

Instructor's Resource Manual and Test Bank to accompany
Introduction to Global Politics, Fourth Edition

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**Preface to the Instructor's Resource Manual to accompany
*Introduction to Global Politics, Fifth Edition***

Prepared by John S. Masker

The purpose of this manual is to help instructors get the most out of *Introduction to Global Politics* and to suggest how to integrate the text with lectures, class activities, and other teaching materials. A distinct advantage of the book over other introductory texts is its flexibility: once beyond the foundational chapters, instructors can assign the issue-area chapters in any order that suits their own academic preferences. In the same way, although this instructor's resource manual (IRM) offers a range of suggestions for teaching and assessments, they are only that. *Introduction to Global Politics* is not biased in favor of or against any one theoretical perspective on the discipline; therefore, instructors will likely find that answers to their preferred essay questions are in the book. The companion student website gives your students lists of key terms, practice exercises, and other useful materials. A set of PowerPoint slides to assist instructors in preparing for class is also available.

This manual is divided by separate chapters. Within each chapter you will find the following sections:

1. *What Students Should Learn from This Chapter.* Although these lists are primarily intended as a means for instructors to assess students' achievements, they are also useful in helping instructors to assess themselves. How well we teach is often as important as how well the students learn.
2. *Chapter Outline:* These are useful when planning class presentations. Each outline contains the key points of the chapter and the significant factual information.
3. *How the Chapter Relates to the Central Themes of the Text.* Globalization and worldview are the themes of the text. This section gives instructors a quick overview of the chapter.
4. *Suggested Lecture Topics.* These lists present ideas to instructors as they plan their class presentations. The lectures and activities offered highlight the ways in which *Introduction to Global Politics, Brief Edition* will fit the particular teaching style and courses goals that instructors have. For each chapter there are traditional lecture ideas as well as activities to encourage student-centered active learning.
5. *Discussion Questions.* Instructors might use these lists as starters in section meetings or as the basis for a class lecture.
6. *Video Suggestions.* It is not possible to provide comprehensive lists of every documentary or useful fictional production. The author of this IRM has found the films listed to be helpful in presenting information and to illustrate the Worldview themes of *Introduction to Global Politics*.
7. *Internet Resources.* In the rapidly changing world of cyberspace, it is dangerous to recommend a website: here today, gone tomorrow. That said, the recommendations offered in this IRM represent a range of public sector, media, and academic sites that have been around for what in Internet years is a long time. On the student website, there are also app suggestions for smartphones and tablets.
8. *Test Bank.* The test items include multiple choice (designated as factual, conceptual, or applied), short answers (intended to be answered in up to four sentences), and essay questions. The correct answers for the multiple-choice questions have an asterisk (*). As with other components of this IRM, the test questions are simply a starting point for instructors. Because *Introduction to Global Politics* does not favor any one theoretical perspective on the discipline, instructors can adapt these

assessment mechanisms to suit their needs and, equally important, the particular learning needs and styles of the students.

Sample Syllabus

The 10 chapters of *Introduction to Global Politics* make it easily adaptable to the typical semester length and the standard one-, two-, or three-times-a-week format. As the sample below indicates, it is possible to work in student-centered classroom activities of the kind provided in the Recommended Lecture Topics in this IRM without losing momentum in the course. The author of this IRM used this syllabus while classroom-testing *Introduction to Global Politics* and was very pleased with the results.

