was not until later that the practice was banned entirely.
 - c. immediately after the Civil War
 - d. during the civil rights movement

Answer: c

Test Bank Item Title: TB_Q5.1.1

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 96

Skill Level: Remember the Facts

Difficulty Level: Easy

2. The Fourteenth Amendment attempted to guarantee which of the following to former slaves?
 - a. forty acres of farmland and a mule
 - b. free university education
 - c. economic equality with whites--Consider This: Many white southerners still resisted the idea of freeing former slaves.
 - d. citizenship rights

Answer: d

Test Bank Item Title: TB_Q5.1.2

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 96

Skill Level: Remember the Facts

Difficulty Level: Easy

3. The provision of the Fourteenth Amendment that prohibits any state from denying "any person within its jurisdiction the equal protection of the laws" is known as the _____ clause.
 - a. due process

- b. privileges and immunities --Consider This: guaranteeing that all people were treated equally was a major emphasis of the reconstruction.
- c. grandfather
- d. equal protection

Answer: d

Test Bank Item Title: TB_Q5.1.3

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 92

Skill Level: Remember the Facts

Difficulty Level: Easy

4. The Fifteenth Amendment guarantees citizens the right to vote regardless of _____.

- a. race
- b. sex--Consider This: Women would not be guaranteed the right to vote for many decades after the Civil War.
- c. age
- d. involvement in insurrection

Answer: a

Test Bank Item Title: TB_Q5.1.4

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 96

Skill Level: Remember the Facts

Difficulty Level: Easy

5. What was the objective of the women's suffrage movement?

- a. broad gender equality--Consider This: The Equal Rights Amendment movement of the 1970s was aimed at equality but ultimately failed.
- b. the right to own property
- c. equal pay for equal work
- d. the right to vote

Answer: d

Test Bank Item Title: TB_Q5.1.5

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 94

Skill Level: Remember the Facts

Difficulty Level: Easy

6. The Lilly Ledbetter Act is designed to _____.
- a. protect women's access to university athletics--Consider This: Title IX provided much greater access for women to participate in all areas of academic life, but it did not do much for the post-college treatment of women.
 - b. prevent racial housing discrimination
 - c. protect same-sex marriage rights
 - d. prevent gender-based pay discrimination

Answer: d

Test Bank Item Title: TB_Q5.3.6

Topic: Statutory Protections for Civil Rights, 1955--Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 107

Skill Level: Remember the Facts

Difficulty Level: Easy

7. Which of these does the Civil Rights Act of 1964 ban?
- a. poll taxes and grandfather clauses--Consider This: Poll taxes and grandfather clauses were only one of the ways in which African Americans were disenfranchised prior to the Civil Rights Act.
 - b. discrimination in public accommodations
 - c. integration in public transportation
 - d. nonviolent direct action

Answer: b

Test Bank Item Title: TB_Q5.3.7

Topic: Statutory Protections for Civil Rights, 1955--Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 106

Skill Level: Remember the Facts

Difficulty Level: Easy

8. What was the primary focus at the 1848 Seneca Falls Convention for activists like Elizabeth Cady Stanton and Lucretia Mott?
- a. the prohibition of alcohol--Consider This: Although many suffragists were also involved in the temperance movement not all were.
 - b. women's rights
 - c. rights for former slaves
 - d. ending the Civil War

Answer: b

Test Bank Item Title: TB_Q5.1.8

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 94

Skill Level: Remember the Facts

Difficulty Level: Easy

9. What did Jim Crow laws mandate?

- a. voting rights
- b. racial segregation
- c. poll taxes--Consider This: Poll taxes were just one tool of the broad discrimination imposed by Jim Crow laws.
- d. grandfather clauses

Answer: b

Test Bank Item Title: TB_Q5.1.9

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 97

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which of the following led President Abraham Lincoln to describe the author as “the little woman who started the big war”?

- a. Betty Friedan’s *The Feminine Mystique*
- b. Elizabeth Cady Stanton’s *The Seneca Falls Convention*
- c. Lucretia Mott’s *The World Anti-Slavery Society--Consider This: No other novel to date had illustrated what life was like as a slave.*
- d. Harriet Beecher Stowe’s *Uncle Tom’s Cabin*

Answer: d

Test Bank Item Title: TB_Q5.1.10

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 94

Skill Level: Remember the Facts

Difficulty Level: Easy

11. What precipitated the Montgomery Bus Boycott?

- a. the Reverend Martin Luther King Jr.’s “I Have A Dream” speech
- b. the Greensboro, North Carolina, lunch counter sit-in--Consider This: The Bus Boycott inspired other nonviolent acts of civil disobedience.
- c. the arrest of Rosa Parks in Montgomery, Alabama
- d. the assassination of the Reverend Martin Luther King Jr.

Answer: c

Test Bank Item Title: TB_Q5.3.11

Topic: Statutory Protections for Civil Rights, 1955–Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 104

Skill Level: Understand the Concepts

Difficulty Level: Moderate

12. Women were guaranteed the right to vote by _____.

a. *Korematsu v. U.S.*

b. the 1965 Voting Rights Act--Consider This: It took changing the Constitution to give women the right to vote.

c. the Nineteenth Amendment

d. the 1964 Civil Rights Act

Answer: c

Test Bank Item Title: TB_Q5.2.12

Topic: The Push for Equality, 1890–1954

Learning Objective: LO 5.2: Outline developments in African Americans' and women's push for equality from 1890 to 1954.

Page Reference: 99-100

Skill Level: Remember the Facts

Difficulty Level: Easy

13. What were Black Codes?

a. housing segregation laws

b. laws that denied rights to African Americans

c. laws requiring a poll tax or literacy test to vote

d. unwritten norms of discrimination in the South--Consider This: The Black Codes were formal ways to deny rights to African Americans, but there were many informal ways in which discrimination was seen.

Answer: b

Test Bank Item Title: TB_Q5.1.13

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 96

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. Rosa Parks was arrested for challenging which of the following?
- a. integration--Consider This: The specific law she challenged was against integration, but it was part of a larger framework of laws.
 - b. grandfather clauses
 - c. Jim Crow laws
 - d. slavery
- Answer:** c
- Test Bank Item Title:** TB_Q5.3.15
- Topic:** Statutory Protections for Civil Rights, 1955–Present
- Learning Objective:** LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.
- Page Reference:** 104
- Skill Level:** Understand the Concepts
- Difficulty Level:** Moderate
15. Which of the following books helped inspire abolitionists?
- a. *Grapes of Wrath*
 - b. *Uncle Tom's Cabin*
 - c. *Bury My Heart at Wounded Knee*
 - d. *Enough Is Enough*--Consider This: Stowe's book illustrates what life was like as a slave.

Answer: b

Test Bank Item Title: TB_Q5.1.16

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 94

Skill Level: Remember the Facts

Difficulty Level: Easy

16. What did the Supreme Court determine was unconstitutional in *Brown v. Board of education*?
- a. school integration
 - b. poll taxes
 - c. school segregation
 - d. unequal school funding--Consider This: The Court ruled that separate facilities were inherently unequal.

Answer: c

Test Bank Item Title: TB_Q5.2.17

Topic: The Push for Equality, 1890–1954

Learning Objective: LO 5.2: Outline developments in African Americans' and women's push for equality from 1890 to 1954.

Page Reference: 102

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. The Reverend Martin Luther King Jr. insisted that civil disobedience aimed at ending discrimination in the South should be conducted _____.
- a. by any means necessary--Consider This: Later crusaders for equality argued that King did not achieve enough and wanted to be more vigorous in demanding equality.
 - b. nonviolently
 - c. secretly
 - d. anonymously

Answer: b

Test Bank Item Title: TB_Q5.3.18

Topic: Statutory Protections for Civil Rights, 1955–Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 104

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. What provision of the Fourteenth Amendment served as a cornerstone of the Supreme Court's decision in *Brown v. Board of Education*?
- a. the all men are created equal clause--Consider This: Prior to the Thirteenth and Fourteenth Amendments slaves were not considered men.
 - b. the equal protection clause
 - c. the privileges and immunities clause
 - d. the grandfather clause

Answer: b

Test Bank Item Title: TB_Q5.2.19

Topic: The Push for Equality, 1890–1954

Learning Objective: LO 5.2: Outline developments in African Americans' and women's push for equality from 1890 to 1954.

Page Reference: 102

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. To what extent were the civil rights of African Americans protected during the decades following Reconstruction?
- a. Their civil rights increased in the immediate aftermath of Reconstruction and have continued to increase steadily ever since.--Consider This: While initially granted equal rights, the system of Jim Crow that came into force relegated African American back to second class citizens.
 - b. The civil rights of southern African Americans were considerably greater than their northern counterparts.

- c. It was two decades after Reconstruction before African Americans had civil rights that were comparable to those of whites.
- d. Attempts to protect the civil rights of African Americans after Reconstruction were largely unsuccessful for decades.

Answer: d

Test Bank Item Title: TB_Q5.2.20

Topic: The Push for Equality, 1890–1954; The Civil Rights Movement

Learning Objective: LO 5.2: Outline developments in African Americans' and women's push for equality from 1890 to 1954

Page Reference: 97-98

Skill Level: Analyze It

Difficulty Level: Difficult

20. What did the Supreme Court decide in *Korematsu v. U.S.* (1944) regarding the internment of American citizens of Japanese ancestry living in the United States?
- a. It was permissible because the United States was at war with Japan.
 - b. It was unconstitutional, and Japanese Americans must be duly compensated.--
Consider This: It would take many more years and challenges before it was determined to be unconstitutional.
 - c. It did not pass the strict scrutiny test, and the internment was promptly terminated.
 - d. It was unconstitutional, but it was too late to do anything about it.

Answer: a

Test Bank Item Title: TB_Q5.4.21

Topic: Other Groups Mobilize for Rights

Learning Objective: LO 5.4: Summarize the struggles of other group-differentiated minorities for civil rights.

Page Reference: 113

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. What strategy did the National Association for the Advancement of Colored People use most effectively to challenge segregated law school admissions?
- a. boycotts
 - b. protests
 - c. litigation
 - d. nonviolent direct action--Consider This: The NAACP has long been and still is a legal advocate for African American rights.

Answer: c

Test Bank Item Title: TB_Q5.2.22

Topic: The Push for Equality, 1890–1954

Learning Objective: LO 5.2: Outline developments in African Americans' and women's push for equality from 1890 to 1954.

Page Reference: 100

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. What was the basis for the Supreme Court's decision in *Plessy v. Ferguson* (1896) that upheld the constitutionality of a state law requiring segregated railroad facilities?
- a. Former slaves are not entitled to full citizenship rights because they did not immigrate to the United States willingly.
 - b. Former slaves are not entitled to full citizenship rights because they were considered property under the law.
 - c. The Constitution does not prohibit segregation; it only mandates equal protection under the law.
 - d. Railroad transportation involves interstate commerce, which is regulated by Congress; there is no provision in federal law that prohibits segregation.--Consider This: At the time many white citizens were uncomfortable sharing facilities with African Americans.

Answer: c

Test Bank Item Title: TB_Q5.2.23

Topic: The Push for Equality, 1890–1954

Learning Objective: LO 5.2: Outline developments in African Americans' and women's push for equality from 1890 to 1954.

Page Reference: 98

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. The Supreme Court's decision in *Lawrence v. Texas* (2003) primarily enhanced the civil rights of _____.
- a. African Americans--Consider This: *Lawrence* struck down sodomy laws.
 - b. Native Americans
 - c. gays and lesbians
 - d. disabled Americans

Answer: c

Test Bank Item Title: TB_Q5.4.24

Topic: Other Groups Mobilize for Rights

Learning Objective: LO 5.4: Summarize the struggles of other group-differentiated minorities for civil rights.

Page Reference: 114

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Black Codes were passed by many of the former Confederate states in order to _____.
- a. segregate blacks and whites--Consider This: By denying full voting rights, Black Codes helped white southerners push through many other Jim Crow Laws.

- b. deny newly freed slaves legal rights, such as voting and sitting on juries
- c. keep newly freed slaves from being hired for work, so they would have to remain slaves
- d. deny newly freed slaves the right to attend church

Answer: b

Test Bank Item Title: TB_Q5.1.25

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 96

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. What was the Supreme Court's rationale in the Civil Rights Cases (1883) for why Congress could not prohibit discrimination in public accommodations?
- a. Congress cannot regulate public accommodations because they involve interstate commerce.
 - b. Congress can only regulate government discrimination, not discrimination by private individuals.
 - c. Congress cannot prohibit discrimination because doing so violates the First Amendment right to freedom of speech.--Consider This: Although hate speech is protected, actions that discriminate are not.
 - d. Congress cannot prohibit discrimination because there was insufficient evidence that discrimination exists.

Answer: b

Test Bank Item Title: TB_Q5.1.26

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 97

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. Which of the following is an accurate statement about the "Don't Ask, Don't Tell" policy?
- a. It prohibited all soldiers from discussing their sexual activities.--Consider This: A formal ban on gays and lesbians serving in the military existed, but suspected gays and lesbians could not be asked about it.
 - b. It prevented gays and lesbians from serving in the military.
 - c. It required gay and lesbian soldiers to keep quiet about their sexual orientation.
 - d. It prevented the military from discharging gay and lesbian soldiers.

Answer: c

Test Bank Item Title: TB_Q5.5.28

Topic: Other Groups Mobilize for Rights

Learning Objective: LO 5.5: Summarize the struggles of other group-differentiated minorities for civil rights.

Page Reference: 114

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. In the 1970s, which of the following critiques were given by opponents of the Equal Rights Amendment?
- a. It would affirm *Roe v. Wade*, make women eligible for the draft, and put women at financial risk.
 - b. The Declaration of Independence says men are created equal; it does not say anything about women.
 - c. Equality of results is more important than equality of actions.
 - d. It would revoke *Muller v. Oregon*, make women vulnerable to exploitation, and leave children without care.--Consider This: In the 1970s, many men considered women still to not be as strong and capable as men.

Answer: a

Test Bank Item Title: TB_Q5.3.29

Topic: Statutory Protections for Civil Rights,1955–Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 108

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. The NAACP is most likely to fight to reduce which of the following?
- a. racism
 - b. affirmative action--Consider This: The NAACP is supportive of affirmative action as it has helped even racial inequity.
 - c. sexism
 - d. sodomy

Answer: a

Test Bank Item Title: TB_Q5.1.30

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 99

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. Under the Supreme Court's review standards, a law that classifies people according to _____ will be given strict scrutiny by the Supreme Court to determine its constitutionality.

a. race
b. age
c. disability
d. gender--Consider This: Only one criteria qualifies for strict scrutiny.

Answer: a

Test Bank Item Title: TB_Q5.5.31

Topic: Toward Reform: Protecting Civil Rights

Learning Objective: LO 5.5: Evaluate the standards by which civil rights are protected today and analyze the reforms still necessary.

Page Reference: 116

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. The Civil Rights Act of 1964 was designed to overturn which of the following?

a. integration
b. Jim Crow laws
c. nonviolent direct action
d. Reconstruction--Consider This: The Civil Rights Act of 1964 was designed to bring the rights granted under Reconstruction back to African Americans.

Answer: b

Test Bank Item Title: TB_Q5.3.32

Topic: Statutory Protections for Civil Rights, 1955--Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 106

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. Which of the following dissuaded some states from ratifying the Equal Rights Amendment?

a. *Roe v. Wade*
b. the National Organization for Women
c. *The Feminine Mystique*
d. the strict scrutiny standard--Consider This: Abortion has been a hotly contested issue for years and many people feared it would increase under the ERA.

Answer: a

Test Bank Item Title: TB_Q5.4.33

Topic: Other Groups Mobilize for Rights

Learning Objective: LO 5.4: Summarize the struggles of other group-differentiated minorities for civil rights.

Page Reference: 108

Skill Level: Understand the Concepts

Difficulty Level: Moderate

32. What was the main purpose for the March on Washington?
- a. to urge Congress to adopt an antidiscrimination legislative agenda
 - b. to urge the Supreme Court to overturn the separate-but-equal doctrine
 - c. to urge John F. Kennedy to repudiate the actions of the freedom riders
 - d. to urge Congress to eliminate *de facto* segregation--Consider This: Ending formal discrimination was more important than informal segregation at the time.

Answer: a

Test Bank Item Title: TB_Q5.3.34

Topic: Statutory Protections for Civil Rights, 1955--Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 106

Skill Level: Remember the Facts

Difficulty Level: Easy

33. If a group of people were systematically discriminated against in the past, which of the following would constitute an affirmative action policy designed as a remedy to help the members of this group overcome this legacy of discrimination?
- a. a hiring policy that favors those with relatives working in government
 - b. a college admissions policy that gives preferential treatment to members of the group that experienced discrimination
 - c. a color-blind job application process to give members of this group an equal chance--Consider This: Systemic discrimination can have lasting effects on the educational and career prospects of members of a discriminated group.
 - d. requiring that all job applicants have at least two years of prior experience

Answer: b

Test Bank Item Title: TB_Q5.5.35

Topic: Toward Reform: Protecting Civil Rights

Learning Objective: LO 5.5: Evaluate the standards by which civil rights are protected today and analyze the reforms still necessary.

Page Reference: 118

Skill Level: Apply What You Know

Difficulty Level: Difficult

34. Which of the following accommodations would an employer most likely need to implement in order to be in compliance with the Americans with Disabilities Act?
- a. hiring a disabled person instead of an equally qualified person without a disability--Consider This: The ADA strives to provide equal access for all people.
 - b. providing better medical insurance for employees who have a disability
 - c. lowering expectations for the quality of work performed by employees with disabilities
 - d. installing a ramp and other physical accommodations for someone who uses a wheelchair

Answer: d

Test Bank Item Title: TB_Q5.4.36

Topic: Other Groups Mobilize for Rights

Learning Objective: LO 5.4: Summarize the struggles of other group-differentiated minorities for civil rights.

Page Reference: 115

Skill Level: Apply What You Know

Difficulty Level: Difficult

35. According to the Supreme Court's decisions in the *Civil Rights Cases* (1883), in which of the following areas could Congress prohibit discrimination against African Americans?
- a. theaters--Consider This: Congress was able to ban discrimination in public spaces.
 - b. hotels
 - c. post offices
 - d. private homes

Answer: c

Test Bank Item Title: TB_Q5.1.37

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 97

Skill Level: Apply What You Know

Difficulty Level: Difficult

36. For which of the following would the Supreme Court most likely apply an intermediate standard of review to determine whether the policy is an unconstitutional violation of the equal protection clause?
- a. having a different minimum age for men to marry than for women to marry
 - b. prohibiting those over 70 years old from working in law enforcement
 - c. prohibiting gays and lesbians from serving in the military
 - d. requiring government contractors to have a racially diverse workforce--Consider This: Race is always considered with strict scrutiny.

Answer: a

Test Bank Item Title: TB_Q5.5.38

Topic: Toward Reform: Protecting Civil Rights

Learning Objective: LO 5.5: Evaluate the standards by which civil rights are protected today and analyze the reforms still necessary.

Page Reference: 118

Skill Level: Apply What You Know

Difficulty Level: Difficult

37. Of the following people, who could serve in the military under the “Don’t Ask, Don’t Tell” policy?
- a. all gays and lesbians--Consider This: Many service members were discharged when their sexuality became public.
 - b. closeted gays and lesbians
 - c. only those who were celibate
 - d. only those who were straight

Answer: b

Test Bank Item Title: TB_Q5.4.39

Topic: Other Groups Mobilize for Rights

Learning Objective: LO 5.4: Summarize the struggles of other group-differentiated minorities for civil rights.

Page Reference: 114

Skill Level: Apply What You Know

Difficulty Level: Difficult

38. Which of the following strategies for expanding civil rights would the Reverend Martin Luther King Jr. have been most likely to support?
- a. sabotaging the electricity supply to the homes of segregationist leaders
 - b. intimidating elderly whites to discourage them from supporting Jim Crow laws
 - c. boycotting stores that enforced segregationist policies
 - d. boycotting elections to underscore the problem of African American disenfranchisement--Consider This: King believed that the vote was the most important right and would not support further disenfranchisement, even voluntary disenfranchisement.

Answer: c

Test Bank Item Title: TB_Q5.3.40

Topic: Statutory Protections for Civil Rights, 1955–Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans’ and women’s civil rights since 1955.

Page Reference: 105

Skill Level: Apply What You Know

Difficulty Level: Difficult

39. Which of the following laws would be the most likely to draw strict scrutiny from the Supreme Court when determining its constitutionality?

- a. Male and female student athletes cannot compete on the same basketball team at the university level.--Consider This: Strict scrutiny is most often applied to racial discrimination cases.
- b. Businesses cannot discriminate against gays and lesbians in hiring and promotion decisions.
- c. Those without a college degree are not eligible for upper-level civil service jobs.
- d. Government contracts must be awarded to a contractor who is a racial minority whenever at least 10 percent of the bidders are minority-owned businesses.

Answer: d

Test Bank Item Title: TB_Q5.5.43

Topic: Toward Reform: Protecting Civil Rights

Learning Objective: LO 5.5: Evaluate the standards by which civil rights are protected today and analyze the reforms still necessary.

Page Reference: 116

Skill Level: Apply What You Know

Difficulty Level: Moderate

40. Which of the following situations would most likely be a violation of Title IX?

- a. an election jurisdiction that does not provide bilingual ballots when there is a large bilingual community
- b. a legal prohibition on hiring women for positions that are known to be hazardous to women's reproductive health
- c. a college that provides significantly more sports scholarships for men than for women
- d. an employer who systematically pays women less than men for doing comparable work--Consider This: The Lilly Ledbetter Act addressed workplace discrimination.

Answer: c

Test Bank Item Title: TB_Q5.3.44

Topic: Statutory Protections for Civil Rights, 1955--Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 108

Skill Level: Apply What You Know

Difficulty Level: Moderate

41. If you thought you were getting an inferior public education because of your ethnicity, which part of the Constitution would you rely on most heavily to justify your case?

- a. the Fifteenth Amendment--Consider This: The equal protection clause is most often invoked in these cases.
- b. the Thirteenth Amendment
- c. the Fourteenth Amendment
- d. the Nineteenth Amendment

Answer: c

Test Bank Item Title: TB_Q5.1.46

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 102-103

Skill Level: Apply What You Know

Difficulty Level: Difficult

42. Which of the following best describes the issues at stake in *Dred Scott v. Sandford*?
- a. the constitutionality of the Missouri Compromise and whether slaves were U.S. citizens
 - b. whether Missouri could remain part of the Union and whether women could bring suits in federal court
 - c. the constitutionality of the Emancipation Proclamation and whether slaves were U.S. citizens--Consider This: the *Dred Scott* decision occurred before the Civil War.
 - d. whether women were U.S. citizens who should be allowed to vote and whether slavery in Missouri was legal

Answer: a

Test Bank Item Title: TB_Q5.1.47

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 94

Skill Level: Analyze It

Difficulty Level: Difficult

43. How has the Equal Rights Amendment affected women's civil rights?
- a. It has ensured that men and women are treated equally in the workplace.
 - b. It has ensured that the courts evaluate gender discrimination using the strict scrutiny test.--Consider This: The courts do not use strict scrutiny with cases of gender discrimination which they would have to do if the ERA passed.
 - c. It has eliminated gender discrimination in the military.
 - d. It has had little effect because it was not formally adopted.

Answer: d

Test Bank Item Title: TB_Q5.3.48

Topic: Statutory Protections for Civil Rights, 1955--Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 108

Skill Level: Analyze It

Difficulty Level: Difficult

44. What is the status of affirmative action in college admissions after the Supreme Court decisions in the two cases involving the University of Michigan, *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003)?

- a. Affirmative action policies are generally permissible, but they cannot involve race-based quotas or numerical point systems.
- b. Affirmative action policies are assumed to be unconstitutional unless the university can demonstrate the need to promote racial tolerance.
- c. Affirmative action policies must ensure that all racial and ethnic groups are represented in accordance with the population of the nation as a whole.--Consider This: The Courts have consistently said preference may be given, but there cannot be a formal system in place.
- d. All forms of affirmative action are unconstitutional because they unfairly favor some people over others based on the color of their skin.

Answer: a

Test Bank Item Title: TB_Q5.5.49

Topic: Toward Reform: Protecting Civil Rights

Learning Objective: LO 5.5: Evaluate the standards by which civil rights are protected today and analyze the reforms still necessary.

Page Reference: 118

Skill Level: Analyze It

Difficulty Level: Difficult

45. Why did southern states enact poll taxes?

- a. to raise revenue for the government--Consider This: Poll taxes did raise revenue for the government, but that was not the primary reason they were enacted..
- b. to ensure that only people who really want to vote would do so
- c. to get around the Fifteenth Amendment and disenfranchise African Americans
- d. to enfranchise former slaves

Answer: c

Test Bank Item Title: TB_Q5.1.50

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women.

Page Reference: 98

Skill Level: Analyze It

Difficulty Level: Difficult

46. How are the Fourteenth Amendment and the Civil Rights Act of 1964 similar?

- a. They both were enacted quickly and easily.
- b. They both passed the strict scrutiny test administered by the Supreme Court.--Consider This: the Fourteenth Amendment is why there is a strict scrutiny test for race.
- c. They both sought equal rights for African Americans.
- d. They both sought equal rights for women.

Answer: c

Test Bank Item Title: TB_Q5.3.51

Topic: Statutory Protections for Civil Rights, 1955–Present

Learning Objective: LO 5.3: Analyze the legal protections enacted for African Americans' and women's civil rights since 1955.

Page Reference: 106

Skill Level: Analyze It

Difficulty Level: Difficult

47. How do the rational basis and the intermediate standard of review differ?
- a. The rational basis standard requires an important governmental objective for classification; the intermediate standard requires the classification to be necessary.
 - b. The rational basis standard applies only to racial classifications; the intermediate standard applies to gender and sexual orientation classifications.
 - c. Those who dislike a law will have an easier time getting it overturned if the Supreme Court applies the intermediate standard instead of the rational basis test.--Consider This: The rational basis test is the lowest level of scrutiny and simply states that there must be a rational basis for any law passed by the government.
 - d. It is easier for the government to demonstrate that there is a rational basis for a law than to meet the requirements of the intermediate standard.

Answer: d

Test Bank Item Title: TB_Q5.5.52

Topic: Toward Reform: Protecting Civil Rights

Learning Objective: LO 5.5: Evaluate the standards by which civil rights are protected today and analyze the reforms still necessary.

Page Reference: 118

Skill Level: Analyze It

Difficulty Level: Difficult

48. What was the Supreme Court's justification for overturning the separate-but-equal doctrine?
- a. The Supreme Court did not have all of the facts when it adopted the separate-but-equal doctrine.--Consider This: Children in all African American schools often had inferior materials and thus did not have equal access to quality education thus relegating them to an inferior system.
 - b. The separate-but-equal doctrine was never intended to apply to people.
 - c. The quality of life for African Americans in the South had deteriorated considerably since the adoption of the separate-but-equal doctrine.
 - d. Segregated schools stigmatize minority children.

Answer: d

Test Bank Item Title: TB_Q5.2.53

Topic: The Push for Equality, 1890–1954

Learning Objective: LO 5.2: Outline developments in African Americans' and women's push for equality from 1890 to 1954.

Page Reference: 102-103

Skill Level: Analyze It

Difficulty Level: Difficult

49. Which of the following arguments would most likely be made by an opponent of affirmative action policies?
- a. Unaddressed past discrimination causes perpetual inequality.--Consider This: the goal of affirmative action is to address past discrimination and level the current playing field.
 - b. Discrimination is a natural part of the human experience.
 - c. Affirmative action discriminates on the basis of race.
 - d. Diversity helps Americans better understand each other.

Answer: c

Test Bank Item Title: TB_Q5.5.54

Topic: Toward Reform: Protecting Civil Rights

Learning Objective: LO 5.5: Evaluate the standards by which civil rights are protected today and analyze the reforms still necessary.

Page Reference: 118

Skill Level: Analyze It

Difficulty Level: Difficult

50. Why was the Civil Rights Act of 1875 unsuccessful?
- a. Congress did not have the authority to enact legislation in the South during the Civil War.
 - b. The Civil Rights Act of 1875 was only concerned with discrimination in government employment.
 - c. The Supreme Court said that private citizens could choose not to provide public accommodations on account of race.
 - d. The Supreme Court said that government institutions could choose not to provide public accommodations on account of race.--Consider This: The court was concerned with not overstepping into people's private business arrangements.

Answer: c

Test Bank Item Title: TB_Q5.1.55

Topic: Roots of Civil Rights

Learning Objective: LO 5.1: Trace the roots of movements to guarantee rights to African Americans and women. **Page Reference:** 97

Skill Level: Analyze It

Difficulty Level: Difficult

Chapter 6: Congress

Multiple-Choice Questions

1. Each state has _____ senators, each of whom serves a _____-year term.
- a. two; two – Consider This: Unlike Senators, members of the House of Representatives are elected to two year terms.
 - b. two; four
 - c. two; six
 - d. four; two

Answer: c

Test Bank Item Title: TB_Q6.1.1

Topic: Roots of the U.S. Congress

Learning Objective: LO 6.1: Describe the constitutional provisions that define Congress

Page Reference: 123

Skill Level: Remember the Facts

Difficulty Level: Easy

2. Which term is used to indicate that a state is awarded congressional seats, based on its proportion of the population?
- a. Apportionment
 - b. Appropriations
 - c. Gerrymandering
 - d. Redistricting –Consider This: Redistricting is the process of redrawing congressional districts to account for changes in population.

