

Study Guide for Modern America Final Exam

Reminders:

- The final exam will count for 10-15% of your second semester grade.
- The exam is on Thursday, June 13th at 8 AM.
- Location: B461

We will spend 2-3 days in class reviewing for the exam. The more you have studied at that point, the more effective the review session/time will be to you. At a minimum, between now and the end of classes, I would suggest that you at least read over the essay questions and begin thinking about how you might outline the essays. If you are so inclined, you may outline them completely.

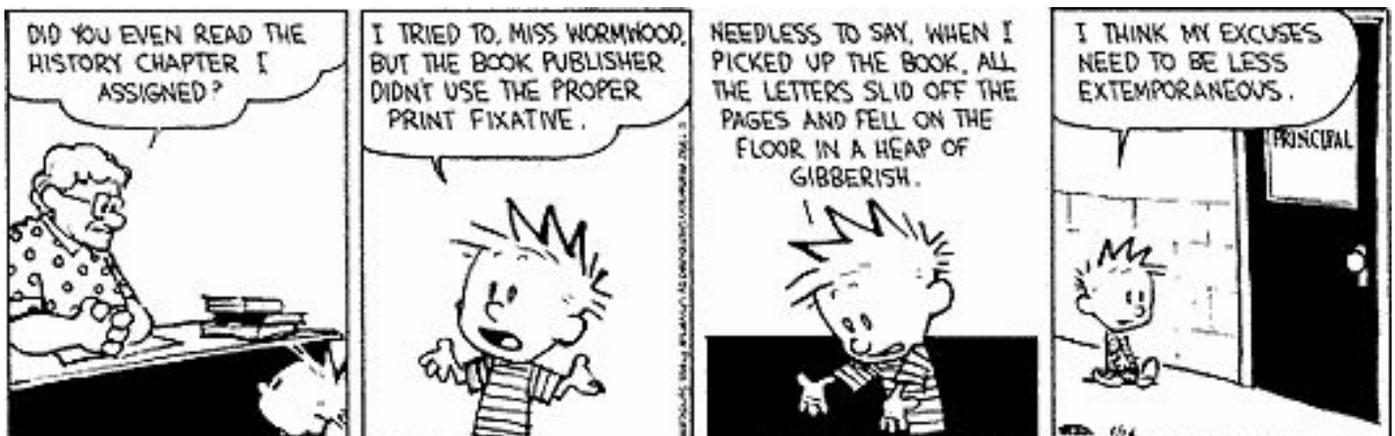
Extra Help: I am available for extra help. If you would like to meet to review before the exam, I'd encourage you to make an appointment.

Exam Week Office Hours: History is the first exam this year so you won't have much use for me after that but I'll be around if you want to stop by, ask questions and say hi/bye when you finish your other exams. ☺

The final exam will consist of the following:

- 50 Matching (50 points)
- 45 Multiple-choice (45 points)
- 1 Essay (80 points)

The questions will be drawn from all units covered in the second semester (Civil Rights and the 1960s, Vietnam, the 1970s & 1980s, the 1990s and the 2000s)



Section III: Essay (100)

Outline requirements: *(Please make sure that you follow these requirements or 10 points will be deducted from your essay.)*

1. In preparation for the essay, you should create a **ONE-SIDED, ONE-PAGE OUTLINE** for the essay. You may use your outline during the essay portion of the exam. You will hand in the outline with your exam.
2. You may only write on one side of the paper for the outline.
3. You may only write in note form – you cannot have a pre-written essay. You may write out your thesis & topic sentences. Otherwise, everything should be in note form only.
4. If you choose to TYPE your outline, the font cannot be smaller than 12 point font, and the margins must be at least 1 inch on all sides. If you choose to HANDWRITE your outline, you must single-space it and maintain margins so as to be fair to those who choose to type.
5. **Your outline must be yours and yours alone. You may talk about your ideas with friends but you must then make your own original outline.**

Your essay should include:

- **Introduction** which first introduces the idea, gives some historical/cultural context & ends with a clear thesis statement.
- **3 body paragraphs** which include detailed evidence from at least 3 different units we covered this semester. Each body paragraph should have 3 clear, detailed examples to support the main idea of that paragraph. Examples should be drawn from class notes, handouts or readings. Remember, just as in your essays this year, using detailed evidence means using quotes from primary or secondary sources, using statistics, etc.. In total, your paper should have AT LEAST 9 SPECIFIC EXAMPLES to support your thesis.

