

# **Solution Manual for International Politics Power and Purpose in Global Affairs 3rd Edition Paul DANieri 113360210X 9781133602101**

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## **CHAPTER 2**

### **The Historical Evolution of International Politics**

#### **-- LEARNING OBJECTIVES**

After completing this chapter, you should be able to . . .

1. Describe the major developments in the history of international politics.
2. Understand the evolution of the international system.
3. Explain the significance of the Westphalian system.
4. Interpret the role of colonialism in transforming the international system.
5. Summarize the causes and significance of World War I, World War II, and the Cold War.
6. Identify the major developments of the post-World War II system.
7. Discuss the extent to which the international system is characterized by continuity and change.

#### **-- SUMMARY OVERVIEW**

This chapter summarizes the history of international politics, from the early Greek city-states through the 2008 global economic crisis. Many histories of international politics begin with a discussion of the Greek city-states because they are an early example of what later came to be viewed as a system of independent states.

Today's modern state system is often called the Westphalian system, after the Treaty of Westphalia, signed in 1648, ending the Thirty Years' War. The Treaty of Westphalia established a number of principles that still define the system today. First, it recognized the existence of sovereign states. Second, it defined the rights of sovereign states. The main actor in this system is the state, and the key principle is sovereignty. Recognition is also very important in this system, which is also called a state system.

The state system exists in an anarchic world that is characterized by the balance of power, which

means that no single state was powerful enough to defeat the others.

In the nineteenth century, Napoleon Bonaparte attempted to expand French influence across Europe and beyond in a series of wars. The Napoleonic wars led to the Concert of Europe where the four powers agreed to work together to preserve the status quo in European politics.

Imperialism and colonialism characterized much of the nineteenth century. The doctrines of nationalism, self-determination, and democracy also had profound effects. Nationalism helped spur a new wave of colonialism in the second half of the nineteenth century.

By the beginning of the twentieth century there was intense competition among the European powers. The decline of the Austro-Hungarian and Ottoman empires had left Europe in a delicate balance between two great alliances—the Triple Alliance and the Triple Entente. This delicate balance was destroyed with the assassination of Archduke Franz Ferdinand. World War I began soon after. The Treaty of Versailles ended World War I, and it also created the League of Nations.



Only 21 years later, in 1939, World War II began, and it was even more brutal than World War I. World leaders had attempted to use collective security to prevent another world war, but it failed for a number of reasons, including the U.S. policy of isolationism. Prior to World War II, the British attempted to appease Germany and prevent war at a conference in Munich in 1938. The attempt at appeasement failed, and World War II began with Hitler's attack on Poland, France, and the United Kingdom.

World War II was followed by the Cold War, a period of intense conflict between the United States and the Soviet Union without any actual "hot" war. During the Cold War, the period of highest tension culminated in the Cuban Missile Crisis. After the crisis, both sides agreed to take steps to reduce the chances of such a crisis in the future.

World War II and the Cold War also demonstrated the importance of international economic collaboration. The Bretton Woods system was created to foster expanded international trade in order to increase prosperity. It was also founded to provide stability in the international financial system, as well as promote economic development.

Decolonization followed World War II as many colonial relationships ended due to weakened colonial powers and the increasing importance of the doctrine of self-determination. Poverty was the major problem in most of these countries.

After World War II, the world also saw an increase in the importance of nonstate actors, including multinational corporations, international organizations, and nongovernmental organizations.

The Cold War ended in 1991, and it was followed by an increased willingness to tackle global problems through international collaboration. This period saw some successes, as nonstate actors took on a more significant role in the world.

The events of September 11, 2001 brought a common purpose and common threat, but there was disagreement over the best means of combating terrorism quickly. New challenges also appeared, like the outbreak of H1N1 influenza, but there were also bright spots, like the expansion of the European Union. Amidst these highs and lows, the global economic crisis of 2008 brought up new questions and arguments about the free market and global economic policy.

## CHAPTER OUTLINE

### « Consider the Case China's History and Future

#### I THE BIRTH OF INTERNATIONAL POLITICS

- History of the Peloponnesian War by Athenian General Thucydides
  - War was between Greek **city-states** of Sparta and Athens.
  - Thucydides argued that the **Peloponnesian War** was caused by an imbalance of power between Athens and Sparta.
- Why is Thucydides important?
  - Thucydides early theory of international politics is still relevant today.
  - States were key actors.
  - Balance of power was key factor.
  - Thucydides argued that discussions of justice and morality had no place in international politics.