Answer: a

Test Bank Item Title: TB_Q6.1.2

Topic: Roots of the U.S. Congress

Learning Objective: LO 6.1: Describe the constitutional provisions that define Congress

Page Reference: 123

Skill Level: Remember the Facts

Difficulty Level: Easy

3. The Constitutional Convention created which form of legislature?
- a. bicameral
 - b. direct --- Consider This: The constitutional convention was fearful of the effects of direct democracies and therefore set up a representative form of government.
 - c. unicameral
 - d. unified

Answer: a

Test Bank Item Title: TB_Q6.1.3

Topic: Roots of the U.S. Congress

Learning Objective: LO 6.1: Describe the constitutional provisions that define Congress

Page Reference: 158

Skill Level: Remember the Facts

Difficulty Level: Easy

4. In the House of Representatives, who is second in authority to the Speaker of the House?
- a. majority leader
 - b. majority whip
 - c. minority leader --- Consider This: The minority leader is the highest authority for the political party that is not in the majority.
 - d. president pro tempore (or pro tem)

Answer: a

Test Bank Item Title: TB_Q6.4.4

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of the committee system, political parties, and congressional leadership in organizing Congress.

Page Reference: 133

Skill Level: Remember the Facts

Difficulty Level: Easy

5. A(n) _____ committee is created to reconcile differences in bills passed by the House and Senate.
- a. conference
 - b. appropriations
 - c. ways and means
 - d. standing --- Consider This: A standing committee is the original source of a bill in Congress.

Answer: a

Test Bank Item Title: TB_Q6.4.5

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of the committee system, political parties, and congressional leadership in organizing Congress.

Page Reference: 136

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Pork may aid the district of a member of Congress by _____.
- a. diverting unallocated funds to the service sector --- Consider This: The service sector is not a direct beneficiary of pork.

- b. increasing jobs and revenue with federally funded projects
- c. increasing revenue through private market investment
- d. taxing corporations less so they provide health insurance for employees

Answer: b

Test Bank Item Title: TB_Q6.5.6

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress

Page Reference: 143

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. An elected official who votes the way his or her constituents would want is a _____.

- a. conscientious objector
- b. delegate
- c. trustee --- Consider This: A trustee votes independent of the wishes of constituents, but rather with in the interests of the Country in mind.
- d. politico

Answer: b

Test Bank Item Title: TB_Q6.2.7

Topic: Representing the American People

Learning Objective: LO 6.2: Analyze the Ability of Members of Congress to Represent Their Constituents.

Page Reference: 130

Skill Level: Understand the Concepts

Difficulty Level: Moderate

8. Whips serve what main function?

- a. to act as official spokespersons for their chambers --- Consider This: The Speaker of the House in the House of Representatives and the Senate Majority Leader in the Senate are the top official spokespersons for their chambers.
- b. to help the Speaker schedule proposed legislation for debate
- c. to meet with members of the executive cabinet
- d. to persuade party members to support the party

Answer: d

Test Bank Item Title: TB_Q6.4.8

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of the committee system, political parties, and congressional leadership in organizing Congress.

Page Reference: 135

Skill Level: Remember the Facts

Difficulty Level: Easy

9. The formal method for ending a filibuster is _____; it requires the approval of _____ senators.

a. abrogation; fifty-one
b. censure; fifty-five
c. cloture; sixty
d. discharge; sixty-seven --- Consider This: Prior to reforms in the 1970s, sixty seven Senators were required to break a filibuster in the Senate.

Answer: c

Test Bank Item Title: TB_Q6.4.9

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of the committee system, political parties, and congressional leadership in organizing Congress.

Page Reference: 136

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which of the following provides an advantage to the incumbent candidate?

a. the desire to “throw the bums out” --- Consider This: Such desires are directed at incumbents and represent a significant disadvantage when large portions of the electorate feel this way.
b. surge and decline
c. property taxes
d. name recognition

Answer: d

Test Bank Item Title: TB_Q6.3.10

Topic: Staying in Congress

Learning Objective: LO 6.3: Describe how incumbency and redistricting help members of Congress to stay in office.

Page Reference: 130

Skill Level: Remember the Facts

Difficulty Level: Easy

11. How might a bill become law if it has been pocket vetoed?

a. Congress may override the pocket veto with a three-fourths vote in each chamber.
b. Congress may override the pocket veto with a two-thirds vote in each chamber. --- Consider This: A two thirds override vote will be impossible because the session of Congress will have ended.
c. The bill can be reintroduced during the next session of Congress.
d. The bill can never become law.

Answer: c

Test Bank Item Title: TB_Q6.5.11

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 142

Skill Level: Understand the Concepts

Difficulty Level: Moderate

12. Members of the House are apportioned to states based on _____. They serve _____-year terms.
- a. equal representation by state; four
 - b. equal representation by state; six ---Consider This: Members of the Senate are apportioned to states based upon the principle of equal representation. All states have two Senators.
 - c. population; two
 - d. population; four

Answer: c

Test Bank Item Title: TB_Q6.1.12

Topic: Roots of the U.S. Congress

Learning Objective: LO 6.1: Describe the constitutional provisions that define Congress.

Page Reference: 123

Skill Level: Remember the Facts

Difficulty Level: Easy

13. What does the Congressional Research Service do?
- a. audits the financial expenditures of the executive branch and federal agencies ---Consider This: The auditing function is the responsibility of the General Accounting Office.
 - b. conducts research and provides information to Congress
 - c. supervises all government-sponsored research projects that use human subjects
 - d. ensures that the Library of Congress has up-to-date research materials

Answer: b

Test Bank Item Title: TB_Q6.6.13

Topic: How Members of Congress Make Decisions

Learning Objective: LO 6.6: Describe the factors that influence how members of Congress make decisions.

Page Reference: 148

Skill Level: Remember the Facts

Difficulty Level: Easy

14. Why were Andrew Johnson and Bill Clinton impeached but not removed from office?
- a. The House officially charged them with wrongdoing, but a Senate trial failed to convict them.
 - b. The Senate officially charged them with wrongdoing, but a House trial failed to convict them.

- c. The Senate officially charged them with wrongdoing, but a Supreme Court trial failed to convict them. --- Consider This: Only the Senate can convict a president if the House decides to impeach. The Chief Justice presides over the Senate proceedings only in the case of a presidential impeachment.
- d. Neither chamber of Congress secured enough votes for a trial.

Answer: a

Test Bank Item Title: TB_Q6.5.14

Topic: Powers of Congress

LO Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 145

Skill Level: Analyze It

Difficulty Level: Difficult

15. Why are there currently 435 members in the House of Representatives?

- a. The Constitution requires a specific ratio of representatives to constituents.
- b. The Constitution stipulates exactly 435 members. --- Consider This: The Constitution has no stipulation of the maximum number of members in the House.
- c. The number has grown each decade, according to census data.
- d. The number is fixed by statute.

Answer: d

Test Bank Item Title: TB_Q6.1.15

Topic: Roots of the U.S. Congress

Learning Objective: LO 6.1: Describe the constitutional provisions that define Congress.

Page Reference: 123

Skill Level: Analyze It

Difficulty Level: Moderate

16. What occurs during the appropriations process?

- a. Congress grants funds to federal agencies and programs.
- b. Congress creates new federal agencies. --- Consider This: The creation of new federal agencies would take place outside of the budgetary function of Congress.
- c. Congress acquires requested oversight material from the executive.
- d. Congress instructs the president to eliminate federal agencies.

Answer: a

Test Bank Item Title: TB_Q6.5.16

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 143

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. Party members vote with each other approximately _____ of the time.
- a. 30 percent
 - b. 50 percent --- Consider This: Partisan polarization in Congress has ebbed and flowed throughout US History.
 - c. 70 percent
 - d. 90 percent

Answer: d

Test Bank Item Title: TB_Q6.6.17

Topic: How Members of Congress Make Decisions

Learning Objective: LO 6.6: Describe the factors that influence how members of Congress make decisions.

Page Reference: 146

Skill Level: Apply What You Know

Difficulty Level: Difficult

18. The _____ is where members of Congress affiliated with a given party gather to select their leadership at the beginning of each term.
- a. conference committee --- Consider This: A conference committee is assembled to reconcile House and Senate versions of a particular piece of legislation.
 - b. electoral college
 - c. leadership conference
 - d. party caucus

Answer: d

Test Bank Item Title: TB_Q6.4.18

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 132

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. A _____ is a temporary committee that is appointed for a specific purpose.
- a. ways and means committee --- Consider This: The Ways and Means committee is a permanent or 'standing' committee in the House of Representatives.
 - b. caucus
 - c. select committee
 - d. standing committee

Answer: c

Test Bank Item Title: TB_Q6.4.19

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 137

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. How have Americans rated members of Congress in recent years?
- a. quite high
 - b. somewhat high
 - c. mediocre --- Consider This: Public approval of Congress has been below 20% since the year 2010.
 - d. dismally low

Answer: d

Test Bank Item Title: TB_Q6.7.20

Topic: Toward Reform: Balancing Institutional Power

Learning Objective: LO 6.7: Evaluate the strategic interactions between Congress, the president, the courts, and the people.

Page Reference: 149

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. The vice president of the United States is the ceremonial leader of the Senate, but he or she has little real leadership responsibilities. The true leader of the Senate is the _____.
- a. majority leader
 - b. president pro tempore --- Consider This: The president pro-tempore is an honorific post chosen by the majority party and presides over the Senate in the absence of the Vice President.
 - c. president of the Senate
 - d. Speaker

Answer: a

Test Bank Item Title: TB_Q6.4.21

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 136

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. The president pro tempore _____.
- a. has the power to nullify legislation with a pocket veto
 - b. has the power to select the majority leader
 - c. is an honorific office awarded to the senior senator of the majority party
 - d. is required to preside over the Senate whenever it is in session --- Consider This: The president pro-tempore presides over the Senate in the absence of the Vice President.

Answer: c

Test Bank Item Title: TB_Q6.4.22

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 136

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. The _____ presides over the House of Representatives, and is expected to smooth the passage of majority-backed bills.

- a. majority leader --- Consider This: While the majority leader is essential in passing majority party backed bills, the leader does not preside over the House.
- b. majority whip
- c. president pro tempore
- d. Speaker

Answer: d

Test Bank Item Title: TB_Q6.4.23

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 133

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. According to the trustee model of representation, legislators are entrusted to _____.

- a. follow a strict interpretation of the Constitution
- b. present the views of their party
- c. use their judgment when making decisions
- d. make decisions according to their constituents' demands --- Consider This: This form of decision-making is referred to as being a delegate.

Answer: c

Test Bank Item Title: TB_Q6.6.24

Topic: How Members of Congress Make Decisions

Learning Objective: LO 6.6: Describe the factors that influence how members of Congress make decisions.

Page Reference: 147

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. What is the purpose of a discharge petition?
- a. to force a vote on a House bill that is otherwise stuck in committee
 - b. to force a vote on a Senate bill that is being delayed by a filibuster --- Consider This: Discharge petitions are specific to the House.
 - c. to force a vote on a House or Senate bill that is favored by a minority
 - d. to force Congress to remain in session until the calendar has been fully discharged

Answer: a

Test Bank Item Title: TB_Q6.4.25

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 137

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. After a bill is reported by a full committee in the House or Senate, it goes to _____.
- a. a conference committee composed of members from the original House and Senate committees
 - b. the House Committee on Rules or the Senate floor
 - c. a subcommittee
 - d. the House or Senate floor --- Consider This: Before going to the House floor, the bill is referred to the House Committee on Rules.

Answer: b

Test Bank Item Title: TB_Q6.5.26

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 141

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. When is the staff of a member of Congress most likely to have an influence over how he or she votes on a given bill?
- a. when the bill is expensive
 - b. when the bill is important to his or her constituents
 - c. when the bill is highly partisan --- Consider This: When a bill is highly partisan, the party leadership is most likely to influence the member's vote.
 - d. when the bill is nonideological

Answer: d

Test Bank Item Title: TB_Q6.6.27

Topic: How Members of Congress Make Decisions

Learning Objective: LO 6.6: Describe the factors that influence how members of Congress make decisions.

Page Reference: 148

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. What procedure limits debate of budget controversies to twenty hours, thereby ending the threat of a filibuster in the Senate?
- a. caucus
 - b. cloture --- Consider This: Cloture is the process of ending a filibuster in the Senate.
 - c. programmatic requests
 - d. reconciliation

Answer: d

Test Bank Item Title: TB_Q6.5.28

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 179

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. Which is an example of logrolling in Congress?
- a. awarding a government contract to a campaign supporter
 - b. introducing and sponsoring a bill --- Consider This: Not every bill that is introduced or sponsored will be suitable for logrolling.
 - c. supporting someone else's bill in exchange for future support of your bill
 - d. health care reform

Answer: c

Test Bank Item Title: TB_Q6.6.29

Topic: How Members of Congress Make Decisions

Learning Objective: LO 6.6 Describe the factors that influence how members of Congress make decisions.

Page Reference: 147

Skill Level: Apply What You Know

Difficulty Level: Difficult

30. What is the typical path a bill proceeds through the House of Representatives?
- a. introduction, committee referral, subcommittee, full committee report, full House vote, Committee on Rules, conference committee, send to president
 - b. introduction, committee referral, subcommittee, full committee report, Committee on Rules, full House vote, conference committee, full House vote, send to president
 - c. introduction, committee referral, subcommittee, Committee on Rules, full committee report, conference committee, full House vote, send to president

d. introduction, committee referral, Committee on Rules, subcommittee, full committee report, full House vote, conference committee, send to president --- Consider This: The bill comes before the Rules Committee once it is passed by the full committee report.

Answer: b

Test Bank Item Title: TB_Q6.5.30

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 140

Skill Level: Apply What You Know

Difficulty Level: Difficult

31. _____ is a good example of constituent casework.

- a. Analysis of an incumbent's policy positions prior to a debate
- b. Analysis of water quality within a district
- c. Helping a constituent navigate red tape
- d. Assisting a federal agency operating within a member's district --- Consider This: Constituent casework can involve assisting a constituent with an issue they are having with a federal agency.

Answer: c

Test Bank Item Title: TB_Q6.3.31

Topic: Staying in Congress

Learning Objective: LO 6.3: Describe how incumbency and redistricting helps members of Congress to stay in office.

Page Reference: 131

Skill Level: Apply What You Know

Difficulty Level: Moderate

32. What is the typical path a bill proceeds through the Senate?

- a. introduction, committee referral, subcommittee, full committee report, full Senate debate and vote, conference committee, full Senate vote, send to president
- b. introduction, committee referral, subcommittee, Committee on Rules, full committee report, conference committee, full Senate vote, send to president
- c. introduction, committee referral, Committee on Rules, subcommittee, full committee report, full Senate vote, conference committee, send to president --- Consider This: The Senate does not have a Committee on Rules, but rather operates on the basis of unanimous consent.
- d. introduction, subcommittee, committee referral, full committee report, Committee on Rules, full Senate vote, conference committee, send to president

Answer: a

Test Bank Item Title: TB_Q6.5.32

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 140

Skill Level: Apply What You Know

Difficulty Level: Difficult

33. A _____ is a tactic used to inform the leadership that a senator may have objections to a bill.
- a. cloture --- Consider This: Cloture is a tactic used to end a filibuster on a measure in the Senate.
 - b. hold
 - c. markup
 - d. pocket veto

Answer: b

Test Bank Item Title: TB_Q6.5.33

Topic: Powers of Congress

Learning Objective: LO 6.5: Describe the powers of Congress.

Page Reference: 141

Skill Level: Apply What You Know

Difficulty Level: Moderate

34. The House minority leader _____.
- a. selects the president pro tempore
 - b. decides jointly with the majority leader which legislation goes to the floor
 - c. is elected by the minority party
 - d. is selected by the Speaker of the House --- Consider This: The Speaker of the House is a member of the majority party.

Answer: c

Test Bank Item Title: TB_Q6.4.34

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 135

Skill Level: Understand the Concepts

Difficulty Level: Moderate

35. Which individual keeps close contact with all members of his or her party, counts votes for key legislation, prepares summaries of bills, and acts as a communications link within the party?
- a. majority leader --- Consider This: The majority leader must rely on subordinates to help organize the caucus to ensure passage of bills.
 - b. minority leader
 - c. whip
 - d. president pro tempore

Answer: c

Test Bank Item Title: TB_Q6.4.35

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 135

Skill Level: Remember the Facts

Difficulty Level: Easy

36. Which statement about incumbency is most accurate?
- a. Incumbents have a huge reelection advantage.
 - b. Incumbents have a small reelection advantage. --- Consider This: It is very difficult for outsiders to win election to Congress.
 - c. Incumbents only leave office when pressured by party leadership.
 - d. Incumbents only leave office when they are impeached.

Answer: a

Test Bank Item Title: TB_Q6.3.36

Topic: Staying in Congress

Learning Objective: LO 6.3: Describe how incumbency and redistricting help members of Congress stay in office.

Page Reference: 130

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37. What does the Government Accountability Office do?
- a. audits the financial expenditures of the legislative branch
 - b. audits the financial expenditures of state governments
 - c. audits the financial expenditures of the executive branch
 - d. monitors potential congressional ethics violations --- Consider This: This is a function of the Ethics Committee in each chamber of Congress.

Answer: c

Test Bank Item Title: TB_Q6.5.37

Topic: How Members of Congress Make Decisions

Learning Objective: LO 6.5: Describe the factors that influence how members of Congress make decisions.

Page Reference: 148

Skill Level: Understand the Concepts

Difficulty Level: Moderate

38. In the event of a major scandal, which kind of committee would be convened to conduct a special investigation?
- a. a conference committee
 - b. a subcommittee
 - c. a joint committee

d. a standing committee --- Consider This: Standing committees are permanent committees that are not designed to conduct special investigations.

Answer: c

Test Bank Item Title: TB_Q6.4.38

Topic: How Congress Is Organized

Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.

Page Reference: 137

Skill Level: Analyze It

Difficulty Level: Difficult

39. Which example best demonstrates a legislator acting according to a delegate view of representation?
- a. A legislator may follow his or her conscience unless public opinion is clear.
 - b. A legislator does whatever is best for his or her reelection.
 - c. A legislator follows the public opinion of his or her constituency.
 - d. A legislator heeds public opinion in every case, except in matters of personal conscience. --- Consider This: It could be the case that nationally public opinion favors one position, while a delegate's constituency favors an opposing point of view.

Answer: c

Test Bank Item Title: TB_Q6.2.39

Topic: Representing the American People

Learning Objective: LO 6.2: Analyze the ability of members to represent their constituents.

Page Reference: 130

Skill Level: Analyze It

Difficulty Level: Difficult

40. Which of the following statements best describes the relationship between Congress and the judiciary?
- a. The Supreme Court typically overturns more than 100 congressional statutes each year. --- Consider This: The Supreme Court has overturned 177 federal laws from its inception to the year 2015.
 - b. The Supreme Court has been overturning more acts of Congress in recent years than it has in the past.
 - c. Congress reviews the constitutionality of Supreme Court decisions.
 - d. Congress typically has the Supreme Court review bills to determine their constitutionality before they are debated on the floor.

Answer: b

Test Bank Item Title: TB_Q6.7.40

Topic: Toward Reform: Balancing Institutional Power

Learning Objective: LO 6.7: Evaluate the strategic interactions between Congress, the president, the courts, and the people.

Page Reference: 149
Skill Level: Analyze It
Difficulty Level: Difficult

41. _____ is a gesture of respect shown by the president to senators from the home state where a judicial vacancy occurs.
- a. Appointee preeminence --- Consider This: Only the president has the power of appointment in the Constitution.
 - b. Committee referral
 - c. Congressional review
 - d. Senatorial courtesy

Answer: d
Test Bank Item Title: TB_Q6.7.41
Topic: Toward Reform: Balancing Institutional Power
Learning Objective: LO 6.7: Evaluate the strategic interactions between Congress, the president, the courts, and the people.
Page Reference: 145
Skill Level: Remember the Facts
Difficulty Level: Easy

42. How are committee chairs selected in the House?
- a. They are selected by party leaders.
 - b. They are elected by the House.
 - c. They are determined according to seniority on the committee.
 - d. They are determined according to seniority within the party. ---Consider This: While seniority may have an impact upon chair appointment, it is not a defining factor.

Answer: a
Test Bank Item Title: TB_Q6.4.42
Topic: How Congress Is Organized
Learning Objective: LO 6.4: Assess the role of leaders, political parties, and committees in Congress.
Page Reference: 138, 139
Skill Level: Understand the Concepts
Difficulty Level: Moderate

Chapter 7: The Presidency

Multiple-Choice Questions

1. Which of the following is a constitutional power that the president shares with the Senate?
 - a. making treaties
 - b. declaring war --- Consider This: Only Congress has the authority to declare war.
 - c. granting pardons
 - d. receiving foreign ambassadors

Answer: a

Test Bank Item Title: TB_Q7.2.1

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the constitution.

Page Reference: 158

Skill Level: Understand the Concepts

Difficulty Level: Moderate

2. Which group is the closest and most loyal to the president?
 - a. Executive Office of the President
 - b. White House staff
 - c. armed forces --- Consider This: The armed forces are subordinate to the president, but they swear an oath to protect and defend the constitution of the United States, not the president.
 - d. National Security Council

Answer: b

Test Bank Item Title: TB_Q7.4.2

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the executive office of the president.

Page Reference: 167

Skill Level: Analyze It

Difficulty Level: Difficult

3. What is executive privilege?
 - a. the ability of the president to refuse to spend money appropriated by Congress --- Consider This: This is known as a line item veto, the power of which the President does not have.
 - b. the ability of the president to veto programmatic requests in a bill

- c. the power of the president to declare war or initiate a police action
- d. the implied power of the president to keep communications confidential

Answer: d

Test Bank Item Title: TB_Q7.1.4

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 156

Skill Level: Understand the Concepts

Difficulty Level: Moderate

4. Who breaks a tie in the Senate?

- a. president of the United States --- Consider This: In the event of a tie in the senate the tie breaking vote goes to the highest ranking official in the Senate.
- b. vice president of the United States
- c. Speaker of the House
- d. Senate majority leader

Answer: b

Test Bank Item Title: TB_Q7.1.5

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 155

Skill Level: Remember the Facts

Difficulty Level: Easy

5. Historically, vice presidential candidates have been chosen to _____.

- a. help set the president's agenda
- b. mentor the president
- c. balance the presidential ticket
- d. serve as the president's chief policy advisor --- Consider This: Recently, vice presidents have been chosen for this function, however this is a modern development.

Answer: c

Test Bank Item Title: TB_Q7.4.6

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organizations and function of the Executive Office of the President.

Page Reference: 164

Skill Level: Analyze It

Difficulty Level: Difficult

6. What does the Twenty-Second Amendment do?
- a. requires that presidents be natural-born citizens
 - b. limits the president's terms of office
 - c. requires the president to be a resident of the United States
 - d. requires the president to be at least thirty-five years old --- Consider This: The presidential age requirement is set forth in the Constitution and has not been amended.

Answer: b

Test Bank Item Title: TB_Q7.1.7

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 155

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. Which first lady acted as a surrogate for her partially paralyzed husband?
- a. Abigail Adams --- Consider This: Abigail Adams was known as a powerful influence and sounding board for her husband, President John Adams.
 - b. Edith Bolling Galt Wilson
 - c. Eleanor Roosevelt
 - d. Nancy Davis Reagan

Answer: b

Test Bank Item Title: TB_Q7.4.8

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the Executive Office of the President.

Page Reference: 165

Skill Level: Remember the Facts

Difficulty Level: Easy

8. To execute this power, the president is required to receive a two-thirds approval vote from the Senate.
- a. appointment of members to the Supreme Court --- Consider This: Supreme Court appointments are made by the president, and then confirmed after Senate judiciary hearings and a simple vote.
 - b. termination of relations with other nations
 - c. negotiation of treaties with other nations
 - d. negotiation of executive agreements with foreign heads of state

Answer: c

Test Bank Item Title: TB_Q7.2.9

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the Constitution.

Page Reference: 158

Skill Level: Understand the Concepts

Difficulty Level: Moderate

9. Congress can remove a president through _____.
- a. veto
 - b. executive privilege
 - c. a House impeachment vote --- Consider This: A House vote of impeachment depends on the Senate for the removal of a president from office.
 - d. a Senate impeachment trial

Answer: d

Test Bank Item Title: TB_Q7.1.10

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 155, 156

Skill Level: Understand the Concepts

Difficulty Level: Moderate

10. Whom did the Framers expect to be the first president of the United States?
- a. Benjamin Franklin
 - b. George Washington
 - c. John Adams --- Consider This: John Adams was the second president of the United States.
 - d. Thomas Jefferson

Answer: b

Test Bank Item Title: TB_Q7.1.11

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 154

Skill Level: Remember the Facts

Difficulty Level: Easy

11. What has to happen in Congress in order for the president to be impeached and removed from office?
- a. The House must impeach the president by a simple majority; the Supreme Court must convict with a two-thirds vote. --- Consider This: The Supreme Court's only function in a president's removal from office is the presiding Chief Justice at the Senate impeachment trial.

- b. The Senate must impeach the president by a simple majority; the House must convict with a two-thirds vote.
- c. The House must impeach the president by a simple majority; the Senate must convict with a two-thirds majority.
- d. The Supreme Court must impeach the president with a simple majority; the chief justice presides over a Senate trial that must convict with a two-thirds majority.

Answer: c

Test Bank Item Title: TB_Q7.1.12

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency..

Page Reference: 156

Skill Level: Understand the Concepts

Difficulty Level: Difficult

12. What position did John Adams describe as being “the most insignificant office that was the invention of man...or his imagination conceived”?
- a. president --- Consider This: While the founders did feel that the legislature was more of a threat to individual liberty than the presidency, they made sure to enumerate the significant powers of the Presidency in Article II of the Constitution.
 - b. vice president
 - c. secretary of state
 - d. Speaker of the House

Answer: b

Test Bank Item Title: TB_Q7.4.14

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the Executive Office of the President.

Page Reference: 164

Skill Level: Understand the Concepts

Difficulty Level: Moderate

13. In what sense is the veto a “qualified negative” power?
- a. The veto has a negative effect on the ability of Congress to conduct its business as qualified by the Constitution. --- Consider This: Congress must have the ability to overturn the veto in order for the veto to be considered a “qualified negative.”
 - b. Congress can negate the president’s legislative agenda by refusing to qualify his or her proposals as ripe for consideration, something that is akin to a legislative veto.
 - c. The president can veto negative or harmful Supreme Court decisions.
 - d. The president can negate legislation passed by Congress, but this power is qualified by Congress’s ability to override the president’s veto.

Answer: d

Test Bank Item Title: TB_Q7.2.15

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the constitution.

Page Reference: 158

Skill Level: Analyze It

Difficulty Level: Difficult

14. Presidents often use _____ to sidestep the constitutional “advice and consent” of the Senate that is required for formal ratification of treaties.
- a. pocket vetoes
 - b. executive privilege
 - c. executive agreements
 - d. signing statements --- Consider This: A signing statement is a means of sidestepping certain provisions of legislation passed by the Congress.

Answer: c

Test Bank Item Title: TB_Q7.2.16

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the constitution.

Page Reference: 158

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. Which best describes a president’s constitutional duty to Congress?
- a. The president must give Congress an occasional update on the state of the union.
 - b. The president must have at least one Cabinet member of the opposing party.
 - c. The president must maintain party support in Congress.
 - d. The president must inform Congress of the reasoning behind a veto. --- Consider This: While the president does have the constitutional power of the veto, there is no constitutional provision requiring a reason for doing so.

Answer: a

Test Bank Item Title: TB_Q7.2.17

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the constitution.

Page Reference: 157

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. Which position has the duty to examine the cost implications of a proposed bill?
- a. secretary of the treasury --- Consider This: The secretary of the Treasury is a cabinet member and is the principle economic advisor to the president.
 - b. Office of Management and Budget

- c. secretary of commerce
- d. chief of staff

Answer: b

Test Bank Item Title: TB_Q7.6.19

Topic: Toward Reform: The President as Policy Maker

Learning Objective: LO 7.6: Describe the relationship between the president and the Congress.

Page Reference: 170

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. What did Benjamin Franklin think had to be included in the Constitution?

- a. a resolution to limit the president's power to send troops into battle
- b. a process for dealing with a vacancy in the office of the president --- Consider This: The founders generally felt that a vice president was necessary in case of vacancy.
- c. a process for impeaching and removing the president
- d. a process for the people to directly elect the president

Answer: c

Test Bank Item Title: TB_Q7.1.20

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 155

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. Which power of the president is used to select officials to execute laws passed by Congress?

- a. appointment
- b. veto---Consider This: A presidential veto can be overturned by a two-thirds vote in both houses of Congress.
- c. pardon
- d. impeachment

Answer: a

Test Bank Item Title: TB_Q7.2.21

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the constitution.

Page Reference: 157

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. What strategy was on display when President Obama visited several college campuses urging students to pressure lawmakers not to increase interest rates on student loans?
- a. twisting arms
 - b. executive privilege
 - c. going public
 - d. rally-round-the-flag --- Consider This: This phenomenon takes place in the wake of a foreign crisis in which the public unifies behind the president.

Answer: c

Test Bank Item Title: TB_Q7.5.22

Topic: Presidential Leadership and the Importance of Public Opinion

Learning Objective: LO 7.5: Describe the relationship between the president and the public.

