

Instructor's Manual & Test Bank

to accompany

Roskin

Countries and Concepts, 11e

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Chapter 1

THE CONCEPT OF COUNTRY

Learning Objectives

1. What is the difference between nation and state?
2. Why are standard definitions of nation-state inadequate?
3. What factors produced the modern state?
4. Where did nationalism originate?
5. What does the author mean by “quarrels”?
6. How do we define Europe’s regions?
7. Does stable democracy need a certain level of economic development?
8. What is a political institution?
9. What is political culture?
10. How are generalizations and theories related?
11. What is “redistribution,” and why is it never settled?

Chapter Summary

We study both **nations** (the “people” element) and **states** (the structural element). Typically, states preceded and often founded nations. Nation-states (simpler: **countries**) generally have territory, population, **sovereignty**, and government, but these are often unclear. Avoid **reification**. The modern state is only about five centuries old, the product of absolutism, economic and territorial expansion, printing, secularization, and improved administration. The French Revolution unleashed nationalism.

This book is structured on a fivefold pattern:

I. Impact of the Past

How has geography influenced politics? Was unification early or late? Are there regional resentments? What political patterns did **feudalism** and **absolutism** set up? How did the country modernize? Did industrialization and urbanization lead to mass participation? Was religion a problem (e.g., anticlericalism)? How and when were parties established? A welfare system?

II. The Key Institutions

Is the system a monarchy or a republic? **Authoritarian** or democratic? Presidential or parliamentary? Who has chief executive power? How powerful is the legislature? How is it structured? How many parties? Is the electoral system single-member districts or proportional? Is the bureaucracy strong?

III. Political Culture

Does **political culture** make government, or vice-versa? How strong is regime **legitimacy**? What symbols shore it up? Is **ideology** important? Who gets what education, and how does it lead to elite status? How do **elites** differ from **masses**? What are the main cleavages—region, religion, class, etc.?

Multiple-Choice Questions

6. In looking for political quarrels, the author suggests we pay attention to
- a. graffiti.
 - b. the local press.
 - c. long-term issues.*
 - d. immediate problems.
 - e. minority language rights.

Bloom's level: Comprehension

Page reference: 6-7

7. Political scientists use "legitimacy" to mean
- a. people feel the regime's rule is rightful.*
 - b. the regime is legal.
 - c. the king is of legitimate birth.
 - d. the regime's rule is rightful.
 - e. the regime has international recognition.

Bloom's level: Knowledge

Page reference: 11-12

8. Politically, feudalism meant
- a. nobles often feuded.
 - b. the king ruled by divine right.
 - c. nobles balanced the king.*
 - d. nobles had supreme power.
 - e. king and nobles fought.

Bloom's level: Comprehension

Page reference: 5

9. Democracy tends to succeed in countries with
- a. a large refugee population.
 - b. a large population of chronically unemployed people.
 - c. a large middle class.*
 - d. a less-developed infrastructure.
 - e. a history of dictatorship.

Bloom's level: Knowledge

Page reference: 8