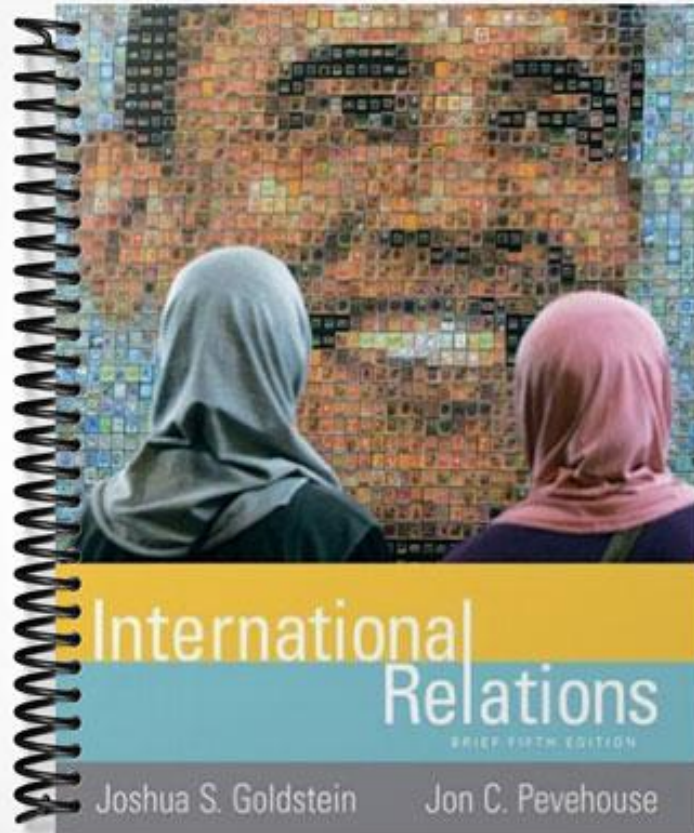


TEST BANK



International
Relations

BRIEF FIFTH EDITION

Joshua S. Goldstein Jon C. Pevehouse

Instructor's Manual and Test Bank

to accompany

Goldstein/Pevehouse

International Relations

Brief Fifth Edition

Prepared by:

Robert E. Breckinridge

Mount Aloysius College

Longman

New York San Francisco Boston

London Toronto Sydney Tokyo Singapore Madrid

Mexico City Munich Paris Cape Town Hong Kong Montreal



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Instructor's Manual and Test Bank to accompany *International Relations, Brief Fifth Edition*, by Goldstein/Pevehouse.

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PREFACE

The *Instructor's Manual and Test Bank* to accompany *International Relations, Brief Fifth Edition*, has been revised according to the changes in the textbook. As in previous editions, the instructor's manual includes an overview section, learning objectives, and lecture outline for each chapter in the textbook.

The test bank for each chapter has a combination of multiple choice, fill-in-the-blank, and essay questions. Chapter 1 has significantly more multiple choice questions because a large number of them cover the map section. The multiple choice questions are designed to test the factual knowledge of a student, with some more difficult conceptual questions included. The fill-in the blank questions are designed to test a student's understanding of the definition or meaning of key terms and concepts. The essay questions are designed to test a student's broad conceptual knowledge of International Relations.

The answers to the multiple choice questions are marked with an asterisk in the test bank and the answers to the fill-in-the-blank questions appear in parentheses immediately following the question. Each multiple choice question has a page reference for easily finding the information in the textbook. In addition, each multiple choice question now has an indicator of the level of difficulty of the question. "Easy" questions include definitions of terms and basic recognition of key concepts. "Medium" questions require the student to have a more in-depth understanding of the concepts. "Hard" questions are more conceptual in nature and/or require the student to compare and contrast or distinguish between concepts. New to this edition, each multiple choice question also identifies the *kind* of skill students must employ to answer the question, identified through Bloom's skill levels.

The review maps, which can be duplicated for student use, and the test maps, to be used in conjunction with the first section of multiple choice questions found in Chapter 1, are continued from previous editions of the manual.

It is my hope that this edition of the *Instructor's Manual and Test Bank* will be a useful supplement to the textbook and a valuable resource for educating your students.

Robert E. Breckinridge, Ph.D.
Mount Aloysius College
Cresson, PA

MAP SECTION

Figure 1.2: Nine Regions of the World

MAPS:

Review Map A - EUROPE

Test Map A

Review Map B - ASIA

Test Map B

Review Map C - MIDDLE EAST

Test Map C

Review Map D - LATIN AMERICA

Test Map D

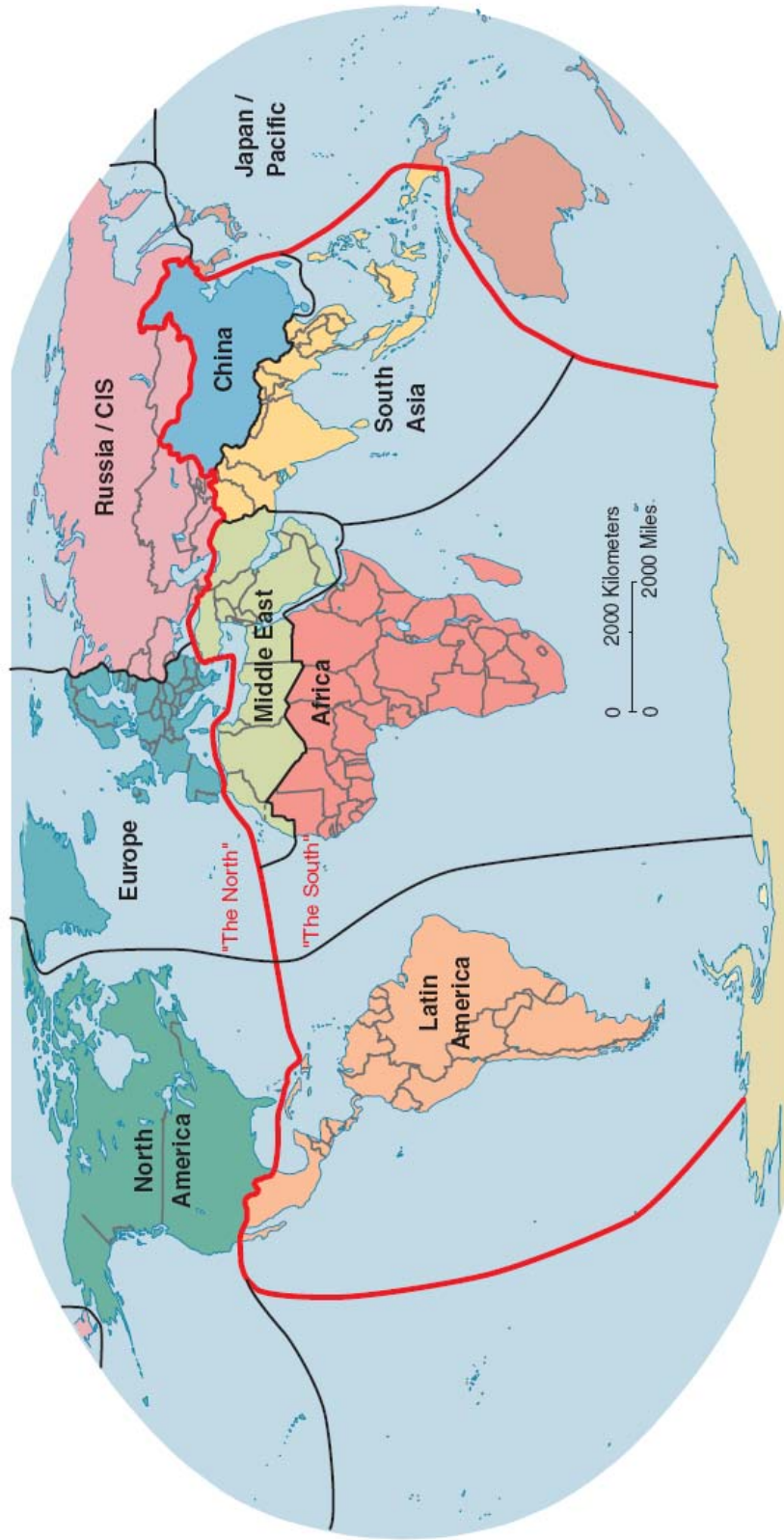
Review Map E - AFRICA

Test Map E

Review Map F - OCEANIA

Test Map F

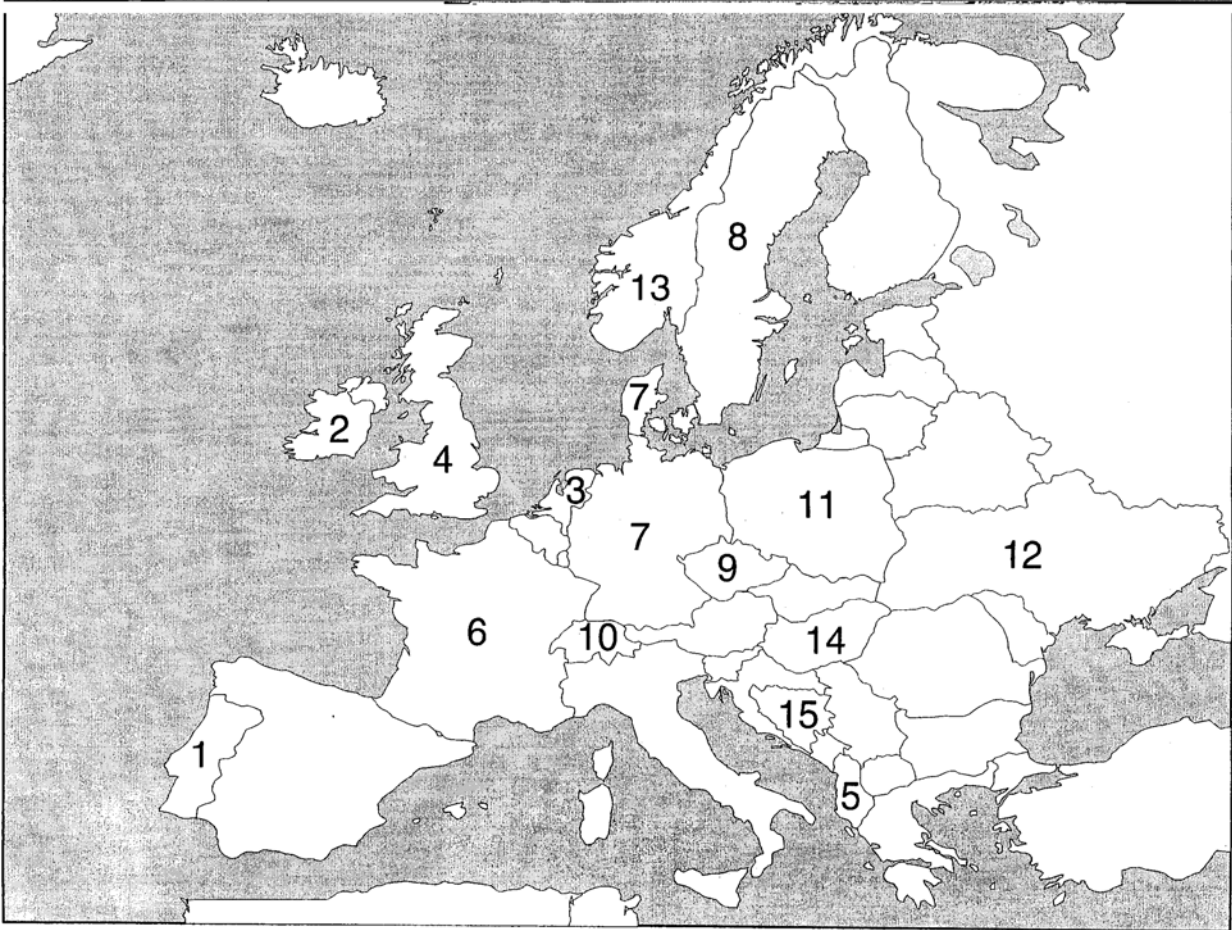
FIGURE 1.2 Nine Regions of the World

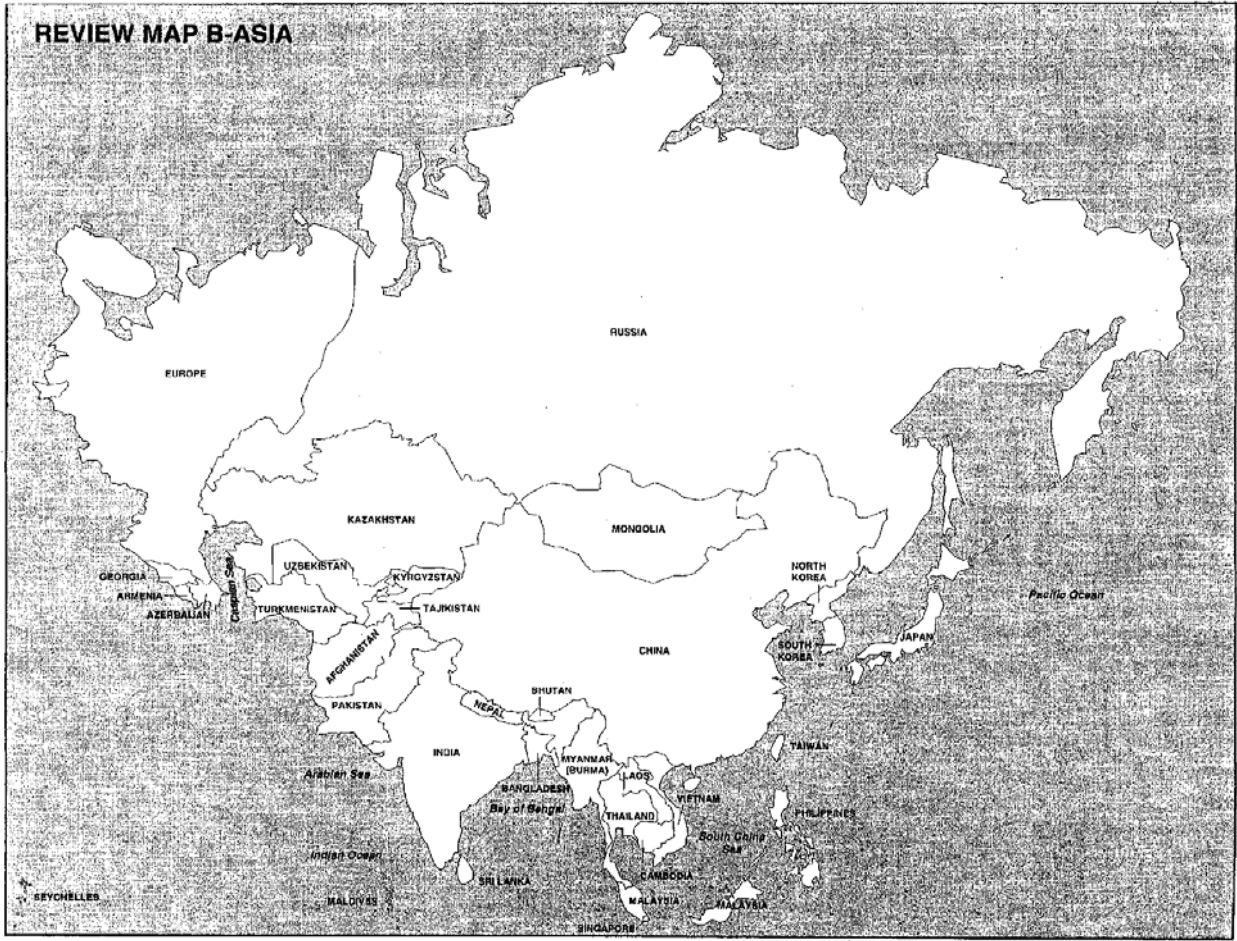


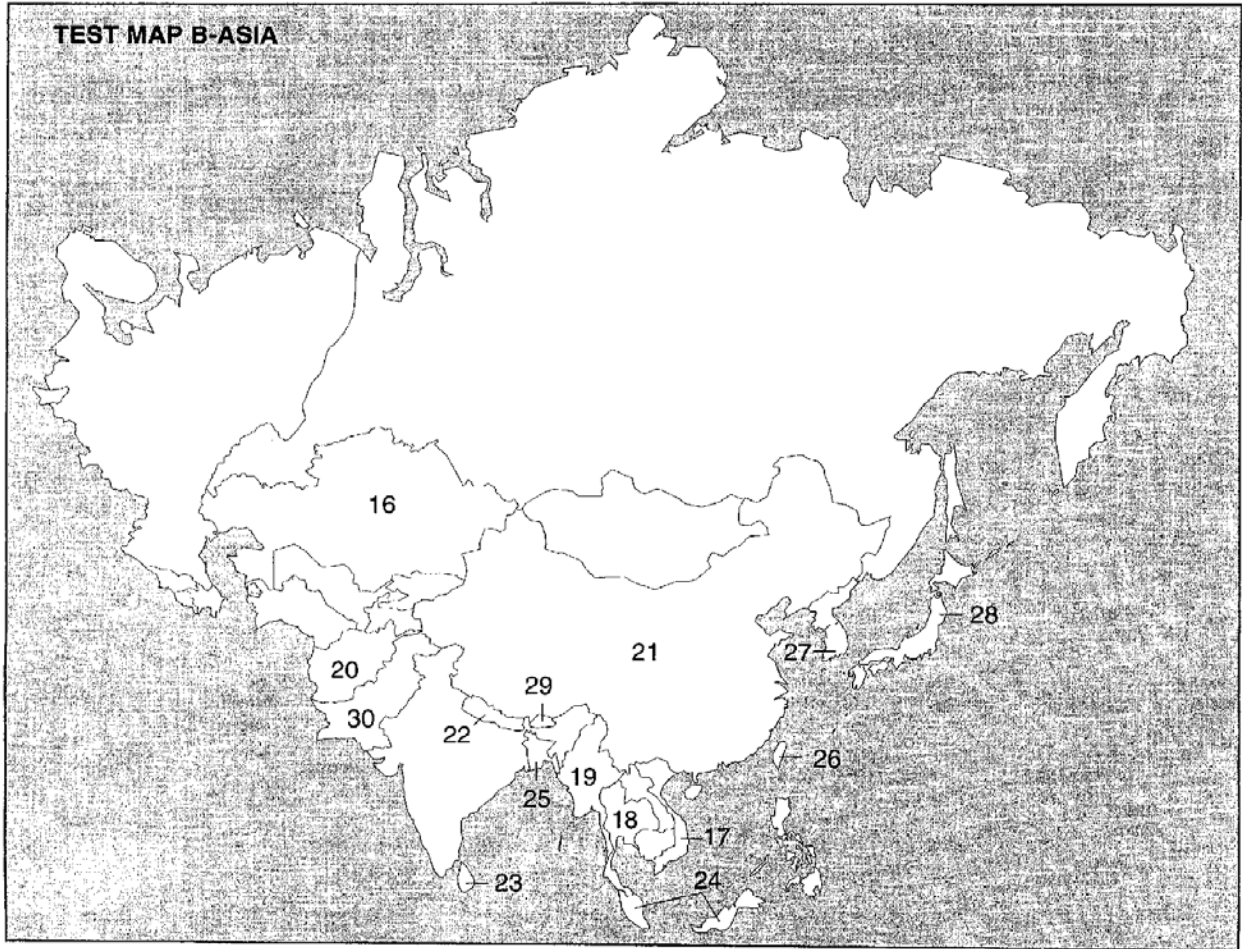
REVIEW MAP A - EUROPE



TEST MAP A



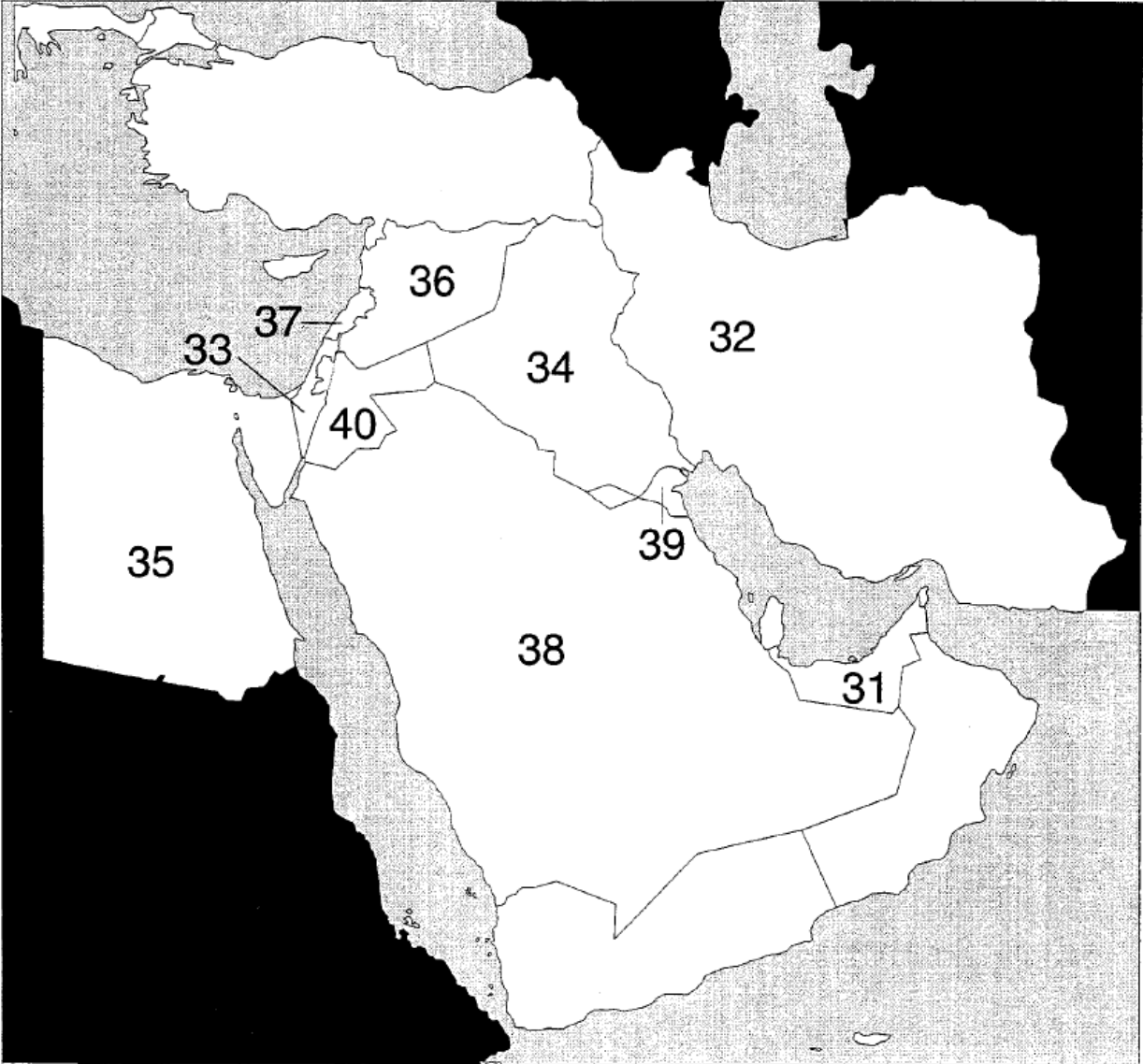




REVIEW MAP C - MIDDLE EAST



TEST MAP C



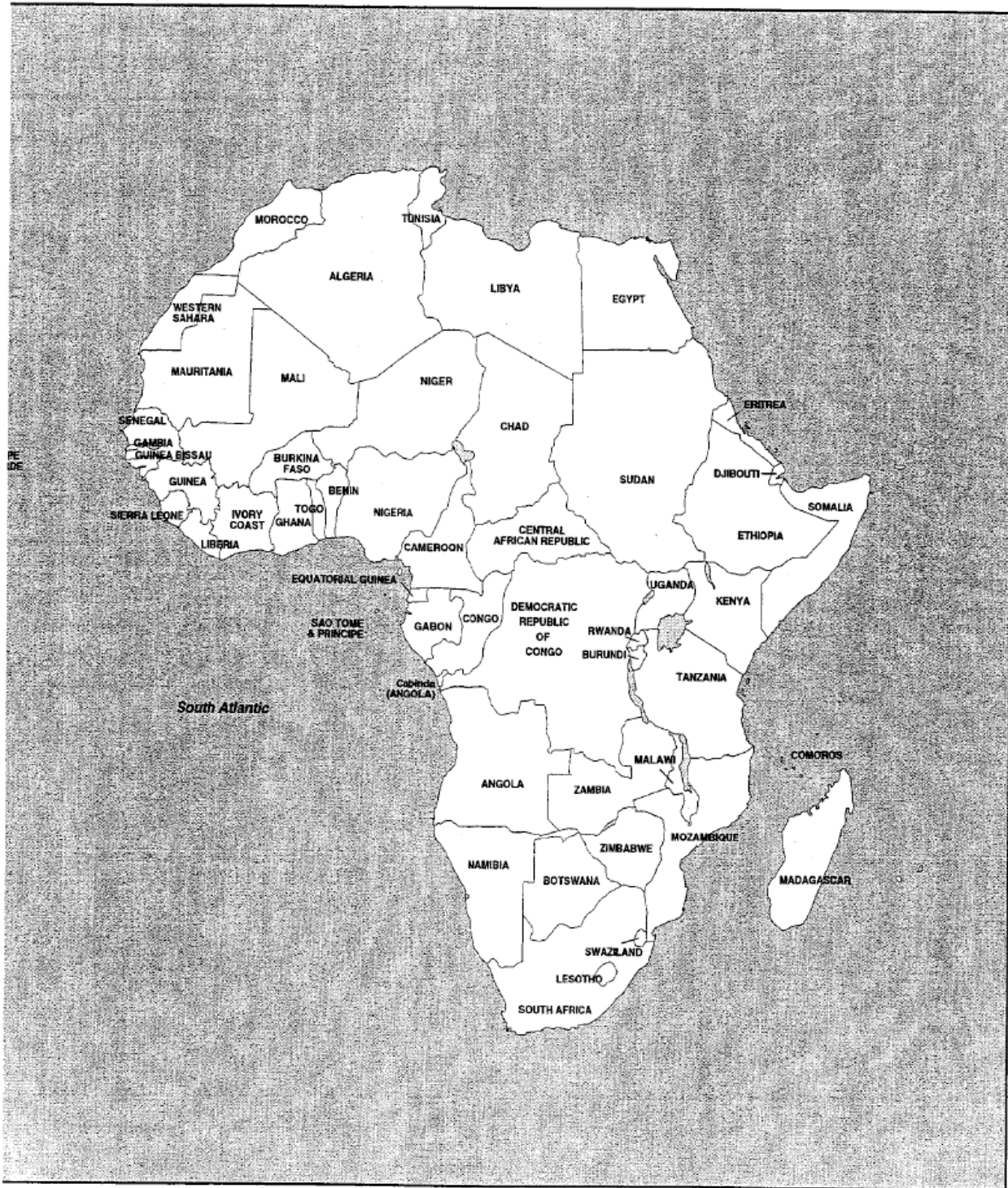
REVIEW MAP D - LATIN AMERICA



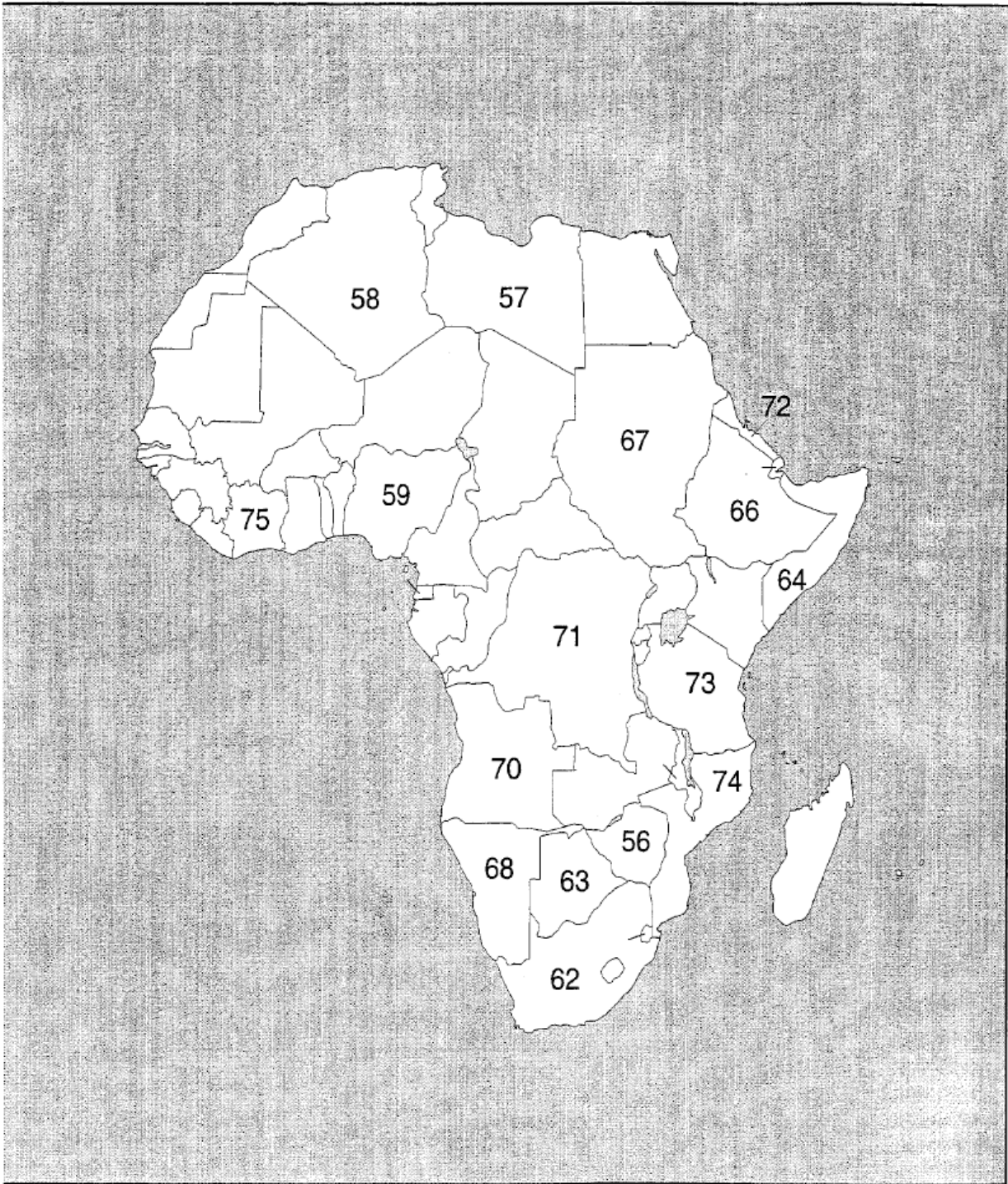
TEST MAP D



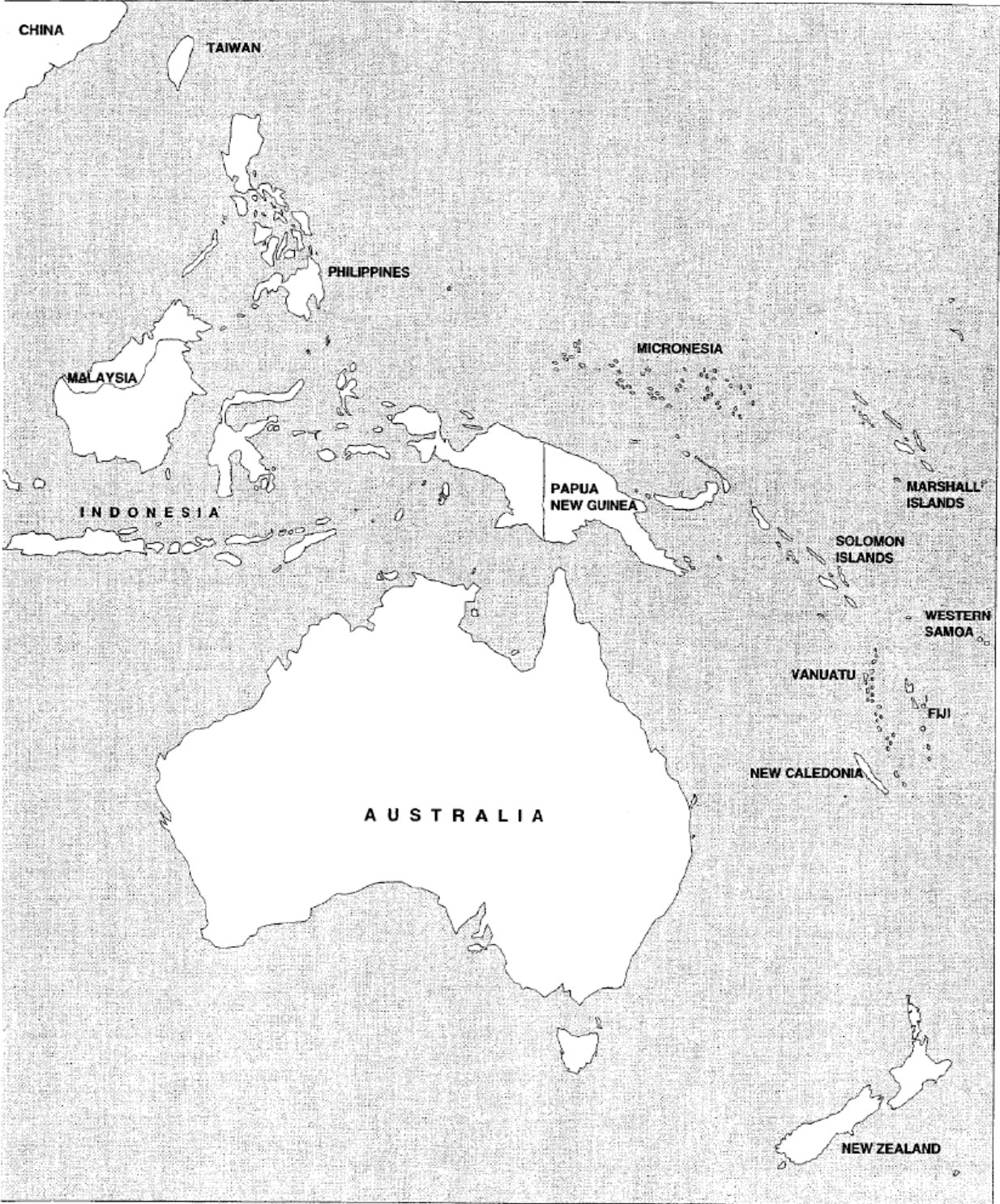
REVIEW MAP E-AFRICA



TEST MAP E



REVIEW MAP F - OCEANA



TEST MAP F



CHAPTER 1

THE GLOBALIZATION OF INTERNATIONAL RELATIONS

CHAPTER OVERVIEW

Chapter 1 sets the foundation for the rest of the textbook by introducing the core principles of International Relations (IR), describing state and nonstate actors in IR, discussing four levels of analysis by which to explain events in IR, discussing the geographical context of IR, and presenting the historical context of IR since the beginning of the twentieth century.

The concept of collective goods problems is discussed and three core principles of IR are introduced as possible solutions to these problems: 1) dominance, which solves collective goods problems by establishing a power hierarchy in which those at the top control those below, 2) reciprocity, which solves collective goods problems by rewarding behavior that contributes to the group and punishing behavior that pursues self-interest at the expense of the group, and 3) identity, specifically the identities of participants in IR as members of a community; members of an identity community care about the interests of others in the community enough to sacrifice their own interests to benefit others.

The characteristics of states are outlined; specifically, territory, government, population, and sovereignty. A clear case is made for the variety and importance of the roles played by nonstate as well as state actors. Nonstate actors include transnational actors (intergovernmental organizations, nongovernmental organizations, and multinational corporations) and substate actors (actors within a country that influence its foreign policy and/or operate internationally).