Page Reference: 168

Skill Level: Apply What You Know

Difficulty Level: Difficult

20. Presidents with high levels of _____ are more powerful leaders.
- a. public approval
 - b. executive privilege --- Consider This: While the ability to keep the advice the president receives secret is an important power in its own right, a president can do very little policy-wise with this tool, as he is still dependent upon Congress to pass his or her domestic agenda.
 - c. debts and deficits
 - d. campaign spending

Answer: a

Test Bank Item Title: TB_Q7.5.23

Topic: Presidential Leadership and the Importance of Public Opinion

Learning Objective: LO 7.5: Describe the relationship between the president and the public.

Page Reference: 169

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. Which of the following is a presidential advisory group whose members are confirmed by the Senate and that helps the president make decisions and execute laws?
- a. the White House staff --- Consider This: White House staff are considered to be the most loyal to the president, but they are not confirmed by the Senate.
 - b. the presidential library
 - c. the chiefs of staff
 - d. the Cabinet

Answer: d

Test Bank Item Title: TB_Q7.4.24

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the Executive Office of the President.

Page Reference: 157

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. Under President Obama, there are about 500 members of the _____ who serve as close, personal advisers to the president and are not subject to Senate confirmation.
- a. White House staff
 - b. Executive Office of the President
 - c. Cabinet --- Consider This: Members of the Cabinet are subject to Senate confirmation.
 - d. Council of Presidential Advisors

Answer: a

Test Bank Item Title: TB_Q7.4.25

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the Executive Office of the President.

Page Reference: 164

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. What is the role of the National Security Council?
- a. to advise the president on military affairs and foreign policy
 - b. to keep the president and first family secure
 - c. to administer the armed forces --- Consider This: The Department of Defense administers the armed forces.
 - d. to provide the president with national security policy advice from the opposing party's perspective

Answer: a

Test Bank Item Title: TB_Q7.4.26

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the Executive Office of the President.

Page Reference: 165

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Who established the precedent that the president would play a prominent role in foreign affairs?
- a. George Washington
 - b. Andrew Jackson
 - c. Thomas Jefferson

d. Abraham Lincoln --- Consider This: In an effort to save the Union, Abraham Lincoln expanded the president's war powers to unprecedented heights during the Civil War.

Answer: a

Test Bank Item Title: TB_Q7.3.27

Topic: The Development and Expansion of Presidential Power

Learning Objective: LO 7.3: Trace the expansion of presidential power.

Page Reference: 161

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. How did Lincoln defend his decision to order a blockade of southern ports without the approval of Congress?

- a. He claimed to have received approval from the Supreme Court.
- b. He claimed that the Constitution explicitly conferred upon him the power to do whatever he thought best in any situation. --- Consider This: Lincoln believed that the urgency of the Civil War necessitated the expansion of his war making authority.
- c. He claimed that his actions were consistent with his power to veto congressional actions or inactions.
- d. He claimed that the inherent powers of his office allowed him to circumvent the Constitution in a time of war or national crisis.

Answer: d

Test Bank Item Title: TB_Q7.3.28

Topic: The Development and Expansion of Presidential Power

Learning Objective: LO 7.3: Trace the expansion of presidential power.

Page Reference: 162

Skill Level: Analyze It

Difficulty Level: Difficult

26. In which way do modern presidents differ from the original intentions of the Framers of the Constitution?

- a. Modern presidents are considerably less democratic than the Framers originally intended. --- Consider This: While presidents do have more power in government, they do so with the democratic legitimacy offered by their election to office.
- b. Modern presidents have considerably less power as leaders of their political parties than the Framers originally intended.
- c. Modern presidents are much more influential in the legislative process than the Framers originally intended.
- d. Modern presidents are more subservient to the will of Congress than the Framers originally intended.

Answer: c

Test Bank Item Title: TB_Q7.6.29

Topic: Toward Reform: The President as Policy Maker

Learning Objective: LO 7.6: Describe the relationship between the president and the Congress.

Page Reference: 169

Skill Level: Analyze It

Difficulty Level: Difficult

27. How is a vice presidential vacancy filled?
- a. The Cabinet nominates a new vice president who must then be approved by Congress.
 - b. The president appoints a new vice president who assumes office immediately. --- Consider This: The president only absolute power in the Constitution is the power to pardon.
 - c. The president appoints a new vice president who must then be approved by Congress.
 - d. The Senate appoints a new vice president who must then be approved by the president.

Answer: c

Test Bank Item Title: TB_Q7.1.30

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 156

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. For a president to be successful the key leadership ability he or she must possess is _____.
- a. the ability to be subservient --- Consider This: The president must be able to convince others to do things they may not ordinarily do or agree to do.
 - b. the willingness to be patient
 - c. the power to persuade
 - d. the ability to make mistakes gracefully

Answer: c

Test Bank Item Title: TB_Q7.5.31

Topic: Presidential Leadership and the Importance of Public Opinion

Learning Objective: LO 7.5: Describe the relationship between the president and the public.

Page Reference: 167, 168

Skill Level: Analyze It

Difficulty Level: Difficult

29. What distinguishes the modern presidency from the institution originally envisioned by the Framers of the Constitution?
- a. The modern presidency is much more powerful than the Framers intended.
 - b. The modern presidency is less involved in the development of foreign policy than the Framers intended.
 - c. Modern presidents exhibit a greater level of deference to Congress in budgetary matters than the Framers intended. --- Consider This: For much of the 19th century, the President was subservient to the Congress in terms of policy making.
 - d. Modern presidents are more cautious in advocating for their legislative agendas than the Framers intended.

Answer: a

Test Bank Item Title: TB_Q7.6.32

Topic: Toward Reform: The President as Policy Maker

Learning Objective: LO 7.6: Describe the relationship between the president and the Congress.

Page Reference: 169

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. Which word best describes the constitutional provisions relating to the powers of the president?
- a. exact --- Consider This: Article I is far more detailed in enumerated powers given to the Congress than Article II grants the president.
 - b. static
 - c. deferential
 - d. vague

Answer: d

Test Bank Item Title: TB_Q7.2.33

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the constitution.

Page Reference: 157

Skill Level: Analyze It

Difficulty Level: Difficult

31. What was the turning point that gave rise to the modern presidency?
- a. the social strife arising from the civil rights movement
 - b. the economic and social turmoil of the Great Depression
 - c. the demands of managing a modern army during World War I --- Consider This: Despite the vast expansion of presidential power in World War I, this power receded at the conclusion of hostilities.
 - d. the rapid contraction of government following the conclusion of World War II

Answer: b

Test Bank Item Title: TB_Q7.3.34

Topic: The Development and Expansion of Presidential Power

Learning Objective: LO 7.3: Trace the expansion of presidential power.

Page Reference: 163

Skill Level: Analyze It

Difficulty Level: Difficult

32. Which of the following accurately describes George Washington's presidency?
- a. His ambitions greatly expanded the power of the presidency to influence domestic policies. --- Consider This: As the first president, Washington was deferential to the Congress for the establishment of domestic policy.
 - b. He took every opportunity to establish the primacy of the national government.
 - c. He established the precedent that the president would take the lead over Congress in influencing the national agenda.
 - d. His actions firmly established the president as the chief driver of the economy.

Answer: b

Test Bank Item Title: TB_Q7.3.35

Topic: The Development and Expansion of Presidential Power

Learning Objective: LO 7.3: Trace the expansion of presidential power.

Page Reference: 161

Skill Level: Analyze It

Difficulty Level: Difficult

33. Which of the following is one way in which the White House staff is different from the president's Cabinet?
- a. The White House staff is not subject to Senate confirmation.
 - b. The Cabinet is more loyal to the president than is the White House staff. --- Consider This: The White House Staff is more loyal to the president than the cabinet.
 - c. The Cabinet works more closely with the president than does the White House staff.
 - d. The White House staff must perform their job duties in accordance with congressional legislation, while the Cabinet has no such restraints.

Answer: a

Test Bank Item Title: TB_Q7.4.36

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the Executive Office of the President.

Page Reference: 167

Skill Level: Analyze It

Difficulty Level: Difficult

34. Which of the following statements provides the best characterization of the members of the White House staff?

- a. The White House staff is a loose collection of bureaucrats who are loyal to executive agencies.
- b. The White House staff is composed of individuals personally and politically close to the president chosen specifically to serve the president's needs.
- c. The White House staff is composed of policy specialists who have little personal loyalty to the president. --- Consider This: The White House staff is considered to be most loyal to the president.
- d. The White House staff is the link between executive agencies in the bureaucracy and Congress.

Answer: b

Test Bank Item Title: TB_Q7.4.37

Topic: The Presidential Establishment

Learning Objective: LO 7.4: Describe the organization and functions of the Executive Office of the President.

Page Reference: 167

Skill Level: Understand the Concepts

Difficulty Level: Moderate

35. The Twenty-Fifth Amendment was enacted in order to clear up uncertainties over the constitutional provisions surrounding _____.

- a. presidential powers to conduct war
- b. presidential and vice presidential succession
- c. the president's powers to negotiate treaties
- d. the Electoral College --- Consider This: There is no constitutional amendment concerning the electoral college.

Answer: b

Test Bank Item Title: TB_Q7.1.38

Topic: Roots of the Office of President of the United States

Learning Objective: LO 7.1: Describe the constitutional provisions that provide the roots of the American presidency.

Page Reference: 156

Skill Level: Understand the Concepts

Difficulty Level: Moderate

36. Why did Congress enact the War Powers Resolution?

- a. to expand the powers of the president in the conduct of war --- Consider This: The War Powers Resolution was designed to limit the president's war-making authority.
- b. to make Congress the sole actor in the conduct of war
- c. to limit the powers of the president in the conduct of war
- d. to require the secretary of defense to inform Congress whenever troops are deployed

Answer: c

Test Bank Item Title: TB_Q7.2.39

Topic: The Constitutional Powers of the President

Learning Objective: LO 7.2: Identify the roles and responsibilities of the president under the constitution.

Page Reference: 160

Skill Level: Analyze It

Difficulty Level: Difficult

37. What might a president do to indicate his or her belief that a portion of the legislation just signed into law is unconstitutional and that he or she intends to disregard it or implement it in some way other than Congress intends?
- a. "go public" with the allegation --- Consider This: Going public is a rhetorical strategy to rally public opinion behind the president's policy, and is not legally binding.
 - b. claim executive privilege
 - c. issue a signing statement
 - d. make an executive agreement

Answer: c

Test Bank Item Title: TB_Q7.6.40

Topic: Toward Reform: The President as Policy Maker

Learning Objective: LO 7.6: Describe the relationship between the president and the Congress.

Page Reference: 171

Skill Level: Apply What You Know

Difficulty Level: Difficult

Chapter 8: The Executive Branch and the Federal Bureaucracy

Multiple-Choice Questions

1. The _____ consists of the departments, agencies, and offices within the executive branch that perform the functions of government.
- a. administration
 - b. bureaucracy
 - c. cabinet -- Consider This: This is one entity.
 - d. civil service

Answer: b

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe how the federal bureaucracy is organized.

Page Reference: 179

Skill Level: Understand the Concepts

Difficulty Level: Moderate

2. Max Weber (1905) identified which of the following as a characteristic of an ideal bureaucracy?
- a. inefficiency
 - b. transparency -- Consider This: This is a recent societal norm.
 - c. consensus-making
 - d. task specialization

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1. Outline the development of the federal bureaucracy.

Page Reference: 174

Skill Level: Understand the Concepts

Difficulty Level: Moderate

3. The civil service system (1883) was introduced with the passage of what law?
- a. the Hatch Act
 - b. the Pendleton Act

- c. the Administrative Procedures Act
- d. the Freedom of Information Act -- Consider This: This is a twentieth-century law.

Answer: b

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1. Outline the development of the federal bureaucracy.

Page Reference: 176

Skill Level: Remember the Facts

Difficulty Level: Easy

4. Under the spoils system, who was awarded jobs in the federal bureaucracy?
- a. those who scored highest on aptitude tests
 - b. those who did not affiliate with a political party
 - c. those who previously served in the military -- Consider This: This does not relate to the armed forces.
 - d. those who helped candidates win election

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1. Outline the development of the federal bureaucracy.

Page Reference: 176

Skill Level: Apply What You Know

Difficulty Level: Moderate

5. _____ are rules created by government agencies that determine how laws are implemented.
- a. Laws
 - b. Directives
 - c. Regulations
 - d. Statutes -- Consider This: These are lesser parts to a greater maxim.

Answer: c

Test Bank Item Title:

Topic: How The Bureaucratic Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 188

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Which law designates the steps that federal agencies must follow in issuing rules and regulations?
- a. the Administrative Procedures Act
 - b. the Hatch Act
 - c. the Pendleton Act -- Consider This: This is a law addressing non-legislative functions.
 - d. the Privacy Act

Answer: a

Test Bank Item Title:

Topic: How The Bureaucratic Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 188

Skill Level: Remember the Facts

Difficulty Level: Easy

7. _____ is the authority that the federal bureaucracy uses to make the best choices to implement policies.
- a. Administrative prerogative
 - b. Administrative discretion
 - c. Division of labor
 - d. Executive control – Consider This: Executive control indicates a level of authority for decision-making, but it is not the correct term in this instance.

Answer: b

Test Bank Item Title:

Topic: How The Bureaucratic Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 188

Skill Level: Remember the Facts

Difficulty Level: Easy

8. The _____ was one of the three original executive branch departments in the U.S. government.
- a. Department of Agriculture
 - b. Department of the Treasury
 - c. Department of the Interior
 - d. Department of Homeland Security – Consider This: The Department of Homeland Security is one of the newest cabinet departments created.

Answer: b

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe how the federal bureaucracy is organized.

Page Reference: 179

Skill Level: Remember the Facts

Difficulty Level: Easy

9. Federal law requires that agencies must take what step before issuing new rules and regulations?
- a. They must obtain approval from the president.
 - b. They must obtain approval from Congress. -- Consider This: This is a different order than the present system.
 - c. They must consult with an administrative law judge.
 - d. They must solicit public comments.

Answer: d

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe how the federal bureaucracy is organized.

Page Reference: 181

Skill Level: Understand the Concepts

Difficulty Level: Moderate

10. Cabinet secretaries are nominated by _____ and confirmed by _____.
- a. the president; the Senate
 - b. the president; the House of Representatives -- Consider This: The first branch is involved in the confirmation of cabinet nominations.
 - c. the president; the Supreme Court
 - d. the Senate; the president

Answer: a

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe how the federal bureaucracy is organized.

Page Reference: 179

Skill Level: Remember the Facts

Difficulty Level: Easy

11. What is implementation?
- a. the process by which a law or policy is put into operation
 - b. a set of procedures executive branch agencies must follow when issuing rules
 - c. the process by which government agencies settle legal disputes -- Consider This: This process involves other concerns than this legal action.
 - d. a set of rules enforcing government agreements with private contractors

Answer: a

Test Bank Item Title:

Topic: How The Bureaucracy Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 186

Skill Level: Remember the Facts

Difficulty Level: Easy

12. Under amendments to the Hatch Act (1939), federal employees are prohibited from _____.

- a. adjudicating legal disputes -- Consider This: The Hatch Act addresses other concerns.
- b. exercising administrative discretion
- c. running for partisan office
- d. running voter registration drives

Answer: c

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 182

Skill Level: Understand the Concepts

Difficulty Level: Moderate

13. The president has the authority to _____.

- a. abolish existing programs and agencies
- b. investigate agency activities and compel bureaucrats to testify about them
- c. make changes in an agency's annual budget proposals
- d. refuse to appropriate funds for certain federal programs -- Consider This: Another branch exercises the power of the purse.

Answer: c

Test Bank Item Title:

Topic: Toward Reform: Making the Bureaucracy Accountable

Learning Objective: LO 8.5: Identify the means of controlling the federal bureaucracy.

Page Reference: 190

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. _____ are working groups established to facilitate the coordination of policy making and implementation across a host of government agencies.

- a. interagency councils
- b. iron triangles
- c. focus groups--- Consider This: Focus groups are not established to coordinate policy making, though they may help policy makers to determine public opinion on various issues.
- d. independent regulatory commissions

Answer: a

Test Bank Item Title:

Topic: How The Bureaucracy Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 187

Skill Level: Remember the Facts

Difficulty Level: Easy

15. Which of the following is a part of the federal bureaucracy?
- a. the Department of Defense
 - b. the U.S. House of Representatives -- Consider This: The House is part of Congress.
 - c. the U.S. Supreme Court
 - d. the Democratic Party

Answer: a

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe how the federal bureaucracy is organized.

Page Reference: 179

Skill Level: Apply What You Know

Difficulty Level: Easy

16. Which of the following is an example of the merit system?
- a. the president evaluating a policy proposal based on its merits
 - b. citizens evaluating political candidates based on candidates' work experience
 - c. agencies hiring people based on their performance on entrance exams
 - d. agency officials evaluating a policy proposal based on its merits -- Consider This: Policy-based merits refer to a different context than the merit system in question.

Answer: c

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 175

Skill Level: Apply What You Know

Difficulty Level: Moderate

17. Before 1883, how were government jobs awarded?
- a. Jobs were awarded based on applicants' expertise.
 - b. Jobs were awarded through a lottery system.
 - c. Jobs were awarded based on applicants' performance on entrance exams. -- Consider This: Assessments are a more recent phenomenon for entry.

d. Jobs were awarded based on applicants' loyalty to the party in power.

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 175

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. Which of the following is a function of the federal bureaucracy?

a. issuing executive orders -- Consider This: These orders differ from bureaucratic operations.

b. issuing executive agreements

c. implementing congressional statutes

d. implementing state laws

Answer: c

Test Bank Item Title:

Topic: How The Bureaucracy Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 186

Skill Level: Understand the Concepts

Difficulty Level: Easy

19. One purpose of the Administrative Procedures Act (1946) is to _____.

a. ensure opportunities for public participation in the rule-making process

b. give federal agencies greater discretion in the rule-making process

c. streamline bureaucratic activities in the rule-making process -- Consider This: The Administrative Procedures Act does involve streamlining, but in a different context.

d. give the president greater control over the rule-making process

Answer: a

Test Bank Item Title:

Topic: How The Bureaucracy Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 189

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. Which of the following is a presidential role in the federal bureaucracy?

a. confirming federal appointees -- Consider This: This is an executive duty outside of the bureaucracy.

- b. nominating people for some federal jobs
- c. creating or abolishing agencies
- d. conducting oversight hearings

Answer: b

Test Bank Item Title:

Topic: Toward Reform: Making the Bureaucracy Accountable

Learning Objective: LO 8.5: Identify the means of controlling the federal bureaucracy.

Page Reference: 190

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. Which of the following is an example of an independent executive agency?

- a. the National Aeronautics and Space Administration (NASA)
- b. the Department of Health and Human Services
- c. the Consumer Product Safety Commission -- Consider This: The Consumer Product Safety Commission is a federal agency.
- d. the Tennessee Valley Authority

Answer: a

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 181

Skill Level: Apply What You Know

Difficulty Level: Moderate

22. Which of the following is an example of a government corporation?

- a. the Food and Drug Administration (FDA) -- Consider This: The FDA operates within the government, but is not considered as a corporation.
- b. the Federal Elections Commission
- c. the Tennessee Valley Authority
- d. the Occupational Safety and Health Administration

Answer: c

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 182

Skill Level: Apply What You Know

Difficulty Level: Moderate

23. Congress's watchdog over executive branch spending is _____.
- a. the Congressional Budget Office (CBO) -- Consider This: The CBO establishes budgets, but does not monitor executive branch spending.
 - b. the Office of Management and Budget (OMB)
 - c. the Department of the Treasury
 - d. the General Accountability Office (GAO)

Answer: d

Test Bank Item Title:

Topic: Toward Reform: Making the Bureaucracy Accountable

Learning Objective: LO 8.5: Identify the means of controlling the federal bureaucracy.

Page Reference: 192

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. How did the Pendleton Act (1883) reform the system of hiring and firing of most federal employees?
- a. It required hiring and firing decisions to be based on partisan loyalty rather than merit.
 - b. It required hiring and firing decisions to be based on merit rather than partisan loyalty.
 - c. It continued to allow hiring on the basis of merit, but made firing federal employees easier. -- Consider This: The Pendleton Act is aimed primarily at hiring practices.
 - d. It continued to allow hiring on the basis of partisan loyalty, but made firing federal employees more difficult.

Answer: b

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 176

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. What is the main purpose served by government corporations?
- a. generating profit for the federal government
 - b. providing services that the private sector lacks a financial incentive to provide
 - c. breaking up monopolies and promoting free-market principles -- Consider This: Monopolies occur within free market operations.
 - d. expanding international trade

Answer: b

Test Bank Item Title:

Topic: How the Bureaucracy Works

Learning Objective: LO 8.4: Identify the roles and responsibilities of the federal bureaucracy.

Page Reference: 186

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. What is a major purpose of an independent regulatory commission?
- a. to regulate commerce
 - b. to increase productivity
 - c. to oversee the executive branch -- Consider This: This law regulates business activity.
 - d. to perform services

Answer: a

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 181

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. Which statement about the quasi-judicial decisions made by government agencies is accurate?
- a. They are strictly advisory. -- Consider This: It is advisory in some capacity, but also serve different purposes.
 - b. They can be reviewed by federal courts.
 - c. They are final and cannot be appealed.
 - d. They can be reviewed by state regulatory commissions.

Answer: b

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 179

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. What role is the Environmental Protection Agency taking when it sets limits on air pollution from power plants?
- a. adjudication
 - b. deliberation
 - c. regulation
 - d. oversight -- Consider This: Oversight happens after limits have been set.

Answer: c

Test Bank Item Title:

Topic: Toward Reform: Making the Bureaucracy Accountable

Learning Objective: LO 8.5: Identify the means of controlling the federal bureaucracy.

Page Reference: 192

Skill Level: Apply What You Know

Difficulty Level: Moderate

29. When did the largest growth in the federal workforce occur?

- a. Johnson's Great Society
- b. FDR's New Deal -- Consider This: Government expansion occurred in this period.
- c. the Civil War
- d. World War II

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 177-178

Skill Level: Remember the Facts

Difficulty Level: Easy

30. How did Americans' attitudes about the role of government change as a result of the Great Depression and Roosevelt's New Deal?

- a. People became more accepting of the federal government's role in economic policy.
- b. People became more cynical about the federal government's role in economic policy.
- c. People became more cynical about the federal government's role in social policy.
- d. People became more confident in the ability of state governments to handle economic policy. -- Consider This: Consumerism factors outside of this attitude choice.

Answer: a

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 177-178

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. Congress and the president share which of the following powers over agencies and departments in the federal bureaucracy?

- a. the power to influence budgets
- b. the power to issue executive orders
- c. the power to sign executive agreements
- d. the power to hold oversight hearings -- Consider This: Oversight hearings involve other groups, not the president.

Answer: a

Test Bank Item Title:

Topic: Toward Reform: Making the Bureaucracy Accountable

Learning Objective: LO 8.5: Identify the means of controlling the federal bureaucracy.

Page Reference: 191

Skill Level: Analyze It

Difficulty Level: Difficult

32. How do departments differ from independent agencies?

- a. Department heads are nominated by the president; agency heads are not.
- b. Agencies are typically larger than departments.
- c. Department heads are part of the president's Cabinet; agency heads are not.
- d. Independent agencies are mostly regulatory in their mission. -- Consider This: Regulation is a key function of these agencies

Answer: c

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 181

Skill Level: Analyze It

Difficulty Level: Difficult

33. How do government corporations differ from private companies?

- a. Government corporations perform activities that private companies have little incentive to provide.
- b. Government corporations cannot borrow money, whereas private companies can.
- c. Government corporations can sell stock, whereas private companies cannot. -- Consider This: Profit accumulation falls outside of this role.
- d. Government corporations need less government oversight than private companies.

Answer: a

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 182

Skill Level: Analyze It

Difficulty Level: Difficult

34. Which of the following statements best describes Congress's influence over agency budgets?
- a. Congress has final say over all department budgets, but has no control of the budgets of independent agencies.
 - b. Congress has final say over the budgets of independent agencies, but has no control of department budgets.
 - c. Congress has the authority to appropriate money to agencies.
 - d. Congress influences the initial budget proposal, but depends on the president for appropriations of federal money. -- Consider This: The president exercises a different role in this process of determining budget lines.

Answer: c

Test Bank Item Title:

Topic: Toward Reform: Making the Bureaucracy Accountable

Learning Objective: LO 8.5: Identify the means of controlling the federal bureaucracy.

Page Reference: 191

Skill Level: Understand the Concepts

Difficulty Level: Moderate

35. Why did Franklin D. Roosevelt create hundreds of new government agencies?
- a. to support Congress in its oversight of the executive and judiciary branches
 - b. to produce the necessary weapons and ammunition to defend the nation
 - c. to reform the civil service system -- Consider This: Employment and relief served as FDR's aim.
 - d. to create jobs and to regulate the economy and business practices

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 177-178

Skill Level: Analyze It

Difficulty Level: Difficult

36. What was the purpose of the Hatch Act (1939)?
- a. to prohibit federal employees from engaging in partisan political activity
 - b. to authorize greater discretion in bureaucratic decision making
 - c. to limit congressional control of the federal bureaucracy
 - d. to reform corruption -- Consider This: Other factors determined the work of the Hatch Act.

Answer: a

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe modern bureaucrats, and outline the structure of Formal Organization of the Bureaucracy.

Page Reference: 182

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37. What is a goal common to both the Pendleton Act and the Hatch Act?
- a. reducing the exercise of administrative discretion
 - b. reducing the influence of partisan politics on the federal bureaucracy
 - c. increasing presidential control of the federal bureaucracy -- Consider This: The executive power fell outside of these bills.
 - d. streamlining the policy implementation process

Answer: b

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1: Trace the growth and development of the federal bureaucracy

Page Reference: 176

Skill Level: Analyze It

Difficulty Level: Difficult

38. How are Cabinet secretaries similar to independent agency administrators?
- a. Both are nominated by the president.
 - b. Neither can be fired by the president.
 - c. Both typically remain in office over multiple presidential administrations. -- Consider This: Cabinets change with new president-elects.
 - d. Both are part of the federal civil service system.

Answer: a

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe how the federal bureaucracy is organized.

Page Reference: 179

Skill Level: Analyze It

Difficulty Level: Difficult

39. Currently, a major concern in regards to the federal workforce is _____.
- a. the decentralization of government offices
 - b. the large number of workers who will soon be eligible to retire
 - c. the low turnover rate in many important positions
 - d. the movement to revive the patronage system -- Consider This: The previous patronage system remains outside of expectation.

Answer: b

Test Bank Item Title:

Topic: Who Are Bureaucrats?

Learning Objective: LO 8.3: Describe how the federal bureaucracy is staffed.

Page Reference: 186

Skill Level: Understand the Concepts

Difficulty Level: Moderate

40. How are interagency councils similar to policy coordinating committees?
- a. Both coordinate the activities of multiple agencies.
 - b. Both help coordinate the activities of the federal and state governments.
 - c. Both are housed within the legislative branch. -- Consider This: These councils operate across the federal branches.
 - d. Both have the authority to override the decisions of agency heads.

Answer: a

Test Bank Item Title:

Topic: Who Are Bureaucrats?

Learning Objective: LO 8.3: Describe how the federal bureaucracy is staffed.

Page Reference: 187

Skill Level: Analyze It

Difficulty Level: Difficult

41. Which of the following was a consequence of the spoils, or patronage, system?
- a. The federal bureaucracy was staffed with people who often lacked expertise.
 - b. There was low turnover in the federal bureaucracy between presidential administrations.
 - c. There was little government corruption. -- Consider This: Corruption was the source of this system.
 - d. Voter turnout was lower.

Answer: a

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 175-176

Skill Level: Analyze It

Difficulty Level: Difficult

42. What event served as a catalyst for the creation of the Pendleton Act (1883)?
- a. the growth of the Republican Party in the 1880s -- Consider This: This political party rise had other influences.
 - b. the expansion of the federal bureaucracy in the 1880s
 - c. the assassination of James Garfield in 1881
 - d. the election of Rutherford B. Hayes in 1876

Answer: c

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 176

Skill Level: Analyze It

Difficulty Level: Difficult

43. What has been the effect of requirements that agencies conduct a formal hearing before issuing rules?
- a. Criticism of rules is increased because the public is more informed.
 - b. Public input typically speeds up the process. -- Consider This: Public comment takes more time.
 - c. The courts tend to give greater deference to agency decisions.
 - d. The president becomes more directly involved in the procedure.

Answer: c

Test Bank Item Title:

Topic: Formal Organization of the Bureaucracy

Learning Objective: LO 8.2: Describe how the federal bureaucracy is organized.

Page Reference: 178

Skill Level: Analyze It

Difficulty Level: Difficult

44. Which of the following contributed to the growth of federal bureaucracy during the twentieth century?
- a. the Hatch Act
 - b. the elimination of the spoils system
 - c. World War II
 - d. the movement of workers to urban centers -- Consider This: This law originated in the nineteenth-century.

