International Relations 13th edition Pevehouse Test Bank

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Chapter 1: The Globalization of International Relations

MULTIPLE CHOICE

1. Globalization is _____.
A) not concerned with terrorism
B) focused solely on economic development
C) the management of territorial conflict
D) the central trend in international relations today

Answer: D
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Easy
Skill Level: Understand the Concepts

2. International relations revolves around the key problem of how _____.
A) to deal with the issue of global warming
B) to solve global poverty
C) a group can reconcile its collective and individual interests
D) states can properly negotiate treaties

Answer: C
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Moderate
Skill Level: Understand the Concepts

3. The U.S. home mortgage market initiated the _____ of 2008–2009.
A) minor global economic spike
B) international bond market
C) global economic recession
D) international economic competition

Answer: C
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Easy
Skill Level: Remember the Facts

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4. International relations is largely a(n) _____ discipline.
A) historical
B) theoretical
C) economic
D) practical

Answer: D
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Moderate
Skill Level: Analyze It

5. International relations _____.
A) involves only presidents, generals, and diplomats
B) influences daily life only when war occurs
C) concerns the relationships among the world's governments
D) is largely concerned with bilateral relations between states

Answer: C
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Easy
Skill Level: Understand the Concepts

6. The collective goods problem is the problem of how to provide something that benefits _____ members of a group regardless of what each member contributes.
A) all
B) most
C) half of the
D) the moral

Answer: A
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Easy
Skill Level: Understand the Concepts

7. Why are collective goods easier to provide in small groups than in large groups?
A) In a small group, the cheating (or free riding) of one member is harder to conceal.
B) In a small group, the cheating (or free riding) of one member has a smaller impact on the overall collective good.
C) Small groups tend to have a central authority to enforce rules on members.
D) Small groups want to cooperate more than large groups.

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Answer: A
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
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Difficulty Level: Moderate
Skill Level: Analyze It

8. A current example of a collective goods problem is that _____.
A) poverty is so common around the globe
B) states find it hard to cooperate on monetary policy
C) states have a hard time communicating their genuine intentions
D) states find it hard to cooperate to maintain global climate stability

Answer: D
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Moderate
Skill Level: Apply What You Know

9. In 2006, the United States warned North Korea against selling its bombs, threatening to retaliate against North Korea if any other actor used such a bomb against the United States. This strategy of the United States to prevent proliferation can be considered an example of which principle?
A) Persuasion
B) Reciprocity
C) Identity
D) Collective goods

Answer: B
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Moderate
Skill Level: Apply What You Know

10. Which of the following actions would be considered a reciprocity solution to the problem of global warming?
A) The wealthiest countries reduce their greenhouse emissions substantially.
B) The international community names and shames those countries that fail to reduce greenhouse gas emissions.
C) All of the countries of the world sign a binding international agreement to reduce greenhouse gas emissions.
D) The big powers of the UN Security Council threaten to fight those countries that fail to reduce greenhouse emissions.

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Answer: C
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Difficult
Skill Level: Apply What You Know

11. The two major subfields of the study 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

Answer: C
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Easy
Skill Level: Remember the Facts

12. How do dominance and reciprocity differ 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 applications.
D) Dominance is the basis of cooperation in international relations, whereas reciprocity typically leads to conflict.

Answer: A
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Difficult
Skill Level: Analyze It

13. The disadvantages of dominance as a solution to collective goods problems include _____.
A) a downward spiral as each side punishes what it believes to be negative acts by the other
B) stability that comes at a cost of constant oppression of the lower-ranking members in the status hierarchy
C) other groups being unlikely to challenge the top group's power position
D) fueling arms races in which members respond to other members' buildup of weapons

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Answer: B
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Moderate
Skill Level: Analyze It

14. 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 sacrificing 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 by the identity principle.
C) The identity principle plays no role in preventing nuclear proliferation, whereas the dominance and reciprocity principles 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.

