



Massachusetts Tests for Educator Licensure[®]

TEST INFORMATION BOOKLET

**48 Political Science/
Political Philosophy**

MA-SG-FLD048-03

Massachusetts Department of Education

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Test Information Booklet Order Form

***Political Science/Political Philosophy
(Field 48)***

Test Overview Chart

Test Objectives

Sample Test Items

Answer Key and Sample Response

***Test Overview Chart:
Political Science/Political Philosophy (48)***

Subareas	Approximate Number of Multiple-Choice Items	Number of Open-Response Items
I. Political Philosophy	18–20	
II. U.S. Government and Civics	24–26	
III. Comparative Government and International Relations	18–20	
IV. History	24–26	
V. Geography and Economics	11–13	
VI. Integration of Knowledge and Understanding		2

The Political Science/Political Philosophy test is designed to assess the candidate's knowledge of the subject matter required for the Massachusetts Political Science/Political Philosophy license. This subject matter knowledge is delineated in the Massachusetts Department of Education's *Regulations for Educator Licensure and Preparation Program Approval (7/2001)*, 603 CMR 7.06, "Subject Matter Knowledge Requirements for Teachers."

The Political Science/Political Philosophy test assesses the candidate's proficiency and depth of understanding of the subject at the level required for a baccalaureate major, according to Massachusetts standards. Candidates are typically nearing completion of or have completed their undergraduate work when they take the test.

The multiple-choice items on the test cover the subareas as indicated in the chart above. The open-response items may relate to topics covered in any of the subareas and will typically require breadth of understanding of the political science/political philosophy field and the ability to relate concepts from different aspects of the field. Responses to the open-response items are expected to be appropriate and accurate in the application of subject knowledge, to provide high-quality and relevant supporting evidence, and to demonstrate a soundness of argument and understanding of the political science/political philosophy field.

Test Objectives:
Political Science/Political Philosophy (48)

Massachusetts Tests for Educator Licensure (MTEL™)

**FIELD 48: POLITICAL SCIENCE/POLITICAL PHILOSOPHY
TEST OBJECTIVES**

Subarea	Multiple-Choice	Range of Objectives	Approximate Test Weighting
I.	Political Philosophy	01–04	15%
II.	U.S. Government and Civics	05–09	20%
III.	Comparative Government and International Relations	10–11	15%
IV.	History	12–14	20%
V.	Geography and Economics	15–17	<u>10%</u>
			80%
	Open-Response		
VI.	Integration of Knowledge and Understanding	18	20%

SUBAREAS:

POLITICAL PHILOSOPHY
U.S. GOVERNMENT AND CIVICS
COMPARATIVE GOVERNMENT AND INTERNATIONAL RELATIONS
HISTORY
GEOGRAPHY AND ECONOMICS
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING

POLITICAL PHILOSOPHY [15%]

0001 Understand important political science theories, concepts, and terms.

For example: basic concepts and theories of political science (e.g., power and authority, natural law, natural rights, limited government, privatization, delegate theory of representation, interest group theory, social contract theory, modernization theory); and basic legal, political, and governmental terms (e.g., injunction, indictment, writ of habeas corpus, probable cause, bill of attainder, original intent, conflict of interest, sovereignty, gerrymandering, filibuster, logrolling).

0002 Understand political philosophy of the classical and medieval eras.

For example: major political thinkers, important concepts, and significant works of ancient Greece (e.g., Aristotle's *Politics*, *Nicomachean Ethics*; Plato's *Apology*, *Crito*, *Republic*; divine rule; natural law) and Rome (e.g., Cicero's *Republic*, Justinian Code); and the philosophic foundations of medieval political thought (e.g., St. Augustine's *City of God*, St. Thomas Aquinas's *Treatise on Law*).

0003 Understand developments in political philosophy from the Renaissance through the seventeenth century.

For example: contributions of major political philosophers of the Renaissance and Reformation eras (e.g., Machiavelli's *The Prince*, Thomas More's *Utopia*); the development of the English constitution and parliamentary system (e.g., Magna Carta, Petition of Right, English Bill of Rights); the influence of major English political thinkers of the seventeenth century on the development of political theory (e.g., Thomas Hobbes's *Leviathan*; John Locke's *Two Treatises on Government*); and the emergence of absolutist states.

