

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus, weeks 1, 4, 5, 7, 11, 13, 15; course competencies 3-6; ; textbook, chapters 2, 4, 5, 9, 13, 14; supplemental readings and movie review assignment (see syllabus).
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus, weeks 1, 4, 5, 7, 10, 12, 14; textbook chapters 4-6, 8, 9, 13; supplemental readings (see syllabus)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	Syllabus, weeks 4, 7, 10, 12; textbook, chapters 4, 6; supplemental readings and movie review assignment (see syllabus)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Syllabus, weeks 4, 7, 10, 12; course competencies 2-4, 10; textbook, chapters 4, 6
THE FOLLOWING ARE NOT ACCEPTABLE:			

ASU - [HU] CRITERIA

	<ul style="list-style-type: none">• Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.	
	<ul style="list-style-type: none">• Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u>	
	<ul style="list-style-type: none">• Courses which emphasize the acquisition of quantitative or experimental methods.	
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
HIS	108	History of the U.S. since 1945	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	This course examines the development of the United States from middle of the 20 th century to present day, a period which saw the ideological struggle of the Cold War, the emergence of the civil rights movement (which brought about a profound moral shift in the country), the resurgence of evangelical Christianity, and other important intellectual and cultural movements.	Syllabus, weeks 1, 4, 5, 7, 11, 13, 15; course competencies 3-6, ; textbook, chapters 2, 4, 5, 9, 13, 14; supplemental readings and movie review assignment (see syllabus).
4a. Concerns the development of human thought, including analysis of philosophical and/or religious systems of thought.	This course charts changes in religion and thought on postwar America, including the growth of evangelical religion, New Age thinking, and the ideological struggle against the Soviet Union during the Cold War.	Syllabus, weeks 1, 4, 5, 7, 10, 12, 14; textbook chapters 4-6, 8, 9, 13; supplemental readings (see syllabus)
4b. Concerns aesthetic systems and values, literary and visual arts.	To properly teach this period of American history requires an examination of contemporary American cultural trends in literature, film, television, and other forms, which require the study of written, aural, and visual texts for proper comprehension.	Syllabus, weeks 4, 7, 10, 12; course competencies 2-4 10; textbook, chapters 4, 6; supplemental readings and movie review assignment (see syllabus).
4d. Deepen awareness of the analysis of literature and the development of literary traditions.	Not only are significant literary works incorporated into the class to understand how they shaped popular attitudes and the public discourse, but studies of literary trends also exposes broader changes in American thought and culture as well.	Syllabus, weeks 4, 7, 10, 12; course competencies 2-4 10; textbook, chapters 4, 6; supplemental readings and movie review assignment (see syllabus).



Center for Curriculum & Transfer Articulation

Division of Academic and Student Affairs

United States History 1945 to the Present

Course: HIS108	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2010 Spring	Course Type: Academic
Final Term: Current	Load Formula: S

Description: Survey of American history from 1945 to the present. Focuses on the political, social, economic and cultural history of the United States from the end of World War II to the present time. Includes domestic developments and foreign policy

Requisites: Prerequisites: None

Course Attributes:

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]

General Education Designation: Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies

1. Describe the global situation at the close of World War II as the Grand Alliance failed. (I)
2. Describe the beginnings of the Cold War between East and West. (II)
3. Explain economic, social and political characteristics of Post-War United States. (II)
4. Identify and explain important global and political challenges in the 1950s and 1960s. (III, IV)
5. Define and compare social aspects of the quiescent 1950s and tumultuous 1960s. (III, IV)
6. Trace the evolution of the Civil Rights, Women's, and Minority Rights movements. (IV)
7. Explain foreign policy gains and domestic problems of the 1970s. (V)
8. Describe political changes in the 1980s at home and abroad. (VI)
9. Explain the changing role of the United States in the world following the end of the Cold War. (VI)
10. Describe and explain the United States responses in the 21st century to globalization and the rise of terrorism. (VII)

