

Test Bank

CHAPTER 2: THE GLOBAL AND HISTORICAL CONTEXT: POWER, ROLE, AND POLITICS ON THE WORLD STAGE

Multiple Choice

1. According to the text, President Trump's pursuit of _____ challenges the policies and practices of America's power and influence.

- a. socialism
- b. nationalism
- c. communism
- d. fascism

Ans: B

Learning Objective: 2-4: Assess the relationship between the global context and the historical patterns of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: Introduction: The Global and Historical Context of the Contemporary Challenge

Difficulty Level: Easy

2. The _____ refers to phenomena external to the institutions, beliefs, and processes of human interaction in government and society.

- a. historical context
- b. global context
- c. social context
- d. cultural context

Ans: B

Learning Objective: 2-1: Know the meaning and significance of the global context as a factor in US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Global Context: Patterns and Debates in US Foreign Policy

Difficulty Level: Easy

3. _____ is/are commonly defined in terms of surprise, a threat to values, and little time to respond.

- a. International conflict
- b. International events
- c. International issues
- d. International crises

Ans: D

Learning Objective: 2-1: Know the meaning and significance of the global context as a factor in US foreign policy.

Cognitive Domain: Knowledge

Answer Location: The Global Context: Patterns and Debates in US Foreign Policy

Difficulty Level: Easy

4. The 13 original colonies were established as a result of _____ colonial expansion.

- a. European
- b. Asian
- c. Latin American
- d. European

Ans: D

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Knowledge

Answer Location: From Isolationism to Internationalism

Difficulty Level: Easy

5. The 13 colonies rebelled against England in the _____.

- a. Industrial Revolution
- b. American Revolution
- c. Civil War
- d. War of 1812

Ans: B

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Knowledge

Answer Location: From Isolationism to Internationalism

Difficulty Level: Easy

6. From the perspective of the British Crown, the colonists were considered _____.

- a. individuals who betrayed the crown
- b. criminals and deserters
- c. subjects of British imperial rule
- d. natives not subject to any rule

Ans: C

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Comprehension

Answer Location: From Isolationism to Internationalism

Difficulty Level: Easy

7. From the perspective of the colonists, the British were _____.

- a. an integral part of colonial America
- b. only subject to the rule of the Crown
- c. their own subjects
- d. increasingly abusing their power

Ans: D

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Comprehension

Answer Location: From Isolationism to Internationalism

Difficulty Level: Easy

8. Which of the following was the result of political and economic conflicts between the British Crown and the colonists?

- a. US Constitution
- b. Magna Carta
- c. Declaration of Independence
- d. Articles of Confederation

Ans: C

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Application

Answer Location: From Isolationism to Internationalism

Difficulty Level: Medium

9. The colonists were aided by the _____ during the five-year “war of independence.”

- a. British
- b. French
- c. Spanish
- d. German

Ans: B

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Knowledge

Answer Location: From Isolationism to Internationalism

Difficulty Level: Easy

10. The _____ gave the US territory from the upper Great Lakes almost to the Gulf of Mexico and reaching westward to the Mississippi.

- a. Treaty of Versailles
- b. Treaty of Paris
- c. Treaty of Alliance
- d. Treaty of Amity and Commerce

Ans: B

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Knowledge

Answer Location: From Isolationism to Internationalism

Difficulty Level: Easy

11. Which of the following dominated until World War II?

- a. consolidation
- b. interventionism
- c. isolationism
- d. internationalism

Ans: C

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Application

Answer Location: From Isolationism to Internationalism

Difficulty Level: Medium

12. Which of the following terms can be defined as noninvolvement abroad or no involvement in European political affairs?

- a. interventionism
- b. internationalism
- c. hegemonism
- d. isolationism

Ans: D

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Application

Answer Location: From Isolationism to Internationalism

Difficulty Level: Medium

13. The addresses made by both George Washington and Thomas Jefferson can be interpreted as arguments for _____.

- a. isolationism
- b. interventionism
- c. nonalignment
- d. engagement

Ans: C

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Easy

14. Which of the following was identified as being critical during the United States beginning?

- a. nation building
- b. globalization

- c. engagement
- d. nation-building

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

15. The United States won its national independence from which of the following global superpowers?

- a. England
- b. Spain
- c. France
- d. Germany

Ans: A

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

16. The United States purchased Alaska in 1867 from which of the following countries?

- a. France
- b. Spain
- c. Mexico
- d. Russia

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

17. Which of the following groups of people suffered the most from the westward expansion of the United States?

- a. Mexicans
- b. Spaniards
- c. French
- d. Natives

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

18. According to historian Thomas Bailey (1961), during the nineteenth century the United States practiced _____.

- a. colonialism
- b. interventionism
- c. isolationism
- d. hegemonism

Ans: A

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

19. Tariffs used to encourage and protect the growth of domestic manufactures were considered an example of _____.

- a. nation-building
- b. colonialism
- c. economic nationalism
- d. interventionism

