

CHAPTER 2

Explaining Conflict and Cooperation: Tools and Techniques of the Trade

Multiple-Choice Questions

1. Which of the following describes part of the problem that helped make the Cuban Missile Crisis so dangerous?
- States were behaving as unitary actors instead of taking into account the will of the people.
 - Inappropriate actions by insubordinate members of the military threatened to drag the U.S. and Soviet Union into war.
 - The U.S. was pressured by allies to act aggressively for balance-of-power reasons.
 - The Soviet Union was a “failed state” and thus was unable to control the desires of its own military apparatus.

Correct Answer: b

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Apply What You Know

2. Effective counterfactual reasoning should be related to a body of theory because_____.
- theories provide coherence and organization to our thoughts and help avoid random guessing
 - doing so reduces the risk of anachronism
 - using theories shortens the chain of causation
 - a good “virtual history” lacks empiricism

Correct Answer: a

Learning Objective: LO 2.4: Explain the role of counterfactual reasoning in historical inference.

Topic: Counterfactuals and “Virtual History”

Difficulty Level: Moderate

Skill Level: Understand the Concepts

3. Which of the following might be an example of soft power?
- imposing coercive economic sanctions on a state for its failure to crack down on domestic terrorism
 - moving military resources close to the border of another state as a warning to alter its behavior
 - securing the alliance of another state in an impending conflict because that state admires your cultural and political values more than it does those of the opposing state
 - the use of light and swift special operations forces to carry out a precision attack with limited collateral damage

Correct Answer: c

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

4. When the U.S. Central Intelligence Agency engineered the 1954 coup against the leader of Guatemala, a sovereign country, it did so with _____, but not _____.
- power, authority
 - popular support, authority
 - multilateral support, United Nations authorization
 - United Nations backing, popular support

Correct Answer: a

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Difficult

Skill Level: Apply What You Know

5. The terrorist group Al-Qaeda won a global following through the appeal of militant Islamic ideology and personal charisma of its leader, Osama bin Laden. In this specific way, the organization grew through the exercise of _____.

- a. ideological power, in addition to hard power
- b. effective power conversion
- c. carrots, as well as sticks
- d. soft power

Correct Answer: d

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Apply What You Know

6. Scottish nationalists who pushed for a 2015 vote on independence from the United Kingdom, one they ultimately lost, were determined to achieve _____.

- a. self-determination, or the right to form a state of their own
- b. self-government, or the right to govern their own affairs, inasmuch as possible
- c. the right to secede, as was recognized and widely supported internationally
- d. the right to exit the United Kingdom in favor of joining the European Union

Correct Answer: a

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Difficult

Skill Level: Apply What You Know

7. Which of the following differentiates an international system from an international society?

- a. per capita income levels
- b. the presence or absence of shared rules and institutions
- c. the presence or absence of world government
- d. regime type among major states

Correct Answer: b

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

8. Neorealism rests heavily on which level of analysis?

- a. individual
- b. state
- c. system
- d. domestic

Correct Answer: c

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

9. The _____ approach to world politics has contributed to an understanding of the growing problem of global economic inequality, despite its many weaknesses.

- a. Neoliberal
- b. Liberal
- c. Marxist
- d. dependency theory

Correct Answer: c

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Easy

Skill Level: Understand the Concepts

10. On the eve of World War I, the liberal view of international relations _____.

- a. predicted that war was likely because it would be financially beneficial to states
- b. believed that international organizations provided effective guarantees against war
- c. had begun to converge with the structural realist view of the system of states
- d. was optimistic about prospects for peace and was highly influential

Correct Answer: d

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Apply What You Know

11. When a state gets bogged down in a long, costly war, prospect theory predicts it may be less likely to stop its action, despite heavy losses, because _____.

- a. of the classic “prisoner’s dilemma” situation
- b. the prospect of appearing to be weak is too great in an international system marked by anarchy
- c. of inertia, or what people might call being stuck in a rut
- d. people typically take much greater risks to avoid losses than to achieve gains

Correct Answer: d

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Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

12. Realists suggested that Japan was primarily able to experience rapid economic growth after World War II and remain at peace because _____.

- a. the country’s economic ties to the rest of the world made it too costly for Japan to engage in conflict with any other state
- b. Japanese development of nuclear weapons ensured its security
- c. The U.S. provided for its security against the nuclear states of the Soviet Union and China
- d. of its historically good working relationship with regional neighbors China and South Korea

Correct Answer: c

Learning Objective: LO 2.3: Distinguish paradigms from theories and identify the key features of the realist, liberal, Marxist, and constructivist paradigms.

