**Final Exam Study Guide**

**Short answer questions (worth 9 points each):**

1. Discuss three (3) practices that may help reduce the likeliness of war. Your answer should draw from each level of analysis and both real world and examples from the LOTR.
2. Identify and explain at least three (3) *specific* issues/problems/actions that contributed to causing one of the major real-world conflicts we’ve discussed (World War 1 or the War in Iraq). Your answer should cite examples from each level of analysis.
3. What is the “security dilemma” and what role does power distribution among states play in it?  Cite at least three (3) examples from the LOTR and/or the real world in your explanation.
4. Identify and discuss the “waves” of the broader feminist movement on which feminist IR is built.  Provide examples from the LOTR and the real world of international relations for at least one (1) approach from each wave.
5. What are some of the challenges of “thinking over the long-term” in foreign policy decision-making?  Identify at least three (3), and elaborate on these challenges using examples from the LOTR and the real world.
6. Select one of the following issues and discuss both “sides” of the real-world safer/better world question:  health, democratization, security, or institutions.  Bring in at least three (3) examples from the LOTR to help discuss these real-world issues.

**Long answer (worth 16 points each):**

1. The study of international relations in recent years has expanded from exclusive attention toward the security of the state to include the security of the individual, although not all International Relations scholars are in agreement. Using references to LOTR and real world events, please take a position and explain your argument for states’ security or individuals’ security being the primary focus of IR.
2. According to feminist IR scholarship, traditional IR study/analyses miss the whole story.  Explain how IR feminists use “gender sensitive lenses” when looking at war, and give at least three (3) examples of doing so for each of two (2) of the major conflicts we’ve discussed (the War of the Ring, World War 1, and the War in Iraq).
3. Accounting for the causes of war has long been central to International Relations scholarship.  Explain at least two (2) general causes for war from each level of analysis, citing examples from one of the major real-world conflicts we’ve discussed (World War 1 or the War in Iraq). Be aware that not all of the general causes are applicable to all conflicts, so make clear what theories/concepts underlie the general causes you choose to discuss and why.
4. We have showed a number of films in class reflecting a variety of concepts and theoretical perspectives discussed throughout this course. Select two (2) films from the following list, and discuss at least one (1) theory or concept related to each level of analysis for each of the films you select: *The Iron Lady, Letters from Iwo Jima, Independence Day,* and *Green Zone*.

**Short answer**

1. Discuss three (3) practices that may help reduce the likeliness of war. Your answer should draw from each level of analysis and both real-world and examples from the LOTR.
   * Bipolar international system (e.g. Cold War)
     + Why not unipolar?
     + Why not multipolar?
       - Issues of shifting alliances
     + How/who balancing power?
       - May not just be military, may be economic
   * Offense/defense balance – advantage in defense discourages war
     + WW1 - Offense-Defense balance made war more likely
       - Reduced time available for negotiation
       - Dominated by defensive weapons (trenches, barbed wire, poison gas, etc.)
     + LOTR – Why Theoden wanted to use Helm’s Deep again
   * Interdependence
     + WW1 – nationalism pervasive and reinforced rivalries
       - “Social Darwinism” had gained popularity – superiority based on nationality, contempt for those deemed inferior
     + LOTR – if Free People had been working together when Sauron was weak, may not have been a War of the Ring
   * Avoiding “groupthink”
     + Encourage mix of viewpoints (women in real world, Hobbits and others in LOTR)
   * Comparing the three conflicts
     + All conflicts suffered from defeatism, incompetence, isolation, dictatorial tendencies, inexperience
     + LOTR and WW1 suffered from bandwagoning and biased advising
     + Common trait between WW1 and War in Iraq was expectation of victory
     + LOTR unique
       - Secondary-level security dilemmas
       - Low interdependence
       - Unlimited willingness to suffer
       - Defeatist public opinion
       - Ultimate evil of Sauron
     + WW1 unique
       - High quality of alliances
       - Alliance polarization
       - Cult of the Offensive
       - Hyper-nationalism
       - Disintegrating empires
       - Diversionary motives for war
       - Assassination as triggering event
     + War in Iraq unique
       - Unipolarity
       - Perceived threat of WMDs
       - Post 9/11 hyper-vigilance
       - Economic gain/security
       - Democracy-promotion and nation-building

