

**WORLD HISTORY IV**  
**Sample Questions for Final Exam**

1. According to the selections in *Makers of the Western Tradition*, edited by J. Kelley Sowards, handed out in class, both Leon Trotsky and Nikolay Valentinov placed emphasis on events during V. I. Lenin's adolescence, such as the execution of his brother Alexander for plotting the assassination of the tsar, as an explanation for what drove Lenin, in contrast to the interpretation of Robert V. Daniels who found the motives of Lenin in (A) a ruthless drive for personal power and cynical manipulation of Marxist theory; (B) too early and severe toilet training, which led to problems of constipation throughout his later life; (C) a desire to work for world peace through international organizations like the League of Nations; (D) sincere concern for the oppressed of Russia and the injustices inflicted upon them by the aristocracy; (E) an attempt to impress his friend Inessa Armand with his many accomplishments. \_\_\_\_\_
  
2. According to the lectures, Lenin threatened to resign unless Trotsky and the other Bolsheviks agreed to sign the Treaty of Brest-Litovsk with Germany in 1918 for all the following reasons *except* (A) he felt that Russia was not able to carry on the war effort; (B) he needed time to consolidate the Bolsheviks' position; (C) he believed that communism would soon sweep through the warring countries of Europe; (D) he considered treaties to be like pie crusts, that is, they are made to be broken; (E) he was a German agent acting on instructions from the German High Command. \_\_\_\_\_
  
3. Based on the lectures, which statement would you say best describes the New Economic Policy instituted in the Soviet Union between 1921 and 1928? (A) rapid industrialization at the expense of the peasantry; (B) small family farms and small privately owned shops and businesses were allowed while the government maintained control of the "commanding heights" of heavy industry; (C) economic centralization and considerable confiscation of private property; (D) war communism and confiscation of peasants' grain and livestock; (E) all power to the soviets. \_\_\_\_\_
  
4. According to the lectures, one of the reasons Joseph Stalin (1879–1953) was able to defeat Leon Trotskii (1879–1940) in the struggle to succeed Lenin was (A) although he had mastered administrative methods, he was a gray personage who seemed to pose no threat of charismatic leadership; (B) he was an excellent writer who often displayed his understanding of philosophical and stylistic nuances; (C) he was a gifted speaker and orator who could stir up a crowd to a fever pitch during the revolution; (D) he was witty and flashy, and a great dancer; (E) everyone liked his mustache. \_\_\_\_\_

5. In the “Stalin” video *Despot* shown in class all of the following points were made about Stalin’s reign of terror during the 1930’s *except* (A) millions of peasants were killed as “kulaks” as the result of the policy of forced collectivization; (B) hundreds of thousands of the cultural elite—scholars, engineers, industrial managers, writers—were imprisoned, executed, or died in the hard labor camps; (C) Stalin did not dare purge the Old Bolsheviks, like Kamenev and Zinoviev, who had joined the party before 1917 because no one would believe that they were British agents; (D) about half of the upper echelons of the officer corps (about 80,000 men) was purged, and three of the five field marshals were executed; (E) show trials were staged in which prominent party members, like Bukharin and Rykov, confessed their deviation. 

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6. Dependency Theory, as outlined in the lectures in regard to Latin America, contains all the following aspects *except* (A) after the wars of independence, the countries of Latin America remained in a position of being culturally and economically dependent on certain non-Latin American countries. (B) in effect, the colonial framework was never really abolished for the newly independent states of Latin America. (C) foreign investors sought to extract profits from Latin America by selling finished goods for raw materials and foodstuffs. (D) the Creole elite of Latin America, although resenting the Iberian powers (Spain and Portugal), had cooperated with them to maintain their own positions of influence and power. (E) the relatively slow economic development of Latin America can be explained by the fact that too many people became dependent on their governments for welfare. 

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7. According to the textbook (p. 148), which of the following statements most accurately describes what happened to the economies of Latin American countries as a result of the Great Depression? (A) The collapse of worldwide demand for raw materials led to a stagnation and then a intensified efforts by the larger countries to industrialize. (B) Latin America experienced a spurt of economic growth fueled by the increasing demand for raw materials, foodstuffs, and tropical crops. (C) Although the demand in industrialized countries for raw materials fell off, the slump in exports was more than overcome by a dramatic surge in the importing of industrial goods. (D) The period was marked by increasing government control of all facets of production and increasing tariffs placed on commercial exports. (E) Politicians and dictators began to reinvest their ill-gotten gains in industrial production in their own countries rather than saving their money in foreign banks to support their inevitable exile abroad. 

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8. According to the textbook (p. 148), which of the following statements concerning women in Latin American politics and society is most accurate? (A) Nowhere in Latin America did women achieve the right to vote before 1955. (B) Among elite and mass alike, women were repressed by factors ranging form the elites’ refined etiquette to the crude cult of male dominance (*machismo*) in all classes. (C) Women continued to be excluded from the Latin American industrialized labor force, although they played a major role in agricultural production. (D) By the mid-1980s, Latin American women continued to hold social and political status more similar to other areas of the Third World than to western Europe and North America. (E) Latin American men, in general, have wholeheartedly welcomed women into participation, and as full equals, in the intellectual, political, social, and economic life of their respective countries. 

