

## Exam #1 Review Sheet • PSCI 4821 (Spring 2020)

- 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.

War	Diversionsary Theory	Intangible Value of Territory
Stable Peace	Cult of the Offensive	Security Dilemma
Individual Level of Analysis	Schlieffen Plan	Para Bellum Doctrine
"State/Domestic" Level	Nation	Arms Race
"International/Dyadic" Level	Identity Claim	Window of opportunity
"Global/Systemic" Level	Civilization	Bullying Strategy
Great Man Theory	Issue Salience	Reciprocating Strategy
Misperception	Lateral Pressure Theory	Power Transition Theory
Groupthink	River Claim	Hegemon
Rally 'Round the Flag effect	Territorial Claim	Bipolarity

### 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. In class we have considered four levels of analysis (individual, state/domestic, international/dyadic, and global/systemic), which offer very different views on the causes of armed conflict. This essay requires you to decide how useful this distinction between levels really is. Compare any two (2) of these levels, indicating which level appears to be more useful and why. In particular, your answer should discuss two explanations for conflict at each of the two levels, and explain what is it that makes your preferred level more convincing -- overall or for certain things -- than the other one. What does your comparison of these two levels suggest about the overall value of levels of analysis?

3. One explanation for war suggests that many wars start because of diversionary incentives. 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 diversionary incentives 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 diversionary incentives 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?)