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How to Use This Test Bank

□ Overview

This test bank for *Understanding American Politics and Government* will help you assess a wide range of skill levels. It also measures this book's learning objectives using multiple-choice, true/false, fill-in-the-blank, short answer, and essay questions. Finally, this test bank is available in multiple formats to facilitate deployment in a variety of instructional contexts.

□ Skill Levels

This test bank utilizes four skill levels based on Blooms' taxonomy. Instructors can choose questions based on skill level if they wish to assess a variety of critical thinking skills. The four skill levels and their differences are reflected in the table below.

Skill Level	Explanation
Remember the Facts	This level is focused on the most basic understanding of the content. These questions are aimed at helping students to learn and remember the basic facts of American Government. These questions encourage students to define, duplicate, list, memorize, recall, repeat, reproduce, and state.
Understand the Concepts	This level emphasizes more than basic factual recall, and focuses on getting students to understand the concepts, as well as connections between concepts, policies, and current events. These questions encourage students to classify, identify, locate, recognize, report, select, translate, and paraphrase.
Apply What You Know	This level will focus on covering major applications in the textbook, but also to introduce new applications of the core concepts. These questions encourage students to choose, demonstrate, employ, illustrate, interpret, schedule, solve, and use.
Analyze It	This level will test student ability to analyze by deconstructing concepts and recognizing differences, similarities, and patterns. These questions encourage students to appraise, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, and question.

□ Question Types

Multiple-Choice Questions: Each chapter comes with 60 multiple-choice questions testing every material from every A-head. Questions cover all skill levels.

True/False Questions: Every chapter comes with 15 true-false questions that cover Remember the Facts, Understand the Concepts, and Apply What You Know skill levels.

Fill-in-the-Blank Questions: Each chapter comes with 15 fill-in-the-blank questions that cover Remember the Facts, Understand the Concepts, and Apply What You Know skill levels.

Short Answer Questions: Each chapter comes with 10 short answer questions which cover the Understand the Concepts, Apply What You Know, and Analyze It skill levels. Each question comes with an ideal answer to help you with grading.

Essay Questions: Every chapter comes with 5 essay questions which cover the Understand the Concepts, Apply What You Know, and Analyze It skill levels. Each question comes with an ideal answer to help you with grading.

□ Available Formats

Word: This test bank is available for download as a Word document on www.pearsonhighered.com. After signing up for an instructor account on the website, log in and search by the book ISBN, book title, or author last name. Under the resources tab for the book, download either the individual Word test bank chapters or the full Word test bank.

MyTest: This test bank is also available in Pearson MyTest. This powerful assessment generation program includes all of the questions in the test bank, which you can edit with “drag-and-drop” and simple Word-like controls. You can also sort questions by learning objective and difficulty level to help you quickly build your test. If you would like, you can also create and store your own questions. When you have finished creating your test, it can be saved online and easily printed out for classroom use.

To access the MyTest, please visit www.pearsonmytest.com and register for instructor access. Once your account has been created, log in and search by book ISBN, book title, or author last name. After locating MyTest, hit “Select Testbank” to create your copy of the MyTest.

Blackboard: Do you use Blackboard? This test bank can be directly integrated into your learning management system. A Blackboard version of this test bank is available for download on www.pearsonhighered.com. Follow the same directions for downloading the Word version.

WebCT: Do you use WebCT? This test bank can be directly integrated into your learning management system. A WebCT version of this test bank is available for download on www.pearsonhighered.com. Follow the same directions for downloading the Word version.

Respondus: Do you use a learning management system like Angel, Desire2Learn, eCollege, Canvas, Moodle, or IMS QTI? To get a test bank that is compatible with these systems, use the Respondus 4.0 application. With the Respondus application, you can download a Respondus test bank that will work with one of these learning management systems. Search for this test bank by book title or author's last name on www.respondus.com/products/testbank/search.php. Once downloaded, you can ask your institution for assistance on uploading it to your learning management system.

▣ Using the Test Bank with Other Pearson Resources

MyPoliSciLab. MyPoliSciLab is an online homework, tutorial, and assessment product; it provides book-specific assessment that is *different* from the assessment in this test bank

You can also assign the MyTest version of this test bank to your students through MyPoliSciLab. Once logged in to MyPoliSciLab, please follow the following steps:

1. Display **MyTest** Folder in Course Materials Library. Select the option on the Preferences > **MyTest** page.
2. Click Course Materials > Add from Library.
3. From the Course Materials Library on the left, click to open the **My Tests Folder**.
4. Select the tests you want to use in your course. Note that you can add an entire folder or open the folder to add assets within a folder.
5. To add the items to an existing folder on the right, open the folder. To add items without specifying a folder, skip this step. If you want, you can cut and paste items into a folder later.
6. To add items after a specific item, select the item on the right. > Click **Add**.
7. The item is copied from the library on the left to your course materials on the right. The item is added as the last item. If **Hidden** displays below an item it means students cannot view the item. Only items that are **Shown** are visible to students.
8. **Note:** If the edit the test on the **Course Materials** pages, the test will no longer be displayed on the **MyTest** page. The behavior mode of the edited activity is basic/random.

1

Thinking About American Politics

▣ Multiple-Choice Questions

1. What is known as an agreement among members of a society to form and recognize the authority of a centralized government that is empowered to make and enforce laws governing the members of that society?
 - a. a government
 - b. an incorporation
 - c. a social contract
 - d. a monopoly
 - e. a political party

Answer: c

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

2. What are public goods?
 - a. products or services that all citizens enjoy that cannot easily be provided by anyone other than government
 - b. durable social contracts
 - c. products or services that can be denied to those who do not pay
 - d. products or services that can be contracted out to private companies
 - e. individual and collective efforts to influence the workings of government

Answer: a

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

3. What is meant by autocracy?
- a. rule by the many
 - b. rule by a single person
 - c. rule by the few
 - d. the consent of the governed
 - e. the will of the people

Answer: b

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Remember the Facts

Topic: Introduction to American Government

4. What type of government is indicated when people vote for their leaders through elections?
- a. direct democracy
 - b. autocracy
 - c. monarchy
 - d. anarchy
 - e. representative democracy

Answer: e

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Remember the Facts

Topic: Introduction to American Government

5. What is the meaning of plurality rule?
- a. that all adult Americans (with a few exceptions) have the right to vote
 - b. that the people vote directly on laws
 - c. that each American's vote counts equally
 - d. that whoever or whatever gets the most votes wins
 - e. that every American is subject to the same laws as everyone else

Answer: c

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Remember the Facts

Topic: Introduction to American Government

6. What is a way in which the United States differs from other democracies?
- a. It has a presidential system rather than a parliamentary one.
 - b. There is only one layer of decision—making authority—at the national level.
 - c. It has a commitment to majority rule through elections.
 - d. It has a political system in which the head of the executive branch is selected by members of the legislature.
 - e. It has a political culture that affects the political system.