Answer: D
Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Difficult
Skill Level: Analyze It

15. _____ is a necessary component of a state.
A) Territory
B) Civil society
C) Presidency
D) Democracy

Answer: A
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Remember the Facts

16. Among other things, a nation is a _____ share characteristics such as language and culture.
A) collection of territories that
B) group of people who
C) set of relationships that
D) group of elected politicians who

Answer: B
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences

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Difficulty Level: Easy
Skill Level: Remember the Facts

17. _____ is only informally recognized as a state, despite being a political entity often referred to as one.
A) Abkhazia
B) Iraq
C) Taiwan
D) Western Sahara

Answer: C
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Remember the Facts

18. _____ are two intergovernmental organizations.
A) Amnesty International and the Red Cross
B) The WTO and the United Fruit Company
C) OPEC and ISIS
D) The African Union and NATO

Answer: D
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Understand the Concepts

19. Which is an example of a transnational actor?
A) International diplomats guild
B) National trade unions
C) Intergovernmental organizations
D) The U.S. State Department

Answer: C
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Understand the Concepts

20. There are as many as _____ NGOs and 5,000 IGOs globally.
A) 50,000
B) 20,000
C) 150,000
D) 5,000

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Answer: A
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Remember the Facts

21. 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

Answer: A
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Understand the Concepts

22. According to transformationalists, why is sovereignty sometimes more fluid than one might think?
A) States find it increasingly difficult to deal with contemporary problems such as refugee flows.
B) A state's wealth is the main factor determining whether its sovereignty is respected by others.
C) Some states such as those in sub-Saharan Africa are too weak to protect their sovereignty.
D) International organizations such as the EU erode state sovereignty.

Answer: D
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Difficult
Skill Level: Analyze It

23. The set of relationships among the world's states, structured according to _____, is referred to as the international system.
A) globalization
B) how power is distributed
C) certain rules and patterns of interaction
D) transnational trade agreements

Answer: C
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Understand the Concepts

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24. Because it is entirely a U.S. entity but also operates an International Trade Division to promote exports and foreign investment, the state of Ohio could be considered a(n) _____ actor.
A) governmental
B) substate
C) international
D) transnational

Answer: B
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Apply What You Know

25. Nongovernmental organizations are _____ organizations acting as _____ actors.
A) public; transnational
B) private; transnational
C) private; intranational
D) public; national

Answer: B
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Understand the Concepts

26. Groups within states that influence the state's _____ are called substate actors.
A) foreign policy
B) political philosophy
C) nongovernmental organizations
D) sovereignty

Answer: A
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Understand the Concepts

27. The _____ level of analysis concerns the perceptions, choices, and actions of human beings.
A) domestic
B) systemic
C) individual
D) interstate

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Answer: C
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Understand the Concepts

28. The _____ level of analysis concerns the influence of the international system on outcomes, whereas the _____ level of analysis concerns the aggregations of individuals within states that influence state actions in the international arena.
A) domestic; individual
B) individual; systemic
C) individual; domestic
D) systemic; domestic

Answer: D
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Understand the Concepts

29. Consideration of the political organizations, government agencies, and interest groups of states is the focus of the _____ level of analysis.
A) individual
B) domestic
C) interstate
D) global

Answer: B
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Understand the Concepts

30. Which is a domestic-level explanation for the 2003 U.S.-led war against Iraq?
A) President Bush's desire to remove Saddam Hussein
B) The rise of neoconservative policymakers in the U.S. administration
C) The global distribution of power in favor of the United States
D) The unwillingness of the UN Security Council to punish Iraq

Answer: B
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Difficult
Skill Level: Apply What You Know

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31. Levels of analysis offer _____ explanations for international events.
A) military
B) uniform
C) different
D) individual

Answer: C
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Understand the Concepts

32. According to scholars who see globalization as the fruition of liberal economic principles, what role do states play in the process of globalization?
A) They are the driving forces.
B) A handful of states dominate the process.
C) They share equal power in the process.
D) They have become obsolete as economic units.

Answer: D
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Analyze It

33. Which theorists are most likely to believe that the European Union is ultimately going to replace its individual member states?
A) Liberals
B) Realists
C) Transformationalists
D) Globalization skeptics

Answer: C
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Apply What You Know

34. A major source of conflict and war at present is the frequent mismatch between perceived _____ and actual state borders.
A) sovereign states
B) nonsovereign states
C) failed states
D) nations

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Answer: D
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Understand the Concepts

35. With respect to globalization, _____.
A) its opponents are mostly 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 faster than ever
D) states are becoming stronger and more important actors in global politics

Answer: B
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Analyze It

36. Which of the following is a major point of view on globalization?
A) Globalization diffuses authority, transforming state power to operate in new contexts with new tools.
B) The world's major economies are more integrated today than before World War I, and the North-South gap is decreasing.
C) Globalization is changing international security more quickly and profoundly than it is changing international political economy.
D) Globalization is the fruition of conservative economic principles where a national marketplace has brought a lack of prosperity.

