

## Final Examination Prep Sheet

### History 104 / Spring 2013

Reminder: your two final exam time slots are

- Wednesday, May 1 from 3:30 – 5:30 pm in PHYS 114
- Friday, May 3 from 3:30 – 5:30 pm in MATH 175

In either event, please bring *two blue books* with you! You'll be writing one essay in each book.

### **Part I. Factual Questions**

Directions: As on previous exams, be prepared to answer matching exercises on the following persons and terms.

#### **Politicians and rulers**

Konrad Adenauer	Vladimir Ilyich Lenin
Alexander Dubcek	Slobodan Milosevic
Adolf Eichmann	Benito Mussolini
Francisco Franco	Joseph Stalin
Charles de Gaulle	Margaret Thatcher
Josef Goebbels	Leon Trotsky
Mikhail Gorbachev	Lech Walesa
Nikita Khrushchev	Woodrow Wilson

#### **Cultural Figures**

Josephine Baker	James Joyce
Bertolt Brecht	Herbert Marcuse
Michel Foucault	Jean-Paul Sartre
Francis Fukuyama	Igor Stravinsky
Walter Gropius	Virginia Woolf

#### **Terms**

appeasement	Marshall Plan
autarky	Modernism
Bauhaus	New Economic Policy (NEP)
Berlin Airlift	Night of the Broken Glass
Bolshevik	Nuremberg Laws
Chernobyl	October Revolution
Comintern	Operation Barbarossa
cult of personality	post-modern
dada	“socialism with a human face”
ethnic cleansing	squadristi
fascism	Solidarity
February Revolution	soviet
Five-Year Plan	totalitarian
gulag	Wannsee Conference
<i>Lebensraum</i>	Weimar Republic

## **Part II. Essays**

Directions: Please prepare *one* of the questions in Group One, and *one* of the questions in Group Two. You will have 40 minutes to write each essay, so be sure to develop substantial outlines while studying. Remember that you may not bring any notes into the exam.

One other observation: while preparing, please use *only course material* (the textbook, the document reader, and my lecture outlines). There is no reason to consult outside sources. The internet is, after all, rife with misinformation; the printed word is more reliable. As always, what we are looking for in your essays is a persuasive argument supported by relevant details.

### **Group One (choose A or B)**

A. How did the European dictatorships of the 1920s and 1930s differ from absolutist monarchies of the 17th Century? How might new technologies, mass politics, and “totalitarian” ideologies have given 20th-Century dictators a greater capacity to control their populations than Louis XIV? Bear in mind that the three major dictatorships of the period – fascist Italy, Nazi Germany, and Stalin’s Soviet Union – were all quite different; where relevant, you should distinguish among them in crafting your answer.

B. Consider the three dominant political ideologies of the 20th Century – fascism/Nazism, communism, and liberal democracy. Why did liberal democracy seem so unappealing to many Europeans in the 1930s? What advantages did fascist and communist movements have in mobilizing nations (or classes) on behalf of their goals? Why, in your judgment, did liberal democracy prove more resilient and enduring in the long run? Be sure to make precise arguments here; I would like you to recognize that the triumph of democracy and capitalism was *not* inevitable.

### **Group Two (choose C or D)**

C. In this course, we have discussed (a) political and military institutions; (b) intellectual and religious developments; and (c) changes in science, technology, and economic production. All are significant. Nevertheless, if you had to choose: which of those three categories strikes you as *most* fundamental for an understanding of history? Write an essay explaining why you believe one of the above categories most strongly affected the course of European civilization from 1500 to the present. Note that a complete answer will also consider why the type or “genre” of history *you* have chosen is more relevant than the other two.

D. How does cultural activity – such as painting, literature, music, or architecture – tend to reflect widely held values in a given historical period? Are works of art, literature and music merely *products* of the time, or do they sometimes help to shape mentalities and thus influence the course of events? Consider *three or four* (no more, no less) of the following: the era of “confessional” identities, the baroque era, the classical era, romanticism, fin-de-siècle Europe, the interwar period.