Answer: c

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 178

Skill Level: Understand the Concepts

Difficulty Level: Moderate

45. Why was the spoils system ultimately replaced by the civil service system?
- a. due to growing concerns about a poorly functioning federal bureaucracy
 - b. due to public pressure to shrink the size of the federal bureaucracy
 - Consider This: The civil service system expanded the federal bureaucracy.
 - c. due to a Supreme Court decision ruling the spoils system unconstitutional
 - d. due to congressional demands for greater control over the federal bureaucracy

Answer: a

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 184

Skill Level: Analyze It

Difficulty Level: Difficult

46. Which was an influential factor in the expansion of the federal bureaucracy during the post–Civil War era?

- a. the expansion of voting rights to African American men -- Consider This: African-American men struggled for voting rights and access in this period.
- b. the elimination of the spoils system
- c. a series of poor harvests and agricultural distribution problems
- d. the growing incidence of price fixing and other unfair business practices

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Bureaucracy

Learning Objective: LO 8.1 Outline the development of the federal bureaucracy.

Page Reference: 175-176

Skill Level: Analyze It

Difficulty Level: Difficult

Chapter 9: The Judiciary

Multiple-Choice Questions

1. Which Article of the Constitution creates the federal judiciary?
 - a. Article I
 - b. Article II
 - c. Article III
 - d. Article IV -- Consider This: This article does not address the judicial branch.

Answer: c

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 196

Skill Level: Remember the Facts

Difficulty Level: Easy

2. Which of the following confirms all federal judges?
 - a. House of Representatives
 - b. Supreme Court -- Consider This: This is not an aspect of the separation of powers.
 - c. Senate
 - d. president

Answer: c

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 196

Skill Level: Remember the Facts

Difficulty Level: Easy

3. The _____ Act of 1789 established the basic three-tiered structure of the federal court system.
 - a. Federal Courts -- Consider This: This is an entity rather than a law or rule.
 - b. Appellate
 - c. Confirmation
 - d. Judiciary

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 197

Skill Level: Remember the Facts

Difficulty Level: Easy

4. In 1869, Congress set the number of Supreme Court Justices at _____.
- a. five
 - b. six
 - c. eight -- Consider This: The numbers of Supreme Court justices should be such that a tie does not occur; this number has remained unchanged since 1869.
 - d. nine

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 197

Skill Level: Remember the Facts

Difficulty Level: Easy

5. In which of the following cases did the Supreme Court first claim the right of judicial review?
- a. *Chisholm v. Georgia* – Consider This: *Chisholm* established a different principle.
 - b. *Brown v. Board of Education*
 - c. *United States v. Nixon*
 - d. *Marbury v. Madison*

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 199

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Cases generally begin at which level of the courts?
- a. trial
 - b. appellate
 - c. legislative
 - d. circuit -- Consider This: Circuit courts are typically not where court cases begin.

Answer: a

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 201

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. A writ of _____ is a request submitted to the U.S. Supreme Court to review a lower court decision.

a. *mandamus* -- Consider This: A writ of *mandamus* is an order from a court to an inferior official, ordering that official to fulfill his or her obligations or duties.

b. prohibition

c. attachment

d. *certiorari*

Answer: d

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 210

Skill Level: Remember the Facts

Difficulty Level: Easy

8. For a case to be heard in the Supreme Court, a minimum of how many justices must vote to hear the case?

a. one

b. four

c. five -- Consider This: A need for a "majority" vote is not necessary for a case to be heard.

d. six

Answer: b

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 211

Skill Level: Understand the Concepts

Difficulty Level: Moderate

9. Following oral arguments, the justices gather for a _____ during which they discuss the case and cast preliminary votes.
- a. conference
 - b. moot court session
 - c. hearing -- Consider This: In a hearing, the public is involved versus only justices.
 - d. review

Answer: a

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 213

Skill Level: Understand the Concepts

Difficulty Level: Moderate

10. How many tiers does the federal judiciary have?
- a. three
 - b. six -- Consider This: The federal court system and the system within each state has basically the same structure and number of tiers.
 - c. twelve
 - d. fifteen

Answer: a

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 200

Skill Level: Remember the Facts

Difficulty Level: Easy

11. A court that hears and weighs evidence in order to reach the first decision in a civil or criminal case is a court of _____ jurisdiction.
- a. appellate -- Consider This: This occurs later in the judicial process.
 - b. constitutional
 - c. mandatory
 - d. original

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 196

Skill Level: Understand the Concepts

Difficulty Level: Moderate

12. Courts established by Congress for specialized purposes are known as _____ courts.
- a. appellate -- Consider This: An appellate court is used in a different context for judicial review.
 - b. constitutional
 - c. legislative
 - d. public

Answer: c

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 200

Skill Level: Remember the Facts

Difficulty Level: Easy

13. Who represents the federal government in appeals to the Supreme Court?
- a. Attorney General -- Consider This: The Attorney General holds an office with a different function for external parties.
 - b. president
 - c. Speaker of the House
 - d. solicitor general

Answer: d

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 212

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. Who nominates judges to the U.S. district courts?
- a. the president
 - b. the House of Representatives
 - c. the Senate -- Consider This: The Senate plays a different role in the judiciary process.
 - d. the Supreme Court

Answer: a

Test Bank Item Title:

Topic: How Federal Court Judges Are Selected

Learning Objective: LO 9.3: Outline the criteria for nominating and the process of approving federal judges and Supreme Court justices.

Page Reference: 205

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. Which of the following is the authority of a court to hear and decide the issues in a particular case?
- a. jurisdiction
 - b. judicial review -- Consider This: The authority in judicial review is a different context.
 - c. jurisprudence
 - d. *stare decisis*

Answer: a

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 196

Skill Level: Remember the Facts

Difficulty Level: Easy

16. _____ is the power of the courts to review and overturn the actions of the executive and legislative branches.
- a. Original jurisdiction -- Consider This: This is an idea of constitutional interpretation.
 - b. *Stare decisis*
 - c. Judicial review
 - d. Precedent

Answer: c

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 199

Skill Level: Remember the Facts

Difficulty Level: Easy

17. Recent presidents have increased the _____ of the federal courts.
- a. size -- Consider This: The court is unchanged in size.
 - b. salaries
 - c. experience level
 - d. diversity

Answer: d

Test Bank Item Title:

Topic: How Federal Court Judges Are Selected

Learning Objective: LO 9.3: Outline the criteria for nominating and the process of approving federal judges and Supreme Court justices.

Page Reference: 207

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. Federal district court judges are appointed to _____ terms.
- a. three-year – Consider This: Federal judges have terms longer than three-year.
 - b. ten-year
 - c. twenty-year
 - d. life

Answer: d

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 200

Skill Level: Remember the Facts

Difficulty Level: Easy

19. The authority to be the first court to hear a case is which type of jurisdiction?
- a. appellate -- Consider This: Appellate jurisdiction comes farther along in the system.
 - b. constitutional
 - c. federal
 - d. original

Answer: d

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 200-201

Skill Level: Remember the Facts

Difficulty Level: Easy

20. A(n) _____ brief provides legal rationale of an interest group in hopes of swaying the Supreme Court's decision.
- a. *amicus curiae*
 - b. *habeas corpus* -- Consider This: This is in regards to individual rights versus economic interests.
 - c. outsider
 - d. *coram nobis*

Answer: a

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 212

Skill Level: Apply What You Know

Difficulty Level: Moderate

21. Only a(n) _____ court can review the decisions of a lower court.

- a. trial -- Consider This: Trials proceed with different function.
- b. legislative
- c. administrative
- d. appellate

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 200

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. The U.S. courts of appeals are divided into _____ numbered circuits and two unnumbered circuits.

- a. six -- Consider This: There are more than six numbered circuits in the U.S. courts of appeals.
- b. nine
- c. eleven
- d. twelve

Answer: c

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 201-202

Skill Level: Understand the Concepts

Difficulty Level: Easy

23. Which term refers to an opinion written by a justice in the majority that outlines additional considerations he or she thinks are important?

- a. concurring
- b. *en banc*
- c. dissenting -- Consider This: This refers to an opinion that is maligned to the majority.
- d. *per curiam*

Answer: a

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 215

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Proponents of which of the following believe that judges should use their power broadly to further justice?
- a. judicial restraint
 - b. strict constructionism Consider This: Strict constructionism is the opposite of "broadly."
 - c. judicial activism
 - d. originalism

Answer: c

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 216

Skill Level: Remember the Facts

Difficulty Level: Easy

25. The vast majority of all cases are tried in _____.
- a. federal courts
 - b. the U.S. district courts
 - c. appellate courts -- Consider This: Appellate courts come into play further into the judicial process.
 - d. state courts

Answer: d

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 201

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. In which federal courts are trials conducted?
- a. circuit courts -- Consider This: Federal circuit courts are for appeals.
 - b. district courts
 - c. courts of appeals
 - d. state supreme courts

Answer: b

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 201

Skill Level: Apply What You Know

Difficulty Level: Moderate

27. The Supreme Court provides a statement of the legal reasoning behind its decisions in written _____.

- a. briefs -- Consider This: Briefs are legal statements versus expressions of analysis or rationale.
- b. arguments
- c. opinions
- d. regulations

Answer: c

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making. factors that influence judicial decision making.

Page Reference: 215

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. How and whether judicial decisions are translated into actual policy is known as judicial _____.

- a. implementation
- b. execution
- c. legislation -- Consider This: This is a function of Congress.
- d. intention

Answer: a

Test Bank Item Title:

Topic: Toward Reform: Power, Policy Making, and the Court

Learning Objective: LO 9.5: Evaluate the role of the Supreme Court in national policy making.

Page Reference: 218

Skill Level: Remember the Facts

Difficulty Level: Easy

29. Which of the following is within the original jurisdiction of the Supreme Court?
- a. federal criminal matters
 - b. tax disputes
 - c. military tribunals -- Consider This: Tribunals are military affairs handled by armed forces courts.
 - d. cases involving two or more state governments

Answer: d

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 196

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. Who presides over trials for presidential impeachment?
- a. the vice president
 - b. the Speaker of the House -- Consider This: This is an office of the legislative branch.
 - c. the chief justice
 - d. the president of the Senate

Answer: c

Test Bank Item Title:

Topic: The Federal Court System

Learning Objective: LO 9.2: Describe the structure of the federal judiciary.

Page Reference: 203

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. According to *Marbury v. Madison*, which clause implies the right of the Supreme Court to exercise judicial review?
- a. the necessary and proper clause -- Consider This: This applies to federal/state power.
 - b. the supremacy clause
 - c. the faithful execution clause
 - d. the full faith and credit clause

Answer: b

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 199

Skill Level: Analyze It

Difficulty Level: Difficult

32. According to Article III of the Constitution, _____ has/have the power to create inferior federal courts.
- a. Congress
 - b. the president
 - c. the Supreme Court
 - d. the states -- Consider This: This is a function beyond the state authority.

Answer: a

Test Bank Item Title:

Topic: Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 197

Skill Level: Understand the Concepts

Difficulty Level: Moderate

33. Which of the following can modify or reverse a decision of the Supreme Court?
- a. an executive order -- Consider This: An executive order cannot reverse a Supreme Court decision.
 - b. a district court
 - c. a constitutional amendment
 - d. a writ of *certiorari*

Answer: c

Test Bank Item Title: **Topic:** Roots of the Federal Judiciary

Learning Objective: LO 9.1: Describe the constitutional foundations of the federal judiciary and judicial review.

Page Reference: 199-200

Skill Level: Analyze It

Difficulty Level: Difficult

34. All federal judicial nominations are first referred to which of the following for a hearing?
- a. House Committee on the Courts
 - b. Senate Nominations Committee -- Consider This: The Senate Nominations Committee is not the first group to hear federal judicial nominations.
 - c. attorney general
 - d. Senate Judiciary Committee

Answer: d

Test Bank Item Title:

Topic: How Federal Court Judges Are Selected

Learning Objective: LO 9.3: Outline the criteria for nominating and the process of approving federal judges and Supreme Court justices.

Page Reference: 209

Skill Level: Analyze It

Difficulty Level: Difficult

35. If a judge believes that she should only strike down laws that clearly violate the Constitution, she likely believes in which of the following?
- a. judicial activism
 - b. original intent -- Consider This: This indicates a desire to align interpretation or opinion to the minds of the framers.
 - c. strict constructionism
 - d. judicial restraint

Answer: d

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 216

Skill Level: Apply What You Know

Difficulty Level: Moderate

36. The conference of the U.S. Supreme Court is _____.
- a. limited to the justices and other court staff
 - b. limited to the justices themselves
 - c. open to the justices and the public
 - d. open to the justices and the media -- Consider This: A public forum contradicts the setting of the U.S. Supreme Court.

Answer: b

Test Bank Item Title:

Topic: How the Supreme Court Makes Decisions

Learning Objective: LO 9.4: Outline the process by which the Supreme Court makes decisions and the factors that influence judicial decision making.

Page Reference: 215

Skill Level: Understand the Concepts

Difficulty Level: Moderate

Chapter 10: Public Opinion and Political Socialization

Multiple-Choice Questions

1. Who is considered the founder of modern-day polling?
 - a. George Gallup
 - b. Alfred M. Landon
 - c. Walter Lippmann – Consider this: Lippmann was instrumental in the growth of public opinion research while the individual in question pioneered methods in gauging public opinion through scientific polling.
 - d. John Zogby

Answer: a

Test Bank Item Title: TB_Q10.1.1

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion research.

Page Reference: 222

Skill Level: Remember the Facts

Difficulty Level: Easy

2. Unscientific surveys used to gauge public opinion on a variety of issues are known as what?
 - a. deliberative polls
 - b. exit polls – Consider This: A 1939 poll using the method in question yielded incorrect results largely because of systemic issues with sampling and timing. Exit polls, on the other hand, utilize a scientific system of participant identification and survey timing.
 - c. push polls
 - d. straw polls

Answer: d

Test Bank Item Title: TB_Q10.1.2

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public research polling.

Page Reference: 223

Skill Level: Remember the Facts

Difficulty Level: Easy

3. Since 1952, researchers have conducted and analyzed the _____ to assess the political attitudes and behavior of the American electorate.
- a. World Values Survey – Consider This: While the World Values Survey considers information on political attitudes gathered in over 100 countries throughout the world, the study in question evaluates data related exclusively to the United States and political participation by American citizens.
 - b. Gallup Poll Predictions
 - c. Nolan Chart
 - d. American National Election Studies

Answer: d

Test Bank Item Title: TB_Q10.1.3

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public research polling.

Page Reference: 225

Skill Level: Remember the Facts

Difficulty Level: Easy

4. What are push polls designed to do?
- a. provide unbiased information that helps voters make an informed judgment
 - b. encourage young citizens to register to vote
 - c. push people into voting for the frontrunner -- Consider This: While push polls seek to encourage specific voter behavior, they do not necessarily favor an election's frontrunner.
 - d. present negative information that might cause voters to vote against a candidate

Answer: d

Test Bank Item Title: TB_Q10.2.4

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 225

Skill Level: Understand the Concepts

Difficulty Level: Moderate

5. Tracking polls help candidates _____.
- a. encourage voter turnout
 - b. win support among undecided voters -- Consider This: While the underlying goal of tracking polls is to identify information that can ultimately offer a campaign a strategic advantage, the polls themselves are not designed to sway undecided voters.
 - c. measure the impact of their campaign
 - d. find campaign volunteers

Answer: c

Test Bank Item Title: TB_Q10.2.5

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2:

Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 227

Skill Level: Understand the Concepts

Difficulty Level: Moderate

6. _____ is an unintended influence of the questioner on respondents during in-person interviews.

- a. question bias -- Consider This: While the phrasing of the questions themselves can bias an interview in any setting, other factors such as pollster attire, question presentation, and relatability to the interviewee can all impact an in-person poll.
- b. the margin of error
- c. interviewer bias
- d. self-selection

Answer: c

Test Bank Item Title: TB_Q10.2.6

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2:

Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 227

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. Which is a shortcoming of limited respondent options?

- a. Polls measure only elite opinion.
- b. Polls are unable to measure the intensity of feelings about issues.
- c. Polls have no scientific credibility. -- Consider This: Polls can utilize a scientific methodology to obtain information but still offer poll participants a rigid format for answering questions that can potentially constraint their answers.
- d. Polls are undemocratic.

Answer: b

Test Bank Item Title: TB_Q10.2.7

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 229-230

Skill Level: Analyze It

Difficulty Level: Difficult

8. The _____ is a measure of the accuracy of a public opinion poll.
- a. margin of error
 - b. modal response
 - c. sample size
 - d. standard deviation – Consider This: Standard deviation is used to calculate the concept in question, giving observers a sense of the results if the poll were to be conducted several times.

Answer: a

Test Bank Item Title: TB_Q10.2.8

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 229

Skill Level: Remember the Facts

Difficulty Level: Easy

9. “Feeling thermometer” questions ask respondents how they feel about a particular issue by _____.
- a. signaling their approval or disapproval
 - b. answering with a simple yes or no
 - c. using a 0-to-100 scale
 - d. computing degree-of-affinity statistics -- Consider This: “Feeling thermometer” questions do not require computations on behalf of the individual polled but rather a specific, targeted assessment of the degree of their feelings on issues.

Answer: c

Test Bank Item Title: TB_Q10.2.9

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 230

Skill Level: Understand the Concepts

Difficulty Level: Moderate

10. What do Americans often have difficulty forming opinions about?
- a. policies that involve issues of morality -- Consider This: Americans have an easier time assessing their feelings on issues related to morality as they can apply their own individual sentiments to the discussions, but find it more difficult to establish policy positions on topics like foreign affairs or other issues in which they are not well-versed.
 - b. policies that do not affect them personally
 - c. policies related to their occupation
 - d. policies related to their property taxes

Answer: b

Test Bank Item Title: TB_Q10.2.10

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 230-231

Skill Level: Apply What You Know

Difficulty Level: Moderate

11. Of the following, which is a demographic characteristic that often affects a citizen's political opinions?
- a. employability -- Consider This: While employment and level of education are considered forms of demographic information, employability is comprised of many factors and is more subjective. Many of the most significant demographic traits impacting political opinions are those over which individuals have little control, such as race and ethnicity.
 - b. gender
 - c. candidates' policy positions
 - d. partisanship

Answer: b

Test Bank Item Title: TB_Q10.4.11

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 234

Skill Level: Understand the Concepts

Difficulty Level: Moderate

12. The value of hard work and personal responsibility are rooted in America's _____.
- a. emphasis on economic and social equality -- Consider this: The United States has less of a welfare system than many industrialized democracies in other parts of the world, stemming largely from a history of self-reliance dating back to the colonial period.
 - b. communitarian instincts
 - c. two-party system
 - d. Protestant heritage

Answer: d

Test Bank Item Title: TB_Q10.4.12

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 235

Skill Level: Understand the Concepts

Difficulty Level: Moderate

13. When is a child's peer group most politically influential?
- a. before preschool
 - b. during preschool
 - c. during elementary school – Consider This: While school age children are heavily influenced by their academic experiences in regard to political socialization, peer groups are most influential as parental influence declines.
 - d. during middle and high school

Answer: d

Test Bank Item Title: TB_Q10.4.13

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 235-236

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. According to Andrew Kohut, founding director of the Pew Research Center, why has the public played a more important role in national and international politics over the last three decades?
- a. the sophistication of modern polling techniques
 - b. the rise in the number of public opinion polls
 - c. the advent of the Internet -- Consider This: While Internet technology and the rise of social media has led to substantive changes in the way the public interacts with politics, more structured means of gauging public opinion now impact nearly every decision made by politicians.
 - d. the speed with which computers can process election data

Answer: b

Test Bank Item Title: TB_Q10.5.15

Topic: Toward Reform: The Effects of Public Opinion on Politics

Learning Objective: LO 10.5: Evaluate the effects of public opinion on policy making

Page Reference: 238-239

Skill Level: Analyze It

Difficulty Level: Difficult

15. Why is Walter Lippmann credited with spurring the growth of public opinion polling?
- a. Lippmann tried to predict the winner of the presidential contest between Andrew Jackson and John Quincy Adams.
 - b. Lippmann was a pioneer in the use of the straw poll.
 - c. Lippmann wrote a book in which he observed that research on public opinion was far too limited, especially in light of its importance.
 - d. Lippmann discovered three fatal errors in the *Literary Digest* poll that wrongly predicted that Republican Alfred M. Landon would beat incumbent President Franklin D. Roosevelt. -- Consider This: Lippmann's critique of public opinion and its role in the

democratic process may well have caused the critical assessment of 1936 election polling, however, Lippmann himself is not credited with the discovery of these polling flaws.

Answer: c

Test Bank Item Title: TB_Q10.1.16

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion research.

Page Reference: 223

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. George Gallup undoubtedly had a vested interest in fostering reliance on public opinion polls. Why?
- a. He was a politician.
 - b. He was a pollster.
 - c. He was a political consultant. -- Consider This: Gallup's academic pursuits focused on psychology, which he later expanded to cover public opinion. He developed research methods to assess public opinion and marketed them to newspaper clients.
 - d. He was an officeholder.

Answer: b

Test Bank Item Title: TB_Q10.1.17

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion research.

Page Reference: 283

Skill Level: Analyze It

Difficulty Level: Difficult

17. Which of the following statements about the 1936 *Literary Digest* poll that predicted Roosevelt's reelection defeat is true?
- a. The poll oversampled the upper middle class and the wealthy.
 - b. The poll oversampled groups heavily Democratic in orientation.
 - c. The poll excluded owners of automobiles and telephones.
 - d. The poll oversampled middle-class voters who owned telephones. -- Consider This: While the poll oversampled telephone owners in general, many of those owners were not middle class voters but rather individuals in a specific voting category that ultimately swayed the poll.

Answer: a

Test Bank Item Title: TB_Q10.1.18

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion research.

Page Reference: 223

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. In the context of public opinion polls, what is self-selection?
- a. a reference to the timing of public opinion polls that may skew survey results -- Consider This: A 1936 straw poll demonstrated the problem of self-selection as only 22 percent of those contacted by mail returned their completed surveys.
 - b. a reference to the ability of respondents to decide whether to participate in surveys
 - c. a reference to long-term studies of the electorate invalidated by short-term biases
 - d. a reference to short-term studies of the electorate invalidated by long-term biases

Answer: b

Test Bank Item Title: TB_Q10.1.19

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion.

Page Reference: 223

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. What is the purpose of a “name recognition survey”?
- a. to discover how a better-known candidate contemplating a run for office might fare against an incumbent -- Consider This: While a better-known candidate might use the “name recognition survey” to assess potential success against an incumbent, the survey itself can be utilized by any candidate attempting to gauge voter familiarity.
 - b. to discover how a local officeholder has affected the electoral climate
 - c. to discover how many people have heard of a potential candidate
 - d. to gauge how negatively the public views a potential third-party candidate

Answer: c

Test Bank Item Title: TB_Q10.2.20

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 225

Skill Level: Understand the Concepts

Difficulty Level: Easy

20. Which of the following is a disadvantage of surveying the public using traditional telephone polls?
- a. Many people do not have landlines.
 - b. Pollsters are no longer exempt from federal do-not-call lists. -- Consider This: Forty-seven percent of Americans exclusively use cell phones.
 - c. Pollsters are no longer exempt from state do-not-call lists.
 - d. Polling is a form of constitutionally protected speech.

Answer: a

Test Bank Item Title: TB_Q10.2.21

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 227

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. How are exit polls conducted?

- a. over the telephone -- Consider This: Exit polls are designed to predict election outcomes just after the polls have closed by engaging individuals whom pollsters know with certainty have voted.
- b. on the Internet
- c. through the mail
- d. in person

Answer: d

Test Bank Item Title: TB_Q10.2.22

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 227

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. Which topic is more likely than the others to be subject to a screening procedure in a public opinion poll?

- a. crime prevention
- b. illegal drug use
- c. the federal budget
- d. health care -- Consider This: Academic research organizations use screening procedures to determine voter familiarity with more complicated issues; polls are more likely to be inaccurate if respondents answer questions related to issues on which they have little prior knowledge or information.

Answer: c

Test Bank Item Title: TB_Q10.2.23

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 230

Skill Level: Apply What You Know

Difficulty Level: Moderate

23. What is political socialization?

- a. the process through which individuals self-select themselves to participate in public opinion polls

- b. the process through which individuals acquire status as opinion leaders
- c. the process through which individuals seek out the beliefs and values of those in office -- Consider This: The process of political socialization is largely impacted by individuals' demographic characteristics and social influences during their formative years.
- d. the process through which individuals acquire their political beliefs and values

Answer: d

Test Bank Item Title: TB_Q10.4.24

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 233-234

Skill Level: Remember the Facts

Difficulty Level: Moderate

24. At what age do parents exercise the greatest influence on the political socialization of their children?
- a. from birth to age five
 - b. from birth to age ten -- Consider This: The more exposure children have to their peer groups, the less influential parents become in regard to the socialization process.
 - c. from age ten to age fourteen
 - d. at age fourteen and older

Answer: a

Test Bank Item Title: TB_Q10.4.26

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 236

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. Which of the following statements best describes the interaction between public opinion and public policy in the United States?
- a. Public opinion can affect policy.
 - b. Public opinion can only affect short-term policy. -- Consider This: The increasing prevalence of polling has allowed for an abundance of data on public opinion that increasingly impacts not only short-term developments like election cycles but regular news coverage and the behavior of policy makers.
 - c. Public opinion only affects policy during national crises.
 - d. Public opinion has no discernible effect on policy.

Answer: a

Test Bank Item Title: TB_Q10.5.27

Topic: Toward Reform: The Effects of Public Opinion on Politics

Learning Objective: LO 10.5: Evaluate the effects of public opinion on policy making.

Page Reference: 238-239

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. In 1948, the *Chicago Daily Tribune* wrongly predicted that Republican Thomas E. Dewey would beat incumbent President Harry S. Truman. Knowing what you know about the accuracy of various polls, what kind of poll would most likely have led the *Tribune* to make this erroneous prediction?
- a. an exit poll -- Consider This: Exit polls utilize a systematic means to gauge voter behavior while the method in question is known for being unscientific as participants are often self-selecting.
 - b. a push poll
 - c. a random-digit dialing poll
 - d. a straw poll

Answer: d

Test Bank Item Title: TB_Q10.1.28

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion.

Page Reference: 223

Skill Level: Apply What You Know

Difficulty Level: Difficult

27. When have Gallup's predictions been the least accurate?
- a. when there has been a female candidate
 - b. when there is a prominent third-party candidate
 - c. during economic crises -- Consider This: As the Great Recession began in 2008, Gallup predicted the election of Barack Obama with relative accuracy. During the 1992 election during which Ross Perot was a candidate for president, Gallup's results were far more inconsistent with the final outcome.
 - d. when the incumbent is seeking reelection

Answer: b

Test Bank Item Title: TB_Q10.1.29

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion.

Page Reference: 224

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. A polling firm has been commissioned by the *New York Times* to assess public opinion about the performance of FEMA (the Federal Emergency Management Agency) during the aftermath of Hurricane Sandy. What should the firm do first?
- a. determine the population

- b. determine the method of poll selection
- c. contact respondents
- d. select the sample -- Consider This: In order to select a sample, pollsters must first make other determinations about whose attitudes they wish to measure.

Answer: a

Test Bank Item Title: TB_Q10.2.30

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 227

Skill Level: Apply What You Know

Difficulty Level: Moderate

29. Which is the clearest example of a question that might be found on a push poll?
- a. Are you familiar with Rosemary Austin's voting record on tax subsidies for energy producers?
 - b. Would you approve or disapprove of the job that Rosemary Austin is doing if you knew that she never even reads the legislation before voting to spend your tax dollars?
 - c. Do you plan to vote for Rosemary Austin for the House of Representatives this November? -- Consider This: Those responsible for taking push polls do not record the results since push polls are designed to dissuade voters from considering a particular candidate.
 - d. Do you approve or disapprove of the job that Rosemary Austin is doing?

Answer: b

Test Bank Item Title: TB_Q10.2.31

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 225

Skill Level: Apply What You Know

Difficulty Level: Difficult

30. To determine if families with children would use school vouchers to send their children to charter schools, from which of the following populations should you select a sample?
- a. women with children
 - b. citizens in the school district -- Consider This: Stratified sampling allows researchers to target participants based on Census data in order to increase the likelihood that issues are relevant to those participants, increasing the probability that individuals surveyed will actually vote.
 - c. parents
 - d. parents of children under age 18

Answer: d

Test Bank Item Title: TB_Q10.2.32

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 227

Skill Level: Apply What You Know

Difficulty Level: Difficult

31. In a random sample of 1,000 high school students, 29 percent indicated that they had read the Declaration of Independence at least once, with a margin of error of four percent. Which of the following statements is true?
- a. It is likely that more than 33 percent of the population have read the Declaration of Independence.
 - b. It is likely that fewer than 25 percent of the population have read the Declaration of Independence.
 - c. It is likely that between 25 and 33 percent of the population have read the Declaration of Independence.
 - d. It is likely that 29 percent of the population has read the Declaration of Independence with a four percent chance that the survey results could be incorrect. -- Consider This: The margin of error offers a sense of a poll's accuracy by offering a range in which ultimate results are likely to fall.

Answer: c

Test Bank Item Title: TB_Q10.2.33

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 229

Skill Level: Apply What You Know

Difficulty Level: Moderate

32. As a pollster for Smart Polling, you are concerned about gauging the public's attitudes about arms-control policy. You believe that the public not only has little information on this complex topic, but also has thought little about it. What procedure might you implement to increase the accuracy of your polling data?
- a. a screening procedure
 - b. a grading procedure
 - c. a tracking procedure -- Consider This: While tracking allows pollsters to continually chart voter response over time, the procedure in question is designed to weed out poll participants who might lack the knowledge to offer accurate responses to complicated questions.
 - d. a sampling procedure

Answer: a

Test Bank Item Title: TB_Q10.3.34

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 230

Skill Level: Apply What You Know

Difficulty Level: Difficult

33. Which of the following accurately describes a difference in public opinion between men and women?
- a. Men are more likely to think that labor unions are necessary to protect the rights of workers. -- Consider This: While formal research on the topic offers no scientific correlation, some analysts assert that there is a maternal explanation for the political opinions held by women.
 - b. Men are more likely to favor military intervention.
 - c. Women are more likely to believe that school boards have a right to fire teachers who are homosexual.
 - d. Women are more likely to believe that we should tighten restrictions on people coming to the United States.