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9. According to the textbook (p. 744), which of the following statements concerning the Díaz government in Mexico is most accurate? (A) Under Díaz, reforms were undertaken that finally began to resolve the inequity of land distribution in Mexico. (B) Labor unrest and political instability decreased significantly by the beginning of the 20th century. (C) Díaz's strongly centralized government actively discouraged foreign investment in Mexican mining and transportation. (D) Under the guise of modernization, the forms of Liberal government were maintained but were subverted in order to keep Díaz in power. (E) Díaz continued the Liberal reforms of Benito Juárez so that eventually he could hand the government over to Emiliano Zapata. 

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10. In the video shown in class from the series *The Broken Mirror*, Carlos Fuentes describes the Mexican revolutionary leader Emiliano Zapata (1879–1919) as (A) the only leader to survive the revolution with his reputation intact. (B) vilified in the historiography by supporters of Venustiano Carranza. (C) having his opposition to Carranza ignored in the official historiography, because the leaders of the PNR, Mexico's single party, saw their government as deriving from Carranza. (D) a communist who derived his theory of revolution from Leon Trotsky. (E) a peasant rebel who successfully ran Morelos province as an independent government under the Plan of Ayala. 

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11. According to the textbook (p. 165), the Women's War in Nigeria in 1929 was triggered by a scuffle between a messenger named Mark and a poor woman named Nwanyeruwa, but the larger context leading to the scuffle and to the war was (A) application by the British of the indirect rule to the south and the appointment of "warrant chiefs" to carry out administrative duties like census-taking and taxation. (B) Cecil Rhodes tried to acquire the Transvaal and Orange Free State through devious methods, such as the Starr Jameson raid on Nigeria. (C) Major Marchand tried to buy off General Kitchener at Fashoda with flowers that contained opium poppies. (D) Jaja, head of the Anna Pepple House of Bonny and King of Opobo, borrowed too much money from European financiers to modernize the harbor at the mouth of the Niger river and to expand the railroad and telegraph inland, and could not pay it back. (E) Jaja prevented British merchants from going up the Niger river delta to his sources of palm oil, and thus was found guilty of hindering free trade in the area. 

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12. The Resolutions of the National Congress of British West Africa, 1920 as excerpted in *Sources of Twentieth-Century Global History*, edited by James Overfield (Boston: Houghton Mifflin, 2002), (pp. 185–188), called for (A) the overthrow of the king in Great Britain and the establishment of a republic. (B) stricter controls by the local administrative authorities and agents of the British government. (C) all adult males in British West Africa to be made British citizens as a result of West Africans' fighting on the side of the Allies in World War I. (D) The ceding of The Gambia to Senegal since it was ridiculous to have a country that was 300 miles long but only 30 miles wide. (E) the right of the people of British West Africa to self-determination while remaining loyal to the King-Emperor. 

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13. According to the lectures, the African cash crop economies, which had been introduced by the Europeans, were hit particularly hard by the Great Depression because (A) they finally figured out that money doesn't grow on trees. (B) there was less cash available for the specialty crop, and the Africans had given up diversified crop growing that would have seen them through the hard times. (C) futures on Nigerian peanuts and Liberian rubber dropped precipitously on the African stock market. (D) unemployed Africans did not have enough money to buy the crops imported from Europe. (E) the idea of credit crop economies had not been yet been introduced by Visa and MasterCard. \_\_\_\_\_
14. According to the Bsail Davidson video *Africa: The Story of a Continent*, part 6: "This Magnificent African Cake," shown in class, it was proposed that the origin of the modern African independence movement began, not with World War II, but (A) after World War I when Africans who fought in Europe demanded independence for their countries. (B) with the Resolutions of the National Congress of British West Africa of 1920. (C) during the Great Depression when African workers began to unite for better wages and working conditions. (D) when the Italian army invaded Ethiopia, causing the Emperor Haile Selassie to flee and conquering one of the last independent states in Africa. (E) when the "trousered natives" demanded to be allowed to wear shirts. \_\_\_\_\_
15. According to the modified Eschenburg thesis presented in the lectures, countries in the first zone avoided dictatorship because they were (A) illiterate, industrialized, and semi-democratic; (B) authoritarian, literate, and democratic; (C) democratic, illiterate, and agrarian; (D) democratic, industrialized, and literate; (E) better than everyone else. \_\_\_\_\_
16. According to the lectures, which of the following is true about all the countries in Europe where some form of dictatorship came to power in the 1920's and 1930's? (A) All these countries fought on Germany's side in World War I. (B) Every one of these countries was overwhelmingly Catholic or Protestant. (C) In each of these countries, democracy was never fully accepted by the ruling elite as a legitimate form of government. (D) In all these countries there was a strong industrial program. (E) In each of these countries, the leaders and their wives regularly consulted astrologers to determine the most propitious times for conducting government policy. \_\_\_\_\_
17. According to the lectures, the "stab in the back" legend in Germany asserted that (A) many German soldiers stabbed themselves in the back with bayonets in order to escape life in the trenches; (B) Germany lost World War I because Austria did not come through when it counted; (C) Russia withdrew from the war because of treason; (D) Italy double-crossed Germany by coming into the war on the side of England and France even though Italy had a treaty with Germany; (E) Germany lost World War I because of domestic liberals, socialists, and Jewish bankers who refused to continue financing the war effort. \_\_\_\_\_

