

TEST BANK

World Politics

Interests, Interactions, Institutions

SECOND EDITION

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Preface to the Second Edition Test Bank

WHY A NEW APPROACH?

In December 2007, W. W. Norton conducted a focus group with the brightest minds in educational testing to create a new model for assessment. A good assessment tool needs to:

- (a) Define what students need to know and the level of knowledge and skills expected of them to be competent in the concepts they are learning about;
- (b) Include test items that provide valid and reliable evidence by assessing the material to be learned at the appropriate level;
- (c) Enable instructors to accurately judge what students know and what they don't know and to what degree, allowing instructors to focus on areas where students need the most help.

In evaluating the test banks that accompany introductory texts, we found four main problem areas:

- (a) Test questions were misclassified in terms of type and difficulty;
- (b) There was a prevalence of low-level and factual questions that misrepresented the goals of the course;
- (c) Trivial topics were tested via multiple items, while important concepts were not tested at all;
- (d) Links to the topic were too general, preventing diagnostic use of the item information.

Norton has collaborated with Valerie Shute (Florida State University) and Diego Zapata-Rivera (Electronic Testing Services) to develop a methodology for delivering high-quality, valid, and reliable assessment through our test bank and extensive suite of support materials.

HOW DOES IT WORK?

The test bank authors list, in terms of importance, the concepts from each chapter that they believe are the most important for students to learn—basically the top six to eight big ideas in the chapter, as well as three to five ancillary concepts per big idea.

The authors then create a concept map for each chapter that shows the relationships among these ideas. Once the concept maps are created, the authors develop three types of questions designed to test students' knowledge of a particular concept.

The question types are designed to help students (1) understand the facts, (2) learn how to

apply them, and (3) learn why they are true. By asking students questions that vary in both type and level of difficulty, instructors can gather different types of evidence, which will allow them to more effectively assess how well students understand specific concepts.

THREE QUESTION TYPES

1. Factual questions (ask What?)—Test declarative knowledge, including textbook definitions and relationships between two or more pieces of information.
2. Applied questions (ask How?)—Pose problems in a context different from the one in which the material was learned, requiring students to draw from their declarative and/or procedural understanding of important concepts.
3. Conceptual questions (ask Why?)—Ask students to draw from their prior experience and use critical-thinking skills to take part in qualitative reasoning about the real world.

THREE DIFFICULTY LEVELS

1. Easy questions—Require a basic understanding of the concepts, definitions, and examples presented in *World Politics*.
2. Moderate questions—Direct students to use critical thinking skills, to demonstrate an understanding of core concepts independent of specific textbook examples, and to connect concepts across chapters.
3. Difficult questions—Ask students to synthesize textbook concepts with their own experience, making analytical inferences about political topics and more.

FIVE GENERAL RULES FOR NORTON ASSESSMENT

1. Each question measures and explicitly links to a specific competency.
2. Questions are written with clear, concise, and grammatically correct language that suits the difficulty level of the specific competency being assessed. To ensure the validity of the questions, no extraneous, ambiguous, or confusing material is included, and no slang expressions are used.
3. There are generally three or more questions per competency, to ensure the reliability of your test.

4. In developing the questions, every effort has been made to eliminate bias (e.g., race, gender, cultural, ethnic, regional, handicap, age) to help with issues of accessibility and validity.
5. Questions require specific knowledge of material studied, not general knowledge or experience.

A FINAL NOTE

We hope that these ideas and methods have produced new ways of thinking about assessment. Norton has a strong commitment to supporting instructors with high quality support material.

Introduction

CONCEPT MAP

- I. Why Study World Politics?
 - a. Contemporary Trends
 - b. 12 Puzzles
 - c. Political Science Concepts
 - i. Theory
 - ii. Interests, Interactions, Institutions
 - iii. Levels of Analysis
- II. Integrating Insights from IR Schools
 - a. Realism
 - b. Liberalism
 - c. Constructivism
- III. The Plan of the Book

MULTIPLE CHOICE

1. Why might Europe provide a positive example for the direction of international relations?
 - a. The continent has not had a major war.
 - b. While the continent has had devastating wars in the past, war between the major

countries seem unlikely in the foreseeable future.

- c. Generally, European economies are depression-proof at the present time.
- d. Europe has not experienced any major terrorist attacks in the last 30 years.
- e. The people of Europe rarely find anything objectionable to protest about.

ANS: B DIF: Easy REF: Page xxii TOP: Contemporary Trends MSC: Factual

2. What has been the historical trend of democratization in the world?

- a. There are slightly fewer democracies today than there were 200 years ago.
- b. There are far fewer democracies today than there were 200 years ago.
- c. There are about the same number of democracies today as there were 200 years ago.
- d. There are slightly more democracies today than there were 200 years ago.
- e. There are far more democracies today than there were 200 years ago.

ANS: E DIF: Moderate REF: Page xxiii TOP: Contemporary Trends MSC: Factual

3. What is a theory?

- a. A guess about the current state of the world.
- b. An educated guess about how two events relate to each other.
- c. A logically consistent set of statements that explain a phenomenon of interest.
- d. An unproven hypothesis.
- e. An unprovable set of assumptions that establish untestable propositions about the world.

