



CLEP®

History of the United States II: 1865 to the Present

AT A GLANCE

Description of the Examination

The History of the United States II: 1865 to the Present examination covers material that is usually taught in the second semester of what is often a two-semester course in United States history. The examination covers the period of United States history from the end of the Civil War to the present, with the majority of the questions on the 20th century.

The examination contains approximately 120 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored.

Knowledge and Skills Required

Questions on the History of the United States II examination require candidates to demonstrate one or more of the following abilities:

- Identify and describe historical phenomena
- Analyze and interpret historical phenomena
- Compare and contrast historical phenomena

The subject matter of the History of the United States II examination is drawn from the following topics. The percentages next to the main topics indicate the approximate percentage of exam questions on that topic.

TOPICAL SPECIFICATIONS

35%	Political institutions and public policy
25%	Social developments
10%	Economic developments
15%	Cultural and intellectual developments
15%	Diplomacy and international relations

CHRONOLOGICAL SPECIFICATIONS

30%	1865–1914
70%	1915–present

The following are among the specific topics tested:

- The impact of the Civil War and Reconstruction on the South
- The motivations and character of American expansionism
- The content of constitutional amendments and their interpretations by the United States Supreme Court
- The changing nature of agricultural life
- The development of American political parties
- The emergence of regulatory and welfare state legislation
- The intellectual and political expressions of liberalism, conservatism, and other such movements
- Long-term demographic trends
- The process of economic growth and development
- The changing occupational structure, nature of work and labor organization
- Immigration and the history of racial and ethnic minorities
- Urbanization and industrialization
- The causes and impacts of major wars in American history
- Major movements and individual figures in the history of American arts and letters
- Trends in the history of women and the family

Study Resources

Most textbooks used in college-level United States history (post-1865) courses cover the topics in the outline above, but the approaches to certain topics and the emphases given to them may differ. To prepare for the History of the United States II exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores. A survey conducted by CLEP® found that the following textbooks are among those used by college faculty who teach the equivalent course. You might find one or more of these online or at your local college bookstore. When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

Berkin, <i>Making America</i> (Wadsworth)
Boydston, <i>Making a Nation</i> (Prentice Hall)
Boyer, <i>The Enduring Vision</i> (Wadsworth)
Brinkley, <i>American History: A Survey</i> (McGraw Hill)
Davidson, <i>Nation of Nations: A Concise Narrative of the American Republic</i> (McGraw Hill)
Divine, <i>The American Story</i> (Penguin/Prentice Hall)
Faragher, <i>Out of Many: A History of the American People</i> (Prentice Hall)
Foner, <i>Give Me Liberty!</i> (W. W. Norton)
Goldfield, <i>American Journey</i> (Prentice Hall)
Henretta, <i>America's History</i> (Bedford/St. Martin's)
Jones, <i>Created Equal: A History of the United States</i> (Prentice Hall)
Kennedy, <i>Brief American Pageant: The History of the Republic</i> (Wadsworth)
Murrin, <i>Liberty, Equality and Power</i> (Wadsworth)
Nash, <i>The American People: Creating a Nation and a Society, Concise Ed.</i> (Prentice Hall)
Tindall and Shi, <i>Essential America</i> (W. W. Norton)

Additional details and differing interpretations can be gained by consulting readers and specialized historical studies. Pay attention to visual materials (pictures, maps, and charts) as you study.

The online resources below, compiled by the CLEP test development committee and staff members, may help you study for your exam. However, none of these sources are designed specifically to provide preparation for a CLEP exam. The College Board has no control over their content and cannot vouch for accuracy.

Gilder Lehrman Institute of American History:
gilderlehrman.org

Khan Academy®: U.S. History:
khanacademy.org/humanities/us-history

U.S. History Pre-Columbian to the New Millennium:
ushistory.org/us

History Matters: The U.S. Survey Course on the Web:
historymatters.gmu.edu

HippoCampus textbooks and courses:
hippocampus.org

Annenberg's A Biography of America telecourse:
learner.org/biographyofamerica

Free online CLEP course by Modern States Education Alliance: modernstates.org/course/history-of-the-united-states-ii

You can also find suggestions for exam preparation in Chapter IV of the *CLEP Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

Sample Test Questions

The following sample questions don't appear on an actual CLEP examination. They are intended to give potential test takers an indication of the format and difficulty level of the examination and to provide content for practice and review. For more sample questions and info about the test, see the *CLEP Official Study Guide*.

