A Novel Approach to Politics - Introducing Political Science through Books Movies and Popular Culture 6th edition Van Belle Test Bank

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Chapter 2: Why Government? Security, Anarchy, and Some Basic Group Dynamics

Test Bank

Multiple Choice

1. What is the essence of government?
A. collective action
B. maintaining armies
C. torturing citizens
D. faith-based organizations
Ans: A
Learning Objective: 2-2: Describe the importance of collective action in Bobsville.
Cognitive Domain: Comprehension
Answer Location: Collective Action
Difficulty Level: Medium

2. Coordinated group activity designed to achieve a common goal that individuals acting on their own could not otherwise attain is referred to as _____.
A. collective action
B. group identity
C. government
D. political capital
Ans: A
Learning Objective: 2-2: Describe the importance of collective action in Bobsville.
Cognitive Domain: Knowledge
Answer Location: Collective Action
Difficulty Level: Easy

3. The story of Bobsville and the collaborative efforts of the rice farmers illustrates _____.
A. the development of modern agricultural techniques
B. the failure of government institutions to maintain infrastructure
C. the collective pursuit of security
D. the pursuit of collective action for financial gain
Ans: C
Learning Objective: 2-2: Describe the importance of collective action in Bobsville.
Cognitive Domain: Comprehension
Answer Location: Collective Action
Difficulty Level: Medium

4. Which of the following statements pertaining to collective action is true?
A. Collective action can be achieved by individuals who act on their own.

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B. Collective action is not necessary if there is a strong leader.
C. Collective action is not designed to achieve a common goal.
D. Collective action is the essence of government.
Ans: D
Learning Objective: 2-2: Describe the importance of collective action in Bobsville.
Cognitive Domain: Application
Answer Location: Collective Action
Difficulty Level: Medium

5. Which of the following statements pertaining to security is true?
A. Individual security is the ability of a leader to hold on to power.
B. What many people call regime security, political scientists refer to as national security.
C. There is only one definition of security.
D. Security is the ability to protect something of value.
Ans: D
Learning Objective: 2-3: On threat of banishment, define the different types of security.
Cognitive Domain: Application
Answer Location: Security
Difficulty Level: Medium

6. The protection of borders and governmental structures from outside threats is defined as _____ security.
A. regime
B. individual
C. state
D. national
Ans: C
Learning Objective: 2-3: On threat of banishment, define the different types of security.
Cognitive Domain: Knowledge
Answer Location: Security
Difficulty Level: Easy

7. The protection of the interests or survival of tribal, ethnic, or other groups that exist within and across state borders is defined as _____ security.
A. regime
B. individual
C. state
D. national
Ans: D
Learning Objective: 2-3: On threat of banishment, define the different types of security.
Cognitive Domain: Knowledge
Answer Location: Security
Difficulty Level: Easy

8. Leaders' ability to protect their hold on power is referred to as _____.
A. regime security

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B. national security
C. state security
D. individual security
Ans: A
Learning Objective: 2-3: On threat of banishment, define the different types of security.
Cognitive Domain: Knowledge
Answer Location: Security
Difficulty Level: Easy

9. _____ is widely believed to be the key variable in politics.
A. Transparency
B. Legitimacy
C. Power
D. Effectiveness
Ans: C
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Comprehension
Answer Location: Power
Difficulty Level: Medium

10. Simply defined *power* is _____.
A. the ability (or right) to control people
B. the ability to get something done
C. the military strength of a state
D. a supernatural being or force
Ans: B
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Knowledge
Answer Location: Power
Difficulty Level: Easy

11. The reserve of power an individual holds and on which he or she can call to achieve political goals is referred to as _____.
A. political capital
B. the reserve clause
C. security power
D. allocative authority
Ans: A
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Knowledge
Answer Location: Power
Difficulty Level: Easy

12. When the social structure or context leads one to accept another person's commands, direction, or other forms of control over their actions, the person is thought to have _____.
A. power

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B. security
C. authority
D. charisma
Ans: C
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Comprehension
Answer Location: Power
Difficulty Level: Medium

13. According to your textbook, power is to politics as _____.
A. money is to capitalism
B. freedom is to slavery
C. Michael Scott is to Dwight Schrute
D. faith is to religion
Ans: A
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Comprehension
Answer Location: Power
Difficulty Level: Medium

