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***Development and Social Change*, 6th edition**
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Chapter 2: Instituting the Development Project

Test Bank

1. The social psychological process underlying European colonialism is:
a. Hatred
*b. Stereotypes
c. Stigma
d. Love
Answer location: Colonialism
Page Number: 26

2. Africans, Native Americans, and Aboriginals are similar in all these respects, EXCEPT
a. They were colonized by Europeans/Americans
*b. They were converted all converted to Christianity
c. They all resisted colonial imperialism
d. The were displaced from their ancestral lands
Answer location: Colonialism
Page Number: 29

3. In condemning African ecological knowledge and practices, European colonizers betrayed their lack of knowledge about the
*a. complex and adaptive ecological practices of Africans
b. the economics of civilization
c. web of connections linking Africans to their land
d. value of commercial farming in Africa
Answer location: Colonialism
Page Number: 29

4. Which of the following best complete this statement:
"When the white man came, he had the Bible and we had the land. When the White man left_____
a. we had the gun and he had the Bible
b. we had the gun and he had the gold
*c. we had the Bible and he had the land
d. we had the land and he had the Bible.
Answer location: Colonialism
Page Number: 29

5. Under the colonial division of labor, the principal colonial powers exchanged
*a. manufactured goods for slaves and tobacco
b. guns and tobacco for manufactured goods
c. bible and guns for slaves and land
d. land for gold
Answer location: Colonial Division of Labor
Page Number: 31

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6. One consequence of the colonial division labor was the
a. development of colonial industries
b. creation of African military bases
c. development of European colonies
*d. developments of non-European nations into primary commodity production
Answer location: Colonial Division of Labor
Page Number: 31

7. CHOOSE ALL THAT APPLY: The long term effects of export monoculture include:
*a. African handicraft decline
*b. disconnection between what was eaten and what was grown for export
*c. money determined what people ate
d. development of African agriculture
Answer location: Colonial Division of Labor
Page Number: 32

8. Both the slave trade and colonialism are related in the sense that both:
a. originated from the American powers
b. required enormous investments in human capital
*c. contributed to development of European industries through supply of raw materials
d. ensured that religion and culture played little role in development
Answer location: Social Reorganization under Colonialism
Page Number: 34

9. In settler colonies, the settlers used military, legal and economic forces to _____the natives for _____
a. drive away, religious reasons
b. change the law against, administrative purposes
*c. wrestle land from, commercial purposes
d. wrestle land from, religious reasons
Answer location: Social Reorganization under Colonialism
Page Number: 34

10. Belgium turned its colonies into specialized producers of:
a. Cocoa and sugar
b. Wool and wheat
c. Gold and diamond
*d. Rugger and ivory
Answer location: Social Reorganization under Colonialism
Page Number: 34

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11. CHOOSE ALL THAT APPLY: Colonialism created new gender inequalities because
*a. systems of private property replaced age-old customary land-user rights
*b. private property undermined food production, a traditionally female activity
*c. it forced men to migrate to work on European estates, reducing women's control over resources
d. created powerful, independent women traders
Answer location: Social Reorganization under Colonialism
Page Number: 35

12. CHOOSE ALL THAT APPLY: New technologies undermined customary systems of grain reserves in India because
*a. the railroad and airplane facilitated transfer of grain
b. mainframe computers allowed automation of grain tracking
*c. the agricultural revolution facilitated production of grain
*d. the telegraph allowed grain merchants to quickly report demand and price for grain in London
Answer location: Social Reorganization under Colonialism
Page Number: 36

13. One of the unintended consequences of colonialism is:
a. development of the moral authority of the colonial state
b. growth in Indian-American diaspora
*c. displacement of colonial subjects and growth of ethnic tensions
d. Chinese integration in African countries
Answer location: Social Reorganization under Colonialism
Page Number: 37

14. CHOOSE ALL THAT APPLY: Decolonization efforts were inspired by:
*a. Racialization of colonial rule ethno-political tensions
*b. American and European discourse on rights and national sovereignty
c. Fear of Africans
d. Disillusionment of the British
Answer location: Decolonization
Page Number: 38

15. Resistance to colonialism took many of these forms except:
a. military struggles
b. labor unrest
*c. religious conversion
d. pan-Africanism
Answer location: Colonial Liberation
Page Number: 39

16. Decolonization gave development a new meaning in the sense that:
a. it transformed nation states into powerful entities
*b. it linked development to ideals of sovereignty and social justice
c. it refocuses development on African countries

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d. it confirms the perils of World War II
Answer location: Decolonization and Development
Page Number: 42

17. The United States led an international development project because it wanted to
*a. expand markets and flow of raw materials
b. increase competition between blacks and whites
c. increase competition with the British
d. transform development for international monetary fund
Answer location: Decolonization and Development
Page Number: 42-43

