



HIST-124: RECENT AMERICA: THE U.S. SINCE 1945

Also listed as: HIST-124H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

HIST - History

Course Number

124

Course Title

Recent America: The U.S. Since 1945

Short Title

America: US Since 1945

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

HIST-124H

C-ID (Admin Only)

CB 00

CCC000554297

Course Title

Honors Recent America: The U.S. Since 1945

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area**Approved Third Cal-GETC Area****Catalog Description**

This course explores in depth the most recent trends, developments, conflicts, and changes in U.S. political, economic, social, cultural, intellectual, military, and diplomatic history from the immediate post-war years to the present with a global context.

Requisites**Recommended Preparation****Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)**

ENGL-C1000 or concurrent enrollment in ENGL-C1000.



Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0102 - American History (United States).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
History (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Differentiate the major developments before and during World War II that led to major changes in U.S. foreign and domestic policy.
2. Appraise the dominant social and cultural trends in U.S. society after World War II and assess the importance of economic change, media influence, government institutions (congress, the presidency, and the supreme court) and other factors in the efforts of African-Americans, Latinos, Asian-Americans, the LGBTQ community, and women to gain equality, prosperity and autonomy.
3. Evaluate American foreign policy as it pertains to containment and the cold war, the CIA and covert operations in the third world, peace and disarmament, the debate over mono-centric v. poly-centric foreign policy, and negotiations and effective participation in a competitive international economy.
4. Analyze the impact of communications media and information technology on American life and cultural perceptions in the post-war United States.
5. Measure the effectiveness and impact of government in the following areas: taxation, economic competitiveness and development, health and environmental protection, control of poverty, and educational growth.
6. Distinguish migrational and residential trends among the U.S. population, including the rise of suburbs, the arrival of non-European immigrant groups, the spread of homelessness, and the internal shift to the southern and western regions of the country.
7. Assess trends in both foreign and domestic investment and economic development, identifying overseas trading arrangements, major trading partners, and occupational and income distribution at home.

Honors Objectives

- Develop advanced research and writing techniques using both primary and secondary sources.
- Compose an original piece of research that will be an integrated and in some cases multi-disciplinary examination of the topic.
- Scrutinize challenging primary and secondary source readings, research and writing problems in small group discussions with the instructor and other honors students.
- Assess the major issues and important interpretations in recent US history with the instructor and other honors students.
- Produce original critical assessments of recent US history.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will demonstrate clear and precise communication on culturally relevant material through written analysis, use of evidence, and discussion of U.S. history since 1945.
2. Students will analyze the impact of class, gender, ethnicity, culture, economics, and politics as they relate to the U.S. history since 1945 to demonstrate historical understanding and cultivate social awareness.
3. Students will demonstrate the ability to make connections and relations between the societal developments in different historical eras and locales as it pertains to the U.S. history since 1945.

