This exam is designed to take eight hours to complete. Answer one question from each section (three questions in all). The questions in Part I and Part II should each require about three hours to answer. The question in Part III, dealing with historiography, should require about two hours. You may not use any notes, books, articles or other reference materials during the eight hour period.

Remember
• Make sure that all pages are numbered and that your student identification number is on each page
• Please type the entire question that you are answering at the beginning of your answer.
• You are expected to demonstrate that you have a familiarity with a range of topics and periods. It is important that you keep this in mind as you select your questions and formulate your answers. Avoid answering questions that cover the same material.
• Your completed exam must be returned to the history graduate office by 5:00 PM on September 19.

PART I: Select ONE (50 points) out of the following two questions

1. Americans and American historians like to think of themselves as a decidedly non-revolutionary people --the nasty business of upheaval being completed by gentlemen in the eighteenth century. But is this really the case?

Imagine that you have been asked to write a history of America across AT LEAST three centuries that highlights moments of disruption and transformation. Identify three such moments, one in each of three centuries. Analyze the forces and struggles that provoked these disruptions and evaluate the results, making clear to explain what was transformed.

2. Use the concept of “empire” to synthesize at least three centuries of American History. Evaluate the results, noting both problems and possibilities of this new synthesis.

PART II: Select ONE (25 points) out of the following three questions

1. When we teach early American history as “Colonial and Revolutionary America” we are, at least implicitly, treating them as antecedents for the history of the United States. Discuss the strengths and weaknesses of this way of thinking about the early period. How else might we contextualize the period? Is it possible to think of the early period without reference to the national stories of the later
periods? What would you argue were the **FOUR most significant themes of early American history**? Why?

2. The reform movements that extend from evangelical developments of the 1820s to the rural protests of the 1890s delineate a major theme of nineteenth century American history. To what degree is this history best understood as primarily a social or political phenomenon? Why do you think so?

3. The Federal/state governments of the United States have seldom been passive actors in regard to the citizens and non-citizens of the United States. Analyze the growth and evaluate the impact of governmental policies and actions on citizens and non-citizens in **TWO of the following public policy areas in the TWENTIETH CENTURY**:
   - a) Urbanization
   - b) Immigration
   - c) National security
   - d) Civil rights

**PART III: Historiography. Select ONE (25 points) question out of the following three questions**

1. One of the knottiest problems in American history has been the relationship between structures of racial inequality and the development of classes. Select **FIVE historians** who have grappled with the concepts of race and class in relation to the history of American labor. How have they characterized the relationship between class and race? To the extent that there are fundamental commonalities and/or differences in their approaches, identify them. Be sure to articulate the arguments and assumptions underlying these historians’ various approaches. Analyze the extent to which these approaches to class and race have altered the history of American labor.

2. One of the most dynamic recent trends in American historiography has been the growing scholarship on the history of consumption and consumerism. In re-examining the role of the market economy in America, this scholarship has shifted attention away from Americans as producers, to Americans as consumers. Identify and discuss **three periods or topics** where has this reorientation has had its greatest impact. Explain why you think so.

3. It is impossible to understand the historiography of liberalism in the twentieth century without understanding the history of conservatism in twentieth century America. Discuss with respect to **TWO historians** who have written about the New Left **AND TWO historians** who have written about the New Right.