Answer: a

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Remember the Facts

Topic: Models for Democracy

7. Which of the following refers to the orientation of citizens toward the political system and toward themselves as actors in it—the basic values, beliefs, attitudes, predispositions, and expectations that citizens bring to political life?
- a. democracy
 - b. liberty
 - c. political party
 - d. political culture
 - e. majority rule

Answer: d

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Remember the Facts

Topic: Introduction to American Government

8. What do causal questions address?
- a. the basic characteristics of society
 - b. the basic aspects of government
 - c. the roots or origins of particular events or behaviors
 - d. how society is organized
 - e. the basic characteristics of government

Answer: c

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Remember the Facts

Topic: Introduction to American Government

9. Referring to Figures 1.1 and 1.2, what is the definition of a correlation?
- a. Two or more phenomena directly cause each other.
 - b. Two or more phenomena indirectly cause each other.
 - c. Two or more phenomena change at the same time, suggesting a potential causal relationship.
 - d. Two or more phenomena happen to change at the same time.
 - e. Two or more phenomena occur at the same time, suggesting that one definitely causes the other.

Answer: c

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

10. Why is the United States considered to have a federal system?
- a. Each state has equal representation in the U.S. Senate.
 - b. It contains national and state governments.
 - c. It is a representative democracy.
 - d. Power is centralized within the federal government.
 - e. The president is elected by the Electoral College.

Answer: b

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Understand the Concepts

Topic: Federalism

11. What is mentioned in the textbook as a primary component of American political culture?
- a. capitalism
 - b. diversity
 - c. individualism
 - d. socialism
 - e. welfare

Answer: c

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

12. Political culture can be thought of as a _____ through which to view American politics.
- a. kaleidoscope
 - b. lens
 - c. magnifying glass
 - d. window
 - e. boundary

Answer: b

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

13. American political culture is sometimes referred to as which of the following?
- a. the American creed
 - b. the American destiny
 - c. the American manifest
 - d. the American mission
 - e. the American way

Answer: a

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

14. Most good political science studies associate _____ causal or explanatory factor(s) with each outcome.
- a. no
 - b. a single most important
 - c. more than one
 - d. seemingly unrelated
 - e. seemingly related

Answer: c

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

15. Journalists and politicians often focus on _____ causal or explanatory factor(s) with each outcome.
- a. no
 - b. a single most important
 - c. more than one
 - d. seemingly unrelated
 - e. seemingly related

Answer: b

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

16. What is a spurious relationship?
- a. a relationship between variables that reflects correlation but not causation
 - b. a relationship between variables that reflects causation but not correlation
 - c. a relationship between variables that reflects neither causation nor correlation
 - d. a relationship between factors such that change in one is accompanied by change in the other
 - e. a relationship between factors such that stability in one is reflected by stability in the other

Answer: a

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

17. For a particular factor or change in situation to cause a change in an outcome, the factor or situation must _____ the outcome.
- a. happen after
 - b. happen at the same time as
 - c. oppose
 - d. precede
 - e. support

Answer: d

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

18. Generally speaking, is a capitalist economic system, such as the United States, conducive to the provision of public goods?
- a. No, because the costs of providing public goods are much higher than the benefits of doing so.
 - b. No, because the demand for public goods is simply not there, and capitalist economies operate based on the laws of supply and demand.
 - c. Yes, because capitalist states also tend to be democratic, and in democracies people care about each other.
 - d. Yes, because the great demand for public goods will ensure that the market will supply them.
 - e. Yes, because the inherent competition in capitalist systems will lead to public goods of higher quality.

Answer: a

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

19. Before the American invasion in 2003, Iraq would have been considered which of the following?
- a. a representative democracy
 - b. an oligarchy
 - c. a monarchy
 - d. a failed state
 - e. an autocracy

Answer: e

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Apply What You Know

Topic: Introduction to American Government

20. California citizens successfully launched and passed an initiative that reduced property taxes by 57 percent. This is an example of which of the following?
- a. direct democracy
 - b. federalism
 - c. indirect democracy
 - d. a public referendum
 - e. representative democracy

Answer: a

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Apply What You Know

Topic: Introduction to American Government

21. A citizen who casts a ballot for a Republican candidate for president and a Democratic candidate for Senate is displaying which of the following?
- a. straight-party voting
 - b. disloyal voting
 - c. preferential voting
 - d. split-ticket voting
 - e. strategic voting

Answer: d

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Apply What You Know

Topic: Introduction to American Government

22. What happens in a spurious relationship between variables A and B when you control for alternative variables?
- a. The relationship between A and B will get stronger.
 - b. The relationship between A and B will become negative.
 - c. The relationship will disappear if it is completely spurious.
 - d. The relationship between A and B will remain the same.
 - e. The relationship between A and B will become causal.

Answer: c

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Apply What You Know

Topic: Introduction to American Government

23. In the United States, how do most citizens enter into the social contract?
- a. explicitly, by applying for a driver's license
 - b. explicitly, by applying for a passport
 - c. explicitly, by paying taxes
 - d. implicitly, by living in the United States
 - e. implicitly, by voting in national elections

Answer: d

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

24. Because everyone can take advantage of so-called public goods without necessarily contributing to them, such goods tend to be which of the following?
- a. cheap
 - b. overprovided
 - c. plentiful
 - d. replaceable
 - e. underprovided

Answer: e

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

25. If in a parliamentary system the head of government is voted into (or out of) office by the legislature, then we can assume that _____.
- a. the head of government is dependent for his or her political survival on the legislature
 - b. the head of government will usually be chosen by the major interest groups that dominate the legislature
 - c. there is more of a separation of powers between the legislature and the executive than in other systems
 - d. the government can't theoretically fall if the legislature loses trust in it
 - e. the head of government is dependent for his or her political survival on the courts

Answer: a

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Analyze It

Topic: Introduction to American Government

26. In which system would you expect the head of government to be more accountable to the citizens?
- a. a parliamentary system
 - b. a presidential system
 - c. an autocracy
 - d. an oligarchy
 - e. a monarchy

Answer: b

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Analyze It

Topic: Introduction to American Government

27. Some empirical studies have shown that in countries with high Internet usage people tend to live longer. From this evidence which of the following can be concluded?
- a. Internet usage has nothing to do with life expectancy.
 - b. The fact that people live longer means they have more time to use the Internet, which explains the higher Internet–usage rates.
 - c. There could be a spurious relationship between the two variables.
 - d. There is a causal connection between Internet usage and life expectancy.
 - e. Using the Internet makes people live longer.

Answer: c

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Analyze It

Topic: Introduction to American Government

28. Two variables that are related in such a way that change in one variable is directly responsible for change in the other variable is called _____.
- a. a coincidence
 - b. a correlation
 - c. a spurious relationship
 - d. causation
 - e. proof

Answer: d

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Analyze It

Topic: Introduction to American Government

True-False Questions

29. Government can make citizens do things they otherwise might not want to do.

Answer: TRUE

Page Reference: pp. 5–11

A-head: The Purpose of Government
Learning Objective: Coleman L.O. 1.1
Skill Level: Remember the Facts
Topic: Introduction to American Government

30. The alternative to a government monopoly on force is a collection of individuals with each trying to impose his or her will on someone else.

Answer: TRUE
Page Reference: pp. 5–11
A-head: The Purpose of Government
Learning Objective: Coleman L.O. 1.1
Skill Level: Remember the Facts
Topic: Introduction to American Government

31. In the United States, the social contract is the Constitution.

Answer: TRUE
Page Reference: pp. 5–11
A-head: The Purpose of Government
Learning Objective: Coleman L.O. 1.1
Skill Level: Remember the Facts
Topic: Introduction to American Government

32. The government grants rights to the people.

Answer: FALSE
Page Reference: pp. 5–11
A-head: The Purpose of Government
Learning Objective: Coleman L.O. 1.1
Skill Level: Understand the Concepts
Topic: Introduction to American Government

33. In the United States, the people can alter government's authority by changing or amending the Constitution, or they can revoke the authority of government altogether.

