**APUSH Period 8: 1945 - 1980**

AP Exam Weighting: 10 - 17%

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| **8.1 - Contextualizing Period 8** | |
| **Thematic Focus - Skill - Contextualization**  Identify and describe a historical context for a specific historical development or process. | |
| **Learning Objective**  Explain the context for societal change from 1945 to 1980. | **Historical Developments**  The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of **global leadership**, with far-reaching domestic and international consequences.   * United States policymakers engaged in a **cold war** with the authoritarian **Soviet Union**, seeking to   + Limit the growth of **Communist** military power ideological influence   + Create a free-market global economy   + Build an international security system * Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.   New movements for **civil rights** and liberal efforts to expand the role of government generated a range of political and cultural responses.   * Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in **ending segregation**, although progress toward racial equality was slow. * Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of **identity**, **social justice**, and the **environment**. * **Liberalism** influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.   Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.   * Rapid economic and social changes in American society fostered a sense of **optimism** in the postwar years. * New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation. |

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| **8.2 - The Cold War from 1945 to 1980** | |
| **Thematic Focus - America in the World**  Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world. | |
| **Learning Objective**  Explain the continuities and changes in Cold War policies from 1945 to 1980. | **Historical Developments**  United States policymakers engaged in a **cold war** with the authoritarian **Soviet Union**, seeking to   * + Limit the growth of **Communist** military power ideological influence   + Create a free-market global economy   + Build an international security system   As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on:   * Collective security * International aid * Economic institutions that bolstered non-Communist nations.   Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in **Korea**.  The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or **détente**). |

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| **8.3 - The Red Scare** | |
| **Thematic Focus -American and National Identity**  The development of and debated about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities. | |
| **Learning Objective**  Explain the causes and effects of the Red Scare after World War II. | **Historical Developments**  Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of **containing** communism. |

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| **8.4 - Economy After 1945** | |
| **Thematic Focus - Work, Exchange, and Technology**  The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovations. | |
| **Learning Objective**  Explain the causes of economic growth in the years after World War II. | **Historical Developments**  The following helped spur **economic growth**:   * A burgeoning private sector * Federal spending * The baby boom * Technological developments |
| **Thematic Focus - Migration and Settlement**  Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment. | |
| **Learning Objective**  Explain the causes and effects of the migration of various groups of Americans after 1945. | **Historical Developments**  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. |

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| **8.5 - Culture after 1945** | |
| **Thematic Focus - American and Regional Culture**  Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems. | |
| **Learning Objective**  Explain how mass culture has been maintained or challenged over time. | **Historical Developments**  Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by **artists**, **intellectuals**, and **rebellious youth**. |

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| **8.6 - Early Steps in the Civil Rights Movement (1940s and 1950s)** | |
| **Thematic Focus - Social Structures**  Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens. | |
| **Learning Objective**  Explain how and why the civil rights movements developed and expanded from 1945 to 1960. | **Historical Developments**  Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending **segregation**, although progress toward racial equality was slow.  The three branches of the federal government used measures including **desegregation of the armed services** and **Brown v. Board of Education (1954)** to promote greater racial equality |

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| **8.7 - America as a World Power** | |
| **Thematic Focus - America in the World**  Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world. | |
| **Learning Objective**  Explain the various military and diplomatic responses to international developments over time. | **Historical Developments**  Cold War competition extended to **Latin America**   * the United States supported non-Communist regimes that had varying levels of commitment to democracy.   Americans debated the merits of a large **nuclear arsenal** and the **military–industrial complex.**  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 non aligned. |

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| **8.8 - The Vietnam War** | |
| **Thematic Focus - America in the World**  Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America’s increasingly important role in the world. | |
| **Learning Objective**  Explain the causes and effects of the Vietnam War. | **Historical Developments**  Concerned by expansionist Communist ideology and Soviet repression, the United States sought to **contain** communism through a variety of measures, including major military engagements in **Vietnam**.  Postwar **decolonization** and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained non aligned.  Americans debated the appropriate power of the **executive branch** in conducting foreign and military policy |

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| **8.9 - The Great Society** | |
| **Thematic Focus - Politics and Power**  Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. | |
| **Learning Objective**  Explain the causes and effects of continuing policy debates about the role of the federal government over time | **Historical Developments**  Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of **poverty** as a national problem.  **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.  Liberal ideas found expression in **Lyndon Johnson’s Great Society** which attempted to use federal legislation and programs to:   * End racial discrimination * Eliminate poverty * Address other social issues. |
| **Thematic Focus - Migration and Settlement**  Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment. | |
| **Learning Objectives**  Explain the continuities and changes in immigration patterns over time. | **Historical Developments**  Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of **new immigration laws in 1965.** |

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| **8.10 - The African American Civil Rights Movement (1960s)** | |
| **Thematic Focus - Social Structures**  Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens. | |
| **Learning Objective**  Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. | **Historical Developments**  During and after World War II, civil rights activists and leaders, most notably **Martin Luther King Jr.**, combated racial discrimination utilizing a variety of strategies, including   * Legal challenges * Direct action * Nonviolent protest tactics.   Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965. |
| **Thematic Focus - Politics and Power**  Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. | |
| **Learning Objectives**  Explain the various ways in which the federal government responded to the calls for the expansion of civil rights. | **Historical Developments**  The three branches of the federal government used measures including the **Civil Rights Act of 1964** to promote greater racial equality.  A series of **Supreme Court decision**s expanded civil rights and individual liberties. |

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| **8.11 - The Civil Rights Movement Expands** | |
| **Thematic Focus - Social Structures**  Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens. | |
| **Learning Objective**  Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. | **Historical Developments**  Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.  .A Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.  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. |

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| **8.12 - Youth Culture of the 1960s** | |
| **Thematic Focus - American and Regional Culture**  Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems. | |
| **Learning Objective**  Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century. | **Historical Developments**  Although anti-communist foreign policy faced little domestic opposition in previous years, the **Vietnam War** inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.  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.  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. |

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| **8.13 - The Environment and Natural Resources from 1968 to 1980** | |
| **Thematic Focus - Geography and the Environment**  Geographic and environment factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues. | |
| **Learning Objective**  Explain how and why policies related to the environment developed and changed from 1968 to 1980. | **Historical Developments**  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**.  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. |

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| **8.14 - Society in Transition** | |
| **Thematic Focus - Politics and Power**  Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. | |
| **Learning Objective**  Explain the causes and effects of continuing policy debates about the role of the federal government over time. | **Historical Developments**  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.  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 * Foreign policy crises.   The 1970s saw growing clashes between conservatives and liberals over   * Social and cultural issues * The power of the federal government * Race * Movements for greater individual rights. |
| **Thematic Focus - American and Regional Culture**  Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems. | |
| **Learning Objective**  Explain the effects of the growth of religious movements over the course of the 20th century. | **Historical Developments**  The rapid and substantial growth of **evangelical Christian churche**s and organizations was accompanied by greater political and social activism on the part of religious conservatives. |