

POLS3501 INTERNATIONAL RELATIONS

FALL 2008 - EXAM 1

INSTRUCTIONS:

This is a take-home exam. The exam is divided into two sections: an identification section and an essay section. You must answer **eight** identification questions. These answers should give the definition of the term as it is used in this course and a brief explanation of the significance of the term. These answers are expected to be roughly one paragraph of definition and one paragraph of significance. Generally the definition is shorter than the significance. Each identification question is worth 5 points. You must answer **three** of the essay questions. Your answers should be complete and carefully considered. Answers do not have a formal page limit, but typical answers are 1 ½ - 2 typed, single spaced pages. If you start getting past 2 single spaced pages you are probably writing more than you need to. If you have not gotten past one page, your answer is probably too short. Each answer is worth 20 points.

All exams must be typed, *single spaced*.

The typesetting and formatting of the paper should be as follows:

- Font: 12 point Times New Roman or Courier New with standard character spacing, leading, etc.
- Margins: 1 inch on all sides (if I have to get out a ruler and measure, you are in trouble)
- Each page should be numbered in the lower right hand corner (although no points will be deducted so long as the pages are clearly numbered)
- All papers should use end notes if any notes are being used

In writing your answers you will be expected to apply the vocabulary we have used thus far in the course and to show clear and direct connections between the ideas you present and the course lectures AND readings. Any quotes from the text should be cited by placing the author's name and page number in parenthesis following the quote. Example: (Mingst, 25)

Works Cited and Bibliography:

There is no need to include a bibliography unless you use sources other than those assigned in the course. There is no need to use texts other than those assigned in the course. Some students may choose to look to sources from outside the class readings. You do so at your own risk. There are many different perspectives on IR and some of the vocabulary and approaches are different from those we are using in this course. Navigating these differences can be tough even for those of us with some training. So use of sources not related to the class may not be a good idea. It is an especially bad idea to go to Wikipedia to get definitions for the ID section. First: Wikipedia is an encyclopedia and you are not in middle school any more. Second: Wikipedia is a user edited site so the definitions can contain errors, or they can be based on a different discipline. If you choose to use an outside source, you must cite it and include it in a works cited section at the end of your exam. All of the standard academic rules on citation, plagiarism, and academic fraud apply to the exam.

General Grading

Answers will be graded on their ability to apply the material from the course lectures and readings to the questions in a way that demonstrates that you both know the information and can think critically about its application to the world. Emphasis will be placed on your ability to connect the key ideas of the course to actual historical events and to combine the two in a clear and concise argument.

Identification answers will be graded on the following criteria:

- 5 – The definition is correct. The significance is correct and complete. The presentation of the information is clear and concise. It is clear that the student fully grasps the definition and significance and can communicate it in writing.
- 4 – The definition is correct. The significance is correct, but not complete or the presentation of the information is not clear. Answers that are overly vague will be in this group as well.
- 3 – The definition is correct. The significance is not.
- 1/2 – This is basically wrong, but it is just barely good enough for me to have some pity for the poor soul that wrote this
- 0 – The answer completely misses the point. The answer is totally wrong and unrelated to the course.

Essay answers will be graded on the following criteria:

- 20 – Perfection!* (don't expect many of these) The answer completely addressed all of the things required in the essay flawlessly.
- 18/19 – A answer.* The answer addressed all of the relevant information in the question in a way that clearly demonstrated that the student has a strong understanding of the subject matter. Further the student demonstrated critical thinking skills in the application of the material to the questions. The answer demonstrates a synthesis of the readings and lectures.
- 16/17 – B Answer.* The answer is addressed all of the relevant information in the question in a way that demonstrated that the student understood the material and was able to synthesize the information in the readings and lectures. This answer demonstrates a clear understanding of the material and shows some critical thinking in the application of the information.
- 14/15 – C Answer.* This answer meets the minimum requirements for the question. It answers the question, but it shows only a basic level of critical thinking. While the answer does demonstrate that the student has done the reading and understood the lectures, the presentation is not entirely clear.
- 12/13 – D Answer.* The basic information is correct, but there is no analysis of the information and there is no clear synthesis of readings and lectures. While the basic information may be there, it is not clear that the student understood the material in the manner required for the course.
- 11 and below – Failing.* The information is not correct. The answer is just wrong. The more wrong the answer, the lower the grade. Scores of zero will be given in cases where the answer shows little or no understanding of the information relevant. Answers that fail to answer the question that was asked (no matter how well they express information in the course) will also be given failing scores.