MCCCD Official Course Outline

- I. Introduction
- II. The Crucible of War
 - A. America at war
 - B. Transition to peace
 - C. The Cold War begins
 - D. Truman's politics and policies
 - F. The Korean War and McCarthivism

E. The Korean War and McCarthyism

III. The American People at Mid-Century

- A. I Like Ike
- B. Politics of consensus
- C. The Cold War abroad
- D. Fifties' thought and culture
- E. Social and economic trends

IV. New Frontiers

- A. The Kennedy style
- B. The Cold War close to home
- C. Lyndon Johnson and the Great Society
- D. Civil rights in the 1960s
- E. Youthful counter culture

V. The Crisis of Authority

- A. Vietnam
- B. Nixon and Watergate
- C. Social aspects and economic policies
- D. Ford and Carter

VI. The Reagan Counter-Revolution

- A. Conservatism resurgent
- B. New leadership in the Soviet Union
- C. Thawing the Cold War
- D. Race and civil rights

VII. The Post Cold War World

- A. The Democrats return
- B. A nation of immigrants
- C. The Information Superhighway
- D. Globalization
- E. Terrorism at home

Last MCCCD Governing Board Approval Date: **3/25/2003**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

HISTORY 108.35511
Scottsdale Community College, Spring 2014
U.S. History, 1945-present
Mark Klobas, instructor

Office hours: MW, 12-1:30; TTh, 1:30-3
Room SB 140

mark.klobas@sccmail.maricopa.edu
423-6420

TEXTS: H. W. Brands, *America since 1945* (ISBN: 0205568483)
Assorted readings to be distributed in class

INSTRUCTIONAL PROCEDURES:

Lecture: This is a course exploring the political, cultural, and social history of the United States from 1945 to the present. The basis of this exploration will be the lecture format, within which the instructor will provide a broad overview of the history within the context of specific questions.

Discussion/student participation: At various points throughout the semester, the class will discuss material from the Brands textbook and/or readings previously distributed by the instructor for the day, with the focus on student input and observation.

REQUIREMENTS:

Exams: There will be three exams (two midterms and a non-cumulative final) given during the semester, with each exam worth 20% of your grade for the course. Students who have an *excused* absence that causes them to miss an exam can make up the exam at a later date, with arrangements to be made on a case-by-case basis.

Discussion: Student participation in class is required, with such participation worth 20% of your grade in the course. The first part of that grade (10%) will be earned by a mandatory meeting with the instructor during his office hours, to be made during the first three weeks of the semester. The remainder of the grade (10%) will be assessed based on the student=s contribution to the class discussions over the readings assigned for that day. While participation in every discussion is not expected, students are required to be regular and informed contributors.

Reviews: Over the course of the semester, students are expected to write three 3-4-page papers in standard format (1" margins, 12 point font) over films selected from the list supplied by the instructor. The reviews should summarize the plot of the film and analyze how it reflects the issues relevant to the times in which it was made. The reviews will be graded on content, organization, and grammar; the lowest grade will be dropped and the other two will each be worth 10% of your grade for the course. *NOTE: Plagiarism will not be tolerated, and students found guilty of plagiarism will be subject to the sanctions for academic misconduct outlined in the SCC Student Handbook.*

Attendance: Attendance will be taken at each class meeting and will be a factor in determining the final grade in borderline cases. If you miss more than *two* classes during the first *two* weeks of the semester, you will be automatically withdrawn from the course. If you miss more than four classes, the instructor reserves the right to drop you from the course. It is the student's responsibility to drop the course if they stop attending class. *Absences do not relieve students of the responsibility for missed assignments and exams. If you miss a class, it is imperative that you get the notes from a classmate.*

GRADES: Your final grade in the course will be determined by taking the average of the three exam scores, the grades for the reviews, and the class participation results: 90=A, 80=B, 70=C, 60=D, ↓60=F. *No individual extra credit work will be considered.*