Answer: TRUE
Page Reference: pp. 5–11
A-head: The Purpose of Government
Learning Objective: Coleman L.O. 1.1
Skill Level: Understand the Concepts
Topic: Introduction to American Government

34. The North Korean government is an extreme example of a representative democracy.

Answer: FALSE
Page Reference: pp. 5–11
A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1
Skill Level: Apply What You Know
Topic: Introduction to American Government

□ Fill-in-the-Blank Questions

35. The best example of a public good is _____.

Answer: national defense
Page Reference: pp. 5–11
A-head: The Purpose of Government
Learning Objective: Coleman L.O. 1.1
Skill Level: Remember the Facts
Topic: Introduction to American Government

36. _____, a word derived from ancient Greek, means “rule by the many.”

Answer: Democracy
Page Reference: pp. 11–14
A-head: Contexts for Studying American Government and Politics
Learning Objective: Coleman L.O. 1.2
Skill Level: Remember the Facts
Topic: Introduction to American Government

37. Democracy in its purest form is known as _____.

Answer: direct democracy
Page Reference: pp. 11–14
A-head: Contexts for Studying American Government and Politics
Learning Objective: Coleman L.O. 1.2
Skill Level: Remember the Facts
Topic: Introduction to American Government

38. The main ideas and values that make up the American creed are _____, democracy, equality, and liberty, as well as respect for private property and religion.

Answer: individualism
Page Reference: pp. 11–14
A-head: Contexts for Studying American Government and Politics
Learning Objective: Coleman L.O. 1.2
Skill Level: Understand the Concepts
Topic: Introduction to American Government

39. Answering _____ questions in the realm of politics and government is what political science is all about.

Answer: causal

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

40. _____ is what happens when you consider new facts, challenge old assumptions, determine the consequences and implications of an idea, understand context, evaluate arguments, and sharpen your views.

Answer: Critical thinking

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Apply What You Know

Topic: Introduction to American Government

□ Short Answer Questions

41. Explain the basic aspects of a social contract. Who enters into this contract, and what are the rights and responsibilities associated with it?

Answer: An ideal response will:

1. Explain that a social contract involves individuals creating and granting authority to a governing body that has a legal monopoly on power or force.
2. Discuss how citizens in the United States, for example, yield the absolute right to do what they want to the instruments of government (laws, courts, police, and prisons) in exchange for protections that enable them to enjoy life and liberty and the pursuit of happiness.
3. Describe how citizens are compelled by the government through the social contract to live up to responsibilities such as paying taxes, which they otherwise might not want to do.

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

42. Name and briefly explain the three principles upon which American democracy is based.

Answer: An ideal response will:

1. List and describe *political equality*, which involves equality in terms of voting and participation in the political process. For example, all Americans' votes count equally.
2. List and describe *plurality rule and minority rights*. Plurality rule involves the concept that whoever or whatever gets the most votes wins. Minority rights refers to the notion that federal and state constitutions and laws protect the rights of minorities from the majority. For example, the majority cannot deprive the minority from the having the right to vote.
3. List and describe *equality before the law*, which refers to the fact that with only a few exceptions, Americans have the same legal rights and obligations.

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

43. The incentives for providing public goods tend to be few. Why is this?

Answer: An ideal response will:

1. Note that nongovernmental institutions may lack the necessary resources to provide public goods.
2. Discuss how it is difficult to exclude those who do not pay from receiving the good.
3. Explain how government overcomes the free rider problem by providing the good and requiring everyone to pay for it.

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

44. Engaging in politics is about trying to influence the workings of government. Briefly describe three distinct ways in which citizens—either individually or collectively—can attempt to influence government. Which approach seems the most accessible to you? Why?

Answer: An ideal response will:

1. Detail how politics often involves determining who will lead. This could be done through voting, which is a very accessible means of influencing politics because it requires little effort; influencing who will lead could be done through working to help get a person elected.
2. Discuss how influencing politics might involve trying to influence how government will operate and how decisions are made. For example, a person might collect signatures that would require more than a majority vote in the state legislature to raise taxes.
3. Review how the public may try to influence the nature and substance of government decisions. For example, this might involve organizing in an effort to influence lawmakers to increase the minimum wage.

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

45. What would you consider to be two advantages and two disadvantages of a direct democracy?

Answer: An ideal response will:

1. Identify two advantages of direct democracy, which might include allowing citizens to have a direct say regarding the nature of state policy, and that direct democracy takes some of the power from the legislature and gives it to the people. The public may, therefore, have greater feelings that they can influence what government does.
2. Discuss two disadvantages, which might include the ability of the majority to limit equality before the law. For example, the majority might vote to limit same-sex marriage in a state with direct democracy. Another disadvantage is that not all citizens are informed about every issue, making direct democracy problematic; our system of representative democracy allows us to elect leaders who may be better informed on issues than individual citizens.

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Analyze It

Topic: Introduction to American Government

46. Compare and contrast a presidential versus parliamentary system. What is a pro and con of each system?

Answer: An ideal response will:

1. Indicate that in a presidential system, the voters select their chief executive and legislators separately. This allows people to “split the ticket” in the event they prefer an executive from one party and a legislator from another party. However, there is no guarantee that these individuals will agree on many issues.
2. Note that in a parliamentary system, the voters select their representatives and then these individuals elect a prime minister (the executive) from among those legislators. An advantage in a parliamentary system is that since the executive and legislative branches will be controlled by the same party, they are more likely to agree on issues. However, the voters do not have the ability to “split their tickets.”

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Analyze It

Topic: Introduction to American Government

□ Essay Questions

47. It seems to be human nature to ask causal questions such as “Why did this happen?” Referring to Figures 1.1 and 1.2, what differentiates political science from the layman theorizing about cause and effect?

Answer: An ideal response will:

1. Explain that political scientists tend to see the political world in a much more complex way than laypersons. Simple explanations are not always adequate. Laypersons, on the other hand, may prefer simple explanations.
2. Note that political scientists are more likely to acknowledge that correlation does not equal causation. Laypersons may look at two events and assume that just because they occur together, one must cause the other.
3. Indicate that although some events occur together, some other factor explains them. Thus there is a spurious relationship.
4. Provide an example of how correlation could be mistaken for causation. For example, the National Rifle Association (NRA) might financially support a politician who votes for a law easing restrictions on guns. A layperson might conclude that this implied vote buying or that the contribution influenced the politician’s vote. However, a political scientist might note that the NRA supports politicians who are already likely to support gun rights.

Page Reference: pp. 15–19

A-head: Thinking About Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

48. What would you say is the relationship between capitalism and the provision of public goods?

Answer: An ideal response will:

1. Explain that public goods are often provided by government because no other entity is capable or willing to provide them. Capitalism would favor allowing the markets and private enterprise to provide goods based on how they can pay for the goods.
2. Discuss how it is often difficult, if not impossible, to exclude those who do not pay from receiving the good. Government is less concerned about this point, since it provides the good to everyone (with a few exceptions). Private firms will not provide goods to those who do not contribute to the cost.
3. Provide a tangible example to demonstrate these points. For example, private organizations may not have the resources necessary to provide national defense. Private firms would also lack the ability to provide defense only to those who

contributed to the cost. Thus, government provides national defense because it has the ability to do so, and it pays for the service by taxing everyone.