Essay Question: Over the course of the past year, we have examined the ways in which Americans of all ethnic and social backgrounds sought their own version of the “American Dream.” It would be fair to say that in the 19th and early 20th centuries, many different types of people had a minimal share of the “American Dream.” Women, African-Americans, the working class and other historically disenfranchised groups had a much smaller slice of the dream than white males did. In the second half of the 20th century, however, these groups and other historically disenfranchised groups have made great strides.

In your opinion, in the period from 1960 to the 2000s, do you think America has truly become a “land of opportunity” for all people? Has America shown itself to be a place where the welfare and rights of all people are protected? Have all Americans been able to access the “American Dream”? *Please take a position and support it in a well-written essay which incorporates evidence on 3 different groups across multiple units. Consider the ways which each group’s opportunities have changed over time (this means using evidence from multiple units for each group in question.)*

Essay Question Two: In the fall, we discussed the political spectrum and you were asked to consider where you fell on that spectrum. Since that time, we have studied a number of modern presidents who have had their own ideas about the role and size of the federal govt. Looking at your updated political spectrum quiz, please evaluate which presidents have had the most profound impact (positive and/or negative) on creating a federal govt that aligns with your values.

In what ways has the American government become a nation which reflects your political values? In your response, please make clear what type of approach to government you support AND provide detailed evidence on at least 3 presidents and the ways that they have supported or contradicted your values. Your response should incorporate evidence from 1960-2000s.

Key Terms and Concepts

1960s:

<p>New Frontier The Other America Great Society <i>Plessy v. Ferguson</i> <i>Brown v. Board of Education</i></p>	<p>Emmett Till Little Rock 9 Civil Rights Act of 1964 Voting Rights Act of 1965</p>
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Vietnam:

<p>Ho Chi Minh Domino theory Geneva Agreement Ngo Dinh Diem Military advisors Viet Cong Gulf of Tonkin Resolution Guerrilla warfare Limited war</p>	<p>Napalm/Agent Orange My Lai Deferment Conscientious Objectors Teach-in Woodstock Hippies / Counterculture Vietnamization Paris Peace Accords</p>
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1970s & 1980s:

<p>New Federalism Pentagon Papers Plumbers Iran hostage crisis Reaganomics AIDS</p>	<p>National Organization for Women Equal Rights Amendment <i>Roe v. Wade</i> Title IX Billie Jean King & the Battle of the Sexes</p>
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1990s:

<p>Bill Clinton Ross Perot George Bush New Democrat NAFTA Family Medical Leave Act Child tax credit Don't Ask, Don't Tell Brady Bill Monica Lewinsky</p>	<p>Rodney King & the LA riots OJ Simpson Columbine Y2K Dolly the Sheep Hubble telescope Magic Johnson Michael Jordan</p>
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Key Questions and Concepts

1960s:

1. In spite of the rapid growth of the middle class in the 1950s, a number of Americans were dissatisfied. Who were these people and why were they unhappy?
2. JFK & LBJ:
 - a. What specific steps did both JFK and LBJ take to address civil rights, economic problems, the issue of poverty, health care, education and urban issues?
 - b. What impact did the **Great Society** have on the upper and lower classes?
3. Civil Rights:
 - a. Provide 2-3 examples of progress that had been made for African-American prior to the 1950s. AND Provide 2-3 examples of how progress was still needed to be treated as equal prior to the 1950s.
 - b. ***Brown v. Board of Education*** – How did the ruling in *Brown v. Board* impact the lives of southerners? What bearing did it have on the ***Plessy v. Ferguson*** ruling of 1896?
 - c. Who was **Emmett Till** and what happened to him in the summer of 1955? How did Emmett Till's murder impact black people nationwide?
4. In this unit we also looked at how other previously disenfranchised groups fought for greater representation in American society in the late 1960s and early 1970s. Consider the groups below - what were some of the challenges they faced in society in the years leading up to the '60s AND what were 1-2 specific actions they took to improve their situation?
 - a. Environmentalists
 - b. Gay rights activists
 - c. Americans with disabilities
 - d. Black Power activists
5. How did comics in 1960s and early 1970s reflect the changing social and political landscape in America? (Consider specific superheroes and how they related to the issues of this time.)
6. While many political and social changes were made in the 1960s, in many ways, there was still work to be done. Describe were two problems that were left unaddressed by the end of the decade.