SCHEDULE OF CLASSES & READINGS (subject to change):

Week 1

January 14 Introduction: America in 1945
16 Babies and Bills: The aftermath of war
READ: Brands, 1-19; Henry Luce, "The American Century"

Week 2

21 Truman's Tribulations I: The onset of the Cold War
READ: Brands, 21-36
23 Truman's Tribulations II: The election of 1948 and the Red Scare
READ: Brands, 36-48

Week 3

28 America and the Korean War
READ: Brands, 48-54
30 "The Hidden Hand" Presidency
READ: Brands, 54-58; Fred Greenstein, "Eisenhower as an Activist President: A Look at new Evidence"

Week 4

February 4 Postwar Prosperity: American economy and society in the 1950s
READ: Brands, 60-64, 67-73
6 Rock & Roll America: American culture in the 1950s
READ: Brands, 64-67; Glenn Altschuler, "Yakity Yak, Don't Talk Back: Rock 'n' Roll and Generational Conflict"

Week 5

11 Rebels with causes: The emergence of the Civil Rights movement
READ: Brands, 73-80
13 Eisenhower Agonistes
READ: Brands, 80-86

<i>Week 6</i>		
	18	American Camelot: The Kennedy years – FIRST REVIEW DUE READ: Brands, 88-100
	20	EXAM #1
<i>Week 7</i>		
	25	Liberalism triumphant: LBJ and the Great Society READ: Brands, 101-113
	27	Culture and Counterculture READ: Brands, 125-130; SDS, “Port Huron Statement”
<i>Week 8</i>		
March	4	America in Vietnam – I: The Johnson Years READ: Brands, 114-125, 131-142
	6	America in Vietnam – II: The Nixon Withdrawal READ: Brands, 144-146, 149-150
March	10-14	SPRING BREAK – NO CLASSES
<i>Week 9</i>		
	18	The “Silent Majority”: The Nixon years READ: Brands, 142-144
	20	The Wars of Watergate READ: Brands, 154-160
<i>Week 10</i>		
	25	The American economy and society in the 1970s READ: Brands, 150-154, 165-170, 198-201
	27	American culture in the 1970s
<i>Week 11</i>		
April	1	American politics in the post-Watergate era – SECOND REVIEW DUE READ: Brands, 162-165, 170-183
	3	EXAM #2
<i>Week 12</i>		
	8	Conservatism triumphant: The Reagan “Revolution” READ: Brands, 185-197, 201-218, 222-224
	10	American society and culture in the “New Gilded Age” READ: Brands, 218-222
<i>Week 13</i>		
	15	The end of the Cold War and the “New World Order” READ: Brands, 224-250; Francis Fukayama, “The End of History?”
	17	America adrift: From Bush I to Clinton READ: Brands, 251-258, 261-271

Week 14

- 22 America in the 1990s
 READ: Brands, 258-261, 273-295
- 24 Into a New Century: Bush II and 9/11
 READ: Brands, 296-313; Samuel P. Huntington, “The Clash of
Civilizations?”

Week 15

- 29 America in the early 21st century
 READ: Brands, 313-334
- May 1 DISCUSSION: Contemporary America – **FINAL REVIEW DUE**

FINAL EXAM: Thursday, May 8, 1:30-3:20 p.m.

STUDENT RESPONSIBILITY:

Students are expected to be responsible for the information in this syllabus. Students are also expected to be responsible for the college policies included in both the college catalog and the student handbook. Finally, students are expected to contribute to a learning environment by being respectful of those around them, both in their class conduct and in class discussion. To that end, the use of electronic devices (such as cell phones, tablets, and laptops) in class is prohibited without the express permission of the instructor.

SCC GENERAL EDUCATION “WOVeN” STATEMENT:

General Education enhances students’ abilities to critically analyze information and ideas and effectively communicate in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum at Scottsdale Community College.

