

August 3, 2010

Name _____

**Final Exam for HIST S-1967
From Cold War to Global Terror, 1945–the Present**

Part I: Multiple-Choice Questions

General Instructions:

- 1) In the space provided at the right of each question put the letter equivalent to the most likely answer.
- 2) If you come to a question that you do not immediately know the answer to, then move on to the other questions, then come back to the one(s) you did not know at first.
- 3) For questions that you are not sure of, make the best guess that you can. In this test wrong answers are not subtracted from the number of right answers. Don't leave any question unanswered. A pure guess has a 20% chance of being right; a blank has 0% chance of being right.
- 4) Keep your wits about you and don't panic. You should be able to figure out the correct answer to most questions. And if there are some you can't figure out, just relax because it is possible others will not have it right either.
- 5) *Disclaimer:* While the questions for this exam have been well researched, the answers have not. Any so-called objective test has elements of subjectivity (and ambiguity) about it. If you feel that there are two or more possible answers for any question, write a brief note in the margin explaining why you think so. We will take your note into consideration when correcting the exam.
- 6) In each of the 30 questions on this exam that were not on the sample questions, one of the answers is missing. It may be a correct answer or an incorrect answer. In the blank space write in a corresponding answer. As with the optional question, no one-word answers, and no "all of the others" or "none of the others." You will need to have the correct letter answer for a question and have filled in the blank answer appropriately to receive full credit for that question.

Questions:

1. According to the lectures, the North Atlantic Treaty Organization (NATO) was founded in 1949 ostensibly
(A)→

(B) in response to the Soviet Union's creation of the Warsaw Pact.
(C) to begin the process of the integration of European countries into becoming states of the United States.
(D) in response to fear of a Soviet invasion of Western Europe.
(E) to prevent Hitler from annexing Austria (*Anschluss*)
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2. The lectures traced the beginning of European economic integration that led to the European Union ultimately back to
 - (A) the Council of Mutual Economic Assistance formed in 1949.
 - (B) the North Atlantic Treaty Organization (NATO) founded in 1949.
 - (C) the European Coal and Steel Authority established in April 1951.
 - (D) the Treaty of Rome signed on March 25, 1957.
 - (E) the Benelux Economic Union between Belgium, the Netherlands, and Luxembourg created in 1958.

3. According to the lectures, all of the following conditions existed in Eastern Europe immediately after World War II *except*
 - (A) the presence of the Soviet Army.
 - (B)→
 - (C) coalition governments including cabinet ministers from both Marxist and non-Marxist parties.
 - (D) an attempt on the part of the Soviet Union to deny the area to Germany, capitalism, and anti-Soviet elements.
 - (E) inspectors from the newly formed United Nations to verify that the war-time agreements made by the Soviet Union were being carried out.

4. According to the article “How to Train a Stuffed Goose” from the pamphlet *Stuffed Geese*, as excerpted in *Documentary Reader* (pp. 171–172), which of the following description is most accurate in regard to the meaning of “stuffed geese”?
 - (A) “Stuffed geese” was a metaphor for the French soldiers surrounded at Dien Bien Phu in 1954 by the Vietnamese army under General Giap.
 - (B) “Stuffed geese” was a metaphor for what the banal and insipid teaching in French universities during the 1960s was turning the students into by fostering a state of intellectual sterility.
 - (C) “Stuffed geese” was a metaphor for the lack of compassion and action by French and U.S. leaders toward the poverty-stricken people of the Third World.
 - (D) “Stuffed geese” was a metaphor for the affluent of the West, while victims of disease and famine throughout the world had lost everything.
 - (E) “Stuffed geese” was a reference to the unfortunate tendency of the French Parliament and U.S. Congress to follow their respective presidents like “geese in formation” in matters of international relations.