ANS: C DIF: Moderate REF: Page xxiv TOP: Political Science Concepts: Theory
MSC: Conceptual

4. What do theories NOT do?

- a. Describe the world.
- b. Offer predictions about the world.
- c. Provide answers to puzzles we have.
- d. Test hypotheses we have about the world.
- e. Help to prescribe policy responses.

ANS: D DIF: Difficult REF: Pages xxiv–xxv TOP: Political Science Concepts: Theory
MSC: Conceptual

5. When constructing a model about how things work, it is necessary that we:
- take everything into account.
 - make assumptions that simplify the processes we are examining.
 - consult with a Human Subjects Research Board.
 - completely understand all of human history first.
 - include our own biases into the model.

ANS: B DIF: Difficult REF: Page xxiv TOP: Political Science Concepts: Theory MSC: Conceptual

6. What is a probabilistic claim?
- A statement that an event will occur with certainty.
 - A statement that an event will not occur.
 - A statement that an event will occur only a certain percentage of the time.
 - A statement that an event will occur only under the right conditions.
 - A statement that an event will occur only if the researchers believe it will happen.

ANS: C DIF: Easy REF: Page xxv TOP: Political Science Concepts: Theory MSC: Conceptual

7. Which of the following is an example of an interest?
- A politician is elected president.
 - A politician collects campaign donations to be elected president.
 - Individuals vote for a politician to be president.
 - A politician is put on the ballot in all the districts he or she is running in.
 - A politician wants to be president.

ANS: E DIF: Easy REF: Page xxv TOP: Political Science Concepts: Interests, Interactions, Institutions MSC: Applied

8. Which of the following is an example of an interaction?
- A country lowers the taxes it has on imports.
 - A country decides to dump pollutants into the ocean.
 - A country decides to lower taxes on imports due to a threat from another country.
 - A country decides to abolish its military.
 - A country decides to colonize Mars.

ANS: C DIF: Moderate REF: Page xxv TOP: Political Science Concepts: Interests, Interactions, Institutions MSC: Applied

9. Which of the following is an example of an institution?

- a. The President of the United States.
- b. The United States invaded Iraq to end its weapons-of-mass-destruction program.
- c. A state senator.
- d. A norm against nuclear weapons proliferation.
- e. A multinational corporation.

ANS: D DIF: Difficult REF: Page xxvi TOP: Political Science Concepts: Interests, Interactions, Institutions MSC: Applied

10. What is bargaining?

- a. An interaction in which actors must choose outcomes that make one better off at the expense of another.
- b. An interaction in which actors must choose outcomes that make all the parties better off.
- c. An interaction in which actors are forced into situations that hurts at least one party.
- d. An interaction in which actors are forced into outcomes that helps everyone.
- e. An interaction in which one actor decides who should benefit and who should be harmed.

ANS: A DIF: Easy REF: Page xxvi TOP: Political Science Concepts MSC: Conceptual

11. Which of the following is an example of bargaining?

- a. A state is deciding whether or not to invade another state.
- b. Two states are deciding how to divide up territory.
- c. Two states are deciding how to cooperate on research.
- d. A state unilaterally reduces its production of carbon dioxide.
- e. A state takes it upon itself to eliminate the threat of piracy along major trade routes.

ANS: B DIF: Moderate REF: Page xxiv TOP: Political Science Concepts MSC: Applied

12. What is cooperation?

- a. An interaction in which two or more actors adopt policies that make at least one actor better off relative to the status quo without making the others worse off.
- b. An interaction in which actors must choose outcomes that make all the parties better off.
- c. Two states dividing the spoils of conflict they had with a third actor.
- d. Two states threatening conflict with each other over some policy dispute.
- e. A single state imposing its will upon another state.

ANS: A DIF: Easy REF: Page xxvi TOP: Political Science Concepts MSC: Conceptual

13. Which of the following is an example of cooperation?

- a. Two states agreeing to invade a third state.
- b. A state banning the language of a minority group within its territory.
- c. Two states agreeing to similar sets of traffic laws in order to make border crossings more fluid.
- d. A state making a concession to a rebel group in an effort to end civil war.
- e. Two states raising taxes on imports so they will become less reliant on each other.

ANS: C DIF: Moderate REF: Page xxvi TOP: Political Science Concepts MSC: Applied

14. Which of the following is an example of the transnational level in action?

- a. The president of France calling for domestic protests to end.
- b. The United States calling upon Canada to stop subsidizing its timber industry.
- c. Al Qaeda declaring war against the United States, Western Europe, and several countries in the Middle East.
- d. Homeland security stopping a plot by domestic, right-wing extremists.
- e. The president of the Republic dissolving parliament in Italy.

ANS: C DIF: Moderate REF: Page xxvii TOP: Political Science Concepts: Levels of Analysis MSC: Applied

15. What is the primary goal of actors in realism?

- a. Money.
- b. Power.

- c. Conflict.
- d. Food.
- e. Ideology.

ANS: B DIF: Easy REF: Page xxix TOP: Realism MSC: Conceptual

16. What is the primary actor in realism?

- a. Individuals.
- b. Bureaucracies.
- c. States.
- d. International organizations.
- e. Multinational corporations.

