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Chapter 2: Government Institutions and Policy Actors

Test Bank

Multiple Choice

1. _____ refers to the aggregate sum of individual attitudes and opinion of members of society.
A. Research reports
B. Public opinion
C. Informal actors
D. Agenda setting
Ans: B
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Knowledge
Difficulty Level: Easy

2. Since the U.S. Congress is _____, the House of Representatives and the Senate must agree on policy actions before these policies can go forward.
A. complex
B. divided
C. duplicative
D. bicameral
Ans: D
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Knowledge
Difficulty Level: Easy

3. _____ is our system of government, in which the federal government shares authority with states and local governments in areas of public policy.
A. Federalism
B. Executive, legislative, and judicial branches of government
C. Policy output
D. Market failure
Ans: A
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

4. In the past, the policy-making relationship between states and the federal government was called _____, since there was clear separation of policy responsibility between the two levels.

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A. cooperative federalism
B. dual federalism
C. policy federalism
D. bounded federalism
Ans: B
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

5. Federal _____ grants for community development activities give states and local governments an amount of money to conduct the activities with more flexibility to determine how the money is spent.
A. categorical
B. regulatory
C. block
D. stimulus
Ans: C
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

6. Federal _____ grants for community development activities give states and local governments an amount of money to conduct the activities with more flexibility to determine how the money is spent.
A. categorical
B. regulatory
C. block
D. stimulus
Ans: C
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

7. The Senate allows its members more freedom to debate policy issues than the House. In some cases, Senators talk for hours in hopes of influencing a bill or blocking its passage. This is called a _____.
A. filibuster
B. precedent
C. debate
D. veto
Ans: A
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.

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Cognitive Domain: Knowledge
Difficulty Level: Easy

8. Courts utilize _____ as background and foundation in order to make a current decision.
A. precedent
B. decentralization
C. issue networks
D. initial briefs
Ans: A
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Knowledge
Difficulty Level: Easy

9. Formerly called iron triangles, _____ are informal groupings of interest groups, congressional subcommittees, and an executive agency that are less likely to be influenced by public opinion, since they typically work closely together out of the public eye.
A. independent regulatory commissions
B. issue networks
C. advocacy coalitions
D. filibusters
Ans: B
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Comprehension
Difficulty Level: Easy

10. Agencies that fall under the domain of the executive branch of government include _____.
A. cabinet-level departments, independent regulatory commissions, and independent executive agencies
B. domestic agencies and foreign-affairs agencies
C. courts of appeals and federal district courts
D. legislative and budgetary committees
Ans: A
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Comprehension
Difficulty Level: Easy

11. In the United States, both the national and state governments have authority to enact laws and policies. This system is known as _____.
A. communism
B. capitalism

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C. decentralization
D. federalism
Ans: D
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

12. Which reason explains the growth in the size and complexity of government over the past hundred years?
A. The nation's social problems have become highly complex.
B. The government has taken on an expanded role in regulating many areas of our lives.
C. The government's provision of social welfare programs has grown.
D. All of these.
Ans: D
Learning Objective: 2-1: Describe and explain the growth of government throughout U.S. history.
Cognitive Domain: Application
Difficulty Level: Medium

13. When the U.S. government was formed, which three cabinet-level departments existed?
A. Foreign Affairs, Health, and Commerce
B. Treasury, Foreign Affairs, and Disease
C. War, Defense, and Foreign policy
D. War, Treasury, and Foreign Affairs
Ans: D
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Application
Difficulty Level: Easy

14. _____ refers to the checks and balances that our Constitution sets up among the three branches of government.
A. Federalism
B. Separation of powers
C. Policy capacity
D. Cooperative federalism
Ans: B
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Knowledge
Difficulty Level: Easy

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15. _____ refer to informal clusters of organizations and individuals (working in both government and the private sector) that are deeply involved in a certain area of focus and share specialized knowledge, communication patterns, and power structures within that area of focus.
A. Lobbyists
B. Informal actors
C. Issue networks
D. Political insiders
Ans: C
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Knowledge
Difficulty Level: Easy

16. The trend of decentralization of government in the United States transfers policy authority from _____ to _____.
A. federal to local
B. federal to state
C. state to federal
D. local to federal
Ans: B
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

17. The _____ consists of White House staff and other offices such as the Office of Management and Budget that assist the president in implementing public policy.
A. Department of the Treasury
B. Independent Regulatory Commission
C. National Security Council
D. Executive Office of the President
Ans: D
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers
Cognitive Domain: Knowledge
Difficulty Level: Easy

