

**Test Bank for Introduction to Interdisciplinary
Studies 2nd Edition Repko Szostak Buchberger
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**Test Bank Questions for Chapter 2: Interdisciplinary
Studies Defined**

CHAPTER 2

Level 1: Remembering or recalling factual information

- 1. The term “discipline” was introduced by the**
 - a. Greeks
 - b. Persians
 - c. Romans

Ans: C

Learning Objective: LO 1

Answer Location: The Origin of the Concept of Disciplinarity

Question Type: MC

Difficulty Level: Easy

2. The revolution associated with an increased insistence on testing theories through careful observation or experiment is the

- a. Scientific revolution
- b. Industrial revolution
- c. Enlightened revolution

Ans: A

Learning Objective: LO 1

Repko, Introduction to Interdisciplinary Studies 2

Answer Location: The Origin of the Concept of Disciplinarity

Question Type: MC

Difficulty Level: Easy

3. One of the reasons universities started to organize themselves around the disciplines was

- a. to effectively compete for resources
- b. to attract more students
- c. to make scheduling easier

Ans: A

Learning Objective: LO 1

Answer Location: The Professionalization of Knowledge

Question Type: MC

Difficulty Level: Easy

4. One cause of specialization in the sciences was

- a. The need to focus journals in one area [or the need for journals to focus on one area]
- b. The increasing cost of instrumentation, elaborately equipped laboratories, and highly trained personnel
- c. The link between science and useful technology

Ans: B

Learning Objective: LO 1

Answer Location: The Professionalization of Knowledge

Question Type: MC

Difficulty Level: Easy

5. Specialization in the sciences was also affected by

- a. An economy increasingly dependent upon scientific research
- b. An economy increasingly dependent upon the disciplines
- c. Interdisciplinarity

Ans: A

Learning Objective: LO 1

Answer Location: The Professionalization of Knowledge

Question Type: MC

Difficulty Level: Easy

6. The body of knowledge known as the humanities gained popularity as they were called upon to

- a. increase quantitative literacy
- b. celebrate the inheritance of “Western Civilization” [or contributions]
- c. increase knowledge of the scientific method

Ans: B

Learning Objective: LO 1

Answer Location: The Professionalization of Knowledge

Question Type: MC

Difficulty Level: Easy

A 7. By the end of the nineteenth century, disciplines can be characterized as:

- a. Deciding what is taught, what is good research, by forming [delete: the formation of] specialized journals, and deciding who gets hired and promoted
- b. Selecting faculty, selecting students, and selecting curriculum
- c. Deciding on when, where, and by whom particular topics will be taught

Ans: A

Learning Objective: LO 1

Answer Location: The Professionalization of Knowledge

Question Type: MC

Difficulty Level: Easy

8. The impulse toward specialization in the disciplines was welcomed by everyone

- a. True
- b. False

Ans: False

Learning Objective: LO 1

Answer Location: Concerns About Overspecialization

Question Type: TF

Difficulty Level: Easy

9. Interdisciplinarity gained popularity as a response to the sense that the intellectual tradition was becoming too

- a. reductionist
- b. specialized
- c. both of the above

Ans: C

Learning Objective: LO 1

Answer Location: The Rise of Interdisciplinarity

Question Type: MC

Difficulty Level: Easy

10. The rise of interdisciplinarity began in the U.S. with

- a. the reform of general education after Vietnam
- b. the reform of general education after World War I
- c. the reform of women's education

Ans: B

Learning Objective: LO 2

Answer Location: The Quest for an Integrated Educational Experience

Question Type: MC

Difficulty Level: Easy

11. In the 1960s and 1970s in the U.S., a new set of reforms emerged after calls for a new general education curriculum. This was prompted by

- a. A need to provide a common core of knowledge, beliefs and values that would help create a national identity to oppose Soviet totalitarianism and communist ideology
- b. A need to reduce the deepening isolation of the disciplines from one another
- c. A radical rejection of traditional education
- d. All of the above

Ans: D

Learning Objective: LO 2

Answer Location: Interdisciplinarity in the 1960s and 1970s

Question Type: MC

Difficulty Level: Easy

12. The professional association that clarifies the name and practice of interdisciplinarity is

- a. The Association of Transdisciplinary Thought (ATT)
- b. The Association of Interdisciplinary Studies (AIS)
- c. The Association of Nonspecialisation (AN)

Ans: B

Learning Objective: LO 2

Answer Location: Interdisciplinarity Acquires Academic Legitimacy in the 1980s and 1990s

Question Type: MC

Difficulty Level: Easy

Level 2: Understanding key concepts and theories

13. The *purpose* of interdisciplinary studies is to

- a. Develop your capacity to integrate and apply knowledge
- b. Replace the disciplines.
- c. Focus less on the university and more on the real world.