ANS: C DIF: Moderate REF: Page xxix TOP: Realism MSC: Conceptual

17. What is anarchy for realists?

- a. The lack of any government.
- b. People doing whatever they want to do.
- c. No moral code.
- d. A lack of ethics for international organizations.
- e. The lack of central authority to make and enforce laws upon states.

ANS: E DIF: Easy REF: Page xxx TOP: Realism MSC: Conceptual

18. Which of the following examples employs realist logic?

- a. The United States invaded Iraq because George W. Bush wanted to exceed his father's accomplishments.
- b. The United States invaded Iraq to remove the threat of weapons of mass destruction.
- c. The United States invaded Iraq because it was afraid the United Nations would stop it.
- d. The United States invaded Iraq because multinational corporations wanted access to Iraq's oil.
- e. The United States invaded Iraq because Saddam Hussein did not find the threats of the United States to be credible.

ANS: B DIF: Difficult REF: Page xxvii TOP: Realism MSC: Applied

19. Who is the primary actor in liberalism?

- a. Individuals.

- b. States.
- c. International organizations.
- d. Multinational corporations.
- e. No single actor dominates; they all can play important roles in international relations.

ANS: E DIF: Easy REF: Page xxxi TOP: Liberalism MSC: Applied

20. Which of the following example employs liberal logic?

- a. Great Britain and Germany went to war with each other because they were historical rivals.
- b. Great Britain and Germany went to war with each other because Germany was rapidly gaining power.
- c. Great Britain and Germany went to war with each other because they had cultural differences that could not be resolved peacefully.
- d. Great Britain and Germany went to war with each other because democracies are more likely to go to war with nondemocracies.
- e. Great Britain and Germany went to war with each other because capitalism makes war between states inevitable.

ANS: D DIF: Difficult REF: Page xxxi TOP: Liberalism MSC: Applied

21. What dominates interaction between actors under constructivism?

- a. Socialization.
- b. Security.
- c. Scarcity.
- d. Power.
- e. Capitalism.

ANS: A DIF: Moderate REF: Page xxxii TOP: Constructivism MSC: Applied

22. Which international relations theory would agree with the phrase “states and people make their own reality?”

- a. Realism.
- b. Liberalism.
- c. Constructivism.
- d. Cooperation.

e. Bargaining.

ANS: C DIF: Moderate REF: Page xxxii TOP: Liberalism MSC: Applied

23. Which theory of international relations would be best suited to understanding a norm of communication between heads of state?

- a. Realism.
- b. Liberalism.
- c. Constructivism.
- d. Cooperation.
- e. Bargaining.

ANS: C DIF: Moderate REF: Page xxx TOP: Constructivism MSC: Applied

24. If one state is unwilling to ally itself with another because that would make the potential ally too powerful, this dynamic is best understood through what theoretical lens?

- a. Realism.
- b. Liberalism.
- c. Constructivism.
- d. Cooperation.
- e. Bargaining.

ANS: A DIF: Moderate REF: Page xxviii TOP: Realism MSC: Applied

25. If two states tend to be more cooperative with each other due to their democratic institutions while more hostile to non-democratic peers, then the theoretical construct that best understand this phenomenon is:

- a. realism.
- b. liberalism.
- c. constructivism.
- d. cooperation.
- e. bargaining.

ANS: B DIF: Moderate REF: Page xxxi TOP: Liberalism MSC: Applied

ESSAY

1. Are you more likely to be involved in a conflict today or if you were alive 200 years ago?

Why are you more or less secure than before?

ANS: Answer will vary.

TOP: Interests, Interactions, Institutions

2. Using what you know about the U.S. invasion of Iraq in 2003, does liberalism or realism explain the situation better?

ANS: Answer will vary.

TOP: Interests, Interactions, Institutions

3. Take a recent example of an international situation you read about in the news. Explain the events using the framework of interests, interactions, and institutions.

ANS: Answer will vary.

TOP: Political Science Concepts

4. Is realism realistic? Explain why you think the framework is suitable for international relations or, if you do not think it is, does liberalism or constructivism make more sense?

ANS: Answer will vary.

TOP: Political Science Concepts

5. Describe a situation where you have bargained with your friends (or classmates).

Contrast that situation with another situation in which you attempted cooperation with your peers. Was one situation easier to resolve than another? Why?

ANS: Answer will vary.

TOP: Interests, Interactions, Institutions

CHAPTER 1

What Shaped Our World?

CONCEPT MAP

- I. Introduction
- II. Mercantilism
- III. British Hegemony
 - a. Emergence of the Modern State
 - b. Nineteenth-Century Politics
 - c. Trade
 - d. Gold Standard
 - e. Colonial Imperialism
- IV. The Thirty Years' Crisis
 - a. Twentieth-Century History
 - b. World War I
 - c. Interwar Period
 - d. World War II
- V. The Cold War
 - a. Superpowers
 - b. Bloc Consolidation
 - i. Bretton Woods

- c. Decolonization
- d. Developing World

VI. Post–Cold War

- a. End of the Cold War
- b. Economic Developments
- c. New Challenges

VII. The Future

MULTIPLE CHOICE

1. A person born in Europe during the early 1800s and surviving into adulthood experienced which of the following?
 - a. The breakup of European empires.
 - b. The economic depression and stagnant economic growth.
 - c. Constant large-scale war between great powers.
 - d. A period of expanding democracy.
 - e. A period of rapid economic growth.