18. Interest groups often attempt to influence policy makers and public policy through _____.
A. pluralism
B. access
C. lobbying
D. soft money
Ans: C
Learning Objective: 2-4: Describe and assess major governmental and

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nongovernmental actors most involved in the policy process.
Cognitive Domain: Comprehension
Difficulty Level: Easy

19. _____ are federal requirements placed upon state governments without any financial support for implementation.
A. Economic public policies
B. Statutes with limitations
C. Unfunded policy outputs
D. Unfunded mandates
Ans: D
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

20. Government policy actors are defined as _____.
A. units or agencies of government that are involved in the policy-making process
B. congressional agencies that conduct policy analysis
C. the legislative branch of government
D. the executive office, including the president, cabinet, and Fed
Ans: A
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Knowledge
Difficulty Level: Easy

21. Policy gridlock often occurs due to _____.
A. the checks and balances set up by our Constitution
B. high levels of partisanship with strong lobbying
C. the complexity of problems
D. all of these
Ans: D
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

22. Federal cabinet departments and major agencies such as the CIA and EPA are found in which branch of government?
A. executive
B. legislative
C. judicial
D. decentralization
Ans: A

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Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Application
Difficulty Level: Easy

23. The Constitution gives each branch of government a different role in policy making in the United States. This sharing of responsibility by our government is known as _____.
A. federalism
B. executive, judicial, and state-level branches
C. separation of powers
D. public policies
Ans: C
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Knowledge
Difficulty Level: Easy

24. _____ of the federal government are headed by a secretary appointed by the president and have many subsidiary agencies.
A. Policy programs
B. Independent regulatory agencies
C. The three branches
D. Cabinet-level departments
Ans: D
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Knowledge
Difficulty Level: Easy

25. The United States has made many small, targeted changes to environmental policy, economic policy, and health care policy over time. This is called _____ policy making.
A. reluctant
B. incremental
C. complex
D. legitimized
Ans: B
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

26. Passage of the _____, discussed extensively in Chapter 2, exemplified the complex interplay of the two houses of Congress, the president, interest groups, and politics in the making of policy.
A. Affordable Health Care Act of 2010

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B. Clean Air Act of 1965
C. War Powers Act of 1960
D. Immigration Reform Act of 2013
Ans: A
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Knowledge
Difficulty Level: Easy

27. The case of health care reform exemplifies _____.
A. that the constitutional structure of the U.S. government often makes policy making difficult
B. the complexity caused by categorical grants and unfunded mandates
C. the power of the presidency to overcome incremental reform
D. the use of sanctions and diplomatic maneuvers by government bureaucrats
Ans: A
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Comprehension
Difficulty Level: Easy

28. Understanding the system of government is important for students of public policy because
A. it enables us to see the constraints of our form of government on policy making.
B. it enables us to assess constraints on policy development and the opportunities that exist within the system to develop solutions through policy.
C. it enables us to see how the system of government is completely unrelated to policy.
D. it enables us to see how flawed the system actually is.
Ans: B
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

29. _____ refers to the ability of a government to address its problems effectively through public policy.
a. Policy analysis
b. Policy capacity
c. Incremental policy development
d. Decentralization
Ans: B
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

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30. States demonstrate a wide variety of policy capacities. This refers to the fact that _____.
A. state governments vary greatly in their ability to create good policy
B. there is a wide variety in the amount of federal funds states receive
C. the need for good public policy varies greatly based on the size of state governments
D. in some states, policy gridlock dominates
Ans: A
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

31. Growth in the size of government has led to _____.
A. an emergence of a large employment sector and a time-consuming policy-making processes
B. a decline in the gross domestic product and increase in poverty rates
C. an increase in reliance on welfare programs
D. a better quality of life for citizens
Ans: A
Learning Objective: 2-1: Describe and explain the growth of government throughout U.S. history.
Cognitive Domain: Comprehension
Difficulty Level: Easy

32. An increase in the use of _____ by the federal government led to greater cooperation and decentralization between states and the federal government.
A. unfunded mandates
B. health care subsidies
C. categorical and block grants
D. bicameral strategies for policy development
Ans: C
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

