TT TEXTBOOK TESTBANKS

Test Bank for International Studies 2nd Straus

TEST BANK SAMPLE PREVIEW

PUBLISHER
CQ Press

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2022

RESOURCE TYPE
Test Bank

ISBN
9781071814390

Chapter 2: The Making of Our Global Age: Forces, Interactions, and Tensions Since 1800

Test Bank

Multiple Choice

1. Which of the following shaped political globalization at the turn of the 20th century?
A. Scientific advances in medicine, which allowed people to live longer.
B. The growth of nation-states and the spread of colonial rule, which brought many societies into production for global markets and organizations.
C. Scientific advances such as the manufacturing of steel and other metals, which made construction of buildings, ships, and railways possible.
D. Advances in shipping and travelling, which allowed people to communicate much faster than before.
Ans: B
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Analysis
Answer Location: Introduction
Difficulty Level: Medium

2. The growth achieved during Pax Britannica (between 1815 and 1914) was the equivalent of ______ previous years of growth.
A. 100
B. 300
C. 500
D. 1,000
Ans: D
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: Global Stability Under Pax Britannica: 1815–1914
Difficulty Level: Easy

3. Which of the following best describes the period that is referred to as *Pax Britannica*?
A. The period in British history when challenges to the monarchy resulted in a parliamentary system of government
B. The period of Britain's global dominance when Britain's interest in dominating international trade led to decreased economic cooperation between major countries.
C. The period of instability, as a result of Britain and France's conflict over global dominance.
D. The period of Britain's global dominance when Britain's interest in increasing international trade allowed for economic cooperation between major countries.
Ans: D

Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: Global Stability Under Pax Britannica: 1815–1914
Difficulty Level: Medium

4. The idea that trade was zero-sum, in other words, that countries would be worse off if they sell their rival something they need, is consistent with which theory?
A. liberalism
B. mercantilism
C. neoliberalism
D. populism
Ans: B
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: Global Stability Under Pax Britannica: 1815–1914
Difficulty Level: Medium

5. The 300–400 years before the rise of free trade (in the early 1900s) was a time of ______.
A. mercantilism
B. liberalism
C. realism
D. globalization
Ans: A
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: Global Stability Under Pax Britannica: 1815–1914
Difficulty Level: Easy

6. Which of the following statements pertaining to the Gold Standard is true?
A. It failed because it sparked massive hyperinflation in the postwar German economy
B. It was eventually deemed ineffective and detrimental to market stability because of newly independent colonies' ability to build wealth through mining.
C. It is similar to today's system in which exchange rates of the world's currencies generally float, meaning the value of currencies goes up and down according to the world's demand for gold.
D. It allowed, in the participating major economies, for the exchange of currencies based on their value in relation to a specific amount of gold.
Ans: D
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Application
Answer Location: Global Cooperation and the Gold Standard
Difficulty Level: Hard

7. The end of Pax Britannica was marked by which of the following?
A. the rise of fascism in Germany in 1919

B. the end of the First World War in 1918
C. the end of the first period of globalization in 1914
D. the market crash and the start of the Great Depression
Ans: C
Learning Objective: 2-2: Describe events leading to the decline of the first global age.
Cognitive Domain: Knowledge
Answer Location: Between the First and Second Global Ages: Wars, Hot and Cold, and New Interactions
Difficulty Level: Easy

8. Which of the following scenarios can be classified as an *unintended* consequence of the Gold Standard?
A. Countries were unable to change the value of their currency, which inherently affected their ability to trade competitively.
B. Latin American countries were forced to turn away from the global economy and subsequently relied on state-sponsored economic policies.
C. The League of Nations imposed unreasonable economic standards, which sparked the Great Depression.
D. Colonial economies, which had been developed to export raw materials for industrial centers in the Global North, saw their export-driven economies collapse.
Ans: B
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Comprehension
Answer Location: The Global Depression of 1929
Difficulty Level: Medium

9. The League of Nations was intended to prevent *what* through *what means*?
A. conflict between states through economic independence, with the hope of delaying another major international conflict like World War I
B. competition among states through political interdependence, with the hope of preventing another major international conflict like World War I
C. conflict between states through political independence, with the hope of instating self-rule for all nations
D. competition among states through economic interdependence, with the hope of preventing another major international conflict like World War I
Ans: D
Learning Objective: 2-2: Describe events leading to the decline of the first global age.
Cognitive Domain: Application
Answer Location: The Global Depression of 1929
Difficulty Level: Hard

