

HISTORY OF THE 20th CENTURY, 1901–1950
Sample Multiple-Choice Questions for the Mid-term Exam

General Instructions:

The mid-term quiz will have ten (10) multiple-choice questions worth 50 points overall (5 points each). Seven (7) of those questions will come from these sample questions. The three (3) other questions, which are not part of the sample questions will be of the same kind that are here. For an extra 5 points, you may formulate an additional multiple-choice question of your own and write it on the exam. It should be a question that you would like to see on future exams of this type because I would like to use the best ones that way. Be aware, however, in order to get the 5-points credit, none of the potential answers may be a one-word answer, and you must answer your own question correctly.

1. Based on the course goals as stated on the syllabus and in the lectures, which of the following statements would you say most accurately describes the instructor's approach to this course: (A) You have to agree with everything the instructor says because he is one of those know-it-all teachers who can't stand being questioned. (B) You should not criticize the textbook—after all, it was written by experts, wasn't it? (C) History is a "dead" subject because we already know the facts of what really happened in the past. (D) We study history in order to learn the lessons of the past so we can prevent wars. (E) Students need to be allowed from the very beginning to form their own views based on their own critical thinking abilities. _____

2. In the the course handout "Three Criteria of Historical Study," the instructor of this course argued that making decisions based "lessons of the past" is probably not a good idea because (A) at the present time, we cannot know what really happened in the historical past, or at least we cannot know when we know it. (B) the evolution of mankind causes people to act differently in the same situation if they are separated by at least 100 years. (C) as Henry Ford said, "history is bunk." (D) those who remember the past are condemned to live in it; (E) as Samuel Butler wrote: "It has been said that though God cannot alter the past, historians can; it is perhaps because they can be useful to Him in this respect that He tolerates their existence." _____

3. Carter Vaughn Findley and John Alexander Murray Rothney, in *Twentieth-Century World*, 5th ed. (hereafter: the textbook)(pp. 2–4), use the 2000 Olympics to introduce all of the following themes that characterize 20th-century history *except* (A) global interrelatedness. (B) identity and difference. (C) rise of the mass society. (D) technology versus nature. (E) continuity and change. _____

4. According to the lectures, all of the following were methods of economic exploitation that colonial powers used to gain profit from their colonies during the period of the New Imperialism *except* (A) the selling of Bibles by the London Missionary Society at below market prices to indigenous peoples of Africa as David Livingstone (1813–1873) did along the Zambezi River below Victoria Falls. (B) imposition of “unfair” (mercantilist) terms of trade as the United States did in the Philippines and Russia did in central Asia. (C) transfer of colonial revenues to the treasury of the home country as France did when it integrated accounts. (D) extraction of natural resources without compensation as Leopold II, King of Belgium, did in the Congo. (E) transfer of interest on loans, payment for services, and profits of business firms (a “drain”) as the British did in India.

5. According to the lectures, all of the following are reasons or ways that European Imperialists in the nineteenth and twentieth centuries were able to conquer so much of Asia and Africa *except*: (A) Europeans possessed advanced weapons technology. (B) Europeans exploited indigenous peoples’ own divisions among themselves. (C) Europeans imposed their own religious beliefs on the indigenous people. (D) Overseas agents of the European companies acquired territories bit by bit drawing their governments in to protect them. (E) European bankers and investors were eager to invest in colonies for surer profits.

6. Charles Napoleon de Cardi, in “A Short Description of the Natives of the Niger Coast Protectorate,” described Jaja, head of the Anna Pepple House of Bonny and King of Opobo (1870–1887), as meeting his downfall because he did not understand “how far his rights as a petty African king would be recognized by the English government under the new order of things just being inaugurated in the Oil Rivers.” But in the lectures, a slightly different view was put forward, which was: (A) Jaja organized various Muslim tribes in the Sudan and attacked the British at Omdurman. (B) Jaja organized various Zulu tribes in Natal and attacked the British at Ruork’s Ridge. (C) Jaja held the rights to the land occupied by the Matabele people, which Cecil Rhodes wanted because of all the diamonds and gold there. (D) Jaja 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 free traders 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.

