

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.

Communism

Manchester
Karl Marx
Dialectical Materialism
Proletariat
Dismantling the sanctity of private property Base and Superstructure
True value vs. Surplus value
Uprisings of 1848

Imperialism and the White Man's Burden

“The White Man's Burden”
Cecil Rhodes
King Leopold II
Congo Free State
Edmund Morel

Britain in India

Dadabhai Naoraji
“The Knife of Sugar”
British East India Company
Sepoy Mutiny 1857
Sati
British Raj

China and the Opium Wars

Macartney Embassy 1792-94
Canton
Commissioner Lin Zexu
Opium Wars
Unequal Treaties

The First World War

Gavrilo Princip
Triple Entente
Dual Alliance
Trench Warfare

Rupert Brooke
Dulce et Decorum est
Total War
The Big Four
Versailles
“Carthaginian Peace”
League of Nations

Age of Anxiety and Depression

Les desmoiselles d'Avignon
L.H.O.O.Q
Dada
Futurism
The Grapes of Wrath
John Maynard Keynes
Golden Fetters
Debt Deflation
Welfare State

Russian Revolution

Bolsheviks
Dictatorship of the Proletariat
Lenin
Five-Year Plan
Stalin
Kulaks
Cult of Personality
Sputnik

Japan's Economic Miracle

Commodore Matthew Perry
Meiji Restoration 1868
Datsu-A Ron
Russo-Japanese War
Zaibatsus
The Mukden Incident
Manchukuo

Communist China

Self-Strengthening Movement
Empress Dowager Cixi
May Fourth Movement
The Long March
Sun Yat-Sen
Mao Tse-Tung
The Great Leap Forward
Cultural Revolution

Fascism

Blond Beast
Slave Morality
Fasces
Mussolini
Weimar Republic
Lebensraum
Wannsee Conference
Banality of Evil
Adolf Eichmann
The “respectable voice” of society

The Cold War

Iron Curtain
Truman Doctrine
Marshall Plan
NATO
Warsaw Pact
Policy of Containment
Domino Effect

The Military-Industrial Complex
Proxy War
The Third World
The Non-Aligned movement

Decolonization and Development

Massacre at Amritsar, India
Satyagraha
Salt March
‘Himalayan miscalculation’
Kwame Nkrumah
Neocolonialism
Concentrated interests
Rent seeking
Agricultural Marketing Board
Success of Botswana

Globalization and Environmental Dilemmas

Tragedy of the Commons
Collective Action Problem
‘environmental abnormality’
Glasnost
Perestroika
Import-Substitution
Structural Adjustment Programs
International Monetary Fund
Washington Consensus
“The Best of all Possible Worlds”

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. “The conditions of bourgeois society are too narrow to compromise the wealth created by them. And how does the bourgeoisie get over these crises? On the one hand, by enforced destruction of a mass productive forces; on the other, by the conquests of new market, and by the more thorough exploitation of the old ones. That is to say, by paving the way for more extensive and more destructive crises, and by diminishing the means whereby crisis are prevented.” (Marx and Engels, *The Communist Manifesto*)
2. “Take up the White Man's burden—
Send forth the best ye breed—
Go bind your sons to exile

To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half-devil and half-child.”
(Kipling, “The White Man’s Burden”)

3. “I hope that in the future we shall not adhere to this purist financial attitude, and that we shall be ready to spend on the enterprises of peace what the financial maxims of the past would only allow us to spend on the devastations of war. At any rate, I predict with an assured confidence that the only way out is for us to discover some object which is admitted even by the deadheads to be a legitimate excuse for largely increasing the expenditure of someone on something.” (Keynes, “The World’s Economic Outlook”)
4. “Liberalism is a manifestation of opportunism and conflicts fundamentally with Marxism. It is negative and objectively has the effect of helping the enemy; that is why the enemy welcomes its preservation in our midst. Such being its nature, there should be no place for it in the ranks of the revolution.” (Mao, “Combat Liberalism”)
5. “The foundation of Fascism is the conception of the State, its character, its duty, and its aim. Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be conceived of in their relation to the State. The conception of the Liberal State is not that of a directing force, guiding the play and development, both material and spiritual, of a collective body, but merely a force limited to the function of recording results: on the other hand, the Fascist State is itself conscious, and has itself a will and a personality—thus it may be called the ‘ethic’ State.” (Mussolini, “The Political and Social Doctrine of Fascism”)
6. “Much of the horribly painstaking thoroughness in the execution of the Final Solution—a thoroughness that usually strikes the observer as typically German, or else as characteristic of the perfect bureaucrat—can be traced to the odd notion, indeed very common in Germany, that to be law-abiding means not merely to obey the laws but to act as though one were the legislator of the laws that one obeys. Hence the conviction that nothing less than going beyond the call of duty will do.” (Arendt, “Eichmann in Jerusalem”)
7. “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”)
8. “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”)

9. "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")
10. "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")
11. "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")

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. **You will be asked to incorporate three examples from class material into your essay that will be specifically chosen for you, in addition to whatever other examples you yourself propose. You will not know these examples until the exam.** (Suggested length 5-6 blue-book pages, single-spaced).

ESSAY PROMPT:

"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. Using what you have learned in MMW, please advise

the Freedomian rebels about what they can expect from revolution and what kind of social order they should (or can) create for their country. In your policy recommendation please draw upon theoretical and historical examples. You are free to recommend whatever political, economic, or social system you like—you can even recommend that “The Patriots” refrain from revolution, but you must explain yourself.”

Suggestions:

1. Use **at least** 4 readings
2. Discuss Liberalism and its critics
3. Discuss revolution
4. Discuss Nationalism
5. Discuss inclusive versus extractive institutions
6. Think about Locke, Rousseau, Burke, Marx, Nietzsche, or Nkrumah
7. Think about Robespierre, Bolivar, Lenin, Mao, Mussolini, or Gandhi
8. Think about the American, French, Haitian, or Chinese Revolutions
9. Think about Smith, Keynes, “the Washington Consensus”, Stiglitz, or Robert Bates
10. Think about other writings as you see fit.
11. Think about your essay before Saturday.
12. Get to work!