5. According to the lectures, American Ambassador Richard Patterson proposed the “duck test” in relationship to
- (A) Joseph Stalin’s physical appearance, which would have resulted in Patterson’s being inducted into the Gulag had he been a Soviet citizen.
 - (B) the supposed Communist leanings of Jacobo Arbenz’s Guatemalan government in the early 1950s.
 - (C)→
 - (D) the code name for a U.S. amphibious assault on Paraguay.
 - (E) knowing when to duck when people are hurling criticisms and insults at you.
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6. According to the lectures, “the shark and the sardines” was a metaphor that meant which of the following?
- (A) The shark represents the industrialized West, which feeds off the cheap labor of sweatshops, situated mostly in Asia.
 - (B) The shark represents economic control of the U.S. and Western Europe, who prey on the exports and plentiful natural resources of developing nations, especially in Africa.
 - (C) It was a Cold War metaphor, whereby the shark represented the U.S. or the Soviet Union, and nuclear war could be triggered if either “shark” attempted to eat the other’s sardines (small allied satellite nations).
 - (D) It was a description, introduced by the president of Guatemala, of U.S.-Latin American relations.
 - (E) It is a description by environmentalists, which indicates that overfishing has depleted the ocean’s reserves to only very large and very small (mostly inedible) fishing stock.
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7. According to the lectures, which of the following statements concerning the revolution in Chile in 1973 is most accurate?
- (A) The reform-minded government of co-rulers Bernardo O’Higgins and José de San Martín was overthrown by communists led by Ernesto “Che” Guevara.
 - (B) The U.S. Central Intelligence Agency earlier acted to discredit the self-declared Marxist Salvador Allende in order to prevent him from being elected president, but there is no evidence that, at the time of the overthrow of his government by the military, the CIA was actively involved.
 - (C) The Chilean government was placed under the trusteeship of the U.S. with Henry Kissinger as main trustee.
 - (D) “Shining Path” revolutionaries from Peru were thwarted in their attempt to overthrow the Chilean government by military forces sent from Argentina by Juan and Eva Peron.
 - (E) Chile was the last of the Latin American countries to gain its independence from Spain, which it was able to accomplish with arms supplied by Ferdinand Marcos brought across the Pacific from the Philippines in reed boats fashioned by Thor Hyerdahl.
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8. According to her Speech to the College of Europe in Bruges, Belgium, September 20, 1988, as excerpted in *Documentary Reader* (pp. 335–339), Margaret Thatcher, defined “some guiding principles for the future” to “insure that Europe does succeed, not just in economic terms but also in the quality of life and the influence of its peoples.” Those “guiding principles” included all of the following *except*
- (A) willing and active cooperation between independent sovereign sates is the best way to build a successful European Community.
 - (B) Community policies must tackle present problems in a *practical* way, however difficult that may be.
 - (C) European countries must save money on military spending by placing themselves under the nuclear protection of the United States and abandon NATO.
 - (D)→
 - (E) The expansion of the world economy requires Europe to continue the process of removing barriers to trade.
9. In regard to the Hungarian Revolution of 1956, according to Michael H. Hunt in *the World Transformed 1945 to the Present* (hereafter: the textbook) (p. 161), which of the following statements is *incorrect*?
- (A) Hungary had become a major industrialized state, but the workers had no right to strike.
 - (B) The new Hungarian leader, Imre Nagy, had unsuccessfully appealed to the United Nations to defend Hungarian neutrality.
 - (C) The revolution was initiated after a student-led demonstration firebombed a Soviet military convoy with Molotov cocktails.
 - (D) The brutal suppression of the Hungarian Revolution demonstrated the will and determination of the Soviet leaders to suppress any challenge to their domination of Eastern Europe.
 - (E) Although he was a Communist, Imre Nagy was an outspoken anti-Stalinist, who declared an end to single-party rule and Hungary’s withdrawal from the Warsaw Pact.
10. In 1968, Alexander Dubček became leader of the Czech Communist Party and instituted reforms with the goal of bringing about “communism with a human face” in Czechoslovakia. According to the textbook (pp. 186–187), what was one prominent result of this period of Czech history?
- (A) Gambling casinos were outlawed in the Czech Republic but flourished in Slovakia turning Bratislava into the Atlantic City of Eastern Europe.
 - (B) Czechoslovakia was split into the Czech Republic and Slovakia, a process known as the “Velvet Divorce.”
 - (C) After a brief “Prague Spring,” Czechoslovakia once again was dominated by the Soviet Union and endured a “Prague Winter” for another 20 years.
 - (D) Dubček reneged on his promises when he cut a deal with Kremlin leaders to reinstitute hardline Stalinist policies on the condition that Czechoslovakia would be allowed to leave the Warsaw Pact.
 - (E) Communism was a condemned ideology in Slovakia, but it was declared the official state religion in the Czech Republic.