7. In the video *The Africans: A Triple Heritage* shown in class, Ali Mazrui expresses surprise that the English under Cecil Rhodes should tax the huts and heads of the Africans because (A) the Africans had no representation in Parliament and there should be no taxation without representation. (B) if the white man comes into the black man’s country, he should pay the black man compensation, not extract taxes. (C) it would have been more efficient to impose an income tax and thus redistribute the wealth to the poorer sections of Africa under British rule. (D) the hut and head taxes were regressive whereas a flat tax would have been more equitable. (E) the British knowingly risked an uprising following the model of the Maji-Maji revolt in East Africa when the Germans tried to impose the same taxes on the local populace.

8. According to the lectures, in his book, *Imperialism—The Highest Stage of Capitalism*, V. I. Lenin argued that Marx’s prediction of an international proletarian revolution did not materialize because (A) the bourgeoisie was using terrorist methods to keep the workers on the assembly line. (B) the workers lacked moral and intellectual fiber as the result of not having enough bran in their diet. (C) Western capitalists had used wealth derived from overseas colonies to bribe the working classes in their countries with higher wages. (D) Imperialism had transformed capitalism into an economic system that was beneficial to all mankind. (E) Marx was basically wrong about everything.

9. According to the lectures, one of the most notorious cases of European Imperialism occurred in the Congo where Leopold II, then the King of Belgium, ruthlessly exploited the area through (A) the imposition of “unfair” terms of trade. (B) the transfer of revenues to the treasury of the home country. (C) the extraction of natural resources without compensation. (D) the investment of capital for surer profits. (E) the drain on revenue by transfer of interest on loans, payment for services, and profits of business firms to Belgian financiers.

10. According to the lectures, the British government ordered the occupation of Egypt in 1882 primarily because (A) the Egyptians threatened the territorial integrity of the Ottoman Empire. (B) the Germans would have intervened in Egypt if the British had not. (C) the unstable economic situation in Egypt led British bankers who had invested there to pressure their government to intervene. (D) Egyptian nationalists asked for British protection. (E) the British wished to balance German acquisitions in other parts of Africa.

11. Jules Ferry in a speech before the French Chamber of Deputies as excerpted in *Sources of Twentieth-Century Global History*, edited by James H. Overfield (hereafter *Sources of Twentieth-Century Global History*) (pp. 8–10), justifies colonial expansion for all of the following reasons *except*: (A) The industrial populations of Europe need export markets. (B) Superior races have a duty to civilize inferior races. (C) Since warships can carry only 2 weeks of coal, France needs overseas provision stations, shelters, and ports for defense and revictualing. (D) Colonial expansion is the only way to arrive at everlasting peace. (E) France cannot be merely a free country but must also be a great country that exercises its rightful influence over the destiny of Europe, which of necessity involves propagating that influence throughout the rest of the world.

12. Imperialism between 1870 and 1914 as described in the lectures can best be described as: (A) greatly benefiting the Portuguese, who were a major imperial power at the time. (B) the desire of the Europeans to colonize more territory in the Arctic and Antarctic. (C) providing some economic benefits to the mother countries, yet often having economic drawbacks and often being destructive to the territory and people being colonized. (D) Benjamin Disraeli’s secret plot to become an African leader. (E) being of the same intensity as the previous imperialism of the 16th and 17th centuries in the Americas.

13. According to the textbook (p. 45), despite living in a Germany that was a major world power “entrusted to a backward political system that left power in the hands of one man, the Kaiser,” Berliners, on the whole, “were optimistic about their city’s future,” as evidenced by (A) spending a quarter of the city’s budget to provide an elementary education for every child. (B) voting to secede from Germany and create a free and independent Berlin state (*Freistat*). (C) the introduction of the Haber-Bosch process for manufacturing fertilizer to grow more wheat, thus outfoxing the Junkers who wanted to export rye. (D) setting up schools of dye manufacture and providing scholarships to foreign students like William Perkin to teach them how to make artificial dye. (E) building an airport on the outskirts of town before the airplane was invented.

14. According to the lectures, one of the most significant results of Prussia’s victory over Austria in 1866 was that (A) it meant that German nationalism would abandon liberalism and join forces with Prussian conservatism; (B) Austria remained bitterly unreconciled with Prussia and would continue to challenge Prussian leadership in Germany; (C) it led the South German states to join France in a war against Prussia; (D) it meant that Bismarck, having made Prussia the dominant power in Germany, was willing to accept parliamentary control over the monarchy; (E) it led to the reorganization of the Austrian Empire into the Austro-Hungarian Empire (*Ausgleich*).