Vietnam:

1. Intro to the war:
 - a. What reason did the U.S. have for being involved in Vietnam? Consider why we got involved.
 - b. What agreement came out of the 1954 **Geneva Peace Conference**? Who was in control of the north and the south? What was the dividing line?
2. The war under Eisenhower & JFK:
 - a. What problems did the U.S. experience in Vietnam in the late 1950s and early 1960s? How did we deal with those problems? (Consider **Ngo Dinh Diem**'s leadership and the U.S.' financial and military involvement.)
3. The war under LBJ:
 - a. While President Johnson was in office, what was the U.S. strategy for winning the war? (Consider both the ground/air war strategies.)
 - b. How did battlefield conditions, as well as the sentiment of the American people, affect American soldiers? How did this differ from previous wars? What effect did this have on GIs during and after the war?
 - Consider how what happened at **My Lai** in 1968 symptomatic of larger problems in the Vietnam War.
4. What role did students play in the protest movements of the 1960s? How did they protest the war?
5. What was the significance of **Woodstock** to the **counterculture** / **hippie** movement AND how did it embody (represent) the values of the counterculture?
6. The war under Nixon:
 - a. What did President Nixon's **Vietnamization** plan include?
 - b. What agreement was reached at the **Paris Peace Accords** in 1973?
 - c. What were the long-term effects of the Vietnam War? What effect did the war have on Cambodia & Laos?

1970s & 1980s:

1. Why were people increasingly distrustful of government/politicians by the 1970s?
2. What economic challenges faced the nation in the 1970s? (LOOK AT 1970s ECONOMIC CHALLENGES NOTES)
3. What efforts did the presidents of the 1970s make to address these issues? How successful were they?
 - a. **Richard Nixon:**
 - i. Why did Nixon feel a need to bring back “law and order” when he became president in 1968?
 - ii. Watergate: How did the **Watergate** break-in and cover-up impact Nixon’s administration, the presidency itself, and the American people as a whole?
 - b. **Gerald Ford:**
 - i. What domestic and international challenges did Ford face while in office and how did he respond to those challenges?
 - c. **Jimmy Carter:**
 - i. What achievements did Carter make in the areas of Middle East peace?
 - ii. What impact did the conflict in Iran (**hostage crisis**) have on Carter’s administration?
4. **Ronald Reagan:**
 - a. What efforts did Ronald Reagan make to reform the federal government during his administration?
 - i. How successful was he in this effort?
 - ii. Who benefited and who suffered?
 - b. What efforts did Reagan take to end the Cold War and make America stronger?
5. Consider the political shift from Left to Right that happened between the 1960s and 1980s. What contributed to this shift and how did it play out in national politics?
6. What challenges did women’s rights activists face in the 1970s and 1980s? How did they address those issues? What, if any, achievements were made during this time?

1990s:

1. Bill Clinton was a self-described “**New Democrat**.” What does this mean? How did he merge aspects of his Republican and Democratic predecessors into a new take on Democratic politics?
2. What did Clinton do domestically to bring about the change that he promised in the 1992 election? (Consider his approach to the economy, taxes, jobs, trade, debt, crime, health care, and aids to the middle/working classes.)
3. How do the modern Republican and Democratic parties take shape under Reagan/Bush and Clinton? (Consider each party’s thoughts on the role of govt, supporters/voting base, and their approach to welfare, military spending, economic and social issues.)