**Chapter 37—The Eisenhower Era, 1952-1960**

**SHORT ANSWER**

*Identify and state the historical significance of the following:*

1. Betty Friedan

ANS:

Student answers will vary.

2. Billy Graham

ANS:

Student answers will vary.

3. Oral Roberts

ANS:

Student answers will vary.

4. Fulton J. Sheen

ANS:

Student answers will vary.

5. Elvis Presley

ANS:

Student answers will vary.

6. Marilyn Monroe

ANS:

Student answers will vary.

7. David Riesman

ANS:

Student answers will vary.

8. John Kenneth Galbraith

ANS:

Student answers will vary.

9. Dwight Eisenhower

ANS:

Student answers will vary.

10. Adlai Stevenson

ANS:

Student answers will vary.

11. Joseph McCarthy

ANS:

Student answers will vary.

12. Martin Luther King, Jr.

ANS:

Student answers will vary.

13. Jackie Robinson

ANS:

Student answers will vary.

14. Rosa Parks

ANS:

Student answers will vary.

15. Earl Warren

ANS:

Student answers will vary.

16. Oral Faubus

ANS:

Student answers will vary.

17. Richard Nixon

ANS:

Student answers will vary.

18. John Foster Dulles

ANS:

Student answers will vary.

19. Ho Chi Minh

ANS:

Student answers will vary.

20. Ngo Dinh Diem

ANS:

Student answers will vary.

21. Nikita Khrushchev

ANS:

Student answers will vary.

22. Mohammed Reza Pahlevi

ANS:

Student answers will vary.

23. Gamal Abdel Nasser

ANS:

Student answers will vary.

24. Fidel Castro

ANS:

Student answers will vary.

25. John F. Kennedy

ANS:

Student answers will vary.

26. Norman Mailer

ANS:

Student answers will vary.

27. John Updike

ANS:

Student answers will vary.

28. Josephine Baker

ANS:

Student answers will vary.

29. Paul Robeson

ANS:

Student answers will vary.

30. James Baldwin

ANS:

Student answers will vary.

31. Flannery O'Connor

ANS:

Student answers will vary.

32. Saul Bellow

ANS:

Student answers will vary.

33. Sylvia Plath

ANS:

Student answers will vary.

34. Ralph Ellison

ANS:

Student answers will vary.

*Define and state the historical significance of the following:*

35. "cult of domesticity"

ANS:

Student answers will vary.

36. white collar/blue collar

ANS:

Student answers will vary.

37. McCarthyism

ANS:

Student answers will vary.

38. sit-ins

ANS:

Student answers will vary.

39. "massive retaliation"

ANS:

Student answers will vary.

40. "spirit of Camp David"

ANS:

Student answers will vary.

41. "Rocket fever"

ANS:

Student answers will vary.

*Describe and state the historical significance of the following:*

42. *The Feminine Mystique*

ANS:

Student answers will vary.

43. *Playboy* magazine

ANS:

Student answers will vary.

44. *The Lonely Crowd*

ANS:

Student answers will vary.

45. *The Affluent Society*

ANS:

Student answers will vary.

46. *"televangelists"*

ANS:

Student answers will vary.

47. Checkers speech

ANS:

Student answers will vary.

48. Army-McCarthy hearings

ANS:

Student answers will vary.

49. *Sweatt* v. *Painter*

ANS:

Student answers will vary.

50. *An American Dilemma*

ANS:

Student answers will vary.

51. *Brown* v. *Board of Education*

ANS:

Student answers will vary.

52. Montgomery bus boycott

ANS:

Student answers will vary.

53. Southern Christian Leadership Conference

ANS:

Student answers will vary.

54. Student Nonviolent Coordinating Committee (SNCC)

ANS:

Student answers will vary.

55. Interstate Highway Act

ANS:

Student answers will vary.

56. Dien Bien Phu

ANS:

Student answers will vary.

57. Suez crisis

ANS:

Student answers will vary.

58. Eisenhower Doctrine

ANS:

Student answers will vary.

59. Organization of Petroleum Exporting Countries (OPEC)

ANS:

Student answers will vary.

