

The Western Ascendancy: 1450 to the Present
Sample Questions for Final Exam

1. According to the lectures, why was the existence of God so important for Descartes' philosophical system? (A) Proof of God's existence necessarily proved the existence of everything else. (B) God was the guarantor of the correctness of clear and distinct ideas. (C) It was God who told him to get into the stove in the first place. (D) The existence of God had not yet been proved satisfactorily. (E) Descartes could then prove his own existence.

2. According to the lectures, the *philosophes* of the Enlightenment shared all of the following ideas *except* (A) the wish to apply the same scientific spirit to the study of human institutions; (B) the desire to dispel superstition and ignorance and to encourage free and rational thought; (C) an unquestioning approval of democratic political institutions; (D) tolerance in religious matters and support of free speech, press, and thought; (E) a belief in the goodness and perfectibility of mankind.

3. According to the lectures, one of the most famous philosophes of the Enlightenment was François Marie Arouet, otherwise known as Voltaire (1694–1778), who (A) maintained a strongly optimistic view of the world throughout his life; (B) wrote *Candide* to prove that this is the “best of all possible worlds”; (C) found his early optimism challenged by events such as the earthquake that struck Lisbon at 10:00 a.m. on November 1, 1755; (D) grew prize-winning rose bushes, and wrote the song “Tending Your Own Garden” about them; (E) discovered that electricity could “enlighten” the world, which is why electrical units are called volts.

4. According to the selections in Sowards' *Makers of the Western Tradition* on Catherine the Great, M. M. Shcherbatov presents Catherine as contributing to the corruption of morals and as selfish, but Isabel de Madariaga presents a different view, which seems to be supported by the selection from Catherine's *Memoirs*, that is (A) she was limited in what she could accomplish by different interest groups among the nobility; (B) she was a hypocrite who only gave lip service to Enlightenment ideas but abandoned them at the first opportunity; (C) she was a greater “revolutionary” than Peter the Great and far outdid him in transforming the Russian state; (D) she was merely a figurehead ruler, somewhat like Queen Elizabeth II of England; (E) she was an agent for the Prussian ruler, Frederick the Great and consider herself his subject.

5. According to the lectures, the religious attitude called Deism, followed by, among others, Thomas Jefferson, Benjamin Franklin, and Mark Twain, held that (A) the existence of God can be neither proved nor disproved; (B) God created the universe but does not answer prayer or interfere with natural events; (C) there is a God to whom we pray, not for salvation but for guidance; (D) was a forerunner of the religious views expressed in E. Ron Hubbub's *Diuretics*; (E) the State should be run by the Church (theocracy).

6. According to the lectures, in the famous and influential pedagogical treatise *Emile*, which once kept Kant from his afternoon walk while he was reading it, Jean-Jacques Rousseau (1712–1778) argued that (A) children are born with corrupting ideas and must be tamed; (B) the child should be subjected to a strict regime and an iron discipline; (C) children should be raised in an environment as close to nature as possible; (D) children should be exposed to corruption at an early age so that they know how to reject it; (E) children must be taught to distrust their instincts and sentiments as these play no part in daily life.

7. According to the lectures, Immanuel Kant’s Categorical Imperative has been a significant and influential concept in philosophy. It declares with respect to morality that (A) by deducing that you can doubt your own existence, you therefore must conclude that you exist; (B) only by rejecting the Bible first, can you arrive at higher morals; (C) if it feels good and makes you happy then do it no matter what anyone else thinks; (D) you should act in any situation as you would have everyone else act in that same situation; (E) you should always do and say what will make you popular with other people.

8. According to the lectures, Rousseau’s theory of the “general will” would accept the idea that (A) the general will is the decision of the executive who is chosen by the people; (B) elected representatives of the people can legislate the general will; (C) the general will is always reflected by a majority vote; (D) the general will represents what is best for the community as a whole; (E) a general will generally will the general will.

9. According to the lectures, all of the following can be considered to have been political consequences of the Enlightenment *except* (A) the belief that God should be consulted before any important political decision; (B) discussions among philosophes over how best to reform the political institutions in France; (C) the idea that the study of government and society could be as scientific as Newton’s study of motion; (D) attempts to have government conform as closely as possible to the laws of nature; (E) the theory of a system of checks and balances to moderate the influence of any one branch of government.

10. According to the lectures, the primary purpose of Bernard de Fontenelle’s (1657–1757) *Conversations on the Plurality of Worlds* (1686) was (A) to popularize the findings of the Scientific Revolution, in particular the views of Descartes; (B) to adapt scientific thought to Christian doctrine; (C) to encourage Louis XIV to revoke the Edict of Nantes; (D) to attack Isaac Newton’s claim that he, and not Leibnitz, had discovered differential calculus first; (E) to write a parody of Galileo’s *Dialogue on the Two Chief Systems of the World*.

11. According to the lectures, discussions of the issues of the Enlightenment among the philosophes was carried out within the framework of a number of significant philosophical concepts among which was (A) reason is the only infallible guide to wisdom; (B) wisdom is the only infallible guide to reason; (C) that, as Pascal said, “The heart has reasons that the mind knows not”; (D) the enlightening effect of being struck by lightning; (E) original sin and the corrupt nature of mankind.

12. Some revisionist historians have questioned the standard interpretation of the French Revolution, which has been presented in most Western Civ and World History textbooks, by arguing that (A) the Revolution was solely the result of a clash of economic classes. (B) the key to the Revolution was the social and economic isolation of the nobility. (C) fundamental to the Revolution was the clash between the bourgeoisie and the nobility. (D) the nobility and the wealthier members of the bourgeoisie had common political and economic interests. (E) one did not have to be bourgeois to be a member of the revolutionary bourgeoisie; one could be from the nobility and still be a member of the revolutionary bourgeoisie.