ANS: E DIF: Moderate REF: Page 3 TOP: Nineteenth-Century Politics MSC: Factual

2. The world as a meaningful political and economic unit emerged:
 - a. when the Roman Republic first became the Roman Empire.
 - b. with the first successful unification of China.
 - c. sometime after 1500.
 - d. during the Cold War between the United States and the Soviet Union.
 - e. after the collapse of the Soviet Union.

ANS: C DIF: Moderate REF: Page 5 TOP: Emergence of the Modern State MSC: Factual

3. Which of the following is NOT an example of mercantilism?
 - a. The Spanish monarchy's control of the gold and silver mines in Latin American colonies.
 - b. The Dutch East Indies Company.

- c. European countries preferring to import only input goods and not finished products.
- d. Virginian tobacco farmers selling their product to England.
- e. Britain's repeal of the Corn Laws.

ANS: E DIF: Difficult REF: Pages 5–6 TOP: Mercantilism MSC: Applied

4. Under mercantilism, a country wishing to expand would best start by:
- a. forming a common market, or mercantile, among countries in the region.
 - b. encouraging its colonial territories to produce finished products.
 - c. withdrawing its diplomats from its adversaries' capitals.
 - d. building up its military power.
 - e. creating equitable terms of trade with its economic rivals.

ANS: D DIF: Difficult REF: Pages 5–6 TOP: Mercantilism MSC: Conceptual

5. Terms of trade refers to:
- a. the economic demands made by empires on their colonies.
 - b. the contracts written up between importers and exporters to eliminate misunderstandings between trading partners.
 - c. the level of difficulty of transporting goods between different countries.
 - d. the vocabulary used by importers and exporters.
 - e. the prices paid by a country for imports and what it receives for exports.

ANS: E DIF: Easy REF: Page 6 TOP: Mercantilism MSC: Factual

6. Mercantilist policies in Britain's American colonies:
- a. cost Southern tobacco farmers less than the average American farmer.
 - b. cost much more per American than the benefits they received from Britain.
 - c. cost Americans much less than the benefits they received from the British.
 - d. created costs that were evenly shared by all colonists.
 - e. were a relatively small burden per person, considering the overall cost to Britain of protecting the colonies.

ANS: E DIF: Moderate REF: Pages 5–6 TOP: Mercantilism MSC: Factual

7. With which statement would a mercantilist disagree?
- a. "Wealth is power, and power is wealth."
 - b. "Foreign trade produces riches, riches produce power, and power preserves our trade

and religion.”

- c. “Our colonies depend on our navy, our trade depends on our colonies, and our trade allows the state to maintain armies, increase the population, and provide for ever more glorious and useful functions.”
- d. “The colonies held by European powers are burdensome.”
- e. “State-sanctioned monopolies are healthy for the economy.”

ANS: D DIF: Difficult REF: Page 6 TOP: Mercantilism | British Hegemony MSC: Applied

8. The Peace of Westphalia in 1648:

- a. established British hegemony.
- b. marked the end of the Napoleonic Wars.
- c. marked the beginning of the modern system of states.
- d. promoted the Industrial Revolution.
- e. created equitable terms of trade.

ANS: C DIF: Easy REF: Page 8 TOP: Emergence of the Modern State MSC: Factual

9. The Peace of Westphalia in 1648 did NOT:

- a. stabilize the borders of participants in the Thirty Years’ War.
- b. attempt to resolve any of the religious conflicts between states.
- c. call on states not to interfere in the internal affairs of other countries.
- d. establish sovereignty of states.
- e. make war illegal.

ANS: E DIF: Moderate REF: Page 8 TOP: Emergence of the Modern State MSC: Factual

10. The sixteenth through eighteenth centuries were characterized by

- a. European states trying to overpower each other.
- b. peace and the dominance of one major European power.
- c. peace and the dominance of a few European powers.
- d. the rise of non-European powers through colonialism.
- e. liberalization of trading policies amongst European and African states

ANS: A DIF: Moderate REF: Page 10 TOP: Mercantilism MSC: Applied

11. The great European powers cooperated more and fought less during the nineteenth century, in part because of:
- the invention of new weapons that made war more costly.
 - international institutions that prevented wars from occurring.
 - the decline of the Ottoman Empire.
 - the unification of Germany.
 - increasingly free trade between countries.

ANS: E DIF: Difficult REF: Pages 10–12 TOP: Nineteenth-Century Politics MSC: Applied

12. During the nineteenth century, the Great Powers of Europe had a common interest in:
- opposing revolutionary movements throughout Europe.
 - allowing Russia to conquer neighboring parts of the declining Ottoman Empire.
 - promoting democracy throughout Europe.
 - continuing their own mercantilist practices.
 - opposing absolutist monarchies throughout Europe.

ANS: A DIF: Medium REF: Pages 10–12 TOP: Nineteenth-Century Politics MSC: Applied

13. When European colonialism began in the sixteenth century:
- the largest cities in the world were all found in Europe.
 - the colonizers benefited from rapid industrialization.
 - European technology was centuries ahead of anywhere else in the world.
 - Europeans thought of Asia as being filled with powerful rivals.
 - economic activity in the rest of the world was stagnant.