11. According to the textbook, Richard Nixon and Henry Kissinger's policy of détente with the Soviet Union and opening relations with China in the early 1970s were characterized by all of the following actions *except*
- (A) Retreat from Vietnam ("Peace with Honor") in 1973.
 - (B) Ping Pong diplomacy and Nixon's visit to China in 1972.
 - (C) Negotiation of SALT I (Strategic Arms Limitations Treaty) in 1972.
 - (D) Support for Willy Brandt's Ostpolitik in 1969.
 - (E)→
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12. Which of the following interpretations was *not* favored in the lectures by the instructor of this course?
- (A) The superpowers during the Cold War were trapped in an Action-Response Spiral that was based on interpreting the other's actions in the worst possible way.
 - (B)→
 - (C) The Soviet space program in the 1950s and 1960s was driven forward largely because of the imagination and energy of a single engineer, Sergei Korolev.
 - (D) After 9/11 (September 11, 2001), the international terrorist situation did not change; it was the U.S. government's and American people's perception of international terrorism that changed.
 - (E) U.S. and Soviet actions around the world were often misguided and misinformed by faulty intelligence and by the policy-makers of these two superpowers not knowing and not wanting to know about the cultures of the countries they were making policy toward.
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13. According to the textbook (pp. 168–169), all of the following contributed to the creation of the Cuban missile crisis in October 1962 *except*?
- (A) Fidel Castro had overthrown the U.S.-backed dictatorship of Fulgencio Batista in the Cuban Revolution of January 1959.
 - (B) The missile crisis was a Soviet response to U.S. bases in Turkey, which threatened the Soviet Union.
 - (C) The missile crisis was a direct result of JFK's falling prey to insecurity despite America's nuclear advantage over the Soviet Union.
 - (D) Castro and Khrushchev feared a U.S. invasion of Cuba and wanted missiles there to deter an attack.
 - (E) Jewish mobster Meyer Lansky and the American Mafia had shut down casinos in Havana, thereby depriving Castro of an enormous tax base.
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14. According to the textbook, which of the following is *not accurate* in regard to the Cuban regime of Fidel Castro after the fall of Fulgencio Batista on January 1, 1959:
- (A)→
- (B) Despite the U.S. failure at the 1962 Bay of Pigs fiasco, Castro remained fearful of subsequent American invasions.
- (C) Not all of Castro's revolutionary reforms were negative: positive examples include a controlled urban growth plan for Havana, expanded rights for women, improved life expectancy, higher literacy, and lower infant mortality.
- (D) In contrast to sugar, which was Cuba's single export crop before 1959, Castro expanded Cuban agricultural development by producing a wider variety of export crops that brought a large amount of foreign capital into Cuba.
- (E) Despite Cuba's robust economy relative to other Caribbean Latin states, the 1991 Soviet collapse plunged the Castro regime into a crisis of unprecedented severity.
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15. According to the textbook (p. 174), which of the following is most true in regard to the Tet Offensive of January 1968?
- (A) It was a dramatically successful surprise attack that shook the Washington establishment, the public, and LBJ himself.
- (B) The offensive led to the removal of North Vietnamese troops from Cambodia and parts of South Vietnam.
- (C) The offensive provided conclusive evidence that Agent Orange and certain other defoliants were not effective on certain military terrains.
- (D) The victory became a major rallying point for the United States and South Vietnamese.
- (E) The victory led Lyndon Johnson to consider reelection in the 1968 election.
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16. In the video excerpt from *The Africans: A Triple Heritage, Tools of Exploitation*, shown in class, Ali Mazrui argues all the following *except*
- (A) Europeans began the worst stages of the Atlantic slave trade just at the time West Africa was about to begin its industrial takeoff, thus aborting it.
- (B) when the missionaries came to Africa, the Africans had the land and the Europeans had the Bible, but the missionaries taught the Africans to pray with their eyes closed so that when the Africans opened their eyes, the Europeans had the land and the Africans had the Bible.
- (C) Africa has 15% of the world's iron ore but produces only 1% of the world's steel, which provides a rough measurement of the ratio of exploitation to gain in Africa (i.e., 15 to 1).
- (D) The Arabic slave trade was far worse than the Atlantic slave trade, which is why East Africa is economically depressed while West Africa is flourishing.
- (E) Africa has achieved the façade of Westernization without real modernization.
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17. The chapter entitled “Jomo Kenyatta The Burning Spear” in *Makers of World History* (pp. 294–317), handed out in class, focuses on Kenyatta’s
- (A) invasion of neighboring Zimbabwe in hopes of realizing Cecil Rhodes’ dream of a Cape-to-Cairo railroad and telegraph.
 - (B) coup d’etat of the Kenyan government and his subsequent establishment of a military dictatorship.
 - (C) role as Kenya’s first ambassador to the United Nations where he worked tirelessly for world peace.
 - (D) reputed connection with the black terrorist organization the Mau Mau.
 - (E) ability as a gourmet chef whose most famous dish was flaming asparagus spears.
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18. According to the textbook, Ghana’s economic performance under the leadership of erstwhile junior air force officer Jerry Rawlings from 1981 to 1998
- (A) responded well to the socialist measures imposed by Rawlings continuing the policies of Kwame Nkrumah.
 - (B)→
 - (C) was so poor that Ghana had to file for Chapter 11 bankruptcy in the International Court of world opinion.
 - (D) was so spectacular that Ghana became a model for other African and developing countries to follow.
 - (E) was saved by the world-wide rise in cocoa prices.
