

**HIST 340 American Century, 1919-1989**

**Credit Hours:** 3

**Scheduled hours per week**

Lecture: 3 Lab: 0 Other: 0

**Catalog Course Description:** Study of the political, economic, and social changes that swept the United States as the nation grew to a world power, from the conclusion of World War I through the end of the Cold War.

**Pre-requisites:** HIST 153

**Co-requisites:** N/A

**Course Learning Outcomes:**

- Explain the reasons for America's entry into the numerous wars during the twentieth century.
- Describe the evolution of the nation's economy and political system.
- Define the nation's eras of cultural change and controversy.
- Identify the causes and explain the impact of the Great Depression.
- Describe the impact of World War II on American society.
- Identify the causes, nature, and the influences of the Cold War on American society.
- Define deindustrialization and its impact on American society.
- Describe the efforts to bring greater equality in America.

**Topics to be studied:**

- First "Red Scare"
- Cultural Change/Controversies of the 1920s
  - Immigration Law Reform
  - Ku Klux Klan
  - Prohibition
  - Teaching of Evolution
  - Economic Growth
  - Increasing Role of Sports and Athletics
- The Great Depression
- FDR and the New Deal
- World War II
- The Cold War
- Korean War
- Civil Rights Movement
- Feminist Movement
- Vietnam Era
- Richard Nixon and Watergate
- Ronald Reagan's Presidency
- Origins of the High Tech Age
- Collapse of Communism and the End of the Cold War

| <b>Relationship of Course to Discipline Learning Outcomes</b>   |   |
|---|---|
| Define key actors and events in an historic period.   | X |
| Distinguish major social, economic, political, and religious movements and their impact and influence.  | X |
| Illustrate appropriate skills in citing sources using <i>The Chicago Manual of Style</i> .  | X |
| Identify the constituencies affected by competing ideologies.   | X |
| Associate the interrelationship of nations and the results of competing national interests.   | X |
| Examine the plight and evolving status of oppressed peoples, including African-Americans, women, Native Americans, Hispanics, and immigrants. | X |
| Develop sound research practices that reflect the standards in the field of history.  | X |
| Recognize the continuity of history and the influence of historic eras on succeeding eras.  | X |

| <b>Relationship of Course to General Education Learning Outcomes:</b>  |   |
|--|---|
| <b>Composition and Rhetoric</b> Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.             | X |
| <b>Science &amp; Technology</b> Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.                  |   |
| <b>Mathematics &amp; Quantitative Skills</b> Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.   |   |
| <b>Society, Diversity, &amp; Connections</b> Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.                                    | X |
| <b>Human Inquiry &amp; the Past</b> Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills. | x |
| <b>The Arts &amp; Creativity</b> Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.   |   |

**Special requirements of the course:**

N/A

**Additional information:**

N/A

**Prepared by:** Robert Anderson, PhD**Date:** 11 October 2017