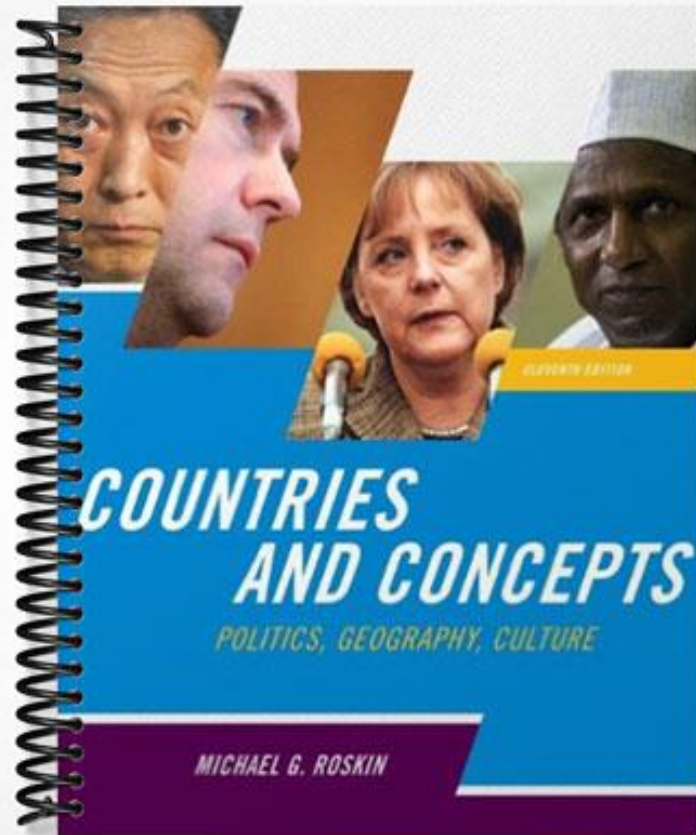


**TEST BANK**



**COUNTRIES  
AND CONCEPTS**

*POLITICS, GEOGRAPHY, CULTURE*

*MICHAEL G. ROSKIN*

# **Instructor's Manual & Test Bank**

*to accompany*

**Roskin**

## **Countries and Concepts, 11e**

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Instructor's Manual & Test Bank to accompany *Countries and Concepts, 11e* by Roskin

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## *Chapter 1*

# THE CONCEPT OF COUNTRY

### Learning Objectives

1. What is the difference between nation and state?
2. Why are standard definitions of nation-state inadequate?
3. What factors produced the modern state?
4. Where did nationalism originate?
5. What does the author mean by “quarrels”?
6. How do we define Europe’s regions?
7. Does stable democracy need a certain level of economic development?
8. What is a political institution?
9. What is political culture?
10. How are generalizations and theories related?
11. What is “redistribution,” and why is it never settled?

### Chapter Summary

We study both **nations** (the “people” element) and **states** (the structural element). Typically, states preceded and often founded nations. Nation-states (simpler: **countries**) generally have territory, population, **sovereignty**, and government, but these are often unclear. Avoid **reification**. The modern state is only about five centuries old, the product of absolutism, economic and territorial expansion, printing, secularization, and improved administration. The French Revolution unleashed nationalism.

This book is structured on a fivefold pattern:

### I. Impact of the Past

How has geography influenced politics? Was unification early or late? Are there regional resentments? What political patterns did **feudalism** and **absolutism** set up? How did the country modernize? Did industrialization and urbanization lead to mass participation? Was religion a problem (e.g., anticlericalism)? How and when were parties established? A welfare system?

### II. The Key Institutions

Is the system a monarchy or a republic? **Authoritarian** or democratic? Presidential or parliamentary? Who has chief executive power? How powerful is the legislature? How is it structured? How many parties? Is the electoral system single-member districts or proportional? Is the bureaucracy strong?

### III. Political Culture

Does **political culture** make government, or vice-versa? How strong is regime **legitimacy**? What symbols shore it up? Is **ideology** important? Who gets what education, and how does it lead to elite status? How do **elites** differ from **masses**? What are the main cleavages—region, religion, class, etc.?

## IV. Patterns of Interaction

Who does what to whom? We look for long-term patterns leading to generalizations. Much of politics is elite interactions handled out of public sight. Parties try to persuade openly. Politics within parties is often private. Do the parties have factions? How do party leaders balance them? How do parties work with interest groups? How do interest groups work with the bureaucracy? Who enjoys access where?