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19. According to the lectures, a consequence of the American deaths in Somalia in 1993 was
- (A) President Bill Clinton became reluctant to intervene in international affairs, thus contributing to a delayed American response to the genocide in Rwanda.
 - (B) President George H. W. Bush apologized on national television.
 - (C) Increased U.S. military activity in Somalia included the dispatch of several thousand more troops.
 - (D) A United Nations consensus to leave peacekeeping troops in Somalia.
 - (E)→
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20. According to the video *The Fifty Years War: Israel and the Arabs* what was Secretary of State’s Robert McNamara’s characterization of President Lyndon Johnson’s response to Abu Ebban when he expressed Israel’s desire for a pre-emptive strike against Syria, Egypt, and Jordan in June 1967?
- (A) “If you go it alone, you will stand alone.”
 - (B) “We will stand behind Israel no matter what Israel decides to do.”
 - (C) “Let me check with Brezhnev and get back to you on that.”
 - (D)→
 - (E) “Go ahead; I always wanted to see what a pre-emptive strike looked like.”
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21. According to the lectures, perhaps more than any other Third World nation during the period of the Cold War, India was successful at
- (A) controlling population growth.
 - (B) raising living standards.
 - (C) equitable land redistribution.
 - (D) preserving civil rights and democracy.
 - (E) resisting the temptation to turn to the development of nuclear weapons to gain prestige in the international arena.
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22. According to the lectures, what did the Brezhnev Doctrine state in accordance with the foreign policy of the Soviet Union ?
- (A)→
 - (B) The Soviet Union will support any democratic regime against a communist insurgency.
 - (C) The Soviet Union will send nuclear missiles to Cuba to protect the island from a U.S. invasion.
 - (D) The politics of glasnost and perestroika will be established to spur political openness and economic growth.
 - (E) Each country must find it's own way to socialism, "Let a hundred flowers bloom."
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23. According to excerpts from speeches and interviews given between 1979 and 1986 by Deng Xiaoping, who was Mao Zedong's 1976 successor in Communist China, as given in *Documentary Reader* (pp. 351–356), which of the following is correct?
- (A) The Cultural Revolution between 1958 and 1978 demonstrated the general success of communism.
 - (B) Mao's grave mistake was in neglecting the development of so-called "productive forces."
 - (C) China's ideal modernization program of the future will include a mixture of socialism and poverty because socialism means poverty.
 - (D) Although still under strict state control, future Chinese socialism will include a predominance of private ownership.
 - (E) In the future, China must follow the Four Cardinal Principles of 1) the capitalist path, 2) moving away from the dictatorship of the proletariat, 3) overthrowing party leadership, and 4) ridding the world of Marxism-Leninism-Mao Zedong thought.
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24. According to the lectures, which is of the following statements is most accurate in explaining how the Cold War came to an end?
- (A) Global warming could no longer be denied; thus, heating up the war.
 - (B) The arms buildup by the U.S. during the Reagan administration (1981–1989) forced the Soviet Union to the negotiation table.
 - (C)→
 - (D) The diplomatic isolation of the Soviet Union made it vulnerable to attack in a two-front war not only from the capitalist, imperialist West but from Communist China as well.
 - (E) Mikhail Gorbachev's realization that the Cold War regime, due to the enormous amounts of money spent on armaments to maintain it, was harming world economic development.
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25. In the video *1989* a part of the "People's Century" series, shown in class, what was the reason that the Polish Prime Minister Wojciech Jaruzelski gave for why he declared martial law in 1981?
- (A) To show the USSR that Poland could deal with anti-Soviet movements occurring at the time and therefore not be subjected to a Warsaw pact invasion.
 - (B) He feared Soviet spies would threaten his reforms for communism with a human face.
 - (C)→
 - (D) It was a response to the turmoil that Gorbachev's reforms of glasnost and perestroika created.
 - (E) It was a mistake. My secretary misinterpreted me. I am not a native Pole and therefore it was often difficult to understand when I spoke Polish.
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26. In the video "Riding the Bear" from *The Triumph of the Nerds: An Irreverent History of the PC Industry*, Bob Cringely described how a "historic moment" in Bill Gates' rise to becoming the richest man in the world occurred when
- (A) Bill Gates made a vow for Microsoft to eschew aggressive business practices and strive to provide the highest quality software products possible to the customer.
 - (B) Steve Jobs, the co-founder of Apple, decided to merge with Microsoft and contribute to it the culture it badly needed.
 - (C) Steve Balmer, the third billionaire at Microsoft, advised against signing any non-disclosure agreements with IBM.
 - (D) Gary Kildall gave an untried and inexperienced Bill Gates his big break by hiring him as an office boy at Galactic Digital Research.
 - (E) Paul Allen, the second billionaire at Microsoft, was able to buy QDOS (stands for Quick and Dirty Operating System), a ripoff of the CP/M operating system, for \$50,000 from Tim Paterson and Seattle Computer Products.
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27. According to the video “Will the Dragon Rise Again?”, shown in class, 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)→
- (E) the influx of immigrants into Japan, which provided a cheap labor force.
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28. According to lectures, one of the significant ways Japan responded to the oil shock of 1973 was
- (A) Japan moved away from heavy industries like steel and shipbuilding toward a new generation of “knowledge industries.”