13. According to McKay, Hill, and Buckler (p. 699), revisionist historians of the French Revolution stress all of the following considerations *except* the (A) fluidity and relative openness of access to the nobility. (B) adoption of liberalism by many nobles. (C) common economic goals of the wealthier members of the nobility and the middle class. (D) class conflict between the nobility and the bourgeoisie. (E) the legal structures of the old regime no longer corresponded with social realities.

14. According to the lectures, in contrast to some other interpretations, one of the most significant changes in French society that was brought about by the French Revolution (1789–1799) was (A) a more efficient system of taxation. (B) the political liberty of all Frenchmen. (C) the social equality of all Frenchmen. (D) the brotherhood of all Frenchmen. (E) the end of revolution in France ever after that.

15. According to the lectures, during the eighteenth century, the increase in the number of readers in France helped to bring about all of the following *except* (A) an increase in the number of publications, especially pamphlets involving the discussion of political topics. (B) antagonism toward the king, his family, and the royal court. (C) an increase in the relative proportion of books published in the scholarly *lingua franca*, Latin. (D) the development of the pulp novel. (E) an increase in the demand for dictionaries and encyclopedias.

16. Edmund Burke in his *Reflections on the Revolution in France*, as excerpted in *Sources of the Western Tradition* (pp. 152–154), argued that (A) violence was necessary to overthrow the corrupt French government. (B) legitimate power rested upon the reasonableness of government. (C) government was based on a complex web of history and tradition and should not be modified recklessly. (D) the people were the ultimate sovereign in any state. (E) the aristocracy should be the supreme class in every state.

17. According to McKay, Hill, and Buckler (p. 705), in *Reflections on the Revolution in France*, Edmund Burke defended (A) the actions of Robespierre in the Terror. (B) the actions of the peasant and sans-culottes. (C) inherited privileges. (D) the liberal ideology that led to the Revolution. (E) the execution of Louis XVI.

18. According to the lectures, the Third Estate wanted the vote in the Estates General to be by head rather than by Estate because (A) the Third Estate wanted to quit while it was ahead. (B) although the Third Estate could be outvoted by a combination of the nobility and clergy, its leaders saw an advantage in a unified assembly. (C) the king originally ordered the Estates General to be organized in this manner. (D) the leaders of the Third Estate believed that the three Estates had identical interests. (E) although the Third Estate only had as many delegates as the First and Second Estate combined, it counted on the support of some priests and liberal nobles to give it a majority.

19. According to the lectures, during the course of the French Revolution (1789–1799), each of the following occurred *except* (A) Catholicism in France was seriously challenged. (B) the revolutionaries established a classless society in which the principle from each according to their ability, to each according to their needs prevailed. (C) people of lower birth held wide influence in political and military affairs. (D) thousands of people were guillotined in a reign of terror. (E) conscripted armies defeated professionally trained armies.

- 20 Which of the following did *not* contribute (according to any of the major interpretations) to the outbreak of the revolution in France in 1789? (A) an enormous government debt and an inability of those in power to agree on adequate tax reform measures. (B) an economic crisis and a series of bad harvests. (C) slander aimed at the French court by the Grub Street writers. (D) the invasion of France by foreign armies, especially from Poland. (E) France’s aid to the American revolutionaries, including ships and financial loans, thus exacerbating the national debt.

21. The majority of members of the French National Assembly in 1789, according to the research of the English historian Alfred Cobban, were generally drawn from the following socio-professional groups: (A) industrialists and merchants. (B) army and navy officers. (C) workers and peasants. (D) lawyers and civil servants. (E) the rich and famous.

22. The so-called “Olive Branch Petition” sent to King George III by the American Continental Congress a year before the “Declaration of Independence” (both of which you read in the *Primary Sources Supplement*) made the following assertion: (A) King George III was to blame for all the colonists’ woes. (B) If King George III did not do something about the illegal slave trade, the American colonies would declare independence within a year. (C) The problems between the American colonists and King George III were all due to his bad advisers who gave him bad advice. (D) King George III should support the coming French Revolution, which was about to happen in a few years. (E) King George III should see a shrink because he was acting very strangely.

23. According to McKay, Hill, and Buckler (p. 705), Mary Wollstonecraft (1759–1797), in her book *A Vindication of the Rights of Women* (1792), argues that (A) the liberating promise of the French Revolution must be extended to women in order to eliminate economic and sexual inequality. (B) British life and the family are threatened by the revolutionary chaos in France. (C) Edmund Burke is correct in his defense of inherited privilege. (D) women should devote themselves to education, not politics. (E) women should study medicine but only to become nurses, not doctors.

24. According to the lectures, the “domestic system” of production was one that (A) supplied goods for domestic or home consumption only. (B) supplied raw materials to working people in factories through business corporations. (C) organized new methods of raising capital through joint-stock companies. (D) produced goods made by domestics and other household servants using small internal business machines (IBM). (E) produced goods made by working people in their own homes using hand tools and small machinery.

25. According to the lectures, one of the reasons the mechanization of manufacture first developed in England was (A) England possessed an educational system far superior to the rest of Europe. (B) free trade was adopted there first. (C) the English are inherently a superior people. (D) the British army provided military and political security. (E) British commerce, especially the woolen industry, had created a large amount of capital that could be invested in factories.

26. According to McKay, Hill, and Buckler (p. 632), the success of the agricultural revolution in the eighteenth century was in large part due to (A) the breakup of large estates. (B) lower taxes on the peasants. (C) new economic policies of the European governments. (D) the gradual disappearance of the open-field system. (E) the gradual disappearance of fallow, idle fields and the introduction of crop rotation.

27. According to McKay, Hill, and Buckler (p. 635), the eighteenth-century enclosure movement in England was responsible for the rise of market-oriented estate agriculture and the (A) emergence of a landless rural proletariat. (B) destruction of cottage industry. (C) elimination of the English aristocracy. (D) emergence of cottage industry. (E) destruction of the landless rural proletariat.

28. According to McKay, Hill, and Buckler (pp. 637–638), the most important factor influencing increased life expectancy of preindustrial Europeans was (A) better wet-nursing techniques. (B) more and better food due to improved climate. (C) improved medical care due to better training of physicians. (D) years of abnormal death rates were less catastrophic. (E) the opening of exercise clubs in all the major cities.