15. According to the lectures, the nationalism of the South Slavs posed a particular problem for the Austro-Hungarian Empire, as opposed to say the nationalism of the Czechs, because (A) there was an independent South Slavic country (Serbia) to encourage the nationalist hopes of its ethnic cousins while the Czechs did not yet have an independent state they could look to; (B) the South Slavs were culturally more advanced than the Czechs; (C) the German population of Bohemia was quite willing to grant considerable rights to the Czechs, whereas both the Magyars and the Austrians bitterly opposed making even the slightest concession to the South Slavs; (D) the great majority of the South Slavs were willing to accept partial autonomy within the Dual Monarchy, whereas the great majority of Czechs demanded complete independence; (E) the great majority of the Czechs would have been satisfied with some cultural rights but the great majority of South Slavs demanded complete independence.

16. After 1871, that is, after the Germany had been united under Prussian control, Bismarck’s foreign policy, according to the view favored in the lectures, was fundamentally (A) confused and lacked any clear direction; (B) devoted to forming an alliance with France because he loved Parisian croissants; (C) stridently nationalistic, aiming at further territorial acquisitions for Germany in Europe; (D) moderate and cautious, devoted to the preservation of Germany’s position in Europe; (E) opposed to British interests and greatly prejudiced in Austria’s favor, while completely neglecting relations with Russia.

17. According to the lectures, the policy of trialism, associated by some with Archduke Franz Ferdinand, was considered a threat by many to Serbian nationalist ambitions because it (A) favored crushing all nationalist movements among the Slavs in the Habsburg Empire; (B) favored a policy that would put the Slavs on an equal footing with the Hungarians and Austrians in the Empire, thereby reducing the appeal to the South Slavs of a Greater Serbia; (C) sought to reconcile Austria-Hungary and Russia so that the Habsburg Empire would be free to dismember the Kingdom of Serbia and incorporate its population; (D) stood ready to deny the South Slavs in the Austrian half of the Empire all language and cultural rights and to insist that all business be conducted in German; (E) was aimed at convincing Germany to give him unqualified support for a plan to establish an Austrian protectorate over Serbia.

18. According to the lectures, the best evidence indicates that the Austro-Hungarian ultimatum to Serbia, after the assassination of the Archduke Franz Ferdinand, had as its immediate aim (A) forcing Serbia to pay a huge indemnity. (B) permitting Serbia to become the Piedmont of the South Slavs. (C) bringing about the annexation of Bosnia and Herzegovina. (D) deliberately provoking war with Serbia. (E) deliberately provoking a general European war.

19. According to the lectures, the response of Serbia to the Austrian ultimatum following the assassination of Franz Ferdinand was (A) to reject categorically all of its demands; (B) to accept all of its demands; (C) to ignore it and to request immediate Russian support for an invasion of Austria; (D) to suggest a general European conference to consider all outstanding problems between Serbia and Austria, and to impose a binding solution on both countries; (E) to accept all demands except one that would have involved a violation of Serbian sovereignty.

20. According to the lectures, the original form of the German Schlieffen Plan, devised by Count Alfred von Schlieffen of the German General Staff in 1905, (A) called for the quick defeat of France in the west by violating the neutrality of the Netherlands, Belgium, and Luxembourg; (B) made it mandatory that Germany declare war on Russia as soon as Austria mobilized its troops; (C) drew the United States into the war to protect the neutrality of Belgium; (D) failed as the result of unexpected Russian victories on the Eastern Front; (E) was intended to show how terrible war is by putting soldiers into trenches and dugouts where they were bombarded around the clock by the enemy, were without food for days on end, and were overrun by rats, which they killed with shovels.

21. In *Sources of Twentieth-Century Global History* (pp. 77–78), appear four examples of poster art, one each from France, Austria-Hungary, Germany, and England, all of which portray the attitudes that most of the populace of all combatant nations had in common in the early days of the war, including: (A) a major protest of a coalition of conservatives, liberals, and socialists headed by French socialist Jean Jaures that war was a violation of people's right to life. (B) the insistence by most socialists that social class came before country and that they would not fight their fellow workers. (C) exhilaration, joy, and a sense of community and purpose in the service of some great mission. (D) fear that the war would drag on for years and result in the death of millions of people. (E) indifference and apathy of the general populace to what they considered a "rich man's" war and of no concern to themselves.