Page Reference: pp. 5–11

A-head: The Purpose of Government

Learning Objective: Coleman L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

49. The United States has a dominant political culture sometimes referred to as the American creed. Assess the brand of political culture you believe characterizes your generation. In particular, point out similarities and differences in the values related to the American creed.

Answer: An ideal response will:

1. Define the American creed as based on individualism, democracy, equality, liberty, the respect for private property, and religion.
2. Reveal how college students might favor all of these in the abstract (like most Americans), however, some might be more salient than others. For example, individualism and equality are likely important for this generation. Property rights are probably less salient.
3. Discuss how in the abstract, most Americans favor the American creed, but the meaning might be different depending on when you were born. The World War II generation might have greater concern for democracy, for example.
4. Differentiate between equality and equality of opportunity. For example, different generations likely favor giving people the opportunity to succeed, but they would not favor equalizing all wealth across the country.

Page Reference: pp. 11–14

A-head: Contexts for Studying American Government and Politics

Learning Objective: Coleman L.O. 1.2

Skill Level: Apply What You Know

Topic: Introduction to American Government

50. Why do politicians and journalists tend to seek simplistic answers to issues, while political scientists tend to see issues with more complexity? Provide an example to illustrate these differences.

Answer: An ideal response will:

1. Note that political scientists often see a world in which more than one factor contributes to an outcome. Thus, when trying to explain political outcomes, a political scientist is more likely to acknowledge a complex world with multiple contributing factors in a causal relationship. For example, a political scientist will not simply default to the simplest explanation, nor assume that a correlation between two events automatically means the existence of a causal relationship.
2. Discuss why politicians and journalists prefer simple explanations for political phenomena. For politicians and journalists, it is far easier, or politically beneficial, to simply explain events with a simple cause regardless of whether or not there is a causal relationship or other contributing factors. For politicians, explanations are

often partisan in nature, ignoring information that does not comport with their political views.

3. Provide an example to illustrate these differences. For example, when trying to explain an election outcome, a political scientist might note a host of contributing factors that account for the election results—the state of the economy, incumbent advantages, public mood, or the quality of the campaigns. Pundits, journalists, and politicians may prefer simple explanations involving perhaps one of the above.

Page Reference: pp. 15–19

A-head: Thinking about Politics

Learning Objective: Coleman L.O. 1.3

Skill Level: Analyze It

Topic: Introduction to American Government

2

Political Culture

▣ Multiple-Choice Questions

1. Which of the following makes Americans *American*, according to the textbook?

- a. a long shared history
- b. a shared ethnic heritage
- c. a shared religion
- d. a shared set of beliefs
- e. a shared set of symbols and traditions

Answer: d

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

2. The central value of the American creed is _____.

- a. equality
- b. justice
- c. individualism
- d. property
- e. faith

Answer: a

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

3. The term *political culture* primarily refers to _____.

- a. general values and beliefs regarding the political system
- b. values and beliefs shared by all Americans
- c. unifying symbols and traditions
- d. commonly practiced norms of behavior
- e. public opinion

Answer: a

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

4. One of the main divisions in terms of political culture in many European countries is between _____ and _____.
- a. communists, socialists
 - b. Democrats, socialists
 - c. socialists, capitalists
 - d. Democrats, Republicans
 - e. capitalists, communists

Answer: c

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

5. When asked, most Americans place the blame for not succeeding in life on _____.
- a. the American educational system
 - b. the government
 - c. the individual
 - d. society
 - e. parenting

Answer: c

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

6. Which of the following is an example of direct political participation?
- a. initiatives
 - b. lobbying

- c. protesting
- d. referenda
- e. voting

Answer: a

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

7. A political system in which the power exercised by public officials is always an extension of the public will is a system that is based on _____.
- a. consent
 - b. direct democracy
 - c. opportunism
 - d. power sharing
 - e. public approval

Answer: a

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

8. Which of the following generally ensures that the government follows the will of the people?
- a. elections
 - b. initiatives
 - c. interest groups
 - d. lobbying
 - e. opinion polls

Answer: a

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

9. The notion of liberty in America is closely linked to _____.
- a. collective rights
 - b. individual rights
 - c. legal rights
 - d. natural rights

e. sovereign rights

Answer: d

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

10. What does the textbook identify as the specific beliefs of the American creed?

- a. equality and freedom
- b. freedom of speech and the right to practice religion
- c. individualism, democracy, and a free market
- d. individualism, democracy, liberty, property, and religion
- e. life, liberty, and the pursuit of happiness

Answer: d

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

11. According to the textbook, the importance of freedom of religious expression in American political culture can be traced back to _____.

- a. the Civil Rights movement
- b. Colonial times
- c. the Spanish–American war
- d. the War of Independence
- e. World War I

Answer: b

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

12. Compared to other industrialized democratic countries, the degree of religiosity among Americans is _____.

- a. about the same
- b. somewhat higher than the average
- c. somewhat lower than the average
- d. unusually high
- e. unusually low

Answer: d

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

13. Which of the following is the last arena Americans tend to rely on for solving problems?

- a. churches
- b. the family
- c. the government
- d. the marketplace
- e. nonprofit organizations

Answer: c

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

14. Having sovereign power equates to being _____.

- a. the best-liked authority
- b. the highest authority
- c. the most knowledgeable authority
- d. the most respected authority
- e. the only authority

Answer: b

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

15. Socialist parties _____.

- a. had some success in certain states in the early twentieth century
- b. had some success in industrial cities in the early twentieth century
- c. had some success nationwide in the early twentieth century
- d. have never existed in the United States
- e. have never had any success in the United States

Answer: b

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

16. Much of the current debate on the redrawing of district lines is derived from which famous Supreme Court principle?
- a. *primus inter pares*
 - b. one person, one vote
 - c. equality for all
 - d. equal representation
 - e. no taxation without representation

Answer: b

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

17. When groups try to maintain their own unique culture in a multicultural society, this is often called _____.
- a. multicultural politics
 - b. cultural politics
 - c. identity politics
 - d. segregation
 - e. discrimination

Answer: c

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Remember the Facts

Topic: Political Culture

18. Which of the following statements about American political culture is true?
- a. As minorities are slowly becoming majorities, political culture will inevitably change.
 - b. Despite its great diversity, America does not have a large number of competing political cultures.
 - c. The level of demographic diversity in America has led to sharply competing sets of political values.
 - d. The level of economic diversity in America has led to sharply competing sets of political values.
 - e. The political values of American-born citizens and immigrants tend to differ sharply.

Answer: b

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Understand the Concepts

Topic: Political Culture

19. The belief that anyone should be able to choose his or her own path in life is an expression of which American political value?
- a. democracy
 - b. equality
 - c. individualism
 - d. patriotism
 - e. tolerance

Answer: c

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Understand the Concepts

Topic: Political Culture

20. A 2012 survey found that about two-thirds of Americans disagreed with _____.
- a. the belief that individuals should be treated equally, regardless of group membership or other characteristics
 - b. the concept that government actions should reflect the will of the people
 - c. the idea that success in life is mostly determined outside an individual's control
 - d. the opinion that the government should definitely be involved in reducing income differences between the rich and the poor
 - e. the statement that some people have more in-born ability to learn

Answer: c

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Understand the Concepts

Topic: Political Culture

21. Concerning religious tolerance, which of the following statements is true?
- a. The ideal of religious tolerance and the practice of religious tolerance have always gone hand in hand in the United States.
 - b. The ideal of religious tolerance preceded the practice of religious tolerance.
 - c. The practice of religious tolerance preceded the ideal of religious tolerance.
 - d. There is religious tolerance in practice but no legal basis for it.
 - e. There is still no religious tolerance.