Content

Course Lecture Content

1. Foundations of the Modern Era:
 - a. The New Deal and World War II.
 - i. The Roosevelt Revolution
 1. The redefining of liberalism
 2. Keynesian economics
 3. The expansion of government.
 - ii. The end of isolationism and the emergence of American leadership in World War II.
 1. The Big Four and Wartime Conferences: Tehran, Yalta, and Potsdam.
 2. Truman and the bomb.
 3. Home Front: the economic impact of war and population shifts.
 4. New Roles and expectations for women, African-Americans, and Latinos.
2. Cold War Politics and the Post-War Period (1945-53).
 - a. The United Nations and Bretton Woods System
 - i. The World Bank and the International Monetary Fund
 - b. The Containment Doctrine
 - i. The Marshall Plan
 - ii. The Berlin Airlift
 - iii. NATO
 - iv. NSC-68.
 - c. Truman's Fair Deal and the conservative backlash
 - i. The Red Scare and McCarthyism
 1. The House on Un-American Activities
 - ii. The Korean War, MacArthur's dismissal, and stalemate
3. The Economy, Society, and Culture of Conformity (1945-60)
 - a. The post-war prosperity and the consumer economy
 - b. The Baby Boom and suburbanization (G.I. Bill and Levittown)
 - c. Television, Rock and Roll, and Fast Food
 - d. Family life and gender roles in the 1950s
 - e. The Beats Movement and challenges to conformity from America's youth
 - f. Eisenhower's Foreign Policy (1952-1960)
 - i. John Foster Dulles and brinkmanship
 - ii. Detente and the U-2 Crisis
 - iii. The new CIA and emerging military-industrial complex
 - iv. Intervention and entanglements in Iran, Egypt, Guatemala, Vietnam, and Cuba
 - g. The Civil Rights Movement
 - i. Segregation, Jim Crow laws, and lynchings
 - ii. Brown v. Board of Education overturns Plessy v. Ferguson
 - iii. Little Rock and the Montgomery Bus Boycott
 - iv. The Southern Christian Leadership Conference and Dr. King's philosophy of nonviolent resistance
 - v. White Resistance
 1. Governor Wallace and the Southern Manifesto of 1956
 - vi. SNCC, CORE, Freedom Rides, and the March on Washington

- vii. Key legislation: the Civil Rights Act of 1964 and the Voting Rights Act of 1965
- viii. Violence in Watts, the demands of black power, and Malcolm X
- 4. The Kennedy, Johnson Years (1960-68)
 - a. The election of 1960 and the Kennedy mystique
 - b. Tax cuts and economic growth
 - c. The Kennedy assassination and the Warren Commission Report
 - d. Johnson's "Great Society" and the War on Poverty
 - e. The space race and the arms race
 - f. The Bay of Pigs and the Cuban Missile Crisis
 - g. Reforming education and immigration law
 - h. The Vietnam War and Tet Offensive.
- 5. Social and Cultural Revolutions of the 1960s and 1970s
 - a. The New Left and Students for a Democratic Society
 - b. Rock and Roll, Hippies, and the Free Speech Movement
 - c. The American Indian Movement and Supreme Court decisions
 - d. The Chicano Movement and Cesar Chavez
 - e. Stonewall and the Gay Liberation Movement
 - f. Second Wave Feminism: Friedan, Schafly, the failures of ERA, and NOW
 - g. Environmentalism and "Earth" Day
 - h. Sexual politics
 - i. AIDS awareness
 - ii. The pill
 - iii. Roe v. Wade
 - iv. Harvey Milk
- 6. Nixon and the 1970s
 - a. 1968--the watershed year
 - b. Crime, drugs, and welfare reform
 - c. The Arab Oil Embargo, OPEC, and stagflation
 - d. Vietnamization, the Cambodian invasion, and an end to the war
 - e. Talks with China and SALT I
 - f. The Middle East and Arab-Israeli dispute
 - g. Watergate, the Pentagon Papers, and resignation
 - h. Ford and the Nixon pardon
 - i. Carter
 - i. Inflation
 - ii. An energy crisis
 - iii. Afghanistan
 - iv. SALT II
 - v. The Panama Canal
 - vi. Iran and the hostages
- 7. The Reagan Revolution (1980-1988)
 - a. The election of 1980
 - i. Supply-side economics
 - ii. Tax cuts
 - iii. Domestic spending
 - iv. The defense build-up
 - b. Re-election
 - i. End of the Cold War and Gorbachev
 - ii. Lebanon and the Middle East, Grenada, Libya and terrorism
 - iii. Iran-Contra Affair and Oliver North
 - c. The Conservative Revolution
 - i. Religion and the moral majority
 - d. Latter Day Difficulties
 - i. Limited prosperity
 - ii. Yuppies