14. Which of the following statements pertaining to anarchy is true?
A. The term *anarchy* refers to the presence of any overarching authority or hierarchy.
B. Anarchy is, perhaps, the most inefficient form of human organization there is.
C. The United States was only in an anarchic state for most of the nineteenth century.
D. Anarchists avoid chaos and long for structure and authority.
Ans: B
Learning Objective: 2-6: Describe the relationship between anarchy and power.
Cognitive Domain: Application
Answer Location: Anarchy
Difficulty Level: Medium

15. The power of individuals is constrained in _____ situations.
A. anarchical
B. hierarchical
C. chaotic
D. transformative
Ans: B
Learning Objective: 2-6: Describe the relationship between anarchy and power.
Cognitive Domain: Comprehension
Answer Location: Anarchy and Power
Difficulty Level: Medium

16. Which political theorist described life in the state of nature as “solitary, poor, nasty, brutish, and short?”
A. Aristotle
B. Jean-Jacques Rousseau
C. John Locke

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D. Thomas Hobbes
Ans: D
Learning Objective: 2-6: Describe the relationship between anarchy and power.
Cognitive Domain: Knowledge
Answer Location: An Impetus for Government
Difficulty Level: Easy

17. The complete absence of hierarchy is referred to as _____.
A. power
B. political capital
C. collective action
D. anarchy
Ans: D
Learning Objective: 2-7: Go to the opposite extreme and describe the context of hierarchy.
Cognitive Domain: Knowledge
Answer Location: The Context of Hierarchy
Difficulty Level: Easy

18. Which of the following occurs when individuals or groups agree to join resources and abilities for a purpose that individually benefits members?
A. separations
B. alliances
C. disunions
D. divisions
Ans: B
Learning Objective: 2-8: Describe how alliances work on *Gilligan's Island*, *Game of Thrones*, or in real life.
Cognitive Domain: Application
Answer Location: Alliances
Difficulty Level: Medium

19. According to your textbook, government is defined as _____.
A. the means to an end
B. a set of agreements, laws, or other political structures designed to provide permanent hierarchy
C. the social contract
D. a collective agreement between a group of people with a common problem
Ans: B
Learning Objective: 2-8: Describe how alliances work on *Gilligan's Island*, *Game of Thrones*, or in real life.
Cognitive Domain: Knowledge
Answer Location: Alliances
Difficulty Level: Easy

20. Which of the following statements about group identity is true?

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A. Group identification first becomes important when the members ask the crucial question of who can be a member of the group.
B. Identity is never used as the basis for justifying and maintaining the existence of the group.
C. Leaders cannot call on their members to do the actual work; they must do it themselves.
D. Group identity is fixed; it never varies.
Ans: A
Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Application
Answer Location: Group Identities
Difficulty Level: Medium

21. Lewis Coser examined group conflict in terms of _____.
A. the social or political functions it served
B. how little groups contribute to society
C. the way to maximize economic productivity
D. their underlying benefit to rice production
Ans: A
Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Comprehension
Answer Location: Conflict between Groups
Difficulty Level: Medium

22. Which of the following statements best describes the importance of "the other?"
A. You can absolutely define those who are not part of the group by initiating a conflict with them.
B. Leaders are not very concerned with it.
C. These are the people that wind up working the hardest and paying the most taxes.
D. It really has no value as a concept.
Ans: A
Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Application
Answer Location: Conflict between Groups
Difficulty Level: Medium

23. The "rally 'round the flag effect" refers to which of the following?
A. Americans tend to say the Pledge of Allegiance more often than do citizens of other nations.
B. Whenever Americans perceive a threat to the nation, public opinion polls show that there is also an upsurge in the president's approval ratings.
C. Flag production is often associated with national holiday celebrations.
D. Owning a flag is a good indicator of whether someone will be successful.
Ans: B

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Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Application
Answer Location: Conflict between Groups
Difficulty Level: Medium

24. Intergroup conflict has a profound effect on a group's _____.
A. identity
B. resources
C. membership
D. dynamics
Ans: A
Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Comprehension
Answer Location: Conflict between Groups
Difficulty Level: Medium

25. What is the central element in political group dynamics?
A. homogeneity
B. strength
C. leadership
D. conflict
Ans: D
Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Comprehension
Answer Location: Conflict between Groups
Difficulty Level: Medium

True/False

1. Collective action is the essence of government.
Ans: T
Learning Objective: 2-2: Describe the importance of collective action in Bobsville.
Cognitive Domain: Comprehension
Answer Location: Collective Action
Difficulty Level: Medium

2. The pursuit of regime security is often complicated by issues related to what political scientists define as individual security.
Ans: F
Learning Objective: 2-3: On threat of banishment, define the different types of security.
Cognitive Domain: Comprehension
Answer Location: Security