0004 Understand developments in political philosophy from 1700 to the present.

For example: contributions of political philosophers of the French Enlightenment (e.g., Jean-Jacques Rousseau's *Social Contract*, Voltaire's *Candide*, Baron de Montesquieu's *The Spirit of the Laws*); major political statements of the Age of Revolution (e.g., *Declaration of the Rights of Man and of the Citizen*, Edmund Burke's *Reflections on the Revolution in France*, Simón Bolívar's *Message to the Congress of Bolivia*); developments in political thought associated with the emergence of liberalism, nationalism, and socialism (e.g., John Stuart Mill's *On Liberty*, Alexis de Tocqueville's *Democracy in America*, Friedrich Nietzsche's *Beyond Good and Evil*, Karl Marx's *Communist Manifesto*); and notable figures in twentieth-century political thought (e.g., V. I. Lenin, Mohandas Gandhi, George Orwell, Ayn Rand, Hannah Arendt, Alexander Solzhenitsyn, Vaclav Havel).

U.S. GOVERNMENT AND CIVICS [20%]

0005 Understand the founding documents and debates of the United States and Massachusetts.

For example: concepts and purposes of the Declaration of Independence; basic provisions of state constitutions for free self-government; the Articles of Confederation; the Massachusetts Constitution of 1780; the Northwest Ordinance; basic principles contained in the U.S. Constitution and Bill of Rights (e.g., separation of powers, checks and balances, republicanism, popular sovereignty, federalism, due process of law); the debate over the Constitution (e.g., fundamental arguments advanced in *The Federalist* papers, antifederalist writings, major compromises).

0006 Understand the historical development of political thought and democratic government in the United States from its origins through the twentieth century.

For example: colonial political documents (e.g., the Mayflower Compact, James Otis's *Rights of the British Colonies Asserted and Proved*); seminal documents in U.S. political thought (e.g., *Common Sense*, Washington's Farewell Address, the Virginia and Kentucky Resolutions, the Seneca Falls Declaration, the Gettysburg Address); Shays's Rebellion; the evolution of the U.S. Constitution; landmark decisions of the U.S. Supreme Court (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*, *Miranda v. Arizona*, *U.S. v. Nixon*); and twentieth-century developments in American politics and government (e.g., The New Deal, McCarthyism, the civil rights movement, The Great Society, feminism, libertarianism, modern conservatism).

0007 Understand the structure, organization, and operation of government at the federal, state, and local levels in the United States.

For example: structure, functions, and powers of the legislative, executive, and judicial branches of the federal government (e.g., bicameral structure of Congress, constitutional powers of the President, role of the Cabinet and independent executive agencies); procedures for enacting laws in the United States; judicial review; the role of lobbyists, bureaucrats, and congressional staff in the legislative process; forms and functions of state and local governments; evolution of the concept of federalism; relationships among federal, state, and local governments; operation of the system of checks and balances in state government; central concepts of the Massachusetts Constitution; and institutions of state and local government in Massachusetts (e.g., town meeting, council-manager, mayoral government).

0008 Understand the election process, the origins and development of political parties, and the role of interest groups, the media, and public opinion in the U.S. political system.

For example: major components of the U.S. electoral process and procedures for filling appointive offices (e.g., primary elections, national political conventions, electoral college); structure, operation, and significant developments in the evolution of political parties in Massachusetts and the United States; the role of third parties in the U.S. political system; factors affecting voter turnout and how people vote in elections; and the influence of interest groups, the media, public opinion, and campaign finance on the electoral process (e.g., effect of the media on public opinion, role of money in politics, campaign-reform initiatives).

0009 Understand the rights and responsibilities of U.S. citizens and the personal attributes necessary for successful participation in democratic self-government.

For example: rights guaranteed by the U.S. Constitution (e.g., due process, equal protection under the laws) and their role in protecting individual liberties; distinguishing between legal obligations and civic responsibilities; ways in which individual citizens can influence the U.S. political process and governmental decision making (e.g., initiative petitions, political protests, economic boycotts); efforts to expand the democratic process in the United States (e.g., suffrage expansion); representative vs. plebiscitary democracy; and ways in which democratic procedures can be used to promote social change (e.g., the civil rights movement, labor reform, the feminist movement, educational reform) and to secure individual rights.