- iii. Deregulation
 - iv. The Savings and Loan scandal
 - v. Discontent of "other" Americans
 - vi. The growing disparity of wealth.
8. Bush, Clinton, and the Nineties
- a. Environmental issues and Exxon-Valdez
 - b. The New World Order: Noriega, Panama, and the Gulf War
 - c. Clinton and the new social legislation
 - d. The Clinton scandals, hearings, and controversies
 - e. The Bombings in New York City, Oklahoma, and on the USS Cole
 - f. The Clinton Doctrine and Somalia
 - g. Dayton Peace Accords and genocide in the Balkans. Bush II and Post-9/11 America
9. The election of 2000
- a. 9/11 and impact on American foreign policy (Afghanistan, Iran, Iraq, and North Korea)
 - b. The Patriot Act and Homeland Security
 - c. Ideological defenses of hegemony
 - d. Domestic Issues
 - i. Corporate fraud
 - ii. Faith-based initiatives
 - iii. Hurricane Katrina
10. Barak Obama to the Present
- a. Election of 2008
 - b. The Great Recession and the stimulus package
 - c. Affordable Care Act and healthcare reform
 - d. The changing nature of American foreign policy in the Middle East
 - e. Dissident groups
 - i. The Tea Party
 - ii. "Birthers"
 - iii. The Occupy Wall Street Movement
 - iv. Immigration reform and the Dream Act
 - v. America's role in global environmentalism and green energy
 - f. Election of 2016 Trumpism and Impeachment
 - i. January 6 and the insurrection on the capitol

Honors Content

The honors component of History 124 will encourage students to work above the survey level to explore issues in recent US History with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major historiographical controversies and interpretive schools, and engaging in discussions with the instructor and other honors students about the discipline of history. In addition to topics covered in the regular section of History 124, honors students will explore additional topics and themes with greater depth and complexity. Instructors are encouraged to select topics relevant to recent scholarship and their own specialties. Some possible topics are:

- The role of historical memory and monuments dedicated to pivotal moments in recent American history, such as the removal of Confederate Monuments and white nationalist responses in Charlottesville. For example, instructors could use Sanford Levinson's *Written in Stone: Public Monuments in Changing Societies* and the American Historical Associations Statement on the Confederate Monuments (August 2017) to design a more in-depth examination of this topic.
- The movements and migrations of people into and within the United States with emphasis on immigration laws, detention camps, and civil liberties. For example, instructors could utilize recent works such as Robert Chase's collection of essays titled *Caging Border and Carceral States: Incarcerations, Immigration Detentions, and Resistance* or *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Detention Migration in the United States* by Jenna Loyd and Allison Mountz to structure additional meetings and discussions with honors students.
- The ongoing War on Terrorism or the cybersecurity of American elections with an emphasis on American foreign policy and relations. Instructors could use Lawrence Wright's *The Looming Tower: Al-Qaeda and the Road to 9/11* to contextualize more recent occurrences in foreign relations.
- The blending of modern reform movements with "hashtag" resistance and identity politics, such as #MeToo and gender equality or the South Dakota pipeline and #NODAPL. For example, instructors may help students investigate the role of social media in modern women's and social justice movements with books such as *The Voices of #MeToo: From Grassroots Activism to a Viral Roar* by Carly Giesler or could use *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long*

Tradition of Indigenous Resistance by Nick Estes to explore the themes of environmentalism, sovereignty, and the legacies of colonialism.

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions or classroom debates on assigned primary and/or secondary source readings, topics, and current events will enable students to develop deeper analysis of key concepts, people, and events in post-war America.

DE Adaptations for MOI

The instructor may use the CMS to create threaded discussions that may require students to analyze, interpret, and discuss primary and/or secondary source readings in US history post 1945 and connect these readings to contemporary issues.

Method

Film/video Viewing and Discussion

Integration

Lecture topics may be supplemented with a critical discussion and evaluation of feature-length films, television programs, music, advertising, news footage, or documentaries from the post-war period with closed-captions.

