



COLORADO STATE UNIVERSITY
— GLOBAL —

HST300: U.S. HISTORY FROM 1945 TO THE PRESENT

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

HST300 examines major political and historical trends from the end of World War II through the present. Major themes include the Cold War, the demise of colonialism, the rise of a Civil Rights movement, the collapse of the Soviet Empire, the backlash against Liberalism, the emergence of a global economy, and the effects of technological development.

Course Overview:

HST300 examines the primary national and international issues affecting the United States from World War II to the present. The major emphasis of the class includes the Cold War, international relationships and foreign policies, social and economic transformations, the issues surrounding the United States as a multicultural society, and the contrasting influence of liberalism and conservatism in shaping discourse and policy. The presidents and their policies are a primary means to delineate the decades. The course considers the new directions taken in the early twenty-first century.

Course Learning Outcomes:

- Describe the causes and effects of major events and historical patterns in political, social, military, economic and cultural history of the U.S. from 1945 to the present in U.S. History.
- Identify the key themes in the U.S. after World War II including ethnic, gender, class, religious and age diversity and how they affect American society and culture.
- Recognize how individuals, groups, historical patterns, problems, and relationships in this period affect current events.
- Examine the major issues in U.S. economic and diplomatic history in this period, including the development of technology, globalization, the Cold War and the War on Terror.
- Identify major cultural achievements of Americans during this period, including those in the visual arts, literature, philosophy, film and popular media.

- Evaluate the process that historians practice in interpreting the past and the integration of historical information into the process of critical thinking.
- Understand how to find and analyze sources for historical research.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

- *American history: From Pre-Columbian to the new millennium.* (2019). Retrieved from <http://www.ushistory.org/us> (Chapters 51 through 60)

Suggested:

***NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.*

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 51, 52, & 53 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- American Experience. (n.d.). Women and work after World War II. Retrieved from <http://www.pbs.org/wgbh/americanexperience/features/general-article/tupperware-work/#>
- Ide, D. (2014). Dropping the bomb: A historiographical review of the most destructive decision in human history. *The Hampton Institute*. Retrieved from <http://www.hamptoninstitution.org/hiroshima-historiography.html#.Wly6EYWcGzk>
- Lillian Goldman Law Library. (n.d.). The Yalta Conference. Retrieved from <http://avalon.law.yale.edu/wwii/yalta.asp>
- Sailer, S. (1996). How Jackie Robinson desegregated America. *National Review*, 48(6), 38-41.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Reminder (0 points)

A final Portfolio Project is due at the end of the course. You have **two options** from which to choose for this final project. This week, you should review the Portfolio Project options and the Portfolio Project grading rubric.

Keep in mind that you have three preliminary deliverables for your Portfolio Project (in Weeks 2, 4, & 7).

Module 2

Readings

- Chapter 54 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- Holmes, M. S. (February 2009). The freedom riders, then and now. Retrieved from <https://www.smithsonianmag.com/history/the-freedom-riders-then-and-now-45351758/>
- King, R. H. (2015). 'How long? Not long': Selma, Martin Luther King and civil rights narratives. *Patterns of Prejudice*, 49(5), 466-485.
- Phillips, C. (2007). April 17, 1961: Bay of Pigs invasion. *American History*, 42(1), 17-18.

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (90 points)

Option #1: Civil Rights

Was the Civil Rights Movement (1946-1968) a success? Why or why not? Your answer should outline the basic features of the campaign and its goals. Where did it win or fall short in achieving its goals? What were some of the challenges it faced? What lessons were learned?

Your paper should be 3-4 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least one scholarly reference in addition to the course textbook and one primary source (a source created at the time of the event). Any websites used should be quality websites and NOT encyclopedia

type sources with basic information. The CSU-Global Library is a good place to find scholarly references. Library of Congress and Presidential libraries often have primary source material available on the topics covered in the class.

Option #2: Missiles in Cuba

The Cuban missile crisis was a watershed in the Cold War. It has often been portrayed as Kennedy's greatest triumph. What were the strengths of Kennedy's policy-making during this crisis? What were his weaknesses? What lessons can be learned from the crisis?