Answer: b

Test Bank Item Title: TB_Q10.4.35

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 234

Skill Level: Analyze It

Difficulty Level: Difficult

34. A decrease in political knowledge will likely cause _____.
- a. a decrease in support for particular candidates – Consider This: Citizens often apply existing knowledge to political decisions, impacting their ability to engage in the political process in general.
 - b. a decrease in political participation
 - c. an increase in the likelihood that someone will participate in a political campaign
 - d. an increase in the likelihood that someone will vote

Answer: b

Test Bank Item Title: TB_Q10.4.36

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 237

Skill Level: Analyze It

Difficulty Level: Difficult

35. During his campaign for reelection in 2012, Barack Obama deemphasized his work on health care reform. Which of the following reasons is the most plausible explanation for this decision, given what you know about the interaction between public opinion, policy, and politics?
- a. His campaign did not want to focus on an issue that had deep divisions in public opinion.
 - b. His campaign wanted to focus on the improvements in unemployment instead. – Consider This: While the Obama Administration chose to emphasize employment numbers in the 2012 campaign, the rationale for that decision was based on the growing assessment of public opinion. This reflects Andrew Kohut’s assertion that the public has increased impact on policy making decisions due to polling.
 - c. The public is generally much less concerned about domestic issues than they are about foreign policy issues.
 - d. Very few Americans held opinions about health care reform because it did not directly affect them.

Answer: a

Test Bank Item Title: TB_Q10.5.37

Topic: Toward Reform: The Effects of Public Opinion on Politics

Learning Objective: LO 10.5: Evaluate the effects of public opinion on policy making.

Page Reference: 238-239

Skill Level: Analyze It

Difficulty Level: Difficult

36. George Gallup believed that _____. This belief continues to be common today.
- a. the public should be surveyed only when the relative importance of an issue is high
 - b. leaders should have an appraisal of public opinion and consider it in reaching their decisions
 - c. straw polls should be used to gauge public opinion
 - d. pollsters should expect a high degree of consistency in citizens’ day-to-day political views -- Consider This: Gallup believed that polling helped to “speed up the process of democracy,” better ensuring that citizens’ views could be taken into account even as they changed.

Answer: b

Test Bank Item Title: TB_Q10.1.38

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion research.

Page Reference: 222

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37. Which of the following surveys is more likely than the others to generate self-selection error?
- a. a mail-in survey of retirement community members about the privatization of Medicare
 - b. a phone survey of randomly selected voters about the job performance of local council members
 - c. a yes-or-no phone survey that asks, "Will you vote in the upcoming presidential election?"
 - d. a door-to-door survey about home energy use -- Consider This: The more effort it takes citizens to participate in surveys, the more likely it is that only those with substantial background or interest on the topic will respond.

Answer: a

Test Bank Item Title: TB_Q10.1.39

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion research.

Page Reference: 223

Skill Level: Apply What You Know

Difficulty Level: Moderate

38. Why have American National Election Studies (ANES) researchers conducted surveys before and after every mid-term and presidential election since 1952?
- a. to compile long-term studies of the electorate
 - b. to increase voter participation – Consider This: While ANES surveys seek to gain insight into political participation, their underlying aims center on offering insights into engagement rather than encouraging it.
 - c. to safeguard elections from manipulation by political consultants
 - d. to clarify options for undecided voters

Answer: a

Test Bank Item Title: TB_Q10.1.40

Topic: Roots of Public Opinion Research

Learning Objective: LO 10.1: Describe the beginnings of public opinion research.

Page Reference: 225

Skill Level: Analyze It

Difficulty Level: Difficult

39. What is the difference between random sampling and stratified sampling?
- a. Stratified sampling combines random selection with predetermined weighting of a population's demographic characteristics.
 - b. Stratified sampling gives each member of a targeted population the same probability of being polled, whereas simple random sampling does not.
 - c. Random sampling incorporates random selection into the polling procedure, whereas stratified sampling allows for self-selection. -- Consider This: Rather than promoting self-

selection, stratified sampling utilizes Census data to increase the chances that survey participants are likely voters.

d. Stratified sampling relies on techniques to minimize bias, whereas simple random sampling does not.

Answer: a

Test Bank Item Title: TB_Q10.2.41

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 227

Skill Level: Analyze It

Difficulty Level: Difficult

40. Web polls that allow anyone to weigh in on a topic are a type of _____ poll.
- a. exit
 - b. scientific
 - c. tracking – Consider This: Tracking polls follow trends over time using a scientific methodology. The form of polling in question allows for limited sampling among a self-selecting group of people.
 - d. straw

Answer: d

Test Bank Item Title: TB_Q10.2.42

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion polls.

Page Reference: 228

Skill Level: Apply What You Know

Difficulty Level: Moderate

41. Which type of survey question is best suited for addressing concerns about public opinion polls that contain a limited number of response options?
- a. yes-or-no questions
 - b. approve-or-disapprove questions
 - c. “feeling thermometer” questions
 - d. tracking questions – Consider This: Tracking polls involve small sample sizes but do not require a small number of questions. According to political scientist V.O. Key Jr., respondents should be offered a range in which opinions could be registered.

Answer: c

Test Bank Item Title: TB_Q10.3.43

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion questions.

Page Reference: 230

Skill Level: Apply What You Know

Difficulty Level: Moderate

42. Americans are likely to have the most difficulty forming opinions on which of the following topics?
- a. topics involving jobs and unemployment
 - b. topics involving tax deductions for home mortgages
 - c. topics involving the European Central Bank and creditor nations
 - d. topics involving single-payer health care mandates – Consider This: Americans are most likely to form political opinions on issues that impact them directly.

Answer: c

Test Bank Item Title: TB_Q10.3.44

Topic: Conducting and Analyzing Public Opinion Polls

Learning Objective: LO 10.2: Describe the methods for conducting and analyzing different types of public opinion questions.

Page Reference: 230-231

Skill Level: Apply What You Know

Difficulty Level: Moderate

43. What opinion of a Democratic president would you expect an eleven-year-old child raised in a politically active Republican household to have?
- a. indifference toward the president – Consider This: Even from a very young age, children develop political orientations as a result of their surroundings and most significant influences.
 - b. approval of the president
 - c. skepticism of the president
 - d. trust of the president

Answer: c

Test Bank Item Title: TB_Q10.4.45

Topic: Forming Political Opinions

Learning Objective: LO 10.4: Explain how the agents of socialization influence the development of political attitudes.

Page Reference: 235-236

Skill Level: Apply What You Know

Difficulty Level: Moderate

Chapter 11: Political Parties

Multiple-Choice Questions

1. One of the various activities that parties engage in is _____.
 - a. dividing the electorate
 - b. narrowing voter choice -- Consider This: Political parties are often considered major agents of political change and much of that change stems from the individuals who are ultimately elected.
 - c. encouraging candidates to run
 - d. reducing accountability mechanisms

Answer: c

Test Bank Item Title: TB_Q11.3.1

Topic: Activities of American Political Parties

Learning Objective: LO 11.3: Identify the functions of political parties.

Page Reference: 251

Skill Level: Remember the Facts

Difficulty Level: Easy

2. What is the single greatest influence in establishing a person's first party identification?
 - a. economic status -- Consider This: While factors like economic status can have a profound effect on political outlook, particularly in adulthood, the establishment of party loyalty begins early in life with a child's most significant influences.
 - b. religion
 - c. hot-button social issues
 - d. parents

Answer: d

Test Bank Item Title: TB_Q11.4.2

Topic: Party in the Electorate

Learning Objective: LO 11.4: Describe the forces that create and shape party identification.

Page Reference: 256

Skill Level: Remember the Facts

Difficulty Level: Easy

3. What are some of the major barriers to minor-party political success?
 - a. political polarization, campaign finance rules, and union shop laws -- Consider This: Polarization has deepened the divide between the two major parties, making room for third-party candidates to provide a potential middle ground. Structural and institutional

characteristics of the election process, however, have made it highly difficult for third parties to amass significant support.

- b. the winner-take-all system, public financing rules , and the Electoral College system
- c. constitutional restrictions, voter perceptions, and the secret ballot
- d. unpopular policies, voter identification laws, and constitutional restrictions

Answer: b

Test Bank Item Title: TB_Q11.5.3

Topic: Minor Parties in the American Two-Party System

Learning Objective: LO 11.5: Evaluate the role of minor parties in the U.S. electoral system.

Page Reference: 263

Skill Level: Understand the Concepts

Difficulty Level: Moderate

4. In what way do minor parties make a significant contribution to the political system?
- a. They frequently win elections in crucial swing states.
 - b. They simplify citizens' choices on Election Day.
 - c. They draft most legislation that is eventually enacted by one of the major parties. -- Consider This: While minor parties are not responsible for the drafting of most legislation, they tend to be issues-driven and promote innovative ways to advance key causes.
 - d. They reveal political divides and bring to light new ideas.

Answer: d

Test Bank Item Title: TB_Q11.5.4

Topic: Minor Parties in the American Two-Party System

Learning Objective: LO 11.5: Evaluate the role of minor parties in the U.S. electoral system. **Page Reference:** 262-263

Skill Level: Analyze It

Difficulty Level: Difficult

5. Which of the following is a minor party that was formed to oppose desegregation?
- a. the American Independent Party
 - b. the Green Party
 - c. the Free Soil Party -- Consider This: While members of the Free Soil Party were not necessarily progressive on issues of racial equality, they actively opposed the expansion of slavery in the United States in the years prior to the Civil War.
 - d. the Bull Moose Party

Answer: a

Test Bank Item Title: TB_Q11.5.5

Topic: Minor Parties in the American Two-Party System

Learning Objective: LO 11.5: Evaluate the role of minor parties in the U.S. electoral system.

Page Reference: 262

Skill Level: Remember the Facts

Difficulty Level: Easy

6. What typically precedes a party realignment?
- a. a caucus
 - b. censure
 - c. a critical election
 - d. economic crises -- Consider This: Major party realignment took place in 1932 during the Great Depression. While the Depression was an economic crisis, the impetus for the realignment was the public's embrace of Franklin Roosevelt and the Democratic Party.

Answer: c

Test Bank Item Title: TB_Q11.1.6

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 245

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. Which of the following most accurately describes the Era of Good Feelings?
- a. a time of little political disagreement given the absence of the traditional two parties -- Consider This: Despite the dominance of the Democratic-Republican party, conflicts over War of 1812 hero Andrew Jackson and the role of the federal government in sponsoring internal improvements led to significant discord.
 - b. a time of intense factional difference within the lone political party
 - c. a time of great political strife between two opposing national parties
 - d. a time of accord between the two political parties which both agreed on major ideological points

Answer: b

Test Bank Item Title: TB_Q11.1.7

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 244

Skill Level: Understand the Concepts

Difficulty Level: Easy

8. The most visible instrument that parties use to formulate, convey, and promote public policy is _____.
- a. its organizational structure
 - b. its constitution
 - c. its platform
 - d. its procedural document -- Consider This: Unlike a procedural document which dictates how organizations carry out policies and procedures, the document in question articulates the party's stances on key issues.

Answer: c

Test Bank Item Title: TB_Q11.3.8

Topic: Activities of American Political Parties

Learning Objective: LO 11.3: Identify the functions of political parties.

Page Reference: 252

Skill Level: Remember the Facts

Difficulty Level: Easy

9. Which factor largely accounts for the failure of the U.S. electoral system to produce a third party that rivals the Democrats and Republicans?
- a. multi-member districts and a proportional voting system
 - b. single-member districts and a nonpartisan blanket primary system
 - c. multi-member districts and a plurality voting system -- Consider This: While the “first past the post” plurality system does hamper third parties, the multi-member district does not as it is not employed in the United States.
 - d. single-member districts and a plurality voting system

Answer: d

Test Bank Item Title: TB_Q11.5.9

Topic: Minor Parties in the American Two-Party System

Learning Objective: LO 11.5: Evaluate the role of minor parties in the U.S. electoral system.

Page Reference: 263

Skill Level: Analyze It

Difficulty Level: Difficult

10. A _____ is a collection of policy-oriented researchers and academics who are sources of policy ideas.
- a. caucus
 - b. convention -- Consider This: Although each party’s convention represents an important venue for the construction of the party platform, it is dominated by politicians and party leaders. The entity in question is an institutionalized source of ideas on public policy that can be either partisan or non-partisan.
 - c. political machine
 - d. think tank

Answer: d

Test Bank Item Title: TB_Q11.2.10

Topic: The Organization of American Political Parties

Learning Objective: LO 11.2: Describe the structure of political parties at the national, state, and local levels.

Page Reference: 250

Skill Level: Remember the Facts

Difficulty Level: Easy

11. Modern national party conventions serve what end?
- a. They assemble delegates who will be assessed for their future political potential.
 - b. They mobilize support for the nominee who has essentially already been selected.
 - c. They deliberate on the party's choices for presidential and vice presidential nominees.
-- Consider This: With few exceptions, the parties' presumptive nominees are not determined at the convention.
 - d. They hold elections to determine new party leaders.

Answer: b

Test Bank Item Title: TB_Q11.2.11

Topic: The Organization of American Political Parties

Learning Objective: LO 11.2: Describe the structure of political parties at the national, state, and local levels.

Page Reference: 248

Skill Level: Analyze It

Difficulty Level: Difficult

12. A gradual shift in party coalitions that is based more on demographic shifts than on shocks to the political system is known as a _____ realignment.
- a. secular
 - b. critical
 - c. party
 - d. piecemeal -- Consider This: While the change described is piecemeal in nature, the term utilized by political scientists reflects the long-term duration of the change as the word was derived from the Latin term relating to an age or period of time.

Answer: a

Test Bank Item Title: TB_Q11.1.12

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 246

Skill Level: Remember the Facts

Difficulty Level: Easy

13. What has become the most powerful predictor of how members of Congress vote?
- a. economic circumstances
 - b. their campaign finances
 - c. how hot-button issues are being discussed in the media -- Consider This: Although the media's increased coverage of public opinion has had a profound impact on policy making, data indicates that legislatures have been strongly influenced by other, more partisan considerations.
 - d. party affiliation

Answer: d

Test Bank Item Title: TB_Q11.3.13

Topic: The Organization of American Political Parties

Learning Objective: LO 11.3: Describe the structure of political parties at the national, state, and local levels.

Page Reference: 253

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. Members of which of the following groups are most likely to prefer the Democratic Party?

- a. Jews
- b. Protestants -- Consider This: Although individuals who identify with various religious groups support both parties, researchers have found a correlation between those who practice consistently and socially conservative views, such as those supported by the Republican Party.
- c. moderates
- d. men

Answer: a

Test Bank Item Title: TB_Q11.4.14

Topic: Party in the Electorate

Learning Objective: LO 11.4: Describe the forces that create and shape party identification.

Page Reference: 261

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. Which of the following was a prominent feature of the era called the “Golden Age” of political parties?

- a. bipartisanship
- b. candidate-centered politics -- Consider This: As political parties became dominant after the Civil War, candidates themselves became more discreet while the institutions used to elect them rose to prominence.
- c. party realignment
- d. political machines

Answer: d

Test Bank Item Title: TB_Q11.1.15

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 244

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. What institutional feature of U.S. politics hinders the success of minor parties?
- a. the separation of powers system
 - b. the Electoral College
 - c. multi-member districts
 - d. proportional representation -- Consider This: The American winner-take-all system does not utilize proportional representation, in which third-party candidates can win seats based on the percentage of votes earned by the party.

Answer: b

Test Bank Item Title: TB_Q11.5.16

Topic: Minor Parties in the American Two-Party System

Learning Objective: LO 11.5: Evaluate the role of minor parties in the US electoral system.

Page Reference: 263

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. What is considered the party in the electorate?
- a. party officers who seek to educate the public on key party stances
 - b. public officials who are registered with a political party
 - c. voters active in the business of the party -- Consider This: While the party in the electorate is comprised of voters, they do not have to be active in party business to receive this qualification.
 - d. citizens who identify with a political party

Answer: d

Test Bank Item Title: TB_Q11.4.17

Topic: Party Identification

Learning Objective: LO 11.4: Describe the forces that create and shape partisan identification.

Page Reference: 246

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. Which of the following is a prominent feature of the modern era of political parties?
- a. bipartisanship
 - b. candidate-centered politics
 - c. "smoke-filled rooms"
 - d. political machines -- Consider This: Important developments such as the increased power of the federal government and the rise of influential political figures like Theodore Roosevelt and Franklin Roosevelt decreased the impact of and the need for machine-style politics.

Answer: b

Test Bank Item Title: TB_Q11.1.18

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 245

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. Which of the following years was a critical election?
- a. 1806 -- Consider This: The reelection of Thomas Jefferson in 1806 did not result in major party realignment as did the election in question.
 - b. 1914
 - c. 1932
 - d. 1975

Answer: c

Test Bank Item Title: TB_Q11.1.19

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 246

Skill Level: Remember the Facts

Difficulty Level: Easy

20. The years 1876 to 1900 had _____.
- a. one-party Republican dominance
 - b. one-party Democratic dominance
 - c. candidate-centered politics -- Consider This: The years following Reconstruction represented an "age of spoils" and political patronage, encouraging party loyalty and political engagement.
 - d. high voter turnout

Answer: d

Test Bank Item Title: TB_Q11.1.20

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 244-245

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. How has party-line voting in Congress changed in the past few years?
- a. It has remained about the same.
 - b. It has increased in some years and decreased in others.
 - c. It has increased noticeably.
 - d. It has decreased noticeably. -- Consider This: Under the leadership of House Speaker John Boehner, Republicans earned a Party Unity Score of 94.6 percent.

Answer: c

Test Bank Item Title: TB_Q11.3.21

Topic: Activities of American Political Parties

Learning Objective: LO 11.3: Identify the functions of political parties.

Page Reference: 253

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. The _____ is the formal governing body of both major parties.
- a. national party assembly
 - b. national party convention
 - c. national party delegation -- Consider This: While delegates play an essential role in setting their parties' respective agendas, they are part of a broader system which convenes every four years.
 - d. national party legislature

Answer: b

Test Bank Item Title: TB_Q11.2.22

Topic: The Organization of American Political Parties

Learning Objective: LO 11.2: Describe the structure of American political parties at the national, state, and local levels.

Page Reference: 311

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. How does a citizen typically become a delegate to a national party convention?
- a. appointment by the governor
 - b. selection by political party leaders -- Consider This: Although delegate selection was once the responsibility of party leaders, delegates are now chosen through a more democratic process.
 - c. selection by citizens in primaries and caucuses
 - d. donating enough money to the party or candidate

Answer: c

Test Bank Item Title: TB_Q11.2.23

Topic: The Organization of American Political Parties

Learning Objective: LO 11.2: Describe the structure of American political parties at the national, state, and local levels.

Page Reference: 248

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Which of the following statements most accurately describes the ideological distribution of members of Congress?

- a. The parties are increasingly polarized, with Democrats moving further to the left than Republicans are moving to the right. ---- Consider This: Congressional Republicans are considered more homogenous than their Democratic counterparts.
- b. The parties are increasingly polarized, with Republicans moving further to the right than Democrats are moving to the left.
- c. The parties are becoming increasingly nonpolarized, with both the Democrats and Republicans moving closer and closer to centrist beliefs and values.
- d. Despite common belief that the parties are becoming increasingly polarized, there is no evidence to support this theory.

Answer: b

Test Bank Item Title: TB_Q11.6.24

Topic: Toward Reform: United or Divided?

Learning Objective: LO 11.6: Assess the reasons for the persistence of the two-party system in American politics.

Page Reference: 263

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. The Democratic National Committee and the Republican National Committee focus on _____.

- a. aiding presidential campaigns and conducting general party-building activities
- b. aiding congressional campaigns and writing a focused party platform
- c. winning more seats in Congress and media outreach -- Consider This: Both the DNC and the RNC organize their parties' national conventions and focus much of their efforts on the activities associated with the conventions.
- d. conducting oversight of state parties and running primary elections

Answer: a

Test Bank Item Title: TB_Q11.2.25

Topic: The Organization of American Political Parties

Learning Objective: LO 11.2: Describe the structure of American political parties at the national, state, and local levels.

Page Reference: 248-249

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. How does the Missouri Plan suggest that judges be selected at the state level?

- a. They should be appointed by a nonpartisan nomination commission.
- b. They should be appointed by the state governor.
- c. They should run for election as party candidates.

d. They should run for election with no party affiliation.-- Consider This: The Missouri Plan is often known as a “merit plan,” emphasizing the selection of judges based on qualification and not on partisan politics or campaign promises.

Answer: a

Test Bank Item Title: TB_Q11.3.26

Topic: Activities of American Political Parties

Learning Objective: LO 11.3: Identify the functions of political parties.

Page Reference: 255

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. Which party entity has the responsibility of establishing a cohesive vision for partisan identifiers nationwide?

- a. the delegates -- Consider This: Although party delegates are responsible for party platforms, a separate national entity is tasked with promoting party-building activities and ameliorating disputes within the party.
- b. the primary election
- c. the national committee
- d. the party caucus

Answer: c

Test Bank Item Title: TB_Q11.2.27

Topic: The Organization of American Political Parties

Learning Objective: LO 11.2: Describe the structure of American political parties at the national, state, and local levels.

Page Reference: 248-249

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. A _____ is when a party’s base of supporters undergoes a dramatic , fundamental, and enduring alteration.

- a. culture war
- b. dealignment
- c. party realignment
- d. secular realignment -- Consider This: Drastic changes in party affiliation can come about rapidly, as is often the case with critical elections, or gradually over time, as in the case of secular realignment.

Answer: c

Test Bank Item Title: TB_Q11.1.28

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of the two-party system. **Page**

Reference: 245

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. What led to the dissolution of the Whig Party?
- a. federal taxation
 - b. the Mexican-American War -- Consider This: While the Mexican-American War highlighted divisive sectional issues that ultimately led to the Civil War and the downfall of the Whig Party, the war itself did not cause the party's collapse.
 - c. post-Civil War Reconstruction
 - d. slavery

Answer: d

Test Bank Item Title: TB_Q11.1.29

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 244

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. When can a party officially change its platform?
- a. after a federal census
 - b. at the start of each fiscal year
 - c. during the national party convention
 - d. every two years -- Consider This: Although platforms change within a designated interval of time, those changes coincide with major party gatherings and activities.

Answer: c

Test Bank Item Title: TB_Q11.3.30

Topic: Activities of American Political Parties

Learning Objective: LO 11.3: Identify the functions of political parties.

Page Reference: 248

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. A critical election is typically associated with _____.
- a. dealignment -- Consider This: Critical elections often encourage shifts in party loyalty rather than political dealignment, which entails the move of voters away from previous party affiliations without adopting new ones.
 - b. party realignment
 - c. political polarization
 - d. secular realignment

Answer: b

Test Bank Item Title: TB_Q11.1.31

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 245

Skill Level: Understand the Concepts

Difficulty Level: Moderate

32. Who was the first chief executive to win the White House as the nominee of a truly national, popularly-based political party following the first national party convention in 1832?

a. John Adams -- Consider This: The 1830s, often considered the era of the “common man,” were part of an historical era named for the president who won the election in 1832.
b. Henry Clay
c. Benjamin Franklin
d. Andrew Jackson

Answer: d

Test Bank Item Title: TB_Q11.1.32

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 244

Skill Level: Apply What You Know

Difficulty Level: Difficult

33. The national parties have set restrictions about how states select _____.

a. state party chairs -- Consider This: State party chairs serve important roles as the public faces of their respective parties within the states and are therefore chosen at the state level. National parties control the selection of another group, a collection of individuals who help set the party platform.
b. election monitors
c. national convention delegates
d. the precincts to target in get-out-the-vote efforts

Answer: c

Test Bank Item Title: TB_Q11.2.33

Topic: The Organization of American Political Parties

Learning Objective: LO 11.2: Describe the structure of American political parties at the national, state, and local levels.

Page Reference: 250

Skill Level: Understand the Concepts

Difficulty Level: Moderate

34. The decrease in the number of _____ has been identified as one cause of increasing polarization.

a. East Coast liberal Democrats -- Consider This: The percentage of liberals on the East Coast who identify as Democrats has increased in part because of a decline in the number of liberals with other party affiliations.
b. Midwestern independents
c. northern liberal Republicans

d. southern conservative Republicans

Answer: c

Test Bank Item Title: TB_Q11.6.34

Topic: Toward Reform: United or Divided?

Learning Objective: LO 11.6: Assess the reasons for the persistence of the two-party system in American politics.

Page Reference: 263

Skill Level: Analyze It

Difficulty Level: Difficult

35. During the late nineteenth and early twentieth centuries, political machines provided _____.

- a. economic equality
- b. over half of the nation's alcohol -- Consider This: Although the political machines of "The Golden Age" were known for offering prospective voters tangible incentives in exchange for their votes, offers of alcohol were considered secondary to promises of basic necessities.
- c. nonpartisan advice about politics
- d. housing, employment, and food

Answer: d

Test Bank Item Title: TB_Q11.1.35

Topic: Roots of the Two-Party System

Learning Objective: LO 11.1: Trace the evolution of political parties.

Page Reference: 244

Skill Level: Understand the Concepts

Difficulty Level: Moderate

36. Why do state legislators rely more on their state and local parties for election assistance than do their congressional counterparts?

- a. because state legislators are not able to make campaign-related decisions on their own
- b. because state legislators base their main talking points directly on state and local public policy -- Consider This: State lawmakers lack the fundraising capabilities of their national counterparts despite the fact that national, state, and local arms of the parties are more integrated than ever.
- c. because members of Congress do not like to make visits to their home states
- d. because members of Congress have easier access to funds and other campaign resources from other sources

Answer: d

Test Bank Item Title: TB_Q11.3.36

Topic: Activities of American Political Parties

Learning Objective: LO 11.3: Identify the functions of political parties.

Page Reference: 250

Skill Level: Analyze It
Difficulty Level: Difficult

37. Proponents of a government that includes a greater role for minor parties might suggest that the United States consider Europe's system of _____.
- a. delegate elections
 - b. multi-party national conventions
 - c. nonpartisan elections -- Consider This: Many European nations apportion their legislative seats based on the percentage of votes earned by the party, making it easier for members of minor parties to hold office.
 - d. proportional representation

Answer: d

Test Bank Item Title: TB_Q11.5.37

Topic: Minor Parties in the American Two-Party System

Learning Objective: LO 11.5: Evaluate the role of minor parties in the U.S. electoral system.

Page Reference: 263

Skill Level: Apply What You Know

Difficulty Level: Difficult

38. Which of the following voter profiles most strongly suggests that an individual will identify with the Democratic Party?
- a. Asian, male, Evangelical Christian
 - b. black, female, from the Northeast
 - c. college-educated, male, from the South -- Consider This: The Democratic Party platform tends to address issues that resonate with groups that have been historically marginalized in American society.
 - d. senior citizen, male, annual income over \$75,000

Answer: b

Test Bank Item Title: TB_Q11.4.38

Topic: Party Identification in the Electorate

Learning Objective: LO 11.4: Describe the forces that create and shape partisan identification.

Page Reference: 257-259

Skill Level: Analyze It

Difficulty Level: Moderate

39. Which of the following voter profiles most strongly suggests that an individual will identify with the Republican Party?
- a. Hispanic, female, Catholic
 - b. Protestant, male, annual income over \$75,000

- c. senior citizen, Jewish, from the Midwest -- Consider This: The Republican Party platform tends to resonate with voting groups who believe the size and scope of government should be limited.
- d. white, Catholic, from the Northeast

Answer: b

Test Bank Item Title: TB_Q11.4.39

Topic: Party Identification in the Electorate

Learning Objective: LO 11.4: Describe the forces that create and shape partisan identification.

Page Reference: 258-259

Skill Level: Apply What You Know

Difficulty Level: Moderate

40. Members of which of the following demographic groups are most likely to identify with the Democratic Party?
- a. African Americans
 - b. Catholics
 - c. Hispanics -- Consider This: Although Hispanics prefer the Democratic Party by two-thirds, there is some political division based on country of origin. Much of the Democrats' most consistent minority support has come from a group that realigned with the Democratic Party during the New Deal era.
 - d. Protestants

Answer: a

Test Bank Item Title: TB_Q11.4.40

Topic: Party Identification in the Electorate

Learning Objective: LO 11.4: Describe the forces that create and shape partisan identification.

Page Reference: 258-259

Skill Level: Understand the Concepts

Difficulty Level: Moderate

Chapter 12: Elections and Voting

Multiple-Choice Questions

1. Election winner often believe that they have a(n) _____, which is a command, to carry out a party platform or policy agenda.
- a. dictate
 - b. consensus -- Consider This: While winners may believe victory leads to consensus, a consensus doesn't provide a command necessarily.
 - c. initiative
 - d. mandate

Answer: d

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1:

Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 272

Skill Level: Remember the Facts

Difficulty Level: Easy

2. A(n) _____ is the process by which citizens propose legislation or constitutional amendments through the petition process followed by a popular vote.
- a. gerrymander
 - b. initiative
 - c. mandate
 - d. referendum -- Consider This: Referendum are when citizens are asked to vote on a decision proposed by a legislative body—not to make an original proposal.