 - (B) Japan failed to regain its former level of industrialization.
 - (C) Japanese technology continued to lag far behind that of the U.S.
 - (D) Japan’s economy came under the direct control of an authoritarian government.
 - (E) Japanese industry was only able to copy but never able to innovate in terms of methods and products.
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29. Regarding Japan’s “miracle” recovery after World War II, Akio Morita, in *Made in Japan*, as excerpted in *Documentary Reader* (pp. 203–207), explained that
- (A) The most important idea in Japanese management was that workers and managers all share the same ideals.
 - (B) The management must be very persistent in monitoring each employee.
 - (C) No employee should expect to work at one company for more than two or three years.
 - (D) Japanese executives would be paid at least ten times a worker’s salary.
 - (E) Since people work only for money, there is no need to create a harmonious atmosphere in the workplace.
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30. According to the textbook, President Ronald Reagan’s third world policy included all of the following actions *except*
- (A) funding “freedom fighters” in Central America.
 - (B) saturating sub-Saharan Africa with B-grade American movies.
 - (C) imposition of a trade embargo on Nicaragua and mining the harbor of Managua.
 - (D)→
- (E) invading Granada to prevent Cuba from helping to build an airport there.
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31. According to the textbook (p. 340), the Reagan-era experiment with supply-side economic theory resulted in
- (A) a policy of heavy taxation on foreign businesses and increased tariffs on imports in an effort to balance the U.S. trade deficit.
 - (B) a policy of taxation, borrowing, and federal cutbacks for the purpose of balancing the federal budget.
 - (C) a policy of increased taxation designed to directly benefit federal programs for the poor and underprivileged.
 - (D) a policy of “trickle down” economics whereby greater spending and efficiency at the federal level will eventually benefit the average citizen.
 - (E) a policy of tax cuts and vastly expanded military spending resulting in dramatic increases in the deficit.
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32. According to the textbook, the Chinese Communist party leader Deng Xiaoping changed the course of China’s economic development by having started a sweeping initiative, the “Four Modernizations.” In the late 1970s, Deng’s “Four Modernizations,” which opened China to the outside world, was comprised of
- (A) the promoting of technology and science, a modernized military, the immersion into consumerism, and a productive agriculture.
 - (B) the promoting of technology and science, a modernized military, the immersion into consumerism, and educational institutions.
 - (C)→
 - (D) a modernized military, educational institutions, the immersion into consumerism, and a productive agriculture.
 - (E) a modernized military, the implementation of what later in the Soviet Union came to be known as glasnost, the immersion into consumerism, and a productive agriculture.
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33. According to the lectures, what is the main cause of the deterioration of Sino-Soviet relations by 1960?
- (A)→
 - (B) Since Mao Zedong had modeled Chinese agricultural collectivization after the purported success of Soviet agricultural policies, he resented the Soviets for fabricating production statistics that made Soviet collectivization look successful.
 - (C) Mao Zedong personally disliked Khrushchev, a ruler whom Mao deemed an unworthy successor to Stalin, Mao’s political role model.
 - (D) The Soviets perceived Chinese communism as a shoddy representation of true Marxist-Leninist ideology.
 - (E) The Soviets thought the Chinese were in collusion with the U.S. in orchestrating the diplomatic isolation of the Soviet Union in the international political arena.
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34. According to the textbook, which one of the following statements regarding U.S. relations with Iran in the early 1950s is *least* accurate?
- (A) In 1951, Prime Minister Mohammed Mossadegh (1882–1967) nationalized Iran’s oil fields, ignoring U.S. and British protests.
 - (B)→
 - (C) The CIA oversaw the installment of Reza Shah Pahlavi on the throne as a pro-Western ruler.
 - (D) The success of the coup d’etat encouraged the Eisenhower administration to engineer the overthrow of Jacobo Arbenz, President of Guatemala, in 1954.
 - (E) The 1953 coup in Iran was the first successful case of the U.S. overthrowing a Communist government during the Cold War.
35. According to the lectures, which of the following did *not* represent international support for the creation of a Jewish homeland in Palestine?
- (A) The Balfour Declaration, which conveyed British support for Israel’s creation but stipulated that Palestine’s non-Jewish population be protected from persecution.
 - (B) The King-Crane Commission, which reported that the large Palestinian population in Palestine made the creation of a Jewish state there demographically unfeasible.
 - (C)→
 - (D) The Zionist movement led by Theodor Herzl and Chaim Weizmann, who argued for the creation of a Jewish homeland to safeguard the political and human rights of the Jewish people.
 - (E) Pressure exerted by American Jews on the United States government to adopt a pro-Israel foreign policy.
36. According to the video *The Fifty Years War: Israel and the Arabs* (PBS), shown in class, the Six Days War, June 5–10, 1967, was precipitated by
- (A) a coordinated attack by Egypt and Syria on Israel in which Anwar Sadat double-crossed his ally Hafez Assad by not advancing as far into the Sinai as he had promised.
 - (B) a faulty Soviet intelligence report that the Israel army was massing on the border with Syria.
 - (C) a coordinated attack by Israel, France, and the United Kingdom on the Suez Canal after Gamal Abdul Nasser had nationalized it.
 - (D) retaliation by Egypt for agent provocateur attacks by Egyptian Jews in which they set bombs to explode in Cairo movie theaters.
 - (E) President of the United States George H. W. Bush’s international coalition, which attacked the Iraqi army and ousted it from Kuwait.

