

**LAST REVIEW:** 2006-07  
*(i.e. 2006-2007)*

**NEXT REVIEW:** 2014-15  
*(i.e. 2011-2012)*

**STATUS:** A  
*(A, I, D)*

**COURSE TITLE:** United States History: 1945 to the Present

**COMMON COURSE NUMBER:** AMH2035

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**  
*(Per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: 48                      Lab:

Clinic:                      Other:

**PREREQUISITE(S):** Eligibility for ENC1101

**COREQUISITE(S):** NONE

**PRE/COREQUISITE(S):** NONE

**COURSE DESCRIPTION** *(750 characters, maximum):*

This survey course of the United States since 1945 provides students with a general history of the political, economic, cultural, social, military, and diplomatic development of American society. Special emphasis is placed upon the end of World War II, the politics of the Cold War at home and abroad, the social movements of the postwar era, the changing U.S. economy since 1945, and the post-Cold War domestic and international challenges faced by the nation. Students will also study the introductory concepts of history reading, writing, and methods. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):                      Area 3A

General Education Requirements – Associate in Science Degree (AS), meets Area(s):                      Area 3

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):                      Area 3

**UNIT TITLES**

1. Introduction to History
2. Writing about U.S. History since 1945
3. The U.S. and the World in 1945
4. The Beginning of the Cold War, 1945-1953
5. Postwar U.S. Society, 1945-1960
6. Challenges and New Directions at Home and Abroad, 1960-1974
7. Domestic and Global Shifts, 1974-1992
8. The Promise and Problems of a New Century, 1992-Present

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.0, 2.1, 2.3, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
<b>2. Write clearly and coherently**</b>	2.2, 2.5, 2.6
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	Information: 2.1, 2.3, 2.4; Cultural: 3.4, 4.4, 5.2, 5.4, 5.7, 6.4, 7.4, 8.4, 8.8
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.1, 1.2, 1.3, 2.1, 2.2, 2.6, 3.3, 4.2, 4.3, 4.5, 5.1, 5.5, 6.2, 6.3, 6.6, 7.1, 7.3, 7.6, 7.8, 7.9, 8.2, 8.5, 8.6, 8.9
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	6.7
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	3.2.2, 4.3, 7.3.2
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	3.2.1, 5.1, 5.6, 6.2.1, 6.3.2, 6.4, 7.6.2, 7.7, 8.5, 8.7, 8.9
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**g)Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

## EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0, 2.0
2. Short essays	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
3. Research Papers	1.0, 2.0
4. Group projects	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
6. Multiple Choice tests	3.0, 4.0, 5.0, 6.0, 7.0, 8.0
7. Presentations	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
10. Take-home tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
11. Summaries, critiques, and analyses	1.0, 2.0
12. Reaction papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
16. Classroom debates and colloquia	3.0, 4.0, 5.0, 6.0, 7.0, 8.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

## **UNITS**

### **Unit 1: Introduction to History**

#### **General Outcome:**

- 1.0 The students shall identify and employ the components of historical research and analysis.**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 1.1 Identify the way historians frame questions in order to study the past.**
- 1.2 Identify the arguments of historical interpretations.**
- 1.3 Identify and evaluate differences in historical interpretations.**
- 1.4 Recognize connections between the past and the present.**
- 1.5 Distinguish between primary and secondary sources and explain how each are used to make historical claims.**
- 1.6 Interpret multiple forms of evidence (visual, oral, statistical, and/or artifacts from material culture).**

Common Course Number: AMH2035

**Unit 2: Writing about U.S. History since 1945**

**General Outcome:**

- 2.0 The students shall produce clearly organized, thoroughly developed writing assignments, including but not limited to short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 2.1 Locate and identify evidence to research a problem or question about U.S. History since 1945 from an online research database or course resource lab.**
- 2.2 Construct a clear, concise thesis statement in response to a problem or question about U.S. History since 1945.**
- 2.3 Evaluate and interpret primary and secondary evidence from a course text, an online research database, and/or an online course resource lab to support a thesis statement.**
- 2.4 Employ proper citation of both primary and secondary sources using reference guides provided in class or found online.**
- 2.5 Employ formal styles of argumentation and presentation that historians use.**
- 2.6 Compose written conclusions drawn from historical research.**