Topic: Paradigms and Theories

Difficulty Level: Easy

Skill Level: Apply What You Know

13. Liberals suggested that realists who predicted a remilitarized Japan and deteriorating relationship with the U.S. after the fall of the Soviet Union had underestimated how _____.
- the country had changed since the 1930s, with it now having more incentives for peace due to economic opportunity
 - the country's economic ties to the rest of the world made it too costly for Japan to engage in conflict with any other state
 - great a role that international institutions played in world politics, especially in democratic countries such as Japan
 - the culture had changed in Japan, due to national shame after defeat in World War II

Correct Answer: a

Learning Objective: LO 2.3: Distinguish paradigms from theories and identify the key features of the realist, liberal, Marxist, and constructivist paradigms.

Topic: Paradigms and Theories

Difficulty Level: Easy

Skill Level: Apply What You Know

14. An international relations researcher who sees international institutions such as the United Nations as being of high importance, is more than likely to be associated with the _____ of the _____.
- neoliberal form, liberal paradigm
 - Dependency theory school, Marxist paradigm
 - political form, liberal paradigm
 - new institutionalist school, liberal paradigm

Correct Answer: a

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Topic: Paradigms and Theories

Difficulty Level: Moderate

Skill Level: Understanding the Concepts

15. Which of the following is a source of power emphasized by constructivists?
- setting the agenda
 - population
 - territory
 - democracy

Correct Answer: a

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and "the national interest."

Topic: Key Concepts

Difficulty Level: Easy

Skill Level: Understand the Concepts

16. If a country puts most of its military effort into building up traditional weaponry and focusing on traditional war tactics, and then is defeated by a foe that mainly uses guerilla tactics, it could be said the country is having trouble with _____.
- power conversion

- b. authority
- c. hard power
- d. soft power

Correct Answer: a

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Easy

Skill Level: Understand the Concepts

17. Why do liberals believe that international institutions can help reinforce the idea, in some countries, that their national interests involve trade and good relations with other democratic countries?

- a. because states will otherwise have little choice in defining their interests, given the anarchic nature of the international system
- b. because they can help build trust among countries, and help them escape or avoid a “prisoner’s dilemma” situation
- c. because international institutions such as the United Nations ensure that countries will not have to worry about survival first
- d. because every region of the world would otherwise resemble a Hobbesian state of nature without international institutions

Correct Answer: b

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Analyze It

18. A counterfactual could be described as a_____.

- a. factual statement that lends credence to an opposing theory
- b. competing theory
- c. thought experiment to define a causal claim
- d. deliberate misinterpretation of facts

Correct Answer: c

Learning Objective: LO 2.4: Explain the role of counterfactual reasoning in historical inference.

Topic: Counterfactuals and “Virtual History”

Difficulty Level: Moderate

Skill Level: Understand the Concepts

19. What is meant if a counterfactual is said to lack cotenability?

- a. It lacks plausibility.
- b. It is rendered less valuable because it is based only on facts.
- c. It is not based on known facts.
- d. The two events in the chain of causation are not close enough in time.

Correct Answer: a

Learning Objective: LO 2.4: Explain the role of counterfactual reasoning in historical inference.

Topic: Counterfactuals and “Virtual History”

Difficulty Level: Moderate

Skill Level: Understand the Concepts

20. Which of the following is true of constructivism?

- a. Constructivist scholars tend to avoid bigger questions about world politics, such as how states define their national interests and how power really works.
- b. It defines power in terms of resources.
- c. It argues that the identities and interests of agents are not the product of social interaction but of pressures exerted by anarchy.
- d. It argues that agents and structures interact in a cyclical and reciprocal way.

Correct Answer: d

Learning Objective: LO 2.3: Distinguish paradigms from theories and identify the key features of the realist, liberal, Marxist, and constructivist paradigms.

Topic: Paradigms and Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

21. The classical Marxist and liberal views_____.

- a. both completely reject the use of balance of power as one of the explanatory factors of war
- b. are similar in locating the causes of war in domestic politics
- c. rely heavily on the individual level of analysis
- d. both rely heavily on the structure of the international system as a factor in explaining the causes of war

Correct Answer: b

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Understand the Concepts

22. Which of the following is true of the variants of the realist paradigm?

- a. “Soft realists” would include the maintenance of international order among state goals.
- b. “Offensive realists” tend to stress security as a dominant state goal.
- c. Classical realists take more of a scientific than humanistic approach to world politics.
- d. Neorealists tend to reject the use of the natural sciences as a model for studying systems.

Correct Answer: a

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Topic: Paradigms and Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

23. A realist scholar would suggest that the Soviet Union began engaging in relations with other states a few years after its founding, despite its earlier disregard of international diplomacy, because _____.