Dates	Topics	Assignments
Week 1	Course Overview: Introduction to the Study of IR	<ul style="list-style-type: none"> • Lamy et al., Chapter 1 • Activity: What's Your Worldview
Week 2	Historical Backdrop	<ul style="list-style-type: none"> • Lamy et al., Chapter 2 • Primary source texts
Week 3	IR Theories 1: Realism and Liberalism	<ul style="list-style-type: none"> • Lamy et al., Chapter 3 • Extracts from key authors cited in <i>Introduction to Global Politics</i>
Week 4	IR Theories 2: Marxism, Gender, Constructivism	<ul style="list-style-type: none"> • Lamy finish Chapter 3 (finish) • Extracts from key authors cited in <i>Introduction to Global Politics</i> • Activity: Model UN prep
Week 5	Foreign Policy Process	<ul style="list-style-type: none"> • Lamy et al., Chapter 4 • Extracts from key authors cited in <i>Introduction to Global Politics</i> and primary source texts • Activity: Thinking about Global Politics
Week 6	United Nations and International Institutions	<ul style="list-style-type: none"> • Lamy et al., Chapter 5 • Primary source texts • Activity: Model UN prep
Week 7	Global Civil Society: Nonstate Actors and IR	<ul style="list-style-type: none"> • Lamy et al., Chapter 5 (finish) • Primary source texts • Activity: Model UN
Week 8	Global Security Today	<ul style="list-style-type: none"> • Lamy et al., Chapter 6 • Primary source texts • Activity: Ethics of War
Week 9	Globalization of Terrorism	<ul style="list-style-type: none"> • Lamy, Chapter 6 (finish) • Primary source texts

		<ul style="list-style-type: none"> • Activity: Terrorist or Freedom Fighter
Week 10	Human Rights and Human Security	<ul style="list-style-type: none"> • Lamy et al., Chapter 7 • Primary source texts • Activity: Human Rights
Week 12	Global Economics and Trade 1	<ul style="list-style-type: none"> • Lamy et al., Chapter 8 • Extracts from key authors cited in <i>Introduction to Global Politics</i>
Week 13	Global Economics and Trade 2	<ul style="list-style-type: none"> • Lamy et al., Chapter 8 (finish) • Extracts from key authors cited in <i>Introduction to Global Politics</i>
Week 13	Poverty, Development, and Hunger	<ul style="list-style-type: none"> • Lamy et al., Chapter 9 • Extracts from key authors cited in <i>Introduction to Global Politics</i> • Activity: North–South Debate
Week 14	Global Environmental Politics	<ul style="list-style-type: none"> • Lamy et al., Chapter 10 • Primary source texts • Activity: Environment and Beliefs about the Future

CHAPTER 1: INTRODUCTION TO GLOBAL POLITICS

What Students Should Learn from This Chapter

Define key international actors.

Begin explanation of the term “theory.”

Define the term “globalization.”

Learn the concept “levels of analysis.”

Explain academic disagreements about character of globalization.

Outline

- 1) Introduction
- 2) International Relations and Global Politics
 - a) Global actors
 - i) States, countries
 - ii) Transnational corporations
 - iii) Nongovernmental organizations
 - iv) Transnational social movements
 - v) Effects of globalization on states
 - (1) Crisis of efficiency
 - (2) Crisis of legitimacy
 - (3) Crisis of identity
 - (4) Crisis of equity
 - b) Global issues examined in the text
 - i) Security, war, terrorism, peace
 - ii) Trade, finance

- iii) Poverty, hunger, development
- iv) Human rights, human security
- v) Environment

3) Theories of Global Politics

- a) A theory: simplifying device that shapes decisions about which facts matter and which do not
- b) Theories discussed in this book
 - i) Realism
 - ii) Liberalism
 - iii) Marxism
 - iv) Constructivism
 - v) Feminism

4) International Relations Theories and Globalization

- a) Theories are not different views of the same world, but views of different worlds
 - i) Realism: states in constant competition for scarce resources, prestige, power
 - ii) Liberalism: states compete, yes, but a range of actors determine global politics
 - iii) Marxism: capitalist system creates a world based on class identity
 - iv) Constructivism: ideas shape how we see the world
 - v) Feminism: ideas of proper gender roles and identities influence global politics
- b) Theories presented in this book see globalization differently because each has a distinct point of view about what is most important in world politics