#### I FROM CITY-STATES TO NATION-STATES

- Roman Empire
  - A single empire dominated international politics.

- The Roman Empire was not an international system.
- **Feudal system**
  - Political power and authority were highly fragmented.
  - Political authority was based on personal and religious factors.
  - Power was divided among local nobles, kings or emperors, and the Church of Rome.
  - Challenges to their political, economic or territorial interests led to clashes.

### III THE WESTPHALIAN SYSTEM

- Treaty of Westphalia
  - Signed in 1648
  - Ended the Thirty Years' War
    - Ø Motivated by religious conflict and a contest for political control over Europe
    - Ø “The last of the religious wars”
- **Westphalian System:** The system of sovereign states that was recognized by the Treaty of Westphalia in 1648.

#### A. State Sovereignty

##### « The Connection to You Where Do We Get Our History?

- Treaty established the existence of sovereign states.
- It defined the rights of sovereign states.
  - **Sovereignty:** Each state had complete authority over its territory.
  - No one within a state had the right to challenge the ruler's power.
  - No one outside a territory had the right to say what should go on within that territory—known as the principle of noninterference in the internal affairs of other states.
- Treaty acknowledged **pluralism:** the number of competing actors and ideas.
  - Pluralism meant accepting that Europe would not be a single empire based on a single religion.
- Treaty created Westphalian system.
  - The Westphalian system supported a territorially divided Europe with rulers having authority only within their own territory.
  - Main actors in the system are **states**, and the key principle is sovereignty.
  - **Recognition** is important, because political entities that are recognized as sovereign by other sovereign entities have greater legitimacy.

#### B. The Balance of Power System

- Anarchic system
  - **Anarchy:** A situation in which there is no central ruler or government above the separate actors.
- Little to prevent states from waging war on each other
- **Balance of power:** No single state was powerful enough to defeat the others kept war limited.

- Nature of the states—monarchies—limited the size of armies where most had no rights to citizenship and weren't willing to fight.
- Building armies was very expensive.
- **Law of war:** Based on Christian doctrine also kept war limited.

### C. Europe and the Rest of the World

- China
  - First millennium BCE, the state was either empire with single dominant leader or pluralistic system.
  - Debates occurred over type of system and influenced Taoism and Confucianism doctrines.
  - Primarily China has been single state with some variation in territory and state power.
  - At times political and cultural influence expanded to areas including Xinjiang, Mongolia, Tibet, Korea, Vietnam, and Japan.
  - During other periods, territory was controlled by outsiders like the Mongol emperor Kublai Khan in the thirteenth century CE.
- Middle East and North Africa
  - Rise of Islam
  - Establishment of Caliphate: unified and governed by Islam
  - Some groups, such as North African Berbers and Egyptian Mamluks, broke from Caliphate.
  - By 16th century, Ottoman Empire was most powerful authority of the Caliphate.
- Mongols upset three regions.
  - China—ended the Song Dynasty
  - Middle East—ended the Abbasid Caliphate
  - Europe—conquered the nascent Russian state
- India
  - Rule based on feudal systems.
  - Leaders did not recognize sovereignty of independent entities.
- Explaining Europe's domination
  - Europeans developed superior agricultural, industrial, and, especially military technology.
  - Constant warfare among European states in the early modern period strengthened European states.
  - Capitalism provided the means and incentive for expansion.
  - Christianity provided justification for expansion for the purpose of converting non-Christians.
- Europe designed the “rules of the game” for the international system.

### « The Policy Connection Explaining the Rise of Europe and Learning Lessons from It

#### D. Napoleon and National Warfare

- Nationalism and democracy made Napoleon's rise possible.
  - **Nationalism:** Doctrine that “nations” are and should be a basic unit of politics.
  - **National self-determination:** The idea that each state should consist of a single nation and each distinct nation should have its own state.

- **Democracy:** Doctrine that the entire population of a nation, rather than a small elite or single monarch, should control the government.
- Napoleon Bonaparte
  - Napoleon came to power in 1799.
  - He sought to expand French influence across Europe and beyond.
  - He Instituted draft: **levee en masse**.
  - By 1812, he conquered Austria and Prussia.
  - Napoleon, however, failed to conquer Russia.
  - Changed warfare
    - Ø Small professional European armies now obsolete.
    - Ø Warfare was democratized.
    - Ø Massive increase in the size of armies, scale of combat, and number of casualties

#### E. The Concert of Europe

- 1815 Congress of Vienna created **Concert of Europe** agreement.
- It was the predecessor of the League of Nations and United Nations.
- Austria, Prussia, Britain, and Russia agreed to work together to preserve the status quo in European politics.
- The Concert of Europe marks the first attempt to put into practice the emerging **liberal approach** to international affairs.
- There is considerable disagreement over the success of the Concert of Europe.