18. According to the textbook (p. 142), which of the following statements concerning the fascist movement of Lebanon after gaining independence from the French in 1943 is most accurate? (A) The Lebanese Phalange quickly established a liberal democracy that proved a model for the creation of progressive administrations in the Middle East. (B) Once gaining independence from the French, Lebanon fell prey immediately to the resurgent Turkish empire centered in Istanbul. (C) The Lebanese Phalange gradually evolved into a political party but did not lose its military dimension. (D) Rapid programs of land redistribution resulted in an equitable sharing of national resources, and the end of the Phalange as it no longer had an appeal for the Lebanese masses. (E) The Phalangist government did little to relieve the misery of the Lebanon peasantry and used the opportunity to rule for personal enrichment. 

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19. According to the textbook (p. 207), what happened to the parliamentary government established in China by the Revolutionary Alliance in 1912? (A) It was overthrown by a Communist insurrection. (B) Sun Yat-sen relinquished the presidency in favor of the northern warlord, General Yuan Shikai. (C) The parliamentary government under the presidency of Sun Yat-sen effectively governed northern China from the capital at Beijing for 20 years. (D) The parliamentary government was overthrown by the Boxer Rebellion. (E) They invited the Japanese in to rule over China because of all the disorder there. 

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20. According to the textbook (p. 100), Chinese Marxist theory, as formulated by Mao Zedong before the Revolution of 1949, differed from that of V. I. Lenin in all the following ways *except*: (A) Revolution emerged from will and activism rather than predetermined levels of economic development. (B) An idea of class struggle emerged that made class more a matter of how one thought than of how one earned a living. (C) Mao saw imperialism as the real enemy of revolution, not the bourgeoisie, and identified class struggle with the national struggle. (D) Mao Zedong taught that the revolution could occur only after the complete industrialization of China. (E) Mao came to believe in a “mass line” of revolutionary consciousness among the peasant masses, which the party must understand before it can guide them. 

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21. According to the video *China in Revolution* shown in class, what impact did the Chiang Kai-shek’s and the Nationalist’s smashing of the workers’ movement have on the development of the Communist Party in China? (A) It destroyed the early Communist movement, leaving only small cells of intellectuals and students. (B) The slaughter of the workers in Shanghai had little impact, because the great concentration of workers was in Beijing. (C) It allowed Mao’s program of revolutionary activity among the peasants to come to the fore. (D) It forced the Communists to become increasingly dependent on the Soviet Union. (E) It drove many members of the bourgeoisie into the hands of the Communists because they needed to find workers for their factories. 

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22. According to the textbook (pp. 209–210), what was the impact of the Japanese invasion of 1937 on the relative strengths of the struggle in China between the Nationalist Party and the Communist Party? (A) Chiang Kai-shek's position as commander of the Chinese military was enormously strengthened as a result of the Japanese invasion as all groups rallied around the "savior of China." (B) The heroic stand by the Nationalist armies at Beijing aided the position of the Nationalists versus the Communists. (C) Communist victories in set-piece battles proved the military superiority of the Communist military over that of the Nationalists. (D) Japanese victories robbed the Nationalists of their support in coastal cities and diminished Chiang's military reputation as "savior of China," leaving the Communists to seem like the real nationalists. (E) the Chinese Communists supported the Japanese against the Chinese Nationalists and helped set up Puyi as Emperor of Manchukuo. \_\_\_\_\_
23. According to the lectures, Fascist ideology included all the following elements *except* (A) the importance of the leader, who would intuitively grasp the will of the nation; (B) an emphasis on rational thought and a rejection of myth, fantasy, and idealism; (C) a glorification of action, noble causes, heroic deeds, and especially the use of violence; (D) placing the national community—not the individual nor all humanity—above everything else; (E) negation of and opposition to conservatism, liberalism, and communism. \_\_\_\_\_
24. According to the lectures, Fascists throughout Europe and the West had a common attitude toward the workers in that they believed the workers (A) should be crushed and segregated from the rest of the nation; (B) should be mobilized to overthrow the traditional elites, in particular the factory owners; (C) was the group destined to dominate society once a fascist revolution was completed; (D) was a racially distinct, foreign element in the nation; (E) should be reintegrated into the nation to end class hostilities and create unity symbolized by the fasces. \_\_\_\_\_
25. According to the lectures, all of the following can be considered characteristic of the ideology and goals of Fascist parties *except* (A) creation of a new nationalist authoritarian state; (B) organization of some new kind of regulated, multiclass, integrated national economic structure; (C) the attaining of empire or, at least, a radical change in the nation's relationship with other powers; (D) a pro-liberal, pro-communist policy that looked to parliamentary solution of problems; (E) espousal of an idealist, voluntarist creed that involved active participation and support of the government. \_\_\_\_\_
26. According to the lectures, William L. Shirer, in his book *The Rise and Fall of the Third Reich*, present all the following as explanations for the coming to power of the Nazis in Germany in 1933 *except* (A) the logic of German history, including militarism and authoritarianism. (B) a fatal flaw in the character of the German people. (C) the unique psychopathic and evil characteristics of Adolf Hitler. (D) the betrayal of Germany to the Nazi by the leaders of the Weimar Republic. (E) long-term unemployment and economic crisis \_\_\_\_\_