60. Landrum-Griffith Act

ANS:

Student answers will vary.

61. U-2 incident

ANS:

Student answers will vary.

62. *Sputnik*

ANS:

Student answers will vary.

63. National Defense Education Act

ANS:

Student answers will vary.

64. St. Lawrence seaway

ANS:

Student answers will vary.

65. Twenty-Second amendment

ANS:

Student answers will vary.

**MULTIPLE CHOICE**

66. Which of the following was *not* true of the changing nature of work in the 1950s?

|  |  |
| --- | --- |
| a. | Science and technology drove economic growth. |
| b. | There were fewer jobs in the military-related aerospace industry. |
| c. | White collar workers were surpassing blue collar workers in numbers. |
| d. | Labor unions reached a peak and then began to decline. |
| e. | Job opportunities were opening to women in the white collar work force. |

ANS: B REF: p. 860

67. After World War II ended, most American women

|  |  |
| --- | --- |
| a. | held part-time jobs in relatively poorly paid occupations. |
| b. | cared for their families and did not work outside the home. |
| c. | pressed for full equality in the workplace. |
| d. | worked full time outside the home. |
| e. | pursued college education or formal job training. |

ANS: B REF: p. 861

68. The vast expansion of employment opportunities for women in the 1950s

|  |  |
| --- | --- |
| a. | led to the advent of the "pink collar ghetto" of occupations. |
| b. | created a dual role for women as homemakers and workers. |
| c. | fueled a social revolution that raised questions about gender roles. |
| d. | All of these |
| e. | None of these |

ANS: D REF: p. 861

69. The 1963 best-seller *The Feminine Mystique*

|  |  |
| --- | --- |
| a. | is often credited with inspiring the modern women's movement. |
| b. | spoke to working women struggling against being labeled as "unfeminine." |
| c. | appealed to educated women who felt bored by the limitations of the housewife role. |
| d. | None of these |
| e. | All of these |

ANS: E REF: p. 861-862

70. The impact of mass media on religion was reflected in the rise of religious televangelists like

|  |  |
| --- | --- |
| a. | Joseph McCarthy and Richard Nixon. |
| b. | Betty Friedan and Josephine Baker. |
| c. | David Riesman and John Kenneth Galbraith. |
| d. | Jackie Robinson and Paul Robeson. |
| e. | Billy Graham and Oral Roberts. |

ANS: E REF: p. 863

71. The fundamental criticism directed against the new popular mass media culture in the 1950s, by such social critics as David Riesman and William H. Whyte,Jr., was that

|  |  |
| --- | --- |
| a. | affluence tended to erode Americans' moral character. |
| b. | Americans had become affluent conformists unable to think for themselves. |
| c. | the wealth produced by the new mass economy was unevenly distributed. |
| d. | the open sexual displays of figures like Elvis Presley and Marilyn Monroe were morally dangerous. |
| e. | Americans were becoming too soft to be able to fight the Cold War effectively. |

ANS: B REF: p. 864

72. Which of these were NOT among the aspects of 1950s popular culture that conservatives found troubling?

|  |  |
| --- | --- |
| a. | Rock 'n roll music |
| b. | Elvis Presley |
| c. | Marilyn Monroe |
| d. | Playboy magazine |
| e. | Novels such as *The Man in the Gray Flannel Suit* |

ANS: E REF: p. 863-864

73. Richard Nixon was selected as Dwight Eisenhower's vice-presidential running mate in 1952 as a concession to the

|  |  |
| --- | --- |
| a. | isolationists. |
| b. | liberal Republicans. |
| c. | hard-line anticommunists. |
| d. | moderate Republicans. |
| e. | southern Republicans. |

ANS: C REF: p. 864

74. Richard Nixon's Checkers speech, during the 1952 presidential campaign

|  |  |
| --- | --- |
| a. | was an eloquent appeal that demonstrated Nixon's ethical seriousness. |
| b. | demonstrated the new power of television and kept him on the Republican ticket. |
| c. | won Nixon enormous support among American animal lovers. |
| d. | led Dwight Eisenhower to tone down Nixon's attacks on Democrats for being soft on Communism. |
| e. | proved that Nixon had the political skills and leadership to become president if necessary. |