33. Conflict between states and the federal government can be caused by _____, in which the federal government emplaces new rules about government services that must be provided by states, but does not provide funds to cover the new costs that might be incurred.
A. unfunded mandates
B. decentralization
C. block grants
D. financial mandates
Ans: A
Learning Objective: 2-2: Analyze the structure of the U.S. government and the

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implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

34. Because of greater decentralization of policy making to the states, it has become more important that states have strong _____ or the ability to make effective and efficient policies.
A. mandates
B. policy capacities
C. division of authority
D. policy instruments
Ans: B
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

35. Compared to the past, the public is more accepting of business regulation such as the regulation of market failures. This acceptance has led to _____.
A. growth in the size and power of government
B. increasing polarization of political views
C. changes in the structure of Congress
D. changes in the Constitution
Ans: A
Learning Objective: 2-1: Describe and explain the growth of government throughout U.S. history.
Cognitive Domain: Comprehension
Difficulty Level: Easy

36. _____, or providing information supporting their policy positions to legislators, is a visible role played by interest groups.
A. Incremental policy making
B. Lobbying
C. Issue networks
D. Conducting campaign advertising
Ans: B
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Comprehension
Difficulty Level: Easy

37. One of the biggest differences between a cabinet-level department (agency) and an independent regulatory commission is that _____.
A. the president may not remove a commissioner of an independent regulatory commission because of policy disagreements
B. independent regulatory commissions are part of the judicial branch

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C. an independent regulatory commission does not make policy
D. only cabinet department heads are confirmed by the Senate
Ans: A
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Comprehension
Difficulty Level: Easy

38. Which statement accurately reflects the activity of lobbying by interest groups?
A. Lobbying refers to putting illegal pressure on legislators.
B. Lobbying refers to making contributions to legislators to influence their votes.
C. Lobbying refers to testifying before Congress.
D. Lobbying refers to providing information on policy positions to legislators.
Ans: D
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Application
Difficulty Level: Medium

39. Which statement summarizes the structure of the federal judiciary? It is made up of_____.
A. the Supreme Court, Circuit and Federal District Courts, and various specialty courts
B. the Supreme Court, state courts, and local courts
C. the Supreme Court, the federal district courts, and court authorities that handle simpler, more routine cases
D. the Supreme Court, courts of commerce, and courts of the interior
Ans: A
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Application
Difficulty Level: Medium

40. The federal court system plays a vital role in policy making by _____.
A. interpreting the policy decisions made by other agencies of government
B. enforcing the policy decisions made by others
C. developing new laws that fine-tune the policy decisions made by others
D. implementing the policies made by others
Ans: A
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Comprehension
Difficulty Level: Easy

41. Ideological differences and high levels of partisanship in Congress have produced _____ in regard to changing national immigration policies.
A. decentralization

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B. filibuster
C. incremental policy making
D. policy gridlock
Ans: D
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

42. In U.S. clean air and water programs, the federal government establishes quality standards and provides funds, while the states are responsible for implementation. This is an example of _____ federalism.
A. divided
B. dual
C. cooperative
D. decentralized
Ans: C
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

43. Which of the following statements summarizes major reasons for the growth in government in the past 100 years?
A. As the U.S. territory and role in the world expanded, public attitudes became accepting of government involvement in many facets of life.
B. As more and more public officials have been hired through the years, the government has taken on a growing role in many facets of life.
C. As the need for government welfare programs has grown, taxes have increased and the government has taken on an expanded role in many facets of life.
D. After the Great Depression, many new government programs were created that, today, have grown to enormous sizes, require huge budgets, and employ many federal employees.
Ans: A
Learning Objective: 2-1: Describe and explain the growth of government throughout U.S. history.
Cognitive Domain: Application
Difficulty Level: Medium

44. The founders of the United States established a government structure with numerous checks and balances due to which of the following motives?
A. A desire to prevent too much power being assumed by slave-holding Southern states.
B. To ensure that the new government could not tyrannize the population.
C. The desire to build a strong, deliberative process that would lead to slow implementation of policy and incremental change.