27. According to the lectures, which of the following statements *best* describes the kind of state Hitler created in the early 1930's in Germany? (A) It was a loosely directed government in which the Nazi dictator issued few directives and in which rival factions jockeyed for power. (B) The regime was predicated on an intricately run state bureaucracy that took its direction from Hitler. (C) An efficient free-market economy was organized and an aggressive foreign policy was initiated to reclaim the glory of Frederic the Great's Prussia. (D) It incorporated democracy into the old German Reichstag system. (E) "Wolf-robots" killing "lamb-robots." 

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28. Which of the following statements *best* coincides with the reasons given in the lecture for the success of the Nazi economic policy as implemented through the Four-Year Plans? (A) It provided workers with a better standard of living by soaking the rich and helped to produce Germany's free-market economy. (B) The Plans did little to reduce the national debt, but they were instrumental in implementing a more productive capitalist economy. (C) By the government's pumping money into the private sector, creating new jobs, and working toward full-scale rearmament, Germany achieved full employment after 1936. (D) Centralized control of the state economy improved productivity, but the Plan did not go far enough in that industrialists and factory owners were exempted from state market quotas. (E) The Four-Year Plans were one year shorter than the Soviet Union's Five-Year Plans, which were too long. 

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29. In British Prime Minister Neville Chamberlain's address to the nation on September 28, 1938, excerpted in *Sources of Twentieth-Century Global History* (pp. 244–245), in which he defends the policy of appeasement, he says of himself that he is "a man of peace to the depths of [his] soul" and that "[a]rmed conflict between nations is a nightmare." He also says that (A) if he were convinced that any nation had in mind to dominate the world by fear of its force, he would feel that it must be resisted. (B) it is better to live a life under domination than to lose it altogether in senseless warfare. (C) Great Britain will remain aloof and safe while the two dictatorships of Germany and the Soviet Union destroy each other in brutal total war. (D) resolving international conflicts should be left to the League of Nations and the World Court in The Hague. (E) as soon as Nazi Germany gobbles up too much territory it will get a bellyache and disgorge it all back. 

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30. According to the textbook (p. 213), which of the following statements concerning Tokugawa intellectual and cultural life is most accurate? (A) Japanese literature reached its zenith during the last decades of the Tokugawa Shogunate. (B) Confucianism rapidly lost ground to Buddhism as the major religious and ethical basis for Japanese society. (C) Japan continued to be largely imitative of conservative Chinese intellectual currents rather than developing dynamic ethical and philosophical systems. (D) Japanese writers produced books about the West, introduced journalism, and translated Western literary successes. (E) Literacy in Japan dropped to levels lower than anywhere else outside some areas of Asia. 