Four levels of analysis employed in the study of IR are defined—individual, domestic, interstate, and global—together with a discussion of how they inform distinct explanations that compete for understanding IR. The issue of globalization is also addressed.

States are divided into nine regions, based on their geographic proximity, cultural and linguistic similarities, global influence comparability, and economic and military prowess. The North-South gap is described as the most important geographical element at the global level of analysis. The North consists of four regions: North America, Western Europe, Japan/Pacific, and Russia/Eastern Europe. The South consists of five regions: Latin America, Africa, Middle East, China, and South Asia. To aid students in their knowledge of geography, specifically the location of states in the world, maps for review and testing immediately follow this Chapter Overview.

The chapter concludes with a discussion of the historical context of IR since the beginning of the twentieth century. The discussion is broken into two parts: The Cold War (1945-1990) and The Early Post-Cold War Era (1990-present). Major events in IR are introduced and placed in their proper historical context.

LEARNING OBJECTIVES

Upon completion of this chapter, students will be able to:

1. Distinguish between state and non-state actors.
2. Describe the historical development of the international system during the 20th century.
3. Describe the core principles of dominance, reciprocity, and identity.
4. Explain collective goods problems and compare and contrast possible solutions to them.
5. Explain globalization and the various perspectives on the phenomenon.
6. Distinguish between the four levels of analysis.
7. Distinguish among states, nations, nation-states, multinational states, and non-state nations.

LECTURE OUTLINE

- I. International Relations
 - A. Narrowly defined – relationships among the world's governments
 - B. Relationships closely connected with other actors, social structures, geographical and historical influences
 - C. Together these elements power the central trend in IR today – globalization
