Crossing Borders International Studies for the 21st Century 4th edition Chernotsky Test Bank

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Chapter 2: Point of Departure: Planet Earth

Test Bank

Multiple Choice

1. A natural asset of the earth that is available to all is better known as _____.
A. earth commons
B. tragedy of the commons
C. environmental commons
D. global commons
Ans: D
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Knowledge
Answer Location: Point of Departure: Planet Earth
Difficulty Level: Easy

2. Which scholar first theorized about the tragedy of the commons?
A. Garrett Hardin
B. Alexander von Humboldt
C. Eratosthenes
D. Jeffrey Sachs
Ans: A
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Knowledge
Answer Location: Point of Departure: Planet Earth
Difficulty Level: Easy

3. All of the following are examples of the tragedy of the commons EXCEPT for the _____.
A. depletion of ocean fish stocks
B. cutting down of trees on private property
C. traffic congestion on major highways
D. degradation of state parks
Ans: B
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Application
Answer Location: Point of Departure: Planet Earth
Difficulty Level: Medium

4. What widely known concept was the subject of the Bruntland Commission's 1987 report *Our Common Future*?
A. human development
B. environmental preservation

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C. tragedy of the commons
D. sustainable development
Ans: D
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Knowledge
Answer Location: Point of Departure: Planet Earth
Difficulty Level: Easy

5. The study of the earth and its characteristics is known as _____.
A. geography
B. astronomy
C. geology
D. physical science
Ans: A
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Knowledge
Answer Location: Point of Departure: Planet Earth
Difficulty Level: Easy

6. The term *geography* was coined by _____.
A. Claudius Ptolemy
B. Eratosthenes
C. Pliny the Elder
D. Alexander von Humboldt
Ans: B
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Knowledge
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Easy

7. Which ancient scholar wrote the texts *Geography* and *Almagest* as an effort to map the world in a system of degrees that measured distances from the equator?
A. Claudius Ptolemy
B. Nicolaus Copernicus
C. Eratosthenes
D. Gerardus Mercator
Ans: A
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Knowledge
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Easy

8. Alexander von Humboldt _____.
A. first mapped the world using a system of degrees that measured distances from the equator

B. is best known as the father of cartography
C. made the first calculation of the circumference of the earth
D. made the first systematic observations about the climate as related to geography
Ans: D
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Knowledge
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Easy

9. The discipline of geography is generally divided into two branches: physical geography and _____.
A. cultural geography
B. environmental geography
C. human geography
D. historical geography
Ans: C
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Knowledge
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Easy

10. What is physical geography?
A. the study of the way that humans interface with the physical environment
B. the study of the earth's climates
C. the study of how political, economic, social, and cultural factors influence the physical environment
D. the study of the earth and its resources
Ans: D
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Knowledge
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Easy

11. The depiction of physical and human-made borders is better known as _____.
A. cartography
B. physical geography
C. human geography
D. topography
Ans: A
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Knowledge
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Easy

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12. What type of maps shows the locations of resources and trade routes?
A. political maps
B. economic maps
C. physical maps
D. ethnic maps
Ans: B
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Comprehension
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Medium

13. The world's largest refugee camp is located in _____.
A. Dadaab, Kenya
B. Al Zaatri, Syria
C. Kutupalong, Bangladesh
D. Yida, South Sudan
Ans: C
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Knowledge
Answer Location: Where We Live
Difficulty Level: Easy

14. People are often displaced from their homes due to _____.
A. economic pressures, conflict and war, and natural disasters
B. conflict and war, economic prosperity, and man-made disasters
C. natural disasters, man-made disasters, and economic depravity
D. economic prosperity, social pressures, and conflict and war
Ans: A
Learning Objective: 2-2: Identify the key challenges facing our physical world.
Cognitive Domain: Comprehension
Answer Location: Where We Live
Difficulty Level: Medium

15. Which of the following are some probable factors that explain why population growth rates are the highest among the world's poorest countries?
A. the high cultural value placed on having large families and the desire for families to have many girls
B. the desire for families to have many girls and the lack of education among women regarding birth control
C. lack of education among women about birth control and the high cultural value placed on having large families
D. the idea that women should only be responsible for reproductive and the high cultural value placed on having large families
Ans: C
Learning Objective: 2-3: Analyze sources and trends in population growth.