ANS: B REF: p. 864

75. During the 1952 presidential campaign, Republican candidate Dwight Eisenhower declared that he would \_\_\_\_ to help to end the Korean War.

|  |  |
| --- | --- |
| a. | use atomic weapons |
| b. | blockade the China coast and bomb Manchuria |
| c. | open negotiations with Mao Zedong |
| d. | order United Nations troops to invade North Korea |
| e. | personally go to Korea |

ANS: E REF: p. 865

76. In terms of politics, television did all of the following *except*

|  |  |
| --- | --- |
| a. | threaten the traditional role of political parties. |
| b. | apply the standards of show business and commercialism to political messages. |
| c. | enable political parties to continue their role of educating and mobilizing the electorate. |
| d. | allow politicians to address voters directly. |
| e. | encourage reliance on short slogans and sound bites. |

ANS: C REF: p. 864-865

77. Dwight Eisenhower's greatest asset as president was his

|  |  |
| --- | --- |
| a. | vast military experience. |
| b. | willingness to take a partisan stand. |
| c. | commitment to social justice. |
| d. | willingness to involve himself in rough campaigning. |
| e. | enjoyment of the affection and respect of the American people. |

ANS: E REF: p. 865

78. Among anticommunists, Senator Joseph R. McCarthy was the

|  |  |
| --- | --- |
| a. | most effective. |
| b. | first Republican. |
| c. | only true World War II hero. |
| d. | one who most damaged free speech and fair play. |
| e. | one who organized a national movement. |

ANS: D REF: p. 866

79. The record would seem to indicate that President Eisenhower's strongest commitment during his presidency was to

|  |  |
| --- | --- |
| a. | social justice. |
| b. | social harmony. |
| c. | party loyalty. |
| d. | racial desegregation. |
| e. | political reform. |

ANS: B REF: p. 866

80. In response to Senator Joseph McCarthy's anticommunist attacks, President Eisenhower

|  |  |
| --- | --- |
| a. | publicly denounced him only after he attacked General George Marshall. |
| b. | quietly encouraged him to continue his attacks on Democrats. |
| c. | publicly opposed his ruthless tactics but privately enjoyed his personal charm. |
| d. | effectively allowed him to control personnel policy at the State Department. |
| e. | privately supported him but publicly kept his distance. |

ANS: D REF: p. 866

81. Senator Joseph McCarthy first rose to national prominence by

|  |  |
| --- | --- |
| a. | revealing that communist spies were passing atomic secrets to the Soviet Union. |
| b. | charging that there was extensive communist influence in Hollywood and the media. |
| c. | asserting that General George Marshall was part of a vast communist conspiracy within the U.S. Army. |
| d. | mobilizing Republicans to demand a stronger anticommunist foreign policy in East Asia. |
| e. | charging that dozens of known communists were working within the U.S. State Department. |

ANS: E REF: p. 866

82. As a result of Senator McCarthy's crusade against communist subversion in America

|  |  |
| --- | --- |
| a. | the FBI was shown to have had several spies working as communist agents. |
| b. | the United States Army was forced to give dishonorable discharges to more than one hundred officers. |
| c. | the State Department lost a number of Asian specialists who might have counseled a wiser course in Vietnam. |
| d. | Eisenhower nearly lost the Republican presidential nomination in 1956. |
| e. | the United States achieved a stronger settlement in Korea. |

ANS: C REF: p. 866

83. Senator McCarthy's anticommunist crusade ended when he

|  |  |
| --- | --- |
| a. | began to attack the personal integrity of General George C. Marshall. |
| b. | alleged that there were communists in Hollywood. |
| c. | alleged that there were communists in the Foreign Service. |
| d. | alleged that many college professors were communists. |
| e. | attacked the United States Army for allegedly sheltering communists. |