Answer: b

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Understand the Concepts

Topic: Political Culture

22. According to a 2012 survey, what percentage of Americans said they completely or mostly agree that they never doubt the existence of God?
- a. 30 percent
 - b. 50 percent
 - c. 75 percent
 - d. 80 percent
 - e. 95 percent

Answer: d

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Understand the Concepts

Topic: Political Culture

23. Americans generally support the idea of a small, efficient government, but they find it difficult to identify areas they would like to see cut. In a 2011 survey, what was the program that Americans were most reluctant to cut?
- a. defense
 - b. scientific research
 - c. combating crime
 - d. veterans benefits
 - e. Medicare

Answer: d

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

24. Which of the following is an example of limited (as opposed to expansive) government?
- a. Obama's 2010 health care reform proposal
 - b. the expansion of limits on freedom of speech
 - c. the government bailouts during the financial crisis
 - d. the Obama administration's mortgage-relief acts during the financial crisis
 - e. the reduction of Social Security coverage

Answer: e

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

25. The process by which incumbent parties redraw district lines in order to maximize seats for the party is known as _____.
- a. cheating
 - b. gerrymandering
 - c. logrolling
 - d. redistribution
 - e. strategic redistribution

Answer: b

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

26. Americans generally support the idea of a small, efficient government, but they find it difficult to identify areas they would like to see cut. In a 2011 survey, what was the program for which Americans were most supportive of cutting spending?
- a. defense
 - b. anti-terrorism
 - c. college financial aid
 - d. assisting needy people around the world
 - e. veterans benefits

Answer: d

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

27. Which historian and political theorist penned a sweeping analysis of the nature of American politics and society that is considered one of the most perceptive studies ever written about the United States?
- a. Alexis de Tocqueville
 - b. Barack Obama
 - c. John Quincy Adams

- d. Samuel Adams
- e. Thomas Jefferson

Answer: a

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

28. One consequence of the American creed is that _____ are often viewed with suspicion.
- a. competing ideas
 - b. extremely wealthy individuals
 - c. noncitizens
 - d. banks
 - e. libertarians

Answer: a

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

29. One consequence of the American creed is a preference for the idea of _____ government.
- a. active
 - b. extensive
 - c. limited
 - d. regulatory
 - e. all-powerful

Answer: c

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

30. Use Figure 2.4 to determine which statement below best represents to what degree Americans have trusted the federal government to do the right thing.
- a. There is no general trend in the level of trust in the government.
 - b. Democrats are more trusting of the government than are Republicans.

- c. Americans have become more trusting of the government since the most recent economic recession.
- d. The lowest level of trust in the government was recorded in the early 1990s.
- e. Although there was an increase in trust in the years immediately following September 11, 2001, the level of trust has gradually declined over the past fifty years.

Answer: e

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

31. American political beliefs have been classified in terms of varying subcultures that dominate or mix in different parts of the United States. In which area of the United States is the *moralistic* subculture most prominent?
- a. the southern states
 - b. the Midwest
 - c. the northern states and the Pacific Northwest
 - d. the middle tier of states and in California
 - e. the northern East Coast

Answer: c

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

32. The textbook describes an academic field that studied the “betterment” of society by discouraging reproduction by particular “inferior” groups. What term is associated with this field of study?
- a. reverse discrimination
 - b. elitist sociology
 - c. reproductive science
 - d. eugenics
 - e. social mechanics

Answer: d

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

33. Most Americans _____.

- a. believe in communitarian values
- b. have a very clear-cut preference for one type of belief
- c. hold many different beliefs, sometimes contradictory ones
- d. subscribe to individualist beliefs
- e. subscribe to multiculturalism

Answer: c

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

34. One of the strongest rallying cries of opponents of the president's health care agenda during the summer of 2009 was that the plan _____.
- a. violated the Constitution
 - b. was not well economically feasible
 - c. was un-democratic
 - d. was unfair to women and minority groups
 - e. went against the grain of American political culture

Answer: c

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

35. What is the central premise of communitarianism?
- a. Society makes us and we owe something to society.
 - b. Individuals are not personally responsible for their part in society; society is responsible for taking care of the individual.
 - c. Communal resources determine whether individuals will reach their personal goals.
 - d. It is inherently bad for an individual to make a lot of money.
 - e. All property should be divided equally among members of the community.

Answer: a

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

36. The textbook gives an example of a poor high school student who is qualified for admission to a prestigious university but cannot afford to attend. This example illustrates the conflict between which two beliefs of the American creed?
- a. individualism and equality
 - b. individualism and property rights
 - c. property rights and equal treatment under the law
 - d. equality and equal opportunity
 - e. equality and property rights

Answer: b

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

37. Which of the following statements is an example of current American political culture?
- a. All Americans deserve the same opportunities.
 - b. All children are entitled to good grades in school.
 - c. Everyone deserves to have the same.
 - d. Everyone should pay taxes.
 - e. The government should pay for public health care.

Answer: a

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Apply What You Know

Topic: Political Culture

38. Which of the following is an example of a Capitalist worldview?
- a. the belief that the government should own significant proportions of industry
 - b. the belief that the government should regulate the economy
 - c. the belief that political power should be shared with captains of industry
 - d. the belief that the greatest number of individuals thrive best when ownership of industry is privatized
 - e. the belief that the government should regulate redistributive programs to offset economic inequalities

Answer: d

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Apply What You Know

Topic: Political Culture

39. _____ are exempt from providing free “morning after” pills under the Affordable Care Act.?

- a. Schools
- b. Hospitals
- c. Food pantries
- d. Churches
- e. Free health clinics

Answer: D

Page Reference: pp. 22–25

A-head: Religion, Liberty, and Equality

Learning Objective: Coleman L.O.2.0

Skill Level: Apply What You Know

Topic: Political Culture

40. Property rights in America most correspond with which element of the political culture?

- a. democracy
- b. equality under the law
- c. equal opportunity
- d. individualism
- e. self-reliance

Answer: d

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

41. Which of the following examples of international law can be said to most closely resemble the notion of natural rights inherent in American political culture?

- a. the Anti-Ballistic Missile Treaty
- b. international trade law
- c. the Kyoto Protocol on greenhouse emissions
- d. the Peace of Westphalia, which established state sovereignty
- e. the Universal Declaration of Human Rights

Answer: e

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

42. Based on what you have learned about the different political cultures of Europe and the United States, which of the following explains why so many more Europeans consider it the government's responsibility to reduce income inequality?
- a. the development of socialism in Europe
 - b. Europe's experience with class struggle
 - c. Europe's extended experience of poverty
 - d. Europe's lack of advancement opportunities for the working class
 - e. the greater number of poor people in Europe

Answer: e

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

43. Imagine that 55 percent of Americans were opposed to the war in Iraq but the government decided to invade the country anyway. Does this violate the principle of consent?
- a. No, it doesn't matter what the people think.
 - b. No, the American people gave their consent when they elected the government.
 - c. No, the government knows better than the people.
 - d. Yes, the government is required to listen to the public in making such an important decision.
 - e. Yes, the people have the final say over issues of war.

