

Chapter 2: States: Shapers and Subjects of Global Interactions

Test Bank

Multiple Choice

1. Today, states claim _____ on the right to govern.

- A. priority
- B. legitimacy
- C. a monopoly
- D. enforcement

Ans: C

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Knowledge

Answer Location: What Is a State? An Organization That Monopolizes Violence

Difficulty Level: Easy

2. According to Max Weber, the four key components of a state are monopoly, legitimacy, violence, and _____.

- A. coercion
- B. rule of law
- C. territory
- D. a regime

Ans: C

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Knowledge

Answer Location: What Is a State? An Organization That Monopolizes Violence

Difficulty Level: Easy

3. Which of the following best defines a *nation*?

- A. a sovereign organization with compulsory membership that claims a monopoly on the legitimate use of violence within a territory
- B. where the state governs, and is governed by, people of one nation
- C. a group that thinks of itself as a political community
- D. individuals who share a common culture and religion

Ans: C

Learning Objective: 2-2: Distinguish between states, nations, governments and regimes.

Cognitive Domain: Knowledge

Answer Location: What Is Not a State? Regimes, Governments, Countries, and Nations

Difficulty Level: Easy

4. Which of the following best defines a *state*?

- A. the people or political parties that govern and make laws
- B. rules governing how people get into power and how government works
- C. where the state governs, and is governed by, people of one nation
- D. a sovereign organization with compulsory membership that claims a monopoly on the legitimate use of violence within a territory

Ans: D

Learning Objective: 2-2: Distinguish between states, nations, governments and regimes.

Cognitive Domain: Knowledge

Answer Location: The Age of States: Born from a Cycle of Interactions

Difficulty Level: Easy

5. The terms “state” and “nation” are often used interchangeably; however, they refer to two different concepts. What is the main difference between the two terms?

- A. A nation is when a territory is governed by people of one particular group; a state is made up of people that govern and make laws.
- B. A nation is a group of people that views itself as a political community; a state is an organization with compulsory membership and sovereignty.
- C. A state views itself as a political community; a nation is an organization with compulsory membership and sovereignty.
- D. There is no major difference; the terms “state” and “nation” can be used interchangeably without any confusion.

Ans: B

Learning Objective: 2-2: Distinguish between states, nations, governments, and regimes.

Cognitive Domain: Comprehension

Answer Location: What Is Not a State? Regimes, Governments, Countries, and Nations

Difficulty Level: Medium

6. Which definition below best defines a *state actor*?

- A. any person, group, or organization--whether within a state or across state boundaries--that does not work in, or for, a state
- B. a person, group, or organization whose ultimate authority and resources (salary, equipment, etc.) typically come from the fact that they work for, or in, a state
- C. a small number of individuals and companies with extraordinary wealth and influence far exceeding most people and even some countries
- D. a group that thinks of itself as a political community

Ans: B

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Knowledge

Answer Location: A Site of Interaction: What Is “Inside” a State?

Difficulty Level: Easy

7. Which definition below best defines a *non-state actor*?

- A. a person, group, or organization whose ultimate authority and resources (salary, equipment, etc.) typically come from the fact that they work for, or in, a state
- B. a small number of individuals and companies with extraordinary wealth and influence far exceeding most people and even some countries
- C. any person, group, or organization--whether within a state or across state boundaries--that does not work in, or for, a state
- D. a group that thinks of itself as a political community

Ans: C

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Knowledge

Answer Location: A Site of Interaction: What Is "Inside" a State?

Difficulty Level: Easy

8. Imagine the state has passed a law allowing citizens to inflict harm, or even kill, other citizens. This is an example of _____.

- A. monopoly
- B. violence
- C. legitimacy
- D. sovereignty

Ans: C

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Application

Answer Location: What Is a State? An Organization That Monopolizes Violence

Difficulty Level: Medium

9. Where the state governs, and is governed by, people of one nation, is defined as _____.

- A. a regime
- B. a government
- C. a state
- D. a nation-state

Ans: D

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Comprehension

Answer Location: What Is Not a State? Regimes, Governments, Countries, and Nations

Difficulty Level: Easy

10. The expectation that citizens are equally subject to laws is an example of _____.

- A. rule of law
- B. sovereignty
- C. political constraint
- D. monopoly of power

Ans: A

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Knowledge

Answer Location: A State Protects

Difficulty Level: Easy

11. Benefiting from someone else's work, such as using a public goods without paying taxes, is an example of _____.

- A. the free rider problem
- B. economic inequality
- C. overdispersion issues
- D. underdispersion issues

Ans: A

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Knowledge

Answer Location: A State Invests

Difficulty Level: Easy

12. Which of the following played a key role in transforming European political systems into powerful states ?

- A. war
- B. technology
- C. education
- D. commerce

Ans: A

Learning Objective: 2-3: Situate today's states in terms of the historical emergence of states.