## V. What They Quarrel About

The universal quarrel is over the economy. How rapidly is it growing? Does government help or hinder or direct growth? Why are some economies more successful than others? What do attitudes of workers and managers mean for growth, and how can the political system encourage these attitudes? How equally or unequally is income distributed? How much **redistribution** is there (i.e., welfare)? Do people want more welfare or lower taxes? Of the noneconomic quarrels, regional resentments are the most difficult. Do they lead to separatism or violence? Is there a move to decentralize? If authoritarian, is there pressure to democratize? No system ever runs out of political quarrels.

## TEST ITEMS

### Essay and Discussion Questions

1. The author likes to focus on political quarrels. What are the advantages of this approach? The disadvantages?

Bloom's level: Comprehension/Evaluation

Page reference: 6-7

2. What is ideology? Define and give examples.

Bloom's level: Comprehension

Page reference: 12, 13

3. What are the main social cleavages that interest political scientists? Which have contributed to *your* views?

Bloom's level: Knowledge/Application

Page reference: 14

4. What factors created the modern nation-state? When and where did these occur?

Bloom's level: Knowledge/Comprehension

Page reference: 6

5. If many important political interactions are out of the public view, how can there be democracy?

Bloom's level: Application

Page reference: 13

### Multiple-Choice Questions

6. In looking for political quarrels, the author suggests we pay attention to
- a. graffiti.
  - b. the local press.
  - c. long-term issues.\*
  - d. immediate problems.
  - e. minority language rights.

Bloom's level: Comprehension

Page reference: 6-7

7. Political scientists use "legitimacy" to mean
- a. people feel the regime's rule is rightful.\*
  - b. the regime is legal.
  - c. the king is of legitimate birth.
  - d. the regime's rule is rightful.
  - e. the regime has international recognition.

Bloom's level: Knowledge

Page reference: 11-12

8. Politically, feudalism meant
- a. nobles often feuded.
  - b. the king ruled by divine right.
  - c. nobles balanced the king.\*
  - d. nobles had supreme power.
  - e. king and nobles fought.

Bloom's level: Comprehension

Page reference: 5

9. Democracy tends to succeed in countries with
- a. a large refugee population.
  - b. a large population of chronically unemployed people.
  - c. a large middle class.\*
  - d. a less-developed infrastructure.
  - e. a history of dictatorship.

Bloom's level: Knowledge

Page reference: 8

10. The clerical-anticlerical split is a struggle
- a. between Catholics and Protestants.
  - b. over Catholic Church political influence. \*
  - c. between believers and atheists.
  - d. over the role of bureaucrats.
  - e. between monarchists and republicans.

Bloom's level: Comprehension

Page reference: 8

11. The modern state is only about \_\_\_\_\_ centuries old.
- a. two
  - b. three
  - c. four
  - d. five \*
  - e. six

Bloom's level: Comprehension

Page reference: 5

12. Taking a theory as reality is called
- a. causality.
  - b. casuistry.
  - c. reification.\*
  - d. tautology.
  - e. worst-casing.

Bloom's level: Knowledge

Page reference: 4

13. The opposite of ideological is \_\_\_\_\_.
- a. primordial
  - b. pragmatic\*
  - c. ideational
  - d. historical
  - e. paradigmatic

Bloom's level: Comprehension

Page reference: 12

14. The *Civic Culture* study called a country \_\_\_\_\_ where people are aware of politics but uninvolved.
- a. parochial
  - b. fragmented
  - c. subject\*
  - d. cognitive
  - e. participant

Bloom's level: Knowledge

Page reference: 12

15. According to Huntington, the third wave of democracy came
- a. in the nineteenth century.
  - b. just before World War I.
  - c. between the two world wars.
  - d. after World War II.
  - e. in the 1970s.\*

Bloom's level: Knowledge

Page reference: 10



16. The main difference between parliamentary and presidential systems is that
- a. presidential systems don't have parliaments.
  - b. parliamentary systems have many parties.
  - c. parliamentary systems can easily oust a chief executive.\*
  - d. parliamentary systems do not have a president.
  - e. presidential systems are better.

Bloom's level: Comprehension

Page reference: 9-10

17. Marx held that \_\_\_\_\_ was society's main political cleavage.
- a. religion
  - b. region
  - c. urban-rural
  - d. age
  - e. class\*

Bloom's level: Knowledge

Page reference: 14

18. Redistribution means
- a. who makes what income.
  - b. who gets higher returns on investments.
  - c. taxing the better-off to help the worse-off.\*
  - d. the sum total of entitlements.
  - e. who can avoid which taxes.