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31. According to the textbook (pp. 212–213), which of the following statements concerning Japanese political reforms following the Meiji restoration, which established the Japanese government that was in place in the early 20th century is *not* accurate? (A) The capital was moved from Kyoto to Edo, the Shogun’s center, which was renamed Tokyo. (B) The daimyos were persuaded to return their land to the government, and their domains were redivided into prefectures as the basis of a centrally controlled system of local government. (D) The new government limited its borrowing to the internal market and worked to improve its finances by reforming its monetary, banking, and taxation systems. (C) The constitution issued in 1889 vested supreme authority in the emperor, who held vast executive, legislative, and military powers, along with limited powers for the Japanese Diet. (E) The Meiji restoration restored sushi to the Japanese Diet, which aided their constitution. \_\_\_\_\_
32. According to the textbook (p. 213), which of the following statements concerning Japanese industrialization prior to World War I is correct? (A) Japan’s workforce was among the highest paid in the world. (B) Abundant natural resources made Japan virtually self-sufficient as an industrialized nation. (C) By 1914, Japan had reached nominal equality with the level of industrialization found in the West. (D) Japan produced ships and heavy industrial goods, but it was more involved in a drive to sell manufactured goods abroad. (E) By 1914, approximately half of Japanese industry was foreign-owned by British, German, and French industrialists. \_\_\_\_\_
33. According to the textbook (p. 112), which of the following statements concerning the Great Depression is most accurate? (A) In the West, the initial response of governments to the Great Depression was to try to balance the governmental budget by raising taxes and cutting expenditures. (B) Despite its severity, the Great Depression was only one of a series of economic downturns in global civilization and was probably not as severe as those in the seventeenth century. (C) The Great Depression was ended after a brief period of dramatic hardship by the active intervention of the World Court. (D) Given the lack of international cooperation and economic competition, the Great Depression only severely affected Britain, Germany, Austria, and the United States. (E) Sigmund Freud developed his psychoanalytic theories into order to get people out of the Great Depression. \_\_\_\_\_
34. According to the textbook (p. 106), which of the following was a social result of the Great Depression in the United States? (A) Wives and mothers found it easier to gain jobs in a low-wage economy than their husbands did. (B) Homeless people huddled in improvised shantytowns called Hoovervilles or rode the rails in empty freight cars crisscrossing the country. (C) White-collar unemployment exceeded the numbers of unskilled laborers as corporations foundered in a sea of debt. (D) Despite the economic dislocation, families in the United States remained largely unthreatened by the impact of the Great Depression. (E) America was the only country to go to the poorhouse in a Cadillac. \_\_\_\_\_



35. According to the textbook (p. 214), the initial impact of the Great Depression on Japan was which of the following? (A) It had little effect due to the economic isolation of Japan's economy from the West. (B) It actually resulted in an economic boom for the Japanese, as they managed to seize numerous export markets that had previously been the sole possession of the West. (C) It resulted in a slight economic downturn, but nothing similar to the catastrophic events of western Europe and the U.S. (D) It strengthened the influence of the militarists who wanted to depend less on world markets and to expand Japan's empire. (E) It led to the restoration of civilian government since the military government had so clearly botched up running the economy.
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36. According to the lectures, among the reasons given for the relative ease with which Japan modernized in the late nineteenth and early twentieth centuries (in comparison with China) are all the following *except* (A) Japan was ruled by a military class that took a pragmatic approach in seeing the Western challenge as essentially a military one. (B) The Western powers interfered little in Japan's internal politics, thus not contributing to opposition to foreign influence. (C) Japan was closer to the United States than China was and thus received Western influence more directly. (D) Japan was a relatively compact nation, which could shift course much more easily than China. (E) Japan was traditionally receptive to outside influences, having borrowed from China since the sixth century.
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37. According to the lectures, Japanese railroads were in the hands of Japanese owners by the 1880's whereas China took longer to accept railroads because (A) all the Chinese who knew anything about railroads went to the United States to work on the Union Pacific line. (B) the Chinese had notions about not disturbing the natural contours of the land (geomancy; feng shui) with railroad tracks. (C) Admiral Perry had brought a miniature railroad with him in 1853, whereas the West kept railroads from the Chinese until the twentieth century. (D) the Chinese preferred high-speed hydrofoils that traveled on water. (E) the Chinese government was waiting until the price of railroad tickets came down.
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38. According to the lectures, the ostensible reason for French occupation of the German Ruhr region in 1923 was to (A) crush the Nazi uprising that had broken out. (B) force Germany to pay full reparations according to the Versailles Peace Treaty. (C) compel the German government to act against Adolf Hitler, who had just tried to overthrow the Weimar Government in the Munich Beer Hall Putsch. (D) prevent German rearmament. (E) demonstrate French superiority in occupation techniques.
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39. According to the lectures, all the following statements are true regarding the remilitarization of the Rhineland by German troops in 1936 *except* (A) it was a violation of the Versailles Peace Treaty; (B) it was a violation of the Locarno Pact; (C) it was done with the enthusiastic approval of the German General Staff; (D) British policy was to view it as Germany's merely entering its own backyard; (E) the French military overestimated German strength.
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40. According to the lectures, all the following considerations entered into the decision by Neville Chamberlain and Édouard Daladier at Munich in 1938 to grant Germany the Sudeten area of Czechoslovakia *except* (A) many Germans lived there; (B) it was believed that the Sudeten area was not worth a war; (C) England did not feel strong enough to fight Germany; (D) France had no treaty obligation to Czechoslovakia; (E) they believed that this would be Hitler's last territorial demand. 