ANS: E REF: p. 867

84. The new militancy and restlessness among many members of the African American community after 1945 was especially generated by

|  |  |
| --- | --- |
| a. | the growing moral criticism of segregation by white church leaders. |
| b. | blacks' increasing awareness during and after the war of the gap between American democratic ideals and racial practices. |
| c. | the appointment of Thurgood Marshall, chief legal counsel of the NAACP, to the Supreme Court. |
| d. | Dwight Eisenhower's commitment to civil rights. |
| e. | the agitation of A. Philip Randolph. |

ANS: B REF: p. 871

85. In an effort to overturn Jim Crow laws and the segregated system that they had created, African Americans used all of the following methods *except*

|  |  |
| --- | --- |
| a. | economic boycotts. |
| b. | legal attacks on the underpinnings of segregation in the courts. |
| c. | appeals to foreign governments to pressure the United States to establish racial justice. |
| d. | mobilization of black churches on behalf of black rights. |
| e. | use of the nonviolent tactics of Mohandas Gandhi. |

ANS: C REF: p. 868-869

86. When singer Paul Robeson began to criticize American racial policies in Europe

|  |  |
| --- | --- |
| a. | Robeson's career took off. |
| b. | conservative elements in Europe became more sympathetic to southern racial practices. |
| c. | the State Department revoked Robeson's passport. |
| d. | the government sent Frank Sinatra to Europe to defend American policies. |
| e. | Robeson decided to become a French citizen. |

ANS: C REF: p. 868

87. Swedish writer Gunnar Myrdal's *An American Dilemma* essentially argued that

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| --- | --- |
| a. | altering racial segregation would create great problems for America's neighborhoods and schools. |
| b. | the divisions over race might well lead to a new North-South conflict. |
| c. | the civil rights movement was bound to overturn segregation. |
| d. | the United States would become a more and more racist society. |
| e. | America's racial segregation was a hypocritical contradiction of its democratic ideals. |

ANS: E REF: p. 868

88. The Supreme Court began to advance the cause of civil rights in the 1950s because

|  |  |
| --- | --- |
| a. | the Court was the only branch of government with the constitutional authority to do so. |
| b. | the courts were dominated by New Deal liberals. |
| c. | President Eisenhower had requested the Court's assistance. |
| d. | Congress and the presidency had largely abdicated their responsibilities by keeping hands off the issue. |
| e. | the Constitution clearly prohibited any segregation. |

ANS: D REF: p. 868

89. In the epochal 1954 decision in *Brown* v. *Board of Education of Topeka*, the Supreme Court

|  |  |
| --- | --- |
| a. | declared that the concept of "separate but equal" facilities for blacks and whites was unconstitutional. |
| b. | upheld its earlier decision in *Plessy* v. *Ferguson*. |
| c. | rejected desegregation. |
| d. | supported the "Declaration of Constitutional Principles" issued by Congress. |
| e. | ordered immediate and total integration of all American schools. |

ANS: A REF: p. 868

90. The 1954 Supreme Court case that ruled racially segregated school systems inherently unequal was

|  |  |
| --- | --- |
| a. | *Roe* v. *Wade*. |
| b. | *Plessy* v. *Ferguson*. |
| c. | *Sweatt* v. *Painter*. |
| d. | *Johnson* v. *Little Rock School District*. |
| e. | *Brown* v. *Board of Education*. |

ANS: E REF: p. 868

91. On the subject of racial justice, President Eisenhower

|  |  |
| --- | --- |
| a. | had demanded the integration of the armed forces as early as 1948. |
| b. | publicly endorsed the 1954 Supreme Court school-desegregation decision. |
| c. | vetoed the Civil Rights Act of 1957. |
| d. | had advised against integrating the armed forces. |
| e. | admired the Christian philosophy of Martin Luther King. |

ANS: D REF: p. 869

92. The Student Nonviolent Coordinating Committee (SNCC) was an outgrowth of the

|  |  |
| --- | --- |
| a. | antiwar movement of the 1960s. |
| b. | black power movement of the 1960s. |
| c. | ban-the-bomb movement of the 1950s. |
| d. | Civil Rights Act of 1957. |
| e. | sit-in movement launched by young southern blacks. |