37. According to the lectures, which of the following statements is *not true* regarding U.S. relations with Iraq under Saddam Hussein?
- (A) The U.S. provided weapons, economic assistance, and intelligence to Iraq to help in its war against Iran (1980–1988).
 - (B) Saddam Hussein faced opposition from the U.S. when Iraq invaded Kuwait.
 - (C) U.S. policy-makers argued that overthrowing Saddam Hussein would create a power vacuum in the Middle East into which Iran would move.
 - (D)→
 - (E) Saddam Hussein, in a 2001 speech, bragged of the highly developed weapons of mass destruction (WMD) he was developing throughout Iraq, and revealed plans for an attack on the U.S.
38. 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.
39. In Juan Bosch's evaluation of Henry Kissinger's justification for the overthrow of Salvador Allende in Chile (excerpted in the *Primary Sources Supplement*) all of the following are points of disagreement between Bosch and Kissinger *except*:
- (A) whether Allende was a Marxist.
 - (B) whether Allende was democratically elected by popular vote.
 - (C) whether Allende ran a democratic government that respected the other branches of government.
 - (D) whether the United States had the right to support the overthrow of Allende based on reasons of national security.
 - (E) whether Allende was anti-American and would act against American national interests.

40. According to the lectures, Americans were divided about the situation in Vietnam during the late 1960s and early 1970s for all the following reasons *except*
- (A) Victory seemed elusive in spite of increasing numbers of soldiers and despite continued promises from the government and military that the end of the conflict was just around the corner.
 - (B) The peace movement in the United States tended to separate Americans over the war.
 - (C) It was difficult to identify who the real enemy was, whether it was Viet Cong guerillas, North Vietnamese military regulars, or Communist China.
 - (D) There were persistent rumors that the Tonkin Gulf incident was fabricated.
 - (E)→
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41. According to the lectures, the Western response to the Soviet invasion of Czechoslovakia in 1968 was mild because
- (A) Czechoslovakia was considered a part of the Soviet sphere of influence.
 - (B) the Czechs had been oppressing the German minority in Czechoslovakia, especially in the Sudeten area.
 - (C) the NATO alliance was in disarray and was soon dismantled.
 - (D) western Europe feared a Soviet invasion.
 - (E) Lyndon Johnson had worked out a secret deal with Brezhnev that the U.S. would allow the Soviet Union to invade Czechoslovakia if the Soviet Union would allow the U.S. to invade the Dominican Republic.
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42. According to the lectures, the Khmer Rouge's reign of terror in Cambodia under Pol Pot, in which millions were killed, was ended by
- (A) the intervention of the United Nations, which sent a military force to restore peace and order.
 - (B) the overthrow of the government of Pol Pot by a conspiracy engineered by the CIA.
 - (C) a coup in which the Khmer Rouge leadership was taken over by members of the communist party.
 - (D) the invasion of Kuwait by the army of Iraq.
 - (E) the invasion of Cambodia by the army of Vietnam.
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43. According to the lectures, *Perestroika* and *glasnost* were initiated by Mikhail Gorbachev in the Soviet Union in 1986 primarily because
- (A) Soviet power was declining throughout the world, thus, making the USSR vulnerable to an aggressive U.S. foreign policy.
 - (B) liberalization of Soviet society was demanded by the majority of the Communist party.
 - (C) he saw economic reforms and an open society as necessary to improve productivity and the standard of living within the Soviet Union.
 - (D) he was pressured by the military superiority of the United States into democratic reforms.
 - (E) he was convinced by Ronald Reagan's speeches to try to change the ways of the "evil empire".
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44. According to the textbook (pp. 320; 324–325), which of the following is *not accurate* in regard to the Soviet Union’s final dissolution:
- (A) The 1989 parliamentary elections unleashed ethnocultural sentiments in several Soviet states that had been held in check for decades.
 - (B) An especially severe shortage of consumer goods contributed to increased public dissatisfaction and political upheaval.
 - (C) Unlike during previous times, workers became militant in their demands for higher wages that resulted in crippling strikes.
 - (D) By 1989, it had become evident that Gorbachev’s *perestroika*, or economic restructuring, was not succeeding.
 - (E) Gorbachev’s attempted program of *glasnost*, or more public openness, led to an increased persecution of Soviet dissidents.
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45. According to the textbook (p. 422), which of the following was *not true* in regard to India under the leadership of the “Nehru dynasty” (Nehru, Indira Gandhi, and Rajiv Gandhi) between 1947 and 1991:
- (A) A largely passive social policy undermined the benefits of what limited growth there was.
 - (B) The government failed to check population increase, which soared from 350 million in 1947 to around 850 million in 1991, which in turn depressed per capita income.
 - (C) By the 1980s, India was home to the world’s third largest scientific community and enjoyed a high literacy rate.
 - (D) Whereas China achieved a per capita income by 1992 that was five times that of 1950, India’s had only doubled.
 - (E) India was saved from disaster by the “green revolution,” the introduction of high-yield varieties of wheat and rice in the mid-1960s so that by the 1970s India was self-sufficient agriculturally.
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46. According to the lectures, Pakistan received its independence in 1947 and has been fighting an “up hill battle” from the beginning. Which statement best accounts for the continued difficulty?
- (A) All groups within Pakistan have managed to work things out so that every one has benefited.
 - (B) The military in Pakistan has not enjoyed the fruits of direct or indirect political power.
 - (C) Pakistan’s relationship to democracy has been an easy one where there have been long periods of democratic rule followed by short periods of military dictatorship.
 - (D) Pakistan faced issues and political posturing among three groups – the military, the politicians, and leaders of the extreme religious parties – that hindered economic growth and democratization.
 - (E) Every year since its independence, Pakistan has held free elections, the frequency of which have fostered instability and hindered progress.
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47. What statement would you say best describes the views expressed by the video “Soldiers of God,” segment of the CNN Cold War series concerning America’s involvement in Afghanistan during the late 1970s and 1980s?
- (A)→
- (B) Evangelicals in the United States like Jerry Falwell felt it was finally time the Communists take in the religious sensibilities of the Muslims instead of being atheists.
- (C) While the United States provided the means to wage war, this was a war that was fought with America’s gold, but with Afghanistan’s blood.
- (D) Nur Muhammed Taraki, Afghanistan’s new leader in 1978, looked to President Carter for support.
- (E) President Carter warned Secretary of State Zbigniew Brzezinski, who was of Polish descent, that the U.S. would not hesitate to seize the oil out of the Persian Gulf if Poland intervened in Afghanistan.
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48. The textbook (pp. 397–398) describes *apartheid* laws, policies, and practices in South Africa that the Afrikaaner government instituted and carried out as
- (A) a necessary stage in the educational and political development of black South Africans.