Answer: b

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

44. In a high-school setting, who is most likely to have the sovereign power?
- a. parents
 - b. student government
 - c. the principal
 - d. the students
 - e. the teacher

Answer: c

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Apply What You Know

Topic: Political Culture

45. Communitarianism most closely corresponds with which other view?

- a. the capitalist culture
- b. the communist culture
- c. the individualist culture
- d. the moralist culture
- e. the traditionalist culture

Answer: d

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Apply What You Know

Topic: Political Culture

46. Social security programs can be considered most in line with _____ thinking.

- a. capitalist
- b. communist
- c. communitarian
- d. democratic
- e. long-term

Answer: c

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Apply What You Know

Topic: Political Culture

47. The libertarian view on the role of government corresponds most closely with the _____ view.

- a. communitarian
- b. individualist
- c. moralistic
- d. socialist
- e. traditionalist

Answer: b

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Apply What You Know

Topic: Political Culture

48. Which belief best matches JFK's famous quotation, "Ask not what your country can do for you, but what you can do for your country"?
- a. capitalism
 - b. communitarianism
 - c. individualism
 - d. libertarianism
 - e. traditionalism

Answer: b

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Apply What You Know

Topic: Political Culture

49. Based on their political culture, most Americans are likely to consider unemployment a problem of _____.
- a. government failure
 - b. market failure
 - c. personal responsibility
 - d. social circumstances
 - e. social injustice

Answer: c

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Analyze It

Topic: Political Culture

50. According to Table 2.1, in which year were the most Americans in favor of allowing books in libraries that state that blacks are genetically inferior?
- a. 1964
 - b. 1977
 - c. 1988
 - d. 1998
 - e. 2008

Answer: e

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Analyze It

Topic: Political Culture

51. Which of the following defends the idea that Americans have natural rights?

- a. the Thirteenth Amendment
- b. the Declaration of Independence
- c. the Articles of Confederation
- d. the consent of the governed
- e. the will of the people

Answer: b

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

52. In a social survey conducted in 2000, Americans were given five characteristics of freedom and asked to rank the importance of each one. Which characteristic did participants identify as the most important thing about freedom?

- a. being able to express unpopular ideas without fearing for my safety
- b. having the power to choose and do what I want in life
- c. having a government that doesn't spy on me or interfere in my life
- d. being left alone to do what I want
- e. the right to participate in politics and elections

Answer: b

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

53. _____ is a criterion used for adhering to democratic principles in America.

- a. the will of the people
- b. natural rights
- c. securing liberty
- d. income equality
- e. freedom of property

Answer: a

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

54. Which of these is a fundamental right that is often restricted when it negatively impacts the rights of other individuals?

- a. property
- b. education
- c. speech
- d. health care
- e. equality

Answer: c

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

55. The United States and Scandinavian countries disagree over the role of _____ in securing liberty.

- a. property rights
- b. religious freedom
- c. natural rights
- d. free speech
- e. free education

Answer: e

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

56. Which of the following is the general principle that Americans should guide government as much as possible?

- a. the will of the people
- b. the consent of the governed
- c. equal opportunity to influence government
- d. equal treatment by the law
- e. the securing of liberty

Answer: a

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

57. Power is granted to elected officials by _____, which is an extension of the public will.
- a. the will of the people
 - b. the consent of the governed
 - c. the principle of natural rights
 - d. the freedom to use property
 - e. the securing of liberty

Answer: b

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

58. What is the most likely explanation for why it is acceptable for politicians to appeal to the middle class but no other?
- a. members of the middle class are more forgiving
 - b. members of the middle class are more tolerant
 - c. members of the middle class do not have as much political influence
 - d. most Americans consider themselves members of the middle class
 - e. the middle class is most respected by all Americans.

Answer: d

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Analyze It

Topic: Political Culture

59. If District A has 30,000 potential voters and District B has 150,000 potential voters, then_____.
- a. District B would be five times more powerful than District A
 - b. District B would get to elect five times as many representatives
 - c. District B would have more weight in Congress
 - d. the vote of a citizen of District B would be equal to that of a citizen in District A
 - e. the vote of a citizen of District B would be worth only one-fifth of that of a citizen in District A

Answer: e

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Analyze It

Topic: Political Culture

60. According to Figure 2.3, which of the following is the least popular area of government spending?
- a. veterans benefits
 - b. public school systems
 - c. anti-terrorism
 - d. environmental protection
 - e. defense

Answer: e

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Analyze It

Topic: Political Culture

True-False Questions

61. Immigrants typically have a different interpretation of political culture than do American-born citizens.

Answer: FALSE

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

62. American political culture does not necessarily reflect political realities.

Answer: TRUE

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

63. Most people are not even consciously aware of the impact of political culture on their daily lives.

Answer: TRUE

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

64. Most industrialized democratic countries exhibit the same belief in individualism found in the United States.

Answer: FALSE

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

65. Current or former welfare recipients are just as likely to place responsibility for success in life on the individual rather than society or the government as the rest of America is.

Answer: TRUE

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

66. Most other industrialized democratic nations believe in limited government as much as Americans do.

Answer: FALSE

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

67. There tend to be a great deal of regional differences in the American creed.

Answer: TRUE

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Remember the Facts

Topic: Political Culture

68. The textbook implies that a struggling working class might be a necessary condition for socialism to take hold.

Answer: TRUE

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Understand the Concepts

Topic: Political Culture

69. The fact that voting rights were extended relatively early to white men in America helped with the development of socialism in the United States.

Answer: FALSE

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Understand the Concepts

Topic: Political Culture

70. The United States is very comparable to other wealthy democracies in terms of its level of religiosity.

Answer: FALSE

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Understand the Concepts

Topic: Political Culture

71. Legislative district lines are typically redrawn on the basis of population size and demographics.

Answer: FALSE

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

72. Young women in the United States are among those who are least likely to have health insurance.

Answer: FALSE

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

73. The fact that many Americans tend to attribute income inequality to personal factors such as work ethic is an example of the emphasis on individualism in the American creed.

Answer: TRUE

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

74. A majority of Americans believe that one important reason for income inequality is that some people simply choose low-paying jobs.

Answer: TRUE

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

75. The only program a majority of Americans were in favor of cutting spending for during the last fifteen years was the military.

Answer: FALSE

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Apply What You Know

Topic: Political Culture

Fill-in-the-Blank Questions

76. Many Americans worry that _____ threatens the sense of national identity conveyed by shared values.

Answer: immigration

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Remember the Facts

Topic: Political Culture

77. For most Americans, _____ are the fundamental political unit.

Answer: individuals

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

78. _____ include the right to free speech, to associate in groups, and to hold and practice religious faith.

Answer: Natural rights

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Remember the Facts

Topic: Political Culture

79. Dedication to the idea of _____ government is stronger in the United States than in other industrialized democracies.

Answer: limited

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

80. The Vietnam War and the Watergate scandal are two examples of events that might explain why American levels of _____ in the government have generally declined since the mid-1960s.

Answer: trust

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

81. In his famous analysis of the nature of American politics and society, _____ suggested that Americans engage in “self interest rightly understood.”