Cognitive Domain: Knowledge

Answer Location: Where Do States Come From? Forces Shaping the Modern State

Difficulty Level: Easy

13. That states are supposed to protect the life and property of everyone within their borders is an example of _____ quality of states.

- A. objective
- B. qualitative
- C. subjective
- D. normative

Ans: D

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Comprehension

Answer Location: A State Protects

Difficulty Level: Medium

14. The Treaty of Westphalia did which of the following?

- A. codified the notion that each nation could declare itself sovereign and establish self-governance
- B. granted kings independence from lords and the ability to centralize power
- C. placed the principle of sovereignty at the heart of states' interactions with one another
- D. sparked the beginning of the Thirty Years War (1618–1648).

Ans: C

Learning Objective: 2-3: Situate today's states in terms of the historical emergence of states.

Cognitive Domain: Comprehension

Answer Location: Where Do States Come From? Forces Shaping the Modern State

Difficulty Level: Medium

15. Select the option that best describes the consequence of intense rivalries between European powers in the late 1800s as it applies to state formation.

- A. a new wave of colonization in Latin America
- B. increased free trade between colonies and the European continent
- C. rampant colonization and local rule in Southeast Asia
- D. intensified colonization in Africa and Asia

Ans: D

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Comprehension

Answer Location: Colonial States

Difficulty Level: Medium

16. Whether a state is capable of governing is an example of _____.

- A. state ability
- B. state capacity
- C. state monopoly
- D. state control

Ans: B

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: The Strengths and Weaknesses of States

Difficulty Level: Easy

17. Which of the following pairs best demonstrates states that have good internal state capacity but are not strong internationally?

- A. Liberia and Cambodia
- B. France and Germany
- C. Russia and Indonesia
- D. Chile and Luxembourg

Ans: D

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Comprehension

Answer Location: The Strengths and Weaknesses of States

Difficulty Level: Easy

18. The ability of a state to influence actors' behavior is known as _____.

- A. coercion
- B. soft power
- C. hard power
- D. monopoly

Ans: B

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Knowledge

Answer Location: The Strengths and Weaknesses of States

Difficulty Level: Easy

19. The ability of a state to force actors to change their behavior is known as _____.

- A. coercion
- B. soft power
- C. hard power
- D. monopoly

Ans: C

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Knowledge

Answer Location: The Strengths and Weaknesses of States

Difficulty Level: Easy

20. A state which has high state capacity with rule of law is known as a _____.

- A. strong state
- B. weak state
- C. failed state
- D. collapsed state

Ans: A

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity

Difficulty Level: Easy

21. Which type of state does a poor job of providing public services and can also be more prone to instability or coups?

- A. strong state
- B. weak state

- C. failed state
- D. collapsed state

Ans: B

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity

Difficulty Level: Easy

22. Which description best fits that of a *failed state*?

- A. a state in which most of the territory is not under state control and maybe has no government
- B. a state with lower state capacity and some violation of rule of law
- C. a state with high state capacity with rule of law
- D. a state where a significant portion of the territory is not under state control

Ans: D

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity

Difficulty Level: Easy

23. Which description best fits that of a *collapsed state*?

- A. a state in which most of the territory is not under state control and maybe has no government
- B. a state with lower state capacity and some violation of rule of law
- C. a state with high state capacity with rule of law
- D. a state where a significant portion of the territory is not under state control

Ans: A

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity

Difficulty Level: Easy

24. When a strong state with the ability to closely monitor its citizens does not, because it is not allowed to engage in monitoring, this is an example of _____.

- A. dictator's dilemma
- B. checks and balances
- C. political constraint
- D. government oversight

Ans: C

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity
Difficulty Level: Easy

25. The unspoken agreement between rulers and the ruled in which the ruled agree to be taxed in return for services, such as public goods, best describes which of the following?