Cognitive Domain: Analysis
Answer Location: Population Management
Difficulty Level: Hard

16. Which country addressed population growth through the one-child policy?
A. Japan
B. Russia
C. India
D. China
Ans: D
Learning Objective: 2-3: Analyze sources and trends in population growth.
Cognitive Domain: Knowledge
Answer Location: Population Management
Difficulty Level: Easy

17. What concept centers upon the conflict inherent in the idea that growth of the world's population increases geometrically whereas the production of food can only increase arithmetically?
A. carrying capacity
B. tragedy of the commons
C. Malthusian dilemma
D. Maslow's hierarchy of needs
Ans: C
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Comprehension
Answer Location: Food and Hunger
Difficulty Level: Medium

18. According to current estimates, in which two countries do the majority of the 820 million people suffering from hunger live?
A. India and China
B. Lesotho and North Korea
C. Somalia and India
D. China and South Korea
Ans: A
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Knowledge
Answer Location: Food and Hunger
Difficulty Level: Easy

19. Which specialized agency of the United Nations is responsible for monitoring global food issues?
A. United Nations Development Programme
B. United Nations World Food Programme
C. Food and Agriculture Organization of the United Nations
D. United Nations Environment Programme

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Ans: C
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Knowledge
Answer Location: Food and Hunger
Difficulty Level: Easy

20. The situation that exists when people lack service access to sufficient amounts of safe and nutritious food is known as _____.
A. food insecurity
B. extreme hungry
C. malnutrition
D. poverty
Ans: A
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Knowledge
Answer Location: Food and Hunger
Difficulty Level: Easy

21. What is undernourishment?
A. the level of food insecurity measured by nutrition and the extent to which livelihoods are affected
B. a situation that exists when people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development and an active and healthy lifestyle
C. a situation that exists when the growth of the world's population increases geometrically while food production only increases arithmetically
D. he dietary energy consumption that is continuously below the minimum dietary energy requirement for maintaining a healthy lifestyle
Ans: D
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Knowledge
Answer Location: Food and Hunger
Difficulty Level: Easy

22. Which international organization is a key actor in emergency food aid response?
A. World Food Council
B. United Nations World Food Programme
C. World Trade Organization
D. United Nations High Commissioner for Refugees
Ans: B
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Knowledge
Answer Location: Food and Hunger
Difficulty Level: Easy

23. Which of the following factors limit the distribution of food aid?

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A. displacement of people in need, rising costs, war and conflict
B. rising costs, availability of transportation of goods, and displacement of people in need
C. war and conflict, availability of transportation of goods, and natural disasters
D. disasters, displacement of people in need, and rising costs
Ans: A
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Comprehension
Answer Location: Food and Hunger
Difficulty Level: Medium

24. Which alternative energy resource was once popular with the United States, Japan, and parts of Europe but has seen decreasing support due to concerns about its safety and potentially severe human and environmental impacts?
A. geothermal energy
B. solar energy
C. nuclear energy
D. hydroelectric energy
Ans: C
Learning Objective: 2-5: Distinguish alternative sources of energy and how each affects environmental security.
Cognitive Domain: Knowledge
Answer Location: Energy Security
Difficulty Level: Easy

25. All of the following are ways in which humans contribute to the environmental tragedy EXCEPT for _____.
A. pollination
B. water pollution
C. deforestation
D. air pollution
Ans: A
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Comprehension
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Medium

26. Deforestation is _____.
A. the destruction of forest areas due to human actions or environmental factors
B. the degradation of land in woodland environments as a result of climate change
C. the destruction of forest areas due to natural phenomenon only
D. the pollution of forests and other woodland areas by humans
Ans: A
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Knowledge

Answer Location: Food and Hunger
Difficulty Level: Easy

27. Which of the following is a result of desertification?
A. improved water quality
B. improved air quality
C. decreased food production
D. decreased downstream flooding
Ans: C
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Application
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Medium

28. Desertification affects more than 100 countries worldwide. What percentage of the world's land has lost capacity for growing crops due to desertification?
A. 47%
B. 59%
C. 65%
D. 75%
Ans: D
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Knowledge
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Easy

29. How many people are estimated to lack access to safe water supplies worldwide?
A. 663 million
B. 804 million
C. 844 million
D. 956 million
Ans: C
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Knowledge
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Easy

30. What term describes the rise in the earth's temperate due to gasses that trap heat in the atmosphere?
A. greenhouse effect
B. global warming
C. climate change
D. desertification

Ans: A
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Knowledge
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Easy

31. By which name is the United Nations Conference on Environmental and Development in Rio de Janeiro known?
A. Bruntland Commission
B. Earth Summit
C. Kyoto Protocols
D. Rio+20 Conference
Ans: B
Learning Objective: 2-7: Review key global initiatives designed to address climate change.
Cognitive Domain: Knowledge
Answer Location: The Global Response
Difficulty Level: Easy

32. What calculation is known as a measurement of the amount of greenhouse gasses you produce daily?
A. greenhouse footprint
B. environmental calculation
C. carbon effect
D. carbon footprint
Ans: D
Learning Objective: 2-8: Reflect on ways personal behaviours can be adjusted to promote sustainability.
Cognitive Domain: Knowledge
Answer Location: Conclusion: What Can You Do?
Difficulty Level: Easy