Answer: Alexis de Tocqueville

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A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Remember the Facts

Topic: Political Culture

82. Advocates of _____ are skeptical about the notion of any common American political culture.

Answer: multiculturalism

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Remember the Facts

Topic: Political Culture

83. Americans generally prefer that individuals have an equal chance for _____ rather than a guarantee of equal results.

Answer: success

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Understand the Concepts

Topic: Political Culture

84. A majority of the American public believes that government regulation of _____ usually does more harm than good.

Answer: business

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

85. Competing ideas not only challenge the American creed but also are sometimes deemed _____.

Answer: “un-American”

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A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

86. The _____ variation in political culture is one factor that helps explain differences in state laws and politics.

Answer: geographical

Page Reference: pp. 40–48

A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

87. In the colonial and Revolutionary eras, _____ was the dominant mode of thought, often referred to by historians and political scientists as classical republicanism.

Answer: communitarianism

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

88. When a public library adds to its collection a book that denounces churches and religion, it upholds the American belief in freedom of _____.

Answer: speech

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Apply What You Know

Topic: Political Culture

89. Although the American creed prizes individualism and limited government, _____ believe the creed tolerates too big a role for government.

Answer: libertarians

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Apply What You Know

Topic: Political Culture

90. Political activity that aims to preserve distinctive language, customs, and beliefs is called _____.

Answer: identity politics

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Apply What You Know

Topic: Political Culture

Short Answer Questions

91. Describe the difference between *political culture* and *public opinion*.

Answer: An ideal response will:

1. Define political culture as the basic values, beliefs, attitudes, preconceptions, and expectations of citizens about their system of government and themselves as participants.

2. Describe how, based upon that definition, political culture is different from public opinion because public opinion focuses on issues of the day and is far more susceptible to change than political culture. For example, the president's job-approval rating is based upon public opinion and subject to change, while Americans' belief that presidents should be guided by the will of the people is the subject of political culture.

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A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Understand the Concepts

Topic: Political Culture

92. Describe the relationship between Americans' thoughts about individualism and their thoughts about freedom.

Answer: An ideal response will:

1. Discuss how the American creed of individualism maintains that all individuals should be free to succeed to the maximum extent possible given their talents and abilities.
2. Explain how individualism and freedom are interconnected because when Americans discuss freedom, they are generally talking about an individual's ability to make choices and to pursue his or her dreams and aspirations.

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A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Understand the Concepts

Topic: Political Culture

93. List the five specific beliefs of the American creed, and describe the dimensions of each.

Answer: An ideal response will:

1. List the five beliefs of the American creed: individualism, democracy, liberty, property, and religion.
2. Discuss the dimensions of each of these beliefs. Individualism is the belief that one can make the most of their potential no matter his/her race, religion, or other group characteristics. People rule in a democracy. Liberty is a person's right to do what they want (when possible). People have the right to property. They have the right to get property and to use it. People have the right to practice the religion of their choice.

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A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Understand the Concepts

Topic: Political Culture

94. Identify and discuss three of the six consequences of the American creed as outlined in the text, and provide examples of these consequences.

Answer: An ideal response will:

1. Identify three of the following six consequences of the American creed: a preference for limited government, skepticism about the effectiveness of American government, the fact that there is no final authority in U.S. politics, suspicion of ideas that compete with the American creed, difficulty in identifying and acting in the public interest, and the fact that the creed itself produces much of the political conflict in the United States.
2. Provide examples of these consequences as discussed in the text, depending upon the three the student lists.

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A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Understand the Concepts

Topic: Political Culture

95. Define libertarianism. Discuss the libertarian view of government's role.

Answer: An ideal response will:

1. Define libertarianism as a view that emphasizes the importance of individual choice and responsibility and free markets, in addition to small and limited government.
2. Explain that libertarianism believes that government's sole responsibilities are to defend the country militarily, to protect individuals from crime, and to enforce contracts, and that any actions by government outside of these areas compromise individual freedom.

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A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Understand the Concepts

Topic: Political Culture

96. How do Americans' abstract beliefs in the American creed compare to the reality of practicing those beliefs in specific circumstances? Provide examples to illustrate your arguments.

Answer: An ideal response will:

1. Explain how Americans' abstract beliefs about the American creed often conflict with political realities, and that this often necessitates some compromise of values.
2. Discuss cases where this might happen—for example, we believe that laws should be enforced generally yet we tend to break the speed limit; or we believe that honest is the best policy but are reluctant to be brutally honest if it would needlessly cause harm.

3. Explain that simply because this conflict exists does not mean the American creed is without meaning; rather, it serves as a starting point from which to evaluate issues, candidates, and the actions of public officials.

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A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Apply What You Know

Topic: Political Culture

97. Americans believe the ideal democracy is based on four criteria. Describe each of the criteria, and provide an example of how each can be applied.

Answer: An ideal response will:

1. Describe the four criteria: the will of the people, the consent of the governed, equal opportunity to influence government, equal treatment by the law.
2. Include an example of how each of the criteria can be applied. Examples include the following: the will of the people—presidential elections every four years; the consent of the governed—senators losing their seat in Congress if they disappoint voters; equal opportunity to influence government—the right to vote and the option to run for office; equal treatment by the law—two people guilty of the same type of crime under similar circumstances receive the same penalty, regardless of whether they are of different races.

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A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Apply What You Know

Topic: Political Culture

98. Briefly describe the role religion plays in American politics. Provide one example from current domestic politics and one from current international politics that illustrate the interconnectedness of religion and politics.

Answer: An ideal response will:

1. Explain how Americans' commitment to both religious freedom and religiosity shapes our discourse about a range of topics, from civil rights to abortion.
2. Provide an example of religion shaping domestic political debates, for example, the debate over same-sex marriage.
3. Provide an example of religion shaping international political debates, for example, prohibitions on foreign aid for contraception.

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

99. Choose one issue or idea that is considered a taboo in American political culture but that, in your opinion, needs to be talked about more often. Why do you think this issue or idea is currently not addressed, and how likely is this to change?

Answer: An ideal response will:

1. Discuss an issue considered taboo by American political culture, for example, socialized medical care or national health insurance and its conflict with the creed of individualism, and explain why it needs more discussion.
2. Explain why our adherence to an aspect of the American creed, for example, our belief in the superiority of the creed and how it engenders suspicions about new or competing ideas, prevents its discussion.
3. Discuss how likely it is that the issue will one day be addressed, given the overall dynamic nature of political culture.

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A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Apply What You Know

Topic: Political Culture

100. The textbook mentions the tensions within the American creed. Address what the two prominent sources of tension are in current American politics or society. How do you expect these tensions will be resolved, if at all?

Answer: An ideal response will:

1. Discuss the two prominent sources of tension in American politics, including the fact that beliefs within the creed are often in conflict with one another and that the meaning of individual beliefs is open to debate.
2. Explain how much of our contemporary political conflict, for example, debates between Republicans and Democrats, is the product of these tensions.
3. Provide an argument about whether or not it is possible to resolve these tensions, drawing upon ideas about the dynamic nature of political culture as well as the fact that the creed's emphasis on individual freedom is what allows for subjective interpretations of the creed.

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A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Apply What You Know

Topic: Political Culture

101. Assess the occurrence of discrimination in the United States today. To what degree does discrimination still exist? Which groups are particularly affected and in what concrete ways? How would you suggest that Americans overcome this problem?

Answer: An ideal response will:

1. Discuss to what degree discrimination still exists in society, drawing upon discussions in the text about the struggle for equality for various groups such as the gay and lesbian community.
2. Explain how the groups that seem to be particularly affected are women, who still struggle for employment equality; African Americans, who still struggle for general equality; and gays and lesbians, who still struggle against employment and marriage discrimination.
3. Present suggestions for how Americans might overcome this problem, for example, by diminishing the importance of religion in American political debates with respect to the same-sex marriage issue.

