

HI 254 – MODERN AMERICAN HISTORY

Sections 13 and 14

Final Examination Study Guide

Identifications (“IDs”)

(On the exam, you must complete 3 IDs out of 9 choices)

A good ID will do the following (a great one will do these things with great skill and care)

- ✓ ¶ 1: Contextualize the item. Discuss the what (basic definition), where, who, and when relating to the item. Where appropriate, connect the item horizontally (to other events, trends, movements, or ideologies) and vertically (to prior events, trends, movements, or ideologies).
- ✓ ¶ 2: Analyze the item’s significance. This is the SO WHAT? portion of the answer. As you think about how and why the item is significant, consider the points of view of various groups. Also, think about the item’s short-term, mid-term, and/or long-term impacts. You might also consider discussing how the person, event, movement, group, idea, legislation has been remembered over time (if appropriate).

1. National Recovery Administration
2. Indian New Deal
3. Neutrality Acts of 1930s
4. Executive Order 9066
5. Truman Doctrine
6. *Brown v. Board of Education*
7. Federal Highway Act of 1956
8. 1960 Presidential Election
9. Civil Rights Act of 1964
10. Great Society
11. Tet Offensive
12. Stonewall Riot/Rebellion/Uprising
13. Sagebrush Rebellion
14. NAFTA

Essay Question

(On the exam, you must complete two (2) essays – one (1) from each question set)

A good essay will do the following (A great essay will do these things with great skill and care)

- ✓ State a historical argument/claim
- ✓ Support your argument with evidence from the sources we experienced together
- ✓ Trace change over time
- ✓ Use periodization to organize the narrative
- ✓ Contextualize the narrative (who, what, where, when)
- ✓ Include multiple perspectives
- ✓ Discuss multiple levels, if possible (e.g. – from high politics to grassroots activism)
- ✓ Do not give your opinion (Avoid saying “I think . . . “), this is about evidence

One from this set:

1. Assess the “*health*” of *American democracy* during three distinct periods from the Great Depression/New Deal through the first decade of the twenty-first century.
2. Sketch the history of the *modern American conservative movement* (or American conservatism if you do not see it as a coherent movement) from the Great Depression/New Deal through the first decade of the twenty-first century.
3. Sketch the history of *American liberalism*, as you define the term, from the Great Depression/New Deal through the first decade of the twenty-first century.
4. Using multiple examples of “*historical myths*” pertaining to events, people or ideas in American history from the Great Depression/New Deal to the first decade of the twenty-first century, distinguish history from collective memory. In what ways are these distinctions significant (Does it matter that we often remember events, people, concepts, ideas differently than the available evidence would suggest?)

One from this set:

5. Sketch the history of the *black liberation movement* (broadly understood) from the Great Depression/New Deal through the first decade of the twenty-first century.
6. Sketch the history of the *Cold War* (primarily from an American perspective) from its World War II origins through the end of the Soviet Union in 1991.
7. Using case studies ranging from the Great Depression/New Deal through the first decade of the twenty-first century, describe how the politics of respectability has influenced the scope and pace of change in American society.
8. Sketch the history of the *American women’s movement* (broadly understood) from the New Deal through the first decade of the twenty-first century.

NOTE: The evidentiary base for answering the IDs and essay is as follows:

1. *Give Me Liberty*
2. *Voices of Freedom* primary sources
3. Notes from in-class discussion
4. FQ responses
5. Instructor Power Points (on Moodle)

There is no need to go beyond the information contained in these sources BUT you are expected to thoroughly plum this material.