

Second Midterm Exam Review Guide

(This is meant to be a review guide, not the exam itself. Ultimately, you are accountable for all the key materials in the readings and lectures.)

Exam will be designed for 50 minutes

Part I. Objective

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. **Multiple Choice** and **Matching Terms** questions will be drawn from this guide.

**Example of Multiple Choice format:**

Please read each choice carefully and **write** the letter that corresponds to the **most** appropriate answer in the box at the end of the question.

Which secret treaty carved up Poland between two neighboring powers? A) Brest-Litovsk Treaty  
B) Treaty of Versailles C) Helsinki Accord D) Nazi-Soviet Pact [ ]

**Example of Matching Terms format:**

Please match the terms or names from each column that are most closely related in significance and historical context. Write a **three-sentence** explanation of their relationship in the box provided

J. Alfred Prufrock

Ahimsa----->

Gandhi

Divided Self----->


**Key Names & Terms for Weeks Four through Six**

**Lecture Ten—Manufacturing Consent in Mass Society**

Commons’s “period of stabilization”  
De Tocqueville’s critique of democracy\*  
Roosevelt’s New Deal as “safety valve”  
Public Opinion vs. public affairs  
Leader’s manipulation of the “symbol”  
The Manufacture of Consent  
Ford’s Model T  
Culture of leisure in Middletown  
“The Unknown Citizen”

**Lecture Eleven: Totalitarian Alternatives—Stalin and Mussolini**

“Dictatorship of the Proletariat”  
Bolshevik Revolution  
“Chekas”  
Russia’s withdrawal from W.W.I  
Lenin’s New Economic Policy  
Insurrection as an “art”  
Trotsky—Left Wing agenda

Bukharin—Right wing agenda  
Stalin’s rise to power  
Five Year Plans  
Kulaks  
Cult of Personality\*  
Mussolini and Fascism in Italy  
Fiume  
Symbol of the *fasces*\*  
Assault on Liberalism and democracy

**Lecture Twelve—Prelude to Another War**

Japan’s invasion of Manchuria 1931  
Greater Co-Prosperty Sphere  
Mussolini’s invasion of Ethiopia 1935  
Weimar Republic  
Article 48  
Locarno Treaty 1925  
“Lebensraum”  
“Anschluss”  
Munich Beer Hall Putsch 1923  
*Mein Kampf*

Social Darwinism  
Hitler's ideology of racial purity  
"Volk" philosophy  
Propaganda vs. organization  
British policy of Appeasement  
Neville Chamberlain  
France's Maginot Line  
The Sudetenland  
Munich Pact September 29, 1938  
Nazi-Soviet Pact

### **Lecture Thirteen—Atrocities in W.W.II**

The Nanking Massacre December 1937\*  
"Baptism by blood"\*  
The Final Solution  
*Mischlinge*  
Elie Wiesel  
Auschwitz  
Buna  
Kapos  
Journey to Buchenwald

### **Lecture Fourteen—The Banality of Evil**

Hannah Arendt  
Adolf Eichmann  
View towards Jews  
Social background  
Mentality of a "joiner"  
"Conscience of respectable society"  
Freud's idea of group libido\*  
Modern leader as "father figure"\*  
The meaning of "banality of evil"  
"Death Fugue"

### **Lecture Fifteen—Makings of the Cold War**

"Percentage Agreement"  
Potsdam 1945

Four-power control of Berlin  
New German currency  
Berlin City Assembly  
Berlin Airlift 1948-49  
"Iron Curtain" speech 1946  
Truman Doctrine 1947  
Marshall Plan 1948  
"American Internationalism"  
NATO vs. Warsaw Pact  
Berlin Wall 1961  
"Checkpoint Charlie"  
The Cuban Missile Crisis 1962

### **Lecture Sixteen—Global Implications of the Cold War**

NSC-68 (April 1950)  
Policy of Containment  
Domino Effect\*  
Vulnerabilities of a democracy  
Hungary and Imre Nagy\*  
Czechoslovakia and Alexander Dubcek\*  
Outbreak of Korean War\*  
Cuba and Fidel Castro\*  
Chile and Allende\*  
Nicaragua and the Sandinistas\*  
Military-industrial complex  
CIA and National Security Council

### **Lecture Seventeen—Big Science and the Research University**

Manhattan Project  
Los Alamos  
Ernest Lawrence  
Radiation Lab at Berkeley  
Teller and Livermore  
Industry University Cooperation Research

## Part II. Long Passage Identifications

**Three** passages from the following selection will be included on the midterm. You will choose **two** to write on. In your response, you must identify the historical or religious context in which each passage occurs (e.g. speaker, subject, occasion, purpose, general time period). More importantly, you need to explain its relevance to its respective tradition. Evidence of independent insight on the readings is strongly recommended. Each response should be a **full paragraph** in length. **Text references will not be provided on the actual midterm.**

- 1) "The creation of consent is not a new art. It is a very old one which was supposed to have died out with the appearance of democracy. But it has not died out. It has, in fact, improved enormously in technic, because it is now based on analysis rather than rule of thumb. And so, as a result of psychological research, coupled with the modern means of communication, the practice of democracy has turned a corner." (Lippmann *Public Opinion*)
- 2) "The need to preserve some degree of credibility for the U.S. pledge to defend West Berlin's population greatly limited Washington's flexibility with regard to any part of the earth in dispute

- with the supposed Sino-Soviet bloc or, after the bloc's evident fracture, with either the U.S.S.R. or China." (May "America's Berlin")
- 3) "The solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers." (Eisenhower, "Farewell Address")
  - 4) "The organizer must primarily be a psychologist. He must take people as they are and must therefore know them. He must not overestimate them, any more than he must underestimate them in the mass. On the contrary, he must take weakness and bestiality equally into account, in order, considering all factors, to create a formation which will be a living organism, imbued with stable and strong power." (Hitler *Mein Kampf*)
  - 5) "The old man whispered something, let out a rattle, and died amid the general indifference. His son searched him, took the bread, and began to devour it. He was not able to get very far. Two men had seen and hurled themselves upon him. Others joined in. When they withdrew, next to me were two corpses, side by side, the father and the son. I was fifteen years old." (Wiesel *Night*)
  - 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")