

## Exam #1 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.

Militarized Interstate Dispute	Cult of the Offensive	Para Bellum Doctrine
War	Schlieffen Plan	Arms Race
Stable Peace	Nation	Spiral Model
"Individual" Level	Civilization	Bullying Strategy
"International/Dyadic" Level	Identity Claim	Reciprocating Strategy
Great Man Theory	Issue Saliency	Power Transition Theory
Groupthink	Lateral Pressure Theory	Multiple Hierarchies Model
Misperception	Territorial Claim	Hegemon
Rally 'Round the Flag effect	Intangible Value of Territory	Bipolarity
Diversionsary Theory	Security Dilemma	Multipolarity

### 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. Former U.S. diplomat Jeane Kirkpatrick once remarked that "We have war when at least one of the parties to a conflict wants something more than it wants peace." Is this statement correct about the causes of war, or is it misleading and/or incomplete? Evaluate this statement as a general statement about war, peace, and world politics, supporting your evaluation by discussing three (3) different theoretical topics covered in this course.

2. Militarized conflict is often described as beginning for a political reason, as states attempt to achieve their goals over one or more specific issues. In class we examined territorial, resource, and identity / civilizational issues as sources of conflict, but many other issues certainly could lead to crises or war. Identify three (3) separate issues (besides territory, resources, identity, and civilizations) that could lead to war in the future. For each one, explain exactly what the issue involves (what states are trying to acquire or achieve) and how it could lead to crisis/war, give a (real or hypothetical) example of such an issue that might lead to crisis/war, and suggest one possible solution that could plausibly prevent this

type of issue from leading to crisis/war. Answers will be evaluated based on how well they demonstrate that the student understands the notion of contentious issues as sources of armed conflict and the notion of issue management.

3. One explanation for war suggests that wars start because of arms races. Assuming that this explanation is correct, how might these wars best be avoided? In answering this question, you should make clear that you understand the argument about how and why arms races might cause wars. You should suggest three (3) possible solutions (which might involve the possible combatant countries themselves, other countries, international organizations, or any other actors), explaining how each one can help to address the problem of arms races as a cause of war. Finally, you should discuss the likely consequences of each solution (how likely is it to succeed, and what other results might it have?)