The exam concerns all the material covered up to the mid-term, and will consist of four parts: 1) multiple choice questions; 2) chronology; 3) short answer; 4) triads. The point values designated below are approximate and may be slightly different on the exam itself.

**PART ONE. Multiple Choice (20 points).** This part of the exam is designed to test basic factual knowledge. Read the question carefully. Do not read the question quickly and inattentively. Then choose the correct answer. Do not choose the incorrect answer. If two answers seem good, then choose the one that is better. If they all seem good, then choose the one that is best. Example:

*What neutral country did the Schlieffen Plan require Germany to violate in August of 1914?*

a) United States  
b) Switzerland  
c) Italy  
d) Sweden  
e) Belgium

**PART TWO: Chronology (20 points).** This part of the exam is designed to ensure that you have a basic grasp of the sequence of events before & during the war. I will provide you with a group of events. In the case of each group, you will put the events in their proper chronological order. Most likely, I will provide you with five groups of events, asking you to choose four of them to write on (@ 5 points each). Example:

A) "July crisis" and outbreak of the war  
B) Russo-Japanese War  
C) Creation of Franco-Russian alliance  
D) Bosnian Annexation Crisis

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

Note that I will not ask you to identify specifically when the event occurred, but rather the sequence of the given events. Though I suppose you could go about "memorizing" dates, I think it would make more sense to about the relationship among different events and about how they contributed to specific outcomes.

**PART THREE: Short answers (35 points).** The purpose of this portion of the exam is to ensure that you have mastered some basic factual information in an active sense. I will try to devise question that you can answer using a few words or a phrase. Most likely, I will provide you with ten questions and will ask you to write on seven of them (@ 5 points each). Example:

*Name three European states that entered the war NOT from its very beginning in August 1914, but only subsequently.*

As always, be sure to read the questions carefully, as they have been written judiciously in order to elicit a particular response. Note that the example here says "European state," which would exclude countries like Japan, Honduras, Liberia, and the United States. Nor could Russia or Great Britain be considered correct, as both states entered the war already in late July or very early August. Because the Ottoman Empire had a (small) European presence, and because it entered the war a couple of months after August, it would be an acceptable answer. There are several others as well.
PART FOUR: "Triads" (45 points). This is the major interpretive portion of the exam and undoubtedly the most amusing part. A triad represents a list of three items (people, places, ideas, abstract concepts) that I propose are 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 mini-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. 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, textbook, and any other relevant materials). Though the three concepts can usually be put together in a variety of ways, please make sure that you do not ignore important evidence in putting your answer together. I will offer several of the triads below. You will choose three of them on which to write.

Austria-Hungary
Serbia
Bosnia-Herzegovina

Russia
Austria-Hungary
Balkans

Limited Balkan war
Continental war
Alliance system

“war enthusiasm”
patriotism
hatred of enemy

European diplomatic system
International socialism
Diplomatic crises (1905-1914)

July Crisis
“defensive” war
European socialists

Franco-Russian alliance
Schlieffen Plan
Great Britain

Germany
Belgium
Propaganda

Women
“total war”
labor & wartime service

GENERAL ADVICE: In addressing the triads, the first thing to do is to determine which texts to related materials will allow you to analyze the relevant issues. I would quickly review all of the readings to determine which of them might be deployed where. This is crucially important, as you will be assessed, in large measure, based on the specific evidence that you bring to bear in making your assertions. The more evidence you have, the stronger your case. The NUMBER ONE deficiency of triads generally involves the failure to deploy evidence and to reference texts that have obvious relevance to the issues at stake.

In general, you should want to use the exam to demonstrate to me the depth of your knowledge and the seriousness of your preparation. Each of the triads above, for example, could probably be addressed in a sentence. But that would be very superficial and would not demonstrate your engagement with the material. Thus you want to make your answers as robust as possible (note that “robust” does not necessarily mean "long"; a well-written and concise answer can be packed with insight, while a lengthy and verbose answer may say little or nothing). Because I am providing you with a good portion of the exam right here, I indeed expect your answers to be robust, to go somewhat beyond the immediately obvious connections, and to provide elaboration on the connections involved. I cannot stress enough how important it is to root your assertions in specific events and processes and to refer to particularly people and texts as well.