10. World War II, although spanning across the world, was mainly a war between two alliances. These two sides are referred to as ______.
A. Central Powers (Germany, Austria-Hungary, and the Ottomans) and the Allies (Britain, France, and Russia)

B. Axis (Germany, Austria-Hungary, and Japan) and the Allies (Britain, France, and the United States)
C. Axis (Germany, Italy, and Japan) and Allies (the United States, Britain, and the Soviet Union)
D. Central Powers (Germany, Japan, Italy) and the Allies (the United States, Britain, and France)
Ans: C
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: World War II: The Rise of Extremism
Difficulty Level: Easy

11. Formed after World War II, which alliance was created with the intent of bringing together Western states as a counter to the Warsaw Pact?
A. UN, the United Nations
B. NATO, the North American Trade Organization
C. NATO, the North Atlantic Treaty Organization
D. the Marshall Plan
Ans: C
Learning Objective: 2-3: Contrast major actors in the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: The Cold War: A Bipolar World
Difficulty Level: Easy

12. Unlike NATO or the Warsaw Pact, the United Nations was inclusive of all ______.
A. nations that have internationally recognized borders
B. countries, regardless of affiliation or alliance
C. countries, but clearly favored the Western powers
D. countries, so long as they have a democratically elected government
Ans: B
Learning Objective: 2-3: Contrast major actors in the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: The Cold War: A Bipolar World
Difficulty Level: Medium

13. Following World War II, the United States and Soviet Union were involved in the Cold War, which can be best described as ______.
A. engagement through proxy states and ideological struggle
B. peaceful coexistence
C. socialism in one country, democracy in another
D. direct military engagement in the Arctic Circle
Ans: A
Learning Objective: 2-3: Contrast major actors in the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: The Cold War: A Bipolar World
Difficulty Level: Medium

14. Which of the following best describes the Bretton Woods System?
A. An economic order among industrialized nations after World War II, providing for lower barriers to trade and investment while safeguarding the ability of member states to manage their economies even at the expense of international economic activity.
B. International economic system that would disincentivize countries managing their own economies while simultaneously avoiding the protectionism and anti-free-trade policies of the 1930s.
C. An economic order among mostly Western industrialized nations after World War II, providing for lower barriers to trade and investment while safeguarding the ability of member states to manage their economies even at the expense of international economic activity.
D. Economic policies based on the Keynesian notion that during bad times, governments should increase spending and keep interest rates low in order to keep the economy moving.
Ans: C
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: Bretton Woods System (1944–1973): Compromise and Cooperation
Difficulty Level: Medium

15. Which of the following listings includes only Bretton Woods Institutions?
A. World Bank, World Trade Organizations, United Nations
B. World Bank, World Treaty Organizations, International Monetary Fund
C. World Bank, Marshall Plan Fund, International Monetary Fund
D. World Bank, World Trade Organizations, International Monetary Fund
Ans: D
Learning Objective: 2-3: Contrast major actors in the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: Bretton Woods System (1944–1973): Compromise and Cooperation
Difficulty Level: Easy

16. The statement: Britain did not get wealthy despite Kenya being poor: Britain got wealthy *because it made Kenya poor,* is an example of what view of the world economy?
A. mercantilist
B. structuralist
C. Keynesianism
D. neoliberal
Ans: B
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Application
Answer Location: Decolonization and Dependency
Difficulty Level: Hard

17. Which theory believes elites in wealthy and poor countries all share a commitment to the survival of capitalism, and thus states are tools used to ensure thee dominance of capitalism?
A. Keynesianism
B. populism
C. structural Marxism
D. mercantilism
Ans: C
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Comprehension
Answer Location: Decolonization and Dependency
Difficulty Level: Medium

18. IMF conditionalities resulted from ______.
A. the emergence of neoliberalism
B. the continuation of Keynesian policies
C. the waning of the Cold War
D. the 1970s oil crisis
Ans: A
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Comprehension
Answer Location: The Rise of Neoliberalism and the Fall of Communism
Difficulty Level: Medium

19. The ideological belief that free markets are desirable in an economy and in society as a whole is consistent with which philosophy?
A. Keynesianism
B. liberalism
C. mercantilism
D. neoliberalism
Ans: D
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Comprehension
Answer Location: The Rise of Neoliberalism and the Fall of Communism
Difficulty Level: Medium