Bloom's level: Comprehension

Page reference: 16

19. Which event speeded the development of nations during the Renaissance by allowing for a more rapid sharing of information?
- a. The New World was opened to trade by the European countries.
  - b. The invention of accounting.
  - c. The founding of Protestantism.
  - d. Gutenberg developed a process of printing using moveable type.\*
  - e. The development of national budgets separate from the royal household budget.

Bloom's level: Knowledge

Page reference: 6

20. Which event unleashed modern nationalism?
- a. World War II
  - b. the Cold War
  - c. the American Civil War
  - d. the Thirty Years' War
  - e. the French Revolution\*

Bloom's level: Knowledge

Page reference: 5

21. Huntington's third "wave" of democracy includes \_\_\_\_\_.
- a. the United States
  - b. West Europe
  - c. Germany
  - d. Latin America \*
  - e. India

Bloom's level: Comprehension

Page reference: 10

22. A "failed state" is one
- a. that has tried democracy but could not sustain it.
  - b. where most of the population is desperately poor.
  - c. what has been merged back into its nation.
  - d. unable to collect enough taxes to pay for its expenditures.
  - e. where sovereignty has collapsed. \*

Bloom's level: Comprehension

Page reference: 4

23. "Absolutism" tilted power from \_\_\_\_\_.
- a. popes to kings
  - b. nobles to kings \*
  - c. kings to nobles
  - d. bishops to popes
  - e. federalists to centralizers

Bloom's level: Comprehension

Page reference: 5

24. According to Huntington, each wave of democracy is followed by a(n) \_\_\_\_\_.
- a. reverse wave \*
  - b. increase in human rights
  - c. economic uptick
  - d. period of consolidation
  - e. decrease in number of wars

Bloom's level: Knowledge

Page reference: 10

25. The 1989 fall of the Berlin Wall indicated the East German regime
- a. could not match the economic prosperity of West Germany.
  - b. failed to modernize its ideology.
  - c. could not keep out the West German media.
  - d. had run out of money.
  - e. lacked legitimacy. \*

Bloom's level: Knowledge

Page reference: 11

26. Karl Marx argued that \_\_\_\_\_ determines everything.
- a. economics
  - b. the capitalist elite
  - c. income
  - d. social class \*
  - e. mass communication

Bloom's level: Comprehension

Page reference: 14

## Chapter 2

### BRITAIN: THE IMPACT OF THE PAST

#### Learning Objectives

1. How has geography influenced British development?
2. What does the Union Jack stand for?
3. What did the Magna Carta preserve?
4. What is the Common Law?
5. When did Parliament eclipse the monarch?
6. How did Puritanism influence democracy?
7. How did democracy come to Britain?
8. What was the difference between Hobbes's and Locke's theories?
9. How are Britain and Sweden so comparable?

#### Chapter Summary

Geography helps explain Britain's evolution. Its insularity made it hard to invade, removed need for a large standing army, and encouraged seafaring. Earlier invasions did contribute to Britain's regional makeup, however, as the Germanic Angles and Saxons pushed the original **Celts** back into Wales and Scotland. The last successful invasion of Britain was the **Norman** conquest of 1066, which brought better organization, French words, and feudalism, a system of diffused political power in which nobles balanced the king. Except for its tumultuous seventeenth century, British political development has been relatively smooth compared to upheavals on the **Continent**.

While France fell into absolutism, English nobles blocked their king with the 1215 **Magna Carta**, continuing the **mixed monarchy** of the Middle Ages. **Parliament**, originally called to raise money for the king's wars in France, gradually took on a life of its own and prevented the king from assuming absolute powers. America got its **Common Law** system from medieval England.

English political thinkers have been moderate, pragmatic, and generally conservative. Hobbes explained how the violent **state of nature** led logically to **civil society**. Locke saw property as basic to government. Burke invented **conservatism**. Acton's "power corrupts" comes close to a political-science law.

Henry VIII played an important role in Britain's political development. His break with Rome over his divorces meant that England later avoided the **anticlerical** quarrels of Latin Europe, it **secularized** politics, and it made Parliament more important.