DE Adaptations for MOI

Accessible film clips and videos are embedded directly into the CMS and integrated within the lecture videos.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretative approaches to understanding America in the post-war period, expand upon information provided in the assigned reading and visual materials, and provide students with an organizational scheme with which to analyze the development of U.S. history in the recent past. Supporting visual materials may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips with closed captions. Supporting audio materials may include music recordings, radio shows, or tracks of speeches and interviews with closed-captions.

DE Adaptations for MOI

Instructor will record accessible video lectures available via the CMS to introduce students to important concepts and material. In addition, instructor records accessible video lecture introductions for each of the films to provide important historical context. Text, captioned film clips, still images (with alt text), and captioned sound clips further enhance the lecture.

Method

Role Playing/Simulation

Integration

Role play and simulation assignments may be utilized to immerse students in historical periods, readings, and major problems to enhance student appreciation for, and understanding of significant people, events, and decisions from America's post-war period.

DE Adaptations for MOI

The instructor will provide written instructions via the CMS explaining the methods, roles, sources, and goals for role play/simulation assignment. Students are assigned historical figures to represent and use primary source readings to inform their portrayal. Any preparatory assignments (such as primary source readings) are submitted and graded within the CMS. Rubrics, examples, and detailed accessible video and written instructions are provided directly within the assignments in the CMS.

Method

Visiting Lecturers

Integration

The instructor may utilize topically connected campus or community lectures, guest speakers and faculty, or community members with personal narratives that illustrate course topics and further enhance student understanding of key concepts, people, or events in post-war America.

DE Adaptations for MOI

Guest lecturers will record accessible video lectures available via the CMS to introduce students to important concepts and material.

Additional Methods of Instruction for Honors

In order to guide the honors students throughout the course of the semester the instructor will schedule a minimum of 3 meetings to discuss readings, student research and/or aspects of the students' projects. These meetings can be individual or group meetings or a combination of the two. Possible discussion topics at meetings can include a preliminary discussion to assist the students in understanding the purpose of their honors project, how to choose a topic, how to obtain sources, how to construct their paper/presentation/research etcetera, and a rubric by which their project will be assessed and graded. Subsequent meetings can focus on establishing a thesis or guiding theme, instructor approval for the project and the sources to be used, and/or discussions of the progress of their research. The final meeting may include a presentation of the students' research or service learning project. It is recommended that these meetings occur on a regular basis at intervals that are appropriate for the timely completion of their projects. Beyond these required meetings, students should be encouraged to meet with the instructor as needed to discuss any problems they may encounter in a timely manner, participate in all group discussions, and meet all deadlines set by the instructor for the completion of their project.

Methods of Evaluation**Method**

Class Work

Integration

Students may be required to fill in blank maps, locating sites relevant to post-war America in the United States and globally that illustrate American foreign policy decisions and international entanglements in the recent past. Students may be graded for proper identification of the locations on a map and the proper spelling of these places.

DE Adaptations for MOE

The Instructor will prompt students via the CMS with questions analyzing and reflecting upon US history post 1945 and its contemporary connections. Students will be graded on the proper identification of map locations. Rubrics and feedback will be provided.

Method

Exams/Tests

Integration

Essay examinations will cover material introduced in lecture-discussions, assigned readings, and other class activities. In essay examinations students will demonstrate an ability to synthesize information from the lecture, discussions, and readings as well as organize evidence and specific information into a coherent response to a major question in US history since 1945, and produce clear and logically argued analyses in a conclusion.

Essay questions will require students to demonstrate analytical thinking rather than rote memory alone, answering "why" and "compare and contrast" questions. For example, essays could ask students to compare and contrast US involvement in Korea and Vietnam or comparing and contrasting the philosophies of different civil rights leaders and movements. Questions could also focus on asking students to synthesize information, such as asking students to trace US foreign involvement from 1945 to the present.

Students will be graded on their knowledge of course material, their ability to formulate and execute a thesis, and their use of evidence in making their argument.