20. The *Lost Decade* refers to which of the following periods?
A. the period between the Great Depression and the start of World War II
B. the decade immediately following World War I
C. a period during the 1980s in which Latin America and countries in sub-Saharan Africa experienced tremendous economic turmoil
D. a period during the 1980s in which the Soviet Union experienced rapid political decline
Ans: C
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Knowledge

Answer Location: The Rise of Neoliberalism and the Fall of Communism
Difficulty Level: Easy

21. Which factor (among many others) is said to have helped spark the Second Global Age?
A. global trade and telecommunications innovations advanced in the 1980s
B. China's move to become an export powerhouse
C. the stagnation of global finance
D. decreasing global income disparity
Ans: B
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: The Second Global Age: An Explosion of Global Finance, International Interactions, and New Tensions
Difficulty Level: Medium

22. Mao's Great Leap Forward intended to do which of the following?
A. move China from a rural, agrarian economic into a modern, urban society
B. enforce liberalization and modernize the Chinese economy
C. establish a series of economic reforms that continue today
D. imitate the industrialization in Europe
Ans: A
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: China (Re)emerges
Difficulty Level: Medium

23. When you buy something made in the EU on Amazon, a currency trade occurs to allow you to pay in dollars and for the seller to get paid in Euros. This is an example of ______.
A. the internet economy
B. technological advances
C. financial globalization
D. international transactions
Ans: C
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Application
Answer Location: The Extraordinary Growth of Global Finance
Difficulty Level: Hard

24. Which concept best describes the massive amounts of money that are exchanged daily on global markets?
A. the Gold Standard
B. financial globalization
C. the exchange rate
D. free trade

Ans: B
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: The Extraordinary Growth of Global Finance
Difficulty Level: Medium

25. The plan that called for the UN to commit to playing a role in managing conflict, and expanding humanitarian efforts, was known as the ______.
A. responsibility to protect
B. genocide prevention
C. International Coalition of Protection
D. obligation to intervene
Ans: A
Learning Objective: 2-3: Contrast major actors in the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: The Spread of Elected Government
Difficulty Level: Easy

26. Which of the following were a direct result of the "War on Terror?"
A. Arab Spring, which unleashed a wave of antiauthoritarian protests across the Arab world
B. the implementation of military rule in Egypt
C. decades-long civil wars in Iraq and Afghanistan, in which various ethnic and religious groups have fought for control of the state
D. Islamic State (IS) briefly governing territory in Iraq and Syria
Ans: C
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Analysis
Answer Location: The Long Shadow of the "War on Terror"
Difficulty Level: Medium

27. The initial trend of global inequality which came before the Second Global Age was spurred on by which of the actions?
A. the unequal development spurred on by the Industrial Revolution, which benefitted mostly the Western and European countries
B. rapid development of the industrial revolution and the growth of strong states in the Eastern world
C. spread of colonialism, in which these decreasingly wealthy countries retarded the progress of societies that had weak economic and political systems
D. a breakout period for a minority of the world's population, with some 750 million people living in industrializing countries and the remaining 4-plus billion left behind
Ans: A
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Analysis
Answer Location: The Rise of New Powers
Difficulty Level: Medium

28. Which of the following best speaks to economic improvements for poorer countries in the last two decades?
A. Many are engaged in minor civil wars but are receiving financial support from superpowers.
B. Commodity prices have been low, which has helped spur growth in countries with abundant natural energy resources.
C. Investors have been excited by the potentially large returns offered by emerging economies, and as a result poorer countries can now avail themselves of significant amounts of divestment.
D. Poorer countries can take advantage of available technology to jump-start its growth because it does not need to reinvent the wheel.
Ans: D
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Analysis
Answer Location: The Rise of New Powers
Difficulty Level: Medium

29. Which ideology considers society to be ultimately separated into homogenous and antagonistic camps and argues that politics should be an expression of the general will of the people?
A. mercantilism
B. structuralism
C. neoliberalism
D. populism
Ans: D
Learning Objective: 2-4: Identify the historical roots of today’s global challenges.
Cognitive Domain: Comprehension
Answer Location: A Third Global Age? Nationalism, Populism, and the Globalization Backlash
Difficulty Level: Medium