Your paper should be 3-4 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least one scholarly reference in addition to the course textbook and one primary source (a source created at the time of the event). Any websites used should be quality websites and NOT encyclopedia type sources with basic information. The CSU-Global Library is a good place to find scholarly references. Library of Congress and Presidential libraries often have primary source material available on the topics covered in the class.

Mastery Exercise (10 points)

Portfolio Milestone (15 points)

Options #1 and # 2: Submit Portfolio Topic

Submit your Portfolio Topic to your instructor for preliminary approval. Provide reasons for your choice. Your submission should contain no more than one page of content, framed by a cover page and references page. This assignment is required and is worth 15 points.

Module 3

Readings

- Chapters 55 & 56 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- Seabrook, A. (2007). Tapes shed more light on LBJ's Vietnam struggle. Retrieved from <https://www.npr.org/templates/story/story.php?storyId=15271088>
- Tumulty, K. (2014, May 14). The Great Society at 50. *The Washington Post*. Retrieved from https://www.washingtonpost.com/sf/national/2014/05/17/the-great-society-at-50/?utm_term=.933000a67a00

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (90 points)

Option #1: Great Society

Was Lyndon Johnson's Great Society program an extension of Kennedy's domestic plans and policies? In what ways? What goals and policies of the Great Society were unique and influenced by Johnson's own experience as a southern politician?

Your paper should be 3-4 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least one scholarly reference in addition to the course textbook and one primary source (a source created at the time of the event). Any websites used should be quality websites and NOT encyclopedia type sources with basic information. The CSU-Global Library is a good place to find scholarly references.

Library of Congress and Presidential libraries often have primary source material available on the topics covered in the class.

Option #2: Vietnam

What was the Tet Offensive? Although militarily it did not achieve its objectives, what was its impact on the war? How and why did Americans begin to see the war differently after Tet?

Your paper should be 3-4 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least one scholarly reference in addition to the course textbook and one primary source (a source created at the time of the event). Any websites used should be quality websites and NOT encyclopedia type sources with basic information. The CSU-Global Library is a good place to find scholarly references. Library of Congress and Presidential libraries often have primary source material available on the topics covered in the class.

Mastery Exercise (10 points)

Module 4

Readings

- Chapters 57 & 58 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- Buckley Jr., W. F. (1998). The Nixon precedent in China. *National Review*, 50(14), 58-59.
- Kissinger, H. A. (1999). Between the old left and the new right. *Foreign Affairs*, 78(3), 99-116.
- Nixon Library authors. (2019). President Nixon's voice in the national conversation. <https://www.nixonfoundation.org/vietnam/> *Read up to, but not including, the televised addresses.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (25 points)

Options #1 and # 2: Portfolio Project Milestone

Submit your bibliography for your Portfolio Project.

- Re-state your paper topic.
- The bibliography should contain at least 5 scholarly sources, including one peer-reviewed journal article and two primary sources. These sources cannot include the textbook.
- Include a paragraph on how you found these sources, any potential problems, or areas left to research and include in your bibliography.
- Note: A peer-reviewed journal article is an article that appears in a well- recognized journal that evaluates the articles prior to approving publication, and appears usually in print and digital form. Just because it is listed as a journal in the database, does not imply it is a scholarly journal or peer-reviewed. For example, *Cobblestone* is not a scholarly journal (it is a magazine directed at high school students) even though a student will find it in the journal database.
- Note: A primary source is a source created at the time of the event that serves as a description or account of the event, is part of a policy, reaction to, that event, etc.
- Note: A website should be scholarly, include reputable work, signed by the author or be written by major entities, such as editors at presidential libraries. Scholarly websites do NOT include encyclopedia-type sources with basic or introductory information.

Format your bibliography according to the *CSU-Global Guide to Writing & APA*.

Module 5

Readings

- Chapter 59 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- Bloomfield, L. P. (1982). From ideology to program policy: Tracking the Carter human rights policy. *Journal of Policy Analysis & Management*, 2(1), 1-12.