29. According to McKay, Hill, and Buckler (p. 647), British men and women, by the workings of the mercantilist system, were able to purchase goods such as sugar, tobacco, and dried fish (A) only from plantations within the empire, such as America; (B) from any country in the world that sold these products. (C) from the Continent, largely the Dutch, because of cheapness. (D) from the Spanish merchants of Central and South America. (E) from the French who were willing to give the British a special deal. _____
30. According to McKay, Hill, and Buckler (p. 647), on the eve of the American Revolution, the average standard of living in the British colonies for white men and women was (A) much lower than that of England. (B) about the same as England's. (C) the highest in the world. (D) falling as a result of the Navigation Acts. (E) impossible to determine because of lack of sufficient evidence. _____
31. According to McKay, Hill, and Buckler (p. 655), Adam Smith would have been likely to agree that (A) monopolies are good for a state. (B) increased competition benefits all classes of society. (C) increasing workers' wages is harmful in the long run. (D) population will always grow too fast. (E) managed competition is the best form of universal health care. _____
32. According to McKay, Hill, and Buckler (p. 737), among the practices that were used by continental countries to meet British competition was (A) the adoption of free trade policies. (B) closing the doors to skilled British workers. (C) exchanging the secrets of technology with one another. (D) borrowing the advanced technology already developed in England. (E) the offering of huge salaries to skilled British workers when they became free agents at the end of their contracts. _____
33. According to McKay, Hill, and Buckler (p. 744), the rise in standard of living of workers in England was limited until 1850 because (A) most people were satisfied with the status quo and remained unmotivated to improve their lives. (B) industrial capacity was too low and population growth was too high to as yet make a difference. (C) warfare on the Continent in the early part of the 19th century hurt the living conditions of the laboring poor. (D) the standard of living was a direct correlation of industrial capacity. (E) of the iron law of wages passed when David Ricardo was prime minister. _____
34. According to the lectures, the "iron law of wages," as described by the English economist David Ricardo, states that (A) it is better for employers to pay their employees with iron than with money. (B) wages rise in inverse proportion to profits. (C) bad wages drive good wages out of circulation. (D) as soon as workers receive more than a subsistence wage they breed more children, who eat up the excess. (E) wages will always be higher in the iron industry than in any other industry. _____

35. According to the views of Thomas Malthus (1766–1834), on population growth in the industrialization period, as described in the lectures, (A) the square root of the natural log of the population curbed is less than the division of the subsistence level of agriculture. (B) population increases geometrically while agricultural output increases arithmetically. (C) population increases arithmetically while agricultural output increases geometrically. (D) the government should raise wages to subsidize the needs of the poor. (E) if Bruce Springsteen, Madonna, and the Rolling Stones could play a benefit concert at the Crystal Palace, then this whole food shortage problem could be dealt with. _____
36. In the video *What the Doctor Ordered*, shown in class, James Burke shows how London solved the problem of cholera epidemics by (A) sipping cafe latte by the side of the Grand Canal in Venice. (B) hacking down jungle on an island of Penang off the coast of Malaysia. (C) going down into the sewers to show how tunnels parallel to the Thames carried effluent to a place eleven miles downriver where it could be carried out to sea. (D) riding a bicycle over a bridge in Amsterdam. (E) peeking around the corner of a pillar in the Hall of Mirrors at the Versailles Palace in France. _____
37. In his book *Self-Help* published in 1859, as excerpted in *Sources of the Western Tradition*, p. 142–144, Samuel Smiles (1812–1904) declared that (A) “A hen is only an egg’s way of making another egg.” (B) “You can fool some of the people all of the time, and all of the people some of the time, but you can’t fool all of the people all of the time.” (C) “Who rides a tiger cannot dismount.” (D) “Candy is dandy, but liquor is quicker.” (E) “The greatest slave is not he who is ruled by a despot, great though that evil may be, but he who is the thrall of his own moral ignorance, selfishness, and vice....” _____
38. According to McKay, Hill, and Buckler (p. 742), in *The Condition of the Working Class in England*, Friedrich Engels concluded that (A) the social problems in England were not a product of the Industrial Revolution. (B) the English middle classes were guilty of “mass murder” and “wholesale robbery”. (C) on the whole, the living conditions of the working class were slowly improving. (D) historical change is the product of Marxist class struggle. (E) God intended the workers to be poor so the factory owners could make a profit. _____
39. According to the modified Mannheim typology, presented in the lectures, the ideological positions that are committed to a rational defense of their world views are (A) Nihilism, Skepticism, Animism, and Reaction. (B) Fascism, Nazism, Communism, and Marxism. (C) Conservatism, Liberalism, Radicalism, and Anarchism. (D) Realism, Reason, Science, and Tradition. (E) Romanticism, Existentialism, Impressionism, and Cubism. _____
40. In general, it could be said that early nineteenth-century liberals, like Jeremy Bentham and James Mill (in contrast to twentieth-century liberals), wanted all the following *except* (A) freely elected parliaments. (B) written constitutions. (C) an end to aristocratic privilege. (D) the advancement of education. (E) a strong and activist government. _____

41. According to the modified Mannheim typology presented in the lectures, all of the following are concepts characteristic of both nineteenth- and twentieth-century Liberals *except*: (A) they tend to think of society as a machine that can be fiddled with and fine tuned. (B) if one keeps trying to improve society, eventually utopia will be reached and society will need no more improvements. (C) they are vague about when that utopia will be reached. (D) they prefer that changes be made through legislation as the result of parliamentary debate. (E) they would like to destroy all the present institutions of the present society and replace them with new and better institutions based on scientific laws.