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41. The selection from Rudolf Höss, the commandant of Auschwitz, as excerpted in *Sources of Twentieth-Century Global History*, (pp. 249–253), tells us that (A) at the Wannsee Conference in 1941, Hitler ordered the “Final Solution” (*Endlösung*)—i.e., the complete extermination of the Jews in Europe. (B) maybe a few hundred Jews died in the concentration camps, but there was no “Holocaust” involving 6 million Jews and 5 million non-Jews. (C) he managed to save thousands of Jews by rerouting them to Schindler's armaments factory. (D) having met Anne Frank and being impressed with her insights into human nature, he saved her diary for publication after the war. (E) it was of the utmost importance that the preparation for the gas chambers of recent arrivals to the concentration camps be undertaken in a mood of complete calm, so anyone showing any signs of agitation was taken behind the farmhouse and shot in the back of the head with a small-caliber pistol. 

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42. According to the lectures, at the time of the Yalta Conference, in February 1945, the advantage lay with the Soviet Union for all the following reasons *except* (A) American and British troops had not yet crossed the Rhine River; (B) the Soviet Union had already made a separate peace with Germany; (C) the Soviet army had occupied most of eastern Europe and was only fifty miles from Berlin; (D) The Western allies had not yet defeated Japan; (E) Stalin could base his claims on the Curzon Line of 1919, which was established to define ethnic boundaries. 

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43. According to the lectures, in 1941, the United States prohibited the export of scrap iron and oil to Japan to get the Japanese to stop the invasion of China. In retaliation the Japanese attacked Pearl Harbor in the hope of (A) defeating the United States and taking over control of all Pacific trade itself. (B) making limited gains, then agreeing to peace terms that would give Japan hegemony over East Asia. (C) aiding Adolf Hitler in his plans to take over the world. (D) taking the U.S. ships for the scrap iron and oil they needed. (E) it was a mistake; they meant to bomb Canada instead. 

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44. According to the lectures, the German surrender in May 1945 was brought about by (A) a series of major military defeats, beginning in early 1943 in the Soviet Union (Stalingrad) and in North Africa. (B) the assassination of Hitler by Nazi officials, who could no longer tolerate his irrational decisions. (C) the defeat of Germany's Italian allies and the death of Mussolini. (D) the dropping of atomic bombs on Japan, which served as a warning of destruction if Germany continued to fight on. (E) secret negotiations between Hitler and Churchill whereby Hitler would be allowed to escape to Argentina if he ended the war. 

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45. Controversy continues to surround the reasons behind the decision to use atom bombs on Japan in 1945. Which of the following statements best describes the view favored in the lectures: (A) It was unnecessary to end the war, but it would teach the yellow race a lesson. (B) The use of the bomb by the United States would make the Russians more cooperative after the war. (C) It was seen as a way to end the war quickly and save American lives. (D) American scientists needed someplace to test the bomb and Japan was as good a place as any. (E) The bombs were dropped on Japan as a warning to Fidel Castro, Daniel Ortega, Saddam Hussein, and other dictators who try the patience of the United States. 

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46. According to the lectures, the dropping of the atom bombs by the United States military on Hiroshima and Nagasaki in August 1945 were not as decisive in the Japanese military's acceptance of surrender as (A) the realization that continued war would lead to the deaths of many Japanese civilians. (B) the loss of hope that Franklin Delano Roosevelt would be defeated in the elections of 1948. (C) the entry of the Soviet Union into the war against Japan on August 9, three months after the end of the war in Europe. (D) the difficulty in recruiting kamikaze pilots. (E) guarantees that all the military leaders would all be allowed to maintain their positions after the war was over. 

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47. According to the lectures, one of the major reasons for the success of the Japanese economy after World War II was the (A) fact that the country escaped the devastation of the war and that its industrial capacity was still intact; (B) willingness of the Japanese to produce cheap items of poor quality for consumer nations, in order to increase profits; (C) willingness of Japanese industry to adopt innovative ways of production, such as Edwards Deming's methods of quality control; (D) unwillingness of the Japanese to make sacrifices and their demand for the quick achievement of a high standard of living; (E) the influx of immigrants into Japan, which provided a cheap labor force. 

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48. According to the textbook (p. 240) which of the following statements concerning western European nations after World War II is most accurate? (A) Increasingly western European nations withdrew from the North Atlantic Treaty Organization (NATO) and established self-sufficient military defensive systems. (B) Western European nations rapidly lost their fear of Soviet aggression leading to the weakening of NATO. (C) Western European nations rapidly expanded their military expenditures to equal and exceed those of the U.S. (D) World War II laid the foundations for the postwar welfare state as countries like Britain had put great demands on its citizen but had also assumed unprecedented responsibility for them. (E) Western European countries in NATO allied themselves with eastern European countries in the Warsaw Pact to combat Soviet expansion. 

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49. According to the lectures, the Soviet Union's response to the establishment of NATO (North Atlantic Treaty Organization) in 1949 was (A) jubilation in the streets of Moscow because of Russia's invitation to participate in this Western club. (B) the subsequent signing of the Warsaw Pact uniting Eastern Europe under the Soviet military umbrella. (C) the blockade by the Soviet Union of Berlin, which was relieved only by an airlift. (D) the occupation by Soviet troops of what would become North Korea. (E) agreeing to a non-aggression pact with Japan so the Soviet Union would not have to fight a two-front war. 