ANS: B DIF: Difficult REF: Page 9 TOP: Nineteenth-Century Politics MSC: Conceptual

14. Which of these countries had global hegemonic influence in the nineteenth century?
- Japan.
 - England.
 - The United States.
 - France.

e. Spain.

ANS: B DIF: Easy REF: Page 12 TOP: Nineteenth-Century Politics MSC: Factual

15. A major change in the balance of power within nineteenth-century Europe was spurred by:

- a. the unification and growth of Germany.
- b. the unification of China.
- c. the rise of the Ottoman Empire.
- d. the war between Russia and Japan.
- e. the withdrawal of England from active intervention in European politics.

ANS: A DIF: Moderate REF: Page 11 TOP: Nineteenth-Century Politics MSC: Factual

16. In the nineteenth century, England promoted international economic stability by:

- a. building up its army, rather than its navy.
- b. withdrawing from active intervention in world politics.
- c. refusing to repeal the Corn Laws.
- d. going off the gold standard frequently.
- e. leading the world in promoting free trade.

ANS: E DIF: Easy REF: Pages 11–12 TOP: British Hegemony MSC: Applied

17. The Corn Laws:

- a. were British labor regulations for farmers.
- b. were mandates on household consumption of grain in Britain.
- c. were British tax credits for manufactured goods.
- d. were British tariffs on imported grain.
- e. created poverty reduction programs for British agricultural workers.

ANS: D DIF: Easy REF: Page 12 TOP: Mercantilism | Trade MSC: Factual

18. All of the following led to increasingly globalized world trade in the nineteenth century EXCEPT:

- a. use of steamships.
- b. growth of railroads.
- c. creation of new colonies in Africa.

- d. invention of the telegraph.
- e. adoption of the gold standard.

ANS: C DIF: Moderate REF: Pages 11–12 TOP: Nineteenth-Century Politics MSC: Applied

19. A country “on” the gold standard:

- a. could print as much paper money as it needed.
- b. used only gold to make purchases.
- c. used only gold coins.
- d. promised to exchange its currency for gold at an established rate.
- e. had its loans from other countries guaranteed by gold.

ANS: D DIF: Moderate REF: Page 13 TOP: Gold Standard MSC: Factual

20. What did NOT increase under Pax Britannica?

- a. Investment.
- b. Immigration.
- c. International trade.
- d. The capacity for communication.
- e. Wars among the major European powers.

ANS: E DIF: Moderate REF: Page 10 TOP: Nineteenth-Century Politics MSC: Factual

21. Which of the following statements regarding colonialism is NOT true?

- a. Colonial expansion by European countries renewed significantly after 1870.
- b. Nationalist sentiment within European countries encouraged colonialism.
- c. European countries had colonized all parts of Africa by 1890.
- d. Europeans’ desire for more markets and resources contributed to the rush for colonies.
- e. Rising major powers such as Germany and Japan sparked competition for colonies.

ANS: C DIF: Moderate REF: Pages 13–14 TOP: Nineteenth-Century Politics MSC: Applied

22. By the early twentieth century, the balance of power between major countries was most affected by:

- a. the continued isolation of Japan.
- b. the rise of the Austro-Hungarian empire.
- c. the rise of the Ottoman Empire.
- d. the persistent isolation of the United States.
- e. the unification of Germany.

ANS: E DIF: Easy REF: Page 15 TOP: Twentieth-Century History MSC: Factual

23. After World War I:

- a. the German economy rebounded relatively quickly.
- b. the United Nations was created to avoid another war.
- c. the League of Nations was created to avoid another war.
- d. few new countries became independent.
- e. the Austrian and Ottoman empires survived until the next war.

ANS: C DIF: Easy REF: Page 20 TOP: Interwar Period MSC: Factual

24. A consequence of World War I was:

- a. the consolidation of European empires.
- b. rapid decolonization of areas of the British and French empires.
- c. deflation in the largest European economies.
- d. a successful Communist revolution in Russia.
- e. decreasing support for right-wing groups in Italy.

ANS: D DIF: Moderate REF: Page 20 TOP: World War I MSC: Factual

25. With regard to the “war debts–reparations tangle”:

- a. France and England stopped insisting that Germany repay its loans.
- b. France and England insisted that the United States repay loans made before World War I.
- c. the United States stopped insisting that France and England repay loans made during World War I.
- d. the United States insisted that the French and Germans repay loans made during World War I.
- e. Germany had no difficulty paying the reparations it agreed to at the conclusion of World War I.

ANS: D DIF: Moderate REF: Page 21 TOP: Interwar Period MSC: Factual

26. Which of the following did NOT characterize the interwar period?

- a. The United States dramatically increased liberalization throughout the globe.
- b. France and Germany clashed diplomatically.
- c. Russia became isolated.
- d. The Austro-Hungarian empire dissolved into a series of small states.
- e. The French and British were weaker after the war.

ANS: D DIF: Easy REF: Pages 20–21 TOP: Interwar Period MSC: Factual

27. Which of the following increased during the Great Depression?

- a. Economic activity.
- b. Protectionism.
- c. Industrial production.
- d. Liberalization.
- e. Globalization.

