International Relations 13th edition Pevehouse Solutions Manual

SKU: 9780136901723-SOLUTIONS

CHAPTER 1

THE GLOBALIZATION OF INTERNATIONAL RELATIONS

LEARNING OBJECTIVES

1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
1.2 Evaluate whether states are still the key actors in international relations.
1.3 Identify at least three commonalities between states in the global North and states in the global South.
1.4 Explain at least two differences between the Cold War era and the post–Cold War era.

CHAPTER OVERVIEW

Chapter 1 sets the foundation for the rest of the text by introducing the core principles of international relations (IR), describing state and nonstate actors in IR, discussing three 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 the collective goods problem is discussed, and three core principles of IR are introduced as possible solutions to this problem: (1) dominance, (2) reciprocity, and (3) identity. The characteristics of states are outlined: territory, government, population, and sovereignty. The importance of various types of nonstate actors as well as state actors is discussed. The author defines three levels of analysis employed in the study of IR: individual, domestic, and systemic. Globalization is also addressed. States are divided into nine world regions based on their geographic proximity, cultural and linguistic similarities, global influence comparability, and economic and military prowess. The North-South gap is discussed, and the chapter concludes with a discussion of the two world wars (1900–1950), the Cold War (1945–1990), and the post–Cold War era (1990–2018). Major events in the IR are introduced and placed in their proper historical context.

LECTURE OUTLINE

I. Globalization, International Relations, and Daily Life
    1. Narrowly defined, international relations (IR) refers to relationships among the world's governments
    2. Relationships closely connected with other actors, social structures and processes, geographical and historical influences
    3. Together these elements power the central trend in IR today—globalization
    4. Several recent events reflect globalization: conflicts in Libya and Syria and resulting refugee issues, Russia's 2022 invasion of Ukraine, the 2019 coronavirus outbreak in China, and global economic recession of 2008–2009

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

5. Globalization has benefited people's daily lives but also aroused opposition
6. Individuals affect IR through actions such as voting and buying goods

A. Core Principles
1. IR revolves around one key problem: How can a group—such as two or more countries—serve its collective interests when doing so requires its members to forgo their individual interests?
2. 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
3. Three basic principles offer possible solutions to collective goods problem (See Lecture Suggestion ii.a.)
   a. Dominance—solves collective goods problem by establishing a power hierarchy in which those at the top control those below; this principle underlies the great power system
   b. 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; this principle forms basis of most norms and institutions in international system
   c. 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; this principle is at work in nonstate actors such as nongovernmental organizations or terrorist networks
4. Example of nuclear proliferation

B. IR as a Field of Study
1. As a part of political science, IR is about international politics—the decisions of governments about foreign actors, especially other governments
2. But field is interdisciplinary—relating international politics to economics, history, sociology, and other disciplines
3. IR covers range of activities and issue areas
4. Mix of conflict and cooperation in relationships among countries
5. Subfields—international security (questions of war and peace), international political economy (trade and financial relations)
6. Importance of considering several different theoretical interpretations in study of IR

II. Actors and Influences

A. State Actors—entities with territory, government, population, sovereignty
1. International system—set of relationships among world's states
   a. Modern international system has existed for only 500 years
   b. Before then—city-states, empires, feudal fiefs
   c. Past 200 years, idea that nations should have own states—nation-states

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

d. Differences in size, population, economic activity, military power
e. Some political entities not formally recognized as states—for example, Taiwan and others

B. Nonstate Actors (See Lecture Suggestion ii.b.)
1. Called transnational actors when they operate across international borders
2. Intergovernmental organizations (IGOs)—organizations whose members are national governments, for example, 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

C. Levels of Analysis
1. Perspective on IR based on set of similar actors or processes that suggests possible explanations of "why" questions
2. Three levels
a. Individual—often used considering foreign policy decision making
b. Domestic—effect of interest groups, political organizations, or government agencies on IR
c. Systemic—influence of international system on outcomes
d. Different sorts of explanations for international events

D. Globalization (See Lecture Suggestion iii.b.)
1. Expanded international trade, telecommunications, monetary coordination, multinational corporations, technical and scientific cooperation, cultural exchanges, migration and refugee flows, relations between world's developed and developing countries
2. One view: result of liberal economic principles—global marketplace has brought growth and prosperity
3. Second view: world's major economies no more integrated today than before World War I, North-South gap increasing, growth of rival regional blocs
4. Third view: transformationalists—state sovereignty eroded by EU, WTO, and other new institutions
5. Impacts both international security and IPE

III. Global Geography
1. North-South gap is most important geographical element at the global level of analysis
2. North
a. West: North America, Western Europe, Japan/Pacific
b. Old East: Russia and Commonwealth of Independent States (CIS)

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

3. South
    a. Latin America
    b. Africa
    c. Middle East
    d. Much of Asia

IV. The Evolving International System
A. The Two World Wars, 1900–1950
1. Cult of the offensive
2. Trench warfare
3. Treaty of Versailles, League of Nations
4. Munich Agreement
5. Pearl Harbor, Hiroshima, Nagasaki