In the seventeenth century, Parliament, namely the House of Commons, clashed with the king, won, and became the center of British political power. Parliament successively waged and won a civil war, beheaded a king (Charles I, in 1649), set up a republic under Cromwell (the **Commonwealth** of 1649–1660), and then restored the monarchy. The "one man, one vote" idea originated this time. When Charles II and his son James II moved back to Catholicism, Parliament dumped him and invited first William and Mary and then, in 1714, the Hanoverian George I to assume the throne, the royal line ever since.

Parliament now had greater powers than the monarchy. In the eighteenth century the **prime minister** came to take on executive powers and by the end of the century was responsible to Commons rather than to the monarch. The government was formed by the largest party in Commons.

Parliament was supreme but not democratic. Parties at first were simply parliamentary caucuses of **Whigs** and **Tories**. Only a few had the right to vote: **Whig democracy**, standard in the early stages of democracy. Starting in 1832, a series of **Reform Acts** gradually broadened the voting franchise. Parties—Conservative and Liberal—turned to mass politics and to democracy.

Britain industrialized first, in the nineteenth century. Based on labor unions, the Labour Party grew and by the end of World War I had displaced the Liberals. The Labour Party sought welfare measures and, with its 1945 electoral victory, constructed a **welfare state** that still exists, albeit surrounded by controversy and efforts to cut it. A box finds similarities in the origins of the British and Swedish welfare states, namely Protestantism and labor unions.

## **TEST ITEMS**

### **Essay and Discussion Questions**

1. In what ways has Britain's geography influenced its political development?

Bloom's level: Comprehension/Synthesis

Page reference: 21-22

2. Explain feudalism. What were its main elements? Under what conditions did it appear? How did it differ from absolutism?

Bloom's level: Knowledge/Analysis

Page reference: 22, 24

3. How did Henry VIII's break with Rome contribute to Britain's political evolution?

Bloom's level: Comprehension/Analysis

Page reference: 25-26

4. What role did religion play in the political turmoil of seventeenth-century England?

Bloom's level: Analysis

Page reference: 26-28

5. How would you compare the conservatism of Burke with modern U.S. conservatism?

Bloom's level: Analysis

Page reference: 29

## **Multiple-Choice Questions**

6. The United Kingdom consists of
- England and Scotland.
  - England, Scotland, and Wales.
  - England, Scotland, Wales, and Northern Ireland. \*
  - Great Britain.
  - England and Wales

Bloom's level: Knowledge

Page reference: 23, 24

7. The Magna Carta was signed by
- King Richard in London in 1215.
  - William the Conqueror at Hastings in 1066.
  - King John at Winchester in 1215.
  - King James at Runnymede in 1217.
  - King John at Runnymede in 1215. \*

Bloom's level: Knowledge

Page reference: 24

8. Henry VIII broke with Rome for all of the reasons below EXCEPT
- he needed a divorce and Rome wouldn't grant it.
  - he needed a male heir and had to remarry.
  - he had a theological quarrel with Rome. \*
  - he had two wives beheaded.
  - he rejected Church restrictions on economic life.

Bloom's level: Comprehension

Page reference: 25-26

9. In 1649 Parliament tried and beheaded \_\_\_\_\_.
- a. James I    b. Charles II    c. Charles I\*    d. Cromwell    e. James II

Bloom's level: Knowledge

Page reference: 27

10. The British cabinet reached approximately its present form under
- a. Oliver Cromwell.
  - b. George III.
  - c. Sir Robert Walpole. \*
  - d. Lord North.
  - e. William Pitt the younger.

Bloom's level: Knowledge

Page reference: 28

11. For Hobbes, the "state of nature" was
- a. not so bad, but property was uncertain.
  - b. pretty good, because people were free.
  - c. reasonable, because people are rational.
  - d. horrible, because all feared violent death.\*
  - e. good, because humans lived in harmony with nature.

Bloom's level: Comprehension

Page reference: 29

12. The Reform Acts
- a. began in 1812 and gradually expanded the franchise.
  - b. began in 1832 and gradually expanded the franchise. \*
  - c. were passed in 1832 and enfranchised all adult males.
  - d. gave women the vote in 1884.
  - e. gave farm workers the vote in 1867.

Bloom's level: Knowledge/Comprehension

Page reference: 31

13. The last successful invaders of Britain were the
- a. Angles and Danes in the third through fifth centuries.
  - b. Danes in the ninth century.
  - c. Romans in the first century B.C.E.
  - d. Normans in 1066. \*
  - e. Spanish Armada in 1588.