Answer: b

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1:

Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 272

Skill Level: Remember the Facts

Difficulty Level: Easy

3. A majority of the _____ selects the president of the United States.
- a. popular vote -- Consider This: The national popular vote is not used to select the president of the United States. Instead, the Framers create a different system that retains significant power in the states.
 - b. Electoral College
 - c. House of Representatives
 - d. Senate

Answer: b

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1:

Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 276

Skill Level: Understand the Concepts

Difficulty Level: Moderate

4. The Electoral College system favors _____.
- a. centrists
 - b. Democrats
 - c. small states
 - d. third parties -- Consider This: The Electoral College actually makes it more difficult for third parties to be successful given how votes are cast.

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1:

Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 276-277

Skill Level: Analyze It

Difficulty Level: Difficult

5. The ability of an office holder to avoid challenges from challengers is known as the _____ effect.
- a. minimax regret
 - b. log rolling
 - c. run-off effect -- Consider This: Run-offs are special types of elections held in some states and localities. There is a different term for candidates preventing challengers from running through shows of strength.
 - d. scare-off effect

Answer: d

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 278

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Boycotting and picketing are examples of _____.
- a. illegal political participation
 - b. civil disobedience
 - c. radical political participation -- Consider This: While these are examples of political participation, they are not viewed as radical compared to other alternative methods.
 - d. unconventional political participation

Answer: d

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 295

Skill Level: Apply What You Know

Difficulty Level: Difficult

7. Which of the following is a criticism of early voting?
- a. It allows for more special interest influence.
 - b. It decreases the importance of campaigns.
 - c. It increases the potential for voter fraud. -- Consider This: Early voting makes it more difficult for campaigning since the voting day can now be within a window for any individual voter. Since early voting uses traditional voting mechanisms, it is not related to the potential for increased fraud in most cases.
 - d. It leads to front-loading.

Answer: b

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 302

Skill Level: Analyze It

Difficulty Level: Difficult

8. How can redistricting threaten incumbent members of Congress?
- a. It can alter district-based funds from special interest groups.
 - b. It can shift incumbents into a caucus district.
 - c. It can add voters from an area that is less supportive of an incumbent's party.
 - d. It increases the probability of a strong third-party challenger. -- Consider This: While redistricting can have a direct impact on the balance of power between Democrats and Republicans within any given area, it does little to help third-party candidates become successful challengers.

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 279

Skill Level: Analyze It

Difficulty Level: Difficult

9. Which of the following religious groups maintains the most consistent voting pattern?
- a. Protestants
 - b. Catholics -- Consider This: Catholics are faced with a choice between parties emphasizing social justice and aligning with doctrinal views on abortion policy. Thus, they have ebbed and flowed historically.
 - c. Jews
 - d. agnostics

Answer: c

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 299

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Roughly what percentage of Americans vote in presidential elections?
- a. 20 percent
 - b. 35 percent
 - c. 55 percent
 - d. 70 percent -- Consider This: Turnout typically does not reach this high of a level, even in presidential election years.

Answer: c

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 350

Skill Level: Remember the Facts

Difficulty Level: Easy

11. Voters who select a candidate based on the candidate's policy promises are making _____ judgments.
- a. conventional
 - b. unconventional
 - c. prospective
 - d. retrospective -- Consider This: Retrospective judgments are based on past actions or performance—not on promises for the future.

Answer: c

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 299

Skill Level: Apply What You Know

Difficulty Level: Moderate

12. Which amendment to the U.S. Constitution lowered the voting age to eighteen?
- a. Thirteenth
 - b. Fifteenth
 - c. Nineteenth -- Consider This: This amendment gave women the right to vote. It did not touch the voting age.
 - d. Twenty-Sixth

Answer: d

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter

Page Reference: 298

Skill Level: Remember the Facts

Difficulty Level: Easy

13. The _____ was enacted after the 2000 election to assist states with upgrading their voting equipment.
- a. Help America Vote Act
 - b. Management of Elections Act
 - c. Prevent Recounts Act

d. Protect Democracy Act -- Consider This: While voting is essential for democracy to thrive, this was not the name of the act that aimed to help states make voting as easy as possible for their citizens.

Answer: a

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 303

Skill Level: Remember the Facts

Difficulty Level: Easy

14. How do most citizens in Washington and Oregon vote?

- a. by mail
- b. by telephone
- c. in person -- Consider This: While voters can vote in-person, there is a way for them to do so without leaving their homes in Washington, Oregon, and some California counties.
- d. through a website

Answer: a

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 302

Skill Level: Remember the Facts

Difficulty Level: Easy

15. According to political scientists, which of the following has historically been the most effective at mobilizing the American voter?

- a. family and friends -- Consider This: While family and friends can influence voting behaviors, over the course of America's history another group has more effectively served this role.
- b. television advertisements
- c. political parties
- d. voter registration drives

Answer: c

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 303

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. Women support the average Democrat _____.
- a. about 15 percent less than do men
 - b. 5 to 7 percent less than do men -- Consider This: Women are more supportive of the Democratic Party than men are in America today.
 - c. 5 to 7 percent more than do men
 - d. about 15 percent more than do men

Answer: c

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 298

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. Which of the following best describes the relationship between income and vote choice?
- a. Those with low incomes vote for Democrats; those with high incomes vote for Republicans.
 - b. Those with low incomes vote for Republicans; those with high incomes vote for Democrats.
 - c. Those with the highest income and those with the lowest income tend to vote for Republicans.
 - d. Those with the highest income and those with the lowest income tend to vote for Democrats. -- Consider This: Individuals with higher incomes do not typically support the Democratic Party.

Answer: a

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 296

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. How many electoral votes are needed to be elected president?
- a. 210
 - b. 270
 - c. 335 -- Consider This: While 335 votes would win the presidency, you can actually win with a smaller number that accounts for a simple majority of the Electoral College.
 - d. 538

Answer: b

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 276

Skill Level: Remember the Facts

Difficulty Level: Easy

19. What is front-loading?

- a. the tendency to donate money to the first candidates who enter a presidential race
- b. the tendency of major media outlets to call states early in presidential elections -- Consider This: Front-loading involves the timing of elections within the nomination cycle —not how the media chooses to cover races.
- c. the tendency of voters to use early or absentee voting
- d. the tendency of states to choose an early date on the nomination calendar

Answer: d

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 300

Skill Level: Remember the Facts

Difficulty Level: Easy

20. Democrats no longer use the winner-take-all primary because _____.

- a. it cost too much to implement
- b. it increased the influence of special interests
- c. it was generally less representative
- d. it made the nomination process too lengthy -- Consider This: Democrats opted to stop using it for a different reason. More importantly, Republicans still prefer the process because it shortens the time it takes to choose a nominee.

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 275

Skill Level: Analyze It

Difficulty Level: Difficult

21. A registered Republican can crossover vote for a Democratic presidential candidate in a(n) _____ primary.
- a. runoff
 - b. closed -- Consider This: Closed primary states prevent one party's voters from choosing to vote in another party's primary election.
 - c. crossover
 - d. open

Answer: d

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 272-273

Skill Level: Apply What You Know

Difficulty Level: Moderate

22. Runoff primaries _____.
- a. are unconstitutional -- Consider This: Not only are they constitutional, they are used in eleven states currently.
 - b. select the party's nominee
 - c. favor third parties
 - d. politicize primaries

Answer: b

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 273

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. The caucus system of nominating candidates is oriented toward _____.
- a. college students
 - b. low-income voters -- Consider This: A caucus is intended to bring together members of a party to discuss who to nominate; no individual group of individuals are directly benefitted by this system.
 - c. parents of young children
 - d. political parties

Answer: d

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 275

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. _____ provides the incumbent with an advantage.
- a. term limits
 - b. scandals
 - c. greater visibility
 - d. presidential coattails -- Consider This: Coattails can help an incumbent, when the president is a member of their party. Thus, coattails do not always work.

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1:

Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 278-279

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. Which is most likely used to describe a presidential candidate who helps members of Congress get elected?
- a. The president has a short mandate.
 - b. The president has long coattails.
 - c. The president has strong crossover appeal. -- Consider This: Coattails do not suggest a presidential candidate attracts voters of the opposite party.
 - d. The president is front-loading.

Answer: b

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast congressional and presidential elections and explain the incumbency advantage.

Page Reference: 279

Skill Level: Apply What You Know

Difficulty Level: Difficult

26. Making campaign contributions is a form of _____.
- a. conventional participation
 - b. demonstrative participation
 - c. retrospective participation

d. unconventional participation -- Consider This: Expressions like voting and donating money are not unconventional since they are typically commonly accepted forms of persuasion.

Answer: a

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 295

Skill Level: Apply What You Know

Difficulty Level: Moderate

27. Modern American political liberals generally believe that _____.

- a. the government should provide social programs
- b. a lower tax rate stimulates the economy -- Consider This: Liberals are willing to pay higher taxes in order to assure programs are in place to help those in need.
- c. charities are more effective than government programs
- d. government is a necessary evil

Answer: a

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 295-296

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. Prospective judgment is typically based on _____.

- a. a candidate's personal history
- b. what the candidate has done in the past -- Consider This: Retrospective judgments use past history to make future assumptions.
- c. the candidate's ethnic background
- d. the candidate's policy promises

Answer: d

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 299

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. Which of the following do some consider to be a problem with the Electoral College?

- a. Career politicians have a natural advantage over outsiders.
- b. It favors Democrats over Republicans.
- c. It is inconsistent with the intentions of the Framers. -- Consider This: The Electoral College was designed by the Framers to protect the presidency from a possibly uninformed electorate. It remains as they designed today.
- d. The winner of a popular vote can still fail to be elected.

Answer: d

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 300-301

Skill Level: Analyze It

Difficulty Level: Difficult

30. What Electoral College practice did the Twelfth Amendment replace?

- a. Presidents were elected by popular vote.
- b. Presidents were appointed by a vote of the state legislatures.
- c. The president and vice president were elected by party delegates. -- Consider This: While the Twelfth Amendment focused on both the president and vice president, it did not touch on who selected them.
- d. The president and vice president were elected from the same pool of candidates.

Answer: d

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 276-277

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. What is one reason why incumbents have the advantage in elections?

- a. Challengers have more time to campaign than do incumbents.
- b. Each challenger has to petition for inclusion on the ballot, while the incumbent does not.
- c. Mainstream media outlets are required by law to provide free airtime to incumbents. -- Consider This: While incumbents may have advantages in earning free media coverage, outlets are not required by law to provide any time to incumbents.
- d. Incumbents have staffers who provide services that help them win reelection.

Answer: d

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 278

Skill Level: Analyze It

Difficulty Level: Difficult

32. The majority party in the state legislature can use which redistricting process to help defeat an incumbent of the minority party.
- a. It can put a cap on how much money is spent in campaigns.
 - b. It can craft districts that pit an incumbent against another incumbent.
 - c. It can impose term limits for unpopular candidates.
 - d. It necessitates a new and expensive media campaign every two years. -- Consider This: While incumbents may have to introduce themselves to new voters after redistricting, it does not necessarily require an expensive media campaign.

Answer: b

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 279

Skill Level: Analyze It

Difficulty Level: Difficult

33. Which is a potential problem with online voting?
- a. Internet access for lower-income Americans
 - b. bias in favor of young voters -- Consider This: While there could be a perceived bias in favor of young voters, there are not data points to support this argument at present.
 - c. bias in favor of corporations
 - d. inefficient vote counting

Answer: a

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 303

Skill Level: Analyze It

Difficulty Level: Difficult

34. If you wanted to improve voter turnout, which of the following would you suggest?
- a. holding elections more frequently -- Consider This: Americans already suffer from voting fatigue. Instead of voting more, we need to determine ways to make it easier for individuals to get to the polls on election days.

- b. using earlier registration deadlines
- c. moving toward a system of national nominating caucuses
- d. turning Election Day into a national holiday

Answer: d

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 301-302

Skill Level: Apply What You Know

Difficulty Level: Difficult

35. If you were a campaign manager trying to target the largest population of likely voters, at which place would you suggest your candidate campaign?
- a. at a local employment agency
 - b. at the local senior citizens association
 - c. in an American government class at the local college -- Consider This: College-aged students are one of the least likely to vote groups. As a result, targeting them would be a poor campaign strategy if you are trying to reach the largest population of likely voters.
 - d. at a nearby Latino cultural festival

Answer: b

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 298

Skill Level: Apply What You Know

Difficulty Level: Moderate

36. If you wanted to have the most informed voters during a party nomination, you would use which nomination system?
- a. caucuses
 - b. primaries -- Consider This: Primaries allow voters to simply cast a ballot regardless of their knowledge. A different system encourages discussion and understanding of candidates through participation.
 - c. proportional representation
 - d. winner-take-all

Answer: a

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 275

Skill Level: Apply What You Know

Difficulty Level: Difficult

37. If a state legislator wanted to avoid political accountability for a controversial proposal, you might suggest holding a(n) _____.

- a. initiative -- Consider This: Initiatives involve citizen-driven legislation, which bypass the traditional legislatures. A different type of election allows the legislature to put a proposal directly before voters.
- b. plurality
- c. referendum
- d. recall

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Trace the roots of American elections, and distinguish among the four different types of elections.

Page Reference: 273

Skill Level: Apply What You Know

Difficulty Level: Difficult

38. Front-loading benefits _____.

- a. challengers
- b. front-runners
- c. incumbents -- Consider This: While incumbents have benefits in any election, the timing of a primary typically does not allow them to fare any better or worse.
- d. third parties

Answer: b

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 300

Skill Level: Analyze It

Difficulty Level: Difficult

39. If you are competing for your party's nomination for the U.S. House of Representatives, you must first participate in a(n) _____ election.

- a. initiative
- b. caucus -- Consider This: Caucuses are a system that can be used to administer this type of an election. But states are not required to hold caucuses to choose a party's nominee.
- c. primary

d. referendum

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Trace the roots of American elections, and distinguish among the four different types of elections.

Page Reference: 272-273

Skill Level: Apply What You Know

Difficulty Level: Moderate

40. When is the initiative process the most useful?

- a. when the public favors a policy that the legislature is unwilling to enact
- b. when removing an elected official from office
- c. when replacing a member of Congress who has resigned from office before his or her term expired
- d. when trying to enact an unpopular law -- Consider This: If a law is unpopular with voters, it would likely not receive the necessary signatures to be placed on the ballot as an initiative within a state.

Answer: a

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Trace the roots of American elections, and distinguish among the four different types of elections.

Page Reference: 273-274

Skill Level: Apply What You Know

Difficulty Level: Difficult

41. Why are some people concerned about electronic voting?

- a. Electronic voting could increase election costs to the states. -- Consider This: While there could be additional upfront costs, electronic voting could ultimately reduce costs to states. Most criticism is directed, instead, at the possibility for voters to manipulate an electronic system.
- b. Electronic voting could increase election fraud.
- c. Electronic voting could increase the amount of uninformed voters.
- d. Electronic voting could increase the probability that the poor will vote.

Answer: b

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 303

Skill Level: Analyze It

Difficulty Level: Difficult

42. Which presents the greatest threat to congressional incumbents of the president's party?
- a. a presidential election year
 - b. a mid-term election after the president's second year in office -- Consider This: While the president's party historically loses seats during this election, they tend to lose more when voters are even more inclined to be seeking a change.
 - c. a mid-term election after the president's sixth year in office
 - d. a runoff election

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 279-280

Skill Level: Apply What You Know

Difficulty Level: Moderate

43. Which of the following is true about young citizens?
- a. Young citizens are more likely to vote in mid-term elections than in presidential elections. -- Consider This: Young citizens are consistent in their voting habits. No age group is more likely to vote in mid-term elections than presidential ones.
 - b. Young citizens are less likely to vote.
 - c. Young citizens are more likely to vote for Republican candidates than for Democratic candidates.
 - d. Young citizens are more likely to front-load.

Answer: b

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 298

Skill Level: Understand the Concepts

Difficulty Level: Moderate

44. Which of the following potential Electoral College reforms is the least likely?
- a. direct election of the Electoral College
 - b. the National Popular Vote Interstate Compact
 - c. the congressional district plan -- Consider This: Maine and Nebraska currently use this plan, and it has been discussed as a possibility in many other states—making it a more likely potential reform.
 - d. determining the president through popular vote

Answer: d

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 300-301

Skill Level: Analyze It

Difficulty Level: Difficult

45. Civically engaged individuals are more likely to vote because _____.
- a. civic organizations have mandatory citizenship participation as a condition of membership -- Consider This: While some organizations may encourage participation, mandated activities like voting are not the main reason why members tend to participate in the political process.
 - b. civic organizations provide opportunities to realize they can have direct impacts on politics
 - c. civic organizations are typically affiliated with one of the political parties
 - d. civic organizations require proof of voter registration as a condition of membership

Answer: b

Test Bank Item Title:

Topic: Patterns in Voter Turnout and Choice

Learning Objective: LO 12.4: Analyze the factors that influence voter turnout and voter choice.

Page Reference: 299

Skill Level: Analyze It

Difficulty Level: Difficult

46. How do elections aid democracy?
- a. They advance special interest agendas. -- Consider This: The goal of elections is to actually assure that all interests are heard in a fair process. Advancing the wishes of special interests only is actually undemocratic.
 - b. They enhance the influence of the judiciary.
 - c. They confer legitimacy on government.
 - d. They limit popular sovereignty.

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 272

Skill Level: Analyze It

Difficulty Level: Difficult

47. Critics of the initiative process argue that ballot measures are often the subject of undue influence by _____.
- a. special interest groups
 - b. the will of the people -- Consider This: The goal of an initiative is to ensure the will of the people is heard. Concerns with initiatives focus on ways that the popular will may be muted within this process.
 - c. a few passionate citizens
 - d. political parties

Answer: a

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 273-274

Skill Level: Analyze It

Difficulty Level: Difficult

48. Why would the congressional district plan be easier to implement?
- a. It addresses the problem of the incumbency advantage.
 - b. It does not require a constitutional amendment.
 - c. It minimizes the influence of special interest money.
 - d. It reduces the number of states in play. -- Consider This: The congressional district plan would actually increase the number of states in play as pockets within states would become competitive.

Answer: b

Test Bank Item Title:

Topic: Toward Reform: Mending the Electoral Process

Learning Objective: LO 12.5: Evaluate concerns with the electoral process and proposed reforms to address them.

Page Reference: 300-301

Skill Level: Analyze It

Difficulty Level: Difficult

49. Why has there been a growing use of recall elections in recent years?
- a. A new federal law mandates recall elections whenever there are accusations of wrongdoing.
 - b. Investigative journalism has made exposing political corruption easier.
 - c. New technology has made it easier to gather signatures and raise money.
 - d. Politicians are generally more corrupt than they were in the past. -- Consider This: Corruption has existed as long as the republic; while it may be more noticeable and covered today, it has not directly led to the increase in recalls.

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 275

Skill Level: Analyze It

Difficulty Level: Difficult

50. A party might be reluctant to use proportional representation primaries because they _____.
- a. are more difficult to schedule
 - b. eliminate intraparty competition between candidates -- Consider This: In actuality, proportional representation primaries typically increase intraparty conflict as candidates are able to survive the nomination process longer by getting percentages of the vote.
 - c. can lengthen the nomination process
 - d. are more likely to lose the primary to the other party's candidate

Answer: c

Test Bank Item Title:

Topic: Roots of American Elections

Learning Objective: LO 12.1: Compare and contrast presidential and congressional elections, and explain the incumbency advantage.

Page Reference: 275

Skill Level: Analyze It

Difficulty Level: Difficult

Chapter 13: The News Media

Multiple-Choice Questions

1. This sensationalized 19th century form of journalism, which featured pictures, comics, color, and oversimplified news coverage was called _____.

- a. muckraking – Consider This: Muckraking is a term used to describe the way that salacious or scandalous information is sought out and publicized.
- b. the penny press
- c. blue dog journalism
- d. yellow journalism

Answer: d

Test Bank Item Title: TB_Q13.1.1

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.1: Describe the structure and the functions of the media, past and present.

Page Reference: 309

Skill Level: Remember the Facts

Difficulty Level: Easy

2. Which older news medium has had the hardest time competing with newer modern news sources?

- a. blogs
- b. newspapers
- c. radio – Consider This: While radio is an older form of news media, it has been able to adapt and keep up with new types of news sources.
- d. television

Answer: b

Test Bank Item Title: TB_Q13.1.2

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.1: Describe the structure and the functions of the media, past and present.

Page Reference: 310

Skill Level: Understand the Concepts

Difficulty Level: Moderate

3. The media are also known as the _____.

- a. fourth estate

- b. paper empire – Consider This: The media encompasses more than just printed mediums; it includes radio, television, and more recently, social media and internet applications.
- c. third party
- d. civil engineer

Answer: a

Test Bank Item Title: TB_Q13.0.3

Topic: Introduction

Learning Objective: Introduction

Page Reference: 307

Skill Level: Remember the Facts

Difficulty Level: Easy

4. Which political faction demanded that freedom of the press be amended to the U.S. Constitution?

- a. Anti-Federalists
- b. Democratic-Republicans
- c. Federalists – Consider This: The Federalists did not demand that freedom of the press be included in the Constitution.
- d. Nationalists

Answer: a

Test Bank Item Title: TB_Q13.1.4

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.1: Describe the structure and the functions of the media, past and present.

Page Reference: 308

Skill Level: Remember the Facts

Difficulty Level: Easy

5. The first penny press paper was the _____.

- a. *Cincinnati Enquirer*
- b. *National Gazette*
- c. *New York Post* – Consider This: The *Post* was established and in print prior to the first penny press.
- d. *New York Sun*

Answer: d

Test Bank Item Title: TB_Q13.1.5

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.1: Describe the structure and the functions of the media, past and present.

Page Reference: 308

Skill Level: Remember the Facts

Difficulty Level: Easy

6. The equal time rule prohibits television stations from doing which of the following?
- a. denying candidates equal time to speak during debates
 - b. excluding third-party candidates from debates – Consider This: Debates are excluded from the equal time rule.
 - c. refusing to sell advertising time to bigoted candidates if it sells advertising time to non-bigoted candidates
 - d. refusing to sell advertising time to all candidates in a given election

Answer: c

Test Bank Item Title: TB_Q13.4.6

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 323

Skill Level: Analyze It

Difficulty Level: Difficult

7. A _____ is a live engagement between a press secretary and the press in which the range of questions is limited.
- a. press briefing
 - b. press conference – Consider This: A press conference is a larger press event wherein an elected official speaks with the press at great length on a variety of topics.
 - c. press release
 - d. news conference

Answer: a

Test Bank Item Title: TB_Q13.2.7

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 314

Skill Level: Remember the Facts

Difficulty Level: Easy

8. Information provided to a journalist on the condition that it will not be attributed to any source is considered to be _____.
- a. agenda setting
 - b. on deep background
 - c. narrowcasting
 - d. off the record – Consider This: When information is “off the record” it cannot be printed.

Answer: b

Test Bank Item Title: TB_Q13.4.8

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 321

Skill Level: Understand the Concepts

Difficulty Level: Moderate

9. What is the term for change in both public opinion and voting preferences caused by media coverage?
- a. agenda setting – Consider This: Agenda setting is a term used to describe the process through which the media can influence issues addressed by the government.
 - b. media effects
 - c. media aspiration
 - d. framing

Answer: b

Test Bank Item Title: TB_Q13.3.9

Topic: Toward Reform: News Media Influence, News Media Bias, and Public Confidence

Learning Objective: LO 13.3: Analyze the impact of the media on public opinion and political behavior.

Page Reference: 318

Skill Level: Remember the Facts

Difficulty Level: Easy

10. When covering Congress, reporters typically focus on which of the following?
- a. party leaders
 - b. consensus builders
 - c. lobbyists
 - d. staff members – Consider This: Due to the size and decentralization of members, it is difficult for the media to focus on the many members of Congress.

Answer: a

Test Bank Item Title: TB_Q13.2.10

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 316

Skill Level: Remember the Facts

Difficulty Level: Moderate

11. In the White House Press Room, which organization would you find closest to the podium?
- a. Associated Press
 - b. *Dallas Morning News*
 - c. Foreign press – Consider This: The closeness to the podium is largely dependent on the size and influence of the media in the U.S.
 - d. Voice of America

Answer: a

Test Bank Item Title: TB_Q13.2.11

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 316

Skill Level: Remember the Facts

Difficulty Level: Easy

12. The president addresses the nation directly during a _____.
- a. press release
 - b. press background
 - c. press briefing – Consider This: A press briefing is a relatively restricted engagement with the press, with limited topics up for discussion.
 - d. press conference

Answer: d

Test Bank Item Title: TB_Q13.2.12

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 314

Skill Level: Remember the Facts

Difficulty Level: Easy

13. Which of the following is a media effect?
- a. agenda setting
 - b. campaign finance reform
 - c. selective perception – Consider This: Selective perception is when individuals perceive what they want to in media messages.
 - d. press background

Answer: a

Test Bank Item Title: TB_Q13.3.13

Topic: Toward Reform: News Media Influence, News Media Bias, and Public Confidence

Learning Objective: LO 13.3: Evaluate the influence of the news media on public policy and the impact of media bias.

Page Reference: 318

Skill Level: Apply What You Know

Difficulty Level: Moderate

14. It is believed that believe that certain media members tend to ignore stories critical of government and big business because _____.
- a. the typical journalist has a relatively elite background

- b. most journalists today identify as Republicans – Consider This:
- c. there are considerable boundaries of respect between the government and the press
- d. the public dislikes critical news – Consider This: There is much speculation and discussion that increasingly, the public prefers “infotainment” type news pieces as opposed to critical stories.

Answer: a

Test Bank Item Title: TB_Q13.3.14

Topic: Toward Reform: News Media Influence, News Media Bias, and Public Confidence

Learning Objective: LO 13.3: Analyze the impact of the media on public opinion and political behavior.

Page Reference: 320

Skill Level: Analyze It

Difficulty Level: Difficult

15. What was one result of nineteenth-century muckraking?

- a. corporations began purchasing favorable coverage
- b. anti-trust regulations
- c. glorification of the president by the press
- d. yellow journalism – Consider This: Yellow journalism is a term used for sensationalized news coverage designed to increase readership.

Answer: b

Test Bank Item Title: TB_Q13.1.15

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.1: Describe the structure and the functions of the media, past and present.

Page Reference: 309

Skill Level: Analyze It

Difficulty Level: Difficult

16. Over the last thirty years, media ownership has _____.

- a. broken up across dozens of corporations
- b. become more diverse
- c. been split between Comcast and Time Warner – Consider This: While Comcast and Time Warner are large entities in telecommunications and media, they are not the sole owners.
- d. become more consolidated

Answer: d

Test Bank Item Title: TB_Q13.4.16

Topic: Current News Media Trends

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 323

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. Which news source favors the Republicans?
- a. NPR
 - b. CNN
 - c. C-SPAN – Consider This: C-SPAN is relatively neutral media, showing gavel-to-gavel coverage of congressional proceedings.
 - d. Fox News

Answer: d

Test Bank Item Title: TB_Q13.1.17

Topic: Current News Media Trends

Learning Objective: LO 13.1: Describe the structure the functions of the media, past and present.

Page Reference: 311

Skill Level: Understand the Concepts

Difficulty Level: Easy

18. In 1983, 90 percent of American media were owned by fifty companies. As of 2016, how many companies controlled 90 percent of American media?
- a. six
 - b. ten
 - c. sixty
 - d. three hundred – Consider This: Fewer than three hundred newspaper are independently owned.

Answer: a

Test Bank Item Title: TB_Q13.5.18

Topic: Current News Media Trends

Learning Objective: LO 13.5: Describe the effect of recent trends in the news media on political outcomes.

Page Reference: 327

Skill Level: Remember the Facts

Difficulty Level: Easy

19. Television and radio are regulated by the federal government because _____.
- a. a free press requires the number of broadcast stations to be kept in check
 - b. they are considered dangerous to the spirit of democracy – Consider This: Freedom of the press is crucial to democracy, such that Anti-Federalists required that it be included as a constitutional amendment.
 - c. the airwaves are public property
 - d. they are specifically regulated by the U.S. Constitution

Answer: c

Test Bank Item Title: TB_Q13.4.19

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 322

Skill Level: Analyze It

Difficulty Level: Difficult

20. AIM and FAIR are _____.

- a. partisan watchdogs of the media
- b. governmental agencies that regulate the media – Consider This: AIM and FAIR are not government agencies.
- c. citizen journalist cooperatives
- d. partnerships between television news networks designed to aid journalistic accuracy

Answer: a

Test Bank Item Title: TB_Q13.4.20

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 322

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. In *New York Times Co. v. U.S.* (1971) the Supreme Court affirmed the principle of _____.

- a. prior restraint
- b. the equal time rule – Consider This: The equal time rule requires that broadcast stations must sell equal air time to candidates if they sell to any candidates at all.
- c. the right to privacy
- d. shield laws

Answer: a

Test Bank Item Title: TB_Q13.4.21

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 322

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. The Telecommunications Act of 1996 _____.

- a. led to the establishment of multimedia corporations
- b. limited opportunities for media consolidation – Consider This: Quite the opposite; the

Telecommunications Act of 1996 offered limitless opportunities for companies due to deregulation.