ANS: E REF: p. 872

93. As president, Dwight Eisenhower supported

|  |  |
| --- | --- |
| a. | putting the brakes on military spending. |
| b. | the abolition of the Social Security system. |
| c. | the dismissal of his secretary of health, education, and welfare for condemning free distribution on the Salk polio vaccine as socialized medicine. |
| d. | the continuation of the Tennessee Valley Authority. |
| e. | a stronger voice for organized labor. |

ANS: A REF: p. 872 | p. 874

94. President Eisenhower defined the domestic philosophy of his administration as

|  |  |
| --- | --- |
| a. | the Fair Deal. |
| b. | the silent majority. |
| c. | dynamic conservatism. |
| d. | two cars in every garage. |
| e. | compassionate conservatism. |

ANS: C REF: p. 872

95. Dwight Eisenhower's policies toward Native Americans included

|  |  |
| --- | --- |
| a. | efforts at tribal preservation. |
| b. | the establishment of tribes as legal entities. |
| c. | incentives for tribes to hold onto their land. |
| d. | a return to the assimilation goals of the Dawes Severalty Act of 1887. |
| e. | an emphasis on education and job training for Indians. |

ANS: D REF: p. 873

96. The Eisenhower-promoted public works project that was far larger and more expensive than anything in Roosevelt's New Deal was the

|  |  |
| --- | --- |
| a. | interstate highway system. |
| b. | Grand Coulee dam project. |
| c. | St. Lawrence seaway. |
| d. | airport construction program. |
| e. | public housing system. |

ANS: A REF: p. 873

97. During his presidency, Dwight Eisenhower accepted the principle and extended the benefits of

|  |  |
| --- | --- |
| a. | federal health care programs. |
| b. | the Tennessee Valley Authority. |
| c. | deficit spending. |
| d. | racial equality. |
| e. | the Social Security system. |

ANS: E REF: p. 873

98. As a part of his New Look foreign policy, President Eisenhower

|  |  |
| --- | --- |
| a. | sought an alliance with China. |
| b. | refused to talk with leaders of the Soviet Union. |
| c. | called for open skies over both the United States and the Soviet Union. |
| d. | sent help to the Hungarian freedom fighters. |
| e. | allied with Israel against the Arab states. |

ANS: C REF: p. 874

99. As the French fortress of Dien Bien Phu was about to fall to Ho Chi Minh's communist forces in 1954, President Eisenhower

|  |  |
| --- | --- |
| a. | agreed to send small military units to aid the French. |
| b. | relied on the advice of Vice President Nixon and Secretary of State Dulles. |
| c. | sought a compromise settlement at Geneva. |
| d. | refused to permit any American military involvement. |
| e. | threatened nuclear attack on the Vietnamese communists. |

ANS: D REF: p. 875

100. President Eisenhower's vehemently anticommunist secretary of state, through most of his two administrations, was

|  |  |
| --- | --- |
| a. | John Bricker. |
| b. | John Foster Dulles. |
| c. | Christian Herter. |
| d. | Dean Acheson. |
| e. | George C. Marshall. |

ANS: B REF: p. 874 | p. 875

101. The basic military strategy of Eisenhower's and Dulles's New Look foreign policy in the 1950s aimed at

|  |  |
| --- | --- |
| a. | the dismantling of the military-industrial complex. |
| b. | massive new military spending. |
| c. | greater reliance on air power and the deterrent power of nuclear weapons than on the army and navy. |
| d. | a buildup of unconventional and guerrilla-warfare forces. |
| e. | the rapid deployment of the navy and marines to trouble spots. |

ANS: C REF: p. 874

102. In 1956, when Hungary revolted against continued domination by the Soviet Union, the United States under Dwight Eisenhower

|  |  |
| --- | --- |
| a. | sent money to the rebels. |
| b. | quickly recognized the new Hungarian government. |
| c. | refused to admit any Hungarian refugees. |
| d. | gave only outdated military equipment to the Hungarian freedom fighters. |
| e. | did nothing to help to defeat the communists. |