SPECIAL CONSIDERATIONS:

Please advise me if you have any type of documented disability so that I may be able to assist in accommodating any special needs you may have. Special needs students may also contact Disability Resources, Room SC143, <http://www.scottsdalecc.edu/disabled/>

HIS 108 Film List

Part I: 1945-1963

The Best Years of Our Lives (1946)
Gentleman's Agreement (1947)
The Day the Earth Stood Still (1951)
I Was a Communist for the FBI (1951)
High Noon (1952)
Big Jim McLain (1952)
On the Waterfront (1954)
Them! (1954)
Rebel Without a Cause (1955)
The Searchers (1956)
The Man in the Grey Flannel Suit (1956)
Invasion of the Body Snatchers (1956)
Sweet Smell of Success (1957)
The Incredible Shrinking Man (1957)
Desk Set (1957)
The Defiant Ones (1958)
The World, the Flesh, and the Devil (1959)
The Manchurian Candidate (1962)

Part II: 1963-1980

Dr Strangelove or: How I Learned to Stop Worrying and Love the Bomb (1964)
In the Heat of the Night (1967)
The Graduate (1967)
Night of the Living Dead (1968)
Easy Rider (1969)
Midnight Cowboy (1969)
Dirty Harry (1971)
The Candidate (1972)
American Graffiti (1973)
The Conversation (1974)
Dog Day Afternoon (1975)
Jaws (1975)
Nashville (1975)
Network (1976)
Rocky (1976)
Taxi Driver (1976)
Invasion of the Body Snatchers (1977)
Saturday Night Fever (1977)
Kramer vs. Kramer (1979)
The China Syndrome (1979)
9 to 5 (1980)

Part III: 1981-present

Risky Business (1983)

The Big Chill (1983)

Testament (1983)

WarGames (1983)

Down and Out in Beverley Hills (1986)

Baby Boom (1987)

RoboCop (1987)

Wall Street (1988)

Stand and Deliver (1988)

Do the Right Thing (1989)

Boyz n the Hood (1991)

Thelma and Louise (1992)

Philadelphia (1993)

The Truman Show (1998)

Three Kings (1999)

Fight Club (1999)