30. According to the text, we may be entering a third global age, which is characterized by which of the following?
A. the slow-down or complete stoppage of global integration
B. the increase global interactions than ever before
C. the global spread of elected government
D. the explosive growth of the internet
Ans: A
Learning Objective: 2-4: Identify the historical roots of today’s global challenges.
Cognitive Domain: Analysis
Answer Location: A Third Global Age? Nationalism, Populism, and the Globalization Backlash
Difficulty Level: Medium

True/False

1. The industrial activity in Asia and Latin America in the mid-1700s was decades behind that of Europe.
Ans: F
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: Global Stability Under Pax Britannica: 1815–1914
Difficulty Level: Easy

2. Prior to the Industrial Revolution, the center of the world economy was in China and India.
Ans: T
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Knowledge
Answer Location: Global Stability Under Pax Britannica: 1815–1914
Difficulty Level: Easy

3. The failure of global cooperation on things like the exchange rate is blamed for the rise of fascism in Germany and the rise of communism in the Soviet Union.
Ans: T
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: Between the First and Second Global Ages: Wars, Hot and Cold, and New Interactions
Difficulty Level: Medium

4. Universal suffrage was among the most significant social and political changes happening across Europe in the early 20th century.
Ans: T
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: Universal Suffrage for Europe and North America
Difficulty Level: Medium

5. The Gold Standard, which facilitated international trade for several decades, collapsed under the strain of the Great Depression.
Ans: T
Learning Objective: 2-1: Articulate the main features of the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: The Global Depression of 1929
Difficulty Level: Medium

6. When the Bretton Woods System ended, its institutions also shuttered.
Ans: F
Learning Objective: 2-4: Identify the historical roots of today's global challenges.

Cognitive Domain: Knowledge
Answer Location: The End of the Bretton Woods System
Difficulty Level: Easy

7. Under the structuralist theory view, the world is simply one of many independent states freely pursuing what they think is best for them.
Ans: F
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Comprehension
Answer Location: Decolonization and Dependency
Difficulty Level: Medium

8. As a result of the War on Terror, the United States and its allies have spent the past decade in protracted wars but not against other states.
Ans: T
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Comprehension
Answer Location: The Long Shadow of the "War on Terror"
Difficulty Level: Medium

9. Populism is a political strategy or style where a leader claims to represent "real people" against the "corrupt elite."
Ans: T
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Knowledge
Answer Location: A Third Global Age? Nationalism, Populism, and the Globalization Backlash
Difficulty Level: Easy

10. Research suggests that a person's individual characteristics, such as their age or income, determines how they vote.
Ans: F
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Knowledge
Answer Location: A Third Global Age? Nationalism, Populism, and the Globalization Backlash
Difficulty Level: Easy

Essay

1. Drawing from the textbook examples as well as your prior knowledge, explain why the First Global Age came to an end.
Ans: Answers may vary.
Learning Objective: 2-2: Describe events leading to the decline of the first global age.

Cognitive Domain: Application
Answer Location: Various
Difficulty Level: Hard

2. Discuss the United States' involvement with the collapse of the Bretton Woods System. How did domestic politics influence the collapse?
Ans: Varies.
Learning Objective: 2-3: Contrast major actors in the first and second global ages.
Cognitive Domain: Application
Answer Location: The End of the Bretton Woods System
Difficulty Level: Hard

3. Focusing on the Soviet Union, explain why the Cold War ended.
Ans: Varies.
Learning Objective: 2-3: Contrast major actors in the first and second global ages.
Cognitive Domain: Comprehension
Answer Location: The Rise of Neoliberalism and the Fall of Communism
Difficulty Level: Medium

4. Discuss how Keynesian and neoliberalist ideas influenced the global economy during the 20th century.
Ans: Varies.
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Analysis
Answer Location: Bretton Woods System (1944–1973): Compromise and Cooperation | The Rise of Neoliberalism and the Fall of Communism
Difficulty Level: Medium

5. According to the text, we may be entering a third global age; a reversal, slow-down, or a complete stoppage of global integration. Explain, with examples, how nationalism and populism are pushing against global integration.
Ans: Varies.
Learning Objective: 2-4: Identify the historical roots of today's global challenges.
Cognitive Domain: Application
Answer Location: A Third Global Age? Nationalism, Populism, and the Globalization Backlash
Difficulty Level: Hard