Example essay question: Has the United States lived up to its ideals of freedom and democracy since World War II? Use specific examples to support your argument.

DE Adaptations for MOE

Exams and/or tests will be administered via the CMS and evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answer questions. This provides an equitable opportunity for all students. Exams will be submitted to the online grading system within the CMS. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within two weeks, via the grade book, chat, or other accessible conferencing tools. Additional time may be warranted depending on the type and the complexity of the exam. All facets of this MOE will meet accessibility requirements. Rubrics and feedback will be provided via the CMS.

Method

Research Projects

Integration

Students are required to complete a research project that synthesize information from more than one source, evaluate sources, and develop a thoughtful, analytical conclusion about their research. Research projects or assigned term papers will be completed outside of class and will require students to use multiple outside sources, analyze primary and secondary sources, or work on a question or problem outside of class and turn in an organized written response. Students will be evaluated on the quality of their research and evidence, the quality of the organization of the paper, and the quality of analysis.

DE Adaptations for MOE

Through the comments for students in the CMS as well as accessible video conferencing software meetings with students, the instructor will provide guidance on selecting topics, finding and analyzing sources, and constructing the final essay. Possible research topics include the Cold War, gender and the Civil Rights movement, the rise of the Black Power movement, the AIDS crisis, the War in Afghanistan, etc. Feedback and rubrics will be provided through the CMS. Web links to the college's library and scheduled library research video tutorials will be provided.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy.

Service learning projects will be assessed on a presentation of their project and may additionally be assessed through a written self reflection or journal reflections.

Oral presentations will be students' discussion of their research or their service learning project. Presentations will be assessed on content and organization of students' argument or explanation of their service learning project.

Written reading summaries and journals will be assessed on the depth of their reflection and/or connection to course concepts.

Assignments

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative



Assignment

Read two primary sources and discuss with your peers: President Harry S. Truman, Address Before a Joint Session of Congress on Greece and Turkey (The Truman Doctrine), 1947 and George C. Marshall, Speech at Harvard University Announcing the European Recovery Program (The Marshall Plan), 1947. After reading these primary sources, discuss with your peers how these documents illustrated early Cold War ideology and specifically the policy of containment.

Second example:

After reading Martin Luther King's Letter from Birmingham Jail, discuss King's philosophy with your peers. Address the following questions:

What distinction does King make between just and unjust laws? How does this letter reflect the broader goals and strategies of the Civil Rights Movement in the early 1960s?

How assignment will be adapted in online format

Instructor will assign readings from the textbook or provide them via the CMS. All readings will meet accessibility requirements for accessible material resources. Discussion boards will be posted in the CMS and students will be required to respond to a discussion prompt and then respond to two fellow students. Feedback and rubrics will be provided in the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will complete a research project that develops a thoughtful, analytical conclusion using primary and secondary sources.

This project will be completed outside of class and requires you to use multiple outside sources, including analyzing primary and secondary sources. Essays and projects will be evaluated based on strength of thesis, as well as the presentation of evidence, organization, quality of research, analysis and citation.

How assignment will be adapted in online format

Multiple venues for instructor-to-student feedback may be utilized, including but not limited to, summative or annotated comments within the CMS, online or in-person meetings with students. The instructor will provide guidance on selecting topics, finding and analyzing sources, and constructing the final essay. Feedback and rubrics will be provided through the CMS. Web links to the college's library and scheduled library research video tutorials will be provided.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Write a journal reflection on American power structures and systems and how these change over time.

How assignment will be adapted in online format

Prompts, feedback and rubrics will be provided via the CMS.

Honors Assignments

Assignment

Students will complete all regular course requirements for the regular section of History 124. Beyond that, honors students will complete requirement A) or B) in addition to C) from the list below. Assignments A) or B) may replace the required research project for the regular section of History 124. Assignments D), E), and F) below are optional and may be assigned if the instructor so chooses.