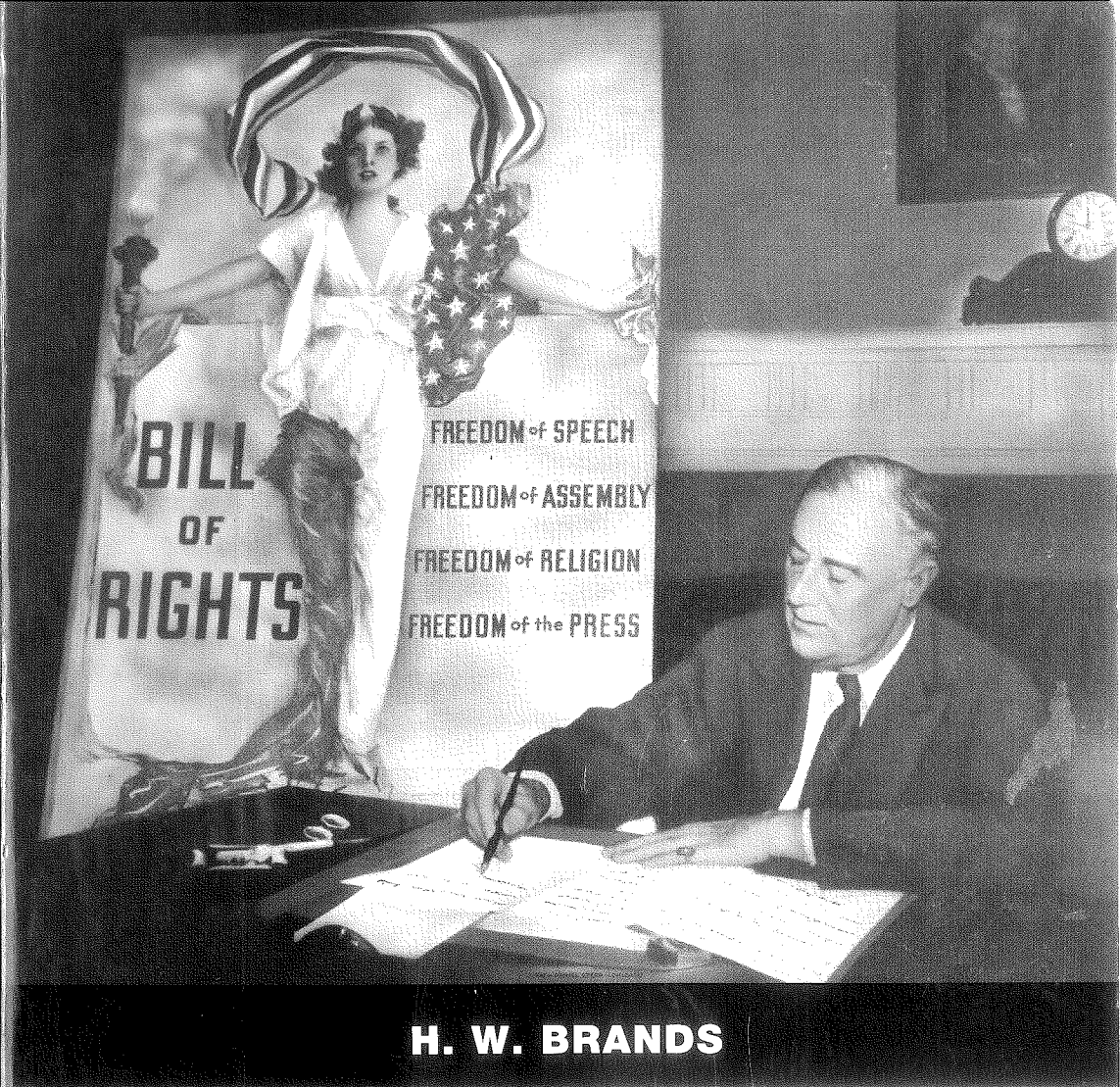
The Matrix (1999)

Traffic (2000)

Michael Clayton (2007)

Up in the Air (2009)

The Kids Are All Right (2010)



H. W. BRANDS

AMERICA SINCE 1945

DS

PENGUIN  ACADEMICS

Editor-in-Chief: Dickson Musselswhite
 Publisher: Charlyce Jones Owen
 Editorial Assistant: Maureen Diana
 Director of Marketing: Brandy Dawson
 Senior Marketing Manager: Maureen E. Prado
 Roberts
 Marketing Assistant: Samantha Bennett
 Production Manager: Meghan DelMaio
 Creative Director: Jayne Conte
 Cover Designer: Karen Nofeni

Cover Design: K4991 U.S. Copyright Office.
 Copyright Feb. 9, 1942, by Daniel Stern,
 Chicago.
 AV Project Manager: Mirella Signoreto
 Full-Service Production, Interior Design, and
 Composition: Saraswathi Muralidhar,
 PreMediaGlobal
 Printer/Binder/Cover Printer: Courier
 Companies
 Text Font: 9/75/13 NexusMix-Regular

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on page 336.

Copyright © 2012 Pearson Education, Inc. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey 07458 or you may fax your request to 201-236-3290.

Many of the designations by manufacturers and seller to distinguish their products are claimed as trademarks. Where those designations appear in this book, and the publisher was aware of a trademark claim, the designations have been printed in initial caps or all caps.