Bloom's level: Knowledge/Comprehension

Page reference: 21-22

14. Scotland and England were united in
- 1603 with the accession of James I.
  - 1649 under the Commonwealth.
  - 1689 with the accession of William and Mary.
  - 1707 with the Act of Union. \*
  - 1714 with the accession of George I.

Bloom's level: Knowledge

Page reference: 26

15. The British "government" consists of
- all persons appointed by the monarch.
  - all persons, elected or appointed, who are paid by the Crown.
  - the ministers. \*
  - the executive departments located in Whitehall.
  - those elected to Parliament.

Bloom's level: Comprehension

Page reference: 28

16. Britain and Sweden have all these points in common EXCEPT
- both turned Protestant in the sixteenth century.
  - both developed an efficient civil service.
  - both developed strong labor movements.
  - both developed moderate worker-oriented parties.
  - both have been welfare states since the 1930s. \*

Bloom's level: Analysis

Page reference: 30

17. Britain has
- no Bill of Rights.
  - a Bill of Rights different from the U.S.'s. \*
  - a Bill of Rights similar to the U.S.'s.
  - a Bill of Duties.
  - no civil rights.

Bloom's level: Comprehension

Page reference: 28



18. The Domesday Book was
- a. William's inventory of land and population. \*
  - b. an old English book of religious prophecy.
  - c. King John's list of each county's taxes.
  - d. Cromwell's proposed Commonwealth charter.
  - e. James I's blueprint for absolutist rule.

Bloom's level: Knowledge

Page reference: 22

19. Common Law is best described as
- a. formalized legal codes.
  - b. a development of Celtic tribal law.
  - c. judge-made law. \*
  - d. jury-made law.
  - e. Norman feudal law.

Bloom's level: Comprehension

Page reference: 25

20. Burke and Disraeli could be described as
- a. closet liberals.
  - b. reactionaries.
  - c. stand-patters.
  - d. modern, U.S.-type conservatives.
  - e. progressive conservatives. \*

Bloom's level: Application

Page reference: 29, 31

21. The "mixed monarchy" of the Middle Ages meant
- a. some kings and some queens.
  - b. the monarch supported by both Catholics and Protestants.
  - c. an illegitimate monarch made legitimate by the Church.
  - d. a king balanced by nobles. \*
  - e. a king balanced by Parliament.

Bloom's level: Comprehension

Page reference: 22

22. "One man, one vote" was first called for in the \_\_\_\_ century.
- a. fifteenth
  - b. sixteenth
  - c. seventeenth \*
  - d. eighteenth
  - e. nineteenth

Bloom's level: Knowledge

Page reference: 27

23. The present British royal family is descended from \_\_\_\_\_.
- a. William and Mary
  - b. Henry VIII
  - c. James I
  - d. George I \*
  - e. Charles II

Bloom's level: Knowledge  
Page reference: 28

24. The British welfare state dates from the 19\_\_s.
- a. 20
  - b. 30
  - c. 40 \*
  - d. 50
  - e. 60

Bloom's level: Knowledge  
Page reference: 31

25. Hobbes focused on the \_\_\_\_\_, Locke on the \_\_\_\_\_.
- a. divine right of kings; conditional right of kings
  - b. fear of violent death; right to property \*
  - c. right to property; fear of mob rule
  - d. rights of free Englishmen; rights of the law-abiding
  - e. crimes of the French Revolution; inevitability of the French Revolution

Bloom's level: Comprehension  
Page reference: 29

26. \_\_\_\_\_ most influenced the U.S. founding fathers.
- a. Edmund Burke
  - b. Lord Acton
  - c. Robert Walpole
  - d. Thomas Hobbes
  - e. John Locke \*

Bloom's level: Comprehension  
Page reference: 29

27. The Tories turned into the \_\_\_\_\_ Party, the Whigs into the \_\_\_\_\_ Party.
- a. Labour; Conservative
  - b. Liberal; Conservative
  - c. Liberal; Labour
  - d. Conservative; Liberal \*
  - e. Conservative; Labour

Bloom's level: Comprehension  
Page reference: 30

**Forced Recall**

28. The United Kingdom unites what areas?

---

Bloom's level: Application  
Page reference: 23, 24

29. The United Kingdom has land borders with \_\_\_\_\_.

Bloom's level: Application  
Page reference: 23

30. Sketch and explain the British flag.

Bloom's level: Application  
Page reference: 24