COMPARATIVE GOVERNMENT AND INTERNATIONAL RELATIONS [15%]

0010 Understand, compare, and contrast historical and contemporary forms of government.

For example: purposes of government and forms of governmental authority (e.g., to maintain social order, to promote the general welfare, to manage conflict, to promote justice); characteristics of various forms of government (e.g., oligarchy, monarchy, theocracy, autocracy, democracy, authoritarianism, totalitarianism, communism, fascism); comparison of historical and contemporary forms of government (e.g., presidential vs. parliamentary democracies, federal vs. unitary systems); comparison of the U.S. party system with the party systems of other nations (e.g., one-party systems vs. multiple-party systems, the role of ideology in U.S. vs. European political parties); and the influence of historical, cultural, and religious traditions on various governmental systems (e.g., ways in which Confucianism influenced the development of government in China).

0011 Understand international relations, the purposes and functions of international law and organizations, and the formation and execution of U.S. foreign policy.

For example: the structure, functions, goals, and limitations of the United Nations and other international agencies (e.g., the European Union, the International Monetary Fund, the World Bank, the World Trade Organization, the World Court); development and fundamental concepts of international law (e.g., sovereignty, natural rights, international agreements); major events in twentieth-century diplomacy (e.g., the Versailles Treaty, the League of Nations, the Yalta Conference, the United Nations, the Cold War, the arms race, the Sino-Soviet split, the Korean and Vietnam wars); issues in contemporary international relations (e.g., human rights, globalization, the world environment, global terrorism); role of nongovernmental organizations (NGOs); major components of the foreign policy decision-making process in U.S. government; cultural, economic, ideological, and other factors that have shaped U.S. foreign policy in the twentieth century; and major U.S. foreign policy initiatives in various parts of the world (e.g., containment, the Truman Doctrine, the Marshall Plan, détente, the Camp David Accords, response to conflict in the Balkans).

HISTORY [20%]

0012 Understand major political, economic, social, and cultural developments in U.S. history.

For example: Native American societies; political, economic, social, and cultural characteristics of North American colonies; causes and key events of the American Revolution; the westward movement and American expansionism; causes and consequences of the Civil War and Reconstruction; major events and developments related to industrialization, immigration, and urbanization; the Progressive Movement; causes and consequences of U.S. intervention in World War I; the emergence of popular culture; the Great Depression and the impact of the New Deal; causes, key events, and consequences of U.S. participation in World War II; the Cold War and its impact on U.S. society; Vietnam and the antiwar movement; civil rights struggles and the revival of the women's movement; the challenges of globalization; and the impact of science, technology, and media on American life and culture.

0013 Understand major political, economic, social, and cultural developments in the evolution of Western civilization.

For example: historical legacies of ancient Israel and the classical civilizations of Greece and Rome (e.g., monotheism; the Ten Commandments; principles of Athenian democracy; Greek artistic and philosophical achievements; republican government; Roman law, architecture, and engineering; the emergence and expansion of Christianity); influence of the Renaissance and Reformation; the rise of constitutional governments; contributions of the scientific revolution and the Enlightenment to the development of Western civilization (e.g., scientific method, natural rights philosophy, demands for freedom of thought); the antislavery movement and the expansion of democratic government since the Age of Revolution; the development of capitalism and the growth of technology; the diffusion of Western civilization; and the role of science in the modern world.

0014 Understand major political, economic, social, and cultural developments in world history.

For example: human origins and early civilizations; the rise, expansion, and decline of the ancient Mediterranean world; Byzantine civilization; the emergence and expansion of Islam; Medieval society in Europe; political, economic, social, and cultural developments in major civilizations of Asia (e.g., India, China), Africa (e.g., Ghana, Songhai), and the Americas (e.g., Aztec, Inca); causes, key events, and consequences of the Age of Exploration; the rise of absolute monarchies; origins and impacts of the agricultural and industrial revolutions; the Age of European Colonialism; causes, key events, and consequences of World Wars I and II; the Russian and Chinese revolutions and the emergence of Communist and Nazi totalitarianism; the creation of new nations in Asia and Africa; economic development and the creation of a global economy; and major developments in the arts, literature, philosophy, religion, science, and technology.