Library of Congress Cataloging-in-Publication Data

Brands, H. W.
 America since 1945 / H. W. Brands.—Penguin academics ed.
 p. cm.
 Includes bibliographical references and index.
 ISBN-13: 978-0-205-56848-2
 ISBN-10: 0-205-56848-3
 1. United States—Foreign relations—1945-1989. 2. United States—Foreign relations—1989-1989-. I. Title. II. Title. III. Title.
 E840.B72 2012
 973.92—dc22
 2011001679

10 9 8 7 6 5 4 3 2 1



ISBN 10: 0-205-56848-3
 ISBN 13: 978-0-205-56848-2

contents

MySearchLab Connections xi
Preface xiv
About the Author xv

PART I Visions of Omnipotence: 1945–1965

CHAPTER 1 Last One Standing: 1945–1946 1
 Sunrise at Alamogordo 1
 The Looming Shadow 4
 The Dynamo of Ambition 6
 When Johnny Comes Marching Home 10
 What (Eise) Roosevelt Hath Wrought 14
 Flames and a Kiss 16
 Review Questions 19
 Suggested Readings 19
 MySearchLab Connections 20

CHAPTER 2 The War That Never Ended: 1946–1948 21
 Mild about Harry 21
 Sounding the Tocsin 24
 A Concept and a Doctrine 27
 Cold War Dissenters 30
 A Man with a Plan 32
 One If by Land, Two If by Air 34
 Dewey? Or Don't We? 36
 Review Questions 39
 Suggested Readings 39
 MySearchLab Connections 39

CHAPTER 3 Agnostics and Believers: 1949–1954 40
 Institutionalizing the Revolution 40
 The China Syndrome 42

Tail-Gunner Joe 44
 Redefining the Perimeter 48
 Liking Ike 52
 The Quiet Americans 54
 The Shadow Lengthens 57
 Review Questions 59
 Suggested Readings 59
 MySearchLab Connections 59

CHAPTER 4 The Golden Age of the Middle Class:
 1955–1960 60

Boomi 60
 General Eisenhower, Meet General Motors 62
 The Magic Kingdom and the King 64
 Our Town, Your Town 67
 Men in Gray Flannel Suits 69
 On the Road 72
 From the Back of the Bus 73
 Before the Eyes of the World 78
 Reheating the Cold War 80
 The Heavens Above 82
 A Cold War Complex 85
 Review Questions 86
 Suggested Readings 86
 MySearchLab Connections 87

CHAPTER 5 Abraham Lincoln Walks at Midnight:
 1961–1965 88

The New Frontiersmen 88
 To the Brink 91
 Dreams of a Better Day 95
 Lyndon Johnson's Stetson 101
 Free at last? 104
 A Greater Society 107
 Crossing the Bridge 110
 Review Questions 113
 Suggested Readings 113
 MySearchLab Connections 113

PART II The Twilight of Liberalism: 1965–1986

CHAPTER 6 Paved with Good Intentions: 1965–1968 114

What Asian Boys Ought To Be Doing 114
 A New War 118
 Into the Jungle 122
 Summer of Love 125
 Summers of Violence 127
 Hey, Hey, LBJ... 131
 The Handwriting on the Embassy Wall 133
 Review Questions 135
 Suggested Readings 136
 MySearchLab Connections 136

CHAPTER 7 The Triumph of Cynicism: 1968–1974 137

The Cruellest Season 137
 The Rise of Richard Nixon 139
 The Highest Ground 142
 Means and Ends 145
 From Beijing to Moscow... 147
 ...to Paris 149
 NOW or Never 150
 It's Not the Crime, It's the Cover-Up 154
 Review Questions 160
 Suggested Readings 160
 MySearchLab Connections 160

CHAPTER 8 Days of Malaise: 1974–1979 162

Dirty Laundry and Family Jewels 162
 Running on Empty 165
 A Ford, Not a Lincoln; a Carter, Not a Ford 170
 Beyond Containment 172
 Neither Confidence... 175
 ...Nor Decisiveness 176
 Trapped in Tehran 178
 The Bad News Gets Worse 181

