

Exam #2 Review Sheet • PSCI 4821 (Spring 2018)

- You will have the scheduled exam period to complete both sections of the exam, so it is to your advantage to be prepared at the beginning of class. No notes or other materials will be permitted during the exam.
- Bluebooks will be provided for you.
- Note that no bathroom breaks are permitted during the exam -- once you leave the room, you can't return. Also, be on time -- once the first person leaves the room, anybody else who enters will lose 5 letter grades.

- Advice on taking this particular exam format -- including a sample of an "A" identification answer to illustrate what I'm looking for -- is available at <<http://www.paulhensel.org/teachexam.html>>.
- To get an "A" (9, 9.5, or 10 points out of 10) on an identification question, you will need to give a good definition and explanation of the concept in question as well as its importance for this course (such as any relevant evidence on the concept or any theories or other concepts that it is related to), without leaving out anything important or saying anything incorrect. A "B" (8 or 8.5) will be a good answer overall, but with something important left out or explained incorrectly. A "C" or worse will have major flaws, such as not explaining the importance at all or confusing this with another concept covered in the class.
- To get an "A" on an essay (27-30 out of 30), you will need to answer every part of the question completely and accurately, and you will need to use the concepts from class to support this answer. A "B" (24-26) will be a good answer overall, but without as clear a connection between the concepts from class and your overall answer. A "C" or worse will have major flaws, such as discussing three concepts/theories without answering the question directly.

Section I: Identifications (30 points)

FOUR (4) of the following concepts will be on the exam; you must answer THREE (3) of them. For each concept you must (a) provide a definition and (where relevant) one or more examples, and (b) explain its significance or importance from the perspective of this course, including a summary of relevant scholarly evidence on the concept.

Loss of Strength Gradient	Quantitative Disarmament	Mediation
"War weariness"	Confidence-Building Measures	Binding Settlement Techniques
Phoenix Factor	INF Treaty	<i>Nicaragua v. United States</i>
Enduring Rivalry	State-Level Democratic Peace	BOP Theory
General Deterrence	Dyadic Democratic Peace	Concert of Europe
Extended Deterrence	Structural Explanation for Dem Peace	Collective Security
Deterrence Credibility	League of Nations	Peacekeeping
First Strike Capability	UN Security Council	ONUC
MAD	International Court of Justice	Peacemaking
Strategic Triad	Bilateral negotiations	Obsolescence of major war

Section II: Essay (30 points)

ONE (1) of the following questions will be on the exam; you must answer that question. The essay will be graded on the coherence of the answer, as well as on the accuracy and appropriateness of each topic used to support the answer. Note that a "theoretical topic" is a distinct topic covered in class; "territorial claims" counts as a theoretical topic, but "tangible value of territory" and "intangible value of territory" are not (because they are part of the topic of territorial claims), nor are "Alsace-Lorraine" or "the Schlieffen Plan" (because they are examples rather than theoretical topics in their own right).

1. In 2017, UN Secretary General Antonio Guterres argued that war is never inevitable, but is always a matter of choice. He then argued that "peace, too, is never inevitable" but the result of "difficult decisions, hard work and compromise." Evaluate this as a general statement about the solutions to militarized conflict and war, drawing from three different possible solutions to armed conflict that were covered in the second half of the course.

2. Many observers have argued that World War II in Europe was inevitable. Assess this argument, drawing from material covered in the assigned book on the origins of World War II in Europe. To do this, choose three solutions to conflict that were discussed in class this semester. For each one, describe how it is supposed to work to prevent or settle conflict, explain why it either did not work or was not attempted in the summer of 1939, describe what would have needed to be different for it to have been successful at preventing the war, and indicate whether or not this difference could reasonably have been expected to work and prevent a German-Polish war.

3. This course has discussed a number of causes of conflict and war, as well as a number of solutions. Considering this, discuss the conditions under which the United States and China could (relatively plausibly) go to war within the next year, and the solutions that could be used to try to prevent these causes from leading to war. You must identify three possible causes, making clear for each one what would have to happen for it to lead to a war between these two countries. You must then identify one possible solution for each of these potential causes, both explaining the theoretical logic behind the solution and making clear what would have to be done to make it an effective solution to prevent a war between these countries.