 - D. Two events reflect globalization – September 11 attacks and global economic recession of 2008-2009
- II. Core Principles of IR
 - A. IR revolves around one key problem: how can a group – in this case two or more countries – serve its collective interests when doing so requires its members to forgo their individual interests?
 - B. Collective goods problem – the problem of how to provide something that benefits all members of a group regardless of what each member contributes to it
 - C. Three basic principles offer possible solutions to collective goods problems
 1. Dominance – solves collective goods problem by establishing a power hierarchy in which those at the top control those below
 2. Reciprocity – solves collective goods problem by rewarding behavior that contributes to the group and punishing behavior that pursues self-interest at the expense of the group
 3. Identity – identities of participants as members of a community – members of an identity community care about the interests of others in the community enough to sacrifice their own interests to benefit others
 4. Example of nuclear proliferation

- III. IR as a Field of Study
 - A. As a part of political science, IR is about international politics – the decision of governments about foreign actors, especially other governments
 - B. But field is interdisciplinary – relating international politics to economics, history, sociology
 - C. Mix of conflict and cooperation in relationships among countries
 - D. Subfields – international security (questions of war and peace), international political economy (trade and financial relations)

- IV. Actors and Influences
 - A. State actors – territory, government, population, sovereignty
 - B. International system – set of relationships among world’s states
 - 1. Modern international system existed for less than 500 years
 - 2. Before then – city-states, empires, feudal fiefs
 - 3. Idea that nations should have own states – nation-states
 - 4. Some political entities not formally recognized as states – e.g., Taiwan and others
 - C. Nonstate actors
 - 1. Called transnational actors when they operate across international borders
 - 2. Intergovernmental organizations (IGOs) – organizations whose members are national governments, e.g., OPEC, WTO, NATO, African Union
 - 3. Nongovernmental Organizations (NGOs) – private organizations