42. According to the lectures, which of the following statements *best* illustrates the attitude of the anarchist movement in late nineteenth-century and early twentieth-century Europe? (A) Although not all anarchists were bent on employing terroristic methods to achieve their goals, they did share a common belief in destroying, in one way or another, the structure of society. (B) The vast majority of the anarchists were bomb-throwing fanatics who represented Europe's unskilled and outcast workers. (C) Working in tightly controlled "cells" (that is, revolutionary squads), anarchists were by their very nature extroverted and communal. (D) They believed that chaos and anarchy were identical. (E) They all agreed with Mikhail Bakunin that everything from the old social order should be destroyed with the possible exception of Beethoven's Ninth Symphony.

43. According to the section on Charles Darwin in *Makers of the Western Tradition*, the Captain of HMS Beagle, Robert Fitzroy confided to Darwin before his voyage that he hoped Darwin's findings would confirm the literal understanding of God's creation as put forth in the Bible. Which of the following statements best describes Darwin's feelings on the matter before departure? (A) Darwin had previously come across evidence that was in strong dispute of creationism and disbelieved that doctrine. (B) Darwin felt that fundamental Christian beliefs were holding back progress in science. (C) Darwin was an atheist, a man of science and had no desire to question the predominance of science in all spheres of human endeavor. (D) Darwin saw nothing strange or odd in the idea expressed by Captain Fitzroy. (E) Darwin hoped to disprove all God's laws and some of nature's too.

44. 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 foods 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.

45. According to the class handout on Simon Bolívar, Felipe Larrazábal in his *Life of Bolívar* compared him with various historical figures in praising him as like Titus in goodness; like Trajan in good luck and successes, like Marcus Aurelius in civility, like Caesar in valor, like Augustus in wisdom and eloquence, and better than Charlemagne, but Carlos Fuentes, in the video *The Buried Mirror* shown in class, presented him as a tragic hero view in citing Bolívar's own historical comparison of himself as: (A) wiser than Hera, stronger than Athena, swifter than Diana, and more beautiful than Aphrodite. (B) the third biggest fool after Jesus and Don Quixote. (C) there has never been such a collection of talent and brains for a dinner in the White House with the possible exception of when Thomas Jefferson dined alone. (D) If I could have known Cicero, and been his friend, and talked with him in his retirement at Tusculum (beautiful Tusculum), I could have died contented. (E) the Napoleon of crime.

46. According to the lectures, the Opium Wars (1839–1842) occurred when (A) Cecil Rhodes tried to acquire the Transvaal and Orange Free State through devious methods. (B) Major Marchand tried to buy off General Kitchener at Fashoda with flowers that contained opium poppies. (C) the British defeated the dervishes at Omdurman by promising them the opiate of the masses. (D) British free traders in China objected to the Chinese government's attempts to stop the import of opium. (E) the Egyptian leader, Ismail Pasha, tried to recoup his losses in the international financial market by getting into the drug trade.

47. 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.

48. 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.

49. 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.

50. According to McKay, Hill, and Buckler (p. 835), the Russian defeat in the Crimean War of 1853–1856 (A) signified the end of the modernization of Russia for nearly fifty years. (B) resulted in legal and local political reform. (C) delayed the abolition of serfdom. (D) was relatively insignificant militarily and politically. (E) led to the building of the Tsar Alexander III bridge over the Seine River in Paris. _____
51. According to McKay, Hill, and Buckler (p. 858), which of the following promoted the growth of world trade after 1840? (A) The British policy of high tariffs and trade barriers. (B) The increase in transportation costs. (C) The opening of the Suez and Panama canals. (D) The rise in price of raw materials and food. (E) The importation of gold and silver bullion from the New World. _____
52. According to McKay, Hill, and Buckler (p. 876), the most persuasive Western argument against European imperialism was that (A) it was not economically profitable. (B) European control of non-Europeans was immoral and hypocritical. (C) not enough investment was made in colonies. (D) it was unworthy of great nations. (E) it was leading to too many wars between the European powers. _____
53. According to the lectures, the New Imperialism between 1870 and 1914 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 sixteenth and seventeenth centuries in the Americas. _____
54. According to McKay, Hill, and Buckler (pp. 860–861), Japan was “opened” to Western trade by the United States in 1853 as a result of (A) a military display of force by bringing warships into the harbor at Tokyo. (B) long and arduous negotiations concerning the inherent unfairness of Japan's dumping its goods on the American market. (C) a willingness on the part of Japan to adopt laissez faire trade policies. (D) the opium wars in China. (E) the demand of Japanese consumers for an improved standard of living. _____
55. According to McKay, Hill, and Buckler (p. 865), for the most part, the people who left Europe in the late nineteenth and early twentieth centuries to settle elsewhere were (A) the poorest and least skilled of society. (B) middle-class adventurers in search of new fortunes. (C) small landowners and village craftsmen. (D) urban factory workers. (E) lawyers and civil servants. _____
56. According to McKay, Hill, and Buckler (p. 858), the application of steam power to transportation affected the general economy in that it resulted in (A) lower prices for raw materials and manufactured goods. (B) higher prices for raw materials. (C) decreased demand for manufactured products. (D) higher passenger and freight rates. (E) increased demand for higher prices and freight rates. _____

57. According to McKay, Hill, and Buckler (p. 862), the effect of Muhammad Ali's modernization drive in Egypt on the average peasant was that it (A) improved the peasants' economic independence. (B) caused a rise in peasant income. (C) resulted in a loss of allotted land for many of the peasants and turning them into tenants. (D) allowed the peasant to become a wealthy landlord. (E) turned many peasants into kulaks after which they were killed by cadres sent to confiscate grain from the countryside.

58. According to McKay, Hill, and Buckler (p. 873), the German historian Heinrich Treitschke believed that imperialism was (A) morally and ethically wrong but historically inevitable. (B) the result of "pure selfishness" and greed. (C) a way for the superior races to fulfill their greatness. (D) due to the economic needs of unregulated capitalism. (E) the result of surplus capital lying around in the vaults of banks.