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (90 points)

Option #1: Presentation on Life, Technology and Resources in the 1970s

How was technology and reliance on energy changing life for everyday Americans by the 1970s? How was technology beginning to change daily life (be sure that you research and identify the technology that affected life in the 1970s, not later)? The economic crises and oil shocks? Explain with examples and consider the benefits and drawbacks, pressures, etc. of these changes.

Your presentation must adhere to the following requirements:

- Use the *CSU-Global Guide to Writing and APA*.
- Your slideshow should offer at least two different types of media (e.g., maps, photos, paintings, audio clips, etc.).
- Each image should include a caption and source. Images should be carefully chosen to represent your topic. Consider an audio track to accompany your presentation (optional).
- An introductory slide should outline your presentation and include a thesis statement. A concluding slide should sum up your analysis and leave the reader with a thought-provoking statement.
- Each slide should include a title and at least 4-5 sentences on the main topic or idea that is conveyed in the image(s). In other words, your slides must be substantive and include text that presents your topic in a thoughtful way, so that it is meaningful on its own to anyone viewing the presentation.
- Remember to include a final slide with references used.

Your presentation should conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Option #2: Presentation on New Social Norms in the 1970s

How were new gender relations and roles changing for everyday Americans by the 1970s? What was new about life for women, men, and families? How were new social norms and ideas changing the way people related to each other?

Your presentation must adhere to the following requirements:

- Use the *CSU-Global Guide to Writing and APA*.

- Your slideshow should offer at least two different types of media (e.g., maps, photos, paintings, audio clips, etc.).
- Each image should include a caption and source. Images should be carefully chosen to represent your topic. Consider an audio track to accompany your presentation (optional).
- An introductory slide should outline your presentation and include a thesis statement. A concluding slide should sum up your analysis and leave the reader with a thought-provoking statement.
- Each slide should include a title and at least 4-5 sentences on the main topic or idea that is conveyed in the image(s). In other words, your slides must be substantive and include text that presents your topic in a thoughtful way, so that it is meaningful on its own to anyone viewing the presentation.
- Remember to include a final slide with references used.

Your presentation should conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

Mastery Exercise (10 points)

Module 6

Readings

- Chapter 59 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- Pfiffner, J. P. (2013). The paradox of President Reagan's leadership. *Presidential Studies Quarterly*, 43(1), 81-100.

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (100 points)

Option #1: Reaganomics

President Reagan and his "new right" supporters (in a challenge to the Great Society) pledged to reduce taxes and federal regulations, and government spending on social programs, loosely dubbed "Reaganomics". What were some of the major specific features of Reaganomics? Did they achieve their goals?

Your paper should be 3-4 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least one scholarly reference in addition to the course textbook and one primary source (a source created at the time of the event). Any websites used should be quality websites and NOT encyclopedia type sources with basic information. The CSU-Global Library is a good place to find scholarly references. Library of Congress and Presidential libraries often have primary source material available on the topics covered in the class.

Option #2: End of Cold War

How did the Cold War end? Who was responsible for ending the Cold War? Include in the assignment the events, processes, policies, and people that brought an end to the five decades of Cold War. How did the ending of the Cold War affect the countries involved?

Your paper should be 3-4 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least one scholarly reference in addition to the course textbook and one primary source (a source created at the time of the event). Any websites used should be quality websites and NOT encyclopedia type sources with basic information. The CSU-Global Library is a good place to find scholarly references. Library of Congress and Presidential libraries often have primary source material available on the topics covered in the class.

Mastery Exercise (10 points)

Module 7

Readings

- Chapter 60 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- Laing, M. (April 2012). Towards a pragmatic presidency"? Exploring the waning of political time. *Polity*, 44(2), 234-259.
- White, M. (January 2018). Son of the Sixties: The controversial image of Bill Clinton. *History*, 103(354), 100-123.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (35 points)

Options #1 and #2: Portfolio Outline

Submit an outline of your Portfolio Project

- Re-state your paper topic.
- Provide an outline of your paper.
 - Your outline should include headers (the major topics) which give an idea of the intended flow of the information in the project.
 - Under each header, write a few sentences on what you think you might cover in that section.
 - Under each header also include two or three sub-topics you intend to cover. You do not have to write sentences on these sub-topics.