B. The Cold War, 1945–1990 (See Lecture Suggestion iii.a.)
1. Yalta, Marshall Plan
2. NATO and Warsaw Pact, containment
3. Sino-Soviet split; growing Chinese affiliation with United States in 1970s
4. Korean War
5. *Sputnik,* U-2 spy plane, Bay of Pigs
6. Cuban Missile Crisis; Limited Test Ban Treaty
7. Proxy wars
8. Vietnam War; Soviet efforts in Afghanistan
9. Nuclear arms race
10. Tiananmen Square
11. *Perestroika* and *glasnost*—fall of Soviet Union, end of communism in Eastern Europe

C. The Post–Cold War Era, 1990–2018
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 (See Lecture Suggestion i.)
6. Concerns over nuclear programs of North Korea and Iran
7. Arab Spring
8. Post–Cold War era more peaceful than Cold War
9. Hamas attack on Israel in 2023 and Israeli response
10. Globalization in international economic relations
11. China more central to world politics

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

LECTURE SUGGESTIONS

i. Lecture Starter

Remind students of the examples of the Afghan history of conflict as laid out in the chapter; use the Vietnam War as a comparison. Discuss evolving approaches to international relations, such as summit meetings, containment, crises, drone strikes, and assassinations. (See Lecture Outline Point IV.C.5.)

ii. Classroom Activities

a. Describe the three core principles of IR that offer possible solutions to problems at the heart of convincing individuals to work for the common good without a central authority compelling them to do so. Ask students to break into groups. Within each group, a different student will represent a different nation with a seat on the UN Security Council. Ask them to discuss how the principles of dominance, reciprocity, and identity play out in this particular context. (See Lecture Outline Point I.A.3.)

b. Identify and explain an international relations event that involves an intergovernmental organization and that has occurred within several days of your lecture. Once you have discussed the issue, ask students to use key concepts from the chapter to share their assessment of the issue. (See Lecture Outline Point II.B.)

iii. Discussion Questions

a. As a way of discussing the concept of containment, remind students of the example of U.S. involvement in the Korean War. Then, ask students to discuss alternatives to containment. (See Lecture Outline Point IV.B.)

Potential general answers for alternatives to containment: Isolationism, minimizing U.S. involvement beyond its borders; détente policies of friendly relationships, particularly via trade; rollback, to undercut or obliterate enemy nations; and cooperation—if another nation is treated as an enemy, one is guaranteeing a future enemy, while if the other is treated as a friend, one keeps open the possibility of a more peaceful future.

b. Ask students to discuss whether globalization is a benefit of liberal economic principles, or whether it is a more problematic phenomenon. Have students use evidence from the chapter, as well as evidence from recent international politics, to inform their discussion. (See Lecture Outline Point II.D.)

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

Potential general answers: Growth and affluence have been the products of a worldwide marketplace, as supranational organizations, as well as MNCs and NGOs, have received power traditionally held by states. The divide between the global North and global South is dissipating while an educated, aware global civilization emerges. On the other hand, some argue that there is no greater equality between the world's economies than before and that the divide between North and South is far from disappearing but rather increasing. A global civilization is not emerging, but rather regions are becoming more and more fractured on the basis of faith, language, and other cultural factors. The economic effects of the immigration crisis in Europe, Brexit, and/or the election of Donald Trump might be a good contemporary context for this discussion.

SUGGESTED ASSIGNMENTS

Short-Term

1. Essay: When attempting to analyze problems in international relations, why is it necessary to consider issues of hierarchy? What factors, in particular, must be considered? How do dominance, reciprocity, and identity illuminate issues of hierarchy?

2. Project: Some of the most pressing international security concerns for the United States and the international community have been efforts by North Korea and Iran to develop nuclear weapons. Describe how the international community has responded differently to these two states. Evaluate how well these efforts have worked.

Long-Term

1. Essay: Write an essay in which you compare and contrast a recent key event in international relations with a central event discussed in the chapter. Be sure to use key concepts from this chapter to help you illuminate how these events are both similar and different. You might consider using such concepts as dominance, the international system, nonstate actors, and globalization.

2. Essay: The 2018 decision by President Trump to withdraw the United States from the agreement to reduce Iran's nuclear program shook the entire international community. If you do not feel informed enough about the decision, search the archives of different online newspapers to find relevant information before answering the following questions:
    a. Using the three levels of analysis you learned about in Chapter 1, analyze the potential causes of President Trump's decision. Try to identify at least two or three factors at each level of analysis that can enhance your understanding of this decision.
        i. *Individual level*: Try to think of the role different individuals played in the decision, for example, political leadership in the United States, Iran, and Europe.
        ii. *Domestic level*: Consider the impact of domestic politics, the media, public opinion, religion, political ideologies, interest groups, etc.