22. At the beginning of the lecture on the origins of World War I, two quotations were given, one from Captain Mahan saying that armaments will maintain peace, the other from Sir Edward Grey saying that armaments lead to war. At the end of the lecture, I argued that (A) Sir Edward Grey was right because armaments led to World War I. (B) Captain Mahan was right because armaments had nothing to do with the origins of the war. (C) They were both right because armaments both maintained peace and made war inevitable. (D) They were both wrong because it was lack of diplomatic and military options, not armaments in themselves, that made war more likely. (E) What they said was irrelevant because armaments were not used in World War I.

23. According to the lectures, Allied and Central Powers military strategists underestimated the length World War I would be because (A) they based their thinking on two fairly recent European wars whereas the American Civil War was a better precedent for the coming “war of attrition”. (B) they never guessed the United States would enter the war, thus, prolonging it. (C) the English never fight past tea time. (D) they miscounted the number of soldiers in the Russian army. (E) Russian peasants turned out to be a superior fighting force who knew enough to put on their gas masks when a gas attack came even though they were not ordered to do so.

24. According to the textbook (pp. 68–69), which of the following was *not* a feature of war on the home front between 1914 and 1919? (A) Governments organized the major sectors of the economy to ration resources and production. (B) Executive branches of government increasingly took over from parliaments. (C) Governments controlled public opinion through manipulation of mass media such as newspapers. (D) Government bureaucracies grew as evidenced by the growth of the Ministry of Munitions in Britain and the adoption of “war socialism” in Germany. (E) Despite shortage of manpower, governments kept women out of the work force.

25. In the video *The Great War* shown in class, the segment “The Girls with Yellow Hands” refers to (A) nurses at the front whose hands turned yellow from all the mercurochrome they had to administer. (B) the handing of white flowers by young women to draft-age men who were not in uniform to indicate they were cowardly. (C) women whose hands and faces turned yellow because of the nitro-glycerin they worked with in the munitions factories. (D) suffragettes who dyed their hands yellow as a protest until women were granted the right to vote. (E) a musical that was popular on Broadway at the time in which all the female performers wore yellow gloves.

26. According to the textbook (pp. 80), among the advances that occurred as a result of World War I was (A) in the realm of international relations where a League of Nations was formed that was able to prevent the outbreak of war for ever more. (B) in an international agreement, the Versailles Treaty, signed in 1919, that was a model for treaty making ever after. (C) in philosophy where a movement of optimism broke out praising the boundlessness of progress. (D) in national economies where workers and pensioners on fixed incomes benefitted from the frugal and responsible wartime economic policies of the belligerent governments. (E) in the art of surgery where improvements came about as a result of the increased ability of armies to blow up their enemies with high explosives.

