

HIST 352 Final Exam Question Bank, Winter 2015

Part 1: Identify, Compare, and Interpret

The final exam will include four of these questions, each worth 10%.

This part of the exam requires you to accurately identify, compare, and interpret the following terms. Answers should be three paragraphs in length. In the first paragraph, identify each term as specifically as possible, using concrete information and examples. In the second paragraph, compare the terms and note their similarities and differences. In the third paragraph, offer an interpretation that places all two of three terms into context and explains their historical importance.

1. Sexual liberalism; New Right
2. Decolonization; French Indochina; Vietnam War
3. 1964 presidential election; 1980 presidential election
4. bracero program; consumers' republic
5. *Brown v. Board of Education*; Pauli Murray; 14th Amendment
6. Students for a Democratic Society; Tom Hayden; Young Americans for Freedom
7. War on Poverty; Sargent Shriver; culture of poverty
8. Jim Crow; Third World decolonization
9. Antiliberalism; sexual liberalism
10. 14th amendment; Civil Rights Act of 1964
11. Gulf of Tonkin resolution; Wayne Morse; John Kerry
12. the Great Society; the War in Vietnam
13. the homosexual closet; coming out
14. baby boom; mass consumption
15. non-violent civil disobedience; Student Nonviolent Coordinating Committee; Black Panther Party
16. Alfred Kinsey; gay liberation
17. Students for a Democratic Society; 26th amendment
18. The GI Bill; the affluent society
19. the affluent society; the War on Poverty
20. welfare state; the Great Society
21. mass consumption; environmentalism
22. culture of poverty; War on Poverty
23. Civil Rights Act of 1964; 1964 presidential election
24. Economic Opportunity Act of 1964; the Great Society
25. states' rights; Voting Rights Act of 1965
26. *Brown v. Board of Education*; Elementary and Secondary School Act
27. anti-Communism; decolonization
28. Barry Goldwater; states' rights
29. silent majority; Reagan Democrats
30. Barry Goldwater; 10th Amendment
31. containment; Tet Offensive
32. Gulf of Tonkin Resolution; French Indochina
33. student deferments; teach-ins; Students for a Democratic Society
34. first Vietnam war; second Vietnam war

35. sex/gender; sexual liberalism
36. Students for a Democratic Society; the Weather Underground
37. Allen Ginsberg; beat movement; counterculture
38. New Left; the silent majority
39. *Engel v. Vitale*; New Right; Anita Bryant
40. suburbanization; consciousness-raising
41. the family wage ideal; second wave feminism
42. homophile activism; Stonewall riots
43. Betty Friedan; Phyllis Schlafly; Equal Rights Amendment
44. family values; sexual liberalism
45. New Right; Ronald Reagan
46. Great Society; Ronald Reagan
47. Jim Crow; Jane Crow
48. Michael Harrington; Rachel Carson; Betty Friedan

Part 2: Essay Questions

The final exam will include two of these questions, each worth 30%.

This part of the exam requires you to answer essay questions at greater length. Be sure to formulate a clear argument, organize your essay logically, and offer specific evidence and examples to support the points you make.

1. What made the Vietnam War a “working-class war”? Explain how this feature of the Vietnam experience shaped cultural and political consensus about domestic and foreign policy in the United States between 1964 and 1975.
2. The Cold War fundamentally shaped the United States during the 1960s. Select two examples that illustrate its impact 1) domestically, and 2) internationally.
3. What were the basic elements of the “conservative conscience,” according to Barry Goldwater in 1960? Compare these elements with the direction taken by the New Right in the 1970s.
4. The United State could afford to wage a War on Poverty in the 1960s because it was an affluent society. Explain why you agree or disagree.
5. The rights revolution significantly expanded American freedoms while also drawing attention to the realities of exclusion and discrimination. Explain why you agree or disagree.
6. The history of the 1960s illustrates that Americans were united around liberal conceptions of freedom and equality while also demonstrating the influence of deeply conservative tendencies. Explain why you agree or disagree.
7. The 1964 presidential election was a turning point in the history of both liberalism and conservatism. Explain why you agree or disagree.
8. What was the sexual revolution? Offer concrete examples of how it challenged 1) gender, 2) sexuality, 3) kinship. Were these challenges revolutionary? Explain why or why not.
9. When did the 1960s begin and when did they end? Provide concrete dates and explain the major characteristics of the period you have defined. What developments made the 1960s cohere as an historical era?

10. When did the rights revolution begin and when did it end? Provide concrete dates and explain the major characteristics of the period you have defined. What developments mark the rights revolution as different from the periods before and after?
11. Was the United States a consumers' republic during the 1960s? Explain why or why not.
12. Were civil rights movements during the 1960s about both equality and affluence? Select two concrete examples that allow you to answer this question.
13. There were many rights revolutions in the 1960s. Compare two of the following: 1) the black freedom struggle, 2) the women's movement, 3) the movement for disability rights. What made them similar and different?
14. What is the difference between the medical and social models of disability? Define and provide an example of each. Then explain how these models are relevant to the history of the disability rights movement after 1945.
15. The year 1964 was the key "turning point" in the 1960s. Events during that year decisively altered the course of 1) the rights revolution, 2) the Cold War, 3) liberalism, and 4) conservatism. Select concrete examples in three of these four categories and explain how they illustrate the significance that year for what happened later on in the 1960s and 1970s.
16. Compare the different visions of women and gender articulated by Betty Friedan (excerpt from *The Feminine Mystique*), the National Organization for Women (excerpt from Statement of Purpose), and Phyllis Schlafly ("What's Wrong with 'Equal Rights' for Women?") What is the central argument of each text? What does each tell us about the changing social norms associated with feminism and the sexual revolution? (These texts are in the Levy reader.)
17. The SDS founding document, "The Port Huron Statement," begins by describing its authors as university students. Explain the significance of students and the university as an institution in the history of the 1960s. (This text is in the Levy reader.)
18. In 1965, Mary King and Casey Hayden, both activists in the Southern civil rights movement, wrote, "the chances seem nil that we could start a movement based on anything as distant to general American thought as a sex-caste system." Yet by 1970, the second wave of American feminism was a mass movement. Explain how and why this happened so quickly. (The text is in the Levy reader.)
19. Looking back at the 1960s from the vantage point of the Reagan revolution, how would you assess the long-term impact of Michael Harrington's book, *The Other America* as well as Johnson's War on Poverty?