

## *Unit 8:1945-1980*

### **Topic 8.2: The Cold War from 1945-1980**

#### **Learning Objective 1: Explain the continuities and changes in Cold War policy from 1945-1980.**

A. U.S. policymakers sought to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.

B. As postwar tensions dissolved the wartime alliance between the West and the Soviet Union, the U.S. developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist states.

C. Concerned by the expansionist ideology of the Soviet Union, the U.S. sought to contain communism through a variety of measures, including major military engagements in Korea.

D. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (détente).

### **Topic 8.3: The Red Scare**

#### **Learning Objective 1: Explain the causes and effects of the Red Scare after World War II.**

A. Americans debated policies and methods designed to expose suspected communists within the U.S. even as both parties supported the broader strategy of containing communism.

## **Topic 8.4: The Economy After 1945**

### **Learning Objective 1: Explain the causes of economic growth in the years after WWII.**

A. A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

### **Learning Objective 2: Explain the causes and effects of the migration of various groups of Americans after 1945.**

A. As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.

## Topic 8.5: Culture After 1945

**Learning Objective 1: Explain how mass culture has been maintained or challenged over time.**

A. Mass culture became increasingly homogenous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

## **Topic 8.6: Early Steps in the Civil Rights Movement (1940s and 1950s)**

**Learning Objective 1: Explain how and why the civil rights movements developed and expanded from 1945-1980.**

A. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress was slow.

B. The three branches of the federal government used measures including desegregation of the armed services and *Brown v. Board of Education* to promote greater racial equality.

## Topic 8.7: America as a World Power

**Learning Objective 1: Explain the various military and diplomatic responses to international developments over time.**

A. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels of commitment to democracy.

B. Americans debated the merits of a large nuclear arsenal and the military-industrial complex.

C. Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

## **Topic 8.8: The Vietnam War**

### **Learning Objective 1: Explain the causes and effects of the Vietnam War.**

A. Concerned by the expansionist ideology of the Soviet Union, the U.S. sought to contain communism through a variety of measures, including major military engagements in Vietnam.

B. Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

C. Americans debated the appropriate power of the executive branch in conducting foreign and military policy.



## **Topic 8.9: The Great Society**

**Learning Objective 1: Explain the causes and effects of continuing policy debates about the role of the federal government over time.**

A. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.

B. Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.

C. Liberal ideas found expression in Lyndon Johnson's Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.

**Learning Objective 2: Explain the continuities and changes in immigration patterns over time.**

A. Immigrants from around the world sought access to the political, social, and economic opportunities in the U.S., especially after the passage of new immigration laws in 1965.

**Topic 8.10: The African American Civil Rights Movement (1960s)**

**Learning Objective 1: Explain how and why various groups responded to calls for the expansion of civil rights from 1960-1980.**

A. During and after WWII, civil rights leaders combated racial discrimination using a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

B. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation.

C. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

**Learning Objective 2: Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.**

A. The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality.

B. A series of Supreme Court decisions expanded civil rights and individual liberties.

**Topic 8.11: The Civil Rights Movement Expands**

**Learning Objective 1: Explain how and why various groups responded to calls for the expansion of civil rights from 1960-1980.**

A. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.

B. Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.

C. Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.

## **Topic 8.12: Youth Culture of the 1960s**

**Learning Objective 1: Explain how and why opposition to existing policies and values developed and changed over the course of the 20<sup>th</sup> century.**

A. Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that sometimes led to violence.

B. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

C. Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.

## **Topic 8.13: The Environment and Natural Resources from 1968-1980**

**Learning Objective 1: Explain how and why policies related to the environment developed and changed from 1968-1980.**

A. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.

B. Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.

## **Topic 8.14: Society in Transition**

### **Learning Objective 1: Explain the causes and effects of continuing policy debates about the role of the federal government over time.**

A. In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.

B. Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

C. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

### **Learning Objective 2: Explain the effects of the growth of religious movements over the course of the 20<sup>th</sup> century.**

A. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.