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Difficulty Level: Medium

3. Individuals earn political capital by doing favors for others in the hope that they will deliver their support at a future date.
Ans: T
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Comprehension
Answer Location: Power
Difficulty Level: Medium

4. There is no difference between power and authority.
Ans: F
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Comprehension
Answer Location: Power
Difficulty Level: Medium

5. Many anarchists are ideologues who long for a lack of hierarchy.
Ans: T
Learning Objective: 2-6: Describe the relationship between anarchy and power.
Cognitive Domain: Comprehension
Answer Location: Anarchy
Difficulty Level: Medium

6. In hierarchical structures, the power of an individual is limitless.
Ans: F
Learning Objective: 2-6: Describe the relationship between anarchy and power.
Cognitive Domain: Comprehension
Answer Location: Anarchy and Power
Difficulty Level: Medium

7. In anarchic environments, power is considered to be the ultimate resource.
Ans: T
Learning Objective: 2-6: Describe the relationship between anarchy and power.
Cognitive Domain: Comprehension
Answer Location: Anarchy and Power
Difficulty Level: Medium

8. An alliance occurs when individuals or groups agree to combine resources and abilities for a purpose that benefits the members of the alliance individually.
Ans: T
Learning Objective: 2-8: Describe how alliances work on *Gilligan's Island*, *Game of Thrones*, or in real life.
Cognitive Domain: Comprehension
Answer Location: Alliances
Difficulty Level: Medium

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9. Government is the primary mechanism through which people pursue collective actions.
Ans: T
Learning Objective: 2-8: Describe how alliances work on *Gilligan's Island*, *Game of Thrones*, or in real life.
Cognitive Domain: Comprehension
Answer Location: Alliances
Difficulty Level: Medium

10. The "other" is often referred to as our allies.
Ans: F
Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Comprehension
Answer Location: Conflict between Groups
Difficulty Level: Medium

Essay

1. Using the example of Bob the farmer, examine why and how we theoretically progress from anarchy to government.
Ans: Varies. However, they should touch upon organizing as a group to achieve a collective benefit. In the example provided in the text, Bob and his fellow farmers organized themselves to pursue a collective benefit: protect their grain (i.e., security). By organizing Bob had created the first sedentary village and, with it, the first vestiges of government.
Learning Objective: 2-1: Understand the motivations that lead to the establishment of government, aka Bobsville.
Cognitive Domain: Analysis
Answer Location: A Model for the Emergence of Cooperation: Bobsville
Difficulty Level: Medium

2. What is collective action?
Ans: According to the author, collective action is a coordinated group activity designed to achieve a common goal that individuals acting on their own could not otherwise attain.
Learning Objective: 2-2: Describe the importance of collective action in Bobsville.
Cognitive Domain: Comprehension
Answer Location: Collective Action
Difficulty Level: Medium

3. Compare and contrast the different types of security (state, regime, national, and individual).

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Ans: The four different types of security have one thing in common--they are meant to protect something/someone. The difference lies in which entity is protected by a certain type of security. For example, national security is the protection of the interests or survival of tribal, ethnic, or other groups that exist within and across state borders. State security, on the other hand, protects the borders and governmental structures from outside threats. Regime security is the ability to protect one's hold on power, while individual security is the protection of one's self.
Learning Objective: 2-3: On threat of banishment, define the different types of security.
Cognitive Domain: Comprehension
Answer Location: Security
Difficulty Level: Medium

4. Explain how someone might go about accumulating "political capital" and how this accumulation can increase someone's power.
Ans: According to the author, individuals earn political capital by doing favors for others in the hope that they will deliver their support at a future date. Earning support can help individuals such as those campaigning for office. The more support individuals have the more likely that their power will increase.
Learning Objective: 2-5: Explain the concept of power.
Cognitive Domain: Comprehension
Answer Location: Power
Difficulty Level: Medium

5. Discuss the impact that intergroup conflict has on a group's identity.
Ans: Sociologist Lewis Coser noted that intergroup conflict has a profound effect on a group's identity. Coser argued that the degree to which people consider themselves part of a group increases when that group is engaged in conflict with another group. Additionally, intergroup conflict tends to generate an increase in the willingness of group members to accept and actively support the leadership of the group.
Learning Objective: 2-9: Identify the factors that go into determining who's in a group and how the members interact.
Cognitive Domain: Comprehension
Answer Location: Conflict between Groups
Difficulty Level: Medium

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