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50. According to the textbook (p. 241), in addition to nuclear weaponry, World War II resulted in other technological breakthroughs such as (A) the radio, cross-Atlantic air travel, and coast-to-coast automobile races. (B) the mass production of DDT, the antibiotic penicillin, and other wonder drugs like sulfonamides. (C) fertilizers made by the Haber-Bosch process, which in times of war could also be turned to the production of explosives. (D) telephone, telegraph, and television. (E) fax machines, compact disks, and iPods. 

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51. According to the textbook (p. 91), which of the following resulted from Stalin's agricultural policies? (A) Peasants were presented with real market incentives for increased production. (B) Kulaks (well-to-do farmers) were able to achieve control over most of the agricultural lands of Russia. (C) Peasant resistance to collectivization reduced agricultural productivity to nothing, and Russia endured mass starvation during 1931–1933. (D) Agricultural planning was non-existent, as small independent farmers continued to control most of Russian productivity. (E) The Soviet Union always had a surplus of wheat, which it was able to export to the U.S. and Canada when those countries were having difficulty feeding their respective populations. 

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52. According to the lectures, why did Joseph Stalin not prepare for the Nazi invasion of the Soviet Union in 1941 despite warnings by Winston Churchill and others? (A) He thought attempts to warn him were Western tricks of provocation and disbelieved them. (B) He was confident Soviet forces could quickly repel any German invasion. (C) His spies in the German High Command told him that Hitler was now looking to Africa for *Lebensraum* instead of Russia and Ukraine. (D) Soviet scientists were nearing completion of the atom bomb, so Stalin thought he could just nuke the Germans. (E) He was expecting Hitler to be overthrown in 1940 after his losing the Battle of Britain. 

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53. According to the textbook (p. 140–141), what type of government did Getúlio Vargas institute in Brazil between 1929 and 1945? (A) Vargas restored the Brazilian monarchy, but maintained the real power behind the throne. (B) Vargas established a dictatorship and expressed themes similar to those of the Brazilian fascists, the Integralistas, then crushed them when they attempted a coup in 1938. (C) Vargas introduced a socialist and totalitarian government in 1929 based on the model of Stalin's Soviet Union. (D) Vargas was dedicated to the principles of liberal democracy and the retention of a vibrant and open political arena. (E) Vargas successfully decentralized the government of Brazil into Base Christian Communities, where the real power lay. 

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54. According to the lectures, the King-Crane Commission of 1919 determined that (A) the Russian Revolution posed a threat to European security. (B) that only 20% of the disputed area of Palestine was occupied by Palestinian Arabs and therefore could be appropriated for use as a Jewish homeland. (C) that Palestinians needed a homeland of their own because no foreign countries were willing to give them shelter. (D) that 90% of the population in the disputed area of Palestine was inhabited by Palestinian Arabs and thus should not be appropriated for a Jewish homeland. (E) that there was no "land without a people" for either the Jews or the Palestinian Arabs who were both seeking a country of their own. 

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55. According to the textbook (p. 906), which of the following statements concerning Zionism by World War II is most accurate? (A) Not until May 1942 did the Zionist movement in general formally commit itself to the demand for a sovereign “Jewish commonwealth” after the war. (B) The Zionist movement turned to peaceful demonstrations and boycotts on the model of the Indian nationalist movement and refused to participate in violence. (C) The Zionist movement, frustrated by the failure to achieve an independent nation, weakened by the time World War II. (D) The Zionist movement was eliminated by World War II by the combined action of the Palestinian Arabs and the British. (E) Frustrated in their attempts to get a Jewish homeland in Palestine, the Zionists accepted the British offer of Uganda instead. 

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56. According to the lectures, which of the following statements concerning the creation of the state of Israel is *not* correct? (A) Arab states bordering Israel attacked the new nation, but failed to defeat the Israelis. (B) The United States supported the creation of Israel in 1948, but the Soviet Union opposed its formation. (C) The partition of Palestine into Jewish and Arabic states was decided in the United Nations. (D) The Arab-Israeli war of 1948 created hundreds of thousands of Arab refugees from Palestine. (E) The Arab-Israeli war of 1948 led to an increase in the size of Israel over the original partition lines. 

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57. According to the lectures, World War II helped shape the existentialist thought of Jean-Paul Sartre (1905–1980) by (A) convincing him that evil would be eliminated from the world once the Nazis were defeated; (B) depriving him of his freedom to make choices about his actions, thus, leading him to realize that we are not responsible for our actions; (C) forcing him to cooperate with the Nazis when they occupied France, which resulted in his formulation of the doctrine of accommodation with evil; (D) convincing him of the validity of Nietzsche’s concept of the *übermensch* when he saw Superman defeat the Nazi tank battalions in open combat; (E) showing him what it meant to be a lone individual in a hostile universe. 