### II. NATIONALISM AND IMPERIALISM

- Rise of nationalism and imperialism in nineteenth-century Europe
  - **Imperialism:** A situation in which one country controls another country or territory.
  - Nationalism led to a redrawing of the map of Europe.
    - Ø State boundaries should match up with ethnic, linguistic, or national boundaries.
    - Ø Smaller states (Italy, Germany) should be combined into larger, homogenous states.
    - Ø Multinational states (Russia, Austro-Hungarian Empire) should break up into smaller parts.
  - Decolonization in the Americas
    - Ø Caribbean and Latin America were colonized first.
    - Ø Haiti toppled slavery, declared independence from France in 1804, and wrote a democratic constitution.
    - Ø South America's independence movements followed from 1810 to 1825, led by Simon Bolivar and Jose de San Martin.
    - Ø Mexico's war of independence (1819–1820) was successful.
    - Ø Brazil broke from Portugal in 1822.
    - Ø Canadian Confederation became autonomous from Britain in 1867.
  - Nineteenth-century **colonialism:** Direct vs. indirect control

#### « The Geography Connection Shifting Borders, Changing Politics: Europe in 1815 and 1914



## I. THE ROAD TO WORLD WAR I

- Erosion of the Ottoman Empire and the Austro-Hungarian Empire
  - Russia sought to gain control of the Ottoman capital (Istanbul); Germany tried to prevent this.
  - France feared Germany and saw Russia as a potential ally.
  - Great Britain was the most powerful military and economic player and saw Germany as a threat.
- World War I, Major Players (Table 2.1)
  - The **Triple Alliance** Powers: Germany, Austria-Hungary, Ottoman Empire, Italy (until 1915)
  - The **Triple Entente** Powers: Great Britain, France, Russia, Italy (after 1915), United States (after 1917)
- Spark provided by Serbian nationalists who assassinated Archduke Franz Ferdinand, heir to Austro-Hungarian throne
  - Dispute between Austria and Serbia led to world war between the great powers.
  - Many wondered why war could not have been avoided.
- Why didn't the war end quickly?
  - Weapons were made on a vastly larger scale.
  - New technologies made it easier to defend territory than attack it.
- 1917 stalemate when United States intervened, and war ended on November 1918
  - Four major empires collapsed.
  - Communists in power in Russia
  - Fundamental shift in global power
  - Demonstrated and contributed to the rise of U.S. power
- **Treaty of Versailles**
  - Created the **League of Nations**
  - Redrew Germany's boundaries
  - Required Germany to pay substantial "reparations"
  - Placed limits on Germany's ability to rearm
  - Established several countries: Czechoslovakia, Yugoslavia, Poland, and the **Baltic states**

## II. THE ROAD TO WORLD WAR II

- World War II, the Major Players (Table 2.2)
  - Axis Powers: Germany, Italy, Japan
  - Allied Powers: France, Great Britain, Soviet Union, and the United States
- A. **Collective Security and Economic Nationalism**
  - **Collective security:** Where all states agree that if any state initiated a war, all others would come to the defense of the state under attack.
  - It relied on the promise that any aggression would be countered by attacks from all other states, but after World War I, almost every state was determined to avoid another war, including the United States which sought to return to **isolationism**.
    - All failed to act in the early 1930s when clear acts of aggression were occurring.
    - After Japan's 1931 invasion of Manchuria, territory claimed by China, League of Nations only demanded that Japan withdraw.

- 1938 **Munich Crisis: appeasement** of Germany to avoid war
- Divide and conquer strategy
  - The United States, France and Britain wanted Germany to attack Russia, with whom they had hostile relations.
  - Soviet Union signed peace treaty with Germany in 1939.
  - United States joined war in 1941 after Germany declared war.