- a. the Soviet state was still a part of the international system, and its national interest was shaped by the reality of it
- b. it had not yet developed enough of a military presence to remain isolated and secure from attack
- c. a checkerboard system of alliances was inevitable in its part of the world, despite its belief that other people would join the Communist revolution
- d. the new state did not have a strong enough economy

Correct Answer: a

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Apply What You Know

24. _____ could help explain why a U.S. career military staffer or diplomat might see wildly different situations through the filter of experiences of the Cold War era or the Vietnam conflict.
- a. Cognitive psychology
 - b. Motivational psychology
 - c. Prospect theory
 - d. Psychobiography

Correct Answer: a

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Understand the Concepts

25. If an international relations scholar were to consider how the U.S. might have acted after September 11th if Al Gore had been president by examining the former vice president's words and actions in office, he or she would be engaging in a type of counterfactual known as _____.

- a. hypothetical history
- b. cotenability history
- c. psychobiography
- d. virtual history

Correct Answer: d

Learning Objective: LO 2.4: Explain the role of counterfactual reasoning in historical inference.

Topic: Levels of Analysis

Difficulty Level: Easy

Skill Level: Understand the Concepts

True-False Questions

26. The number of democracies has increased in the post–Cold War period, but not the number of liberal democracies.

Correct Answer: False

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Topic: Paradigms and Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

27. Over the long run in an oligopolistic market, only firms that respond well to the incentives of the marketplace will survive.

Correct Answer: False

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Understand the Concepts

28. The nature of the society, democratic or capitalist or communist, is not a sufficient predictor of how likely it is to go to war.

Correct Answer: True

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Topic: Paradigms and Theories

Difficulty Level: Moderate
Skill Level: Understand the Concepts

29. The structure of a system refers to patterns and types of interaction among its units, and the process refers to its distribution of power.

Correct Answer: False

Learning Objective: LO 2.1: Define and explain state, nation, nation-state, actor, power, authority, international system, international society, system stability, crisis stability, and “the national interest.”

Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

30. A “nation” refers to a group of people with shared attributes such as language, culture, religion, and history.

Correct Answer: True

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Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

31. A key weakness of Marxism is its overly fluid and malleable understanding of the progress of history.

Correct Answer: False

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Topic: Paradigms and Theories

Difficulty Level: Difficult

Skill Level: Analyze It

32. It is possible to simultaneously have power but not authority.

Correct Answer: True

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Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

33. Soft power is ethically superior to hard power.

Correct Answer: False

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Topic: Key Concepts

Difficulty Level: Moderate

Skill Level: Understand the Concepts

34. Constructivists primarily employ the state level of analysis.

Correct Answer: False

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Understand the Concepts

35. Systemic explanations for the way things happen in international politics tend to be the simplest ones, and thus make for a good starting point while embracing the need for parsimony in one's analysis.

Correct Answer: True

Learning Objective: LO 2.3: Distinguish paradigms from theories and identify the key features of the realist, liberal, Marxist, and constructivist paradigms.

Topic: Paradigms and Theories

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Essay Questions

36. Is the study of one level of analysis (or the interaction of two) more valuable than others for explaining state and system behavior? Why?

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Moderate

Skill Level: Analyze It

37. Why might a change in a system's processes over time suggest that constructivist theory has greater explanatory value than realist theory?

Learning Objective: LO 2.3: Distinguish paradigms from theories and identify the key features of the realist, liberal, Marxist, and constructivist paradigms.

Topic: Paradigms and Theories

Difficulty Level: Difficult

Skill Level: Analyze It

38. Explain why counterfactuals are useful in the study of world politics. Why are "proximity in time" and "relation to theory" important to effective counterfactual reasoning?

Learning Objective: LO 2.4: Explain the role of counterfactual reasoning in historical inference.

Topic: Counterfactuals and "Virtual History"

Difficulty Level: Difficult

Skill Level: Analyze It

39. How is it that the ordering principle of the international system remains somewhat anarchic, at least in theory, while outcomes produced by the system as a whole are not entirely chaotic? Do realists and liberals differ in their understanding of the level of anarchy in the international system, and if so, how?

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Topic: Key Concepts

Difficulty Level: Difficult

Skill Level: Analyze It

40. At the individual level, how does political psychology examine global conflict? How does cognitive psychology account for the position of Western leaders after WWII when dealing with the rise of new dictators?

Learning Objective: LO 2.2: Distinguish the individual, state, and system levels.

Topic: Levels of Analysis

Difficulty Level: Difficult

Skill Level: Analyze It