- A. social contract
- B. quasi-voluntary compliance
- C. political constraint
- D. stateness

Ans: B

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity
Difficulty Level: Easy

26. Select the scenario that best describes *stateness*.

- A. Someone from Oregon and someone from Arkansas both feel and identify themselves as American.
- B. Despite their nested identities, the concept of being Nigerian binds the Igbos and Yoruba as one nation.
- C. The state has sovereignty over its territory and the laws that govern the people living within that territory.
- D. The existence of profound differences about the territorial boundaries of the political community's states and profound differences as to who has the right to citizenship in that state.

Ans: D

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Comprehension

Answer Location: Internal Power: State Capacity
Difficulty Level: Medium

27. Which of the following countries listed below best fits the description of a *quasi-state*?

- A. Thailand
- B. Libya
- C. Afghanistan
- D. Liberia

Ans: C

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity
Difficulty Level: Easy

28. Some argue that _____ and _____ are powerful because advocates of neoliberalism have intentionally constructed a world in which states and governments are weak in relation to the power of private for-profit and nonprofit actors.

- A. MNCs; NGOs
- B. IGOs; MNCs
- C. MNCs; IPOs
- D. NGOs; WMF

Ans: A

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Knowledge

Answer Location: Is the State Fit for Purpose? Modern Challenges to States

Difficulty Level: Easy

29. *Supercitizens* can be best described as _____.

- A. citizens who participate in every election--including primaries and off-year elections
- B. individuals who advocate on behalf of large corporations
- C. individuals and companies with extraordinary wealth and influence
- D. companies made up of very politically active individuals

Ans: C

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Is the State Fit for Purpose? Modern Challenges to States

Difficulty Level: Easy

30. The three main sources of challenges faced by states are _____, _____, and _____.

- A. actors; ideas; globalization
- B. ideas; globalization; technologies
- C. technologies; actors; migration
- D. actors; ideas; technologies

Ans: D

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Knowledge

Answer Location: Is the State Fit for Purpose? Modern Challenges to States

Difficulty Level: Easy

31. Some who argue that globalization is chipping away at the power of the state claim that _____.

- A. globalization increases the policy space of states, meaning that states have more options to set taxes and laws that benefit the nation
- B. globalization increases the policy space of states, meaning that states have fewer options to set taxes and laws that benefit the nation

- C. globalization reduces the policy space of states, meaning that states have fewer options to set taxes and laws that benefit the nation
- D. globalization reduces negotiations among states, meaning that states have fewer options to set taxes and laws that benefit the nation

Ans: C

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Comprehension

Answer Location: The Modern State Is in Decline

Difficulty Level: Medium

32. Many formerly poor states developed through _____.

- A. the use of a developmental state
- B. patron–client relationships with wealthy states
- C. free trade laws
- D. democratization

Ans: A

Learning Objective: 2-3: Situate today's states in terms of the historical emergence of states.

Cognitive Domain: Knowledge

Answer Location: The Modern State Is in Decline

Difficulty Level: Easy

33. The ability of poor states to become developmental states today is constrained by _____ and _____.

- A. reliance on the IMF and World Bank; unequal technological advances
- B. free trade laws; reliance on the IMF and World Bank
- C. the Washington Consensus; free trade laws
- D. reliance on MNCs' investments; unequal technological advances

Ans: B

Learning Objective: 2-3: Situate today's states in terms of the historical emergence of states.

Cognitive Domain: Comprehension

Answer Location: The Modern State Is in Decline

Difficulty Level: Medium

34. Which of the following descriptions best defines *McDonaldization*?

- A. Global capitalism driven by Western companies will destroy global culture, with values of profit, individualism, and consumption triumphant.
- B. Global capitalism driven by Western companies will homogenize global culture, with values of profit, individualism, and consumption triumphant.
- C. Global capitalism driven by Western companies is the driver of climate change and increased obesity in developing countries.
- D. Global capitalism driven by Western countries will lead to the downfall of global culture.

Ans: B

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Comprehension

Answer Location: The Modern State Will Endure

Difficulty Level: Medium

35. The “political construction of helplessness” relates to which of the following?

A. political leaders contributing to the perception of government helplessness in the face of global trends

B. political leaders viewing citizens as helpless in the face of government policies

C. individuals viewing the government as helpless in the face of global trends

D. individuals viewing themselves as helpless in the face of government policies

Ans: A

Learning Objective: 2-5: Articulate differences between states in terms of states’ strengths or weakness.

Cognitive Domain: Comprehension

Answer Location: The Modern State Will Adapt

Difficulty Level: Medium

True/False

1. In the United States, regimes can be referred to as “administrations” and will often change after each election.

Ans: F

Learning Objective: 2-2: Distinguish between states, nations, governments, and regimes.

