Olympiad tasks for the **'International Master in Comparative Social Research,'** for the 2014 incoming class.

Students will have 120 minutes to complete the written exam. They may bring a Russian-English dictionary but no prepared notes of any kind. The test will be completely in English.

The exam will be composed of 3 sections. Grading of the overall exam will be based on weighting of the time allotted for each section. Students may use sheets of blank paper in order to take notes, but official answers must be provided in the test booklet.

1. **Section 1. (30 minutes). Short Essay. Sample comparative-historical problem.**

Students will be presented with a table with countries as rows and country traits as columns. The table cells will contain either '1', meaning that a trait is present in a given country, or '0', that the trait is not present.

Write an essay that identifies the conditions that are necessary and/or sufficient for a **'High Level of State Pacifism Toward Other Countries'** to emerge in a country based on the presence of the other traits. Students should describe their logic for arriving at the given result and assume the cell entries are correct.

	World War 2 Victor	Internal Armed Conflict	Recent Sexual Revolution	Strong Information Economy	High Religiosity	High Level of State Pacifism Toward Other Countries
Germany	0	0	1	1	0	1
India	0	1	0	1	1	0
Italy	0	0	1	0	1	1
Japan	0	0	0	1	0	1
Turkey	0	1	0	0	1	0
China	1	1	0	0	0	1
France	1	0	1	1	0	0
Russia	1	1	0	1	1	0
USA	1	0	1	1	1	0

Grading criteria:

There is no simple solution to this task. However, we looked to make sure students identified relationships between variables and state pacifism emprically. This means they should also note cases that do not fit into the said pattern and look for other variables that could explain that difference. Also , rather than looking at each variable independently, they could look at patterns of variables in relationship to state pacifism. So we looked to see that the student's claims were accurate according to the data, that their logic was explicit, and that the section was well-written.

2. **Section 2. (70 minutes). Long Essay. Develop a research proposal.**

Students first read a short text by Zygmunt Bauman. Then they answer the following question in an essay:

Zygmunt Bauman argues that the Holocaust is a 'normal' outcome of other processes of modernity. In particular, he singles out bureaucratic efficiency, idealism, and passive populations as central both to modernity and to the outcome of the Holocaust.

Sketch out a research proposal that can test some aspect(s) of this idea today across a range of countries. Be sure to define a research question, define your concepts, list hypotheses and the reasoning behind them, describe in detail the method and its details (sampling, data gathering, analysis technique) that you will use to answer your question.

3. **Section 3. (20 minutes). Analytical reasoning.**

The following multiple-choice analytical questions are designed to test your ability to accurately and quickly correctly determine the answer to problems. Please answer the following questions below:

Questions 1 to 5 are based on the following:

Five persons are sitting in a line. One of the two persons, at the farthest ends, is sharp, the other one is fair.

An overweight person is sitting to the right of a feeble person. A tall person is to the left of the fair person and the feeble person is sitting between the sharp and overweight persons.

1. Tall person is at which place counting from right?

(a) First
(b) Second
(c) Third
(d) Fourth
(e) Cannot be determined

2. Which of the following depicts the person to the left of feeble person?

(a) Sharp
(b) Overweight
(c) Fair
(d) Tall
(e) Cannot be determined

3. Which of the following persons is sitting in the middle?

(a) Fair
(b) feeble
(c) sharp
(d) Tall
(e) Overweight

4. To whose left is the overweight person sitting?

(a) Fair
(b) Sharp
(c) Tall
(d) feeble
(e) Cannot be determined

5. If the fair person and overweight person swap their position, so also tall and feeble, then who will be sitting to the left of the feeble person?

(a) Tall
(b) Fair
(c) Overweight
(d) Sharp
(e) Cannot be determined

6. There are 26 steps in a Church. Plato goes one step in the time it takes Sandy to come down two steps. If they start at the same time and keep their speed uniform, then at which step from bottom will they meet?

(a) 9th
(b) 12th
(c) 13th
(d) 8th
(e) Cannot be determined

Note: Notice that we do not know which step Plato starts on! Nor do we know in which direction he moves. We also have no idea which step Sandy starts on. Therefore, it is impossible to answer this question.

7. Clorida is taller than Ivory. Emily is taller than Lovely. Lovely is taller than Enamol. To determine who among them is the tallest, which of the following further information, if any, is required?

(a) Clorida is taller than Enamol and Lovely
(b) No further information is needed
(c) Emily is taller than Ivory
(d) Clorida is taller than Lovely
(e) Enamol is taller than Clorida