5) The Origins of Globalization

- a) Globalization: the process of increasing interconnectedness between societies such that events in one part of the world more and more have effects on peoples and societies far away
 - b) Political, economic, cultural, and social events become more and more interconnected and also have more impact
- 6) Globalization: Myth or Reality?
- a) Main arguments in favor of globalization representing a new era of world politics
 - i) The pace of economic transformation is so great that it has created a new era of world politics
 - ii) Communications have fundamentally revolutionized the way we deal with the rest of the world
 - iii) There is now a global culture
 - iv) The world is becoming more homogeneous
 - v) Because of communications, time and space seem to be collapsing
 - vi) There is emerging a global polity
 - vii) A cosmopolitan culture is developing
 - viii) People around the world confront risks that require global solutions
 - b) Main arguments against globalization representing a new era of world politics
 - i) Globalization thesis is that it is merely a buzzword
 - ii) Globalization is very uneven in its effects
 - iii) Globalization may well be only the latest stage of Western imperialism
 - iv) Some people have much to lose as the world becomes more globalized
 - v) Not all globalizing forces are necessarily good ones

- vi) Global governance aspects of globalization create the main worry about responsibility—who will make decisions?
- vii) Paradox at the heart of the globalization thesis
 - (1) Usually portrayed as the triumph of Western, market-led values
 - (2) That economic success is not spread uniformly around the world
- 7) Conclusion

How the Chapter Relates to the Central Themes of the Text

Chapter 1 introduces the theme of globalization and places it within the academic theories of international relations. The chapter also presents the primary academic disagreements about the significance of globalization to the study of contemporary world politics. Students also see which issues/areas the book examines and how globalization affects the topics.

Suggested Lecture Topics and Class Activities

Discuss the differences between the terms “theory,” “hypothesis,” “deductive reasoning” and “inductive reasoning” and how they are used and misused in everyday life. The goal is to get students to understand that social science hypotheses are the bases for theories.

Put students into groups. Have them complete a survey about their perspectives on recent global events.

Discussion Questions

Is globalization a new phenomenon in world politics?

What are the ways in which you are linked to globalization?

How do ideas about globalization shape our understanding of the trend?

How does the concept of levels of analysis explain globalization?

Video Suggestions

Commanding Heights: The Battle for the World Economy, 2003

Internet Resources

Asian Development Bank, <http://www.adb.org/>

Canadian International Council, <https://www.opencanada.org/>

G8 Information Centre, <http://www.g7.utoronto.ca/>

International Atomic Energy Agency, <https://www.iaea.org>

International Monetary Fund, www.imf.org

Multinational Monitor, <https://multinationalmonitor.org/>

United Nations Research Institute for Social Development, www.unrisd.org/

Women in International Security, <http://wiisglobal.org>

World Trade Organization, <https://www.wto.org/>

Test Questions

Multiple-Choice Questions

Question type: conceptual

Page number: 4

1) The text asserts that how we _____ is linked to how we react to events that define an era.

- *a. identify ourselves
- b. talk to authority figures
- c. learn about the world
- d. see the proper role of the state

Question type: applied

Page number: 7

2) One result of globalization is

- a. reduced need for international cooperation.
- b. “Northtoxification.”
- *c. everything has a “Made in someplace” label, often from a nation-state in the developing world.”
- d. a lessening of tensions about personal income levels.

Question type: conceptual

Page number: 7

- 3) According to Henry Kissinger, the nation-state is being challenged by internal and external forces that
- a. ultimately will not be able to replace the nation-state itself.
 - b. had very little impact outside of the home mortgage and banking problems in the United States and Britain.
 - c. are blamed for all manner of economic problems, but their effects are actually overstated.
 - *d. represent threats to the independence and authority of the nation-state.

Question type: conceptual

Page number: 9

- 4) According to the text, the term “global politics”
- a. undervalues models of decision-makers at the national level.
 - *b. is conceptually more inclusive of all kinds of actors than other terms, such as “international politics.”
 - c. is the only term that captures the moment of time that is not epiphenomenal.
 - d. forces a person to have an overly narrow definition of politics.

Question type: factual

Page number: 9

- 5) Multinational corporations, human rights groups, and environmental organizations can be examples of
- *a. transnational actors.
 - b. transhumance actors.
 - c. transparent actors.
 - d. transformative actors.

Question type: factual

Page number: 9

- 6) A civil actor from one country who has dealings with actors in other countries or with an international organization is called a(n)
- a. international artifice.
 - b. transhumance actor.
 - *c. transnational actor.
 - d. transformative actor.