Ans: C

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

20. The _____ insisted on an end to European interference and colonization in the Western Hemisphere.

- a. Bush Doctrine
- b. Monroe Doctrine
- c. Truman Doctrine
- d. Breshnev Doctrine

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

21. Which treaty was negotiated for rights to build an interoceanic canal?

- a. Treaty of Versailles
- b. Clayton-Bulwer Treaty
- c. Treaty of Wangxia
- d. Four Power Treat

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

22. The _____ gave Americans the “most favored nation” status in trade and extraterritorial rights with China.

- a. Clayton-Bulwer Treaty
- b. Treaty of Versailles
- c. Nine Power Treaty
- d. Treaty of Wangxia

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

23. The international scramble for material wealth and power is best exemplified by which of the following wars?

- a. Vietnam War
- b. American Revolutionary War
- c. Civil War
- d. Spanish-American War

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Regional Era, 1865–1940

Difficulty Level: Medium

24. The foundation for the ideas of US exceptionalism, mission, and destiny existed from the time of the _____.

- a. American revolution
- b. puritan settlements
- c. Civil War
- d. reconstruction

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Regional Era, 1865–1940

Difficulty Level: Easy

25. American carved out a regional sphere of influence when _____.

- a. they signed the Treaty of Paris
- b. they negotiated from the Panama Canal Zone
- c. they colonized Cuba and Puerto Rico
- d. the implementation of the "Good Neighbor" policy

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Regional Era, 1865–1940

Difficulty Level: Easy

26. US Foreign policy in China once emphasized a/an _____ policy in order to maximize American involvement and trade.

- a. open door
- b. good neighbor
- c. dollar diplomacy
- c. new freedom

Ans: A

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Regional Era, 1865–1940

Difficulty Level: Easy

27. Which of the following treaties ended World War and attempted to create a new liberal world order through the League of Nations?

- a. Treaty of Paris
- b. Treaty of Versailles
- d. Clayton-Bulwer Treaty
- d. Nine Power Treaty

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Regional Era, 1865–1940

Difficulty Level: Medium

28. Aside from defeating Germany and Japan during World War II, the United States also wanted to establish a world order that promoted _____.

- a. stability and security
- b. nationalism
- c. accountability and transparency
- d. diplomacy

Ans: A

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Global Era, 1941-Present

Difficulty Level: Medium

29. The _____ would provide necessary assistance and rules for economic transactions through the creation of three multilateral organizations.

- a. Kellogg-Briand Pact
- b. Truman Doctrine
- c. Monroe Doctrine
- d. Bretton Woods system

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Global Era, 1941-Present

Difficulty Level: Easy

30. Which of the following organizations makes loans for economic recovery and development?

- a. World Bank
- b. International Monetary Fund
- c. General Agreement on Tariffs and Trade
- d. International Trade Organization

Ans: A

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Global Era, 1941-Present

Difficulty Level: Medium

31. The International Monetary Fund (IMF) supports the stability of national currencies based on _____.

- a. silver
- b. gold
- c. copper
- d. nickel

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Knowledge

Answer Location: The Global Era, 1941-Present

Difficulty Level: Easy

32. Which of the following strategies was initially used by the Roosevelt administration?

- a. isolationism
- b. economic nationalism
- c. consolidation
- d. multilateral cooperation

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Global Era, 1941-Present

Difficulty Level: Medium

33. After World War II, the global era of US foreign policy emphasized American _____.

- a. isolationism
- b. internationalism
- c. interventionism
- d. exceptionalism

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Global Era, 1941-Present

Difficulty Level: Easy

34. The _____ era represented the height of the president's power to lead the country in foreign policy.

- a. post-Cold War
- b. Cold War Dissensus
- c. post-9/11 phase
- d. Cold War Consensus

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Cold War Consensus, 1947–1968

Difficulty Level: Easy

35. Which of the following strategies was aimed to deter, by threat of coercion, the spread of Soviet communism?

- a. multilateralism
- b. consolidation
- c. containment
- d. interventionism

Ans: C

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Application

Answer Location: The Cold War Consensus, 1947–1968

Difficulty Level: Medium

36. The _____ focused on counterbalancing the Soviet Union as a traditional great power in order to promote global stability and order.