18. When Chicago traders purchased MidWestern US farm products for processing, and in turn sell the machinery and goods to those farmers, they are demonstrating:
a. colonial division of labor
*b. internalized division of labor
c. global division of labor
d. reversed division of labor
Answer location: Decolonization and Development
Page Number: 42-43

19. During decolonization period and immediately after the World War II, the world was divided into 3 blocks. The First, Second and Third Worlds. The second world includes which of these countries?
a. China
b. Brazil
*c. Russia
d. South Korea
Answer location: Decolonization and Development
Page Number: 44

20. CHOOSE ALL THAT APPLY: The world was divided into 3 blocks - The First, Second and Third Worlds since the end of World War II. However some are skeptical of division because
*a. it is based on income levels
*b. non-Western culture value non-cash generating practices
c. it is based on Western philosophy
d. it is obsolete
Answer location: Decolonization and Development
Page Number: 44

21. CHOOSE ALL THAT APPLY: The term "Development Project" implies that development is
a. an ideal
*b. both a blueprint for third world countries
*c. a strategy for world order
d. a figment of Truman's imagination
Answer location: Decolonization and Development
Page Number: 44

22. African anti-colonists doubted the appropriateness of the nation-state as an ingredient of the development project because
a. the nation-state was an American invention
*b. the nation-state was defined using artificially-drawn borders across continents such as Africa
c. the nation-state does not exist since it is linked through the globalization process
d. the nation-state was also the colonial state
Answer location: Ingredients of the development project - the nation state
Page Number: 46

23. Economic growth, as a yardstick of development, is fraught with problems because
a. there are no precise indicators of economic growth
*b. per capita income, used to measure economic growth, obscures income inequalities and value of non-monetary activities
c. it discounts the role of private enterprise
d. it is subject to manipulation by Western countries
Answer location: Ingredients of the development project - Economic Growth
Page Number: 49

24. Development was often framed by both West and Soviet blocks as destiny. The endpoint however differ. The West believed in _____, while the Soviet saw _____ as the ultimate goal of development.
a. liberty and progress; authoritarianism
b. private property; capitalism
*c. capitalism/free enterprise; communism/abolition of private property
d. individualism; collectivism
Answer location: Ingredients of the development project - Framing the Development Project
Page Number: 49

25. Despite their differences both the West and Soviet block shared the modernist paradigm, believing in _____as the vehicle for development in each.
a. agriculture
b. education
c. interdependency
* d. industrialization
Answer location: Ingredients of the development project - Framing the Development Project
Page Number: 49

26. National industrialization assumes that:
a. development requires investment in local technical elites
b. development involved the growth of agrarian societies

*c. linear direction for development in order for nations to catch up with the West
d. development requires total dependence on the West
Answer location: National Industrialization
Page Number: 50

27. CHOOSE ALL THAT APPLY: Economic nationalism was intended to:
*a. reverse colonial division of labor
*b. use taxes and revenue to finance infrastructural development
c. promote socialism
d. cease total dependence on the West
Answer location: Economic Nationalism
Page Number: 50-51

28. Import substitution policies were intended to
*a. reverse the colonial division of labor
b. encourage Africans to think of themselves
c. appease the Soviet block
d. promote cooperation between the West and Soviet blocks
Answer location: Import Substitution
Page Number: 51

29. Brazil and South Korea both adopted Import substitution industrialization but differed in one important respect in its implementation. What is this difference?
a. Brazil followed the Soviet model, while South Korea copied the West.
*b. Brazil relied more on foreign investment than South Korea
c. Brazil relied more on educated elite than South Korea
d. Brazil relied on rural agricultural development than South Korea
Answer location: Import Substitution
Page Number: 52

30. Latin American Development Alliance is an example of political coalitions whose goal is
a. to support repatriation of profits into Latin American countries
*b. to support rapid industrialization in Latin America
c. to support government decolonization efforts
d. to support increases in price subsidies
Answer location: Import Substitution
Page Number: 52

True/False

31. Experience of colonial rule convinced non-European countries to accept their own cultures
a. True
*b. False
Answer location: Colonialism

Page Number: 27

32. African communities relied on ancestral ecological knowledge to sustain themselves and their environment.
*a. True
b. False
Answer location: Colonialism
Page Number: 29

33. Under colonial division of labor colonies were converted into "exporters of raw materials and exporters of sustainability.
*a. True
b. False
Answer location: Colonial Division of Labor
Page Number: 31

34. Colonial division of labor is synonymous with export monoculture.
a. True
*b. False
Answer location: Colonial Division of Labor
Page Number: 32

35. Southern African and Australasia were examples of colonies of conquest:
a. True
*b. False
Answer location: Social Reorganization under Colonialism
Page Number: 34

36. Decolonization was a response to the double-standard of the European colonizers, with respect to discourse on rights and freedom
*a. True
b. False
Answer location: Decolonization
Page Number: 38

37. The racist legacy of colonialism ended with decolonization and colonial liberation
a. True
*b. False
Answer location: Colonial Liberation
Page Number: 39