 - 4. Multinational corporations (MNCs) – companies that span multiple countries
 - 5. Substate actors – exist within one country but either influence the country’s foreign policy or operate internationally or both

- V. Levels of Analysis
 - A. Individual
 - B. Domestic
 - C. Interstate
 - D. Global

- VI. Globalization
 - A. Expanded international trade, telecommunications, monetary coordination, multinational corporations, technical and scientific cooperation, cultural exchanges, migration and refugee flows, relations between world’s rich and poor countries
 - B. One view – result of liberal economic principles – global marketplace
 - C. Second view – world’s major economies no more integrated today than before World War I, North-South gap increasing
 - D. Third view – transformationalists – state sovereignty eroded by EU, WTO

- VII. Global Geography
- A. North-South gap most important geographical element at the global level of analysis
 - B. North
 1. West – North America, Western Europe, Japan/Pacific
 2. Old East – Russia/Eastern Europe
 - C. South
 1. Latin America
 2. Africa
 3. Middle East
 4. Much of Asia
- VIII. The Evolving International System
- A. The Cold War, 1945-1990
 1. Yalta, Marshall Plan
 2. NATO and Warsaw Pact, containment
 3. Sino-Soviet split
 4. Korean War
 5. Sputnik, U-2 spy plane, Bay of Pigs
 6. Cuban Missile Crisis
 7. Proxy wars
 8. Vietnam War
 9. Tiananmen Square
 10. *Perestroika* and *glasnost* – fall of Soviet Union
 - B. The Post-Cold War Era, 1990-present
 1. Gulf War – Iraq occupied Kuwait
 2. Commonwealth of Independent States (CIS)
 3. Breakup of Yugoslavia
 4. Somalia and Rwanda
 5. September 11, 2001; Afghanistan, Iraq
 6. More peaceful than Cold War
 7. Globalization in international economic relations
 8. China more central to world politics

ACTIVITY SUGGESTIONS

Available at www.MyPoliSciKit.com:

- *Simulation*. Complete and submit answers to the review questions for:
 - Why Study International Relations.
- *Videos*. Watch and submit answers to the review questions for one of the following:
 - Collapse of the Berlin Wall **or**
 - Tiananmen Square **or**
 - Iraq and Vietnam: An Unfair Comparison?
- *Mapping Exercises*: Review your knowledge of the world's geography in this online quiz.