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

iii. *Systemic level:* How did global factors such as interactions among states, the international media, global communication, the Internet (e.g., social media), international organizations, etc. affect President Trump's decision?

b. Which of the levels, if any, do you consider most important in understanding the causes of the decision, and why?

SUGGESTED BOOK/JOURNAL ARTICLES

1. Owen, Roger. *The Rise and Fall of Arab Presidents for Life*. Harvard University Press, 2014.

   Owen's book offers a sharp take on the monarchical presidential regimes that ruled in the Arab world as though they would last indefinitely. This way of ruling was interrupted when Tunisian citizens rose up against the government and saw these leaders ousted. Students will benefit from consideration of these recent and still-evolving events in international relations.

2. Pinto, Diana. *Israel Has Moved.* Harvard University Press, 2013.

   This text examines Israel's creation of new links with Asia, using cutting-edge science and technology while building walls against neighbors. Excerpts from this text can be usefully integrated into a lecture on the concepts of conflict and cooperation in relationships.

3. Lesch, David W. *Syria: The Fall of the House of Assad.* Yale University Press, 2012.

   Lesch's text explores Assad's failure of leadership and growing dependence on violence to achieve his goals and maintain power. The book will be useful to students considering a nation that might call for a U.S. intervention, creating a context for how a contemporary intervention might be pursued while avoiding the mistakes of past interventions.

4. Parsi, Trita. *Losing an Enemy: Obama, Iran, and the Triumph of Diplomacy*. Yale University Press, 2015.

   This book analyzes President Obama's strategy to address Iran's nuclear program and examines the dynamics behind the historic agreement of 2015. Instructors will find the text useful in lecturing on the three levels of analysis related to outcomes in international relations.

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

5. Nathan, Andrew J., and Scobell, Andrew. *China's Search for Security*. Columbia University Press, 2014.

   The threats that China perceives itself to face, economically, politically, and militarily, are considered by the authors. Students will find the text useful in looking at what has, and has not, changed for China since the Sino-Soviet split and the Cultural Revolution.

6. Li, David Daokui. *China's World View: Demystifying China to Prevent Global Conflict*. W.W. Norton & Company, 2024.

   Li, a Chinese scholar, is an economist and sometimes advisor to the Chinese Communist Party and Chinese government entities, including the nation's central bank. His book offers a Chinese perspective on the historical and cultural influences on China's ruling party and the economic and social landscape of China today.

7. Sachs, Jeffrey D. *The Ages of Globalization: Geography, Technology, and Institutions.* Columbia University Press, 2020.

   Economist Sachs provides a brief, readable overview of seven periods of global interaction that analyzes the influences of geography, technology, and institutions on the way global changes were manifested. He also considers the impact of digital technology on the current wave of globalization and calls for new tools for international cooperation in a rapidly changing world.

SUGGESTED WEB SITES

1. A Short History of the Department of State, www.history.state.gov.

   The U.S. government's Web site provides engaging perspectives on the Cold War and issues of containment, which are covered in the chapter. Instructors will find it useful to utilize content from the site to add further nuance to the chapter's content. A short history of containment and the Cold War can be located by searching for "containment" and "Cold War" in the site's search engine. Note that this history was retired in 2016.

2. The Foreign Policy Association, www.fpa.org.

   This organization's mission is "to serve as a catalyst for developing awareness, understanding, and informed opinion on U.S. foreign policy and global issues." Students will find features on the site particularly helpful in illuminating issues around the American role in globalization and international relations.

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual

3. League of Nations Photograph Collection, https://archives.ungeneva.org/league-of-nations-photograph-collection.

   The LONTAD project (Total Digital Access to the League of Nations Project) has digitized the entire League of National archive. The Photograph Collection gives users access to an archive of images, including photos, caricatures, etc., from the League of Nations. This site brings to life for students the League and its role in history, while adding detail to the chapter content.

4. Yale Law School Lillian Goldman Law Library, www.law.yale.edu.

   The Avalon Project at Yale Law School offers thousands of historical and legal documents online. Using the site's search engine, search for "Avalon Project" and then, on the Avalon Project page, for "Munich Pact" to access the complete text of the brief Munich Agreement. This resource provides a level of succinct historical detail that will assist students in understanding this infamous international agreement.

5. Council on Foreign Relations, www.cfr.org.

   This U.S.-based think tank focuses on foreign relations and security issues. It includes articles and background reports on an array of foreign policy issues, as well as hosting video events that include interviews with scholars and practitioners as well as discussions of major issues.

REVEL RESOURCES

Video: British Prime Minister Neville Chamberlain's Appeasement Speech (1938)
Video: The Collapse of the Soviet Union (August 1991)
Video: Winston Churchill's Iron Curtain Speech (1946)

Copyright © 2025, 2020, 2017 by Pearson Education, Inc. All rights reserved.

International Relations 13th edition Pevehouse Solutions Manual