Page Reference: pp. 48–57

A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Apply What You Know

Topic: Political Culture

102. According to the textbook, what is the general public perception of the causes of income inequality in the United States? Explain these perceptions by linking them to the values contained in American political culture in general.

Answer: An ideal response will:

1. Explain how the general public tends to perceive the causes of income inequality as a result of individuals not working hard or taking responsibility for the choices they make in life.
2. Discuss how this perception is shaped by the American creed's commitment to both individualism, the idea that hard work and effort will reap rewards and benefits, and the free-market principles of capitalism.

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A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Analyze It

Topic: Political Culture

103. In terms of the religiosity of its citizens, the United States is more comparable to less-developed countries than to other industrialized nations. What may account for this discrepancy?

Answer: An ideal response will:

1. Explain that overall, Americans are far more religious than other wealthy, industrialized states.
2. Discuss how the general pattern around the globe is that as states become wealthier, more developed, and more industrialized, the importance of religion lessens.
3. Explain how the diversity of religious denominations may in part account for why the United States bucks that trend. It draws attention to religion while offering a plethora of specific niches to fill a variety of spiritual needs.

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A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

104. How would you explain the fact that while most Americans believe in a limited role for government and have doubts about its efficiency and effectiveness, a majority of voters do not favor budget cuts for government programs?

Answer: An ideal response will:

1. Discuss how political conflicts emerge from the different interpretations of the beliefs of the American creed.
2. Explain how, in general, political scientists have described Americans as being philosophically conservative and expressing doubts about the effectiveness of government, while being operationally liberal and supporting specific government programs—for example, the student might reference the trends in Figure 2.3 in the text.

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A-head: Consequences and Implications of the American Creed

Learning Objective: Coleman L.O. 2.3

Skill Level: Analyze It

Topic: Political Culture

105. What are the basic assumptions of communitarianism? In what ways—and to what degree, if at all—do they differ from the current version of the American creed? In your personal opinion, which assumptions are preferable and why?

Answer: An ideal response will:

1. Discuss the basic assumptions of communitarianism, which include the belief that self-sacrificing, virtuous people should be in government, and the government should regulate aspects of society to promote stability and the greater good.
2. Discuss how these values come into conflict with the general American creed that values individual interests over those of the broader society.
3. Discuss which assumptions are preferable to the student and why, drawing upon examples from the text such as the Progressive movement and the New Deal.

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A-head: Challenges to the American Creed

Learning Objective: Coleman L.O. 2.4

Skill Level: Analyze It

Topic: Political Culture

Essay Questions

106. The population of the United States is extremely diverse, due in large part to the waves of immigration that have shaped and reshaped the demographic landscape. Many Americans worry, however, that immigration threatens our sense of national identity as conveyed by the values we share. In your opinion, does immigration threaten national cohesion? Support your opinion with evidence from the text.

Answer: An ideal response will:

1. Explain how immigration waves have made the United States one of the most ethnically diverse countries in the world, with Americans naming over one hundred separate ethnicities in surveys.
2. Discuss how some Americans fear that immigrants are too different to fit into American life, and that the lack of a common language corrodes the social cohesion that comes from being able to discuss shared political values. Further discuss the critics' response to that position as being empirically thin, as many single-language states experience high levels of conflict while others have minimal conflict.
3. Discuss why the student believes that immigration does or does not threaten national cohesion, drawing upon those arguments and other evidence from the text such as the fact that early immigrants were still able to adopt the American creed, even without a common language.
4. Provide a clear and effective conclusion.

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Understand the Concepts

Topic: Political Culture

107. Summarize the discussion in the text about the fact that American political values are often expressed—and thus reinforced—through popular culture. Choose one of your favorite songs, and explain what elements of the American creed it speaks to and how it does so.

Answer: An ideal response will:

1. Explain why music has been a vehicle for the expression of political values and how it has served to reinforce them, for example, noting how popular culture tends to embrace individualistic ideals and celebrate the self-reliant individual who overcomes the odds.
2. Discuss a song of the student's choosing and explain how it speaks to specific elements of the American creed, for example, Billy Joel's "My Life" or Frank Sinatra's "My Way" as icons of individualism.
3. Provide a clear and effective conclusion.

Page Reference: pp. 25–31

A-head: What Does It Mean to Be an American?

Learning Objective: Coleman L.O. 2.1

Skill Level: Apply What You Know

Topic: Political Culture

108. According to the textbook, equality for women has improved significantly during the twentieth and the early twenty-first centuries. Are there any areas in which women are still at a disadvantage in American society? If so, what are they? If not, provide evidence for why you think they are no longer at a disadvantage.

Answer: An ideal response will:

1. Discuss that by championing the American creed of equality, the women's rights movement has been able to make significant gains in support for women's equality as noted in Figure 2.2.
2. Discuss areas where women may still be at a disadvantage in American society, such as sex-based discrimination including harassment and inequality in pay for equal work. Or, if the student feels that women are no longer at a disadvantage, indicate why—for example, there are increased numbers of women in positions of political power such as Hillary Clinton and Condoleezza Rice, and increased opportunities for women in fields such as law and medicine that have traditionally been dominated by men.
3. Provide a clear and effective conclusion.

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Apply What You Know

Topic: Political Culture

109. In your opinion, does having the phrase “In God We Trust” on American banknotes and swearing government officials in on the Bible violate freedom of religion? Why or why not? Be sure to include in your answer the appropriate definition of freedom of religion as outlined in the textbook.

Answer: An ideal response will:

1. Define religious freedom as the idea that individuals should be free to choose and practice their religious faith and that the government should not establish a preferred or official religion.
2. Discuss how “In God We Trust” might not violate this definition because it does not specify any religion and thus does not interfere with the practice or non-practice of a person's faith. Discuss how it might violate the definition just by mentioning God.
3. Explain how swearing on the Bible could be construed as violating this definition because it advances one particular religion, Christianity, over others, and thus government would need to allow officials the option to be sworn in on a different text so as not to violate the notion of freedom to practice one's religious faith.
4. Provide a clear and effective conclusion.

Page Reference: pp. 31–40

A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture

110. What role do you believe religion plays in contemporary U.S. politics? In your answer, address institutional, cultural, and political considerations both during election years and in general. Be specific in your answer, and use examples to illustrate your points.

Answer: An ideal response will:

1. Discuss the overall religious nature of American society, specifically drawing upon the survey results in the text regarding Americans' belief in God and the importance of prayer, for example, and that faith is an American touchstone.
2. Explain the ways that religion has been important in American politics, for example, its use in framing a host of debates such as abolition, abortion, and civil rights.
3. Discuss what the student believes the role of religion is in contemporary politics, noting that while Americans oppose the idea of an official religion, *religiosity*—the tendency of people to have some religion—is very important to them.
4. Explain how this affects the political discourse, especially during elections, as politicians will work to demonstrate their religious convictions, for example, noting the sprinkling of religious references into their speeches by both Presidents Obama and George W. Bush.
5. Provide a clear and effective conclusion.

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A-head: The Beliefs of the American Creed

Learning Objective: Coleman L.O. 2.2

Skill Level: Analyze It

Topic: Political Culture