ANS: E REF: p. 874

103. The leader of the nationalist movement in Vietnam since World War I was

|  |  |
| --- | --- |
| a. | Mao Zedong (Mao Tse-tung). |
| b. | Ngo Dinh Diem. |
| c. | Dienbienphu. |
| d. | Ho Chi Minh. |
| e. | Nguyen Cao Ky. |

ANS: D REF: p. 874

104. The 1955 Geneva Conference

|  |  |
| --- | --- |
| a. | unified the two Vietnams. |
| b. | made Ngo Dinh Diem president of Vietnam. |
| c. | called for the two Vietnams to hold national elections within two years. |
| d. | created the Southeast Asia Treaty Organization. |
| e. | established a permanent division of Vietnam. |

ANS: C REF: p. 875

105. In response to a supposed Soviet threat to Middle Eastern oil, the American Central Intelligence Agency in 1953

|  |  |
| --- | --- |
| a. | began seeking alternative sources of energy. |
| b. | staged a coup to overthrow the Iranian government and install Shah Mohammed Reza Pahlevi as dictator-like monarch. |
| c. | engaged in sabotage against pro-Soviet governments in the region. |
| d. | developed close cooperation with Israeli intelligence agencies. |
| e. | gathered conclusive evidence of the Soviets' plans to control Egypt. |

ANS: B REF: p. 875

106. In 1956, the United States condemned \_\_\_\_ as the aggressors in the Suez Canal crisis.

|  |  |
| --- | --- |
| a. | Egypt and Jordan |
| b. | the Soviet Union and Warsaw Pact members |
| c. | Israel and Turkey |
| d. | Lebanon and Syria |
| e. | Britain and France |

ANS: E REF: p. 875-876

107. During the 1950s, the Central Intelligence Agency engineered pro-American political coups in both

|  |  |
| --- | --- |
| a. | Iran and Guatemala. |
| b. | Iraq and Nicaragua. |
| c. | Lebanon and El Salvador. |
| d. | Libya and Costa Rica. |
| e. | Egypt and Cuba. |

ANS: A REF: p. 875 | p. 878

108. The Suez crisis marked the last time in history that the United States could

|  |  |
| --- | --- |
| a. | use the threat of nuclear war to win concessions. |
| b. | criticize Israel's foreign policy. |
| c. | condemn its allies for their actions in the Middle East. |
| d. | invoke the Eisenhower Doctrine. |
| e. | use its oil weapon to make foreign policy demands. |

ANS: E REF: p. 876

109. The 1957 Eisenhower Doctrine empowered the president to extend economic and military aid to nations of \_\_\_\_ that wanted help to resist communist aggression.

|  |  |
| --- | --- |
| a. | Southeast Asia |
| b. | Africa |
| c. | Central and Eastern Europe |
| d. | the Middle East |
| e. | Latin America |

ANS: D REF: p. 876

110. During his second term, President Eisenhower

|  |  |
| --- | --- |
| a. | no longer trusted his vice president, Richard Nixon, to lend assistance. |
| b. | hoped that he would be able to win a third term. |
| c. | took a more active personal role in governing. |
| d. | believed that the civil rights movement needed his personal involvement if it were to succeed. |
| e. | recognized that only he had the experience to deal with the Soviets. |

ANS: C REF: p. 877

111. In response to the launching of *Sputnik* by the Soviet Union in 1957

|  |  |
| --- | --- |
| a. | Harry Truman condemned the Republicans for allowing a scientific gap to occur. |
| b. | the federal government began spending billions of dollars to improve American science and language education. |
| c. | the United States spent nearly a decade trying to equal this achievement. |
| d. | the Republican party took responsibility for the fact that the United States had fallen behind the Soviets in this area of scientific discovery. |
| e. | scientists blamed America's slowness on poor math and science education in the schools. |

ANS: B REF: p. 877

112. The Paris summit conference, scheduled for 1960, collapsed because of the

|  |  |
| --- | --- |
| a. | Suez crisis. |
| b. | Bay of Pigs. |
| c. | Quemoy episode. |
| d. | launching of *Sputnik*. |
| e. | U-2 incident. |

