| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**AMH 2035 – HISTORY OF THE UNITED STATES IN THE COLD WAR ERA (3 CREDITS)**

This survey course porvides students with a history of th political development of American society as the United States became more profoundly engaged with the larger world. Special empasis is placed upon the politics of the Cold War at home and abroad, and the post-cold war challenges faced by the nation. Attention will also be given to the profound chnages the nation has experienced on the domestic scene includingthe social movements of the postwar ear and the changing United States economy since 1945. This course will use Hollywood films and other cultural products as lenses on these issues, allowing students to gain insight into the role historical context plays in cultural production.

1. **PREREQUISITES FOR THIS COURSE:**

None or list prerequisites

**CO-REQUISITES FOR THIS COURSE:**

None or list co-requistes

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• The origins of the Cold War

* The Red Scare, HUAC, and McCarthyism
* Atomic Axiety: The U.S.-Soviet Nuclear Arms Race
	+ From U.S. Atomic monopoly to Mutually Assured Destruction.
* The Western and Projection of American Power
	+ Proxy Wars and Covert Operations (Korea, Iran, Guatemala, Vietnam).
* Internal Problems in U.S. and the Social Movements of the Postwar Era.
* 1970s Malaise and 1980s Redemption
	+ Vietnam, Watergate, and the U.S. Malise of the 1970s
	+ Reagan and the “Redemption” of American Greatness.
* Soviet Collapse and U.S. Uncertainty in the Post-Cold War/Multipolar World.
	+ Gorbechev, Glastnost, Perestroika, and the end of the Soviet Union.
	+ From the War on Drugs to the War on Terror: The American Search for a New Enemy.
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will analyze historical evidence and/or primary sources, and generate arguments and conclusions about major problems, debates, and issues in U.S. history from 1945 to 2000.

**B.** **Other Course Objectives/Standards**

* Students will describe the transformation of the United States place in world affairs and analyze the impacts of World War II, and the Cold War on domestic and foreign relations in the twentieth century and new challenges in the twenty-first century.
* Students will examine the political and social debates of the 1950’s and 1960s and evaluate the transformation of American politics from 1945 to the beginning of the twenty-first century.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)