Common Course Number: AMH2035

**Unit 3: The U.S. and the World in 1945**

**General Outcome:**

- 3.0 The students shall identify and evaluate the consequences of World War II on American society, politics, the economy, and America's international status.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 3.1 Discuss the development and expansion of the wartime economy of the United States.**
- 3.2 Analyze the social consequences of the U.S. wartime economy, with special attention to:**
- 3.2.1 The new roles and opportunities for women and minorities.**
  - 3.2.2 The shift in patterns of population and the postwar rise of suburbs.**
  - 3.2.3 The expectations for the postwar economy.**
- 3.3 Assess the leadership roles of Presidents Roosevelt and Truman during the end of the war.**
- 3.4 Interpret the emergence of the U.S. as the world's leading military/economic power by the end of the war and how this defined the nation's new role in world politics.**

Common Course Number: AMH2035

**Unit 4: The Beginning of the Cold War, 1945-1953**

**General Outcome:**

- 4.0 The students shall be able to analyze the origins of the Cold War and interpret its consequences between 1945 and 1953.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 4.1 Discuss the wartime origins of the Cold War.**
- 4.2 Analyze the strategic positions of the Allies at the end of World War II regarding the creation of the United Nations and the division of Europe.**
- 4.3 Evaluate the American response to perceived Soviet expansionism in Europe and the consequences of the containment policy, including but not limited to the Truman Doctrine, the Marshall Plan, the establishment of the North Atlantic Treaty Organization (NATO), the NSC-68 memorandum, and the “arms race.”**
- 4.4 Discuss the outbreak of the Cold War in Asia, with special attention to the communist success in China and its consequences for U.S. policy in Korea, Vietnam, and elsewhere in the region.**
- 4.5 Analyze the origins, progression, and outcome of the Korean War, with special attention to:**
- 4.5.1 The goals of U.S. policymakers during the war.**
  - 4.5.2 The military strategies used during the war.**
  - 4.5.3 The truce settlement ending the war.**

Common Course Number: AMH2035

**Unit 5: Postwar U.S. Society, 1945-1960**

**General Outcome:**

- 5.0 The students shall interpret the economic, social, political, and cultural effects of the end of World War II and the beginning of the Cold War.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 5.1 Evaluate the successes/failures of President Truman’s Fair Deal in meeting its domestic agenda of liberal reform, civil rights advances, and economic reconversion.**
- 5.2 Assess the anticommunist rhetoric of the immediate postwar era and its impact on U.S. politics, culture, and society, with special attention to the following:**
- 5.2.1 The role of the House Un-American Activities Committee (HUAC).**
  - 5.2.2 McCarthyism.**
  - 5.2.3 The trial of Julius and Ethel Rosenberg.**
  - 5.2.4 The impact of the Cold War on American suburban life.**
- 5.3 Examine the events leading to Truman’s victory in the 1948 presidential election.**
- 5.4 Analyze the conservative politics of this era, including but not limited to those associated with organized labor (the Taft-Hartley Act of 1947) and immigration (the McCarran-Walter Act of 1952).**
- 5.5 Evaluate the successes/failures of Eisenhower’s presidency, with special attention to:**
- 5.5.1 The “New Look,” “rollback/liberation,” and domino theories associated with Cold War foreign policy and their uses in Europe, the Middle East, in Asia, and in Latin America.**
  - 5.5.2 Eisenhower’s “dynamic conservatism” regarding domestic policies.**
- 5.6 Analyze the major goals and outcomes of the civil rights movement in the 1950s, with special attention to the *Brown v. Board of Education* decision, the Montgomery Bus Boycott, and Martin Luther King, Jr.’s nonviolent approach to civil rights activism.**
- 5.7 Interpret the cultural responses to the politics of this era found in literature (i.e. the Beat movement), film, and/or art.**

Common Course Number: AMH2035

**Unit 6: Challenges and New Directions at Home and Abroad, 1960-1974**

**General Outcome:**

- 6.0** The students shall analyze the major political, social, and diplomatic developments of the 1960s and early 1970s and their relationship to earlier decades.