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D. A desire to maintain the greatest amount of power in the legislative branch, or Congress, since that branch remains closest to the will of the people.
Ans: B
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Application
Difficulty Level: Medium

45. Which statement describes the kinds of policy subject areas for which "issue networks" might be most active?
A. Policies for which public opinion is a very important factor, such as whether same-sex marriage should be allowed.
B. Policies that require high levels of collaboration across state and federal policy actors, such as transportation.
C. Policies that come from sub-governments, or executive branch agencies, such as public school policies.
D. Policies for which public opinion is less relevant, but higher levels of specialized expertise are important, such as regulating health care exchanges.
Ans: D
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Application
Difficulty Level: Medium

46. One major concern regarding the decentralization of the policy-making role from the federal to the state level includes _____.
A. expected significant loss of federal government jobs
B. questions about states' varying levels of policy capacity and ability to construct policies that solve problems equitably
C. inability of the federal government to implement policies
D. excessive power exercised by the office of the president through the use of executive orders
Ans: B
Learning Objective: 2-5: Examine ways to improve governmental policy capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

47. Which statement captures the theme of Chapter 2 when it comes to the U.S. government?
A. The federal form of government has begun to assume too much power, leading to a situation of dual federalism and gridlock.
B. The federal form of government distributes power and involves many actors, yet leads to less efficient policy solutions and an inability to address complex issues.
C. The growing globalization has made the federal form of government less relevant, while the current political trends have led to gridlock, a new and challenging situation.

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D. New and different threats, such as climate change and terrorism, have led to a situation, in which more federal authority is needed, and states must be willing to yield their historical power.
Ans: B
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Application
Difficulty Level: Medium

Short Answer

1. _____ refers to the capability to develop and implement strong government policies.
Ans: Policy capacity
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

2. _____ are nongovernmental participants in the policy-making process and include members of the general public and interest groups.
Ans: Informal policy actors
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Knowledge
Difficulty Level: Easy

3. The United States relies heavily on _____ policy making, which falls somewhere between gridlock and innovation.
Ans: incremental
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Comprehension
Difficulty Level: Easy

4. The U.S. _____ form of government is a system, in which power is divided between national government and the states.
Ans: federal
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

5. _____ provide large transfers of federal dollars to the states, to give the states more discretion in how to utilize the funding.
Ans: Block grants
Learning Objective: 2-2: Analyze the structure of the U.S. government and the

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implications for policymaking capacity.
Cognitive Domain: Knowledge
Difficulty Level: Easy

6. The best-known agencies of the executive branch are the 15 _____, each managed by a secretary appointed by the president.
Ans: cabinet-level departments
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Knowledge
Difficulty Level: Easy

Essay

1. Restate the meaning of the Tenth Amendment to the Constitution in your own words and explain the policy-making tension that it has created between states and the federal government.
Ans: The Tenth Amendment of the Constitution: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." These powers are often called the reserve powers of the states and are the basis for their right to legislate in many areas. Despite the federal government's involvement in public policy issues that were formerly the states' exclusive domain, state and local governments also have grown substantially over the past 50 years. The federal government has assumed authority over many policy areas that were formally under state authority. This causes some confusion and complicates the policy-making process.
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Analysis
Difficulty Level: Hard

2. Summarize the effects of government growth.
Ans: Government impacts everyday life to a great extent. Many more people are employed for government at all levels. Scope of government increases likelihood of conflict and difficulty in addressing societal problems. Policy making in a large, complex government takes more time and effort and requires more analysis and engagement of actors.
Learning Objective: 2-1: Describe and explain the growth of government throughout U.S. history.
Cognitive Domain: Analysis
Difficulty Level: Medium

3. Discuss the Constitutional structure of the U.S. government and the advantages and disadvantages of this structure in terms of policy making.
Ans: The federal form of government asserts that all powers that are not described in the Constitution are vested in the states, requiring a situation of cooperative federalism,

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in which the federal government and states must share power. The federal government also has separation of powers among the three branches, with the legislative branch establishing laws, the executive branch enforcing laws, and the judicial branch interpreting laws. The advantages are that power cannot concentrate in one component of government, new policies must be widely supported in order to pass, and there are many people and units involved in policy making. The disadvantages relate to gridlock, inefficiency, and incrementalism, along with uncertainty over whether the federal or state government has responsibility for certain policies.
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Analysis
Difficulty Level: Hard

4. Define decentralization of policy making. In what ways might decentralization of policy making have negative impact?
Ans: Decentralization is a transfer of policy authority from federal to state government. Negative impact is that states' policy capacities differ widely according to size, population characteristics, distinct history and culture, natural features, and affluence. A situation of inequity across states may develop.
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Analysis
Difficulty Level: Medium

5. Lay out the components of the executive branch of the federal government.
Ans: The Office of the President, the Cabinet and related offices, along with other federal agencies such as the CIA, EPA, General Accounting Office, and Post Office.
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Comprehension
Difficulty Level: Medium