ANS: E REF: p. 878

113. By the end of the 1950s, Latin American anger toward the United States had intensified because Washington had done all of the following *except*

|  |  |
| --- | --- |
| a. | extend massive aid to Europe and little to Latin America. |
| b. | continue to intervene in Latin American affairs. |
| c. | support bloody dictators who claimed to be fighting communism. |
| d. | provide encouragement to Fidel Castro's communist government in Cuba. |
| e. | sponsored the CIA-directed coup in Guatemala. |

ANS: D REF: p. 878

114. The factor that may well have tipped the electoral scales for John F. Kennedy in the presidential election of 1960 was

|  |  |
| --- | --- |
| a. | his age. |
| b. | his religion. |
| c. | his televised debates with Richard M. Nixon. |
| d. | President Eisenhower's heavy loss of popularity in his last two years in office. |
| e. | his family. |

ANS: C REF: p. 879

115. When Dwight Eisenhower left the presidency in 1961

|  |  |
| --- | --- |
| a. | it was noted that his second term had produced little of value, since he was a "lame duck." |
| b. | Congress was firmly in the hands of the Republicans. |
| c. | he was unhappy with Vice President Nixon's unbending anticommunism. |
| d. | he had clearly lost control of the Democratic-dominated Congress. |
| e. | he remained an extraordinarily popular figure. |

ANS: E REF: p. 880

116. Two postwar American fiction writers, who explored the problems and anxieties of affluence, were

|  |  |
| --- | --- |
| a. | John Updike and John Cheever. |
| b. | Joseph Heller and Kurt Vonnegut. |
| c. | Tennessee Williams and Arthur Miller. |
| d. | Ralph Ellison and James Baldwin. |
| e. | Eudora Welty and Flannery O'Connor. |

ANS: A REF: p. 883

117. The title of Ralph Ellison's novel *Invisible Man* refers to a(n)

|  |  |
| --- | --- |
| a. | anticommunist agent who is forced to live underground. |
| b. | World War II bomber pilot who is ignored upon his return home. |
| c. | victim of nuclear testing who is dying of radiation. |
| d. | father who is disrespected by his family. |
| e. | African American whose supposed supporters are unable to see him as a real man. |

ANS: E REF: p. 886

118. Compared to World War I, the literary outpouring after World War II tended to be

|  |  |
| --- | --- |
| a. | more focused on realistic portrayals of war. |
| b. | less focused on realistic portrayals of war. |
| c. | more simplistic. |
| d. | less realistic. |
| e. | less confessional in tone. |

ANS: B REF: p. 883

119. Some of the better-known American poets in the post-World War II era

|  |  |
| --- | --- |
| a. | actually produced second-rate verse. |
| b. | consisted mainly of those who wrote before the war. |
| c. | ended their lives through suicide. |
| d. | left the country to live in Paris. |
| e. | turned to nature for subject matter. |

ANS: C REF: p. 883

120. The Beat Generation can be described in all of the following ways *except*

|  |  |
| --- | --- |
| a. | they formed the protest culture of the late 1950s and early 1960s. |
| b. | they promoted interest in bebop jazz and Eastern religious mysticism. |
| c. | in founding their own movement, the hippies later rejected many of the Beat notions. |
| d. | they embraced sexual liberation. |
| e. | their name came from the term "beatnik," meant as a Cold War insult. |

ANS: C REF: p. 885

**ESSAY**

121. How did the new American affluence and the Cold War shape American domestic life in the 1950s?

ANS:

Student answers will vary.

122. What explains the widespread affluence of the 1950s? What was the specific impact of television on American values and lifestyles?

ANS:

Student answers will vary.

123. Do you agree with critics of the time that the 1950s was "an age of conformity"? Why or why not?

ANS:

Student answers will vary.

124. Why were women especially affected by the cult of domesticity, as well as the changing economic patterns of the 1950s?

ANS:

Student answers will vary.

