This is a take-home exam. You must answer 5 essay questions (this means you may choose two not to answer). Each question will be worth 20 points.

This is an exam designed to synthesize the knowledge you’ve gained in this course. Be sure to answer the ENTIRE question, as some may have several parts. A five-sentence answer will not be sufficient. Be sure to analyze the question from all angles. This is your opportunity to show me that not only do you understand the concepts in this course, but you can apply them. 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.

I value parsimony and conciseness but do not want truncated answers. 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.

Think critically. Support the claims you make. CITE!!! If (When) you quote from your readings, let me know where and from whom (author and page number). There is no need for a works cited page unless you cite from sources outside of the syllabus.

A thorough answer for each of these questions will run approximately 1-2 pages single spaced. If your answer is much longer, you may be over-answering the question, much shorter and you may not have fully answered the question. While it is good to keep this in mind, I have no strict rules on how you format your exam except that it must be typed (in an easily legible font: Times New Roman, Arial, Calibri) and that you include your name. This is a take-home exam: you have a lot of time to do it and a computer to help – PROOFREAD. Misspelling, typos and grammatical errors will annoy me and may affect your grade. A grading rubric is included at the end of this exam.

Pay close attention to the directions. Please note: your answers to these question should be distinctly different from each other. Yes, these questions are interrelated and there are several angles you can use to address these questions BUT if you a single answer for two questions, you will receive a single grade for two questions. Remember, this is an exam and you will be graded individually – collaboration on answers is not permitted. Intellectual honesty!!!

I will ONLY accept hardcopies – NO ELECTRONIC/EMAIL versions. If I do not receive it, in mailbox, by 1pm on October 3rd, it is considered one day late. For each day late, you will lose 10% of your overall grade.
Answer 5 of the following essay questions:

1. How did the Cold War affect the ability of the U.S. architecture of global governance to work as intended immediately after WWII? How did this affect the role of these institutions as the Cold War dragged on? Pick one issue area (economics, security, human rights, etc) and elaborate.

2. Select one of the theoretical schools discussed in the lectures/readings (Realism, Liberalism, Marxism, Social Constructivism, or Critical Theory). How does this approach see the prospect of cooperation within the international environment? What (according to them) are the main obstacles to cooperation in international relations?

3. Choose one type of non-state actor (MNC, NGO, etc.) and compare and contrast the power of that type of organization with that of nation-states in the contemporary world.

4. What is the assumption of anarchy? How does the assumption of anarchy affect the prospect of cooperation? Compare and contrast how the Realists, Liberalists and Social Constructivists “see” anarchy and its effects/consequences.

5. What is the Peace of Westphalia? What is its significance for those who study international relations? What significance does it hold for those wishing to study international organizations and global governance?

6. Briefly outline the main reasons that states choose to act through international organizations. Explain how these motives vary depending on the issue areas that organizations may address.

7. The Isle of Ted simulation highlighted why cooperation among states is difficult. Why? Can states overcome these problems? If so, how? If not, why?
GRADING RUBRIC:

A Essays: 20-18 points
Strong, clear and concise analysis. You clearly present your evidence and demonstrate the ability to go beyond the basic information to include a great deal of original thinking. The essay is well organized and seamlessly integrates examples from the notes and from the books into the argument that is presented. The critical thinking clearly demonstrates that you fully understand the material. Excellent grammar and spelling.

B Essays: 16-17 points
Developed analysis but not fully clear or concise. You understood the material and incorporated examples from the readings and from class. The essay shows some solid original thinking, but not brilliance. The essay is well organized and has a clear line of reasoning. Minimum grammar and spelling mistakes.

C Essays: 14-15 points
Analysis is somewhat developed, lacking clarity and/or conciseness. You have done an OK job of answering the question. The basic information is there, it appears you understood it, but there is little in the way of critical thinking. Some grammar and spelling mistakes.

D Essays: 12-13 points
Regurgitation. You did the bare minimum to comply with the assignment. You have basically listed back information from the books and notes. Little or no original thinking is included. OR You have great original thinking, but there is no use of evidence from any of the class materials. You might have done the basic work, but it is hard to tell from this essay. Numerous grammar and spelling mistakes.

E Essays: <12 points
It is not clear that you read or understood the material in question. Not only is there no real argument, but you apparently did not even get the basic information down. OR You have a very nice answer, but not an answer to the actual question that I asked. Next time: read the question. Atrocious grammar/spelling – I’m not sure I know what you’re saying.