Assignment

A) An original research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Student research will feature an original perspective or thesis. Research may be conducted in a university library or the equivalent and should be based on a combination of at least ten sources from the following: primary sources, secondary sources, major interpretive books, and articles. As part of this project, students may peer review one another's work. This paper may replace the research project assigned to the regular class and will require an extended page length and more rigorous readings. Possible topics could be #MeToo, the presidential election of 2016, the Dakota pipeline protests, development and practices of ICE (Immigration and Customs Enforcement) and DHS (Department of Homeland Security), race riots in Charlottesville, the Kavanaugh hearings, or the impact of COVID-19.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students demonstrate their research skills by producing original research on a topic of their choice within the scope of US history since 1945, thus engaging creatively with a topic, using scholarly sources, and synthesizing them into an original argument.

Justify how the assignment reflects the Engagement Core Value

Students may select a topic of their choice within the scope of US history since 1945, so the assignment encourages student curiosity about the past and requires them to engage with multiple primary and secondary sources to come to independent conclusions.

Assignment

B) Create a service learning project in consultation with the instructor that includes academic research. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local history institution, museum, organization wishing to document its own history, or similar location for a total of 10 hours over the course of the semester and enrich their volunteer experience by conducting research on topics related to historical preservation sites, museology, the politics of the visual representation of history, or similar topics. Students will submit a 5-7 page reflection paper that connects their volunteer experience to themes addressed in the course and assigned readings along with at least three academic sources (minimum of one monograph and two journal articles) collected from their academic research. A log of their hours signed by an employee of the institution where they are volunteering must be submitted as well. Students may wish to share the content of their reflection with this institution in the form of a lecture, presentation, or suggested action plan as well as share their reflection with the instructor and other students.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement
Leadership

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students are expected to engage in thoughtful research of a topic within US history since 1945, and then translate that into a meaningful service learning project.

Justify how the assignment reflects the Engagement Core Value

Because students are using their research to craft a meaningful service learning project, they are directly translating their research into work within their communities, thus using their research to inform community engagement.

Justify how the assignment reflects the Leadership Core Value

Because students are using their research to inform their community service, they are thus taking on a leadership role in creating meaningful change within their community, informed by research.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Using their research to inform their community action, students both learn history and then craft a plan of action to create change in their community, thus engaging in positive transgressive behavior.

Assignment

C) Assigned readings beyond the scope of the regular section of History 124. Additional primary documents, journal articles, or books will be assigned for reading, summary, and review. Diverse readings on the same topic will be analyzed to encourage critical thinking on the various perspectives of history. Students will engage in discussion of assigned readings during meetings outside regular class lectures with the instructor and submit written summaries and reflections on the assigned on the additional works. Example readings could include *Civilizing Torture: An American Tradition* by W. Fitzhugh Brundage, *Embers of War: The Fall of an Empire and Making of America's Vietnam* by Fredrik Logevall, *Malcolm X: A Life of Reinvention* by Manning Marable, or *Blood in the Water: The Attica Prison Uprising of 1971 & Its Legacy* by Heather Ann Thompson.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Additional readings ground honors students within the history and students will produce their own research into a topic of their choice.

Assignment

D) A short presentation (15-20 minutes in length) of the final research project or an outline of the research project to their fellow honors students or to the entire class.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

By presenting their original research, students demonstrate for their peers the rigor of their academic research.

Assignment

E) A journal on assigned readings and writing assignments. Journal writing will help understanding and reflection on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Journal assignments ask students to analyze, evaluate, and interpret, as well as reflect on their experience. For example, a journal assignment could ask students to reflect on how a topic they learned in class compares to their actual, lived experience. Journaling also engages metacognition, asking student to assess how their thinking on a topic covered in class has changed over the course of the semester.

Justify how the assignment reflects the Engagement Core Value

Journaling connects a student's prior knowledge to course material, asking them to connect their lives and experiences with course material. Journaling also encourages students to engage in self-reflection, and think about how course topics affect their lives and their communities.

