

**HIST 20 Course Outline as of Fall 2015****CATALOG INFORMATION**

Dept and Nbr: HIST 20 Title: US HISTORY SINCE 1945

Full Title: History of the US Since 1945

Last Reviewed: 11/25/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: HIST 17.3

**Catalog Description:**

This course will explore the political, economic, and social history of America from 1945 to the present including the United States' role in the Cold War and post-Cold War eras. Domestic trends examined will include the expanding consumer society, rise of social movements, and the response of neo-conservatism. Additionally, the course will focus on America's relationship to the larger world including the nation's relationship with the Soviet Union, participation in Middle East conflict and globalization.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course will explore the political, economic, and social history of America from 1945 to the present including the United States' role in the Cold War and post-Cold War eras. Domestic trends examined will include the expanding consumer society, rise of social

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Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Spring 1994	
	G	American Cultures/Ethnic Studies		
	D	Social and Behavioral Sciences	Fall 1981	Spring 1994
	F	American Institutions		
<b>CSU GE:</b>	G	American Cultures/Ethnic Studies		
	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social Science	Fall 2012	
	D3	Ethnic Studies		
	D4	Gender Studies		
	D6	History		
	D	Social Science	Fall 1992	Summer 2012
	D1	Anthropology and Archeology		
	D2	Economics		
	D3	Ethnic Studies		
	D4	Gender Studies		
	D6	History		
	D	Social Science	Fall 1981	Summer 1992
	D1	Anthropology and Archeology		
	D2	Economics		
	D3	Ethnic Studies		
	D4	Gender Studies		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 2013	
	4C	Ethnic Studies		
	4D	Gender Studies		
	4F	History		
	4	Social and Behavioral Science	Fall 1981	Fall 2013
<b>CSU Transfer:</b>	4F	History		
	Transferable	Effective:	Fall 1981	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
<b>CID:</b>				
<b>Certificate/Major Applicable:</b>				
Major Applicable Course				

# **COURSE CONTENT**

## **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Analyze the political, economic, social, and cultural forces that have shaped the development of American society and institutions from 1945 to present.
2. Examine the impact of race, class, and gender on particular groups since World War II.
3. Recognize and articulate the relationship between historical concepts and particular facts.
4. Demonstrate an understanding of the causes and effects of historical events after World War II.

## **Objectives:**

Upon completion of this course, students will be able to:

1. Examine, discuss, and evaluate the experiences, roles, achievements, and contributions of European Americans, African Americans, Latinos, and new immigrants after World War II.
2. Use the social historical approach to analyze the past and identify an awareness of historical methods used by historians to interpret the past.
3. Identify examples of how class, race, and gender have shaped and reproduced power relations in American society since 1945.
4. Employ appropriate vocabulary to analyze American political history and political parties after 1945.
5. Assess major social movements including labor, civil rights, feminism, environmentalism, religious fundamentalism, neo conservatism, and their impacts on American society and politics in the postwar era.
6. Compare and contrast different historical interpretations that explain major historical events and social change over time.

## **Topics and Scope:**

1. Social History: methods of inquiry
2. Study of history: methods of inquiry and promoting critical thinking
3. The Legacy of World War II: Race, Class and Gender on the homefront
  - a. "Double V" and A.P. Randolph's March on Washington Movement
  - b. G.I. Forum and League of United Latin Americans
  - c. Bracero program
  - d. "Rosie the Riveter" goes home
4. Extending the New Deal reform agenda
  - a. G.I. Bill
  - b. Congress of Industrial Organizations (CIO) and postwar labor-liberalism
  - c. Interstate Highway Bill
5. Origins of the Cold War
  - a. NATO and the Warsaw Pact
  - b. Global Arms Race
  - c. Korean War
6. McCarthyism, the anticommunist crusade, and postwar liberalism
  - a. Civil rights
  - b. Organized labor
  - c. The disarmament movement
7. "Crabgrass Frontier": the suburbs
  - a. Consumer culture
  - b. The new Cult of Domesticity
  - c. Redlining, restrictive covenants, and racial/ethnic exclusion