27. According to the lectures, Russian and Soviet historians are fond of ascribing the beginning of the Russian revolutionary tradition to the Decembrist revolt of 1825 when (A) Tsar Alexander II was assassinated; (B) the Crimean War was lost; (C) Lenin's older brother Aleksander Ulianov was hanged; (D) the tsar's troops fired on a peaceful demonstration of workers on "Bloody Sunday"; (E) some soldiers stood in formation in Senate Square in St. Petersburg in defiance of orders to disband, and then were fired upon when they began to disband.
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28. According to the lectures, by 1914, how successful was the Russian industrialization program? (A) Despite massive programs of forced labor and extensive government subsidies, the Russian program of industrialization failed. (B) Russian industrialization progressed slowly and by 1914 had reached tenth in the world in terms of steel production. (C) By 1914, Russia had surged to fourth rank in the world in steel production and was second to the United States in the newer area of petroleum production. (D) Without access to plentiful raw materials, Russia was dependent on constant territorial acquisitions to fuel its lagging industrial program. (E) Russia's industrialization program was not successful at all, which left it vulnerable to revolutionary parties and radical solutions.
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29. Based on your reading of the textbook (p. 87), which of the following statements about Russian Marxism would you say is the most accurate? (A) Marxist insistence on careful revolutionary organization and a focus on the working class was rapidly assimilated by anarchists and peasant groups. (B) Marxist doctrines were not imported from the West, but originated among the Russian intelligentsia. (C) V. I. Lenin introduced important innovations in Marxist theory, including the idea that a proletarian revolution could take place without Russia's fully going through the phase of industrialization. (D) Lenin was dedicated to the mass electioneering typical of Western socialist parties. (E) The Russians generally preferred the Marxism of Groucho to that of Karl at the time of the Revolution.
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30. According to the lectures, the Russo-Japanese War of 1904–05 (A) ended in relatively light territorial losses for Russia by the Treaty of Portsmouth despite costly Russian defeats on the battlefield and at sea. (B) inspired non-Western revolutionary and national movements in Asia and the Middle East, which ended all colonialism before World War I. (C) acknowledged Japanese claims in Southeast Asia, particularly Viet Nam, that conflicted with the claims of the United States. (D) resulted in the overthrow of the tsar of Russia in the Revolution of 1905 and the establishment the Bolsheviks in power. (E) destroyed the Japanese fleet for the next forty years.
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31. According to the lectures, which of the following statement *best* describes the performance of the Russian army on the Eastern Front in World War I? (A) The tsarist forces fought with enthusiasm and tenacity against the Germans but met their match in battle with the Austrians. (B) Despite being provided with state-of-the-art equipment and being led by brilliant leaders, the Russian soldiers refused to fight. (C) Although gaining initial victories against the Austrians, the Russian army lost battle after battle to the Germans due to poor planning and incompetent leadership. (D) In desperate hand-to-hand combat, Russian soldiers distinguished themselves against superior numbers of English, French, and Serb soldiers. (E) Russian peasants were a superior fighting force who knew enough to put on their gas masks when a gas attack came even though they were not ordered to do so.
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32. According to the lectures, the women's uprising of March 8, 1917 (N.S.) in Petrograd, which started the February Revolution, resulted from all the following intolerable conditions *except* which one? (A) Working women were angry, frustrated, hungry, and tired of watching their families starve while their husbands, brothers, and sons were away at the battlefield. (B) Most women workers in Petrograd held unskilled, poorly paid jobs in the textile industries and worked grueling twelve- and thirteen-hour days, then left work to stand for long hours in breadlines. (C) Women were being forced to carry a double burden of supporting those at home unable to work and of producing in the factory the armaments essential for the war effort. (D) They were most upset because Rasputin did not visit Petrograd as often as he had promised. (E) Working women soon realized that the intolerable state of affairs had come about because the government was unable to control distribution and to ration limited supplies.
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33. According to the lectures, probably the greatest mistake of the Russian Provisional Government in 1917 was (A) continuing the war effort against Germany and Austria-Hungary; (B) confiscating and redistributing the lands of the gentry; (C) liberating prisoners and granting universal suffrage; (D) instituting legal and political equality; (E) instituting the constitution and deconstituting Rasputin.
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34. According to the lectures, during the summer and early fall of 1917, Vladimir Ilych Lenin (1870–1924) had the Bolshevik party support which one of the following slogans: (A) "Russia: Love It or Leave It"; (B) "Tune In, Turn On, and Drop Out"; (C) "No New Taxes"; (D) "Millions for Defense but Not One Kopeck for Tribute"; (E) "Peace, Bread, and Land".
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35. According to the lectures, after the abdication of Tsar Nicholas II and the establishment of the Provisional Government in Petrograd, necessary political reform measures were not initiated because (A) the German army had captured the capital before anything could be done; (B) the leaders of the government saw their position as provisional until a constitutional convention could be held to form a permanent government; (C) the radical groups and the Soviet of Workers and Soldiers overthrew the government as soon as the reforms were proposed; (D) everybody listened to Lenin when he demanded a "revolutionary-democratic dictatorship"; (E) the peasants did not want anything changed.
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36. 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.
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37. 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.

38. 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.

39. 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.

40. 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.

41. Optional: In the space below, compose your own multiple-choice question on the basis of the material studied in this course, and answer it. Try to formulate your question according to the way you think it should be worded on an exam of this type. No one-word answers, please. I hope to use the best questions on future exams. Warning: you need to answer your own question correctly to get credit.
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