Question type: factual

Page number: 10

- 7) The _____ is the structure that controls the allocation of public goods and services, including border protection and a legal system.
- a. United Nations
 - b. global actor
 - c. transnational actor
 - *d. government

Question type: factual

Page number: 9

- 8) A(n) _____ is the term given to any actor that is not a government.
- a. international artificer
 - *b. nonstate actor
 - c. uber-state actor
 - d. global actor

Question type: factual

Page number: 10

- 9) A(n) _____ is a group that has a common language, culture, history, and physical territory.
- a. government
 - b. estate
 - *c. nation
 - d. e-nation

Question type: conceptual

Page number: 10

- 10) The term _____ had its origins in Roman law and is a _____ term in political science.
- *a. state . . . divisive
 - b. government . . . divisive
 - c. state . . . unifying
 - d. government . . . unifying

Question type: applied

Page number: 10

- 11) "Nation-state" is a problematic term because
- *a. few states comprise only one nation, so the term is confusing at times.
 - b. all territorial units called "countries" comprise only one nation, so the term is unnecessary.
 - c. globalization has eroded all sense of national identity, as the Walzer quote that opened Chapter 1 indicates.
 - d. in the contemporary era no elected official ever uses the term, yet it lives on in textbooks.

Question type: conceptual

Page number: 11

- 12) Many scholars assert the Syrian civil war is the greatest challenge to world politics. It is an example of
- a. the system of a hereditary monarch.
 - *b. an ungoverned region, in which the central governing apparatus proves ineffective.
 - c. the principle of the inviolability of the borders of a state and the activities within.
 - d. the principle of the permeability of the borders of a state and the activities within.

Question type: applied

Page number: 11

- 13) The Brexit vote is an example of which phenomenon?
- a., human rights and business growth
 - *b. Economic nationalism
 - c. markets and growth
 - d. defensive power projection

Question type: applied

Page number: 11

- 14) The writer Manuel Castells maintains that if the leaders of nation-states want to respond effectively to the four crises he discusses, they must
- a. establish tighter border controls, because illegal immigration is undermining states of all kinds.
 - b. strive to make their countries economically self-sufficient, because globalization is stealing jobs from productive countries.
 - c. confront the cold reality that life is changing and there is nothing to be done; the era of independent nation-states is over.
 - *d. create collaborative networks with nongovernmental organizations and other nonstate actors, a recommendation that sounds paradoxical given the problems of the four crises.

Question type: applied

Page number: 13

15) A “theory” is a

- a. formal model with hypotheses and assumptions.
- b. simplifying device that helps the analyst decide which facts matter and which facts do not.
- c. deception to get citizens to reach an unpopular decision.
- *d. both a and b

Question type: conceptual

Page number: 3

16) According to the text, Proust said “The real voyage of discovery consists” of having which of the following?

- *a. new eyes
- b. prior cartographic research
- c. careful planning
- d. The urge to wander and wonder

Question type: conceptual

Page number: 12–13

17) A(n) _____ theory is a set of generalizations about political and other realities that seeks to explain causal connections.

- a. intuitive
- *b. empirical
- c. normative
- d. predictive

Question type: conceptual

Page number: 14

18) A(n) _____ theory is a standard of the correct moral and ethical behavior about how the world should be.

- a. intuitive
- b. empirical
- *c. normative
- d. predictive

Question type: applied

Page number: 14

19) The statement “It is not fair that some people are rich, and others are starving. Countries should give more food aid” is an expression of a(n) _____ theory.

- a. intuitive
- b. empirical
- *c. normative
- d. predictive

Question type: applied

Page number: 19

20) The statement “Country A invaded Country B to gain access to B’s mineral resources” is an expression of a(n) _____ theory.

- a. intuitive
- *b. empirical

- c. normative
- d. predictive

Question type: conceptual

Page number: 5

- 21) According to the text, a person's worldview theory
- a. is something the person might not even be aware of.
 - b. might come from family, friends, and the news media.
 - c. might seem like "common sense" or not at all like a theory.
 - *d. all of the above

Question type: factual

Page number: 14

- 22) The first academic institution to have a separate department to study international politics was
- a. Harvard University.
 - *b. University of Wales, Aberystwyth.
 - c. Cambridge University.
 - d. University of California, Berkeley.