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58. According to the lectures, one of the few common positions of modern existential thinkers, such as John-Paul Sartre, Karl Jaspers, and Albert Camus, is (A) agreement on the importance of science to solve mankind’s problems; (B) rejection of the value of reason in ordering the universe, which is basically absurd; (C) agreement on the importance of God as the moral and ethical keystone for all behavior; (D) rejection by the individual of abstract systems of thought that do not fit their own experience; (E) the theme of agreement and rejection. 

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59. According to the lectures, the intellectual and cultural life of the twentieth century has taken place within the framework of each of the following *except* (A) extreme forms of political repression, including purges, torture, and genocide; (B) balanced economic development between industrial countries and agricultural countries, along with a willingness on the part of the haves to share with the have-nots; (C) extreme social and political conditions, including, war against civilians, mass displacement of populations, and revolution; (D) the imminent threat of nuclear warfare and mutual assured destruction (MAD) of the human race; (E) authoritarian dictatorships and state-sponsored physical and psychological abuse of human beings. 

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60. According to the lectures, it is most true to state regarding the relationship between the anti-Semitism of the middle ages and that of the late nineteenth century that (A) the ideas of the later anti-Semites were virtually identical with those held by persecutors of Jews in the middle ages; (B) the later anti-Semitism was milder and less systematic; (C) the opposition of most Jews to liberal reforms generated by the Enlightenment and the French Revolution made the later anti-Semitism more extreme; (D) the earlier anti-Semitism was based primarily on religious considerations, whereas national and racial considerations were the decisive forces in the later anti-Semitism; (E) the two movements were similar in that in both instances Christian Churches gave unqualified support to anti-Semites. 

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61. According to the textbook (p. 118), the Englishman John Maynard Keynes, “the most innovative economist of the day,” (A) urged that government funds be used to encourage industrial activity during times of depression. (B) argued for a balanced budget amendment. (C) agreed with Herbert Hoover that the depression was part of an inevitable process and that prosperity was just around the corner. (D) subsequently taught economics at the Harvard University Extension School. (E) was Milton Friedman’s mentor. 

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62. According to the textbook (p. 131), the lesson that Adolf Hitler seems to have learned from the failure of his Beer Hall Putsch in 1923 and from Mussolini’s experience in Italy was that (A) any future uprising against the state must be well organized, well planned, and involve many thousands of people. (B) the way to achieve power was not through the use of force but by taking advantage of the democratic instruments of elections and party politics. (C) the Nazi party organization must be restructured to eliminate the strutting paramilitary groups that frightened traditional conservatives. (D) the Nazi Party should more actively recruit members from among the officers of the army. (E) the Nazi Party should no longer be a mass party but should prepare for the future seizure of power by reconstituting itself as a small, elite party of highly devoted and skillful revolutionaries. 

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63. It is most accurate to state regarding Hitler’s policy toward the German industrialists that he (A) was largely controlled by them; (B) expropriated much of their property in order to create a war machine; (C) allowed them no share in his power but complete freedom in all economic matters; (D) allowed them to share in political decisions but insisted that government officials participate in the management of all large factories; (E) wanted them to serve, not control the state, but he preserved capitalism and was willing to allow the profits of industry to rise, while retaining the unlimited right of the government to intervene in the economy. 

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64. According to the class handout, Albert Einstein was popularly known as “the father of the atom bomb” because (A) he made the final decision to drop the bomb on Hiroshima; (B) his formulation of the theory of relativity in the space-time continuum provided a theoretical base for the release of nuclear energy; (C) he discovered the nuclear chain reaction that caused the instantaneous transformation of one element into another; (D) his daughter was a strip tease dancer whose act “exploded” on stage; (E) in 1939, he wrote a letter to Franklin Roosevelt urging him to support the development of the technology to create such a weapon. 

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65. According to the textbook (p. 125), which of the following is the most correct statement about political views of Benito Mussolini (1889–1945)? (A) He was always an internationalist who put the good of Europe over that of Italy. (B) He was always a socialist and maintained his membership in the Italian socialist party. (C) He originally was a socialist, but broke with the Socialist party over its position that Italy should remain out of World War I. (D) He always put the nation before himself. (E) He was a great military genius who led the Italian army to victory after victory. \_\_\_\_\_
66. According to the textbook (p. 127), which of the following statements best describes Mussolini's economic program: (A) Importation of grain supplies from the Soviet Union in return for military assistance. (B) Raising taxes and reducing expenditures in order to balance the government's budget. (C) low tariffs to encourage the importation of industrial goods. (D) subsidies to the agricultural industry to not plant certain crops; (E) a policy called "corporatism" that sought to unite members of the same economic calling, both employers and employees. \_\_\_\_\_
67. *Optional:* If you wish, make up a multiple-choice question that you think should be asked on an exam of this type. If it is appropriate to the material and if you answer it correctly, I will give you one additional correct answer on the multiple-choice part. I will also use the best questions in future exams. Remember: no one-word answers \_\_\_\_\_