33. Which *R* refers to lessening the amount of waste you generate?
A. reduce
B. reuse
C. recycle
D. repurpose
Ans: A
Learning Objective: 2-8: Reflect on ways personal behaviours can be adjusted to promote sustainability.
Cognitive Domain: Comprehension
Answer Location: Conclusion: What Can You Do?
Difficulty Level: Medium

34. The trash from computers and cell phones is better known as _____.

A. computer waste
B. e-waste
C. electrowaste
D. techwaste
Ans: B
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Knowledge
Answer Location: Conclusion: What Can You Do?
Difficulty Level: Easy

35. All of the following are examples of the *R* "reuse" EXCEPT for _____.
A. salvaging goods from buildings that are torn down and using them to construct new buildings
B. donating home improvement goods to Habitat for Humanity ReStores for resale
C. buying goods that are packaged in recycled postconsumer waste
D. placing plastic bottles and other items in appropriate containers during trash pickups
Ans: D
Learning Objective: 2-8: Reflect on ways personal behaviours can be adjusted to promote sustainability.
Cognitive Domain: Application
Answer Location: Conclusion: What Can You Do?
Difficulty Level: Medium

36. Separating aluminum cans, plastic bottles, and paper from your other waste to be transformed into usable items is an example of which *R*?
A. reduce
B. reuse
C. recycle
D. repurpose
Ans: C
Learning Objective: 2-8: Reflect on ways personal behaviours can be adjusted to promote sustainability.
Cognitive Domain: Comprehension
Answer Location: Conclusion: What Can You Do?
Difficulty Level: Medium

Short Answer

1. According to the World Commission on Environment and Development, _____ "meets the needs of the present without compromising the ability of future generations to meet their own needs."
Ans: sustainable development
Learning Objective: 2-2: Understand the key challenges facing our physical world.

Cognitive Domain: Analysis
Answer Location: Point of Departure: Planet Earth
Difficulty Level: Medium

2. _____ is the study of the earth and its resources, while _____ is the study of the ways that humans interface with the environment.
Ans: Physical geography; human geography
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Analysis
Answer Location: Getting Our Heads around the Earth: Geography as a Field of Study
Difficulty Level: Medium

3. Maps often show _____, or any of the earth's physical features and their relationship to one another in terms of location and elevation.
Ans: topography
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Analysis
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Medium

4. _____ is the ability of the planet Earth to meet the needs of its population.
Ans: Carrying capacity
Learning Objective: 2-3: Analyze sources and trends in population growth.
Cognitive Domain: Analysis
Answer Location: Food and Hunger
Difficulty Level: Medium

5. The Malthusian dilemma explains the conflict inherent in the idea that the growth of the world's population increases _____ whereas the production of food can only increase _____.
Ans: geometrically; arithmetically
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Analysis
Answer Location: Food and Hunger
Difficulty Level: Medium

6. The _____ is an organization within the United Nations responsible for food aid and assistance.
Ans: World Food Programme
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Analysis
Answer Location: Food and Hunger
Difficulty Level: Medium

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7. The use of modern biotechnology to alter crops for greater agricultural productivity results in the creation of _____ organisms.
Ans: genetically modified
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Analysis
Answer Location: Food and Hunger
Difficulty Level: Medium

8. _____ is the degradation of land in arid, semiarid, and dry subhumid areas resulting from variations in the climate and human activities.
Ans: Desertification
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Analysis
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Medium

9. The _____, organized by the UN Conference on Environment and Development in Rio de Janeiro in 1992, was the largest gathering ever held on global environment issues and focused on adopting policies that would slow down the pollution of the earth.
Ans: Earth Summit
Learning Objective: 2-7: Review key global initiatives designed to address climate change.
Cognitive Domain: Analysis
Answer Location: The Global Response
Difficulty Level: Medium

10. Many poor urban residents salvage recyclable goods from trash piles in a dangerous practice known as _____.
Ans: waste picking
Learning Objective: 2-8: Reflect on ways personal behaviours can be adjusted to promote sustainability.
Cognitive Domain: Analysis
Answer Location: Conclusion: What Can You Do?
Difficulty Level: Medium

True/False

1. A global commons is a natural asset of the earth that is available to all and may include clean air and water.
Ans: T
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Knowledge
Answer Location: Point of Depature: Planet Earth

Difficulty Level: Easy

2. Physical geography is the study of the earth and its resources.
Ans: F
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Comprehension
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Medium

3. Cartography is the depiction of the earth's physical and human-made borders and their relationships to one another in terms of location and elevation.
Ans: F
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Comprehension
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Medium

