

STUDY QUESTIONS FOR SECOND HOUR TEST IN POLITICS 107

Format: The format will be similar, but not identical to the first hour test. Like the first test, it will include some fill in the blank and some short answer items.

- I might ask you to make some observations about a current event, making use of your budding knowledge, by answering some questions about a newspaper article. If I did this, I would include a photocopy of the *Monitor* article in the test itself.
- It may include some “Reverse I.D.” (e.g. Jeopardy) questions, e.g.

This is a name for a group that shares a sense of a common past and the expectation of a common destiny.

- The test might include some *modified* multiple choice questions, e.g.

“When states seek the ability to defend themselves, they gain too much and too little -- too much because they gain the ability to carry out aggression; too little because others, being menaced, will increase their own arms and so reduce the first state's security.” This quotation from an IR scholar is a good summary of:

- a. The security dilemma.
- b. Collective security.
- c. The prisoner's dilemma
- d. The mission of the Department of Homeland Security
- e. Student Option:

Student Option gives students an opportunity to compose their own alternative answer to the multiple-choice question. The existence of the Student Option acknowledges that although Welling is absolutely convinced that one of the answers she provides is the best and the correct answer, she also believes that there is often another, good way to look at things. Student Option answers may earn full credit, partial credit, or no credit depending on the quality of the answer. (In practice, the most common outcome is partial credit).

Areas to Study:

1. What do the terms “polarity” and “stratification” mean in the discipline of international relations?
2. What did Churchill mean (literally) when he said: “If Hitler invaded hell, I would hold the hand of the devil?” Explain the structural balance theory of International Relations and provide a visual example of this relationship. Can you give a specific example of a real world situation that this theory helps to explain?

3. What is the UDHR? What does it say (briefly or give a few examples)? What would people say that have a realist/liberal/radical/constructivist view of the international system say about it?
4. What are some of the key lessons that might be drawn from *The Road to Total War*? How does the video illustrate the role of nationalism and industrialism in making total war possible?
5. What is the difference between a state and a nation?
6. Identify key conceptual differences between liberal, realist, and Marxist thinkers in their conceptions of the role of the state in international relations.
7. What are ingredients of state power potential?
8. What is meant by the phrase “techniques of statecraft”?
9. What is self-determination? What rationale do its supporters use to highlight the importance of self-determination? What are some problems with the term and the concept?
10. What is the rational actor model of decision-making? When is it most often used (lecture 3/3)? Provide an example of the rational actor model of decision-making explaining a particular foreign policy decision.
11. What is the organizational/bureaucratic model of decision-making? The pluralist model?
12. According to IR scholars, when are individual elites most likely to affect the course of events?
13. What are some of the psychological techniques that decision-makers (i.e. all human beings) use to process information?
14. What factors help people to form their opinions about international relations? What are some factors in the lives of important “movers and shakers” on the world stage? How about in your own life; what factors have helped to shape your views of international relations?
15. What is radical evil? Why do political realists oppose appeals to God in the conduct of foreign policy?
16. What is a refugee? What international agreement declared this definition? Who determines if an individual has refugee status? Why was this agreement created? Do you think that it is still valid today or are there additional situations that need to be dealt with in an agreement?

17. What is meant by the phrase “the security dilemma?”
18. Distinguish between collective security and balance of power arrangements for managing international insecurity (consider lecture as well as charts on 155 and 162 of Mingst).
19. How do different levels of analysis provide different explanations for the causes of war?
20. What is the difference between arms control and disarmament?
21. What are some examples of “doublespeak” used in the video, “Language and War” and what do the phrases actually mean? How does the use of “doublespeak” contribute to cynicism about foreign policy?
22. How is language about war fighting and nuclear weapons gendered? How does language make the weapons seem more friendly or “sexy”?
23. What are the key principles of just war thinking?
24. Compare and contrast Richard Falk’s argument in “Defining Just War” with President Bush’s stance in his January 2002 State of the Union address.
25. What is peacekeeping?

You Decide cases

- 1) Using the information presented in the case, make a prediction about the future of Kurdish self-determination and the impact that their fate may have on neighboring states.
- 2) Why might a state or the international community choose not to prosecute a former dictator who committed war crimes?
- 3) Did the Attorney General make the right decision when she decided to send Elian back to his father in Cuba? Give evidence to support your decision that is based in international law or foreign policy.
- 4) What are some of the arguments for and against the claim that military intervention in Kosovo constituted a just war?