**HIST 2020: AMERICAN HISTORY II  
Final Examination Study Guide  
Spring 2014**

**Format**

The examination will comprise **TWO** parts:

1. **Multiple-Choice Part**: 25 questions (50%); and,
2. **Essay Part**: 3 questions, out of which students are required to answer **any two** (50%).

The questions will cover the reading materials from **Week 10 through Week 15**.

**Regulations**

1. The total time allowed for the examination is 75 minutes: **25 minutes** for the multiple-choice part and **50 minutes for the essay part.**
2. **No books, notes, or other materials including electronic devices (e.g. cell-phone) may be consulted during the examination.**

**Required Materials**

Students should bring to the examination:

1. Two sharpened #2 pencils for recording answers to the multiple-choice section;
2. A blue or black ballpoint pen; and
3. At least one examination booklet (i.e., blue book) for writing the essays. The blue book is available in the bookstores on both campuses.

**Examination Dates**

May 5-9

**Studying Guidelines**

The examination is designed to test the learning outcomes stated in the syllabus for the course. The multiple-choice questions test your familiarity with historical persons, institutions, and events (course learning outcome 1), and the essay questions ask you to demonstrate your ability to use this knowledge in making connections, analyzing arguments, and presenting your own ideas.

The essay section of the examination will include three of the questions listed below, of which you will be required to answer two. Because the selection is not published in advance, it is important to prepare responses to all, or at least all but one, of the questions listed. Multiple-choice questions are based on the terms and concepts derived from significant people, events, and concepts presented in the text. For each term, you should know basic factual information (who, what, when, where) and recognize significance (why is the term important). If you can do this, you should be able to answer a related multiple-choice question correctly.

In responding to an essay question, it is important to think carefully about what the question is asking and what specific thinking skills you are being asked to demonstrate. Each question tests specific thinking abilities related to learning outcomes #2-5 in the syllabus. The essay questions are not asking you to recite information from lectures or the textbooks. They are asking for *your* voice, analysis, and judgments. Thorough and accurate information from the course is very important, but a good essay is not just information. It *uses* information to develop a carefully reasoned response to a specific question and to demonstrate your abilities as an original thinker.

The other skill that you are asked to demonstrate in writing your essays is learning outcome #7: the ability to "construct well-written essays using basic academic writing conventions." This means that grammar, spelling, legibility, and organization matter. Your essays should comprise five to eight paragraphs of a reasonable length, including a thoughtful and complete introduction and conclusion.

Most students achieve this quality of essay writing only by developing their responses outside of class before actually taking the examination. Although students are not allowed to consult notes or essay drafts during the examination, outlining your responses in detail or even writing complete essays and discussing them with your instructor obviously provides excellent preparation for doing your best on this part of the test. Writing drafts of your essays before the examination also allows you to use this study guide effectively as a resource.   
  
**Chapters**

**1. THE SECOND WORLD WAR**

**Readings:**

Nash 23: **World War II**

Carson 16: **Fighting Fascism Abroad and Racism at Home**

**Learning Outcomes:**

Analyze the interrelationship of economic, social, cultural, and political change.

Analyze changing constructions of race and gender in American history and challenges to racial discrimination.

Analyze changing attitudes toward gender in American history and challenges to gender discrimination.

**Considerations:**

The economic impact of the war on all regions of the country

The effects of the war on race relations, particularly its consequences relating to African Americans, Japanese Americans, and Hispanic Americans

Long-term effects of the war on women and their place in American society

**Essay Question:**

Assess the impact of World War II on the American society with particular reference to the economy, entertainment, and women. What was the “Double-V-Campaign about? To what extent was it successful at home?

**2. THE POSTWAR PERIOD ABROAD**

**Readings:**

Nash 24: **Chills and Fever During The Cold War, 1945-1960**

Carson 16: **Fighting Fascism Abroad and Racism at Home**

**Learning Outcomes:**

Demonstrate an understanding of the international context of American history.

Analyze multiple causes of historical developments and events.

**Considerations:**

The evolution of containment policy;

U.S. emphasis on anti-Communism and its relationship to postwar developments in Europe, Asia, the Middle East, and Latin America;

The proliferation of nuclear power and its effects on international politics;

Anti-communism at home;

**Essay Question:**

Assess the conflicting political and economic goals of the United States and the Soviet Union for the postwar world. Explain the attempts to root out communism within the United States in the early Cold War period. Finally, discuss how the anti-Communist campaign affected the American society.

