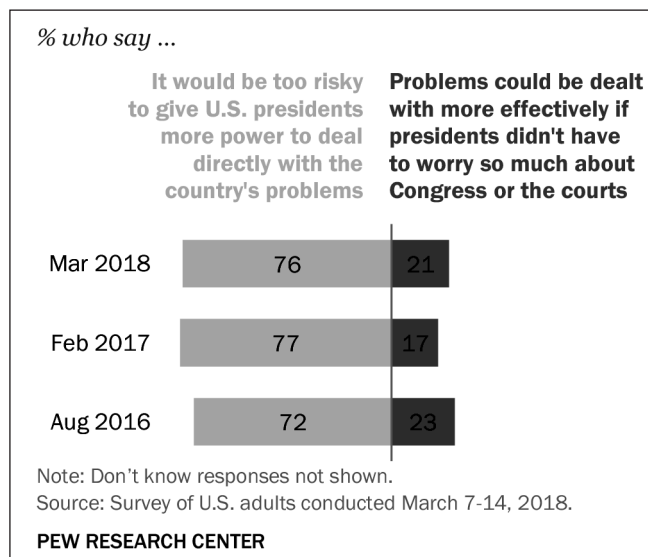


FREE-RESPONSE QUESTIONS

1. Refer to the figure when responding to A, B, and C.

Public Opinion: Presidential Power



- A. Describe a trend reflected in the bar graph from August 2016 to March 2018 regarding public opinion on the use of president power.
- B. Explain how the trend in the bar graph reflects the views of the framers of the Constitution and explain how the Constitutional design of the branches reflects the trend in the bar graph.
- C. Explain a way that the public may express their opinion regarding the use of presidential power.



2.

Allan Bakke was a white applicant that was turned down twice when he applied to medical school at the University of California at Davis even though his MCAT scores, GPA and benchmark scores were “significantly higher” than those of minority applicants recently admitted. The university, in order to promote diversity, had a policy that reserved 16 positions out of 100 for minorities that included Blacks, Chicanos, Asians and American Indians. Bakke sued the university in state court where the California Supreme Court agreed with Bakke. The court ruled that the quota system discriminated against racial groups and held that “no applicant may be rejected because of his race, in favor of another who is less qualified as measured by standards applied without regard to race.” Although the medical school was ordered to shut down its quota system, the school appealed to the Supreme Court. In a 5–4 decision in 1978, the Supreme Court ruled in favor of Bakke stating that race may be considered in its admissions policy but that it may not be the only factor as it was for these 16 positions. The court further stated that racial quota systems, no matter whether they are applied to blacks or whites, are always “odious to a free people whose institutions are founded upon the doctrine of equality.” Because the school’s quota system was designed to redress past discriminatory policies against racial minorities it preferred, “one group for no other reason other than race or ethnic origin.” The court further stated that although the state “has a legitimate and substantial interest in...eliminating...the disabling effects of identified discrimination” the school may “redress” past discrimination by considering race as a “plus” factor in admissions. Educational institutions have struggled since the Bakke decision to balance quota systems while using affirmative action policies to address diversity on their campuses.

- A. Identify the constitutional clause that is common to both *Regents of University of California v. Bakke* (1978) and *Brown v. Board of Education, Topeka, Kansas* (1954).
- B. Describe a fact from the court decisions in both *Bakke* and *Brown* related to the clause identified in (A).
- C. Explain one recourse that states have if they disagree with the Supreme Court’s decision in the *Brown* case.



3. Develop an argument that explains which of the following—demonstrations, litigation or interest group activism—is the most effective method used by the public to influence government policy.

In your essay, you must:

- Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.
- Support your claim with at least TWO pieces of accurate and relevant information:
 - At least ONE piece of evidence must be from one of the following foundational documents:
 - Bill of Rights
 - *Tinker v. Des Moines Independent Community School District*
 - *Letter From Birmingham Jail*
 - Use a second piece of evidence from another foundational document from the list above or from your study of political participation.
- Use reasoning to explain why your evidence supports your claim/thesis.
- Respond to an opposing or alternative perspective using refutation, concession, or rebuttal.