Assignment

F) An oral history of an individual whose life experiences relate to the subject matter of History 124H. Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their oral history findings to the instructor or the class (i.e. a brief write-up of their interview, a short oral presentation, or reporting their findings to an historical organization that collects oral histories provided the interviewee grants permission), and consider how their oral history fits in or challenges current historical perspectives.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Engagement

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

In order to effectively interview someone, students must be knowledgeable about the time period and the social and cultural conditions that affected their subject. To do so, students must engage in primary and secondary research on the era of their subject.

Justify how the assignment reflects the Engagement Core Value

Doing an oral history necessarily requires students to engage with their topic and their subject, asking meaningful questions and reflecting upon their subject's life.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Through doing an oral history, students are doing public history, contributing to public memory of another time. Sometimes these memories and experience conflict with traditional or established narratives of the era.

Course Materials**Textbooks**

Engerman, David C. and Max Paul Friedman, et al (2025). The Cambridge History of America and the World: 1945 to the Present . ISBN: 9781108410274

Chafe, William (2014). The Unfinished Journey: America Since World War II, 8th Oxford University Press. ISBN: 0199347999

McGreevey, Robert and et al. (2017). Global America: The United States in the Twentieth Century. Oxford University Press. ISBN: 9780190279905

Other Resources

Instructors should supplement the textbook with additional readings in either primary or secondary source materials. Typical examples may include books such as the following: Ibram X. Kendi, Stamped from the Beginning: The Definitive History of Racist Ideas in America (2016). Leonard Dinnerstein and David M. Reimers, The World Comes to America: Immigration to the United States Since 1945 (2012).

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are infused into US history since 1945, as this era includes the emergence of major social movements that challenged mainstream American society, including movements for women's rights, civil rights, disability rights, immigration reform, and LGBTQ activism. Moreover, the course encourages the critical examination of American power system and how this shaped postwar America. For example, an assignment could ask students to do an oral history of someone in their community and then use their research to write a biography of this individual and their experiences and how their experiences mirrored or challenged traditional narratives about life in the United States.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is designed for diverse learners as it incorporates different ways of engaging with the material. The course incorporates lecture, but also film and music clips to demonstrate important points with closed captions to enhance student understanding.

Student learning will be guided by discussion questions designed to encourage students to reflect on the past and the present. Assignments will be delivered in multiple formats, such as essays, oral histories and course content will emphasize diverse perspectives. Finally, students will be evaluated through multiple methods, including formative and summative assignments and can include peer feedback.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course will incorporate student-to-student interaction through course discussions. The instructor will provide thought provoking questions that encourage students to reflect on historical and recent events and to make connections between these events and their own lives and communities. For example, the instructor could ask students about the election of recent presidents such as Barack Obama and Donald Trump, and encourage students to think about how their ideas about the presidency or the role of government changed as a result of these administrations.

Explain how the course will incorporate instructor-to-student interaction.

The course will incorporate instructor-to-student interaction through the lecture material and as the instructor guides group and class discussion. In addition, the instructor will provide regular guidance and feedback on students' research papers, from initial proposal, to outline, to final research. For example, the instructor could offer personalized feedback on all components of a student's research over the course of the semester, from offering suggestions for original research based on the student's interests, as well as feedback on their thesis and argument, and then final personalized feedback on their completed research paper.

Explain how the course will incorporate student-to-content interaction.

The course will incorporate student-to-content interaction as students will have multiple types of media to interact with. The students will be introduced to the content through the lecture, but also through film and sound clips, as well as their ability to select topics of their own interest within the scope of US history since 1945.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course will incorporate student-to-self interaction through their reflections on the material, the discussion questions, and their journey of selecting their own unique research topics within US film history. For example, students can reflect on their own experiences and the experiences of people in their communities of the recent past, and how this compares to popular narratives about the era.

Key: 1856