Answer: A
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Moderate
Skill Level: Analyze It

37. Large states possessing massive military and economic strength and influence are called _____.
A) veto players
B) rogue states
C) hegemons
D) great powers

Answer: D
Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Easy
Skill Level: Remember the Facts

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38. The _____ relatively rich industrialized countries and relatively poor countries is called the North-South gap.
A) conflict between
B) unity among
C) scarcity problem among
D) disparity of resources between

Answer: D
Learning Objective: 1.3 Identify at least three commonalities between states in the global North and states in the global South.
Topic: Global Geography
Difficulty Level: Easy
Skill Level: Understand the Concepts

39. In the global North, income levels per capita are roughly _____ times as high as in the global South.
A) three
B) five
C) ten
D) twenty

Answer: B
Learning Objective: 1.3 Identify at least three commonalities between states in the global North and states in the global South.
Topic: Global Geography
Difficulty Level: Moderate
Skill Level: Remember the Facts

40. Given the definition of the North-South gap, _____ is considered to be in the global North.
A) Turkey
B) South Korea
C) South Sudan
D) South Africa

Answer: B
Learning Objective: 1.3 Identify at least three commonalities between states in the global North and states in the global South.
Topic: Global Geography
Difficulty Level: Difficult
Skill Level: Analyze It

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41. The Marshall Plan was a policy designed to _____.
A) create the North Atlantic Treaty Organization
B) fight Nazi Germany
C) rebuild European economies
D) ensure détente

Answer: C
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Easy
Skill Level: Remember the Facts

42. What was the result of the Korean War at the time of the 1953 truce?
A) North Korea controlled more of the Korean peninsula.
B) China shifted its support to South Korea.
C) The United States shifted its support to North Korea.
D) The United States hardened its attitude toward communism.

Answer: D
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Analyze It

43. The Sino-Soviet split resulted in China becoming extremely _____ in the 1960s.
A) affluent
B) militaristic
C) philosophical
D) independent

Answer: D
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Understand the Concepts

44. In the Cold War era, 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) Afghanistan

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Answer: D
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Remember the Facts

45. 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 expelled millions of non-Serbs

Answer: D
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Remember the Facts

46. In the twenty-first century, North Korea and Iran were players in crises involving _____.
A) arms sales to Nepal
B) overthrown governments
C) nuclear weapons programs
D) massive oil spills

Answer: C
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Easy
Skill Level: Remember the Facts

47. During the Cold War, the alliance of states coordinated under the leadership of the _____ was called the North Atlantic Treaty Organization.
A) Ukraine
B) European Union
C) Soviet Union
D) United States

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Answer: D
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Easy
Skill Level: Understand the Concepts

48. The Berlin Wall was built by _____.
A) West Germany
B) East Germany
C) Russia
D) the United States

Answer: B
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Easy
Skill Level: Remember the Facts

49. An example of Cold War alliances between states is the _____.
A) United Nations
B) Warsaw Pact
C) Sino-Soviet split
D) Limited Test Ban Treaty

Answer: B
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Apply What You Know

50. In 1955, superpower leaders gathered in Geneva, deciding to reconstitute Austria. This type of gathering can be considered an example of a _____.
A) crisis
B) summit meeting
C) containment effort
D) military strike

Answer: B
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Apply What You Know

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51. The United States backing the Ethiopian government and the Soviets backing next-door rival Somalia in the 1970s is an example of _____.
A) the Munich Agreement
B) a missile crisis
C) a proxy war
D) globalization

Answer: C
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Apply What You Know

52. In 2006, Israel fought a brief but intense war with _____ in southern Lebanon, in 2023, Israel was again at war, this time with _____.
A) Hamas; Hezbollah
B) Al Qaeda; Hamas
C) Hezbollah; Hamas
D) ISIS; Hezbollah

Answer: C
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Remember the Facts

53. 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

Answer: B
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Analyze It

54. The post–Cold War era is _____.
A) less complex and more predictable than the Cold War period
B) less peaceful than the Cold War period
C) characterized by a less global international economy

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D) characterized by transnational concerns such as environmental degradation and disease

Answer: D
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Moderate
Skill Level: Analyze It

55. _____ is a clear example of China challenging the way the existing global system operates.
A) The creation of the Asian Infrastructure Investment Bank by China
B) The constant exercise of veto power by China in the UN Security Council
C) The consistent increase in China's nuclear arsenal
D) The annexation of Hong Kong by China

Answer: A
Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Difficult
Skill Level: Analyze It

ESSAY

56. How do international relations affect your daily life? How do you as a college student affect international relations? Give three concrete examples of each.