125. How did American popular culture reflect the affluence of the 1950s? Why did so many contemporary observers see figures like Elvis Presley and Marilyn Monroe as a threat to American moral values?

ANS:

Student answers will vary.

126. How did American mass production and mass popular culture affect the rest of the world in the 1950s and after?

ANS:

Student answers will vary.

127. How was the increasingly open expression of sexuality in popular culture and music a reflection of American affluence? In what ways did overt sexuality and mass production mutually enhance one another?

ANS:

Student answers will vary.

128. How did television affect American religion, sports, and politics in the 1950s?

ANS:

Student answers will vary.

129. How did Eisenhower's vice presidential running mate Richard Nixon conduct his successful attacks on the Democratic candidate Adlai Stevenson?

ANS:

Student answers will vary.

130. What made Eisenhower such a popular and successful president in the 1950s? How would you assess the relative importance of his personality, his policies, and the climate of the times?

ANS:

Student answers will vary.

131. Why was there such strong popular support for McCarthy's anticommunist crusade in the early 1950s?

ANS:

Student answers will vary.

132. Were Senator Joseph McCarthy's unfair and often vicious attacks a reflection of his personal character or a manifestation of the larger American fears and anxieties about communism and social change in the early 1950s?

ANS:

Student answers will vary.

133. Compare and contrast Truman's and Eisenhower's foreign policies. What was new about the new look? What illustrates the basic continuity of the containment doctrine?

ANS:

Student answers will vary.

134. Assess the diplomatic and military policies of John Foster Dulles. Do you think that they were realistic? Why or why not?

ANS:

Student answers will vary.

135. Do you think that you would have liked "Ike" in the 1950s? Why or why not? Which of his personal qualities, domestic programs, and foreign-policy decisions do you find most admirable? For what may he be criticized? Why?

ANS:

Student answers will vary.

136. Describe President Eisenhower's response to McCarthyism, the civil rights movement, and social-welfare programs of the New Deal.

ANS:

Student answers will vary.

137. Eisenhower said he based his domestic policies on the principles of dynamic conservatism. Is this a fair label? What was conservative about his policies? What was dynamic? In what areas, if any, did he depart from this philosophy?

ANS:

Student answers will vary.

138. Why was Eisenhower generally successful in avoiding American involvement in any large-scale foreign wars?

ANS:

Student answers will vary.

139. In what ways did the Eisenhower administration contribute to the developing American involvement in Vietnam? Why were these decisions made?

ANS:

Student answers will vary.

140. What explains the rise of the American civil rights movement in the 1950s?

ANS:

Student answers will vary.

141. How did Europeans' increasingly critical views of American race relations affect attitudes toward the civil rights movement during the later 1950s? Were critics like Gunnar Myrdal essentially right that Americans would have to choose between their ideals of democracy and their practice of racism?

ANS:

Student answers will vary.

142. What do you think was the most important domestic issue or development of the 1950s? What was the most significant foreign-policy decision or event of the 1950s? Explain your choices.

ANS:

Student answers will vary.

143. In retrospect, the election of John Kennedy in 1960 is seen as bringing an end to the political consensus and caution of the 1950s. Could this have been predicted from the campaign of 1960? Should Kennedy be seen as a liberal critic of Eisenhower and Nixon, or in some ways a conservative one?

ANS:

Student answers will vary.

144. How were Latin American radicals like Fidel Castro able to charge the United States with hypocrisy in its conduct of foreign policy in the region?

ANS:

Student answers will vary.

145. Critically evaluate President Eisenhower's response to the fall of Dienbienphu, the Hungarian revolt, the Suez Crisis, and Castro's revolution in Cuba.

ANS:

Student answers will vary.

146. Describe the literary flowering of post-World War II America. How did that culture reflect new voices of African Americans, southerners, and Jews?

ANS:

Student answers will vary.

147. How might a play like Arthur Miller's *Death of a Salesman* be said to reflect the questions that many social critics were asking about mass American culture in the 1950s?

ANS:

Student answers will vary.

148. What signs of dissent and rebellion were evident amidst the literary culture of the 1950s?

ANS:

Student answers will vary.