- (B) based on Jim Crow laws of the United States of the 1890s and early 20th century.
- (C) influenced by the tactics of nonviolent struggle developed by Mohandas K. Gandhi in South Africa in the 1900s and 1910s.
- (D) social control through the use of violence.
- (E) a form of power sharing designed to transfer political control of South Africa to nonwhites.
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49. According to “effects of warming” (article № 1) and “carbon bathtub” (article № 2) [from Packet Set B: On Climate Change and Related Issues since ca. 2005]: (A) According to article № 1, since the 1997 Kyoto agreement on global warming and climate change, CO₂ levels in the air haven’t increased. (B) According to article № 1, Since 1997 the U.S.’s CO₂ emissions have increased by a much bigger percentage than China’s (C) according to article № 1, the melting of summer sea ice in the Arctic that started around 2004 is much greater than what had been predicted in 1997. (D) According to “the carbon bathtub” burning fossil fuels accounts for a much lower proportion of CO₂ emissions than deforestation. (E) The most enjoyable part of summer school is a carbon-filled hottub.
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50. According to the lectures, the Yoshida Doctrine, named after Shigeru Yoshida (1878–1967), who was prime minister of Japan (1946–47 and 1948–54), was a combination of policies aimed at promoting Japan’s rebuilding. It helped Japan lay the foundation for economic growth through the following key points *except*
- (A) limiting military spending, which meant depending on the U.S. for defense and international security.
 - (B) setting up public works projects (creating a virtual “construction state”) by cooperating with United States policy in the region.
 - (C) favoring producers over consumers, such that the Japanese consumer would sacrifice for the good of Japan.
 - (D) encouraging exports in order to bring in capital.
 - (E) adopting socialist land reform policies that had worked so well in the Soviet Union and in Red China.
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51. According to the textbook (pp. 425–426), which of the following was *not specifically mentioned* as a reason for the dramatic world population increase during the twentieth century, especially in developing or so-called “third world” nations:
- (A) As symbols of prosperity and cultural stability, large families were a natural outcome of polygamy and the rigid maintenance of tribal and clan lineages, especially in Africa and parts of Asia.
 - (B) Western medicine played a major role by increasing the chances of infant survival and extending lifespans.
 - (C) Deadly diseases such as polio, smallpox, and malaria were either eradicated or brought under control.
 - (D) Colonial officials promoted public health projects, including proper sewage disposal systems that greatly reduced water-borne diseases.
 - (E) Missionary leaders, especially Christians and Muslims, encouraged large families based on religious principles.
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52. According to the textbook, critics point out all the following potential harmful effects of globalization *except*
- (A) environmental degradation as natural resources continues to be irresponsibly exploited.
 - (B)→
 - (C) lax labor standards, which allow developing country sweat shops to proliferate.
 - (D) undermining democracy as “a supergovernment of unelected trade bureaucrats” lays down sweeping rules that are not subject to review or recall by any electorate.
 - (E) the demand for books worldwide could increase, which would cause book prices to skyrocket and overwhelm the Internet with book orders.
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53. According to the textbook (pp. 438–439), which of the following was *not specifically mentioned* as a specific contributor to global warming:
- (A) A major source of global warming comes from the burning of trees and vegetation cleared from newly developed farmland, especially in Africa and South America.
 - (B) Chlorofluorocarbons (CFCs), which were previously used extensively in refrigerators, air conditioners, aerosol sprays, and industrial cleaning agents, rose into the upper atmosphere where they broke down ozone molecules and allowed increased ultraviolet radiation to more easily reach the earth's surface.
 - (C) It is possible that some global warming is merely the result of natural atmospheric cycles.
 - (D) It has been estimated that the pollution and discharge created by petroleum refineries themselves create more global warming and environmental damage than any corresponding industrial or economic benefits generated by the resultant refined petroleum products.
 - (E) Although not generally regarded as such, methane, which is the natural gas produced by the waste of domestic livestock and the growing of rice in flooded fields, is an additional source of greenhouse gas and global warming.
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54. Regarding U.S. military spending in about 2000 compared to other countries' military spending, the textbook says
- (A) Russia spent twice as much as the U.S.
 - (B) The "rogue" countries of Cuba, Iran, North Korea, and Sudan when combined spent as much as the U.S.
 - (C)→
 - (D) In the 1990s, U.S. spending dropped to half of its average Cold War levels.
 - (E) U.S. allies (NATO countries, Australia, Japan, South Korea) when combined spent as much as the U.S.
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55. Which of the following is *not* true about critics of the international financial system at the end of the 20th century and beginning of the 21st century according to “The Siena Declaration” at the International Forum on Globalization in September 1998 as extracted in the *Documentary Reader* (pp. 402–408)?
- (A) The International Forum on Globalization argues that wild swings in financial markets lead to more unemployment, environmental damage, worse workplaces, increased racial tensions, and other hardships.
 - (B) Turning arable land to corporate production of luxury commodities, such as coffee, beef, flowers, and prawns, has led to poverty, hunger, landlessness, homelessness, and migration.
 - (C) Governments in Chile, China, Hong Kong, India, Malaysia, and Russia, have taken corrective measures to counter the destabilization that has occurred as the result of unregulated private investment.
 - (D)→
 - (E) After the Seattle anti-globalization demonstrations, all the protestors went to Starbucks for coffee.
56. In his Al-Jazeera Television interview from December 1998, as excerpted in *Documentary Reader* (pp. 410–411), Osama bin Laden asserted all the following *except*
- (A) We demand that our land be liberated from enemies, in particular from the Americans.
 - (B) We acquired a generation of people seeking education who had not experienced the reality of *jihad*, and they have been influenced by the American culture and media invasion that stormed the Muslim countries.
 - (C) The entire Muslim world needs to support Saddam Hussein in his *jihad* against the oppression of United Nations sanctions.
 - (D) A people who regard their leader in high favor when he kills innocent people is a decadent people with no understanding of morality.
 - (E)→
57. Regarding AIDS and HIV, mainly in sub-Saharan Africa, which of the following is *not* true, according to the textbook and the *Documentary Reader*?
- (A)→
 - (B) In some African countries nearly two-thirds of the adults who are tested have HIV/AIDS
 - (C) HIV always manifests itself as AIDS within a year.
 - (D) in African countries an important reason why HIV and AIDS spread is that male migrant workers have easy access to prostitutes.
 - (E) Stephen Lewis, the United Nations special envoy on HIV/AIDS in Africa, says it is essential to use the great amount of knowledge and selflessness that exists at the grass roots.