### B. Economic Roots of World War II

- Economic depression in 1930s
  - Economies collapsed worldwide.
  - States tried to increase barriers in order to keep more jobs at home.
  - World trade collapsed and all economies became less efficient.
- No effective international collaboration to maintain trade under the stress of the Great Depression because the U.S. government declined to take up Britain's leadership role
- Germany after World War I
  - New and unstable democracy
  - Financial burden of **reparations** undermined German economy.
  - Fertile ground for a fascist such as Hitler to come to power
  - First elected as Chancellor of Germany
- **Fascism**
  - Took nationalism to a militant extreme
  - Saw strengthening of the nation as the most important political goal
  - Rights or goals of individuals are subservient to those of the nation
  - Ultimate expression in the Holocaust
- Japan
  - Striving to catch up to other powers
  - Japanese imperialism in Korea and China was seen as a threat by the United States, France, and Britain.
  - United States used embargo on Japan to weaken them.
  - December 1941 Japan bombed the U.S. Pacific Fleet at Pearl Harbor.
- Two lessons were learned from World War II.
  - Cause of war was intense nationalism and lack of democracy in Germany, Italy, and Japan.
  - Democracy is key to peace.
  - A strong global economy is key, because democracies are under threat in poor economies.
  - Expansionist powers must be confronted.
  - Nuclear weapons changed war and how we think about war.

### « The History Connection The Uses and Abuses of History in Foreign Policy

## VII THE COLD WAR

- **The Cold War**
  - United States and Soviet Union replaced the traditional European, Germany, France, Britain, and Italy.
  - United States and Soviet Union mistrusted each other.

- The Cold War lasted from 1946 to 1991 with no actual hot war.
- Berlin
  - Ø Series of crises over the status of Berlin
  - Ø Surrounded by communist East Germany
  - Ø Under joint control by the Soviet Union, the United Kingdom, France, and the United States
  - Ø United States and allies maintained any attack on Berlin would lead to general war.
- “Nuclear arms race” defines the Cold War.

#### A. The Cuban Missile Crisis

- 1962; Soviet Union began to install missiles in Cuba.
- U.S. threatened military retaliation and blockaded Cuba.
- Soviets withdrew missiles in return for concessions by the United States.
- Period of greatest danger in the Cold War
  - Frightened both sides into taking steps to reduce the chances of such a crisis in the future, like installing a “hotline” and signing a major arms control agreement
  - Showed that the chance that either side could win a nuclear war—**Mutual Assured Destruction (MAD)**—was greatly diminished.

#### B. The Global Economy

- World War II showed that states needed to work together to prevent global economic crises.
- United States realized that isolationism had failed.
- Institutions of international collaboration were needed—the Bretton Woods system.
  - Goal of the system was to foster expanded international trade in order to increase prosperity through the General Agreement on Tariffs and Trade (GATT) which in 1995 became the World Trade Organization (WTO).
    - Ø **Tariff:** A tax on imports, used to protect domestic producers from foreign competition.
  - Goal was also to provide stability in the international financial system.
    - Ø International currency system was developed based on the U.S. dollar linked to the value of gold.
    - Ø System was managed by the International Monetary Fund (IMF).
    - Ø International Bank for Reconstruction and Development (IBRD) or World Bank was found to promote postwar reconstruction of Europe.
  - Membership in the Bretton Woods system was limited.
    - Ø Soviet Union and its allies chose not to participate.
    - Ø Most poor countries didn’t meet the requirements.
    - Ø Created three groups of countries
      - ≡ First world: the United States and the Bretton Woods system
      - ≡ Second World: the Soviet Union and other communist countries



- The collapse of the **Berlin Wall** was the symbolic end to the Cold War.
- The Soviet Union ended in 1991 when it fragmented into 15 separate states
- Czechoslovakia and Yugoslavia also collapsed.
  - Czechoslovakia broke apart peacefully, but civil wars broke out in Yugoslavia and Russia.
  - Ethnic cleansing in Yugoslavia
- New wave of democratization
  - Many believed that democracy would reduce conflict.
  - Some have made a successful transition to democracy, but others have ended up with authoritarianism.
- Increased willingness to tackle global problems through international collaboration
  - GATT became a stronger WTO.
  - NATO intervened in Yugoslavia.
  - Kyoto Protocol

### C. **New World Order? Or New World Disorder?**

- The terrorist attacks of 9/11 gave the world a common purpose and a common threat.
- Disagreement over how to combat terrorism.
  - What should be the relative importance of unilateral versus multilateral action in combating terrorism?
  - What is the role of traditional warfare versus less violent actions in combating terrorism? Are the lessons of World War I, World War II, and the Cold War applicable?
- **H1N1** influence in 2009 highlighted a new danger of global epidemic.
- Expansion of EU provided renewed optimism.
- Global economic crisis that began in 2008 shook prevailing conceptions.
- Global interaction has increased.
- Benefits of free trade have spread unevenly.

