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 Khruzhchev  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”

economic cleansing  squadristi
fascism  Solidarity
February Revolution  soviet
c:\Five-Year Plan  totalitarian
gulag  Wannsee Conference
Lebensraum  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.