- *Practice Test:* Check your comprehension of the concepts presented in the text by taking the practice test for Chapter 1. The online flashcards can also be used to test your vocabulary.
- *Current Events Quiz:* Complete this week's current events quiz to test your knowledge of major international events.

EXAM QUESTIONS

MAP QUESTIONS

Several countries have been marked with numbers on the maps that have been distributed to you. For each question, choose among the countries listed for the country that corresponds with the numbered entity on the map.

Questions 1–15 are for Map A.

1. Country 1 is
 - A) Spain.
 - B) Liechtenstein.
 - C) Portugal. *
 - D) Tunisia.
 - E) Denmark.

2. Country 2 is
 - A) Great Britain.
 - B) Norway.
 - C) Cyprus.
 - D) Ireland. *
 - E) Belgium.

3. Country 3 is
 - A) the Netherlands. *
 - B) Denmark.
 - C) Luxembourg.
 - D) Belgium.
 - E) Germany.

4. Country 4 is
 - A) Ireland.
 - B) Great Britain. *
 - C) Greenland.
 - D) Iceland.
 - E) Norway.

5. Country 5 is
 - A) Greece.
 - B) Macedonia.
 - C) Romania.
 - D) Bulgaria.
 - E) Albania. *

6. Country 6 is
 - A) Germany.
 - B) France. *
 - C) Spain.
 - D) Bulgaria.
 - E) Romania.

7. Country 7 is
 - A) Germany. *
 - B) Belgium.
 - C) the Netherlands.
 - D) Bulgaria.
 - E) Poland.

8. Country 8 is
 - A) Finland.
 - B) Lithuania.
 - C) Sweden. *
 - D) Norway.
 - E) Estonia.

9. Country 9 is
 - A) Austria.
 - B) the Czech Republic. *
 - C) Switzerland.
 - D) Hungary.
 - E) Bulgaria.

10. Country 10 is
 - A) Italy.
 - B) Belgium.
 - C) Austria.
 - D) Liechtenstein.
 - E) Switzerland. *

11. Country 11 is
 - A) Ukraine.
 - B) Poland. *
 - C) Russia.
 - D) Estonia.
 - E) Belarus.

12. Country 12 is
A) Ukraine. *
B) Armenia.
C) Croatia.
D) Serbia.
E) Moldova.
13. Country 13 is
A) Norway. *
B) Finland.
C) Latvia.
D) Sweden.
E) Denmark.
14. Country 14 is
A) Austria.
B) Romania.
C) Croatia.
D) Hungary. *
E) Slovakia.
15. Country 15 is
A) Bosnia and Herzegovina. *
B) Albania.
C) Serbia.
D) Croatia.
E) Macedonia.

Questions 16–30 are for Map B.

16. Country 16 is
A) Russia.
B) Kazakhstan. *
C) Mongolia.
D) China.
E) Turkmenistan.
17. Country 17 is
A) Thailand.
B) Vietnam. *
C) Cambodia.
D) Malaysia.
E) Laos.

18. Country 18 is
A) Cambodia.
B) Vietnam.
C) Malaysia.
D) Laos.
E) Thailand. *
19. Country 19 is
A) Myanmar (Burma). *
B) Bhutan.
C) Bangladesh.
D) Nepal.
E) Pakistan.
20. Country 20 is
A) Iran.
B) Pakistan.
C) Armenia.
D) Afghanistan. *
E) Iraq.
21. Country 21 is
A) Mongolia.
B) India.
C) Russia.
D) China. *
E) North Korea.
22. Country 22 is
A) Nepal. *
B) Bhutan.
C) Bangladesh.
D) Myanmar (Burma).
E) India.
23. Country 23 is
A) Nepal.
B) Bhutan.
C) Bangladesh.
D) Sri Lanka. *
E) the Philippines.

24. Country 24 is
A) Myanmar (Burma).
B) Cambodia.
C) Ivory Coast.
D) Malaysia. *
E) Indonesia.
25. Country 25 is
A) India.
B) Pakistan.
C) Bangladesh. *
D) Nepal.
E) Bhutan.
26. Country 26 is
A) Taiwan. *
B) Hong Kong.
C) the Philippines.
D) Japan.
E) Indonesia.
27. Country 27 is
A) South Korea. *
B) Taiwan.
C) Hong Kong.
D) Vietnam.
E) Japan.
28. Country 28 is
A) North Korea.
B) South Korea.
C) Taiwan.
D) Japan. *
E) the Philippines.
29. Country 29 is
A) Nepal.
B) Myanmar (Burma).
C) Bangladesh.
D) Bhutan. *
E) Thailand.

30. Country 30 is
A) Afghanistan.
B) Iran.
C) Iraq.
D) India.
E) Pakistan. *

Questions 31–40 are for Map C.

31. Country 31 is
A) Kuwait.
B) Jordan.
C) the United Arab Emirates. *
D) Oman.
E) Yemen.

32. Country 32 is
A) Iraq.
B) Armenia.
C) Afghanistan.
D) Iran. *
E) Turkey.

33. Country 33 is
A) Israel. *
B) Lebanon.
C) Jordan.
D) Syria.
E) Kuwait.

34. Country 34 is
A) Iraq. *
B) Qatar.
C) Bahrain.
D) Kuwait.
E) Iran.

35. Country 35 is
A) Libya.
B) Sudan.
C) Algeria.
D) Syria.
E) Egypt. *

36. Country 36 is
A) Turkey.
B) Syria. *
C) Jordan.
D) Iraq.
E) Israel.
37. Country 37 is
A) Jordan.
B) the United Arab Emirates.
C) Israel.
D) Lebanon. *
E) Syria.
38. Country 38 is
A) Egypt.
B) Libya.
C) Saudi Arabia. *
D) Iran.
E) Iraq.
39. Country 39 is
A) Syria.
B) Kuwait. *
C) Qatar.
D) Oman.
E) Jordan.
40. Country 40 is
A) Jordan. *
B) Israel.
C) Syria.
D) Libya.
E) Qatar.

Questions 41–55 are for Map D.

41. Country 41 is
A) Colombia.
B) Peru.
C) Ecuador. *
D) Bolivia.
E) Venezuela.

42. Country 42 is
A) Belize.
B) Mexico.
C) Honduras.
D) El Salvador.
E) Guatemala. *
43. Country 43 is
A) Mexico. *
B) Guatemala.
C) Nicaragua.
D) Costa Rica.
E) Belize.
44. Country 44 is
A) Suriname.
B) Colombia.
C) Uruguay.
D) Guyana. *
E) Bolivia.
45. Country 45 is
A) Paraguay.
B) Bolivia. *
C) Chile.
D) Peru.
E) Brazil.
46. Country 46 is
A) Guyana.
B) Argentina. *
C) Venezuela.
D) Uruguay.
E) Chile.
47. Country 47 is
A) Costa Rica. *
B) Panama.
C) Nicaragua.
D) Belize.
E) El Salvador.

48. Country 48 is
A) El Salvador.
B) Honduras. *
C) Nicaragua.
D) Costa Rica.
E) Panama.
49. Country 49 is
A) Uruguay. *
B) Paraguay.
C) Chile.
D) Venezuela.
E) Peru.
50. Country 50 is
A) Bolivia.
B) Argentina.
C) Peru.
D) Chile. *
E) Uruguay.
51. Country 51 is
A) Guatemala.
B) El Salvador. *
C) Belize.
D) Honduras.
E) Nicaragua.
52. Country 52 is
A) Paraguay.
B) Argentina.
C) Colombia.
D) Mexico.
E) Brazil. *
53. Country 53 is
A) Guatemala.
B) El Salvador.
C) Costa Rica.
D) Belize. *
E) Honduras.

54. Country 54 is
A) Venezuela.
B) Panama.
C) Colombia. *
D) Peru.
E) Bolivia.
55. Country 55 is
A) Costa Rica.
B) Nicaragua. *
C) El Salvador.
D) Panama.
E) Honduras.