General Information

This is a take-home exam. It is expected that it will be proofread and corrected for basic errors, including basic errors of fact as though it were a paper. Basic errors of fact (such as putting WWI in the wrong century) will be considered to be a demonstration that you do not know the information and your grade will be lowered significantly.

If you wish to discuss your exam before you turn it in, you must come to office hours. Federal privacy rules forbid me to discuss the specifics of your exam over email. This includes not being able to read or comment on emailed copies. Please feel free to bring a working copy of your answer or answers (I will look at whole exams or single answers) to my office hours. If you can't make office hours, we can schedule an appointment. **THE ONLY WAY TO DISCUSS THE EXAM IS IN PERSON.** Also Students should be forewarned that the normal pattern is for students to wait until the last minute to come to office hours. If you wait until the last possible day to come by there may be a line and you may not get a chance to talk to me, or you may have limited time.

All students are reminded of the course policy on violations of the UWG Honor Code. Any cheating no matter how trivial shall result in an F in the course and appropriate charges being filed with the Dean's Office. DON'T CHEAT. It's not worth it.

The exam is due **AT THE START OF CLASS** on September 25, 2008. If you do not turn in the exam during class on the 25th, the exam shall be considered late and points will be deducted. For each business day late, one letter grade shall be deducted (10 points out of 100). Example: an exam turned in on Monday, September 29 is 2 business days late (Friday and Monday) and will have 20 points deducted from the grade.

ONLY HARD COPY EXAMS WILL BE ACCEPTED.

IDENTIFICATION:

State the definition and significance as it relates to the course for EIGHT (8) of the following terms:

Sovereignty	Security Dilemma	Neorealism
Industrial Colonialism	Social Constructivism	Cold War
Nation State	International System	Theory
Colonialism	Anarchy	Neoliberalism

ESSAYS – ANSWER THREE (3) OF THE FOLLOWING QUESTIONS

1. Anarchy is a core concept in the study of international relations. What does it mean to say that the international system is anarchic in nature? Is this an accurate vision of international politics? Use one of the major theoretical perspectives we have discussed in class (realism, liberalism, etc.) to support your answer.
2. Francis Fukuyama argues that we have reached the “end of history” and that the major ideological struggles of the human race are over. Samuel Huntington argues that we live in the age of a “clash of civilizations” and that the struggles of the present day are just beginning. Using the theoretical perspectives we have studied in class and the historical overview from the start of the course, evaluate these two positions. Briefly outline each of the two men’s arguments and then discuss which has the stronger case in the world of today given what we have covered so far in the course.
3. Hans Morgenthau articulates a clear and concise theory of political realism. J. Ann Tickner argues that this theoretical approach unnecessarily privileges a masculine worldview. Compare and contrast the theories of international relations articulated by the two authors. Given the historical overview and the discussion of theory in this course, which author is more persuasive? Defend your conclusion with evidence from the course.
4. Thucydides argues that “right, as the world goes, is only in question between equals in power, while the strong do what they can and the weak suffer what they want” (page 12 in Mingst and Snyder). This was written more than two thousand years ago and still seems to apply today given Russian actions in Georgia. Are we doomed forever to an international relations based only on who is the strongest? Construct an argument that answers this question using the material from the course thus far.
5. Given the legacy of colonialism in the modern world, is it possible for former colonial states to play a major role in shaping international relations? Using the material in the course thus far (theoretical and historical) construct an argument that answers this question. Be sure to carefully construct your argument based on the material from the course.