GEOGRAPHY AND ECONOMICS [10%]

0015 Understand major physical features of the world, geographic concepts, and the effects of geographic factors on the development of human societies.

For example: major land masses and bodies of water; application of basic geographic terms and concepts (e.g., habitat, acculturation, ecosystem); characteristics and uses of basic geographic sources (e.g., atlases, almanacs, Geographic Information Systems [GIS]); the use of maps to obtain data for solving locational problems and to answer questions, infer relationships, and analyze spatial change; and the influence of geographic factors on patterns of human settlement, major historical events, and political, economic, and cultural developments (e.g., the role of geography and natural resources in human conflict, reasons for the location of cities, distribution of economic activities).

0016 Understand fundamental economic concepts, important developments in economic theory, models of economic organization, and characteristics of major economic systems.

For example: definition and application of basic economic concepts (e.g., scarcity, opportunity cost, choice, exchange, comparative advantage, competition, entrepreneurship, supply and demand, economies of scale, labor markets, production, distribution, consumption, cost-benefit analysis); knowledge of major economic theorists and theories (e.g., mercantilism, Adam Smith, Thomas Malthus, Karl Marx, Keynesian economics, monetarism, supply-side economics); characteristics of major models of economic organization (e.g., traditional, command, market, mixed), market structures (e.g., pure competition, monopoly, oligopoly, monopolistic competition), and historical and contemporary economic systems (e.g., feudalism, capitalism, socialism, communism); and international economics (e.g., trade, financial exchange).

0017 Understand the history, principles, components, organization, and operation of the U.S. economic system.

For example: development of the U.S. economy, including the Massachusetts and New England economies; relationships among profit, capital, and competition in the U.S. economic system; functions of and relationships among various components of the U.S. economic system (e.g., consumers, business, organized labor, banks, financial markets); the role of government in the U.S. economy (e.g., fiscal and monetary policy, regulatory activities); factors influencing the activities of American producers and consumers in the global economy (e.g., exchange rates, trade pacts, foreign investment); and issues in domestic economic policy (e.g., inflation, recession, unemployment, economic concentration, income distribution).

INTEGRATION OF KNOWLEDGE AND UNDERSTANDING [20%]

In addition to answering multiple-choice items, candidates will prepare written responses to questions addressing content from the preceding objectives, which are summarized in the objective and descriptive statement below.

0018 Prepare an organized, developed essay on topics related to the purpose, history, and experiences of government in human societies and the development and evolution of Western political philosophy.

For example: forms of governmental authority; the influence of Greek and Roman political concepts on the evolution of modern government; the contributions of major political philosophers of the Renaissance, Reformation, and Enlightenment eras; the characteristics of modern governments; the American Revolution and the founding ideas of American democracy; the historical development of political thought and democratic government in the United States; the structure, organization, and operation of the U.S. political system; the rights and responsibilities of U.S. citizens; and ways the democratic process can be used to promote social change.

Sample Test Items:
Political Science/Political Philosophy (48)

1. Use the excerpt below from St. Thomas Aquinas's *On the Governance of Rulers* to answer the question that follows.

But because a man does not attain his end, which is the possession of God, by human power but by divine . . . the task of leading him to that last end does not pertain to human but to divine government. . . .

Thus, in order that spiritual things might be distinguished from earthly things, the ministry of [God's] kingdom has been entrusted . . . to priests, and most of all to the chief priest, the successor of St. Peter, the Vicar of Christ, the Roman Pontiff. To him all the kings of the Christian People are to be subject as to our Lord Jesus Christ Himself. For those to whom pertains the care of intermediate ends should be subject to him to whom pertains the care of the ultimate end, and be directed by his rule.

Which of the following developments of the late Middle Ages posed the greatest challenge to the view of government expressed in the excerpt above?