Questions 56–75 are for Maps E and F.

56. Country 56 is
A) Botswana.
B) Namibia.
C) Mozambique.
D) Zimbabwe. *
E) Zambia.
57. Country 57 is
A) Libya. *
B) Algeria.
C) Egypt.
D) Nigeria.
E) Tunisia.
58. Country 58 is
A) Libya.
B) Algeria. *
C) Egypt.
D) Tunisia.
E) Morocco.
59. Country 59 is
A) Libya.
B) Algeria.
C) Tunisia.
D) Nigeria. *
E) Ivory Coast.

60. Country 60 is
A) Singapore.
B) the Philippines.
C) Indonesia.
D) Papua New Guinea. *
E) New Zealand.
61. Country 61 is
A) New Zealand. *
B) Australia.
C) Indonesia.
D) Papua New Guinea.
E) the Philippines.
62. Country 62 is
A) Mozambique.
B) Namibia.
C) South Africa. *
D) Botswana.
E) Zambia.
63. Country 63 is
A) Zimbabwe.
B) Namibia.
C) South Africa.
D) Botswana. *
E) Angola.
64. Country 64 is
A) Ethiopia.
B) Somalia. *
C) Kenya.
D) Uganda.
E) Rwanda.
65. Country 65 is
A) Singapore.
B) the Philippines. *
C) Indonesia.
D) Sri Lanka.
E) Malaysia.

66. Country 66 is
A) Ethiopia. *
B) Somalia.
C) Kenya.
D) Uganda.
E) Burundi.
67. Country 67 is
A) Ethiopia.
B) Kenya.
C) Democratic Republic of Congo.
D) Uganda.
E) Sudan. *
68. Country 68 is
A) Mozambique.
B) South Africa.
C) Namibia. *
D) Mozambique.
E) Central African Republic.
69. Country 69 is
A) Singapore.
B) the Philippines.
C) Indonesia. *
D) Sri Lanka.
E) Brunei.
70. Country 70 is
A) Angola. *
B) Zaire.
C) Zambia.
D) Namibia.
E) Tanzania.
71. Country 71 is
A) Tanzania.
B) Cameroon.
C) Democratic Republic of Congo. *
D) Central African Republic.
E) Mali.

72. Country 72 is
A) Djibouti.
B) Eritrea. *
C) Ethiopia.
D) Chad.
E) Mauritania.
73. Country 73 is
A) Rwanda.
B) Burundi.
C) Uganda.
D) Tanzania. *
E) Burkina Faso.
74. Country 74 is
A) Mauritania.
B) Malawi.
C) Mozambique. *
D) Zimbabwe.
E) Angola.
75. Country 75 is
A) Togo.
B) Ghana.
C) Sierra Leone.
D) Ivory Coast. *
E) Burkina Faso.

MULTIPLE CHOICE

76. International relations
A) involves only presidents, generals, and diplomats.
B) influences daily life only when war occurs.
C) affects the goods that students consume. *
D) includes the study of the domestic politics of foreign countries.
E) involves only states.
Level: easy Page: 2-3 Bloom's skill: comprehension
77. The two major subfields of international relations are
A) conflict and cooperation.
B) comparative politics and international security.
C) international security and international political economy. *
D) international political economy and comparative politics.
E) international organization and international law.
Level: easy Page: 9-10 Bloom's skill: knowledge

78. Which of the following is NOT a component of a state?
A) Territory
B) Government
C) Sovereignty
D) Population
E) Democracy *
Level: easy Page: 10 Bloom's skill: comprehension
79. Sovereignty is
A) a state government answering to no higher authority. *
B) a goal of international organizations in world affairs.
C) the ability of one country to have influence over another.
D) the development of participatory institutions of social life.
E) political control over the military.
Level: easy Page: 10 Bloom's skill: knowledge
80. A nation is a
A) territorial entity controlled by a government and inhabited by a population.
B) group of people who share characteristics such as language and culture. *
C) set of relationships among the world's states.
D) middle step between being a colony and being an independent state.
E) member of the United Nations.
Level: easy Page: 11 Bloom's skill: knowledge
81. An example of a political entity often referred to as a state but not formally recognized as one is
A) Switzerland.
B) Germany.
C) Taiwan. *
D) Western Sahara.
E) Cyprus.
Level: medium Page: 12 Bloom's skill: application
82. The majority of states today have
A) over 75 million people each.
B) between 50 and 75 million people each.
C) between 25 and 50 million people each.
D) between 10 and 25 million people each.
E) fewer than 10 million people each. *
Level: medium Page: 12 Bloom's skill: analysis

83. States that are great powers have
A) great military strength.
B) great economic strength.
C) nuclear weapons.
D) open borders.
E) A and B *
Level: easy Page: 12 Bloom's skill: knowledge
84. Nonstate actors are
A) groups and interests within states that influence a state's foreign policy.
B) actors that operate below the state level as well as across state borders.
C) groups like Amnesty International and the United Fruit Company.
D) actors like substate actors and multinational corporations.
E) All of the above *
Level: easy Page: 13-14 Bloom's skill: comprehension
85. Groups within states that influence the state's foreign policy are
A) substate actors. *
B) transnational actors.
C) nongovernmental organizations.
D) undergovernmental actors.
E) intergovernmental organizations.
Level: easy Page: 14 Bloom's skill: knowledge
86. Which of the following is an example of a transnational actor?
A) Nongovernmental organizations (NGOs)
B) Multinational corporations (MNCs)
C) Intergovernmental organizations (IGOs)
D) NATO and the African Union
E) All of the above *
Level: easy Page: 13-14 Bloom's skill: comprehension
87. An organization whose members are national governments is a(n)
A) nongovernmental organization (NGO).
B) intergovernmental organization (IGO). *
C) worldwide transnational organization (WTO).
D) multinational organization (MNO).
E) global governmental organization (GGO).
Level: easy Page: 13 Bloom's skill: knowledge

88. The _____ level of analysis concerns the choices and actions of human beings.
 A) domestic
 B) global
 C) individual *
 D) interstate
 E) state
 Level: easy Page: 16 Bloom's skill: knowledge
89. The _____ level of analysis concerns the influence of the international system upon outcomes, whereas the _____ level of analysis concerns the influence of trends and forces that transcend the interactions of states upon outcomes.
 A) domestic, interstate
 B) global, individual
 C) individual, domestic
 D) interstate, global *
 E) domestic, global
 Level: easy Page: 17 Bloom's skill: knowledge
90. The level of analysis that considers the geographic locations and relative power of states is the _____ level of analysis, whereas the _____ level of analysis concerns groups of individuals within states.
 A) individual, interstate
 B) domestic, individual
 C) interstate, domestic *
 D) global, individual
 E) domestic, global
 Level: easy Page: 16-17 Bloom's skill: knowledge
91. Consideration of the political organizations, government agencies, and economic sectors within states is the focus of the _____ level of analysis.
 A) individual
 B) domestic *
 C) interstate
 D) global
 E) systemic
 Level: easy Page: 16 Bloom's skill: knowledge
92. After World War II, Germany was occupied by
 A) the United States and the Soviet Union only.
 B) the United States and Britain only.
 C) the United States and France only.
 D) the United States, the Soviet Union, and Britain only.
 E) the United States, the Soviet Union, Britain, and France. *
 Level: easy Page: 24 Bloom's skill: knowledge

93. The Berlin Wall was built by
A) West Germany.
B) East Germany. *
C) the Soviet Union.
D) the United States.
E) Britain.
Level: easy Page: 24 Bloom's skill: knowledge
94. In what way did the United States attempt to contain Soviet influence after World War II?
A) Maintaining military bases and alliances only in Europe, close to Soviet borders
B) Staging missile tests in the Arctic to intimidate the Soviets
C) Providing aid through the Marshall Plan to rebuild Western Europe *
D) Splitting with China
E) All of the above
Level: hard Page: 24 Bloom's skill: analysis
95. What was the outcome of the Korean War?
A) North Korea controlled more of the Korean peninsula, having gained territory from South Korea.
B) South Korea controlled more of the Korean peninsula, having gained territory from North Korea.
C) The United States shifted its support to North Korea, and China shifted its support to South Korea.
D) South Korea became communist and North Korea became democratic.
E) None of the above *
Level: medium Page: 26 Bloom's skill: analysis
96. Which event in the post-World War II period probably brought the United States and the Soviet Union closest to nuclear war?
A) Building of the Berlin Wall
B) Cuban Missile Crisis *
C) Korean War
D) U.S. involvement in Vietnam
E) The Berlin airlift
Level: medium Page: 26 Bloom's skill: analysis
97. Which of the following is NOT a crisis of the Cold War?
A) Helsinki conflict *
B) Korean War
C) Building of the Berlin Wall
D) Cuban Missile Crisis
E) Vietnam War
Level: medium Page: 24-27 Bloom's skill: application

