



Unit 4 Examination Study Guide

Brief Description

The Unit 4 examination covers the material and discussions from Chapters 13-16. There are 75 questions, one-quarter of which (15) are true-false; the other 60 questions are five-item multiple-choice questions. The examination will be completed on a Scantron sheet with a No. 2 lead pencil or machine pencil. The Scantron will not read ink.

Study guides are just that: guides to aid students in their preparation for unit examinations. The material contained in this guide does not exhaust the material the instructor may include on the examination. Students should carefully read the text's chapters, review their notes, study the chapter universes, and use the study guide to help organize their efforts. Omitting a step in this preparation process is likely to create gaps in student's grasp of the material, which will result in a lower test score.

Chapter Outlines

The final four chapters contain 127 pages of assessable material. The chapters themselves are organized into subsections. Students would be well-advised to take the time to commit some material to memory; in particular, the Supreme Court cases in Chapters 13 and 14 will require considerable study.

1. Chapter 13: *Civil Liberties*
 - a. Introduction: Civil Liberties & Democracy
 - b. Defining and Examining Civil Liberties and Civil Rights
 - i. The Dawn of Civil Liberties and Civil Rights in America
 - c. A History of the Application of Civil Liberties to the States
 - i. The 14th Amendment
 - ii. The Clear and Present Danger Test
 - iii. The Beginnings of Incorporation
 - iv. Selective Incorporation of the Bill of Rights
 - d. Freedom of Religion
 - i. Establishment of Religion
 - ii. Free Exercise of Religion
 - e. Freedom of Speech
 - i. Political Speech
 - ii. Public Speech
 - iii. Symbolic Speech
 - f. Freedom of the Press
 - i. Prior Restraint

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- ii. Libel
- iii. Obscenity
- iv. Confidentiality of Sources
- g. The Rights of Defendants
 - i. The 4th Amendment
 - ii. The 5th and 6th Amendments
 - iii. The 8th Amendment
- h. The Expanding Nature of Implied Rights
 - i. Privacy
 - ii. Gay Rights
 - iii. The New Battleground Over Gay Rights
 - iv. Abortion
 - v. The Right to Die

2. Chapter 14: *Civil Rights and Political Equality*

- a. Civil Rights and Democracy
- b. Defining Civil Rights
- c. Establishing Constitutional Equality
 - i. The *Dred Scott* Case
 - ii. The Civil War and Reconstruction
- d. Creating Legal Segregation
 - i. Separate but Equal?
 - ii. The Disenfranchisement of African-American Voters
- e. Establishing Legal Equality
 - i. The White House and Desegregation
 - ii. Seeking Equality in the Schools
 - iii. State and Federal Responses
- f. The Civil Rights Movement
 - i. The Civil Rights Acts
 - ii. The Supreme Court and Civil Rights
 - iii. *De Jure* Versus *De Facto* Discrimination
- g. Affirmative Action
 - i. Seeking Full Equality: Opportunity or Result?
 - ii. Affirmative Action in the Reagan-Bush Era
 - iii. The Future of Civil Rights
- h. Women's Rights
 - i. Two Steps Forward, One Step Back
 - ii. The Struggle for Suffrage
 - iii. The Road to Equality
 - iv. Seeking Equality Through the Courts
- i. Civil Rights and Other Minorities
 - i. Hispanic Americans
 - ii. Native Americans
- j. Emerging Minority Groups Seek Prominence
 - i. Americans With Disabilities
- k. Civil Rights and the War on Terrorism
- l. Civil Rights and Approaching Democracy

3. Chapter 15: *Domestic and Economic Policy*

- a. Introduction: Public and Economic Policy
- b. The Policy-Making Process
 - i. The Life Cycle of Policy Making
- c. Joining the Public Agenda
 - i. Reaching the Formal Agenda
 - ii. Implementing a Policy
 - iii. Evaluating a Policy
 - iv. Terminating a Policy
 - v. Continuing a Policy
- d. Regulatory Policy
 - i. Regulating the Environment
- e. Social Welfare Policy
 - i. The Social Security Act
 - ii. The War on Poverty
- f. Economic Policy
 - i. The Goals of Economic Policy
- g. The Politics of the Federal Budget
 - i. The President Proposes, Congress Disposes
 - ii. How the Budget is Prepared
- h. Taxing
 - i. Sources of Tax Dollars
 - ii. Tax Reform
- i. Spending
- j. The Politics of International Economic Policy