**3. POSTWAR AMERICA AT HOME**

**Readings:**

Nash 25: **Postwar America at Home, 1945-1960**

Carson 16: **Fighting Fascism Abroad and Racism at Home**

**Learning Outcomes:**

Analyze the interrelationship of economic, social, cultural, and political change.

Analyze changing constructions of race in American history and challenges to racial discrimination.

Analyze changing attitudes toward gender in American history and challenges to gender discrimination.

Analyze multiple causes of historical developments and events.

**Considerations:**

The triumph of a conservative outlook, emphasized by material self-interest and white middle-class values;

The limits of economic growth in relation to African Americans, Native Americans, Hispanic Americans, and the working class;

The rise of cultural conformity in American society, particularly in women’s lives;

The short-circuiting of the Fair Deal’s attempts to expand the benefits of the New Deal;

The coming of the Second Red Scare and its role in curtailing political dissent;

**Essay Question:**

Examine the post-World War II economic boom on American society. Discuss its limitations as well. Finally, discuss the attempt to consolidate a welfare state in America during the presidency of Harry Truman.

**4. THE 1960S: KENNEDY, JOHNSON, AND TURMOIL AT HOME**

**Readings:**

Nash 26: **Reform and Rebellion in the Turbulent Sixties, 1960-1969**

**Learning Outcomes:**

Analyze the interrelationship of economic, social, cultural, and political change.

Analyze changing constructions of race in American history and challenges to racial discrimination.

Analyze changing attitudes toward gender in American history and challenges to gender discrimination.

Analyze multiple causes of historical developments and events.

**Considerations:**

The Kennedy legacy in life and death;

The major changes that resulted from the Civil Rights Movement;

The rise of growing protests against the war in Vietnam;

Resurgence of the feminist and Indian rights movements;

The emergence of a politicized youth culture;

Arguments for and against strong assertions of governmental power in the 1960s;

**Essay Question:**

How did the emphasis on containing communism impact the U.S. decision to engage militarily in Vietnam? How did America’s involvement in the war become escalated? Finally, discuss the domestic response to the war in the 1960s.

**5. THE CIVIL RIGHTS REVOLUTION**

**Readings:**

Carson 17: **Emergence of a Mass Movement against Jim Crow**

Carson 18: **Marching Toward Freedom, 1961-1966**

Carson 19: **Resistance, Repression, and Retrenchment, 1967-1978**

**Considerations:**

The importance of the *Brown* decision and the Montgomery Bus Boycott;

Growth of a grass roots mass movement;

Role of Martin Luther King and nonviolent protest;

Role of the Federal government;

The international and Cold War influences and implications;

The involvement of students and young people;

The growing militancy and Black Power aspects of the movement in the mid-1960s;

**Learning Outcomes:**

Analyze the interrelationship of economic, social, cultural, and political change.

Analyze changing constructions of race in American history and challenges to racial discrimination.

Demonstrate an understanding of the international context of American history.

Analyze multiple causes of historical developments and events.

**Essay Question:**

What factors led to the emergence of the modern Civil Rights movement in the post-World War II era? Assess the goals of the movement in late 1950s and the 1960s and its achievements by the mid-1960s? Examine the more militant movement of the late 1960s and what contributed to it.

**6. CONTINUING UPHEAVAL: VIETNAM AND WATERGATE**

**Readings:**

Nash 27: **Disorder and Discontent, 1969-1980**

Carson 19: **Resistance, Repression, and Retrenchment**

**Learning Outcomes:**

Analyze the interrelationship of economic, social, cultural, and political change.

Analyze changing constructions of race in American history and challenges to racial discrimination.

Analyze changing attitudes toward gender in American history and challenges to gender discrimination.

Demonstrate an understanding of the international context of American history.

Analyze multiple causes of historical developments and events.

**Considerations:**

Retreat from liberalism and the emergence of a Republican agenda;

The Vietnam War: the dilemma of withdrawal of American troops and the escalation of the war;

Evolution of black activism;

Watergate Affair: abuses in the White House culminating in the scandal and Nixon’s efforts to cover up.

**Essay Question:**

Evaluate the failures and successes of the Nixon presidency focusing on the issues of Civil Rights, Watergate, the Vietnam War, and Cold War détente. What was the impact of the Nixon years on the presidency and political participation?