Module 8

Readings

- Chapter 60 in *American history: From Pre-Columbian to the new millennium*. (2019). Retrieved from <http://www.ushistory.org/us/>
- Pomper, G. M. (2010). The presidential election of 2008. In G. M. Pomper (Ed.). *The New York Times on Critical Elections, 1854-2008* (pp. 582-608). Thousand Oaks, CA: CQ Press.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (275 points)

Option #1: The Power of the Presidency (paper)

Every president since 1945 has faced new circumstances and made decisions that have (often) helped to increase the power of the presidency. Choose a president we have covered in this class, serving after 1945, and consider their response to a major crisis or issue during their tenure in office. (The topic should be one you have not written about in a previous CT assignment).

Once you have selected a topic, research the range of response options available to the president, either emanating from their advisors, public pressure, party politics, or their own inclinations, etc. Find at least two (2) primary sources that are closely related to the crisis or the president's response.

As you write up your paper, discuss the options or paths and consider why the president ultimately chose the response they did. How would you evaluate this president's decision-making strategies and his overall handling of the crisis? Were there any implications or results, expected or unexpected, that the president had to manage? How was society impacted or changed by the decision?

The paper is due at the end of Week 8 and must adhere to the following requirements:

- Must contain a clear thesis statement, or claim, about the nature of change, America's reaction to change, etc. Be creative.
- Adhere to CSU-Global Guide to Writing and APA.
- Must be double spaced, 12-point Times New Roman.
- Include 6-8 pages in length (not including cover and reference pages; approximately 3,000-3,500 words).
- Include headings, per APA guidelines.
- Include and incorporate TWO level appropriate secondary sources (beyond encyclopedias and biographies, etc.,) at least one of which should be a peer reviewed journal article. Be sure to use these sources as key pieces of evidence and quote them in your paper.
- Include at least TWO significant primary sources (a source created at the time of the event) to be used as evidence in your paper.
- Include a final reference page with primary and secondary sources used.

Option #2: The Power of the Presidency (presentation)

Every president since 1945 has faced new circumstances and made decisions that have (often) helped to increase the power of the presidency. Choose a president we have covered in this class, serving after 1945, and consider their response to a major crisis or issue during their tenure in office. (The topic should be one you have not written about in a previous CT assignment).

Once you have selected a topic, research the range of response options available to the president, either emanating from their advisors, public pressure, party politics, or their own inclinations, etc. Find at least four (4) primary sources that are closely related to the crisis or the president's response.

Create a visual presentation on the president and crisis or event that you have chosen to research. Consider adding audio to the visual presentation as well.

As you develop your presentation, discuss the options or paths and consider why the president ultimately chose the response they did. How would you evaluate this president's decision-making strategies and his overall handling of the crisis? Were there any implications or results, expected or unexpected, that the president had to manage? How was society impacted or changed by the decision?

Your presentation is due at the end of week 8 and must adhere to the following requirements:

- Use the *CSU-Global Guide to Writing and APA*.
- Your slideshow should offer at least two different types of media (e.g., maps, photos, paintings, audio clips, etc.).
- Each image should include a caption and source. Images should be carefully chosen to represent your topic. Consider an audio track to accompany your presentation (optional).
- An introductory slide should outline your presentation and include a thesis statement. A concluding slide should sum up your analysis and leave the reader with a thought-provoking statement.
- Each slide should include a title and at least 4-5 sentences on the main topic or idea that is conveyed in the image(s). In other words, your slides must be substantive and include text that presents your topic in a thoughtful way, so that it is meaningful on its own to anyone viewing the presentation.
- Remember to include a final slide with references used.

COURSE POLICIES

Course Grading

20% Discussion Participation
 0% Opening Exercises
 8% Mastery Exercises
 37% Critical Thinking Assignments
 35% Final Portfolio Project

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.