ANS: B DIF: Moderate REF: Page 21 TOP: Interwar Period MSC: Factual

28. After World War II, the United States and Western Europe:

- a. increased tariffs and other forms of protection.
- b. sought to create a single, common market between the two regions.
- c. sought to increase their security through the Warsaw Pact.
- d. rejected calls to return to a gold standard–based currency system.
- e. collaborated in implementing the Bretton Woods system.

ANS: E DIF: Difficult REF: Page 23 TOP: Bloc Consolidation MSC: Factual

29. Which of the following is NOT an explanation for the commencement of the Cold War?

- a. The United Nations was immediately viewed as a pro–United States organization, so the Soviet Union refused to cooperate at all with it.
- b. Since there were only two superpowers, it was inevitable that they would compete for influence in Europe.
- c. Disagreements were inevitable between a capitalist democracy and a communist one-party system.
- d. Interactions between the United States and the Soviet Union became hostile and

suspicious.

- e. Each viewed the other as a threat to its allies in Europe.

ANS: A DIF: Easy REF: Pages 22–24 TOP: Bloc Consolidation MSC: Conceptual

30. As the Cold War began, the United States opposed Soviet influence by all of the following EXCEPT:

- a. creating regional security alliances.
- b. providing economic aid to Western Europe.
- c. helping Japan and Germany rebuild their economies.
- d. promoting free trade among Western countries.
- e. providing military aid to countries in Eastern Europe.

ANS: E DIF: Moderate REF: Pages 23–24 TOP: Bloc Consolidation MSC: Applied

31. The United States and its allies created international institutions at the end of World War II:

- a. because World War II had ended inconclusively.
- b. in response to institutions created by the Soviet Union.
- c. in order to create a stable free-trade economic system.
- d. to increase control over their colonies.
- e. because international institutions had been effective before the war.

ANS: C DIF: Moderate REF: Page 23 TOP: Bloc Consolidation MSC: Conceptual

32. The Bretton Woods system sought to reduce protection on goods exchanged between countries with the:

- a. General Agreement on Tariffs and Trade.
- b. International Monetary Fund.
- c. International Bank for Reconstruction and Development.
- d. Council for Mutual Economic Assistance.
- e. Marshall Plan.

ANS: A DIF: Easy REF: Page 23 TOP: Bretton Woods MSC: Factual

33. After World War II, the Bretton Woods–based economic system:

- a. tied participating currencies to the U.S. dollar.
- b. reduced commitments to social welfare programs.

- c. reduced the scope of unemployment insurance.
- d. increased the level of trade barriers in the developing world.
- e. allowed for floating currency regimes.

ANS: A DIF: Moderate REF: Page 24 TOP: Bretton Woods MSC: Factual

34. Which of the following institutions is a member of the Bretton Woods system?

- a. European Union.
- b. North Atlantic Treaty Organization.
- c. United Nations.
- d. Organization of Petroleum Exporting Countries.
- e. International Monetary Fund.

ANS: E DIF: Easy REF: Page 24 TOP: Bretton Woods MSC: Factual

35. Which of the following statements about nuclear weapons is true?

- a. The Soviet Union initially had more nuclear weapons than the United States.
- b. Nuclear weapons were ultimately unimportant in the Cold War competition between the Soviet Union and United States.
- c. There was never a real possibility that the United States or the Soviet Union would use their nuclear weapons.
- d. The Soviet Union did not have enough nuclear weapons to attack the United States or its allies.
- e. The United States and the Soviet Union's nuclear capabilities effectively prevented both countries from attacking each other.

ANS: E DIF: Moderate REF: Page 25 TOP: Bloc Consolidation MSC: Factual

36. In the decades after World War II the Soviet Union did all of the following EXCEPT:

- a. create a military alliance with countries in Eastern Europe.
- b. promote economic cooperation between its own allies.
- c. establish military cooperation with China.
- d. oppose the independence of colonies in the developing world.
- e. compete with the United States for allies in the developing world.

ANS: D DIF: Moderate REF: Pages 24–26 TOP: Bloc Consolidation MSC: Applied

37. Why did the United States fight “proxy wars” during the Cold War?

- a. Since it did not have the military capability to launch a direct attack on the Soviet Union, the United States attacked Soviet allies.
- b. The conflict in Vietnam proved the effectiveness of indirect attacks on Soviet allies.
- c. The United States thought fighting wars “by proxy” would be cheaper.
- d. The United States hoped it could surprise the Soviet Union by not directly attacking it.
- e. The United States feared a devastating war if it directly attacked the Soviet Union.

ANS: E DIF: Difficult REF: Page 27 TOP: Decolonization MSC: Conceptual

38. Which of the following statements about United States intervention during the Cold War is true?

- a. The United States refused to intervene in democratic countries.
- b. The United States used its military and intelligence services to undermine only governments under the direct control of the Soviet Union.
- c. The United States used its military and intelligence services to prevent countries from electing governments who were sympathetic to the Soviet Union.
- d. The United States rarely intervened in civil conflicts outside its own borders, because it respected the sovereignty of other countries.
- e. The United States rarely used its military and intelligence services in Asia, because it feared retaliation from the Soviet Union.

