

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Political Science 12
International Relations

Fall Quarter 2009
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MID-TERM EXAMINATION ESSAY

Write a concise essay supporting or disputing the following proposition:

“Inter-state relations are likely to be more peaceful in the 21st century because the forces that made states aggressive in the 20th century are now largely irrelevant. Specifically, the lessons from the origins of the two world wars and the Cold War point to the prime importance of one factor that made some states aggressive, but that is no longer important as a cause of war among great powers.”

A caveat

Your essay will not be graded on whether you take the “correct” stand, but on your skill in developing an argument to support your stance and in using the materials covered in the course to support this argument.

Instructions

1. You should write an essay of no more than **five typewritten (double-spaced) pages**.
2. Your essay should show **good expository style**: A **thesis statement** opens the essay (normally in the very first paragraph) with an answer to the essay question. Subsequent paragraphs **develop this proposition** with explanations for the causal connection you claim. **Evidence** supports major assertions in the logical development of your thesis.
3. Your answer to this question should draw upon **theoretical and factual** materials found in the **lectures** and the **readings**. Your essay should demonstrate that you have actively engaged in critical analysis of some major arguments in this course and you know how to use them to analyze the “real” world.
4. You may discuss your answer with other students, your TA, or me. Your final paper, however, must be your own work. If it is not your own work, this constitutes plagiarism—a violation of academic regulations at this university. Please do not jeopardize your academic career and your professional reputation by plagiarism.
5. After you have completed your essay, **outline** what you actually wrote in your essay on a separate page. This should indicate the thesis and key propositions. Type this outline on a separate page and affix this to the front of your essay.
6. On the very top of your essay please staple a copy of the grading sheet (on the backside of this page). So, when you turn in your essay, the first page will be the **grading sheet**, second page will show your **outline**, and the third page will begin your **five-page essay**.
7. Please turn in your essay at the end of the mid-term exam on **Monday, October 26**.

WHAT IN THE #@*!! WILL HE WANT ON THE EXAMINATION?

The mid-term examination consists of two parts:

Part 1. In-Class Identification Questions

■The identification questions will be *major* terms taken from lectures and readings. Those from lectures will have appeared on the outlines. Those from the readings often (although not always) appear as section headings and are always discussed at some length by the author.

■The mid-term will cover **all lectures through “Strategy”** and the **readings on the syllabus through Lake**.

■On the mid-term examination you will have **twenty minutes** to answer **four out of five terms** or about five minutes for each term. Before writing, you should quickly ask yourself five questions about a term:

- (1) **Definition.** What is it? This is the most important.
- (2) **Context.** Where does this term come from (e.g., author, one of a larger set of concepts, historical context)?
- (3) **Alternatives.** Were alternative concepts considered?
- (4) **Causes.** Why?
- (5) **Consequences.** So what?

Of course, not all of these questions will be relevant to every term. Part of your task is to decide which questions are important to an individual term.

■You can earn up to 4 points for each term (for a total of 16 points on this part of the examination).

Your teaching assistants will score your ID answers as follows:

- If you offer a fairly precise definition of the term. *2 points*
- If you define the term *and* include some answers to questions 2-5, above. *3-4 points*
- If you do not define the term, *but* include some information relevant to questions 2-5, above. *1-2 points*

Part 2. Take-Home Essay Question

Your essay will be graded by the standards shown on the grading sheet to the right.

Computation of Examination Grade

Your examination grade will be the weighted average of the two parts of the examination. If you do better on the Identification Questions, the two parts will be weighted 50 per cent apiece. If you do better on the Essay Question, this will be weighted 60 per cent and the Identification Questions will be weighted 40 per cent. The letter grades for the examination will be derived from these weighted averages and from the letter-grade scale as follows:

15.0 to 16.0 = A	9.0 to 9.9 = C+
14.0 to 14.9 = A-	7.0 to 8.9 = C
13.0 to 13.9 = B+	6.0 to 6.9 = C-
11.0 to 12.9 = B	2.0 to 5.9 = D
10.0 to 10.9 = B-	0.0 to 1.9 = F

Your number score will be recorded and used to compute your course grade at the end of the quarter.

Please remember to bring a bluebook to the in-class portion of the examination on Monday, October 26, at 10:00 a.m.

Turn in your take-home essay with your bluebook at the end of the exam.

(Staple the form below on top of your outline and essay.)



Print Your Name Here: _____

Points for IDs _____ X _____ % = _____
Points for Essay _____ X _____ % = _____
Total Points for Entire Examination _____
Letter Grade for Examination _____

Your essay was assessed in the four areas listed below. Your essay score was determined by adding up the points in these four areas.

- #1 **Thesis. (A=4 points; B=3 points; C=2 points; D=1 points; F=0 points)** _____
Does the essay directly respond to the prompt with a clearly stated, crisply formulated thesis?
- #2 **Development. (A=4; B=3; C=2; D=1; F=0)** _____
Does the essay develop this thesis with a logical progression of claims? Is this clearly presented in the outline as well as the essay?
- #3 **Incorporation of other authors and their theories. (A=4; B=3; C=2; D=1; F=0)** _____
Does the essay point to parallels and alternatives in the theories discussed in lectures and encountered in the readings?
- #4 **Evidence. (A=4; B=3; C=2; D=1; F=0)** _____
Does the essay support major claims about the past with evidence drawn from lecture or the readings?