- A. the evolution of parliamentary institutions
- B. the outbreak of major international conflicts
- C. the emergence of unified states under strong central rule
- D. the unification of German states under the Holy Roman Empire

2. Use the excerpt below from the French Declaration of the Rights of Man and Citizen (1789) to answer the question that follows.

No one should be disturbed because of his opinions, even in religion, provided their manifestation does not disturb public order as established by law.

Which of the following Enlightenment philosophers is most closely associated with the defense of the principle stated in the excerpt?

- A. Jean-Jacques Rousseau
- B. Denis Diderot
- C. Voltaire
- D. Baron de Montesquieu

3. Which of the following best describes the primary concern of nearly half the amendments that have been added to the U.S. Constitution since the ratification of the Bill of Rights?

- A. broadening the powers of state and local governments
- B. providing a constitutional basis for an expanding executive bureaucracy
- C. redefining Congress's power to levy and collect taxes
- D. expanding the electorate and modifying the electoral process

4. Which of the following best describes a major check on the power of the U.S. Supreme Court?
- A. The Supreme Court has no means by which to enforce its decisions.
 - B. Supreme Court rulings involving intrastate issues can be overturned by state courts.
 - C. The Supreme Court lacks the power to review executive orders.
 - D. The Supreme Court can hear only those cases that lower courts have referred to it.

5. **Read the excerpt below from the U.S. Constitution; then answer the question that follows.**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; . . . and to have the assistance of counsel for his defense.

The excerpt above best illustrates the meaning of which of the following terms?

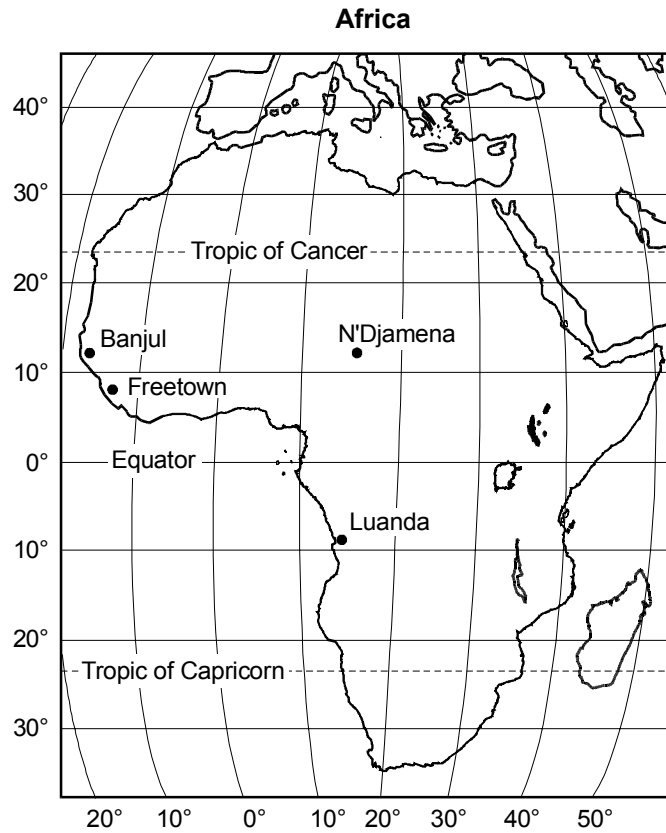
- A. original jurisdiction
- B. equal protection of the laws
- C. judicial restraint
- D. procedural due process

6. The main difference between parliamentary democracies such as Great Britain and presidential democracies such as the United States is that:
- A. there is greater cooperation between the executive and legislative branches of government in presidential democracies.
 - B. it is more difficult for one branch to obtain full control of government in parliamentary democracies.
 - C. there is a clearer separation of power between the executive and legislative branches of government in presidential democracies.
 - D. the legislative branch of government is directly responsible to the prime minister in parliamentary democracies.