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students shall be able to:

- 6.1** Examine the events leading to John F. Kennedy's victory in the 1960 presidential election.
- 6.2** Evaluate the successes/failures of Kennedy's presidency, with special attention to:
- 6.2.1** His plans for economic improvement and civil rights legislation.
  - 6.2.2** The Kennedy administration's approach to Cold War foreign policy, including but not limited to the Bay of Pigs invasion, the Cuban Missile Crisis, Kennedy's interactions with Soviet premier Nikita Khrushchev, and the Alliance for Progress.
  - 6.2.3** The Kennedy administration's response to events in Vietnam.
- 6.3** Evaluate the successes/failures of Lyndon Johnson's presidency, with special attention to:
- 6.3.1** The Great Society economic programs.
  - 6.3.2** Civil rights legislation.
  - 6.3.3** His role in escalating U.S. involvement in Vietnam and his leadership thereafter.
- 6.4** Analyze the origins, goals, strategies, outcomes, and consequences of the civil rights, feminist, anti-Vietnam War, and at least two more of the following movements of this era: the student movement and counterculture, the environmental movement, the American Indian Movement, the Mexican American movement, and the gay and lesbian rights movement.
- 6.5** Examine the events leading to Richard M. Nixon's victory in the 1968 presidential election and how it represented a significant change in American politics.
- 6.6** Analyze the Cold War politics of Nixon's presidency, including but not limited to the final outcome of U.S. efforts in Vietnam, détente, and U.S. relations with China.
- 6.7** Assess the course of events which led to the Watergate scandal and the consequences it had for Nixon and the American people.

Common Course Number: AMH2035

**Unit 7: Domestic and Global Shifts, 1974-1992**

**General Outcome:**

- 7.0 The students shall assess the political, social, economic, and international events that shaped American life during this period, including the backlash to the politics of the 1960s and the end of the Cold War.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 7.1 Evaluate the domestic and foreign policy challenges which the interim Ford administration faced.**
- 7.2 Examine the events leading to Jimmy Carter's victory in the 1976 presidential election.**
- 7.3 Evaluate the successes/failures of Jimmy Carter's presidency, with special attention to:**
- 7.3.1 The changing U.S. economy.**
  - 7.3.2 The oil crisis.**
  - 7.3.3 U.S.-Middle East relations.**
- 7.4 Assess the emergence of social conservatism during this era and the "Christian Right."**
- 7.5 Examine the events leading to Ronald Reagan's victory in the 1980 presidential election.**
- 7.6 Evaluate the successes/failures of Ronald Reagan's presidency, with special attention to:**
- 7.6.1 His economic programs.**
  - 7.6.2 The status of minorities and women in U.S. society during his terms in office.**
  - 7.6.3 U.S.-Soviet relations.**
  - 7.6.4 The Iran-Contra scandal.**
- 7.7 Analyze the major domestic developments of George H.W. Bush's presidency, including but not limited to economic issues and civil rights policies such as the Americans with Disabilities Act.**
- 7.8 Assess the role of the United States in the world with the fall of the Berlin Wall and the dissolution of the Soviet Union, ending the Cold War in 1991.**
- 7.9 Evaluate the causes and consequences of the Gulf War of 1990-91.**

Common Course Number: AMH2035

**Unit 8: The Promise and Problems of a New Century, 1992-Present**

**General Outcome:**

- 8.0** The students shall evaluate the social, political, cultural, economic, and international events that shaped national life in the late twentieth and early twenty-first century, including a shifting economy, growing political and cultural divisions, and a changing American role in the world.

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students shall be able to:

- 8.1** Discuss the social, economic, and political issues which shaped the presidential election of 1992 and Bill Clinton's victory.
- 8.2** Evaluate the presidency of Bill Clinton, including domestic and foreign policy initiatives.
- 8.3** Assess the structure and state of the American economy of the 1990s, with special attention to the role of information technology and globalization.
- 8.4** Analyze the deepening national political polarization of the 1990s and how it affected the presidential election of 2000.
- 8.5** Evaluate the impact of the events of September 11, 2001, on American society, government, and foreign policy, with special attention to controversies over the policies of the George W. Bush administration.
- 8.6** Evaluate the domestic politics of the George W. Bush administration, including but not limited to economic programs, education policy, and the election of 2004.
- 8.7** Assess the meaning of the 2008 presidential election in American history as regards to race, ethnicity, and gender in the twenty-first century U.S. (i.e. Barack Obama's victory, Hillary Clinton's candidacy, Sarah Palin's run for the vice-presidency, and voter turnout).
- 8.8** Analyze the political, social, and cultural role of technology in the twenty-first century (i.e. the role of online media outlets, blogs, and social networking sites).
- 8.9** Evaluate the challenges of the early twenty-first century, including the wars in Afghanistan and Iraq, the role of the U.S. in a global society, the downturn in the U.S. economy, debates over immigration policy, and the continued political polarization of Americans.