- c. assured candidates of equal time on broadcast networks
- d. restructured the Federal Communications Commission

Answer: a

Test Bank Item Title: TB_Q13.4.22

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 323

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. A candidate might unveil his or her proposal for bolstering the local economy by e-mailing a _____ to the local media.
- a. sound bite
 - b. fact check
 - c. press release
 - d. campaign platform – Consider This: A campaign platform is a broad discussion of a candidate's views and positions on a wide variety of subjects, as opposed to one singular issue such as the economy.

Answer: c

Test Bank Item Title: TB_Q13.2.23

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 314

Skill Level: Apply What You Know

Difficulty Level: Moderate

24. If the president wants his or her staff to address the press about a certain issue, but wants to keep the conversation focused on that issue, he or she might call for a _____.
- a. press release
 - b. policy conference
 - c. press conference – Consider This: A press conference is larger event that is characterized by open dialogue on a variety of issues, as opposed to one focused issue.
 - d. press briefing

Answer: d

Test Bank Item Title: TB_Q13.2.24

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 314

Skill Level: Apply What You Know

Difficulty Level: Moderate

25. A public official has the most control over the spin of his or her message _____.
- a. during a press briefing – Consider This: A press briefing is a live event, which is much more difficult to control in terms of messaging, as there are members of the press present to ask questions.
 - b. during a press conference
 - c. in an interview
 - d. in a press release

Answer: d

Test Bank Item Title: TB_Q13.2.25

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 314

Skill Level: Analyze It

Difficulty Level: Difficult

26. The press has the greatest impact on public opinion regarding _____.
- a. national disasters – Consider This: An event that the American public has firsthand knowledge of or experience with is minimally effected by media.
 - b. events in foreign countries
 - c. elections and campaigns
 - d. immigration policy

Answer: b

Test Bank Item Title: TB_Q13.3.26

Topic: Toward Reform: News Media Influence, News Media Bias, and Public Confidence

Learning Objective: LO 13.3: Analyze the impact of the media on public opinion and political behavior.

Page Reference: 319

Skill Level: Apply What You Know

Difficulty Level: Difficult

27. Which of the following gets the most media coverage?
- a. the judiciary
 - b. the president
 - c. the House – Consider This: Because Congress is so large and decentralized, the media often focuses on a handful of party leaders in its coverage.
 - d. the Senate

Answer: b

Test Bank Item Title: TB_Q13.2.27

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 314

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. Which cable news source offers the most unfiltered and erudite coverage of Washington politics?
- a. MSNBC
 - b. C-SPAN
 - c. CNN – Consider This: CNN is considered to be one of the first 24-hour news networks, but it is viewed as narrowcasted in a liberal ideological direction.
 - d. Fox News

Answer: b

Test Bank Item Title: TB_Q13.5.28

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.5: Describe the effect of recent trends in the news media on political outcomes.

Page Reference: 328

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. Of the following news sources, which is a Democrat twice as likely as a Republican to look to for news?
- a. local TV news
 - b. Fox News
 - c. NPR
 - d. CNN – Consider This: CNN is viewed as a liberal-leaning media entity, however, it is not the source that Democrats are twice as likely to look to for news.

Answer: c

Test Bank Item Title: TB_Q13.1.29

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.1: Describe the structure and the functions of the media, past and present.

Page Reference: 312

Skill Level: Remember the Facts

Difficulty Level: Easy

30. The U.S. media have a great deal of journalistic freedoms guaranteed by law, but their corporate ownership subjects them to pressures from _____.

- a. editors – Consider This: While editors are likely to be at least somewhat concerned with the wishes of corporate ownership upon a certain piece of media, they are not the most likely to put pressures on their journalists.
- b. muckrakers
- c. anti-trust laws
- d. the market

Answer: d

Test Bank Item Title: TB_Q13.5.30

Topic: Current News Media Trends

Learning Objective: LO 13.5: Describe the effect of recent trends in the news media on political outcomes.

Page Reference: 327

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. Why do politicians value appearing on soft news and infotainment shows?

- a. They get to select the questions they wish to answer in advance. -- Consider This: Politicians may get to have input on the types of questions that are asked, but this is not necessarily the case.
- b. They get a chance to interact with a homogenous audience.
- c. They prefer to reach fewer voters at a time.
- d. They receive fewer difficult questions.

Answer: d

Test Bank Item Title: TB_Q13.5.31

Topic: Current News Media Trends

Learning Objective: LO 13.5: Describe the effect of recent trends in the news media on political outcomes.

Page Reference: 329

Skill Level: Analyze It

Difficulty Level: Difficult

32. “A source at the White House said...” is an example of an attribution based on information obtained _____.

- a. on the record
- b. off the record – Consider This: Information obtained “off the record” cannot be reported.
- c. on background
- d. on deep background

Answer: c

Test Bank Item Title: TB_Q13.4.32

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 321

Skill Level: Apply What You Know

Difficulty Level: Moderate

33. Imagine you are a journalist covering a scandal that may destroy a member of Congress. You obtain your information from a source at the Department of Justice under the condition that the source would be completely unattributed. The information you obtained from this source is considered to be _____.
- a. on the record
 - b. off the record
 - c. on background -- Consider This: Information obtained on background can be attributed to an ambiguous "source".
 - d. on deep background

Answer: d

Test Bank Item Title: TB_Q13.4.33

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 321

Skill Level: Apply What You Know

Difficulty Level: Moderate

34. If the owner of a television station is a staunch conservative and sells advertising time to the Republican candidate but refuses to sell available advertising time to the Democratic candidate, this would be a violation of the _____.
- a. prior restraint doctrine
 - b. equal time rule
 - c. Second Amendment
 - d. right to rebuttal rule – Consider This: The right to rebuttal rule addresses the requirement that individuals should be given opportunity to respond to personal attacks made on radio or television.

Answer: b

Test Bank Item Title: TB_Q13.4.34

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 323

Skill Level: Apply What You Know

Difficulty Level: Moderate

35. A press briefing is generally delivered by the _____.

- a. elected official – Consider This: An elected official typically hires staff to handle the communications of his or her office.
- b. communications director
- c. press secretary
- d. reporter

Answer: c

Test Bank Item Title: TB_Q13.2.35

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess the influence of the media on American politics.

Page Reference: 314

Skill Level: Understand the Concepts

Difficulty Level: Moderate

36. A main difference between a press briefing and press conference is the level of what?
- a. intelligence
 - b. attendance – Consider This: While the level of attendance may be greater at a press conference, it is not the defining differentiation between the two events.
 - c. restriction
 - d. bias

Answer: c

Test Bank Item Title: TB_Q13.2.36

Topic: How the News Media Cover Politics

Learning Objective: LO 13.2: Assess how the news media cover politics.

Page Reference: 314

Skill Level: Analyze It

Difficulty Level: Difficult

37. What derogatory term did Theodore Roosevelt use to describe the behavior of reporters who focused on the carnal underbelly of politics rather than its more lofty pursuits?
- a. bias – Consider This: While bias likely results in this, it is not the term that Theodore Roosevelt used to describe this behavior.
 - b. muckraking
 - c. yellow journalism
 - d. framing

Answer: b

Test Bank Item Title: TB_Q13.1.37

Topic: Roots of the News Media in the United States

Learning Objective: LO 13.1: Describe the structure and the functions of the media, past and present.

Page Reference: 309

Skill Level: Understand the Concepts

Difficulty Level: Moderate

38. What is a potential downside of narrowcasting?
- a. It gives Democrats an unfair advantage in elections.
 - b. It restricts the public's access to news that represents different ideologies. – Consider This: Narrowcasting does not inherently restrict the public's access, as the public is often choosing the partake in the narrowcasting.
 - c. It allows people to ignore news contradicting their preexisting points of view.
 - d. It increases the power of partisan newspapers.

Answer: c

Test Bank Item Title: TB_Q13.5.38

Topic: Current News Media Trends

Learning Objective: LO 13.5: Describe the effect of recent trends in the news media on political outcomes.

Page Reference: 326

Skill Level: Analyze It

Difficulty Level: Difficult

39. The rise of Spanish-language television and news programming is an example of _____.
- a. narrowcasting
 - b. the fairness doctrine
 - c. media consolidation – Consider This: Media consolidation, along with growth of corporate ownership, can contribute to this.
 - d. the equal time rule

Answer: a

Test Bank Item Title: TB_Q13.5.39

Topic: Current News Media Trends

Learning Objective: LO 13.5: Describe the effect of recent trends in the news media on political outcomes.

Page Reference: 326

Skill Level: Apply What You Know

Difficulty Level: Moderate

40. The type of information presented by a privately owned, for-profit press may be suspect because of the importance of what?
- a. the bottom line
 - b. editorial preferences – Consider This: Editorial preferences certainly influence privately owned media, but it is not inherently suspect.
 - c. the penny press
 - d. government regulations

Answer: a

Test Bank Item Title: TB_Q13.5.40

Topic: Current News Media Trends

Learning Objective: LO 13.5: Describe the effect of recent trends in the news media on political outcomes.

Page Reference: 327

Skill Level: Analyze It

Difficulty Level: Difficult

41. The _____ is an example of the way in which the Federal Communications Commission works to ensure that the airwaves “serve the public interest, convenience, and necessity.”
- a. justice doctrine
 - b. equal time rule
 - c. prior restraint – Consider This: Prior restraint refers to government not limiting speech or publications before they actually occur.
 - d. press conference

Answer: b

Test Bank Item Title: TB_Q13.4.41

Topic: Rules Governing the News Media

Learning Objective: LO 13.4: Summarize the ethical standards and federal regulations that govern the news media.

Page Reference: 322

Skill Level: Apply What You Know

Difficulty Level: Moderate

Chapter 14: Interest Groups

Multiple-Choice Questions

1. In *Federalist No. 10*, James Madison described how the Constitution has been designed to control the effects of _____.

a. monarchies – Consider This: While the division of power outlined in the Constitution moved away from a monarchy, this is not what Madison discussed in *Federalist No. 10*.
b. factions
c. political parties
d. trade associations

Answer: b

Test Bank Item Title:

Topic: The Development of American Interest Groups

Learning Objective: LO 14.1: Explain the origins of interest groups in America.

Page Reference: 335

Skill Level: Remember the Facts

Difficulty Level: Easy

2. When a case that an interest group is interested in comes before a court, the group can _____.

a. meet with judges to explain the group's policy preferences
b. file an *amicus curiae* brief to present the group's analysis of the case
c. appeal to case to a higher court
d. legally offer monetary incentives to the justices as long as the interest group is not a become party to the case – Consider This: Interest groups may provide financial sponsorship to help shepherd a case through the judicial system, but that sponsorship is not in the form of monetary incentives to justices.

Answer: b

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 347

Skill Level: Understand the Concepts

Difficulty Level: Moderate

3. Grassroots lobbying includes _____.

- a. using high-paid professionals to contact legislators – Consider This: While well-known committed supporters are useful for lobbyists, they alone do not provide the same level pressure that lawmakers respond to.
- b. testifying at government hearings
- c. urging group members to contact legislators
- d. using campaign contributions to influence elections

Answer: c

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 347

Skill Level: Understand the Concepts

Difficulty Level: Moderate

4. You are a policy analyst in the Department of Energy. You were just offered a job with a renewable energy company. How long must you wait before you can lobby the Department of Energy on behalf of your new employer?
- a. There is no waiting period; you can lobby your former employer immediately. – Consider This: The Department of Energy is part of the executive branch.
 - b. two years
 - c. ten years
 - d. You are barred from lobbying your former employer for the rest of your life.

Answer: b

Test Bank Item Title:

Topic: Toward Reform: Regulating Interest Groups and Lobbyists

Learning Objective: LO 14.6: Assess the effectiveness of regulations designed to control interest groups.

Page Reference: 353

Skill Level: Apply What You Know

Difficulty Level: Moderate

5. Which is considered an example of lobbying?
- a. communicating with government officials to persuade them to support a particular policy position
 - b. conducting surveys to gauge public opinion on a policy issue – Consider This: Interest groups may conduct surveys to help in lobbying efforts.
 - c. convincing potential members to join an interest group by offering them material benefits
 - d. fund-raising for political candidates

Answer: a

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 345-348

Skill Level: Understand the Concepts

Difficulty Level: Moderate

6. The _____ problem occurs when people fail to join a group because they can get the benefits the group offers without contributing to the group's efforts.
- a. free rider
 - b. pluralist
 - c. collective good
 - d. group coordination -- Consider This: Group coordination does not refer to problems related to benefits of a group and participation of group members.

Answer: a

Test Bank Item Title:

Topic: What Makes Interest Groups Successful?

Learning Objective: LO 14.5: Evaluate the factors that affect the relative success of interest groups.

Page Reference: 352

Skill Level: Remember the Facts

Difficulty Level: Easy

7. How does grassroots lobbying differ from other efforts by interest groups to influence government?
- a. Grassroots lobbying focuses more on cultivating relationships with elected officials.
 - b. Grassroots lobbying is more heavily regulated.
 - c. Grassroots lobbying focuses more on influencing public opinion.
 - d. Grassroots lobbying is more costly. – Consider This: One of the hallmarks of grassroots lobbying is that it focus more on committed support and participation.

Answer: c

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 347

Skill Level: Analyze It

Difficulty Level: Difficult

8. What is a public interest group?

- a. a group that exclusively conducts research and analysis on public policy issues – Consider This: Interest groups may conduct research and analysis on public policy issues, but more importantly, they attempt to influence public policy.
- b. a group that expresses its political views publicly
- c. a group that works to gain benefits for society as a whole
- d. a group that represents workers within a particular industry

Answer: c

Test Bank Item Title:

Topic: Roots of the American Interest Group System

Learning Objective: LO 14.1: Explain the origins of interest groups in America.

Page Reference: 335

Skill Level: Remember the Facts

Difficulty Level: Easy

9. In order to overcome the free rider problem, many interest groups offer material benefits. What are material benefits?
- a. the policies that interest groups help to bring about
 - b. gifts given to members of Congress in return for their support on legislation
 - c. benefits given only to group members
 - d. campaign contributions to elected officials – Consider This: Interest groups may provide financial support to campaigns of officials that support their cause.

Answer: c

Test Bank Item Title:

Topic: What Makes Interest Groups Successful?

Learning Objective: LO 14.5: Evaluate the factors that affect the relative success of interest groups.

Page Reference: 352

Skill Level: Remember the Facts

Difficulty Level: Easy

10. What is an *amicus curiae* brief?
- a. a written argument submitted to a court in support of one side of a case
 - b. an internal memo circulated among interest group leaders, briefing them on the details of a court case
 - c. an interest group petition submitted to Congress in support of or opposition to a judicial nominee – Consider This: *Amicus* briefs are filed to provide information to justices.
 - d. an interest group petition submitted to an executive branch agency, requesting a review of an agency's decision

Answer: a

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 347

Skill Level: Remember the Facts

Difficulty Level: Easy

11. How might pluralism serve to enhance democracy?
- a. by requiring people to join interest groups
 - b. by ensuring that all groups have an opportunity to influence policy outcomes
 - c. by allowing policy makers to ignore the demands of intolerant groups
 - d. by discouraging bargaining and compromise on policy issues – Consider This: Pluralist theory argues that a wide range of diverse opinions and viewpoints are represented by interest groups.

Answer: b

Test Bank Item Title:

Topic: Why Do Interest Groups Form, and What Types of Groups Exist?

Learning Objective: LO 14.1: Describe how interest groups form, and identify different types of interest groups.

Page Reference: 341

Skill Level: Apply What You Know

Difficulty Level: Difficult

12. Which best describes a political action committee (PAC)?
- a. an organization within a political party that coordinates campaign events
 - b. an organizations that focuses on grassroots lobbying
 - c. an organization within a political party that creates and runs campaign advertisements – Consider This: PACs are not groups that are formally within a political party, but rather, are made of private businesses, labor unions, and interest groups.
 - d. an organization affiliated with an interest group that solicits campaign contributions and distributes them to political candidates

Answer: d

Test Bank Item Title:

Topic: Why Do Interest Groups Form, and What Types of Groups Exist?

Learning Objective: LO 14.2: Describe how interest groups form, and identify different types of interest groups.

Page Reference: 343

Skill Level: Remember the Facts

Difficulty Level: Easy

13. Which of the following is a provision of the Honest Leadership and Open Government Act of 2007?

- a. a ban on retired elected officials becoming lobbyists – Consider This: The Honest Leadership and Open Government Act of 2007 does not prohibit retired elected officials from becoming lobbyists, though it does set time limits between moving between federal government and private lobbying.
- b. tougher lobbying disclosure requirements
- c. a ban on PAC contributions
- d. a ban on lobbyists running for office

Answer: b

Test Bank Item Title:

Topic: Toward Reform: Regulating Interest Groups and Lobbyists

Learning Objective: LO 14.6: Assess the effectiveness of regulations designed to control interest groups.

Page Reference: 353

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. Which of the following is an example of a public interest group?
- a. a consumer rights group
 - b. a professional association – Consider This: A professional association may be active in lobbying, but is not considered public interest.
 - c. a labor union
 - d. a group representing a state government

Answer: a

Test Bank Item Title:

Topic: The Rise of the Interest Groups State

Learning Objective: LO 14.2: Describe the genesis of modern American interest groups.

Page Reference: 337-339

Skill Level: Apply What You Know

Difficulty Level: Difficult

15. Which of the following is a way that interest groups seek to influence elections?
- a. filing lawsuits
 - b. submitting *amicus curiae* briefs – Consider This: *Amicus* briefs are filed with justices to provide information on an interest group's stance on an issue or policy.
 - c. running candidates for office
 - d. recruiting and endorsing candidates

Answer: d

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 348

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. Why do interest groups typically offer material benefits to their members?
- a. to foster greater diversity among group members
 - b. to encourage only the most committed supporters to become involved – Consider This: The free ride problem occurs when potential members do not join a group due to the likelihood that they will enjoy the benefits of the group's labors without having to participate.
 - c. to discourage members from joining more than one interest group
 - d. to overcome the free rider problem

Answer: d

Test Bank Item Title:

Topic: What Makes Interest Groups Successful?

Learning Objective: LO 14.5: Evaluate the factors that affect the relative success of interest groups.

Page Reference: 352

Skill Level: Analyze It

Difficulty Level: Difficult

17. Which of the following is an example of a trade association?
- a. the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) – Consider This: Trade associations represent specific industries.
 - b. the National Association of Manufacturers (NAM)
 - c. the American Association of Retired People (AARP)
 - d. the National Rifle Association (NRA)

Answer: b

Test Bank Item Title:

Topic: Roots of American Interest Groups

Learning Objective: LO 14.1: Explain the origins of interest groups in America.

Page Reference: 337

Skill Level: Apply What You Know

Difficulty Level: Moderate

18. What type of group is a trade association?
- a. a governmental unit
 - b. a public interest group – Consider This: Public interest groups are based on the premise of seeking collective good for society as a whole.
 - c. an economic interest group
 - d. a labor union

Answer: c

Test Bank Item Title:

Topic: Why Do Interest Groups Form, and What Types of Groups Exist?

Learning Objective: LO 14.3 Describe how interest groups form, and identify different types of interest groups.

Page Reference: 342

Skill Level: Apply What You Know

Difficulty Level: Moderate

19. Why do small interest groups have an easier time enrolling potential members than large interest groups?

- a. In a small group, any individual's share of the collective good may be great enough to make it rational for him or her to join.
- b. In a small group, only individuals who contribute to the group's efforts can enjoy the collective good.
- c. Small groups are able to offer material incentives, whereas large groups are not. – Consider This: The success of a group due to size is largely related to the free rider problem.
- d. Unlike large groups, small groups often receive the help of patrons in recruiting members.

Answer: a

Test Bank Item Title:

Topic: What Makes Interest Groups Successful?

Learning Objective: LO 14.5: Evaluate the factors that affect the relative success of interest groups.

Page Reference: 352

Skill Level: Analyze It

Difficulty Level: Difficult

20. Which of the following is an example of grassroots lobbying?

- a. members of an interest group circulating a petition to send to representatives in Congress
- b. asking interest group members for donations to support the group's work -- Consider This: Grassroots lobbying is most related to committed support via participation, not necessarily finances.
- c. interest group leadership meeting with a legislator in the legislator's home district
- d. an interest group submitting written testimony in a congressional hearing

Answer: a

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 347

Skill Level: Apply What You Know

Difficulty Level: Moderate

21. How do lobbyists typically seek to influence members of Congress who already tend to support the interest group?
- a. by formally introducing bills to Congress
 - b. by filing *amicus curiae* briefs
 - c. by organizing protests and demonstrations on Capitol Hill – Consider This: Lobbyists like to say that information is the most powerful currency on Capitol Hill.
 - d. by providing information on policy issues

Answer: d

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 346

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. How do interest groups lobby the courts?
- a. through letter-writing campaigns addressed to particular judges
 - b. by meeting with judges to express their views on cases
 - c. by filing a lawsuit or direct sponsorship of those willing to file a lawsuit
 - d. by testifying before congressional committees – Consider This: *Amicus* briefs or financial or human resources are valuable tools in lobbying the courts.

Answer: c

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 347

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. Which of the following is an example of the free rider problem?
- a. a political action committee contributing to candidates from both major political parties
 - b. an elected official relying on information from lobbyists
 - c. an environmentalist deciding not to join an environmental group but appreciating the group's positive impact on environmental stewardship
 - d. an environmental group disagreeing on what policy goals to pursue – Consider This: The free rider problem occurs when potential members do not join a group because they are likely to enjoy the benefits of the group's actions without having to participate.

Answer: c

Test Bank Item Title:

Topic: What Makes Interest Groups Successful?

Learning Objective: LO 14.5: Evaluate the factors that affect the relative success of interest groups.

Page Reference: 352

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Which of the following is a likely result of the free rider problem?
- a. an elected official accepting bribes from an interest group
 - b. a candidate announcing an endorsement from an interest group – Consider This: The free rider problem will likely result in low participation rates in a group.
 - c. an environmental group struggling to raise funds for a “clean air” campaign
 - d. a public university giving football tickets to lawmakers

Answer: c

Test Bank Item Title:

Topic: What Makes Interest Groups Successful?

Learning Objective: LO 14.5: Evaluate the factors that affect the relative success of interest groups.

Page Reference: 352

Skill Level: Analyze It

Difficulty Level: Difficult

25. Critics of pluralism have noted that _____.
- a. government decisions reflect the balance of competing interests in society
 - b. most groups represent elites
 - c. individuals with shared grievances usually form interest groups to press their demands upon government
 - d. the formation of one group typically stimulates the formation of an opposing group – Consider This: This describes disturbance theory, which is something that pluralist theorists agree with.

Answer: b

Test Bank Item Title:

Topic: Why Do Interest Groups Form, and What Types of Groups Exist?

Learning Objective: LO 14.3: Describe how interest groups form, and identify different types of interest groups.

Page Reference: 341

Skill Level: Analyze It

Difficulty Level: Difficult

26. Which is a tenet of pluralism?
- a. Only wealthy interests have influence over government decisions.

- b. Government decisions reflect the preferences of elites. – Consider This: Elitist influence on government is a criticism of pluralism.
- c. All salient issues will be represented in government.
- d. Policy makers care more about public opinion than interest groups' preferences

Answer: c

Test Bank Item Title:

Topic: Why Do Interest Groups Form, and What Types of Groups Exist?

Learning Objective: LO 14.3: Describe how interest groups form, and identify different types of interest groups.

Page Reference: 341

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. Who do political action committees tend to give money to?

- a. presidential candidates – Consider This: Having the support of legislators is more beneficial towards public policy.
- b. challengers
- c. members of Congress who serve on committees or subcommittees that routinely consider legislation important to that group
- d. members of Congress with policy preferences that would not normally coincide with those of the group

Answer: c

Test Bank Item Title:

Topic: Why Do Interest Groups Form, and What Types of Groups Exist?

Learning Objective: LO 14.3: Describe how interest groups form, and identify different types of interest groups.

Page Reference: 343

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. Which condition provides support for the theory of pluralism?

- a. The number of interest groups in Washington, D.C., has decreased over the past several decades.
- b. Elected officials rarely take into account the views of interest groups. – Consider This: Pluralist theory argues that political power is distributed among a wide range of diverse and competing interest groups.
- c. Economic interests have more lobbyists in Washington, D.C., than do other types of organizations.
- d. Elected officials seek out the opinions of multiple interest groups when creating policy.

Answer: d

Test Bank Item Title:

Topic: Why Do Interest Groups Form, and What Types of Groups Exist?

Learning Objective: LO 14.3: Describe how interest groups form, and identify different types of interest groups.

Page Reference: 341

Skill Level: Analyze It

Difficulty Level: Difficult

29. An interest group filing an *amicus curiae* brief is an example of _____.
- a. grassroots lobbying – Consider This: Grassroots lobbying is most concerned with committed support.
 - b. how interest groups influence elections
 - c. lobbying the executive branch
 - d. lobbying the judicial branch

Answer: d

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 347

Skill Level: Apply What You Know

Difficulty Level: Moderate

30. Which of the following is an activity that lobbyists regularly engage in?
- a. answering e-mails on behalf of elected officials – Consider This: An elected official's office employees and support staff is responsible for this type of activity.
 - b. speaking on behalf of elected officials at press conferences
 - c. providing elected officials with information about an issue or bill that is important to the group
 - d. providing legal counsel to members of Congress

Answer: c

Test Bank Item Title:

Topic: What Do Interest Groups Do?

Learning Objective: LO 14.4: Analyze the methods and activities that interest groups use to influence political outcomes.

Page Reference: 345

Skill Level: Understand the Concepts

Difficulty Level: Moderate

Chapter 15: Social and

Economic Policy

Multiple-Choice Questions

1. The Patient Protection and Affordable Care Act primarily aims to _____.
 - a. establish a government-run health insurance program to cover everyone who lacks health insurance – Consider This: This is a misnomer about the Affordable Care Act.
 - b. reduce the number of uninsured individuals
 - c. increase the number of doctors who specialize rather than enter general practice
 - d. protect patients from Medicare fraud

Answer: b

Test Bank Item Title:

Topic: Health Policy

Learning Objective: LO 15.4: Describe current U.S. policy in health care.

Page Reference: 370

Skill Level: Understand the Concepts

Difficulty Level: Moderate

2. Medicare is aimed at what group of people?
 - a. children and college students
 - b. business owners and their employees
 - c. seniors and the disabled
 - d. the poor and the infirm – Consider This: Medicaid is designed to help poor and disabled citizens.

Answer: c

Test Bank Item Title:

Topic: Health Policy

Learning Objective: LO 15.4: Describe current U.S. policy in health care.

Page Reference: 462

Skill Level: Understand the Concepts

Difficulty Level: Moderate

3. What decade marked a clear change in the federal government's role in domestic policy making with the creation of the modern welfare state and the first entitlement program?
 - a. the 1910s
 - b. the 1930s
 - c. the 1950s – Consider This: Roosevelt's New Deal signaled the creation of the modern welfare state.
 - d. the 1970s

Answer: b

Test Bank Item Title:

Topic: Roots of Public Policy: The Policy-Making Process

Learning Objective: LO 15.1: Trace the stages of the policy-making process.

Page Reference: 451

Skill Level: Remember the Facts

Difficulty Level: Easy

4. Which stage in the policy-making process is government recognition that a problem is worthy of consideration for governmental action?
- a. agenda setting
 - b. agenda adoption
 - c. policy formulation – Consider This: Policy formulation comes after this step.
 - d. policy implementation

Answer: a

Test Bank Item Title:

Topic: Roots of Public Policy: The Policy-Making Process

Learning Objective: LO 15.1: Trace the stages of the policy-making process.

Page Reference: 360

Skill Level: Understand the Concepts

Difficulty Level: Moderate

5. The Framers of the Constitution created a decentralized policy-making process with powers shared by Congress, the president, the courts, and the _____.
- a. political parties
 - b. interest groups – Consider This: Interest groups are involved in policy advocacy, but are not a formal part of the policy-making process.
 - c. states
 - d. business interests

Answer: c

Test Bank Item Title:

Topic: Roots of Public Policy: The Policy-Making Process

Learning Objective: LO 15.1: Trace the stages of the policy-making process.

Page Reference: 359

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Which president helped to create the modern welfare state in the United States?

- a. Dwight Eisenhower – Consider This: The food stamp program was attempted to be re-established by Eisenhower.
- b. Franklin Roosevelt
- c. Jimmy Carter
- d. Ronald Reagan

Answer: b

Test Bank Item Title:

Topic: Roots of Public Policy: The Policy-Making Process

Learning Objective: LO 15.1: Trace the stages of the policy-making process.

Page Reference: 359

Skill Level: Remember the Facts

Difficulty Level: Easy

7. Which of the following policies was recently enacted in order to help ensure that students are not saddled with too much student loan debt?
- a. mandatory tuition waivers for all students maintaining a 3.8 GPA or better
 - b. requirements that all colleges and universities that accept federal funds must create programs that allow undergraduate students to complete their degree in three years – Consider This: Movements to prevent students from being saddled with too much student debt are more related to debt payback, rather than schooling itself.
 - c. guaranteed employment for the first three years after graduation
 - d. a cap on repayments at 10 percent of income with the entire balance forgiven after 20 years

Answer: d

Test Bank Item Title:

Topic: Education Policy

Learning Objective: LO 15.5 Describe current U.S. policy in primary, secondary, and higher education.