98. Just as was the case for the United States in Vietnam, the Soviet Union could not defeat rebel armies in
A) Hungary.
B) Czechoslovakia.
C) Poland.
D) China.
E) Afghanistan. *
- Level: medium Page: 27 Bloom's skill: application
99. The first crisis of the post-Cold War era was
A) the disintegration of the Soviet Union.
B) Iraq's invasion of Kuwait. *
C) the disintegration of Yugoslavia.
D) the humanitarian crisis in Somalia.
E) conflict in Rwanda.
- Level: medium Page: 27 Bloom's skill: analysis
100. When Yugoslavia fell apart,
A) European countries joined forces and sent troops to defend the borders of the newly independent, sovereign states.
B) UN peacekeeping troops intervened and were able to keep casualties to a minimum.
C) an arms embargo was placed on heavily armed Serbia, while Bosnia was allowed to build up its arsenal so each side would be more equal.
D) ethnic Serbs seized parts of Croatia and Bosnia, where they killed or forced non-Serbs from their homes. *
E) successor states immediately joined the European Union.
- Level: hard Page: 28 Bloom's skill: analysis
101. The post-Cold War era is
A) more complex and unpredictable than the Cold War period.
B) more peaceful than the Cold War period.
C) characterized by a more global international economy.
D) characterized by transnational concerns such as environmental degradation and disease, which have become more prominent.
E) All of the above *
- Level: medium Page: 29 Bloom's skill: analysis

102. What is the key problem of international relations?
 A) Preventing authoritarian governments from acquiring nuclear weapons
 B) Getting a group of two or more states to serve its collective interests when doing so requires its members to forgo their individual interests *
 C) Limiting the impact of global warming on coastal areas in Asia and the Pacific
 D) Helping authoritarian governments make a smooth transition to democracy without years of civil conflict
 E) Allowing outside states to intervene in situations of internal conflict to prevent genocide
 Level: easy Page: 3 Bloom's skill: comprehension
103. A collective goods problem is
 A) more serious in less-developed countries, which do not have the industrial capacity to produce surplus goods.
 B) more serious in developed countries, which have the industrial capacity to produce surplus goods.
 C) the problem of how to provide something that benefits all members of a group regardless of what each member contributes to it. *
 D) the problem of two countries producing the same good and competing on world markets for exports.
 E) solved by arbitration or mediation by the International Court of Justice.
 Level: easy Page: 3 Bloom's skill: comprehension
104. Why are collective goods easier to provide in small groups than large groups?
 A) The defection of one member is harder to conceal.
 B) The defection of one member has a greater impact on the overall collective good.
 C) Small groups tend to have a central authority to enforce rules on members.
 D) They are not easier to provide in small groups because in large groups there are more members to punish the defector.
 E) A and B *
 Level: medium Page: 4 Bloom's skill: application
105. How do dominance and reciprocity compare as solutions to collective goods problems?
 A) Dominance relies on a power hierarchy acting as a central authority, whereas reciprocity operates without any central authority. *
 B) Dominance has advantages and disadvantages, whereas reciprocity has only advantages.
 C) Dominance forms the basis of most institutions in the international system, whereas reciprocity has limited application.
 D) Dominance is the basis of cooperation in IR, whereas reciprocity typically leads to conflict.
 E) Dominance works best in groups of small states, whereas reciprocity works best in groups of large states.
 Level: hard Page: 5-6 Bloom's skill: synthesis

106. The disadvantages of dominance include which of the following?
A) A downward spiral as each side punishes what it believes to be negative acts by the other.
B) Stability comes at a cost of constant oppression of the lower ranking members in the status hierarchy.
C) Conflicts over positions in the status hierarchy can harm the group's stability.
D) Fueling arms races where members respond to other members' buildup of weapons.
E) B and C *
- Level: medium Page: 5 Bloom's skill: analysis
107. How is the identity principle distinguished from the dominance and reciprocity principles?
A) The identity principle relies on mutually beneficial arrangements, whereas the dominance and reciprocity principles rely on members to sacrifice their own interests to benefit others.
B) Contributions to development assistance or UN peacekeeping missions are better explained by the dominance and reciprocity principles than the identity principle.
C) The identity principle plays no role in preventing nuclear proliferation, whereas the dominance and reciprocity principle do play a role.
D) The identity principle does not rely on self-interest, whereas the dominance and reciprocity principles rely on achieving individual self-interest. *
E) Nonstate actors rely on the dominance and reciprocity principles more than the identity principle.
- Level: hard Page: 5-7 Bloom's skill: synthesis
108. Which of the following trends does globalization encompass?
A) Expanded international trade and telecommunications
B) Monetary coordination and multinational corporations
C) Technical and scientific cooperation
D) Migration and refugee flows
E) All of the above *
- Level: easy Page: 17 Bloom's skill: application
109. Which of the following is NOT a point of view on globalization?
A) Globalization diffuses authority, with state sovereignty eroded by new institutions.
B) The world's major economies are no more integrated today than before World War I, and the North-South gap is increasing.
C) Globalization is changing international security more quickly and profoundly than international political economy. *
D) Globalization is the fruition of liberal economic principles where a global marketplace has brought growth and prosperity.
E) All of the above are points of view on globalization.
- Level: medium Page: 17-18 Bloom's skill: application

110. With respect to globalization,
A) opponents to globalization are united in their goals and tactics.
B) policies to expand free trade are a central focus of antiglobalization protesters. *
C) all sides agree that the North-South gap is disappearing.
D) states are becoming stronger, more important actors in IR.
E) union members from the global North want to stop their jobs from being shipped to the global South, where workers do not want them anyway.
Level: medium Page: 18-19 Bloom's skill: analysis

111. Crises involving nuclear weapons programs involve which of the following countries?
A) China and Israel
B) Venezuela and Somalia
C) North Korea and Iran *
D) Iraq and Syria
E) Russia and Ukraine
Level: easy Page: 31 Bloom's skill: knowledge

FILL-IN-THE-BLANK

1. The International Committee of the Red Cross is an example of a(n) _____ because its members are not governments. (nongovernmental organization, NGO)
2. The total goods and services produced by a country is its _____. (Gross Domestic Product, GDP)
3. OPEC is an example of a(n) _____ because its members are governments. (intergovernmental organization, IGO)
4. _____ is the study of domestic politics of foreign countries. (Comparative politics)
5. Actors operating below and across state borders are _____ actors. (transnational)
6. Thailand is located on the continent of _____. (Asia)
7. Mozambique is located on the continent of _____. (Africa)
8. _____ is the study of trade relations and financial relations among countries. (International political economy, IPE)
9. During the Cold War, the two superpowers often jockeyed for position in the global South, supporting _____ in which they typically supplied and advised opposing factions in civil wars. (proxy wars)
10. Through the policy of _____, the United States sought to halt the expansion of Soviet influence during the Cold War. (containment)

ESSAY QUESTIONS

1. Consider using the Critical Thinking questions at the end of the chapter for essay questions.
2. Identify and discuss at least three ways in which international relations touches your daily life. What can/should you do about this? How might this fact affect your personal and professional life choices?
3. International relations encompasses a wide range of issues and actors. Identify several key players in the international scene. Justify your choices.
4. The global level of analysis is critical to understanding the international relations of today. Agree or disagree, using specific examples to support your position.
5. Explain the importance of Gross Domestic Product to the evolution of today's international system. Why is this an important indicator of position for states today?
6. Distinguish between the nine global regions of the world. How (according to what criteria) were they grouped? Why are these factors important? Is there another set of criteria that should be used? Why or why not?
7. Explain collective goods problems and describe the three basic principles that offer possible solutions to these problems. Which principle do you think offers the best solution and why?
8. What is globalization? Explain the various conceptions on this process and describe the positions of opponents.
9. What are the key events of the 20th century that have shaped international relations today? Describe the events you choose and explain each of your choices.