

Final Exam Review Guide

Part I. Term Identification

You need to be familiar with the historical context and significance of the following names and terms from your readings and lectures. Be sure you are able to address the appropriate “who?” “what?” “where?” and “when?”, and most importantly, “why?” issues associated with each one.

The Cold War and the American Century

Iron Curtain
Truman Doctrine
Marshall Plan
NATO
Warsaw Pact
The "American Century"
Policy of Containment
Why a Cuban street scene is recognizable
Domino Effect
The Military-Industrial Complex
Proxy War
The Third World
The Non-Aligned movement
Vietnam and the counterculture
Sputnik
Berlin airlift
MAD
Brezhnev Doctrine

India and Nonviolent Resistance

Massacre at Amritsar, India
Satyagraha
Ahimsa
Salt March
'Himalayan miscalculation'
Division between Hindus and Muslims
Mahatma Gandhi
Indian National Congress
Government of India Act

Decolonization and Development

Kwame Nkrumah
Ho Chi Minh
Neocolonialism
Negritude
FLN
Concentrated interests

Rent seeking
Agricultural Marketing Board
Afrocentrism
Organization of African Unity
Failures of development in Ghana
Success of Botswana
Inclusive institutions
Extractive institutions

Existentialism and the Absurd

Jean-Paul Sartre (1905-1980)
Existence precedes essence
Individual accountability
Existential Angst
"condemned to be free"
consumerism
Waiting for Godot

Race and Freedom

Brown vs. Board of Education of Topeka
1954
Civil Rights Act 1964
Voting Rights Act 1965
legacy of segregation in public schools
Negative liberty
Positive Liberty
Martin Luther King, Jr.
Malcolm X
The Fire Next Time

Feminism and Women's Rights

The “Home” front 1945-1960
Betty Friedan’s “The Feminine Mystique”
1963
“The Problem That Has No Name”
Strategies of “containment”
Second Wave of Feminism

role of the media in creation of the feminine mystique
Chipko Movement in India

Globalization

Gini Coefficient
Life and Debt
Effect of globalization in Jamaica
Structural Adjustment Programs (SAPs)
Import-Substitution
International Monetary Fund (IMF)
World Trade Organization (WTO)
“Trickle-down economics”
Washington Consensus

Down-sizing of public sector and social services
Downward mobility in Third World
Effect on Illegal Immigration
Tragedy of the Commons
Collective Action Problem

Liberalism Triumphant and the End of History?

Globalization of McWorld
Tribalism of “Jihad”
Francis Fukuyama
The End of History
Glasnost
Perestroika

Part II. Long Passage Identifications

Passages from the following selection will be included on the Final Exam. In your response, you must identify the historical, social, or cultural context in which each passage occurs (e.g. speaker, subject, occasion, purpose, general time period). Evidence of independent insight on the readings is strongly recommended. **Text references will not be provided on the actual Final Exam.**

1. “In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex.” (Eisenhower, “Farewell Address”)
2. “And yet if they resorted to incivility it would spoil their Satyagraha, like a drop of arsenic in milk. I realized later that they had less fully learnt the lesson of civility than I had expected. Experience has taught me that civility is the most difficult part of Satyagraha. Civility does not here mean the mere outward gentleness of speech cultivated for the occasion, but an inborn gentleness and desire to do the opponent good. These should show themselves in every act of the Satyagrahi.” (Gandhi, “An Autobiography”)
3. “Once multilateral aid begins, the neo-colonialist masters are faced by the hostility of the vested interests of their own country. Their manufacturers naturally object to any attempt to raise the price of the raw materials, which they obtain from the neo-colonialist territory in question, or to the establishment there of manufacturing industries, which might compete directly or indirectly with their own exports to the territory. Even education is suspect as likely to produce a student movement and it is, of course, true that in many less-developed countries the students have been in the vanguard of the fight against neo-colonialism.” (Nkrumah, “Neo-Colonialism: The Last Stage of Imperialism”)
4. “It would therefore be a mistake to see the policies chosen by governments in Africa as representing commitments made without regard for the public interest. But what is notable is that the mix of policies chosen to secure economic development has permitted the entrenchment of enormously powerful private interests, and that this fact has become an important source of the durability of policy commitments.” (Bates, “Rental Havens and Protective Shelters”)

5. "If existence really does precede essence, there is no explaining things away by reference to a fixed and given human nature. In other words, there is no determinism, man is free, man is freedom. On the other hand, if God does not exist, we find no values or commands to turn to which legitimize our conduct. So in the bright realm of values, we have no excuses behind us, nor justification before us. We are alone, with no excuses." (Sartre "Existentialism")
6. "Do I really want to be integrated into a burning house?" (James Baldwin, *The Fire Next Time*)
7. "The suburban housewife—she was the dream image of the young American women and the envy, it was said, of women all over the world. The American housewife—freed by science and labor-saving appliances from the drudgery, the dangers of childbirth and the illnesses of her grandmother. She was healthy, beautiful, educated, concerned only about her husband, her children, her home. She had found true feminine fulfillment." (Friedan "The Feminine Mystique")
8. "We must admit that our legal system of private property plus inheritance is unjust—but we put up with it because we are not convinced, at the moment, that anyone has invented a better system. The alternative of the commons is too horrifying to contemplate. Injustice is preferable to total ruin." (Hardin, "The Tragedy of the Commons")
9. "McWorld does manage to look pretty seductive in a world obsessed with Jihad. It delivers peace, prosperity, and relative unity—if at the cost of independence, community, and identity (which is generally based on difference). The primary political values required by the global market are order and tranquility, and freedom—as in the phrases "free trade," "free press," and "free love." Human rights are needed to a degree, but not citizenship or participation—and no more social justice and equality than are necessary to promote efficient economic production and consumption." (Barber "Jihad vs. McWorld")
10. "We live in an unequal world. The differences among nations are similar to those between the two parts of Nogales, just on a larger scale. In rich countries, individuals are healthier, live longer, and are much better educated. They also have access to a range of amenities and options in life, from vacations to career paths, that people can only dream of." (Acemoglu and Robinson, *Why Nations Fail*)

Part III Cumulative Essay

The long essay question will be cumulative in scope. It will ask you to demonstrate your understanding of key, overarching problems we have covered in the course and develop a **well-substantiated, thesis-based** essay. In your essay, you must focus primarily on specific readings from the course syllabus. The key challenge is for you to demonstrate that you have reflected on these readings thoroughly and critically, in conjunction with the lectures. Be sure to explain the relevance of the examples you choose (either direct or nuanced) in a coherent, reflective, and concrete manner. (Suggested length 5-6 blue-book pages, single-spaced). **Note that on the exam**

you will be presented with some specific examples that you will have to incorporate into your answer for full credit.

You have been asked to advise a group of revolutionaries from the country of Freedonia. For too long the people of Freedonia have been exploited by foreigners and aristocrats, yet most Freedonians remain apathetic and unorganized. A group of Freedonians calling themselves “The Patriots” has vowed to kick out the foreigners, reform the country, and improve the lives of the Freedonian people, but they don’t really know how. The Patriots know little about revolutions, states, or markets, but they are enthusiastic learners! They have heard that something called “liberalism” might be a good model for their country after the revolution, but they have also heard that “liberalism” has its critics. Their goal is a society that provides broad-based prosperity and meaning in the modern world for the citizens of Freedonia, and they are wondering if a liberal society is the best way to do so. Using what you have learned in MMW, please advise the Freedonian rebels about what they can expect from liberalism and how and why meaning and a broadly-based prosperity may or may not be difficult to achieve in such a society. In your policy recommendation please draw upon theoretical and historical examples.