- a. open door
- b. good neighbor
- c. détente
- d. containment

Ans: C

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Cold War Dissensus, 1969–1989

Difficulty Level: Medium

37. The most significant long-term development in the global environment has been _____.

- a. the rise of globalization
- b. the ongoing wars in the Middle East
- c. the impact of 9/11
- d. the collapse of communism

Ans: C

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Post-Cold War Years, 1990–2001

Difficulty Level: Medium

38. The post-9/11 global context has been characterized by the broadening and deepening of _____.

- a. bipolarity
- b. globalization
- c. nationalism
- d. multilateralism

Ans: B

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Post-9/11 Years, 2002-Present

Difficulty Level: Easy

39. If another power wanted to accommodate and cooperate with the United States by joining in, they would be _____.

- a. bonding
- b. penetrating
- c. engaging
- d. balking

Ans: D

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Trump Response to the Post-9/11 Global Context

Difficulty Level: Medium

40. The Trump administration has embraced the _____ strategy, which has repudiated the foundations of American foreign policy.

- a. good neighbor
- b. détente
- c. America First
- d. open door

Ans: C

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Trump Response to the Post-9/11 Global Context

Difficulty Level: Easy

True/False

1. The present and future of US foreign policy is shaped in part by the global context, and the past decisions and actions US policymakers have taken to respond to it.

Ans: T

Learning Objective: 2-4: Assess the relationship between the global context and the historical patterns of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: Introduction: The Global and Historical Context of the Contemporary Challenge

Difficulty Level: Medium

2. President Trump has pursued a controversial agenda that aims to reverse the course of current policies in many areas.

Ans: T

Learning Objective: 2-4: Assess the relationship between the global context and the historical patterns of US foreign policy.

Cognitive Domain: Knowledge

Answer Location: Introduction: The Global and Historical Context of the Contemporary Challenge
Difficulty Level: Medium

3. The frequency of US armed intervention has significantly decreased over time.

Ans: F

Learning Objective: 2-2: Understand the meaning and limits of the isolationism-internationalism debate.

Cognitive Domain: Knowledge

Answer Location: From Isolationism to Internationalism

Difficulty Level: Easy

4. The ascendance of the Soviet Union and the United States in the wake of the European collapses resulted in a global context of multipolarity.

Ans: F

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Global Era, 1941-Present

Difficulty Level: Medium

5. President Obama relied more on soft power based on persuasion and ideational appeal.

Ans: T

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Knowledge

Answer Location: The Post-9/11 Years, 2002-Present

Difficulty Level: Easy

Short Answer

1. What elements make up the global context?

Ans: Answers may vary, but they can include elements such as the country's power (e.g., military and economic), resource, and level of technology.

Learning Objective: 2-1: Know the meaning and significance of the global context as a factor in US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Global Context: Patterns and Debates in US Foreign Policy

Difficulty Level: Medium

2. What role does the global environment play in the politics of US foreign policy?

Ans: It plays a role in two ways. First, global structures and patterns set the underlying conditions or parameters of likely US foreign policy. Second, particular

world events and relationships often have an immediate impact on domestic politics and the US policymaking process.

Learning Objective: 2-1: Know the meaning and significance of the global context as a factor in US foreign policy.

Cognitive Domain: Analysis

Answer Location: The Global Context: Patterns and Debates in US Foreign Policy

Difficulty Level: Medium

3. What are the main tenets of nation-building?

Ans: The main tenets are: to build an independent country safe from its neighbors, to construct a strong national economy, and to establish a stable democratic polity.

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Continental Era, 1776–1865

Difficulty Level: Medium

4. What key themes were reflected in the manifest destiny?

Ans: The three key themes are: the special virtues of the American people and their institutions, their mission to redeem and remake the world in the image of American, and the American destiny under God to accomplish the sublime task.

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Comprehension

Answer Location: The Regional Era, 1865–1940

Difficulty Level: Medium

5. Identify the five nations that made up the “Grand Alliance.”

Ans: The Grand Alliance was made up of the United States, Soviet Union, Great Britain, France, and China.

Learning Objective: 2-3: Identify the nature and characteristics of the Continental, Regional, and Global eras of US foreign policy.

Cognitive Domain: Knowledge

Answer Location: The Global Era, 1941-Present

Difficulty Level: Easy