59. According to the lectures, the Russo-Japanese War of 1904–05 (A) ended in defeat for Russia when the Japanese fleet under Admiral Togo sunk the Russian Baltic fleet in the Strait of Tsushima. (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 of the Bolsheviks in power. (E) destroyed the Japanese fleet for the next forty years.

60. According to McKay, Hill, and Buckler (pp. 796–797), as the nineteenth century progressed in Europe, the top of the upper middle class (A) tended to merge with the old aristocracy. (B) formed tighter bonds with the rest of the middle class. (C) expressed a high degree of social conscience. (D) retained its frugal attitudes. (E) shunned any association with those higher in social status.

61. According to McKay, Hill, and Buckler (p. 797), the expansion of industry in Europe in the nineteenth century enlarged the traditional middle class, adding (A) technical and managerial professionals. (B) blue-collar employees and teachers. (C) high-level domestics and army officers. (D) aristocrats and the labor aristocracy. (E) farmers and panhandlers.

62. According to McKay, Hill, and Buckler (p. 807), one of the primary reasons European middle-class men in the nineteenth and twentieth centuries frequently visited prostitutes was that (A) their wives were not willing to have sex with them and encouraged them to seek their pleasure elsewhere. (B) it was expected of them to show their manliness as a rite of initiation into manhood. (C) they thought of their wives largely in terms of money and social position, so they purchased sex and affection from other women. (D) they were ashamed to expose their sexual fantasies to their wives. (E) they could get a 10% discount on Wednesdays.

63. According to McKay, Hill, and Buckler (p. 810), the sharp reduction in the size of European families in the late nineteenth century was in large part a product of (A) wanting to improve the family's economic and social position. (B) the effectiveness and availability of birth control. (C) women's wanting to pursue careers outside the home. (D) oppressive Victorian morality. (E) legalized abortion as a result of pro-choice demonstrations. _____
64. According to McKay, Hill, and Buckler (pp. 811–812), Sigmund Freud's most revolutionary idea was that (A) unconscious psychological energy was sexual energy. (B) masturbation was a source of psychological disturbance. (C) spontaneous affection was damaging. (D) family life had little to do with mental illness. (E) in this world nothing can be said to be certain except death and taxes. _____
65. According to McKay, Hill, and Buckler (pp. 815–816), the realist writers held to which of the following principles in their writing? (A) The Romantic search for the sublime. (B) An emphasis on rural life. (C) A general approval of middle-class values and life. (D) A focus on everyday life, particularly that of the working classes. (E) The fantastic, bizarre, and supernatural. _____
66. According to McKay, Hill, and Buckler (p. 804), by the late nineteenth century, indulging in heavy drinking and practicing cruel sports like cockfighting (A) were on the increase because of more leisure time. (B) were both in decline. (C) fluctuated from year to year. (D) resulted in the prohibition of such activities. (E) could be found only in non-European countries. _____
67. 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*). _____
68. According to McKay, Hill, and Buckler (p. 832), which of the following statements about German unification is most accurate? (A) It was completed in 1891 with a war between Prussia and Russia. (B) The chief architect of the movement was the emperor of Austria. (C) The unification process was directed by the German state of Austria. (D) Unification did not include liberal and democratic ideas and methods. (E) Unification was completed when Garibaldi handed over his sword to Bismarck. _____

69. 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.
-
70. After 1871, that is, after 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.
-
71. 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.
-
72. According to the lectures, 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.
-

73. According to the lectures, the reaction of the European public to the mutual declarations of war in August 1914 included (A) a major liberal protest 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 to what they considered a "rich man's" war and of no concern to the general populace.
-
74. According to the lectures, which of the following statements *best* describes the performance of the Russian army on the Eastern Front? (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.
-
75. According to McKay, Hill, and Buckler (p. 901), which of the following was a consequence of the First World War? (A) The weakening of socialism and the discrediting of Marxism for the remainder of the 20th century. (B) The exclusion of labor leaders and socialists from government resulting in a general strike. (C) A widening of the gap between rich and poor. (D) The end of war for all time. (E) The entering of women into work in transportation, industry, and offices.
-
76. According to McKay, Hill, and Buckler (p. 914), which of the following did the negotiators at the conference at Versailles after the war establish as one of the provisions of the treaty? (A) The division of Germany into an East and West Germany. (B) A defensive alliance in favor of France signed by the United States and Britain. (C) The re-establishment of Russian borders at their pre-World War I positions. (D) The establishment of the principle of German reparations payments equal to all civilian damages suffered during the war. (E) Listening to Ho Chi Minh when he appealed to them to help restore the independence of the Vietnamese people.
-
77. According to McKay, Hill, and Buckler (pp. 912–914), which of the following was *not* included in the Treaty of Versailles? (A) Germany was allowed to keep Alsace-Lorraine but the city of Danzig was ceded to Poland. (B) German colonies were given to France, Britain, and Japan. (C) Some German territory, including what came to be known as the Polish Corridor, was given to Poland. (D) A clause placed blame for the war on Germany and its allies (the war guilt clause). (E) Germany's army was limited to 100,000 soldiers and no military fortifications were allowed in the Rhineland.
-

78. According to McKay, Hill, and Buckler (p. 915), the key issue in the U.S. rejection of the Treaty of Versailles settlement was (A) American indignation at the amount of reparations that Germany had to pay. (B) fear of the Bolshevik Revolution (the Red Scare). (C) American concern about the power of the League of Nations to require members to act against aggression. (D) Wilson's conflict with Clemenceau over national borders. (E) taking offense that the treaty was signed in the Hall of Mirrors at Versailles when it should have been signed in the Hall of Windows.

79. According to McKay, Hill, and Buckler (p. 928), the German philosopher Friedrich Nietzsche (1844–1900) believed that Western civilization (A) had lost its creativity by neglecting passion and emotion. (B) should be rebuilt around Christianity's slave morality. (C) needed to increase political democracy. (D) should place more stress on social equality, especially in terms of women's rights. (E) could be saved by a visitor named Superman (*Übermensch*) from the planet Krypton who worked as a mild-mannered reporter for the *Daily Planet*.