### « **Reconsider the Case The Rise of China**

## I **POWER AND PURPOSE IN INTERNATIONAL HISTORY**

### -- **CRITICAL THINKING QUESTIONS]**

1. Consider an important international event from decades ago, such as the Vietnam War. How much do you know about it, and where does that knowledge come from? How much of your “knowledge” comes from works of fiction?
2. Consider a more recent event, such as the war in Afghanistan. How much do you know about it and where does your knowledge come from? How does your view of events you lived through differ from your view of events before you were born?
3. How would the history you know differ if you grew up in a different country?
4. What different implications do the theories of Weber, Diamond, and Wallerstein have with regard to assessing blame for the relative weakness of the Third World?
5. To what extent can the sources of Europe’s success be controlled by

- contemporary governments?
6. To what extent do the theories of Weber, Diamond, and Wallerstein see one society gaining only at the expense of others?
  7. What events have had the most influence on your thinking about international politics?
  8. What events had the most influence on your parents or grandparents?
  9. Have you learned different lessons from those your parents or grandparents learned? Do they view current events differently than you do? Do you evaluate the events of their formative years differently?
  10. To what extent can we attribute Chinese policies to lessons of history as opposed to contemporary interests?
  11. Do we see evidence that the western states' policy toward China is guided by history? If not, why would some countries be guided by history more than others?
  12. What lessons are being learned today that might guide future policies?
  13. How did the system that arose in modern Europe spread to the rest of the world?
  14. Is the Concert of Europe best viewed as a variant of traditional balance of power politics or as a new form of international politics?
  15. How did "collective security" work between World War I and World War II?
  16. What role did economics play in the outbreak of World War II?
  17. What arrangements were made to govern the international economy after World War II?
  18. How did the process of decolonization influence international politics?

## -- LECTURE LAUNCHERS

1. This clip from the History Channel discusses Phillip of Macedon and his unification of the Greek city-states into a single nation with a sense of Greek nationalism. (<http://www.youtube.com/watch?v=D1j4U79eBMo>)
2. Students may not understand why history is so important to current world events. Divide the class into small groups and ask each to list three to five historical occurrences they believe had an impact on world events today.  
  
Alternatively, you may want to make a list, divide the class into groups, and have them decide why these events are important to today's international political relations. Some examples are German nationalism, European colonialism, Napoleon's use of a national army rather than paid mercenaries.

## -- IN-CLASS ACTIVITIES

1. **Single Issue Debates.** For each of these debate points, students (either alone or in a group) advocate opposite positions.  
  
Providing the debate statements prior to the planned class makes for a livelier discussion by giving students time to think about the issues and conduct brief Internet research, if needed.

- a. Poor countries lose from free trade.
  - b. The best way to fight the war on terror is by conventional war.
  - c. International organizations such as the United Nations erode state sovereignty.
2. **Class Discussion: What is Your Opinion?** For each of these, students should be encouraged to cite examples to support their position. The instructor could play “devil’s advocate” and argue the opposite position.

Providing the statements prior to the planned class makes for a livelier discussion by giving students time to think about the issues and conduct brief Internet research, if needed.

- a. Should leaders consider moral issues in formulating a state’s foreign policy?
  - b. In the mid-1990s the world community stood by as Tutsis slaughtered thousands of Hutus in Rwanda. Should the United Nations become involved in cases of ethnic cleansing or genocide?
  - c. If scholars are correct and China becomes a superpower, do you believe US–China relations could develop mistrust similar to that between the United States and the former Soviet Union?
3. **Knowledge about the History of World Politics.** Students tend to have limited knowledge about the reparations that the Allied powers imposed on Germany at the end of World War I. An excellent resource, the Avalon Project at Yale University, provides the Treaty of Versailles at ([http://avalon.law.yale.edu/subject\\_menus/versailles\\_menu.asp](http://avalon.law.yale.edu/subject_menus/versailles_menu.asp)). The most contentious parts of the treaty concerned the requirement that Germany dismantle its military and make reparations for war damages. Have all of the students read “Part V: Military, Naval and Air Clauses” and “Part VIII: Reparation.”
- Select several students to be representatives from Germany and representatives from the allied powers. Those not selected will play the role of “jury;” and at the end of the exercise, the jurors will vote on which group made the strongest case.
- Have the “Germans” write a letter to the jury giving at least three reasons why they believe the terms of the treaty as contained in Part V and Part VIII are unfair to Germany. Have the “allied powers” write a letter to the jury outlining why these terms are fair.
- In class, have one student from each group write down their reasons on a white or chalk board. Open the discussion with the Germans presenting their case first. The allies then respond with their claims of fairness. The remainder of the exercise should be a back and forth exchange between the Germans and the allied powers. Any juror can interject a question during this exchange.
- At the end of the exercise, have the jury “vote” on which group had the strongest arguments and therefore “won” the discussion.
- Conclude with a brief discussion of how the German citizens must have felt after this treaty and what impact the treaty had on German actions leading to World War II.
4. **Using Movies in and out of the Classroom.** Have students watch one of the movies below, either as an out of class activity or in-class assignment. Have them do one or more of the following:

- a. Assess the major international politics issue that the film addresses.

- b. Determine if the portrayal is effective in stimulating enough interest in the issue that those without any knowledge would seek out additional historical information.
- c. Discuss any questions the film left unanswered.

**Movies (Most are available on DVD)**

|                            |  |
|----------------------------|--|
| Morality in foreign policy | <i>Sometimes in April</i><br><i>Munich</i><br><i>Lord of the Flies</i> |
| Cuban Missile Crisis       | <i>The Missiles of October</i><br><i>Thirteen Days</i>                 |
| World War I                | <i>All Quiet on the Western Front</i><br>(1930 black/white version)    |
| World War II               | <i>Saving Private Ryan</i>   |
| Vietnam War                | <i>Platoon</i><br><i>Full Metal Jacket</i><br><i>Apocalypse Now</i>    |
| Nuclear war                | <i>Dr. Strangelove</i>   |
| Cold War                   | <i>Fog of War</i>  |

5. **Using primary documents in and out of the classroom.** Have students consult the “Web Links” below and assess the strengths and weaknesses of the documents. This can be a written assignment or class discussion exercise. The instructor may want to assign one group to discuss the strengths of a document while another group addresses its weaknesses.
  - a. Have students select a document and write a research paper examining the background leading up to the document, the impact of the document on international politics, and/or the reasons the document was a success or failure.

## -- KEY TERMS

**anarchy** A condition in which there is no central ruler.

**appeasement** A strategy of avoiding war by acceding to the demands of rival powers.

**balance of power** A system in which no single actor is dominant; also, the distribution of power in such a system, which is not necessarily equal.

**Baltic states** Refers collectively to Estonia, Latvia, and Lithuania, which lie on the Baltic Sea in northern Europe, just to the west of Russia.

**Berlin Wall** Erected in 1961 to prevent citizens of communist East Germany from emigrating to West Germany, the Berlin Wall became a symbol both of the division of Europe and of the lack of freedom in the communist-controlled areas.

**Bretton Woods system** The system that guided economic arrangements among the advanced industrial states in the post–World War II era. It included the GATT, the fixed exchange rate system, the IMF, and the World Bank. Bretton Woods was a resort in New Hampshire where the negotiations took place.