4. Rapid population growth strains the earth's carrying capacity in several ways, including the earth's capacity to produce enough food.
Ans: T
Learning Objective: 2-3: Analyze sources and trends in population growth.
Cognitive Domain: Comprehension
Answer Location: Food and Hunger
Difficulty Level: Medium

5. Food insecurity is defined as a situation that exists when people have secure access to sufficient amounts of safe and nutritious foods.
Ans: F
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Knowledge
Answer Location: Food and Hunger
Difficulty Level: Easy

6. The safe transportation and distribution of food in countries ravaged by conflict is a factor that limits the provision of food aid.
Ans: T
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Comprehension
Answer Location: Food and Hunger
Difficulty Level: Medium

7. After the nuclear meltdowns in Japan in 2011, Germany announced that it will phase out its nuclear energy production by 2022.
Ans: T

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Learning Objective: 2-5: Distinguish alternative sources of energy and how each affects environmental security.
Cognitive Domain: Knowledge
Answer Location: Energy Security
Difficulty Level: Easy

8. Deforestation and desertification are both examples of how human activities and population growth have negatively affected the environment.
Ans: T
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Application
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Medium

9. Global warming is the drop in the earth's temperature due to greenhouse gasses that trap heat in the atmosphere.
Ans: F
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Comprehension
Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Medium

10. Calculating your carbon footprint can help you identify areas where you can reduce your impact on the global system.
Ans: T
Learning Objective: 2-8: Reflect on ways personal behaviours can be adjusted to promote sustainability.
Cognitive Domain: Comprehension
Answer Location: Conclusion: What Can you Do?
Difficulty Level: Easy

Essay

1. What is a global commons? Give three examples.
Ans: A global commons is a natural asset of the earth that is available to all. Students should be able to identify three examples of a global commons (i.e., clean air, healthy environment, access to oceans, access to space, etc.).
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Analysis
Answer Location: Point of Departure: Planet Earth
Difficulty Level: Medium

2. What are the two main branches of geography, and how are they different from each other?

Ans: The two main branches of geography are physical and human geography. Physical geography is the study of the earth and its resources, while human geography is the study of the way that humans interface with the physical environment and how political, economic, social, and cultural factors influence these connections.
Learning Objective: 2-1: Define the field of geography, and explain its key units of analysis and measurement.
Cognitive Domain: Analysis
Answer Location: Getting Our Heads Around the Earth: Geography as a Field of Study
Difficulty Level: Hard

3. What is carrying capacity? What is one way that humans strain the earth's carrying capacity?
Ans: Students should first define carrying capacity as the earth's ability to meet the needs of its population and then describe population growth, food scarcity, or energy shortages as one of the ways that humans strain the earth's carrying capacity.
Learning Objective: 2-2: Understand the key challenges facing our physical world.
Cognitive Domain: Analysis
Answer Location: Food and Hunger
Difficulty Level: Medium

4. What three factors influence the availability of food?
Ans: Students should be able to identify three factors influencing the availability of food, including (1) natural disasters, (2) environmental degradation, and (3) war and conflict.
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Analysis
Answer Location: Food and Hunger
Difficulty Level: Hard

5. What are the two main organizations of the United Nations that oversee food and hunger issues, and what are their functions?
Ans: The Food and Agriculture Organization of the United Nations monitors global food issues such as food insecurity. The United Nations World Food Programme is a key actor in emergency food aid response.
Learning Objective: 2-4: Explain the sources of food insecurity.
Cognitive Domain: Analysis
Answer Location: Food and Hunger
Difficulty Level: Medium

6. What are the four ways in which humans contribute to the environmental tragedy? Which do you think is the most critical contributing factor and why?
Ans: Humans contribute to the environmental tragedy through deforestation, desertification, water quality, and air pollution and climate change. Students should be able to pick one and articulate why they think it is the most critical factor.
Learning Objective: 2-6: Evaluate the impact human beings are having on the sustainability of the planet.
Cognitive Domain: Analysis

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Answer Location: The Human Factor: Contributing to the Problem?
Difficulty Level: Hard

7. What are the three *R*s of conservation? Choose one *R*, define that *R*, and provide three examples of ways you can conserve and protect the earth through that *R*.
Ans: Students should be able to first identify the three *R*s (reduce, reuse, and recycle), then define them as follows: (1) *reduce* refers to decreasing the amount of waste one generates, (2) *reuse* refers to using an item again after it has been used, and (3) *recycling* refers to generating new items from materials that would otherwise be waste. Students should then pick one *R* and give three examples (i.e., reusing: buying a reusable plastic or metal bottle for water, tearing old T-shirts up to use as rags, and using canvas bags to pack groceries).
Learning Objective: 2-8: Reflect on ways personal behaviours can be adjusted to promote sustainability.
Cognitive Domain: Application
Answer Location: Conclusion: What Can You Do?
Difficulty Level: Hard

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