80. According to McKay, Hill, and Buckler (p. 937), the British economist John Maynard Keynes (1883–1946), in his book *Economic Consequences of the Peace* (1919), argued that to ensure lasting peace and prosperity in Europe after World War I emphasis should be placed on (A) a powerful France and Britain that would dominate Europe both economically and politically. (B) furthering the international communist movement with its headquarters in Moscow. (C) the enforcement of the Treaty of Versailles, especially the reparations payments required of Germany in order to "make their pips squeak". (D) the economic revitalization of Germany because an impoverished Germany would increase economic hardship in other European countries. (E) always looking to the United States to save Europe.

81. 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) Nicholas II would not allow women to serve in the armed forces 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.

82. 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) allowing Rasputin to continue to make visits to the Winter Palace.

83. According to the selections in Sowards' *Makers of the Western Tradition*, 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 Dmitry Volkogonov 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. _____
84. 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". _____
85. 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 before the reforms could be proposed. (D) everybody listened to Lenin when he demanded a "revolutionary-democratic dictatorship". (E) the peasants did not want anything changed. _____
86. According to McKay, Hill, and Buckler (p. 942), the American stock market was weak in the late 1920's because (A) too many people were buying stocks. (B) too much money had been invested overseas. (C) too much stock had been purchased on credit. (D) the government had adopted Keynesian economic policies. (E) too many people were buying stocks on credit overseas from John Maynard Keynes. _____
87. 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 every-one else. _____
88. 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 class 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. _____

89. 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.

90. 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.

91. 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.

92. 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.

93. 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 socialist economy was organized, but 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.”

94. 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 the equivalent of 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. _____
95. 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. _____
96. According to the lectures, all the following considerations were used to justify the decision by Chamberlain and 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's treaty obligation to protect the borders of Czechoslovakia. (E) they believed that this would be Hitler's last territorial demand. _____
97. According to McKay, Hill, and Buckler (pp. 958–959), Joseph Stalin (1879–1953) was able to defeat Leon Trotsky (1879–1940) in the struggle to succeed Lenin because (A) Lenin had named Stalin as his successor. (B) Stalin had gained control of the Communist party bureaucracy. (C) Stalin was a more competent speaker and thinker. (D) Trotsky was discovered to be an agent of the Germans. (E) Stalin showed that he was a better military leader during the Russian Civil War. _____
98. According to McKay, Hill, and Buckler (p. 972), France did not stop Hitler's remilitarization of the Rhineland in 1936 because (A) French leaders were reluctant to act without British support. (B) the French people felt guilty about the Versailles Peace treaty. (C) the French government respected national self-determination. (D) France was paralyzed by pacifism and defeatism. (E) remilitarization of the Rhineland did not occur until 1937 so France could not have stopped it before it occurred. _____
99. According to McKay, Hill, and Buckler (p. 991), the primary reason the United States and Great Britain agreed to Stalin's demands at Yalta in February 1945 for "friendly" governments in the eastern European states liberated by the Red Army was (A) to reward the Soviet Union for its role in World War II. (B) their fear of communist revolution at home. (C) their fear of resurgent Nazism. (D) the presence of the Red Army in those countries. (E) their guilt at not opening a second front sooner to relieve pressure on the Soviet Union on the Eastern front. _____

100. According to McKay, Hill, and Buckler (pp. 991–992), the Allies agreed at the Yalta Conference to all of the following *except* (A) eastern European governments would be under the control of communists in each country. (B) the Soviet Union would declare war on Japan within three months after the end of the war in Europe. (C) Germany would be divided into zones of occupation. (D) Germany would pay heavy reparations to the Soviet Union in the form of agricultural and industrial goods. (E) joining the United Nations after the war in order to help preserve the peace.

101. 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.

102. 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.

103. According to the lectures, all of the following can be considered important considerations that contributed to the origins of the Cold War *except* (A) Stalin's fears in the 1930's and during World War II that Western leaders were deliberately setting Germany against the Soviet Union. (B) Western leaders' fears of a Soviet-led communist expansion throughout the world. (C) Stalin's fears that Germany might become strong enough to invade the Soviet Union again. (D) frictions and frustrations growing out of Soviet and Western control of post-war Germany. (E) the refusal of Soviet leaders to give up traditional Russian claims to Fort Ross in California.

104. 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.

105. According to McKay, Hill, and Buckler (pp. 1003–1004), after Stalin’s death in 1953, Soviet leaders realized reform was necessary for all of the following reasons *except* (A) the fear and hatred engendered by Stalin’s terrorism with its endless purges and unjust arrests. (B) the economic problems in the agricultural and consumer sectors. (C) the reality that Marxist-Leninist ideology was not working. (D) the diplomatic isolation of the Soviet Union. (E) the shortages of consumer goods, which were discouraging hard work and initiative.

106. In his Secret Speech given at the Twentieth Party Congress in 1956, as excerpted in *Sources of the Western Tradition* (pp. 457–459), Nikita S. Khrushchev (1894–1971) discussed (A) the atrocities committed by Joseph Stalin and his closest associates during the 1930’s. (B) issues of economic stagnation and political censorship that hindered Soviet development. (C) the possibility of returning the Soviet Union to a free-market economy sometime in the next 10 years. (D) the triumphs of the Soviet space program including putting a satellite (Sputnik) into earth orbit before the United States did. (E) the upcoming Olympic in Melbourne, Australia, and how Moscow could have them by 1980 if they really wanted to.

107. According to McKay, Hill, and Buckler (p. 1008), during the post-World War II period, science was characterized by which one of the following? (A) De-emphasis on weapons production. (B) A dramatic increase in private individual research. (C) A reliance on government research grants. (D) The divorce of science from technology. (E) A return to reliance on the authority of the Bible to answer such technical questions as why when I turn the lights on in my car the chugging noise of the engine goes away.