ANS: C DIF: Moderate REF: Page 26 TOP: Decolonization MSC: Applied

39. Which of the following statements about Soviet intervention during the Cold War is true?

- a. The Soviet Union rarely intervened in civil conflicts outside its own borders. because it was focused on winning the nuclear arms race.
- b. The Soviet Union refused to send its military to intervene in European countries such as Hungary and Czechoslovakia, because it feared retaliation from the United States.
- c. The Soviet Union intervened only in countries with socialist or Marxist governments, since they were already Soviet allies.
- d. The Soviet Union rarely intervened in the developing world, because it thought poor countries were likely to become communist without Soviet help.
- e. The Soviet Union sent arms and advisors to many developing countries in hopes of helping sympathetic groups seize power.

ANS: E DIF: Moderate REF: Page 24 TOP: Decolonization MSC: Applied

40. The Soviet Union used its military power to preserve or extend its influence in all of the following cases EXCEPT:

- a. Hungary in 1956.
- b. France in 1971.
- c. Czechoslovakia in 1968.
- d. Afghanistan in 1979.
- e. Vietnam in 1965.

ANS: B DIF: Difficult REF: Pages 26–27 TOP: Decolonization MSC: Factual

41. Which of the following factors did NOT encourage decolonization?

- a. The major powers began to implement favorable trade and investment policies that led to economic development in their colonies.
- b. American businesses hoped they would have more access to markets in developing countries.
- c. Nationalist movements became stronger.
- d. Since the Soviet Union was known to be anticolonial, Americans feared colonialism would make African and Asian countries involved in independence movements become Soviet allies.
- e. World War II weakened the European colonial powers.

ANS: A DIF: Easy REF: Pages 27–28 TOP: Decolonization MSC: Conceptual

42. Developing countries created the nonaligned movement during the Cold War because:

- a. they opposed communist expansion in the Third World.
- b. they wanted to create closer ties with the Soviet Union.
- c. they wanted to create closer ties with the United States.
- d. they wanted to promote international economic development.
- e. they wanted to build upon their previous successes in embargoing industrial goods.

ANS: D DIF: Moderate REF: Page 28 TOP: Developing World MSC: Conceptual

43. During the Cold War, developing countries:

- a. were more concerned about the spread of communism than the gap in wealth between industrialized and developing countries.

- b. sought to separate themselves from the competition between the United States and the Soviet Union.
- c. inevitably had to choose between allying with the United States or the Soviet Union.
- d. were often effective at improving the terms of trade between industrialized and developing countries.
- e. created effective cartels like the Organization of Petroleum Exporting Countries for other raw materials, such as copper and bananas.

ANS: B DIF: Moderate REF: Page 28 TOP: Developing World MSC: Applied

44. Colonial powers resisted the independence of the following EXCEPT:

- a. British India.
- b. British Kenya.
- c. French Algeria.
- d. Dutch East Indies.
- e. the Soviet Union.

ANS: A DIF: Difficult REF: Page 28

TOP: Decolonization MSC: Factual

45. Which of the following is an example of détente between the United States and the Soviet Union?

- a. The Soviet Union created the Warsaw Pact.
- b. The Soviet Union put missiles in Cuba.
- c. The Soviet Union blocked access to Berlin.
- d. The United States agreed to limit its military weapons.
- e. The United States sent troops to Vietnam.

ANS: D DIF: Moderate REF: Page 29

TOP: End of the Cold War MSC: Applied

46. The end of the Cold War was preceded by which event in the previous decade?

- a. Decreased military spending by the United States.
- b. Increased Soviet repression in Eastern Europe.
- c. Increased Soviet troops in Afghanistan in 1979.
- d. Policies of greater openness and economic reconstruction in the Soviet Union.

- e. Economic recovery in the Soviet Union.

ANS: D DIF: Moderate REF: Page 30 TOP: End of the Cold War MSC: Applied

47. Which of the following is an example of a free-trade area?

- a. World Trade Organization.
- b. European Union.
- c. North Atlantic Treaty Organization.
- d. African Union.
- e. Warsaw Pact.

ANS: B DIF: Easy REF: Page 31 TOP: Post–Cold War: Economic Developments
MSC: Applied

48. Why would some countries after World War II form what would become the European Union?

- a. To fend off intervention by the United States in Europe.
- b. To improve relations with the Soviet Union.
- c. To increase tariffs on goods entering Europe.
- d. To increase trade and improve economic cooperation within Europe.
- e. To increase trade between European countries and their former colonies.

ANS: D DIF: Moderate REF: Page 31 TOP: Post–Cold War: Economic Developments
MSC: Conceptual

49. The European Union:

- a. began in the 1950s, with collaboration on coal and steel production between a few countries.
- b. began in the 1960s, with a military alliance between France, Germany, and the United Kingdom.
- c. opted to allow most members to keep their traditional currencies, such as the French franc.
- d. raised barriers to impede the internal movement of labor among the member nations.
- e. included all European countries by the end of the 1990s.

ANS: A DIF: Moderate REF: Page 31 TOP: Post–Cold War: Economic Developments
MSC: Applied

50. Which of the following statements about Iraq's invasion of Kuwait in 1990 is true?
- a. The United States acted unilaterally when responding to Iraq's invasion of Kuwait.
 - b. The 1991 war against Iraq revealed the ineffectiveness of the United Nations in coordinating military responses to violations of international law.
 - c. Iraqi forces were expelled from Kuwait by forces from the North Atlantic Treaty Organization.
 - d. A large coalition of countries led by the United States invaded Iraq to end its occupation of Kuwait.
 - e. A large coalition of countries under the auspices of the United Nations expelled Iraqi forces from Kuwait.