Ans: A

Learning Objective: LO 3

Answer Location: Interdisciplinarity's Criticism of the Disciplines

Question Type: MC

Difficulty Level: Easy

14. Most interdisciplinarians believe that

- a. Interdisciplinarity is a panacea for today's problems
- b. Disciplines and interdisciplinary studies working together might produce creative breakthroughs that would otherwise not be possible using traditional approaches.
- c. Disciplinarity is the answer to today's problems

Ans: B

Learning Objective: LO 3

Answer Location: Ch 2

Question Type: MC

Difficulty Level: Easy

15. The underlying *premise* of interdisciplinary studies is that

- a. The disciplines are an obstacle to the progress of knowledge.
- b. The disciplines are themselves the necessary foundation of the interdisciplinary enterprise.
- c. The disciplines should be replaced by multidisciplinary, interdisciplinary, and transdisciplinary approaches.

Ans: B

Learning Objective: LO 2

Answer Location: Summary of the Interdisciplinary Criticism of Disciplinary Specialization

Question Type: MC

Difficulty Level: Easy

16. Interdisciplinarity recognizes that the disciplines are limited because

- a. Specialism may make you less aware of the broader context of a situation
- b. Specialism makes more likely to see connections between ideas
- c. Specialism makes your more likely to answer theoretical but not practical problems

Ans: A

Learning Objective: LO 3

Answer Location: Interdisciplinarity's Criticism of the Disciplines

Question Type: MC

Difficulty Level: Easy

17. Specialization can hinder creative breakthroughs because

- a. Creative breakthroughs often happen when unrelated ideas from other disciplines are brought together
- b. Specialists are naturally uncreative.
- c. Interdisciplinary focus on creative disciplines

Ans: A

Learning Objective: LO 3

Answer Location: Specialization Can Hinder Creative Breakthroughs

Question Type: MC

Difficulty Level: Easy

18. Complex problems benefit from interdisciplinary investigation because

- a. Interdisciplinary research does not focus only on one component of the problem
- b. A truly comprehensive understanding draws on several disciplinary contributions
- c. Both of the above

Ans: C

Learning Objective: LO 3

Answer Location: Interdisciplinarity's Criticism of the Disciplines

Question Type: MC

Difficulty Level: Easy

19. Specialization may not be the best way to deal with today's problems because

- a. Today's problems are increasingly complex and rapidly changing
- b. Today's problems need us to invent new disciplines to deal with contemporary problems
- c. Today's problems are beyond the help of university disciplines

Ans: A

Learning Objective: LO 2

Answer Location: Interdisciplinarity's Criticism of the Disciplines

Question Type: MC

Difficulty Level: Easy

20. The relationship between interdisciplinarity and the disciplines is

- a. Complementary. The disciplines are foundational to interdisciplinary work
- b. Antagonistic. The disciplines are damaging to interdisciplinary work.
- c. Irrelevant. The disciplines have no effect on interdisciplinary work.

Ans: A

Learning Objective: LO 3

Answer Location: Interdisciplinarity's Criticism of the Disciplines

Question Type: MC

Difficulty Level: Easy

21. If you embark on interdisciplinary work

- a. You do not need any disciplinary knowledge
- b. You need to draw on disciplinary perspectives
- c. You need to choose one discipline and choose only problems that fall within its purview

Ans: B

Learning Objective: LO 3

Answer Location: Interdisciplinarity's Criticism of the Disciplines

Question Type: MC

Difficulty Level: Easy

22. An advantage of interdisciplinary thinking is that

- a. You don't need to know details
- b. You gain a more comprehensive understanding of complex problems
- c. You can target your future career goals into one disciplinary silo

Ans: B

Learning Objective: LO 3

Answer Location: Interdisciplinarity's Criticism of the Disciplines

Question Type: MC

Difficulty Level: Easy

Level 3: Applying concepts to specific situations that are hypothetical or real world

23. When examining the complex problem of Sex Discrimination in the workplace

- a. A disciplinary examination is sufficient.

- b. An interdisciplinary approach would be beneficial because this problem has facets that are the focus of more than one discipline
- c. The discipline of sociology would be the best discipline to use

Ans: B

Learning Objective: LO 1, 2, 3

Answer Location: Ch 2

Question Type: MC

Difficulty Level: Easy

Level 4: Analyzing (a text or case or hypothetical situation to identify its parts and explain its meaning)

24 . One of the primary objectives of Chapter 2 is to

- a. Examine the rise and dominance of the disciplines over universities today
- b. Examine why interdisciplinarity has gained prominence and popularity in recent decades
- c. Identify the flaws in interdisciplinary thinking

Ans: B

Learning Objective: LO 1, 2, 3

Answer Location: Ch 2

Question Type: MC

Difficulty Level: Easy