38. US development model is "outer-directed", compared to the British's:
a. True
*b. False

Answer location: Decolonization and Development
Page Number: 42-43

40. British imperial development model is "inner-directed" compared to the American model:
a. True
*b. False
Answer location: Decolonization and Development
Page Number: 42-43

Short Answers:

41. In what ways did the experience of colonialism justified colonialism?
Answer: Varies. Europeans believed that non-European countries were backward and lived in stiffing cultures. Colonial rule therefore afforded these cultures the chance to compare their plight to those presented by European rule and its cultural superiority and potential for development or progress.
Answer location: Colonialism
Page Number: 27

42. What were some social and cultural impacts of colonialism, and how may they have informed the struggle for national independence in the colonial world?
Answer: Varies. Student should discuss the socio-cultural impacts (i.e, replacement of cultures, arts and crafts of colonized regions such as Africa). Also educational impacts - such as use of English in schools. These impacts are linked to struggle for independence to the extent that colonial rule undermined national sovereignty, identity and imposed a Western cultural ideals.
Answer location: Colonialism
Page Number: 27-31

43. Explain the concept of colonial division of labor and why it is important for understanding the development of underdevelopment
Answer: Varies. The colonial division of labor created ensured an unequal development in that non-European countries were converted into production and exporters of raw materials, at the expense of their own development. In the process dependency was created as these exported raw materials were turned into manufactured goods for consumption by the colonies.
Answer location: Colonial Division of Labor
Page Number: 31

44. Briefly explain internalized division of labor, compare its manifestation in Western countries with one other country in the developing world. What are the differences and similarities?
Answer. Varies: The internal division of labor implies the extraction of raw materials from rural/outlaying areas of a nation state (for example, mid-Western states in the US) for processing and manufacturing in the urban areas (in New York, NJ or Maryland). Similar dynamics exist in the developing nations in Africa elsewhere.
Students should be able to explain the purpose of this internalized division of labor, and link it to the overall objective of promoting industrialization.
Answer location: Colonial Division of Labor
Page Number: 31-32

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45. The 'development project' embodied certain assumptions about the process of development, its location, and its future outcomes. What were these assumptions, and how did they square with, confirm, and/or challenge the world order at that time?
Answer: Varies. Students should define what development project is, and importantly, discuss various assumption of the project, including westernization, modernization, and link these to the ideological conflict between the West and East/Soviet block. Students should assess the effect on the world order, including destabilization of Third World cultures, and economic systems.
Answer location: Colonial Division of Labor
Page Number: 31-35

46. Decolonization was a response to European double standard on individual rights and freedoms. Explain:
Answer: Varies. Resistance to colonialism developed and was intensified as colonies took inspiration from the rights for freedoms enshrined in the French Revolution, racial tensions in the Americas, and early fights for gender equality (feminists rights).
Answer location: Decolonization
Page Number: 38

47. Discuss the impact of the racist legacy of colonialism on psyche of Indians or Africans, and attempts that have been made to decolonize the psyche of the colonized.
Answer - Varies: Colonization transformed the culture of the colonies, delegitimizing their values, in particular their language in the interest of modernization - an imitative process of western civilization. This process affected the psyche of the colonized, as they are forced to abandon their culture and religious practices. Decolonization efforts, such as Pan Africanism, involved confronting the racism inherent in colonialism and reassertion of African values, culture, arts, language.
Answer location: Decolonization
Page Number: 38-40

48. Critically explain the nation-state and economic growth as ingredients of the development project
Answer: varies. Nation-state defined with geographical boundaries and expected to contribute to implementation of development projects. The weakness of this notion is the fact that most of the boundaries, particularly those in Africa are arbitrarily drawn, fueling ethnic tensions that undermine the objectives of development. Economic growth, is measured using quantitative indices such as GNP and per capita income is ignores many non-monetary activities that contribute to economic growth in the Third World, and it is fraught with assumptions about other criteria related to human development, e.g., the physical, spiritual and other 'qualitative' dimensions of social welfare.
Answer location: Ingredients of the development project - Economic Growth
Page Number: 49

49. Briefly explain Import Substitution:
Answer: Varies. Import substitution is a form of economic nationalism which sought to reverse the colonial division of labor—as governments encouraged and protected domestic industrialization with tariffs and public subsidies, reducing dependence on primary exports (“resource bondage”).
Answer location: Import Substitution
Page Number: 51

50. What is the implication of the scramble and partition of Africa for the institutionalization of the development project?
Answer: Varies. The scramble marks the establishment of the nation-state as an ingredient of the development project. Through the partition, European governments established (artificial) borders that neatly defined the geographic boundaries of each nation state, to aid in governance and political control. Students should also be able to discuss some of the weaknesses of this partition, including the implications of the scramble for ethno-political tensions.
Answer location: Ingredients of the development project - Economic Growth
Page Number: 47-49