8. The Civil Rights Movement
  - a. Wartime and postwar migration and the black vote
  - b. Brown versus Board of Education
  - c. Montgomery Bus Boycott
  - d. From "sit-ins" to "freedom rides" to Mississippi Freedom Summer
9. Cesar Chavez, the United Farm Workers, and community organizing in the West
10. The "Rights Revolution" and Ethnic America
  - a. Civil Rights Acts of 1964 and 1965
  - b. Equal Employment Opportunity Commission
  - c. Fair Housing Act of 1968
  - d. Hart-Cellar Act of 1965 and postwar immigration of Asians and Latinos
11. American Indian Movement
  - a. Occupation of Alcatraz 1969
  - b. Trail of Broken Treaties
  - c. Wounded Knee 1973
12. The Cold War in the 1960s
  - a. Kennedy and The Bay of Pigs
  - b. Kennedy, Khrushchev, and the Cuban Missile Crisis
  - c. Vietnam: From Dien Ben Phu to the Tet Offensive
13. Escalation and the Anti-War Movement
  - a. LBJ and the Gulf of Tonkin
  - b. Students protesters
  - c. The Chicano Moratorium
  - d. G.I. resistance,
  - e. Martin Luther King
  - f. The National Mobilization to End the War
  - g. "Credibility Gap" and the Tet Offensive
14. Lyndon Johnson's Great Society: successes and failures
  - a. The liberal reform agenda
  - b. The War on Poverty
  - c. Structural inequality and urban riots
15. Second Wave Feminism
  - a. Betty Friedan and NOW
  - b. Women's Liberation
  - c. Black and Latino feminism
16. The Environmental Justice Movement
17. The Gay Liberation Movement
18. Richard Nixon and the Cold War
  - a. Vietnamization and "peace with honor"
  - b. Détente and normalization of relations with China and the Soviet Union
19. Nixon and Watergate
  - a. Expansion of presidential power and authority
  - b. "Plumbers," COINTELPRO, and constitutional crisis
20. Deindustrialization and economic decline
  - a. Decline of domestic manufacturing
  - b. Oil crisis of the mid-1970s
  - c. Rising competition in the global economy
21. Demographic change
  - a. White flight to the suburbs
  - b. Inner cities
22. Rise of the New Right
  - a. Neoconservatism, electoral realignment, and resistance to the liberal agenda

- b. Evangelical Christianity as political movement
- c. "Morning in America:" the election of Ronald Reagan
- 23. The Reagan Era
  - a. Deregulation and "supply side" economics
  - b. Decline of organized labor
  - c. Assault on the welfare state and its impact
- 24. Cold War in the 1980s
  - a. Intervention in Central America
  - b. Iran-Contra scandal
  - c. Collapse of the Soviet Union
- 25. Conflict in the Middle East
  - a. Camp David Accords
  - b. 1991 Gulf War
- 26. The New Immigration
  - a. Immigration and Reform Act of 1986
  - b. Amnesty and continued demand for undocumented labor
  - c. Militarization of the border
  - d. Changing face of African, Asian, and Latino America
- 27. The Clinton Era
  - a. 1992 Los Angeles Riot
  - b. The Information Revolution
  - c. The New Economy: from General Motors to "Wal-Mart economy"
  - d. Welfare reform and the feminization of poverty
  - e. 1990s boom and growth across the socio-economic spectrum
- 28. The Bush Era
  - a. Response to 9/11
  - b. Patriot Act and the debate over civil liberties
  - c. Iraq and Afghanistan Wars
- 29. The Election of Barack Obama

### **Assignment:**

- 1. Weekly reading assignments of roughly 40 to 50 pages. These assignments will consist of primary and secondary sources.
- 2. 3,000 to 5,000 words of out-of-class writing. These assignments will be critical film reviews, analytical essays, or brief responses to reading questions. An analytical component will be part of these assignments.
- 3. One essay mid-term and a final.
- 4. Participation in discussion as directed by instructor.
- 5. Multiple choice quizzes and/or exams.
- 6. Written homework as directed by the instructor.

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Critical film reviews, analytical essays, or brief responses to reading questions

Writing  
20 - 40%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Organization of oral synopsis of weekly readings

Skill Demonstrations  
0 - 5%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice and essay exams

Exams  
40 - 70%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class participation; oral and analytical synopsis of weekly readings

Other Category  
10 - 20%

### **Representative Textbooks and Materials:**

A History of Our Time: Readings on Postwar America, Sixth Edition. Chafe, William, Bailey, Beth, and Sitkoff. Harvard. Oxford: 2003 (Classic)

Postwar Immigrant America: A Social History. Ueda, Reed. Bedford: 1994 (Classic)

The Unfinished Journey: America Since World War II, Seventh Edition. Chafe, William. Oxford: 2007 (Classic)

Instructor prepared materials