ANS: E DIF: Moderate REF: Page 32 TOP: Post–Cold War: New Challenges MSC: Applied

51. Which statement best describes China and Vietnam in the early 1980s?
- a. Both countries strengthened their Communist economic systems.
 - b. Both countries abandoned one-party rule.
 - c. Both countries adopted capitalist economic reforms.
 - d. China adopted capitalist economic reforms, but Vietnam did not.
 - e. Vietnam maintained its one-party system, but China did not.

ANS: C DIF: Moderate REF: Page 32 TOP: Post–Cold War: New Challenges MSC: Factual

52. In the 1990s, the United Nations:
- a. sent troops to Rwanda to mediate an end to a civil war in that country.
 - b. launched air strikes against Bosnian Serbian forces in the former Yugoslavia.
 - c. prevented the massacre of 8,000 Bosnian boys and men in the Srebrenica “safe area.”
 - d. opposed the use of force against Iraq after that country invaded Kuwait.
 - e. supported the use of force against Iraq to ensure that country stopped producing weapons of mass destruction.

ANS: A DIF: Easy REF: Page 32 TOP: Post–Cold War: New Challenges MSC: Factual

53. Which of the following statements about the 2003 war with Iraq is true?
- a. The formation of the “coalition of the willing” to invade Iraq was a repudiation of traditional power politics.
 - b. The war showed the effectiveness of the United Nations in coordinating military responses to violations of international law.
 - c. Because the United States acted without the approval of the United Nations, the invasion marked a move toward American unilateralism.
 - d. The invasion of Iraq marked a move by the United States away from unilateral foreign policy decisions.
 - e. A “coalition of the willing” organized by the United Nations invaded Iraq to eliminate its weapons of mass destruction.

ANS: C DIF: Moderate REF: Page 33 TOP: Post–Cold War: New Challenges MSC: Applied

54. Recent nonstate actors include all of the following EXCEPT:
- a. human rights organizations.
 - b. terrorist organizations.
 - c. labor-rights networks.
 - d. regional economic agreements.
 - e. environmental organizations.

ANS: D DIF: Moderate REF: Page 33 TOP: Post–Cold War: New Challenges MSC: Factual

55. With regard to international institutions:
- a. nonstate actors have had little impact on international politics recently.
 - b. international organizations have become less common in the current era.
 - c. organizations like the United Nations have avoided becoming more involved in military conflicts since the end of the Cold War.
 - d. the number of non-state groups has increased rapidly in the past two decades
 - e. major powers are never forced to work with international institutions.

ANS: D DIF: Moderate REF: Page 33 TOP: Post–Cold War: New Challenges MSC: Applied

56. Which of the following is a good description of international politics twenty years after the end of the Cold War?
- The United States is unable to match the military spending of its chief rivals.
 - The prospect of armed hostilities between the world's major powers looms.
 - There is a unipolar international political system led by the United States.
 - There is a multipolar world divided between two great blocs.
 - There has been a significant lessening of ethno-religious conflicts.

ANS: C DIF: Moderate REF: Page 34 TOP: Post–Cold War: New Challenges MSC: Applied

ESSAY

- States' interests affect how they interact with one another. Explain how states' interests in the nineteenth century led to less conflict between major powers in Europe.

ANS: Answer will vary.

TOP: Nineteenth-Century Politics

- How does mercantilism view the relationship between wealth and power? How does liberalism view this relationship? Which view is more persuasive? Why?

ANS: Answer will vary.

TOP: Mercantilism

- Why did major-power interests and interactions result in a peaceful nineteenth century, but a conflict-ridden twentieth century?

ANS: Answer will vary.

TOP: British Hegemony | The Thirty Years' Crisis | The Cold War

- World War I was supposed to be "the war to end all wars," yet another catastrophic war occurred only two decades later. Explain how the League of Nations and major powers' interests failed to prevent World War II.

ANS: Answer will vary.

TOP: World War II

5. How did the economic, political, and military interests of the major powers evolve over the course of the twentieth century?

ANS: Answer will vary.

TOP: Twentieth-Century History

6. The victors in World War II created international institutions at the conclusion of the war to promote their own interests and to prevent future wars. Explain why they created these institutions, and how the institutions have affected the interaction of major countries during the Cold War.

ANS: Answer will vary.

TOP: The Cold War

7. The end of the Cold War presented new possibilities for the role of institutions such as the United Nations. How did the United Nations prevent conflict and promote cooperation after the Cold War ended?

ANS: Answer will vary.

TOP: Post-Cold War

8. Many institutions, such as the International Monetary Fund, were created by powerful countries to promote their own economic interests. Explain how and why developing countries have attempted to reform the international economy through their own organizations.

ANS: Answer will vary.

TOP: Developing World

9. Will United States predominance continue for the next fifty years? Why or why not? What challenges does the United States face in the short term?

ANS: Answer will vary.

TOP: The Future

10. Are states likely to remain the most important actors in world politics in the next fifty years? What actors are likely to gain relevance at the expense of states?

ANS: Answer will vary.

TOP: Post-Cold War: Economic Developments