Question type: factual

Page number: 14

- 23) According to the text, _____ provided the funding to create the first separate university department to study international politics and did so to find ways to _____.
- *a. David Davies, a Welsh industrialist, . . . help to prevent war
 - b. Raymond Davies, a noted religious official, . . . help to prevent war
 - c. David Raymond, a multinational capitalist, . . . study patterns of exports
 - d. Lord Peter Wimsey, a wealthy First World War veteran, . . . help to prevent war

Question type: conceptual

Page number: 14

- 24) After the First World War, many scholars of international politics believed the goal of their studies should be to make the world a better place. This is known as a(n)
- a. unrealistic orientation.
 - b. realistic position.
 - *c. normative orientation.
 - d. anachronistic position.

Question type: applied

Page number: 14

- 25) Between the First and Second World Wars, the academic perspective known as realism developed. According to this perspective,
- *a. the world is a dangerous place and people are self-interested at best.
 - b. the solution to the problem of international security was to create the League of Nations.
 - c. the world was neither a good place nor a bad place; it was simply the place where humans lived.
 - d. humans are perfectible if they are taught to be kind to one another.

Question type: conceptual

Page number: 15

- 26) The inter-paradigm debate, according to the text, was not so much four different views of the same world, but instead
- a. a sterile, academic dispute that had no impact on public policy.

- b. a dangerous argument, because it caused anarchy, which in turn caused international war.
- c. a lengthy scholarly inquiry into the origins of climate change.
- *d. four views of different worlds.

Question type: factual

Page number: 15

- 27) Which three academic theories of international relations were the primary focus of the 1980s inter-paradigm debate?
- a. liberalism, Chorley's concept of stage and process, Marxism
 - *b. realism, liberalism, Marxism
 - c. Hobbesian, realism, liberalism
 - d. liberalism, Marxism, Chorley's concept of stage and process

Question type: applied

Page number: 16

- 28) A _____ theorist believes that state is the result of class forces.
- a. Liberal
 - *b. Marxist
 - c. Realist
 - d. Constructivist

Question type: applied

Page number: 19

- 29) A _____ theorist believes that ideas about the world are not fixed but change over time.
- a. Liberal
 - b. Marxist
 - c. Realist
 - *d. Constructivist

Question type: conceptual

Page number: 15

- 30) Proponents of the academic theories of international relations see globalization differently because
- *a. they have different ideas about what is most important in world politics.
 - b. they need to disagree to belong to a school of thought.
 - c. they have an a posteriori view of what is most important in world politics.
 - d. they have an *ad hominem* view of what is most important in world politics.

Question type: applied

Page number: 17–18

- 31) Many social scientists who study international relations
- a. are often uncomfortable with what they perceive as the biases of many historical accounts.
 - b. develop hypotheses that they can test.
 - c. seek to explain, predict, or make policy prescriptions.
 - *d. all of the above

Question type: conceptual

Page number: 18

- 32) For many social scientists who study international relations, there are four kinds of independent variables. These are
- a. individual, personal, war, and peace.
 - *b. individual, national attributes, systemic, and global.

- c. domestic, national attributes, economics, and human rights.
- d. systemic, global, international, and world.

Question type: conceptual

Page number: 18

33) The level of analysis that seeks to explain the preferences of leaders is

- *a. individual.
- b. national attributes.
- c. systemic.
- d. global.

Question type: conceptual

Page number: 18

34) A state's history, traditions, and political structures are examples of the _____ level of analysis.

- a. individual
- *b. national attributes
- c. systemic
- d. global

Question type: applied

Page number: 18

35) A scholar asserts that movement of capital and environmental problems explain an outcome. This is an example of the _____ level of analysis.

- a. individual
- b. national attributes
- c. systemic
- *d. global

Question type: applied

Page number: 18

36) Respecting the sovereignty of states and following the rule of international law are examples of the _____ level of analysis.

- a. individual
- b. national attributes
- *c. systemic
- d. global

Question type: conceptual

Page number: 20

37) The process of increasing interconnectedness between societies such that events in one part of the world more and more have effects on peoples and societies far away is called

- a. parsimony.
- b. worldview.
- *c. globalization.
- d. world politics.

