

## Preview for the Maddening & Mind-Boggling Mid-Term™ History 464

The maddening & mind-boggling mid-term consists of three basic parts, which together assess both your factual knowledge and your analytical abilities. The mid-term is designed to blow apart the head of anyone whose fanatical devotion to the course is not genuine. The point allocations listed below are approximate and may be different on the exam itself.

**PART ONE. Chronology (20 points).** Although I do not expect you to know many precise dates, I do expect you to be able to arrange clusters of significant events in chronological order. The supposition is that in each case the events are related to one another, and that some things could not really have happened until other things happened first. This kind of basic factual knowledge is ultimately essential. Whereas we have not been able to address all of the events listed on the chronologies provided on the website – far from it – nonetheless those should provide a great deal of guidance. There will be some (limited) element of choice in this section of the exam. A very simple example follows (though you can expect the ones on the exam to be rather more difficult):

- A) World War II
- B) World War I
- C) Italian Fascists come to power
- D) Nazis come to power

So you write: *B, C, D, A*

**PART TWO. Short Answer (30 points).** This section is based on the proposition that fanatical devotion to the course will have equipped you with extensive factual knowledge of European history from WWI to the 1930s, and that such factual knowledge is the foundation for any effort to engage in serious analysis or interpretation. In each case, you will provide the information requested in the space provided. Do not provide information that is not requested, and be sure to read the question carefully to be sure that what you provide actually answers the question and represents the BEST (least worse) answer. There will be some (limited) element of choice in this section of the exam. An example follows:

Name the four states that made up the Central Powers in World War I (For this purpose dual monarchies should be treated as a <b>single</b> state).	<i>Germany, Ottoman Empire, Bulgaria &amp; Austria-Hungary</i>
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**PART THREE. Triads (50 points).** This is the major interpretive portion of the exam and undoubtedly the most amusing part. Experience in class should already have made clear that a triad represents a list of three items that may be linked in a fundamental way in the context of the history we are studying. For each triad, I ask that you write a well-developed paragraph or short

essay explaining the historical relationship among the three items. The idea is to focus above all on the *connections*, rather than on addressing each item in isolation from the others: How are the items related to one another? In each case the *best answer* will state in the paragraph's first sentence the relationship involved; the rest of the paragraph will then elaborate on that relationship, using specific evidence and detail from the materials at your disposal (lecture notes, readings, etc.). Though the three concepts can usually be put together in a variety of ways, make sure that you do not ignore important evidence in putting your answer together. And think hard about the arguments and main ideas of our readings, since these are often at the core of the triad.

There is sometimes uncertainty about how long these triad-essays need to be. This is difficult to answer in any categorical fashion, but at a minimum (note: *at a minimum!*) they must provide enough specific evidence and development in order to sustain the thesis being offered at the outset. Ideally they should do more than this. Indeed, I am often struck by *extraordinarily limited* character of some students' essays, as if three sentences that say nothing concrete could possibly be considered sufficient. The exam is, after all, an opportunity for you to demonstrate the depth and scope of your knowledge. If you write a tiny amount and offer little specific evidence, I can only conclude that you are not, in fact, fanatical about the course, but are only pretending to be. But in any event, the specifics that you provide should logically develop the larger point(s) that you wish to make. This means thinking – at home, *before* the exam – about the relationships involved and the events, people, concepts, and context that you need to invoke in order to make those relationships clear. Usually we have not been able to do quite enough of this in class, so you need to think about going beyond what we've done there. What does this mean in terms of length? It's hard to say. But my guess is that it would be difficult to say a great deal of substance in less than a page (depending on your handwriting). If your essay takes up 1/3 or ¼ of the page, that's a likely sign that it is utterly inadequate.

The triads that appear on the exam (probably six) will be taken from the following list. You will be asked to write either two or three triads of your choice. I retain the right to modify *slightly* any triad on the exam itself, in light of the material covered before the day of the exam.

Young Turks (CUP) World War I Armenians & Greeks	Fourteen Points Paris Peace Settlements Treaty of Versailles	World War I Communism Liberal democracy
Mass politics World War I Fascism	Peasantry War Communism NEP	Nazis' acquisition of power Peter Fritzsche Robert Paxton
NEP Working class (proletariat) Stalinism	Fascism Autarky Liberal capitalism	Nazism Versailles Treaty Bolshevism