Answer: The ideal answer should include:
1. Outline what international relations is and how it impacts the student's life. Some examples might be how developments in international relations affect what students learn in school, what media they consume, how they vote, etc.
2. Students should touch on the role that awareness of the news, work on political campaigns, participation in the global marketplace, participation in the military, etc., also provide opportunities to participate in international relations.
3. Conclude with an evaluation of the overall impact these kinds of involvement in international relations might have.

Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Difficult
Skill Level: Apply What You Know

57. How would you use the different levels of analysis to explain the global economic recession of 2008–2009? How useful is the approach of categorizing a typically very complex world in terms of simplified levels of analysis?

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Answer: The ideal answer should include:
1. Describe the various levels of analysis.
2. Explain how each applicable level of analysis might be applied to the context and events of the 2008–2009 global economic recession and the "whys" behind it. For instance, as the individual level of analysis concerns the perceptions, choices, and actions of individual human beings, one might argue that had U.S. predatory lenders not issued subprime mortgages targeted at low-income homebuyers, the financial crisis might never have occurred.
3. Evaluate how effective, or not, the application of levels of analysis is, and perhaps how different contexts allow for more or less effective application.
4. Offer a concise summary and effective conclusion.

Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Difficult
Skill Level: Apply What You Know

58. Distinguish among 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?

Answer: The ideal answer should include:
1. Provide an outline of the various regions of the world, explaining how the nine regions differ from each other.
2. Explain why factors such as the number of states a region contains and each region's particular mix of cultures, geographical realities, and languages are important.
3. Suggest and evaluate a potential relevant additional set of criteria that might be used (e.g., religion) or explain why no such additional set of criteria is applicable.
4. Provide a concise summary and effective conclusion.

Learning Objective: 1.3 Identify at least three commonalities between states in the global North and states in the global South.
Topic: Global Geography
Difficulty Level: Difficult
Skill Level: Analyze It

59. Would you say that the significant number of ethnic and civic conflicts that have occurred since the Cold War were essentially inevitable? What barriers might IGOs or NGOs have created in preventing such conflicts? Use key terms you have learned over the course of the chapter to aid your analysis.

Answer: The ideal answer should include:
1. Describe a couple of the particular ethnic and/or civic conflicts that have occurred since the Cold War, such as the Syrian or Yugoslav civil wars.
2. Explain the governmental and/or international institutional limitations and attitudes that could have complicated the prevention of these post–Cold War conflicts. Institutional barriers associated with international laws or norms can prove a large hindrance to the prevention of conflict.

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3. Using detailed evidence from the text, assess how concepts such as international security, containment, proxy wars, nongovernmental organizations, intergovernmental organizations, sovereignty, etc., are key to issues of post–Cold War conflict.
4. Provide a succinct summary and conclusion.

Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Difficult
Skill Level: Analyze It

60. What are three key events of the twentieth century that have shaped international relations today? Describe the events you choose and explain each of your choices.

Answer: The ideal answer should include:
1. Outline what it is that makes a "key" event a key event.
2. Explain why particular chosen events were significant, not just in general, or nationally, but crucial in shaping international relations. Such events might include the fall of communism/the Soviet Union, World War II, World War I, the Great Depression, etc. In turn, this shaping might include the creation of new alliances, new security or trade regimes, the moving of borders, and so on.
3. By way of explaining each choice of key event, perhaps compare and contrast these events, emphasizing the particular ways in which each event shaped international relations uniquely.
4. Provide a succinct summary and conclusion.

Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Difficult
Skill Level: Apply What You Know

61. Why is countering climate change considered an example of a collective goods problem? Based on what you have learned, in what ways could you apply the principles of dominance, identity, and reciprocity to help states reduce their greenhouse emissions?