- city-state** A state that centers on a single city, rather than a larger territory or a nation.
- Cold War** A conflict between the United States and the Soviet Union during which no actual war broke out between the two superpowers. The Cold War dominated world politics from 1946 until 1991.
- collective security** A doctrine nominally adopted by states after World War I that specified that when one state committed aggression, all other states would join together to attack it.
- colonialism** A type of imperialism in which the dominating state takes direct control of a territory.
- Concert of Europe** An agreement reached at the Congress of Vienna in 1815 in which major European powers pledged to cooperate to maintain peace and stability.
- decolonization** The disbanding of nearly all colonial relationships between 1945 and 1975.
- democracy** The doctrine that the entire population of a nation, rather than a small elite or a single monarch, should control government.
- fascism** A doctrine in which the rights or goals of individuals are subservient to those of the nation, which is viewed as a single organism.
- feudal system** A political system in which individuals within a society have obligations based on class (king, nobility, peasantry) and no single ruler has absolute authority over a given territory.
- H1N1A** New strain of flu virus (also known as the “swine flu”) that spread rapidly in 2009, causing many deaths and fear of a global flu pandemic like the one that killed millions in 1918.
- imperialism** A situation in which one country controls another country or territory.
- international organizations (IOs)** Organizations formed by governments to help them pursue collaborative activity; a type of nonstate actor. More specifically known as international governmental organizations (IGOs).
- isolationism** The doctrine that U.S. interests were best served by playing as little role as possible in world affairs. From the founding of the republic until the Spanish-American War of 1898, the doctrine was largely unquestioned, but the Japanese bombing of Pearl Harbor in 1941 is widely viewed as destroying any credibility that the doctrine had left.
- law of war** A doctrine concerning when it is permissible to go to war and what means of conducting war are (and are not) permissible.
- League of Nations** An international organization formed after World War I intended to resolve disputes without force, and to use military force against aggressors.
- levée en masse** A draft, initiated by Napoleon following the French Revolution, that allowed France to vastly expand its army.
- liberal approach** Political approach focusing on the ability of actors to govern themselves without surrendering their liberty. International liberal theory focuses on the ability of states to cooperate to solve problems.
- multinational corporation (MNC)** A company with operations in more than one country; a type of nonstate actor; also called transnational corporation.
- Munich Crisis** A crisis in 1938 precipitated by Germany’s demand that it be allowed to occupy part of Czechoslovakia. War was averted when Britain and France agreed to

Germany's demands.

**mutual assured destruction (MAD)** A situation in which each side in a conflict possesses enough armaments to destroy the other even after suffering a surprise attack.

**national self-determination** The doctrine that each state should consist of a single nation and each distinct nation should have its own state.

**nationalism** The doctrine that recognizes the nation as the primary unit of political allegiance.

**nongovernmental organizations (NGOs)** A broad category of diverse organizations, including groups similar to domestic interest groups but with transnational concerns and organizational structures, and groups that focus not on influencing governments, but on conducting activities in different countries.

**nonstate actor** A political actor that is not a state, such as an advocacy group, charity, corporation, or terrorist group.

**Peloponnesian War** A war between Athens and Sparta from 431 BCE to 404 BCE. Thucydides' study of this war has been influential on later thinking about international relations.

**pluralism** The presence of a number of competing actors or ideas.

**recognition** The acceptance by the international community of a state's sovereignty over its territory.

**reparations** Payments that Germany was forced to make as a result of starting World War I. Reparations caused serious economic problems in Germany and were deeply resented by the German people.

**sovereignty** The principle that states have complete authority over their own territory.

**state** An entity defined by a specific territory within which a single government has authority.

**tariff** A tax on imports, used to protect domestic producers from foreign competition.

**Third World** A term coined during the Cold War to describe those states that were neither in the group of advanced industrial states nor in the communist bloc; typically, it refers to the many poor states in the southern hemisphere. The term is generally considered synonymous with "underdeveloped."

**Treaty of Versailles** The agreement ending World War I that set up the League of Nations.

**Triple Alliance** A pre-World War I agreement by Germany, Austria-Hungary, and Italy that if one state were to be attacked, the others would come to its aid.

**Triple Entente** A pre-World War I agreement by Britain, France, and Russia that if one state were to be attacked, the others would come to its aid.

**Westphalian system** The system of sovereign states that was recognized by the Treaty of Westphalia in 1648.

## -- WEB LINKS

**The Avalon Project at Yale Law School has compiled an extensive collection of original documents now available on the Web. Below are sites relevant to this chapter.**

Bretton Woods ([http://avalon.law.yale.edu/20th\\_century/decad047.asp](http://avalon.law.yale.edu/20th_century/decad047.asp)).

The Covenant of the League of Nations ([http://avalon.law.yale.edu/20th\\_century/leagcov.asp](http://avalon.law.yale.edu/20th_century/leagcov.asp)).

Cuban Missile Crisis ([http://avalon.law.yale.edu/20th\\_century/msc\\_cpreface.asp](http://avalon.law.yale.edu/20th_century/msc_cpreface.asp)).

Munich Pact September 29, 1938:

(<http://www.yale.edu/lawweb/avalon/int/document/munich1.htm#art2>).

Treaty of Westphalia ([http://avalon.law.yale.edu/subject\\_menus/versailles\\_menu.asp](http://avalon.law.yale.edu/subject_menus/versailles_menu.asp)).

United Nations Charter ([http://avalon.law.yale.edu/20th\\_century/msc\\_cpreface.asp](http://avalon.law.yale.edu/20th_century/msc_cpreface.asp)).

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