Cognitive Domain: Comprehension

Answer Location: What Is Not a State? Regimes, Governments, Countries, and Nations

Difficulty Level: Easy

2. Max Weber described a nation-state as a “human community that (successfully) lays claim to the *monopoly of legitimate physical violence* within a physical territory.”

Ans: F

Learning Objective: 2-1: Define a state and be able to explain the definition’s components.

Cognitive Domain: Comprehension

Answer Location: What Is a State? An Organization That Monopolizes Violence

Difficulty Level: Medium

3. *Monopoly* is best defined as “the principle that states have the supreme authority within their territory.”

Ans: F

Learning Objective: 2-1: Define a state and be able to explain the definition’s components.

Cognitive Domain: Knowledge

Answer Location: What Is a State? An Organization That Monopolizes Violence
Difficulty Level: Easy

4. Since Icelanders and the Republic of Iceland are indistinguishable, we might call Iceland a *nation-state*.

Ans: T

Learning Objective: 2-2: Distinguish between states, nations, governments and regimes.

Cognitive Domain: Knowledge

Answer Location: What is Not a State? Regimes, Governments, Countries, and Nations

Difficulty Level: Easy

5. In absolutist states, there is no rule of law.

Ans: T

Learning Objective: 2-3: Situate today's states in terms of the historical emergence of states.

Cognitive Domain: Knowledge

Answer Location: War, Sovereignty, and the Modern State System

Difficulty Level: Easy

6. The strength of a state says nothing about whether it is democratic or authoritarian; it only indicates whether it is capable of governing or not.

Ans: T

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: The Strengths and Weaknesses of States

Difficulty Level: Easy

7. The effective ability of a state to develop and execute laws and policies throughout its territory is known as state capacity.

Ans: T

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: The Strengths and Weaknesses of States

Difficulty Level: Easy

8. Only states have the ability to leverage soft power.

Ans: F

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Knowledge

Answer Location: External Power: Global Influence

Difficulty Level: Easy

9. Most states are weak and a few are failed, but more are collapsed.

Ans: F

Learning Objective: 2-5: Articulate differences between states in terms of states' strengths or weakness.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity

Difficulty Level: Easy

10. The end of the Cold War diminished support for client states and can be attributed to the rise of quasi-states.

Ans: T

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Knowledge

Answer Location: Internal Power: State Capacity

Difficulty Level: Easy

Essay

1. States are affected by four global forces. What are these four forces? And how does each force affect a state? Briefly explain each global force and discuss the influence of each on states.

Ans: Varies.

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Analysis

Answer Location: The Age of States: Born from a Cycle of Interactions

Difficulty Level: Medium

2. Max Weber defined a *state* as "the form of human community that (successfully) lays claim to the *monopoly of legitimate physical violence* within a particular territory."

Analyze how the four components (*monopoly*, *legitimacy*, *violence*, and *territory*) relate to one another in terms of the *state*.

Ans: Varies.

Learning Objective: 2-1: Define a state and be able to explain the definition's components.

Cognitive Domain: Analysis

Answer Location: What Is a State? An Organization That Monopolizes Violence

Difficulty Level: Hard

3. States are not nations and nations are not states; but there are such things as *nation-states*. Identify the differences between *state*, *nation*, and *nation-state*, using evidence from a real-life example of each to make your case.

Ans: Varies.

Learning Objective: 2-2: Distinguish between states, nations, governments and regimes.

Cognitive Domain: Application

Answer Location: What Is Not a State? Regimes, Governments, Countries, and Nations
Difficulty Level: Hard

4. Apply Charles Tilly's assertion that "war made the state and the state made war" to the development of the modern state. What specifically about war made the state, and what specifically about the state made war?

Ans: Varies.

Learning Objective: 2-3: Situate today's states in terms of the historical emergence of states.

Cognitive Domain: Application

Answer Location: War, Sovereignty, and the Modern State System

Difficulty Level: Hard

5. Identify and explain the three challenges to states described in the text. In particular, how do these three concepts work independent of, and in tandem with, one another to challenge the power of modern states?

Ans: The three challenges are actors, ideas, and technologies. Explanations may vary.

Learning Objective: 2-4: Identify the role of states in contemporary domestic and international issues.

Cognitive Domain: Application

Answer Location: Is the State Fit for Purpose? Modern Challenges to States

Difficulty Level: Hard