Page Reference: 472

Skill Level: Understand the Concepts

Difficulty Level: Moderate

8. Which of the following pieces of legislation is designed to ensure that most people have health insurance?
- a. the Patient Protection and Affordable Care Act
 - b. the Social Security Act
 - c. the Health Care and Education Reconciliation Act
 - d. the American Recovery and Reinvestment Act – Consider This: The American Recovery and Reinvestment Act was designed to stimulate the economy; it is unrelated to health care.

Answer: a

Test Bank Item Title:

Topic: Health Policy

Learning Objective: LO 15.4: Describe current U.S. policy in health care.

Page Reference: 462

Skill Level: Remember the Facts

Difficulty Level: Easy

9. The Supreme Court's landmark decision in *Brown v. Board of Education* (1954) ruled that separate educational facilities for black and white students were _____.
- a. inherently unequal
 - b. acceptable if funding was equitable – Consider This: *Brown v. Board of Education* established the road map for racial desegregation and a national standard for equality of educational opportunity.
 - c. equal under the law
 - d. constitutionally protected

Answer: a

Test Bank Item Title:

Topic: Roots of Public Policy: The Policy-Making Process

Learning Objective: LO 15.5: Describe current U.S. policy in primary, secondary, and higher education.

Page Reference: 373

Skill Level: Understand the Concepts

Difficulty Level: Moderate

10. Which was part of President Franklin Roosevelt's New Deal?
- a. The federal government took a *laissez-faire* approach when dealing with economic matters. – Consider This: The New Deal is a great example of an anti-*laissez-faire* approach.
 - b. The federal government created Social Security and Aid to Families with Dependent Children.
 - c. The states assumed new responsibilities for the management of national economic matters.
 - d. The federal government devolved responsibility for solving the economic crisis to the states.

Answer: b

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 376

Skill Level: Understand the Concepts

Difficulty Level: Moderate

11. Which provides one explanation for why Medicare costs have risen in recent years?

- a. People live longer today than they did in the past.
- b. People rely on their own private insurance to supplement Medicare.
- c. Most people on Medicare also receive Medicaid benefits.
- d. Doctors charge less for many services than they did in the past. – Consider This: Quite the opposite: health care costs are higher now than in previous years.

Answer: a

Test Bank Item Title:

Topic: Health Policy

Learning Objective: LO 15.4: Describe current U.S. policy in health care.

Page Reference: 371

Skill Level: Analyze It

Difficulty Level: Difficult

12. What is the function of Medicaid?

- a. prescription drug plan for Medicare – Consider This: Medicare is a program of its own; it is not a prescription plan for Medicaid.
- b. state funding of federal hospitals
- c. subsidized medical care for the poor
- d. a long-term care supplement for Medicare

Answer: c

Test Bank Item Title:

Topic: Health Policy

Learning Objective: LO 15.4: Describe current U.S. policy in health care.

Page Reference: 463

Skill Level: Understand the Concepts

Difficulty Level: Moderate

13. Which program is one of the first entitlement programs created under the New Deal?

- a. No Child Left Behind
- b. Social Security
- c. Medicaid
- d. Medicare – Consider This: Medicare did not begin until the 1960s.

Answer: b

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 376

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. Which of the following statements about Social Security is the most accurate?

- a. Social Security will eventually be replaced by a private system.
- b. Social Security qualification triggers Medicaid participation. – Consider This: Social Security triggers Medicare qualification, not Medicaid.
- c. Social Security is expected to be financially stable for the next 100 years.
- d. Social Security is a non—means-tested program.

Answer: d

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 378

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. Entitlement programs such as Social Security and Aid to Families with Dependent Children led to which of the following over time?
- a. expansion of the federal role in domestic policy
 - b. help to ensure equality in public school funding
 - c. help to provide income to low-earning households – Consider This: During the nineteenth century, the national government defined its economic role narrowly, collecting tariffs, funding public improvements, and encouraging private development.
 - d. expansion of financial aid to poor college students

Answer: a

Test Bank Item Title:

Topic: Roots of Public Policy: The Policy-Making Process

Learning Objective: LO 15.1: Trace the stages of the policy-making process.

Page Reference: 359

Skill Level: Analyze It

Difficulty Level: Difficult

16. Which of the following demonstrates how policy making is decentralized in the United States?
- a. The United States has a unitary form of government.
 - b. Congressional power often trumps state power.
 - c. The states have authority over policy making in areas such as education.
 - d. The federal government is responsible for Medicare and Medicaid. – Consider This: Medicaid is a joint venture between state and national governments; Medicare is not.

Answer: c

Test Bank Item Title:

Topic: Roots of Public Policy: The Policy-Making Process

Learning Objective: LO 15.1: Trace the stages of the policy-making process.

Page Reference: 359

Skill Level: Apply What You Know

Difficulty Level: Difficult

17. Which of the following is an example of federal involvement in K–12 education?
- a. Providing diversity awareness training for teachers.
 - b. Funding pro-education candidates at the state level.
 - c. Funding school renovation in economically disadvantaged areas. – Consider This: Funding for renovations in economically disadvantaged areas is not an example of federal involvement in K–12 education.
 - d. Providing monetary incentives for state compliance with standardized goals.

Answer: d

Test Bank Item Title:

Topic: Education Policy

Learning Objective: LO 15.5 Describe current U.S. policy in primary, secondary, and higher education.

Page Reference: 374

Skill Level: Apply What You Know

Difficulty Level: Difficult

18. Title IX of the Educational Amendments Acts of 1972 bars schools that receive federal funds from _____.
- a. registering students to vote using taxpayer funds
 - b. offering different sports for men and women – Consider This: Title IX had a greatly expanded impact on educational and athletic opportunities for women.
 - c. discriminating on the basis of sex in admissions, student financial aid, or athletics
 - d. having men coach women’s athletics or having women coach men’s athletics

Answer: c

Test Bank Item Title:

Topic: Education Policy

Learning Objective: LO 15.5 Describe current U.S. policy in primary, secondary, and higher education.

Page Reference: 374

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. Which of the following is a criticism of No Child Left Behind (NCLB)?
- a. NCLB mandates changes but does not sufficiently fund these changes.
 - b. The federal government spends more on public education than do the states, yet has little control over the implementation of NCLB.
 - c. It did not put enough emphasis on testing students, and instead focused on developing curricula. – Consider This: NCLB was criticized heavily for “teaching the test”, in other words, relying too heavily on standardized tests.
 - d. Local school districts are exempt from the mandates of NCLB.

Answer: a

Test Bank Item Title:

Topic: Education Policy

Learning Objective: LO 15.5 Describe current U.S. policy in primary, secondary, and higher education.

Page Reference: 374

Skill Level: Analyze It

Difficulty Level: Difficult

20. Approximately what percentage of funding for K–12 education comes from the federal government?
- a. 4 percent
 - b. 11 percent
 - c. 23 percent – Consider This: Primary and secondary education accounts for a large share of federal government spending, but not this large.
 - d. 30 percent

Answer: a

Test Bank Item Title:

Topic: Education Policy

Learning Objective: LO 15.5 Describe current U.S. policy in primary, secondary, and higher education.

Page Reference: 374

Skill Level: Remember the Facts

Difficulty Level: Easy

21. Inflation is best understood as the rate at which _____.
- a. gross domestic product expands
 - b. prices for goods and services increase
 - c. the federal government increases taxes to raise revenue
 - d. the Federal Reserve Board expands the money supply – Consider This: Inflation is the general price levels of an economy.

Answer: b

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 365-366

Skill Level: Remember the Facts

Difficulty Level: Easy

22. Economists use the gross domestic product to measure _____.

- a. the rate of government spending in the economy – Consider This: By 2016, the national debt increased to \$19.2 trillion, which is over 100 percent of this.
- b. the rate of tariffs applied to goods imported into the United States
- c. the total value added by government expenditures in the economy
- d. the total value of goods and services produced in an area

Answer: d

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 367

Skill Level: Remember the Facts

Difficulty Level: Easy

23. *Laissez-faire* economics holds which of the following to be true?

- a. The government should raise interest rates during a recession.
- b. The government should not take an active role in the economy.
- c. The government should do everything possible to reduce unemployment.
- d. The government should lower interest rates during a recession. – Consider This: Keynesian economics sharply contrasts *laissez-faire* economics.

Answer: b

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 484

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. Which of the following is true with respect to Keynesian economic policy?

- a. Keynesian economic policy relies on government taxes and adjustments to the money supply to control inflation and unemployment. – Consider This: Keynesian economics is a vast departure from *laissez-faire* economics.
- b. Keynesian economic policy relies on tax cuts and expenditure increases by government to control inflation and unemployment.
- c. Keynesian economic policy uses the money supply to control inflation and unemployment.
- d. Keynesian economic policy relies on the generosity of private charities to address the worst effects of economic downturns.

Answer: b

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 365

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. What is the source for the money in the Social Security Trust Fund?
- a. sales taxes on luxury goods and services
 - b. taxes on wages paid by the employer and employee
 - c. property taxes
 - d. estate taxes – Consider This: Social Security is not a pension program that collects contributions, invests them, and then returns with interest to beneficiaries.

Answer: b

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 378

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. What is a government program called that provides benefits to all citizens who meet eligibility requirements?
- a. a basic program
 - b. an entitlement program
 - c. an envelopment program – Consider This: These type of programs include Social Security Insurance.
 - d. a recessionary program

Answer: b

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 378

Skill Level: Remember the Facts

Difficulty Level: Easy

27. The total market value of all goods and services produced in an area during a year is termed which of the following?
- a. national income quotient
 - b. gross domestic product
 - c. maximum national product
 - d. minimum domestic product – Consider This: By 2016, the national debt increased to \$19.2 trillion, which is over 100 percent of this.

Answer: b

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 367

Skill Level: Remember the Facts

Difficulty Level: Easy

28. Unemployment insurance is what type of federal program?
- a. non-means-tested
 - b. means-tested – Consider This: Means-tested programs require an income below a certain level.
 - c. monetary policy
 - d. fiscal policy

Answer: a

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 378

Skill Level: Apply What You Know

Difficulty Level: Moderate

29. What is a primary tool that monetary policy uses to affect the overall economy?
- a. tax rates – Consider This: The rate of interest at which money is lent to member banks is the primary tool to affect the economy.
 - b. foreign monetary investment
 - c. government spending
 - d. the discount rate

Answer: d

Test Bank Item Title:

Topic: Monetary Policy

Learning Objective: LO 15.3: Assess the effectiveness of the monetary policy tools used by the federal government to manage the economy.

Page Reference: 368

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. Which of the following entities is responsible for setting the discount rate which then influences interest rates in the United States?
- a. Congress – Consider This: If the discount rate is lowered, it effectively expands economic activity, and vice versa.
 - b. the Office of Management and Budget

- c. the Executive Office of the President
- d. the Federal Reserve

Answer: d

Test Bank Item Title:

Topic: Monetary Policy

Learning Objective: LO 15.3: Assess the effectiveness of the monetary policy tools used by the federal government to manage the economy.

Page Reference: 367

Skill Level: Understand the Concepts

Difficulty Level: Difficult

31. Which of the following terms describes U.S. economic policy during much of the nineteenth century?
- a. fiscalism
 - b. Keynesianism – Consider This: Keynesian economics maintained that increasing demand will also increase employment, stimulating a cycle of economic growth.
 - c. *laissez-faire*
 - d. monetarism

Answer: c

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 364

Skill Level: Understand the Concepts

Difficulty Level: Moderate

32. What are the two main mandates of the Federal Reserve?
- a. to lend money to consumers and borrow money from banks – Consider This: The Federal Reserve does not lend money to consumers or private citizens outright.
 - b. to control inflation and limit unemployment
 - c. to help developing countries and American business interests
 - d. to equalize income disparity among citizens and lower the cost of goods and services

Answer: b

Test Bank Item Title:

Topic: Monetary Policy

Learning Objective: LO 15.3: Assess the effectiveness of the monetary policy tools used by the federal government to manage the economy.

Page Reference: 369

Skill Level: Understand the Concepts

Difficulty Level: Moderate

33. The main goal of fiscal policy is _____.

- a. to ensure that money is available to state governments for capital projects
- b. to pay down the federal debt – Consider This: Fiscal policy is a deliberate use of the national government's taxing and spending policies.
- c. to increase exports into the United States
- d. to stimulate or slow down economic growth

Answer: d

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 364

Skill Level: Understand the Concepts

Difficulty Level: Moderate

34. What is a means-tested program?

- a. a program that extends benefits based on your age at retirement – Consider This: Non—means-tested programs provide benefits to those who meet qualifications, regardless of income.
- b. a program that provides benefits based on demonstrated need
- c. a program that extends benefits mostly to those who passed a skills-based test
- d. a program that provides benefits based on lifetime contributions

Answer: b

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 378

Skill Level: Understand the Concepts

Difficulty Level: Moderate

35. The primary purpose of the Troubled Assets Relief Program (TARP) was to _____.

- a. bail out the auto industry
- b. stabilize the banking sector
- c. reduce the annual budget deficit
- d. respond to rising unemployment – Consider This: The America Recovery and Reinvestment Act was designed to stimulate the economy and create or maintain jobs.

Answer: b

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 367

Skill Level: Understand the Concepts

Difficulty Level: Moderate

36. The annual shortfall when federal revenues are less than expenditures is known as _____.
- a. the balance of payments
 - b. the budget deficit
 - c. the national debt – Consider This: The national debt is the total amount owed by the federal government to its creditors.
 - d. the trade deficit

Answer: b

Test Bank Item Title:

Topic: Fiscal Policy

Learning Objective: LO 15.2: Describe the scope of the federal budget, and analyze problems associated with the national deficit and debt.

Page Reference: 366

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37. If the Federal Reserve wanted to slow the rate of economic growth, it would most likely _____.
- a. lower the discount rate – Consider This: Lowering the discount rate would expand borrowing and lending to more citizens.
 - b. increase the discount rate
 - c. encourage the president to lower taxes
 - d. increase the unemployment rate

Answer: b

Test Bank Item Title:

Topic: Monetary Policy

Learning Objective: LO 15.3: Assess the effectiveness of the monetary policy tools used by the federal government to manage the economy.

Page Reference: 368

Skill Level: Apply What You Know

Difficulty Level: Difficult

38. The largest number of Americans benefit from which means-tested income security program?
- a. Social Security
 - b. Supplemental Nutrition Assistance Program
 - c. Supplemental Security Income – Consider This: While Supplemental Security Income is a means-tested program, it does not impact the largest number of Americans.
 - d. Temporary Assistance for Needy Families

Answer: b

Test Bank Item Title:

Topic: Social Welfare Policy

Learning Objective: LO 15.6: Describe current U.S. social welfare policy and programs.

Page Reference: 380

Skill Level: Remember the Facts

Difficulty Level: Moderate

Chapter 16: Foreign and

Defense Policy

Multiple-Choice Questions

1. The war in Iraq began under _____ and ended under _____.
- a. Bill Clinton; George H. W. Bush
 - b. Bill Clinton; George W. Bush
 - c. George H. W. Bush; George W. Bush – Consider This: The war in Iraq was a response to 9/11.
 - d. George W. Bush; Barack Obama

Answer: d

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 394

Skill Level: Remember the Facts

Difficulty Level: Easy

2. One of the primary purposes of the war in Afghanistan that was waged during the George W. Bush administration was to _____.
- a. prevent the spread of communism – Consider This: One of the main goals of the Cold War was to prevent the spread of communism.
 - b. remove the Taliban government
 - c. protect religious freedom
 - d. retaliate for the bombing of the *USS Cole*

Answer: b

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 394

Skill Level: Understand the Concepts

Difficulty Level: Moderate

3. Which Cabinet-level department has primary responsibility for U.S. foreign policy?
- a. Department of State

- b. Department of Justice
- c. Department of the Defense
- d. Department of Homeland Security – Consider This: Homeland Security focuses on the territory of the U.S., but may help influence some foreign policy.

Answer: a

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 395

Skill Level: Understand the Concepts

Difficulty Level: Moderate

4. What is a primary responsibility of the Department of Defense?
- a. to formulate diplomatic policy
 - b. to implement military policy
 - c. to coordinate domestic security efforts -- Consider This: The Department of Homeland Security is mostly responsible for coordination of domestic security efforts.
 - d. to advise the president about national security threats

Answer: b

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 395

Skill Level: Understand the Concepts

Difficulty Level: Moderate

5. What is the role of the national security adviser?
- a. to be a consultant for academics and others with foreign policy expertise
 - b. to act as a liaison between the Department of Defense and the military – Consider This: This is a role that the Secretary of Defense fills.
 - c. to lead the Department of Homeland Security
 - d. to advise the president on foreign and military policy

Answer: d

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 396

Skill Level: Understand the Concepts

Difficulty Level: Moderate

6. Who serves on the Joint Chiefs of Staff?
- a. the Cabinet secretaries
 - b. the Army chief of staff, the Air Force chief of staff, the chief of naval operations, and the Marine commandant
 - c. the White House military intelligence corps
 - d. the Secretary of Defense, the Secretary of Homeland Security, and the director of the Central Intelligence Agency – Consider This: The Joint Chiefs of Staff is the military advisory body that consults with the president.

Answer: b

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 397

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. Who heads the U.S. intelligence community?
- a. the director of the Central Intelligence Agency (CIA) – Consider This: The CIA is the most prominent branch of the intelligence community, however, the director of the CIA is not the head of the entire U.S. intelligence community.
 - b. the Director of National Intelligence
 - c. the chairman of the Joint Chiefs of Staff
 - d. the vice president

Answer: b

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 397

Skill Level: Remember the Facts

Difficulty Level: Easy

8. Which international organization was created after World War II at the urging of the United States?
- a. the League of Nations – Consider This: The League of Nations was established at the Paris Peace Conference at the conclusion of World War I.
 - b. the United Nations
 - c. the Warsaw Pact
 - d. the World Trade Organization

Answer: b

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 389

Skill Level: Remember the Facts

Difficulty Level: Easy

9. Why is it difficult to coordinate the work of the various intelligence agencies that comprise the U.S. intelligence community?
- a. The head of the intelligence community is the head of the CIA, which operates completely independently of the other agencies in the intelligence community.
 - b. Each agency controls its own budget and does not always share its intelligence with the other agencies in the intelligence community.
 - c. The Department of Homeland Security gathers intelligence, but then assigns the responsibility for acting on that information to various other agencies. – Consider This: Recall the decentralization that marks much of the government and its agencies.
 - d. The FBI and CIA are prohibited by law from having any interactions whatsoever.

Answer: b

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 397

Skill Level: Analyze It

Difficulty Level: Difficult

10. Which of the following countries is a permanent member of the United Nations Security Council?
- a. Germany -- Consider This: This country, along with Great Britain, France, China, and the Soviet Union, make up the UN Security Council.
 - b. India
 - c. Spain
 - d. the United States

Answer: d

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 389

Skill Level: Remember the Facts

Difficulty Level: Easy

11. Which of the following countries is a member of NATO?

- a. Russia – Consider This: NATO is the North Atlantic Treaty Organization and is a collective security pact.
- b. China
- c. Japan
- d. the United States

Answer: d

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 391

Skill Level: Remember the Facts

Difficulty Level: Easy

12. Which is true regarding the Marshall Plan?

- a. The Soviet Union instituted the Marshall Plan to benefit Eastern Europe.
- b. Germany instituted the Marshall Plan to benefit the United States. – Consider This: Germany benefited from the Marshall Plan, but did not institute it.
- c. The United States instituted the Marshall Plan to benefit Western Europe.
- d. Eastern Europe instituted the Marshall Plan to benefit Western Europe.

Answer: c

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 391

Skill Level: Remember the Facts

Difficulty Level: Easy

13. Which of the following would George Washington most likely approve of?

- a. the Marshall Plan
- b. NATO – Consider This: In his farewell address, Washington called for policy that would “steer clear of permanent alliances with any portion of the foreign world”.
- c. neutrality
- d. NAFTA

Answer: c

Test Bank Item Title:

Topic: Roots of the U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 386

Skill Level: Apply What You Know

Difficulty Level: Difficult

14. Which of the following countries has the most nuclear weapons?
- a. Israel
 - b. China
 - c. Russia
 - d. the United States – Consider This: The United States has a nuclear weapons program, but it does not have the most.

Answer: c

Test Bank Item Title:

Topic: Contemporary Challenges in Foreign and Defense Policy

Learning Objective: LO 16.3: Evaluate major foreign and defense policy challenges now facing the United States.

Page Reference: 407

Skill Level: Remember the Facts

Difficulty Level: Easy

15. Who is the largest trading partner with the United States?
- a. China – Consider This: The North American Free Trade Agreement promotes the movement of goods and services.
 - b. Canada
 - c. Germany
 - d. Japan

Answer: b

Test Bank Item Title:

Topic: Contemporary Challenges in Foreign and Defense Policy

Learning Objective: LO 16.3: Evaluate major foreign and defense policy challenges now facing the United States.

Page Reference: 404

Skill Level: Remember the Facts

Difficulty Level: Easy

16. What was the foreign policy of containment designed to prevent?
- a. nuclear proliferation
 - b. expansion of Soviet influence
 - c. terrorism
 - d. the Cold War – Consider This: Containment came about during the Cold War.

Answer: b

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 390

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. Why was the North Atlantic Treaty Organization formed?
- a. to provide peacetime collective security for the United States and Western Europe
 - b. to promote free trade between the United States and Western Europe – Consider This: The General Agreement on Tariffs and Trade helped to promote free trade.
 - c. to minimize nuclear proliferation
 - d. to enhance democratic government in newly industrializing countries

Answer: a

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 391

Skill Level: Understand the Concepts

Difficulty Level: Moderate

18. Who is preeminent in U.S. foreign and military policy?
- a. the Joint Chiefs of Staff – Consider This: The Joint Chiefs of Staff are leaders of the militaries of the U.S. that advise the president on military policy.
 - b. the president
 - c. the State Department
 - d. the National Security Council

Answer: b

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 396

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. The United States engaged in which of the following military conflicts in order to prevent the spread of communism?
- a. World War I
 - b. World War II – Consider This: While the U.S. engaged in several wars related to communism, WWII was not related to it.
 - c. the Vietnam War
 - d. the global war on terrorism

Answer: c

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 391

Skill Level: Apply What You Know

Difficulty Level: Moderate

20. What was the initial main purpose of the Marshall Plan?

- a. to repair relations between the United States and the Soviet Union near the end of the Cold War – Consider This: The Soviet Union was not involved in the Marshall Plan.
- b. to help Europe's economic recovery after World War II
- c. to prevent the spread of weapons of mass destruction to unstable governments
- d. to root out and eliminate potential terrorist threats before they are fully formed

Answer: b

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

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Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. What is the primary responsibility of the Department of State?

- a. national defense policy
- b. homeland security – Consider This: The Department of Homeland Security oversees homeland security and the territory of the U.S.
- c. intelligence
- d. diplomacy

Answer: d

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

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Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. Who is primarily responsible for military policy?

- a. the Secretary of Defense
- b. the Secretary of State – Consider This: The Secretary of State is primarily concerned with diplomacy.
- c. the chief of staff
- d. the Secretary of Homeland Security

Answer: a

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

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Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. Who would the president be most likely to consult to determine the best way to use the military to destroy North Korea's nuclear capabilities?

- a. the Secretary of Defense
- b. the Secretary of Homeland Security
- c. the Secretary of State
- d. the National Security Adviser – Consider This: The National Security Adviser leads the National Security Council which brings together key foreign policy actors.

Answer: a

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

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Skill Level: Apply What You Know

Difficulty Level: Difficult

24. Terrorists are most likely to target which of the following?

- a. elected officials – Consider This: Terrorists seek to instill fear and panic within a population, often by deliberate disregard for civilians.
- b. members of the military
- c. noncombatants
- d. bureaucrats

Answer: c

Test Bank Item Title:

Topic: Contemporary Challenges in Foreign and Defense Policy

Learning Objective: LO 16.3: Evaluate major foreign and defense policy challenges now facing the United States.

Page Reference: 405

Skill Level: Apply What You Know

Difficulty Level: Moderate

25. Which of the following was a fundamental claim of the George W. Bush administration's case for the 2003 war in Iraq?
- a. Iraq was directly responsible for the September 11, 2001, terrorist attacks. – Consider This: Bush identified Iraq as part of the “axis of evil”.
 - b. Iraq was a threat to American security interests.
 - c. The Persian Gulf War begun by President George H. W. Bush had never really ended and needed to be brought to a close.
 - d. Saddam Hussein had issued threats against the United States and had permitted Osama bin Laden to use camps in Iraq for training terrorists.

Answer: b

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 394

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. Which of the following countries would have been most opposed to the policy of containment?
- a. Afghanistan – Consider This: Containment was a strategy to prevent expansion of this country's influence.
 - b. China
 - c. the Soviet Union
 - d. South Korea

Answer: c

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 390

Skill Level: Apply What You Know

Difficulty Level: Moderate

27. Which of the following countries have posed challenges to the United States in recent years because of their economic growth and global influence?
- a. Japan and France
 - b. India and Germany – Consider This: Germany presents no real challenge to the U.S. and is an ally.
 - c. Russia and Germany
 - d. China and Russia

Answer: d

Test Bank Item Title:

Topic: Toward Reform: Emerging Challenges

Learning Objective: LO 16.4: Understand emerging challenges that are shaping U.S. foreign and defense policies.

Page Reference: 410-411

Skill Level: Apply What You Know

Difficulty Level: Moderate

28. Congress can exercise influence over foreign policy through its power to _____.
- a. command the armed forces – Consider This: The president is the Commander in Chief of the armed forces.
 - b. appoint the secretary of defense
 - c. ratify treaties
 - d. recognize the sovereignty of foreign countries

Answer: c

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 398

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. Which of the following is composed of a broad array of the president's foreign policy advisers and is housed within the White House?
- a. the Department of State
 - b. the Department of Homeland Security
 - c. the Central Intelligence Agency (CIA) – Consider This: The CIA is not housed within the White House.
 - d. the National Security Council

Answer: d

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 396

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. Which of the following is a critique of the military-industrial complex?

- a. Ordinary citizens are generally uninformed about how the military-industrial complex works.
- b. Defense industry interest groups have too much influence over defense policy.
- c. The military decision-making process is too slow and complex. – Consider This: The military-industrial complex does not refer to a slow and complex decision-making process.
- d. The president should have more influence over defense policy because the Constitution puts him or her in charge of the military-industrial complex.

Answer: b

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

Page Reference: 400

Skill Level: Apply What You Know

Difficulty Level: Difficult

31. Free trade agreements are designed to prevent which of the following?

- a. globalization – Consider This: Globalization is not an aspect of trade that is sought to be prevented.
- b. democratic enlargement
- c. détente
- d. protectionism

Answer: d

Test Bank Item Title:

Topic: Contemporary Challenges in Foreign and Defense Policy

Learning Objective: LO 16.3: Evaluate major foreign and defense policy challenges now facing the United States.

Page Reference: 403

Skill Level: Apply What You Know

Difficulty Level: Moderate

32. Which of the following is most consistent with the foreign policy of isolationism?

- a. a country's refusal to intervene in an armed conflict between two other countries
- b. a country's willingness to use diplomatic sanctions to pressure another country to address human rights violations – Consider This: Some early political leaders thought the best course of action was avoiding participation in foreign affairs, or isolationism.
- c. the George W. Bush administration's policy of actively rooting out terrorism before a threat has fully developed
- d. multilateral trade agreements

Answer: a

Test Bank Item Title:

Topic: Roots of the U.S. Foreign and Defense Policy

Learning Objective: LO 16.1: Outline the major events and issues in the development of U.S. foreign and defense policy.

Page Reference: 386

Skill Level: Apply What You Know

Difficulty Level: Moderate

33. During a rapidly developing national security crisis, who is the U.S. president most likely to turn to for advice?
- a. the House Committee on Foreign Affairs
 - b. the Senate Committee on Foreign Relations
 - c. the United Nations Security Council – Consider This: In a time of national security crisis, the president is most likely to seek advisement within the White House.
 - d. the National Security Council

Answer: d

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

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Skill Level: Apply What You Know

Difficulty Level: Moderate

34. What can Congress do to influence foreign and defense policy if it is not satisfied with the president's handling of these policies?
- a. Congress can fire ambassadors who are not executing foreign policy according to Congress's wishes. – Consider This: The Senate can influence nominations made by a president through rejection of appointments; not dismissal of those who already hold positions.
 - b. Congress can reduce appropriations for executing the president's foreign and defense policies.
 - c. Congress can command the military to execute foreign policy according to Congress's wishes.
 - d. Congress can change foreign policy with a joint declaration of two-thirds of each chamber, which does not require the president's signature.

Answer: b

Test Bank Item Title:

Topic: Foreign and Defense Policy Decision Making

Learning Objective: LO 16.2: Describes the roles of government officials and of other influences in U.S. foreign and defense policy.

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Skill Level: Apply What You Know

Difficulty Level: Moderate

35. Because of NAFTA, an American business owner may be able to save money through which of the following?
- a. setting up a shell corporation in the Cayman Islands to avoid U.S. taxes
 - b. moving a manufacturing plant from the United States to Mexico to take advantage of cheaper labor
 - c. purchasing cheap goods from China without paying taxes or tariffs – Consider This: Recall that NAFTA is an agreement in North America.
 - d. purchasing government-issued bonds to cover basic business expenses

Answer: b

Test Bank Item Title:

Topic: Roots of U.S. Foreign and Defense Policy

Learning Objective: LO 16.3: Evaluate major foreign and defense policy challenges now facing the United States.

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Skill Level: Apply What You Know

Difficulty Level: Moderate