108. According to McKay, Hill, and Buckler (p. 1009), since the Second World War, the most significant change in the structure of the work force has been (A) an increase in agricultural day laborers. (B) a tremendous increase in industrial night workers. (C) the exclusion of women from the work force. (D) a tremendous increase in white-collar workers. (E) a tremendous decrease in service-oriented jobs, like working at McDonald’s or The Gap.

109. 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 Batman defeat the Nazi tank battalions in open combat. (E) showing him what it meant to be a lone individual in a hostile universe.

110. 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 the individual's own experience. (E) the theme of agreement and rejection.

111. 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.

112. According to McKay, Hill, and Buckler (p. 1006–1007), the leaders of the Czechoslovak reform movement of 1968 attempted (A) to abolish the Communist party in Czechoslovakia. (B) to make communism in Czechoslovakia more humane ("socialism with a human face"). (C) to remove Czechoslovakia from the Warsaw Pact. (D) to reintroduce Western capitalism and liberalism. (E) to obtain Marshall Plan funding and to join the North Atlantic Treaty Organization (NATO).

113. According to the lectures, the Western response to the Soviet invasion of Czechoslovakia 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.

114. McKay, Hill, and Buckler (p. 1008) make all the following statements about postwar scientists *except* that (A) they have become more specialized as fields were constantly dividing and subdividing into new specialties and subdisciplines. (B) they have become subject to greater governmental influence. (C) they increasingly work together in teams because the problem of Big Science are simply too complicated and expensive for a person to work effectively as an individual researcher. (D) they form a smaller and less diverse group than ever before. (E) there were four times as many scientists in 1975 than there were in 1945.

115. According to McKay, Hill, and Buckler (p. 1010), in post-World War II Europe, people have been more willing to purchase expensive consumer goods on credit and thus also take advantage of installment purchasing because (A) U.S. banks subsidized the European credit system. (B) interest charges were outlawed, which is why you pay no interest on your credit card purchases if you pay off each month's bill completely. (C) the expansion of social security safeguards reduced the need to accumulate savings for hard times. (D) wages were rising more rapidly than prices, which meant there was a scarcity of goods to be purchased with cash. (E) with the imminent threat of nuclear war and the subsequent total destruction of life on the planet (with the possible exception of cockroaches), people adopted a live-for-today attitude.

116. According to McKay, Hill, and Buckler (p. 1010), the most astonishing leisure-time development since World War II has been (A) the interest in high culture, especially the operas of Giuseppe Verdi like *Rigoletto*, *La Traviata*, and *Aida*. (B) the blossoming of mass travel and tourism; (C) the vast range of hobbies like chess and *Doom*. (D) the importance of television and movies in our daily lives. (E) the tremendous interest in spectator sports like football, baseball, basketball, and mud wrestling.

117. According to McKay, Hill, and Buckler (pp. 1015–1016), the United States involvement in Vietnam had its origin in (A) fear of continued French imperialism in southeast Asia. (B) the U.S. attempt to impose free election on the Vietnamese in 1956. (C) an attempt to contain communism and stop its spread to all of southeast Asia (the domino theory). (D) U.S. economic interests in southeast Asia, especially the vast deposits of titanium in Vietnam. (E) U.S. attempts to make Vietnam a colony and add it to the American empire after the French left in 1954.

118. According to McKay, Hill, and Buckler (p. 1015), with regard to free elections throughout Vietnam in 1956, the position of the United States was (A) the refusal to support elections for fear that Ho Chi Minh, the leader of North Vietnam, would win. (B) strong support for free elections no matter who won. (C) support of elections in North Vietnam only since South Vietnam was better run by a dictator. (D) support of the Geneva accord of 1954, which called for free elections by 1956. (E) support of free elections only if they could be run by the American military advisers in Vietnam.

119. According to McKay, Hill, and Buckler (p. 1022), the sharp rise in the number of married women working full time outside the home during the 1970's and 1980's was a response to (A) the reduction of home-centered work and that child care took less of married women's lives. (B) the demands of increased industrialization. (C) the number of casualties suffered by the male population in World War II. (D) advances in social welfare. (E) the rise of factories and the need for more textile workers as part of the Industrial Revolution.

120. According to McKay, Hill, and Buckler (p. 1034), reforms in eastern Europe in the late 1980's were made possible by (A) a grant from the Mobil Corporation. (B) the efforts of Mikhail Gorbachev and the long-standing campaign to humanize communism. (C) Western economic power and influence. (D) the success of the Western democracies and their political influence. (E) a series of violent, bloody revolutions against Soviet rule.

121. According to McKay, Hill, and Buckler (p. 1030), after World War II, Poland differed from the other Eastern bloc states because (A) its economy was managed effectively. (B) it retained an independent military. (C) of its independent agriculture and vigorous church. (D) of its leadership was born and raised in the country. (E) it had not borrowed any money from the West and, therefore, had no national debt.

122. According to McKay, Hill, and Buckler (pp. 1032–1033), the least successful of Mikhail Gorbachev's reform programs 1985–1991) was (A) *glasnost*, or openness of expression. (B) *perestroika*, the economic restructuring of the Soviet Union. (C) the democratization of the Soviet Union. (D) new political thinking in foreign affairs, which involved withdrawing Soviet troops from Afghanistan, encouraging reform movements in Poland and Hungary, and reducing East-West tensions. (E) greater autonomy for non-Russian minorities.

123. In *Mandela, Tambo, and the African National Congress: The Struggle against Apartheid, 1948–1990: A Documentary Survey*, ed. by Sheridan Johns and R. Hunt Davis, Jr., excerpted in "Nelson Mandela: Spear of the Nation" in *Makers of the Western Tradition*, a new chapter was opened in 1989 in the long struggle of the ANC for full rights for Africans when President Frederick W. de Klerk (A) tightened apartheid laws of racial separation. (B) executed Nelson Mandela, a leader of the African National Congress. (C) abandoned all hope for national reconciliation by fleeing to Canada. (D) repealed apartheid laws and legalized the African National Congress. (E) led an invasion of neighboring Zimbabwe in hopes of realizing Cecil Rhodes' dream of a Cape-to-Cairo railroad and telegraph line.