7. Which of the following best describes the historical context in which the concept of "natural rights" first emerged?
- A. the revival of humanist learning during the Renaissance
 - B. the interactions between Europeans and other cultures during the Age of Exploration
 - C. the Enlightenment quest for basic laws governing human behavior
 - D. the reaction to the human costs of the early Industrial Revolution

8. Writing about the debate surrounding Missouri's admission to the Union in 1821, Thomas Jefferson likened it to "a fire bell in the night" that "awakened and filled me with terror." Which of the following best explains why Jefferson found the controversy so disturbing?
- A. The final compromise banned slavery in areas of the Louisiana Purchase north of 36° 30' N.
 - B. Members of Congress divided along sectional lines on most votes related to the issue of slavery.
 - C. Missouri's proposed state constitution contained a provision barring free blacks from settling in the state.
 - D. Missouri was likely to be surrounded by free states as settlers moved into other parts of the region.
9. Which of the following colonial legacies has most obstructed nation-building efforts in postcolonial Africa?
- A. the political boundaries established by colonial powers
 - B. the forms of government administration created by colonial powers
 - C. the educational systems developed by colonial powers
 - D. the location of transportation networks constructed by colonial powers

10. Use the map below to answer the question that follows.



Which cities on the map are located between 10° north and 20° north latitude, and between 20° west and 20° east longitude?

- A. Luanda and N'Djamena
- B. N'Djamena and Banjul
- C. Banjul and Freetown
- D. Freetown and Luanda

11. Read the statement below; then complete the exercise that follows.

There has been no shortage of third parties in U.S. political history. The Anti-Masons (1820s and 1830s), Free-Soilers (1840s and 1850s), Populists (late nineteenth century), Socialists (first half of the twentieth century), and many others have attracted varying degrees of support from voters disillusioned with the two major parties at one time or another. With the exception of the Republican party of the 1850s, however, none of these groups has risen to major party status.

Using your knowledge of U.S. government and history, prepare a response in which you:

- describe the main functions of third parties in U.S. political history; and
- examine two cases in which third parties have influenced U.S. political history.

Answer Key and Sample Response: Political Science/Political Philosophy (48)

Question Number	Correct Response	Test Objective
1.	C	Understand political philosophy of the classical and medieval eras.
2.	C	Understand developments in political philosophy from 1700 to the present.
3.	D	Understand the historical development of political thought and democratic government in the United States from its origins through the twentieth century.
4.	A	Understand the structure, organization, and operation of government at the federal, state, and local levels in the United States.
5.	D	Understand the rights and responsibilities of U.S. citizens and the personal attributes necessary for successful participation in democratic self-government.
6.	C	Understand, compare, and contrast historical and contemporary forms of government.
7.	C	Understand international relations, the purposes and functions of international law and organizations, and the formation and execution of U.S. foreign policy.
8.	B	Understand major political, economic, social, and cultural developments in U.S. history.
9.	A	Understand major political, economic, social, and cultural developments in world history.
10.	B	Understand major physical features of the world, geographic concepts, and the effects of geographic factors on the development of human societies.

Acknowledgments

Question Number

1. Aquinas, Thomas. *On Kingship, to the King of Cyprus*. Edited by G. B. Phelan and I. Th. Eschmann. © 1949, 1982 by Pontifical Institute of Mediaeval Studies, Toronto. pp. 61–62. Reprinted with permission.
2. (1789). Declaration of the Rights of Man and Citizen. As appears in M. Farah, et al., (1985) *The Human Experience: A World History: Teacher Resource Book* (p. 129). Columbus, OH: Merrill Publishing Company.

The sample response below reflects a strong knowledge and understanding of the subject matter.

Third parties have developed in the United States when people felt that the major parties were not paying attention to ideas or issues that were important to them. These parties have involved people in politics who might have not otherwise voted. Although third parties have failed to elect presidents they have been able to elect members of Congress and control local politics. They also sometimes cause the dominant parties to adopt some of their ideas.

There are two ways that third parties have had a significant impact on our history. First, the Populist/Progressive movement of the late 1800's and early twentieth century was able to bring about reform legislation that protected workers on the job and people generally. Such things as safety guidelines at work as well as improvement of pay/length of work week made life better for workers. Improvements in areas such as sanitation in the cities helped people generally. These reforms came about largely because they were advanced by third parties. The second way that third parties have affected U.S. History is by impacting the results of presidential elections. Teddy Roosevelt's Bull Moose party took votes from the Republicans in 1912 and the Green party took votes from the Democrats recently. If these parties had not existed it is likely that the results of these elections would have been different.