

MID-TERM EXAMINATION

Write your name and ID number on the front of the blue book and number consecutive blue books. Answer both parts of the exam. This is a double-sided page. Write legibly. Good luck!

A. Answer any four of the following five questions. (20 min.)

QUESTION 1. For each of the following events, indicate whether the event took place BEFORE, DURING, or AFTER the Berlin Airlift. (Put each answer on a separate line on the first page of the blue book.)

1. Truman Doctrine speech
2. Prague coup
3. NSC 68
4. Formation of NATO
5. Soviet Union explodes first nuclear device
6. Iranian Crisis

QUESTION 2. Indicate the country associated with each name. (Put each answer on a separate line on the first page of the blue book.)

1. Kim Il Sung
2. Acheson
3. Tito
4. Chiang Kai-shek
5. Molotov
6. Nitze

QUESTION 3. In his article, "The Sources of Soviet Conduct," George Kennan (Mr. "X") argues that, while the Soviet Union maintains its "original ideology," two concepts had come to be stressed which relate specifically to the Soviet regime itself. What are these concepts?

QUESTION 4. According to the class discussion, there are three major types of compellence strategies. What are they? How is each meant to affect the expected utility of the target?

QUESTION 5. In his book *Arms and Influence*, Thomas Schelling discusses a strategy which he characterizes as “competition in risk-taking” and offers the modified game of chess as an analogy. Describe this strategy.

B. Write a short essay on one of the following topics, but not both. (30 min.)

QUESTION 1. Policymakers often value having multiple options in times of international crisis. However, in class it was argued that less freedom of choice may lead to more favorable outcomes. Discuss and give examples from class lectures and/or Schelling’s book.

QUESTION 2. If all nations became peace-loving, then war would disappear. Discuss using deterrence theory as developed in class. What implications can you draw for policies that the U.S. could have pursued after 1945 with respect to the Soviet Union?

Scoring Instructions

Each question in Section A is worth 12 points. The chronology and person identification questions get 2 points for each correctly answered part unless indicated otherwise. The short answer questions get credit depending on the completeness and correctness of the answer. These are not meant to be too rigorous, so do not be too stingy with the points.

For the essay in Section B, use the following rough guideline:

- 43 points: A (solid, imaginative, thorough)
- 30 points: B (generally good)
- 18 points: C (sort of knows what's going on, notably flawed, quite incomplete)

If the essay is exceptionally good, you can award extra points, up to a total of 52. Usually there aren't more than several essays that will make this distinction.

Maximum score on the exam is 100: 48 for the first section and 52 for the second.

When grading, use a red pen and write the number of points awarded for each question in the margin next to the question. If you feel like it, add a brief comment explaining reasons for deductions. If you deduct more than 50% of the points for the question, you should definitely add a comment. This will help with the inevitable complaints afterward: You will be able to remember why you deducted points. Writing comments on the essays is especially helpful. Feel free to praise as well as criticize.

When done scoring an exam, write the total number of points for section A and the points for section B on the inside front cover of the first blue book. Write the total points for the exam underneath and circle that number. I will assign the letter grades after I correct for the differences between you and the other grader.

If there are some common mistakes that students repeatedly make, either in the short answers or the essays, let me know. You can email me with the information so I can take into account for the grading and include it as an explanation with the answers.

You have a week to grade the exams. I will need them back on Tuesday, November 5, so I can assign the letter grades and distribute the exams to the class on Wednesday.

Answer. The Berlin Airlift (blockade) lasted from 6/27/48 to 5/12/49.

1. BEFORE (3/12/47)
2. BEFORE (2/48)
3. AFTER (4/14/50)
4. DURING (4/9/49)
5. AFTER (8/49)
6. BEFORE (1945-46)

Answer. 1. North Korea (1 point for Korea, 0 points for South Korea)

2. U.S.
3. Yugoslavia (1 point for Serbia)
4. China or Taiwan
5. U.S.S.R. or Russia
6. U.S.

Answer. See section II of Kennan's article: (a) innate antagonism between socialism and capitalism, and (b) infallibility of the Kremlin.

Answer. See last paragraph on p. 2 of the lecture notes for Compellence Theory. The three strategies are punishment (raises costs), risk (raises probability of suffering costs), and denial (decreases probability of victory).

Answer. See pp. 99-105 in Schelling's book. The strategy involves manipulating a shared risk of war: instead of threatening to take steps that deliberately lead to disaster (meaning they are not credible), one takes steps that increase the risk of disaster occurring accidentally.

Answer. See lecture notes on credibility and commitment. The essay should include a discussion of credibility of commitments and show how limiting one's options may lead to better outcomes. The essay must be clear that commitments must be observable and irreversible (or at least appear as such) for the technique to work. Any examples of tying hands, sinking costs, or burning bridges will work but the essay must specify some historical examples, not just hypothetical ones.

Answer. The essay should explain the concept of deterrence (see the lecture notes) and stress the comparison of action to the status quo. The essay then could argue either way. If all nations were peace loving, this could imply either that they all liked the peaceful status quo or that they did not like to fight for any reason. In the first case, there is no war because no one wants to challenge the status quo. The implication is that the US should have made the status quo more attractive to the USSR, so the real US policy was misguided. In the second case, there is war because no one wants to defend the status quo. The implication is that the US should make its threats credible, so the real US policy was great.