124. The selection from de Beauvoir's *The Second Sex* excerpted in the chapter "Simone de Beauvoir: *La Doyenne du Feminisme*," from *Makers of the Western Tradition*, can be seen as an attempt by de Beauvoir to (A) refute the existentialist theories of Jean-Paul Sartre. (B) defend the high principles of capitalism and democracy against totalitarian dictatorships throughout the world. (C) define the role of women in the modern world. (D) lay the groundwork for her campaign to become the first woman president of France. (E) show that women are inherently superior to men.

125. 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.

126. In the video “1989” a part of the *People’s Century* series, shown in class, the main catalyst of change in the Soviet Bloc in Eastern Europe, eventually leading to the overthrow of communist regimes in Poland, East Germany, Czechoslovakia, and Romania, was (A) the claims by President Ronald Reagan that the Soviet Union was an evil empire. (B) the reform efforts of Mikhail Gorbachev and his policy of glasnost. (C) the arms buildup, which showed the Soviet military the futility of competing with the United States. (D) the complaints of Eastern Europeans that their repressive governments were preventing them from seeing “The Simpsons” on TV. (E) a series of violent, bloody revolutions against Soviet rule beginning with the Hungarian Uprising of 1956.

127. *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 point answer on this exam. I will also use the best questions in future exams. Remember: no one-word answers or answers like “none of the above” or “all of the above.”

Questions from sample mid-term questions that could be on the final exam:

66. According to the lectures, the great German astronomer Johannes Kepler, who had been hired by the great Danish astronomer Tycho Brahe to disprove the heliocentric theory of the great Polish astronomer Nicolaus Copernicus, wound up proving that theory when he figured out that (A) “Geometry, coeternal with God and shining in the divine Mind, gave God the pattern... by which He laid out the World so that it might be Best and Most Beautiful, and finally most like the Creator”. (B) Poles are always correct. (C) planets move in elliptical orbits. (D) love makes the world go round. (E) the universe is made up of crystalline spheres.

67. According to the lectures, Giordano Bruno was executed as a heretic in the year 1600 for teaching all the following ideas *except* (A) the earth moves around the sun. (B) the universe is infinite. (C) the stars are like the sun. (D) there exists many other worlds like our own in the universe. (E) one day we will have a Polish pope.

68. According to the James Burke video shown in class, one of the most important discoveries that Galileo Galilei made was that (A) the planets travel around the sun in elliptical orbits. (B) the heavenly bodies were not smooth, perfect spheres, as evidenced by his observations of the moon through a telescope. (C) the Church felt threatened by anyone having nearly identical first and last names. (D) the angle at which the Leaning Tower of Pisa leans is inversely proportional to its height. (E) if $M = \text{Morality}$, $B = \text{Benevolence}$, $S = \text{Self-Love}$, $I = \text{Interest}$, and $A = \text{Ability}$, then $M = (B + S) \times A = BA + SA$ and therefore $BA = M - SA = M - I$, and $M = (B - S) \times A = BA - SA$ and therefore $BA = M + SA = M + I$.

69. According to the course handout on Galileo, the twentieth-century Italian historian Giorgio de Santillana sees the injunction of 1616 telling Galileo not “to hold, teach, or defend it [the Copernican theory] in any way whatsoever, verbally or in writing” as a forgery concocted by the Vatican in 1633 to justify its condemnation, but the twentieth-century American historian Stilman Drake has another explanation: (A) the injunction of 1616 was really written by Edward De Vere, the Earl of Oxford, when he wasn’t writing Shakespeare’s plays. (B) the injunction of 1616 is an authentic document to be used only if Galileo refused Cardinal Bellarmine’s instruction to abandon Copernicus’ theory. (C) Galileo made an honest mistake and simply did not remember that he was not supposed to teach Copernicus’ views (Galileo’s explanation, “I forgot,” was not accepted by the Church). (D) Galileo misread the injunction of 1616 and thought it said that he was supposed to teach Copernicus’ views.

70. According to the lectures, Francis Bacon and Rene Descartes differed in their views of science in that (A) Bacon wanted science used for the material improvement of life, whereas Descartes saw no practical application at all. (B) Bacon stressed an inductive methodology based on data, whereas Descartes stressed deduction and abstract logic. (C) Bacon was critical of the ideas of Aristotle, whereas Descartes supported the views of Aristotle and the Church. (D) Bacon stressed the importance of mathematics, whereas Descartes largely ignored it in favor of the experimental method. (E) Descartes was cooked in a stove whereas Bacon is smoked in an oven.

71. According to the James Burke video shown in class, Isaac Newton's theory of universal gravitation, as presented in his *Principia mathematica*, (A) had little effect on other scientists until the twentieth century. (B) explained once and for all time the cause and basic nature of gravity. (C) applied a single principle of physics to the mathematical description of all motion in the universe, both on earth and outside it. (D) reinforced the distinction between celestial and worldly physics. (E) was first thought of by Leibniz.

72. According to the lectures, Isaac Newton's achievements had a profound influence on other scientists. Which of the following statements best describes the attitude of scientists after Newton? (A) There are some aspects of reality that men should not investigate. (B) There is nothing "natural". (C) Scientific fields of study are independent and unrelated to social enterprise. (D) The world operates according to laws that can be discovered and understood by the minds of men. (E) There is nothing more to do since Newton has discovered it all.

73. Based on the lectures, which of the following statements would you say is most correct regarding the work and thought of Francis Bacon (1561–1621) (A) The existence of God cannot be proven and thus religion has no place in the new scientific method. (B) Matter and spirit are part of the same fundamental element. (C) Truth and knowledge can be established through data collection and inductive reasoning. (D) All objects are composed of tiny indestructible parts known as molecules and all motion is therefore molecular motion. (E) We should have faith in authority and believe in everything that has been written and published, for how else could it have been published.