4. Chapter 16: *Foreign Policy*

- a. Introduction: Foreign Policy and Democracy
- b. An Overview of American Foreign Policy
 - i. Isolation and Regionalism
 - ii. World War I
 - iii. World War II
 - iv. Globalism and the Cold War
 - v. The Post-Cold War Era
- c. The Constitution and Foreign Policy
 - i. The President Versus Congress
- d. The Foreign Policy Bureaucracy
 - i. The State Department
 - ii. The Defense Department
 - iii. The National Security Council
 - iv. The CIA and Intelligence Gathering
 - v. The Agencies Behind Economic Policy Making
- e. Democratic Checks on Foreign Policy
 - i. The Press
 - ii. The Public

Learning Objectives

1. After reading Chapter 13, students should be able to...
 - understand how to apply the terms negative and positive freedom to civil liberties and civil rights;
 - recognize the importance of Supreme Court decisions in the shape and scope of civil liberties;
 - outline the position taken by those who supported “no incorporation” vs. “total incorporation.”
 - understand the process by which protection in the Bill of Rights were selectively incorporated at the state level;
 - understand the importance and the timing of the symbolic speech rulings by the Supreme Court;
 - know how the concept of “clear and present danger” has been applied to political, public, and symbolic speech;
 - understand the distinctiveness between the “high wall of separation” and “government accommodation” positions regarding separation of church and state;
 - understand the evolution and use of the *Lemon* test;
 - know the challenges to freedom of the press in the 20th century;
 - describe the procedural protections afforded defendants in criminal prosecutions and identify constitutional sources of each;
 - know how the Supreme Court found the right to privacy in the Constitution, and understand the implications of the finding.

2. After reading Chapter 14, students should be able to...
 - distinguish between *de jure* and *de facto* equality, and *de jure* and *de facto* segregation;
 - identify the importance of Supreme Court decisions in the shape and scope of civil rights claims in the United States;
 - trace the important legislative steps taken to achieve African-American equality, and compare these with the legislative steps that have been taken to achieve Native American equality;
 - understand the difference between equality of opportunity and equality of result, and be able to demonstrate this understanding by associating a government program with each concept;
 - understand the history of affirmative action and recount court cases that have diluted its impact;
 - identify the importance of the following for women’s rights;

Minor v. Happersett
Civil Rights Act of 1964
strict-scrutiny test
NOW and the Equal Rights
Amendment

Equal Pay Act of 1963
test of reasonableness
heightened-scrutiny test
Craig v. Boren

- know the significance of the Architectural Barriers Act of 1968, the Civil Rights Restoration Act of 1988, and the Americans With Disabilities Act of 1990.

3. After reading Chapter 15, students should be able to...

- understand the definition of public policy and the four aims of public policy;
- use national AIDS policy to identify the steps in the policy life cycle;
- understand the methods by which a policy may get on the public agenda;
- understand the methods by which a policy may get on the formal agenda;
- know the primary determinants in the successful implementation of a public policy;
- understand what types of policies are the most effective;
- analyze the policy-making process as a political process;
- understand the historical and legislative evolution of social welfare policy;
- understand the historical and legislative evolution of regulatory policy;
- understand the interaction between the Congress and the President in negotiations over the annual budget;
- understand the use of the budget as a policy blueprint, and briefly summarize the budgetary process
- know the importance of the Budget and Accounting Act of 1921;
- analyze the economic and political reasons for passage of the Budget and Impoundment Control Act of 1974;
- Understand the differences between the OMB and the CBO;
- examine the sources of government revenue;
- distinguish progressive from regressive taxes;
- understand the challenges and opportunities of interest economic policy.

4. After reading Chapter 16, students should be able to...

- list the goals of American foreign relations;
- know how American foreign policy has evolved over time, and be able to define isolationism and regionalism;
- explain the changes in U.S. foreign policy since the end of the Cold War;
- compare the constitutional powers of the president and the Congress foreign policy making;
- identify constraints upon the powers of both the president and Congress in foreign policy making;
- understand the timing and significance of the passage of the War Powers Act;
- understand how changing post-Cold War political and economic needs have affected foreign policy;
- understand the meaning and importance of congressional oversight;
- know the role of the Department of State and the Secretary of State in foreign policy making;

- know the role of the Department of Defense and the Secretary of Defense in foreign policy making;
- understand the origins and significance of the National Security Council;
- understand the role that the CIA and the intelligence community plays in foreign policy;
- analyze the democratic checks on the formulation and conduct of U.S. foreign policy.

Key Concepts

Key concepts may include important individuals, concepts, dates, laws, organizations or amendments. Students should read the text, review their notes, and familiarize themselves with these disparate component parts of each chapter to insure that they have mastered the material.