6. Define cooperative federalism and policy capacity. Then discuss how cooperative federalism has led to a growing need for policy capacity at the state level.
Ans: Cooperative federalism is shared responsibility for policy between the federal and state governments. Now states must be able to make effective policy as well. States vary in their level of policy capacity.
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Analysis
Difficulty Level: Medium

7. What is the benefit of citizen participation in government processes, and how might it be increased?
Ans: Benefit is an increased policy capacity. Citizens can be encouraged by making government more accessible to the public in new ways, citizen advisory committees,

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and openness. They should also discuss the public's ability to form and/or join interest groups as a way of getting themselves involved.
Learning Objective: 2-6: Assess how citizen involvement can make a difference in policy development.
Cognitive Domain: Analysis
Difficulty Level: Medium

8. How is the role of the judiciary in the making of public policy different from that of the executive and legislative branches?
Ans: The major difference is that the judiciary branch does not get involved in policy making until an actual case is brought before it. In this way, it is reactive and not proactive in the making of policy through its decisions.
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Comprehension
Difficulty Level: Medium

9. What are the major kinds of informal policy actors, and how do they participate in policy making?
Ans: The public votes, expresses public opinion in a variety of ways, and can communicate and put pressure on elected officials. Interest groups lobby, provide information, and put pressure on elected officials.
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Comprehension
Difficulty Level: Easy

10. Review the ways that members of the public can influence policy making.
Ans: The public can vote, join interest groups, participate in public-opinion polls, contact elected officials, become educated and informed.
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Comprehension
Difficulty Level: Easy

11. Discuss the role of each branch of government in policy making.
Ans: Legislative—develop and enact laws; executive—propose, implement, and enforce laws; judicial –interpret laws.
Learning Objective: 2-3: Explain the challenges of policymaking posed by the separation of powers.
Cognitive Domain: Knowledge
Difficulty Level: Easy

12. Summarize the informal policy actors and the roles they play in policy making.
Ans: There are two informal policy actors: interest groups and the public.

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Interest groups—lobby and educate members of Congress, prepare policy analyses, propose policies, and influence the public.
General public—vote, join interest groups, participate in public-opinion polls, contact elected officials, and become educated and informed.
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Comprehension
Difficulty Level: Medium

13. Present several arguments for and against decentralization of policy authority to states.
Ans: Students can come up with a variety of arguments, but all must be supported.
For: decisions made closer to the people with more opportunity for people to influence policy; policies might be more closely aligned to local needs; might be more efficient or speedy.
Against: states may not have sufficient policy capacity to make good policy; a patchwork of policies is possible.
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Analysis
Difficulty Level: Hard

14. Characterize the ways that organized interest groups influence policy. What trends are occurring relative to interest groups and their impact on U.S. policy?
Ans: According to Vaughan and Arsneault, nonprofits and public policy interact in four primary ways: they make policy, they influence policy, they are affected by policy, and they are subject to policy-governing operations. Lobbying is a key activity of interest groups. Growing numbers of interest groups have a greater and greater impact.
Learning Objective: 2-4: Describe and assess major governmental and nongovernmental actors most involved in the policy process.
Cognitive Domain: Analysis
Difficulty Level: Hard

15. Examine the reasons that the U.S. government has grown to its current size.
Ans: Students can discuss growth because of the changes in the United States in terms of size of the nation and population. They can also address the increasing complexity that has caused government growth, the rise in the amount of regulation of business and the public's acceptance of this phenomenon, the growth of the government's role in social welfare programs, and the role of the United States in the world as a superpower. Finally, some growth is a direct result of citizens asking for a larger government role.
Learning Objective: 2-1: Describe and explain the growth of government throughout U.S. history.
Cognitive Domain: Analysis
Difficulty Level: Hard

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16. Discuss how the U.S. (a) size and (b) structure of government can make it difficult to enact policies.
Ans: The government deals with complex issues, has more stakeholders involved, and is more involved in regulating businesses and issues that affect the everyday lives of the public (see answer to previous questions). The structure of government makes it more difficult to pass laws, slows things down, and is subject to influence and control by political parties. The federal system, characterized by shared powers and decentralization to the states, also complicates the situation.
Learning Objective: 2-2: Analyze the structure of the U.S. government and the implications for policymaking capacity.
Cognitive Domain: Analysis
Difficulty Level: Hard

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