Answer: The ideal answer should include:
1. Define a collective goods problem.
2. Explain why countering global warming is considered an example of a collective goods problem.
3. Define what the principles of dominance, identity, and reciprocity refer to, and clarify that the principles of dominance, identity, and reciprocity are proposed by realism, liberalism, and constructivism respectively.
4. Using detailed evidence from the text, discuss how realists, liberals, and constructivists would propose to counter global warming. For example, realists would focus on the use of force, dominance, and threats; liberals would underline the importance of interstate cooperation, and constructivists would mention the power of ideas, norms, and the logic of appropriateness.
5. Provide a succinct summary and conclusion.

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Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Difficult
Skill Level: Apply What You Know

62. One of the many problems in contemporary international relations is the North-South gap. What are two potential causes and two potential consequences of the so-called North-South gap?

Answer: The ideal answer should include:
1. Define the global North and the global South and explain what the North-South gap refers to.
2. Discuss two of the potential causes of the North-South gap, such the creation of rival regional blocs in the world as a result of the economic integration of states, the uneven diffusion of technological practices, or uneven immigration patterns.
3. Elaborate on two of the potential consequences of the North-South gap, such as increasing infant mortality, deaths from preventable diseases, or political instability in the South.
4. Provide a succinct summary and conclusion.

Learning Objective: 1.3 Identify at least three commonalities between states in the global North and states in the global South.
Topic: Global Geography
Difficulty Level: Difficult
Skill Level: Analyze It

63. What are some of the key features of the Arab Spring uprisings? What do you consider to be one of the key causes and one of the key consequences of the uprisings?

Answer: The ideal answer should include:
1. Define the Arab Spring.
2. Explain some of the key features of the uprisings. For example, they all began with nonviolent protests in 2011, overthrew governments in Tunisia, Egypt, Libya, and Yemen, and sparked a brutal civil war in Syria.
3. Discuss one of the key causes of the uprisings in these countries. For example, the protestors wanted more democracy, more respect for the rule of law, civil rights and liberties, etc.
4. Discuss one of the key consequences of the uprisings in these countries. For example, in some countries like Tunisia and Egypt, the uprisings resulted in the overthrow of dictators and the holding of free elections. In others, such as Syria, they led to a prolonged and agonizing civil war, which eventually spilled into neighboring Iraq.
5. Provide a succinct summary and conclusion.

Learning Objective: 1.4 Explain at least two differences between the Cold War era and the post–Cold War era.
Topic: The Evolving International System
Difficulty Level: Difficult
Skill Level: Analyze It

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64. “The Brexit vote in Great Britain and the election of President Donald Trump in the United States are examples of how globalization affects our daily lives.” Explain the rationale behind this statement, and then discuss whether you agree with it. Be sure to explain your reasoning.

Answer: The ideal answer should include:
1. Define Brexit.
2. Explain how Brexit can be considered a consequence of globalization. For example, Brexit reflects misgivings of many citizens in Great Britain about their lack of control over policies involving trade and immigration that came with membership in the European Union.
3. Explain how the election of Donald Trump can be interpreted as a consequence of globalization. For example, it demonstrates the American public’s concern over globalization, including job losses from trade, concern over immigration, and the desire to prioritize America’s interests over global concerns.
4. Discuss whether you agree with the statement. For example, both of these examples suggest that many individuals around the world have become uneasy with how global interconnections shape their daily lives.
5. Provide a succinct summary and conclusion.

Learning Objective: 1.1 Describe the properties of the collective action problem and how each core principle addresses the problem.
Topic: Globalization, International Relations, and Daily Life
Difficulty Level: Difficult
Skill Level: Analyze It

65. The most important actors in international relations are considered to be states, which are defined in part by their sovereignty. Why is sovereignty considered to be important, and why is it sometimes less clear or more fluid than one might think?

Answer: The ideal answer should include:
1. Define sovereignty.
2. Explain why sovereignty is a key component of a state. For example, sovereignty is recognized by other states through diplomatic relations and usually by membership in the United Nations.
3. Discuss why sovereignty is less clear at times. For example, some scholars (e.g., transformationalists) would argue that sovereignty today is being eroded by international organizations (IOs) such as the European Union as these IOs are increasingly able to hold their member states accountable for their actions and to make decisions on behalf of their members.
4. Provide a succinct summary and conclusion.

Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.
Topic: Actors and Influences
Difficulty Level: Difficult
Skill Level: Analyze It

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