Question type: applied

Page number: 17

38) Unlike in the physical sciences, social scientists

- a. can conduct experiments easily.
- b. must rely on documents, interviews, and media accounts.

- c. have difficulty conducting experiments with control groups.
- *d. b and c

Question type: conceptual

Page number: 19

39) The three kinds of hypotheses are

- *a. causal, relational, and impact.
- b. war, peace, and economics.
- c. global, systemic, and national attributes.
- d. Marxist, liberal, and realist.

Question type: applied

Page number: 19

40) The statement “more rain means more floods” is an example of a _____ hypothesis.

- a. causal
- b. liberal
- c. Marxist
- *d. impact

Question type: applied

Page number: 19

41) The statement “scarce oil supplies lead to wars” is an example of a(n) _____ hypothesis.

- *a. causal
- b. Marxist
- c. relational
- d. impact

Question type: applied

Page number: 18

42) Thucydides wrote that the distribution of power between the Greek city-states caused the Peloponnesian War. This is an example of the _____ level of analysis.

- a. individual
- b. national attributes
- *c. systemic
- d. global

Question type: conceptual

Page number: 19

43) Constructivist scholars tend to assert that

- a. all wars are the result of rapid system changing.
- b. gender-based identity politics explains policy outcomes.
- *c. there is no single historical narrative; therefore, no single perspective holds the truth.
- d. peace is possible if domestic transformation happens first.

Question type: conceptual

Page number: 21

44) “Global polity” means

- *a. collective structures and processes for decision-making.
- b. the devolution of processes to substate actors.
- c. more jobs for unemployed workers, but higher taxation as a result.
- d. both b and c

Question type: conceptual

Page number: 21

45) Global warming, militant religious groups, and pandemics can all be part of what the text calls a

- a. cosmopolitan culture.
- b. global polity.
- *c. risk culture.
- d. sovereign culture.

Question type: conceptual

Page number: 20–21

46) Globalization might pull power away from the state, but it is also a possibility that globalization has what additional ability?

- a. to limit the abilities of intergovernmental organizations such as the United Nations and European Union
- b. to promote a global minimum wage
- *c. to empower local groups who want to defend their position in this global society
- d. to homogenize global society

Question type: applied

Page number: 24

47) Some writers believe that the greatest problem with global governance is that

- a. people will gain with global governance.
- *b. the nonstate institutions are not accountable for their actions.
- c. capital flows are often retrograde.
- d. the nonstate institutions are often no more than what Chairman Mao once called “paper tigers.”

Question type: conceptual

Page number: 16

48) The social theory suggesting all actors make decisions with fixed preferences and seek to maximize benefits and minimize costs is called

- a. neoclassical realism theory.
- *b. rational choice theory.
- c. neoliberal theory.
- d. neorealism.

Question type: applied

Page number: 22

49) The firm that makes a key component of the iPhone outsources production of it to India and Taiwan because

- a. although the firm did not want to do this, Apple Computer insisted.
- b. economies of scale neglect the human costs of capital transitions.
- *c. the part can be made cheaply, and the firm spends the savings on research and development.
- d. both a and b

Question type: factual

Page number: 3

50) Thomas Friedman once asserted that a certain phenomenon was the “inexorable integration of markets, nation-states and technologies.” What is that phenomenon called?

- a. a crisis of equity
- b. Marxism

- c. democratic centralism
- *d. globalization

Short-Answer Questions

- 1) What are the ways in which you are linked to globalization?
- 2) How do ideas about globalization shape our understanding of the trend?
- 3) How can different levels of analysis lead to different explanations of the impact of globalization on global politics?
- 4) International relations began as a problem-solving discipline in response to First World War. What are the global problems that now define our field of study?

Essay Questions

- 1) Write an essay in which you connect your average day to globalization.
- 2) Are you more or less connected to global economy than the text suggests?
- 3) What is your worldview?
- 4) Are you a citizen of the world?
- 5) Why do theories matter?
- 6) Is globalization a new phenomenon in world politics?