

Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer question 1 and question 2. They then choose to answer either question 3 or question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

1. Use the two passages below to answer all parts of the question that follows.

Source 1

“It seems, in hindsight, that the Cold War was inevitable. From the very beginning of the Russian-American relationship, the ideologies of the two nations were fundamentally incompatible. Founded in 1776, the young United States was republican and democratic. Russia, on the other hand, was an old autocracy, hostile to democracy, xenophobic, and known for ruthless suppression of its numerous subjects. There was another factor that seemed to make eventual conflict between the two nations inevitable: both were expansionist states whose respective spheres of interest would eventually expand to global dimensions.”

Ronald E. Powaski, *The Cold War: The United States and the Soviet Union, 1917–1991*, 1998

Source 2

“Most scholars (ourselves included) believe that it makes more sense to place the start of the Cold War in the mid-1940s when American and Soviet leaders had the military power, the economic resources, and the determination to engage in a far-flung and intense ideological, political, military, and cultural struggle for influence. Deeply affecting the domestic politics and foreign affairs of most of the world’s nations, this multifaceted competition between the United States and its allies and the U.S.S.R. and its allies was one of the major phenomena in modern history.”

Ralph Levering and Verena Botzenhart-Viehe, *Debating the Origins of the Cold War: American and Russian Perspectives*, 2001

- a) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Powaski’s interpretation about the origins of the Cold War.
- b) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Levering and Botzenhart-Viehe’s interpretation about the origins of the Cold War.
- c) Explain ONE way in which the views of the Russian-American relationship expressed in the two passages led the authors to propose different interpretations for the origins of the Cold War.

2. Use the image below to answer all parts of the question that follows.

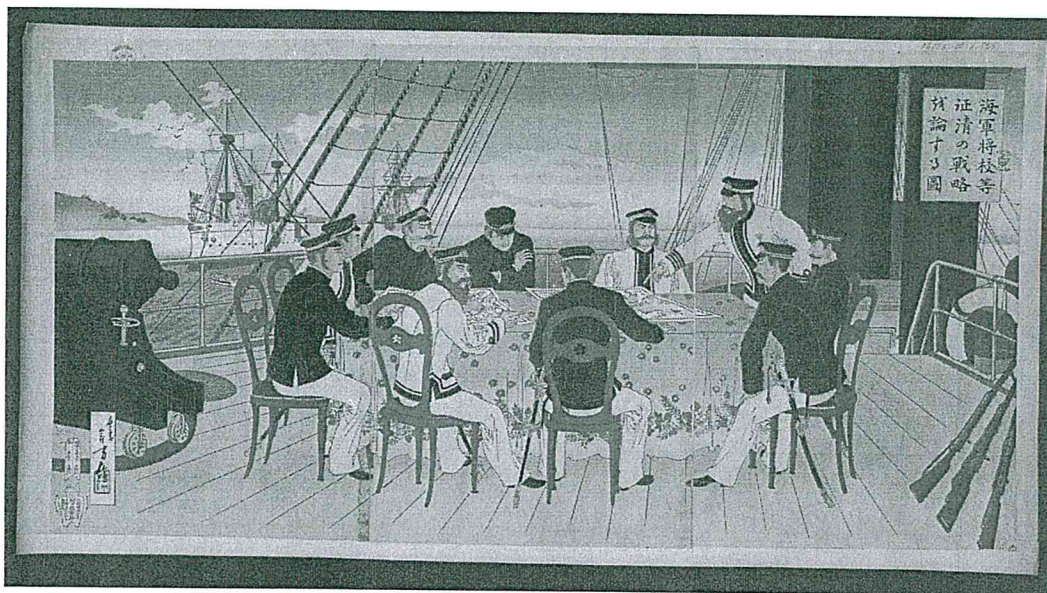


Image Courtesy of the British Library

Mizuno Toshikata, Japanese painter, *Picture of a Discussion by [Japanese] Naval Officers about the Battle Strategy against China*, three-panel woodblock print created during the 1894–1895 war between Japan and China.

- Describe one change in Japan during the Meiji Period that allowed it to develop the military capacity reflected in the painting.
- Explain one way in which the painting reflects a continuity in the social makeup or cultural values of Japanese elites throughout the nineteenth century.
- Explain one way in which international relations in the period 1900-1945 changed as a result of Japanese policies.

Choose EITHER Question 3 OR Question 4.

3. Answer all parts of the question that follows.

- a) Identify ONE way in which Judaism influenced the development of Christianity in the period 600 B.C.E.–600 C.E.
- b) Explain ONE difference between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.
- c) Explain ONE similarity between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.

4. Answer all parts of the question that follows.

- a) Identify ONE similarity in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.
- b) Explain ONE difference in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.
- c) Explain ONE reason for the difference in way elites used art or architecture in Europe and in Asia during the period 1450–1750.

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.