Chapter 13

Barron v. Baltimore
 Civil liberties
 Civil Rights
 Clear and Present Danger
 Test
Cohen v. California
Dennis v. United State
 Double Jeopardy
 Double Standard
Escobedo v. Illinois
Everson v. Board of
Education of Ewing
Township
Weeks v. United States

Exclusionary Rule
 Fighting Words
Gitlow v. New York
Griswold v. Connecticut
 Hate Speech
 Incorporation
 Least Restrictive Means
 Test
 Lemon Test
Lemon v. Kurtzman
 Libel
Miller v. California
 Miranda Warnings

Miranda v. Arizona
Palko v. Connecticut
 Prior Restraint
 Probably Cause
 Selective Incorporation
 Slander
 Subsequent Punishment
 Symbolic Speech
 Total Incorporation
United States v. Leon

Chapter 14

American Indian Movement
 Affirmative Action
 Black Codes
 Boycott
Brown v. Board of
Education of Topeka,
 KS
 Civil Disobedience
 Civil Rights Act of 1866
 Civil Rights Act of 1957
 Civil Rights Act of 1964
 Compromise of 1850
de facto Equality
de jure Equality
 Desegregation
Dred Scott v. Sandford
 Equality of Opportunity
 Equality of Result

Equal Rights Amendment
 Fifteenth Amendment
 Fourteenth Amendment
 Freedman's Bureau
 Freedom Riders
 Heightened Scrutiny Test
 Integration
 Jim Crow Laws
Minor v. Happersett
 Missouri Compromise
 National Association for the
 Advance of Colored
 People (NAACP)
 National Organization of
 Women
 Parks, Rosa
 Peonage
Plessy v. Ferguson

Poll Tax
 Protest March
 Quota Programs
Regents of the University of
California v. Baake
 Sexism
 Sit-In
 State Action
 Strict Scrutiny Test
 Suffrage
Sweann v. Charlotte-
Mecklenburg Board of
Education
 Test of Reasonableness
 Thirteenth Amendment
 Unfair Discrimination
United States v. Cruikshank
 Voting Rights Act of 1965

Chapter 15

Capital Gains Tax
 Deficit
 Discretionary Spending
 Economic Policy
 Entitlements
 Excise Taxes
 Formal Agenda
 Implementation
 Impoundment

Mandatory Spending
 Means Testing
 National Debt
 Office of Management and
 Budget (OMB)
 Policy Elites
 Policy Entrepreneurs
 Policy Evaluation
 Poverty Level

Progressive Taxes
 Public Agenda
 Public Policies
 Regressive Taxes
 Social Welfare Policy
 Tariffs
 Tax Expenditures
 Triggering Mechanism
 Workfare

Chapter 16

Bipolarity
 Cold War
 Containment
 Détente
 Economic Sanctions
 Foreign Aid
 Foreign Policy
 Globalism

Gulf of Tonkin Resolution
 Isolationism
 Legislative Oversight
 Military-Industrial
 Complex
 Monroe Doctrine
 North Atlantic Treaty
 Organization (NATO)

Peace Corps
 Strategic Arms Limitation
 Treaty (SALT)
 Superpower
 War Powers Resolution
 Warsaw Pact

Examination Questions

There are 448 questions in the three chapter test banks that are posted on the instructor’s website. The 75 questions on the Unit 4 examination will be drawn extensively from the three chapter universes. The instructor reserves the right to alter questions or to introduce new questions. Students are consequently advised to avoid the strategy of simply memorizing the chapter test banks, but instead are encouraged to use the test banks as part of a well-rounded test preparation strategy.

The questions are distributed according to chapter length; in other words, more questions are devoted to longer chapters. The chapter distribution for Examination #1 is as follows:

Chapter	Pages	Length	# Questions
13	450-491	41	24
14	496-530	34	19
15	536-565	29	17
16	570-593	23	15
		127	75

Students should also consult the instructor’s website under “Friendly Advice for Test-Taking.”

Sample

1. The modern civil rights movement started in Montgomery, AL when...
- a. a woman was refused service in a segregated restaurant and started a protest.
 - b. a "whites only" primary rule was overturned in federal court.
 - c. an African-American church was bombed by white supremacists
 - d. George Wallace first delivered "Segregation Forever!" campaign speech.
 - e. **an African-American woman refused to give up her seat on a city bus to a white man and was arrested.**

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2. The principle of equality holds that every citizen should be guaranteed his or her own home.

- a. True
- b. False**

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