58. According to the lectures, which of the following statements is *not* true of Samuel Huntington's book *The Clash of Cultures: The Remaking of the World Order* (1996)?
- (A) Huntington makes use mostly of anecdotal evidence to support his claim that different cultures are inherently in conflict.
 - (B)→
 - (C) Huntington claims that despite these inherent culture clashes, diplomacy and human cooperation will eventually facilitate the stabilization of society into an "era of good feelings".
 - (D) Even though many scholars dispute Huntington's claims of inherent cultural clashes, Huntington's theory has greatly influenced the international perception of foreign relations.
 - (E) Huntington's book was written in response to Francis Fukuyama's book *The End of History and the Last Man* (1992).
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59. According to the lectures, the rules of the "Golden Straitjacket" that governments are adopting and whose original seamstress was Margaret Thatcher, as described by Thomas L. Friedman in his book *The Lexus and the Olive Tree*, include all the following *except*
- (A) opening industry to direct foreign investment and ownership.
 - (B) deregulating the economy to promote as much competition as possible.
 - (C)→
 - (D) privatizing state-owned industries and utilities.
 - (E) establishing a liberal democratic government.
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60. According to the view of Lawrence Wright in his book *The Looming Tower: Al-Qaeda and the Road to 9/11* (Random House, 2006), as presented in the lectures, the major reason for the success of the 9/11 attack on the World Trade Center and Pentagon was
- (A) the support of the U.S. for Israel in its policies against the Palestinians created overwhelming Muslim support for the terrorist plot.
 - (B) the attack was so masterfully planned that it could not not have been thwarted.
 - (C) the attack was an Israeli plot, which is clear from the way all Jews were warned away from the World Trade Center on September 11, 2001.
 - (D)→
 - (E) the failure of the CIA to share vital intelligence with the FBI resulted in the FBI's not knowing that al-Qaeda operatives were in the U.S. and had been so for more than a year.
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61. 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, no “none of the above” or “all the above” type answers, and no single-date 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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