- Populists in the nineteenth century opposed railroad companies' practice of
 - charging higher rates for farmers than for grain elevator owners
 - lobbying Congress to nationalize the telegraph network
 - purchasing equipment and raw materials overseas
 - employing African American porters on railcars
 - hiring rural workers to maintain the railroads
- Which of the following was an effect of the New Deal's recovery measures on United States society by the 1950s?
 - Working-class people and Americans in urban areas formed a solid voting block for the Republican Party.
 - Many Americans accepted the intervention of the federal government in the economy to secure the basic welfare of citizens.
 - Desegregation measures were broadly embraced and public schools around the nation were quickly integrated.
 - Americans increasingly saw Congress and not the president as their primary voice in the national government.
 - Opposition to the policies of Franklin Roosevelt led Southern voters to defect from the Democratic Party.
- Which of the following best describes the United States economy in the 1950s?
 - An extended depression led to widespread unemployment.
 - High inflation rates and an oil embargo led to stagnation in the economy.
 - Government financing for education and homeownership supported economic growth.
 - Businesses successfully lobbied the government to lessen regulation of corporate trusts.
 - Technological innovations led to declining employment in manufacturing.
- A major goal of the Black Power movement in the 1960s was to
 - assert African American control over civic and cultural institutions in African American neighborhoods
 - empower church-affiliated African American civil rights organizations
 - foster greater African American integration into predominately White suburban communities
 - assist African Americans seeking vocational and industrial training
 - encourage African American rights activists to form alliances with leaders of other rights movements
- Which of the following describes an important effect of John Dewey's ideas on education in the early twentieth century United States?
 - A focus on the mastery of facts and rote memorization in student learning
 - The adoption of cultural relativism in the study of history and society
 - The reinforcement of religious doctrine in science and philosophy
 - A shift to experiential learning as central to educating citizens
 - An emphasis on ethnic and racial integration in education
- A genre of popular entertainment that frequently provided an outlet for expressing fears about the Cold War in the 1950s was
 - the Western
 - science fiction
 - rock and roll
 - the variety show
 - musical theater
- The Camp David Accords, brokered in 1978 by President Jimmy Carter, sought to resolve which of the following situations?
 - Diplomatic strains with China
 - Competing claims to the Suez Canal
 - Conflict between Egypt and Israel
 - Human rights abuses in Latin America
 - Tensions with the Soviet Union over Afghanistan

8. Which one of the following views was NOT a central element of Ronald Reagan's political perspective?
- A. Government intervention in the economy should be reduced to encourage free enterprise.
 - B. Job and skills training should be encouraged to lessen dependency on welfare programs.
 - C. Defense spending should be reduced to spur economic growth.
 - D. Labor unions should have less power in order to allow employers more flexibility.
 - E. Tax rates should be lowered to maximize tax revenue and increase investment.
9. Place the following events in the correct chronological order. Place the earliest event first.
- A. The *Roe v. Wade* decision
 - B. The ratification of the Nineteenth Amendment
 - C. The popularization of Rosie the Riveter
 - D. The passage of the Lilly Ledbetter Fair Pay Act
10. Which of the following was an important direct effect of the Compromise of 1877?
- A. Sharecropping and tenant farming spread throughout the Southern states.
 - B. The former Confederate states recognized the Fourteenth and Fifteenth Amendments.
 - C. The Democratic Party maintained control of the presidency for the next decade.
 - D. The United States removed the last federal troops overseeing Reconstruction in the South.
 - E. Railroad owners came to an agreement with workers on a nationwide strike.

Credit Recommendations

The American Council on Education has recommended that colleges grant 3 credits for a score of 50, which is equivalent to a course grade of C, on the CLEP History of the United States II exam. Each college, however, is responsible for setting its own policy. For candidates with satisfactory scores on the History of the United States II examination, colleges may grant credit toward fulfillment of a distribution requirement, or for a particular course that matches the exam in content. Check with your school to find out the score it requires for granting credit, the number of credit hours granted and the course that can be bypassed with a passing score.

Answers to Sample Questions:

1-A; 2-B; 3-C; 4-A; 5-D; 6-B; 7-C; 8-C; 9-B, C, A, D; 10-D