

## **CHAPTER 1**

### **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: Easy

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

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: Easy

Skill Level: Understand the Concepts

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 free riding of one member is harder to conceal.
- B) In a small group, the 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.

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: Moderate

Skill Level: Understand the Concepts

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: Easy

Skill Level: Apply What You Know

10. 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

11. 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 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

12. 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

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

13. 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

14. \_\_\_\_\_ 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

15. 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

Difficulty Level: Easy

Skill Level: Remember the Facts

16. \_\_\_\_\_ 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

17. \_\_\_\_\_ 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

18. 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

19. There are as many as \_\_\_\_\_ NGOs and 5,000 IGOs globally.

A) 50,000

B) 20,000

C) 150,000

D) 5,000

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

20. 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

21. 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

22. 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: Easy

Skill Level: Understand the Concepts

23. 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

24. 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

25. The \_\_\_\_\_ level of analysis concerns the perceptions, choices, and actions of human beings.

- A) domestic
- B) global
- C) individual
- D) interstate

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

26. 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.

- A) domestic, interstate
- B) global, individual
- C) individual, domestic
- D) interstate, global

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

27. Consideration of the political organizations, government agencies, and economic sectors 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

28. 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

29. 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: Understand the Concepts

30. Which theorists are most likely to believe that the European Union is ultimately going to replace its individual member states?

- A) economic liberalists
- 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

31. 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 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

32. Kurds can be considered to be members of a \_\_\_\_\_.

- A) sovereign state
- B) non-sovereign state
- C) failed state
- D) nation

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: Apply What You Know

33. With respect to globalization, \_\_\_\_\_.

- A) its opponents are mostly united in their goals and tactics
- B) policies to expand free trade are at the core 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

34. Which of the following is a major point of view on globalization?

- A) Globalization diffuses authority, transforming state power to operate in new contexts.
- 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

35. Which region can claim the largest GDP per capita?

- A) Europe
- B) Japan/Pacific
- C) China

D) North America

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: Remember the Facts

36. 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

37. The Marshall Plan was a policy designed to fight \_\_\_\_\_.

A) the North Atlantic Treaty Organization

B) Nazi Germany

C) the Soviet Union

D) 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

38. 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: Remember the Facts

39. 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: Easy

Skill Level: Remember the Facts

40. 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

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

41. 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 non-Serbs or forced them from their homes

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

42. North Korea and Iran were players in recent 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

43. 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

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

44. 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: Understand the Concepts

45. 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

46. 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

47. 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

48. In 2006, Israel fought a brief but intense war with \_\_\_\_\_ in southern Lebanon, while violent clashes between Israel and \_\_\_\_\_ continued from 2009 to 2014.

- 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

49. 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

50. 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
- 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

## **TRUE/FALSE**

51. The stemming of global warming is an example of a collective interest.

Answer: True

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

52. A sibling who achieves the position of power through a struggle between his/her siblings is an example of dominance.

Answer: True

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

53. The modern international system has only been in existence for 500 years.

Answer: True

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

54. Hong Kong reverted from British to Vietnamese rule in 1997.

Answer: False

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

55. The head of state and the head of government are one in the same in every nation.

Answer: False

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

56. Russia/CIS has the lowest GDP per capita in the North Region.

Answer: True

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: Remember the Facts

57. The Gulf War was initiated when Iraq invaded Qatar.

Answer: False

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

58. In 2011, Osama bin Laden was killed by U.S. special forces in Pakistan as one of the major goals of the U.S. intervention in Afghanistan.

Answer: True

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

59. German utilization of speedy offensives via railroads in the Franco-Prussian War was an example of the cult of the defensive.

Answer: False

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

60. The Soviet policies of *perestroika* (economic reform) and *glasnost* (openness in political discussion), associated with a focus on domestic issues, took precedence over maintaining external power in the late 1980s and early 1990s.

Answer: True

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

### **FILL IN THE BLANK**

61. Comparative politics is the study of the \_\_\_\_\_ politics of foreign countries.

Answer: domestic

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

62. Transnational actors operate below and across \_\_\_\_\_ borders.

Answer: state

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

63. The International Committee of the Red Cross is an example of a(n) \_\_\_\_\_ because its members are not governments.

Answer: nongovernmental organization

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

64. OPEC is an example of a(n) \_\_\_\_\_ because its members are governments.

Answer: intergovernmental organization

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

65. Treaties between states occur at the \_\_\_\_\_ level of analysis.

Answer: interstate

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

66. Narrow definitions of the Middle East typically exclude \_\_\_\_\_ and \_\_\_\_\_.

Answer: North Africa, Turkey

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: Remember the Facts

67. In 1962, the Soviet Union installed medium-range nuclear missiles in \_\_\_\_\_ and a crisis erupted.

Answer: Cuba

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

68. The first summit meeting between Cold War superpowers took place in the European city of \_\_\_\_\_ in 1955.

Answer: Geneva

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

69. The United States’ pursuit of halting the expansion of Soviet influence during the Cold War is an example of the policy of \_\_\_\_\_.

Answer: containment

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

70. Recently, \_\_\_\_\_ began capturing large cities in central and northern Iraq, leading Iran and the United States to assist (separately) Iraq in confronting this powerful Islamist group.

Answer: ISIS

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

## **SHORT ANSWER**

71. Countering global warming is 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?

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

72. How has the world changed economically as a result of globalization?

Learning Objective: 1.2 Evaluate whether states are still the key actors in international relations.

Topic: Actors and Influences

Difficulty Level: Difficult

Skill Level: Understand the Concepts

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

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

74. Based on what you know, what are two potential causes and two potential consequences of the so-called North-South gap?

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

75. What are some consequences of the Arab Spring uprisings in 2011–2013 in Egypt, Syria, and Tunisia?

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: Remember the Facts

## **ESSAY**

76. 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 they watch on TV, 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: 1.2 Evaluate whether states are still the key actors in international relations.

Topic: Actors and Influences

Difficulty Level: Difficult

Skill Level: Apply What You Know

77. How would you use the different levels of analysis to explain the causes of the 9/11 terrorist attacks? How useful is the approach of categorizing a typically very complex world in terms of simplified levels of analysis?

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 9/11 and the “whys” behind 9/11. For instance, as the individual level of analysis concerns the perceptions, choices, and actions of individual human beings, one might argue that had John Kerry been elected rather than George W. Bush, or had Bill Clinton focused more strongly on issues of terrorism, 9/11 might have never 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

78. 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 (religion, for example) 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

79. 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.
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: Apply What You Know

80. 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: Analyze It