**Tips for Taking Essay Exams**

In General

* Unlike an exam designed to measure your ability to recall information (where you can sometimes get lucky with guesswork), an essay exam challenges you in several ways: It requires thoughtful organization, careful selection of material, and the ability to communicate effectively.
* After studying the course materials throughout the semester – which usually includes readings, lectures, discussion/lab sections, films, etc. – you need to be able to recall the information for exam day.
  + Preparation is KEY. “Cramming” for an exam may help with temporary recall, but will not likely help for an essay exam. Work on preparing throughout the semester, not at the last minute.
  + Be well-rested. Getting a good night’s sleep before the exam improves your grade more than pulling an all-nighter, especially for an essay exam.
  + Eat a good breakfast. Proper nutrition helps your brain function better.
  + Remain calm. Do not rush frantically through the exam.
  + Make sure you understand the question(s) before answering.
  + Read the instructions and questions carefully *FIRST*. Think about how you will answer the question *BEFORE* starting to write.
  + Determine how much time you think you’ll need to finish each part of the exam and make sure to budget time accordingly.

Formatting the Exam

* Outline the material you intend to use for your response, don’t just start writing out your answer.
  + This can be done in the margin, in the exam book, or on the question sheet.
    - While this may take a few minutes away from your writing, it will help you organize your material better, and will help you remember important/key points.
  + In situations where you’re given the questions in advance, you can also prepare and study your outline(s) in advance.
    - Then, while writing your essay during the exam, you’ll already have some content and structure in mind.
* Make sure you integrate material from numerous sources in your answer.
  + Lectures, readings, films, etc. are designed to complement each other, and your essay should reflect how they are related.
    - For example, a film/reading example could reinforce broad principles covered in lecture or discussion.

Using the Materials

* While writing, make sure you stay focused on the topic at hand. Do not stray from your subject.
  + Make sure you answer all parts of the question as completely as possible, and don’t try to inject irrelevant data simply because it comes to mind while you’re writing.
  + If you make general statements or broad generalizations, support them with facts and examples.
* Demonstrate that you have a grasp on the material overall, and use the supporting material to show that you’ve thought about the topic and its overall significance.
  + A long list of specific facts is not sufficient without a clear interpretation or analysis of how they are related.
  + Specifics lend more authority to your essay than do vague references to people and events.
    - Exact dates may not be required, but proper sequences are essential.
    - Understand how events, causes and effects are related.

Communicate What You Know

* No matter how well you feel you’ve mastered the course material, or how much you “know” about the topic, if you can’t communicate it through your exam answers, the grade you receive may be disappointing.
  + While you may feel rushed within the time constraints, make sure you write with clear, substantive sentences organized in structured paragraphs.
  + Make your handwriting clear and readable.
    - This is extremely important. Many make the mistake of scrawling through their exam, leaving instructors unable to grade their work.
    - Remember that your instructors grade dozens of essay exams, so make your writing as easy to read as possible.
  + Be thorough, but try not to be overly repetitive. Don’t just write to “fill space”, but to fill in more information or detail.
  + Do not waste time jotting random notes to your instructor with complaints/comments/excuses about the questions or how little you studied for the test, etc. Use your time wisely.

Wrapping It All Up

* At the end of the essay, if you want to add your own interpretation or opinion based on the evidence, do so then – but do ***not*** offer it as a substitute for a fact-based essay.
* To summarize:
  + Prepare throughout the semester – do your readings, go to discussions and lectures, complete your assignments. Don’t try to “cram” and leave everything until the last minute.
  + Be calm at test time. Avoid all-nighters, too much caffeine or other “study drugs” that may harm your performance on test day.
  + Eat a good breakfast to fuel your brain for the exam.
  + Read all the instructions on the exam carefully before you begin. If you have questions, ask the instructor – don’t just guess.
  + Organize your essay logically and cohesively. Use an outline so you make sure to touch on all the relevant points.
  + Write clearly and legibly, making sure to use specific examples in support of generalizations. Remember that if your instructor can’t read your writing, he/she can’t give you a fair grade.