Review Questions 183
Suggested Readings 183
MySearchLab Connections 184

CHAPTER 9 South by Southwest: 1979–1983 185

From Hollywood to Washington 185
Standing Tall 189
The Only Good Tax . . . 192
With God on Our Side 193
Dawn for the Sunbelt 198
Red Ink and Red Tape 201
Review Questions 204
Suggested Readings 204
MySearchLab Connections 205

CHAPTER 10 Fire or Iceland: 1983–1987 206

Tough Talk, Soft Walk? 206
Whose Side Are We On? 208
Bombed in Beirut 210
Nails in the Liberal Coffin 212
To Tehran with Chocolate 214
Beyond the Closet 218
Apocalypse over Manhattan 222
So Close 224
Review Questions 228
Suggested Readings 228
MySearchLab Connections 228

**PART III Silicon Schemes and Global Connections:
1987–2009**

CHAPTER 11 History Without End: 1987–1991 229

St. Alan and the Dragon 229
Just Say . . . Maybe? 231
Their Way 233
Soft Landing 237

Who's Next? 239
Bush v. Saddam (!) 242

The World in Real Time 246

Review Questions 250
Suggested Readings 250
MySearchLab Connections 250

CHAPTER 12 The Good Old Bad Old Days: 1992–1996 251

Read Their Lips: No Second Term 251
Don't Ask or Tell 253
One Plus One Equals . . . ? 255
His Airness 258
First Glimpses of a New Specter 261
Both Sides Blinkered 263
Missing the Cold War 267
Review Questions 271
Suggested Readings 271
MySearchLab Connections 272

CHAPTER 13 Culture Clash: 1996–2000 273

Not Since FDR 273
Slick Willy in the Starr Chamber 275
Sex, Lies, and Politics 280
Bubble and Boil 283
The Battle of Seattle 287
Not Quite War, Not Quite Peace 292
Review Questions 295
Suggested Readings 295
MySearchLab Connections 295

CHAPTER 14 Blowback: 2000–2004 296

Bush 5, Gore 4 296
That Old Time Religion 299
September 11 300
A New Kind of War 304
Strike One, Strike Two 307
The Road to Baghdad 311

The Morning After 313
Review Questions 317
Suggested Readings 317
MySearchLab Connections 317

CHAPTER 15 Still Dreaming: 2005–2009 318

The Changing Climate of Climate Change 318
The Golden Door—and a Concrete Wall? 321
Wired 324
Shades of the Thirties 326
Dreams of His Father 328
Franklin Delano Obama? 330
Still Dreaming 332
Review Questions 334
Suggested Readings 334
MySearchLab Connections 335
Credits 336
Index 337

Chapter 1

Manhattan Project Notebook
On the Atomic Bomb: Albert Einstein, writes to President Roosevelt (1939)
Advocating Neutrality: Charles Lindbergh, Radio Address (1941)
Discrimination in the Defense Industry: The Fair Employment Practices Committee (1941–1943)
Virginia Snow Wilkinson, From Housewife to Shipfitter (1943)

Chapter 2

At the Beginning of the Cold War: Henry Wallace, Letter to President Truman (1946)
Churchill's "Iron Curtain" Speech (March 5, 1946)
Cold War: Memorandum to President Truman (1946)
The Truman Doctrine (1947)
George Marshall, The Marshall Plan (1947)

Chapter 3

Ronald Reagan, Testimony before the House Un-American Activities Committee (1947)
Henry Wallace, Radio Address (1948)
National Security Council Memorandum Number 68 (1950)
Joseph R. McCarthy, Wheeling, West Virginia Speech (1950)
Dwight D. Eisenhower, "Dien Bien Phu" (1954)

Chapter 4

The Teenage Consumer (1959)
Brown v. Board of Education of Topeka, Kansas (1953)
Montgomery Bus Boycott (1955)
Executive Order 10730: Desegregation of Central High School (1957)
Dwight D. Eisenhower, Farewell to the Nation (January 17, 1961)

Chapter 5

Southern Manifesto on Integration (1956)
John F. Kennedy, Inaugural Address (1961)
John F. Kennedy, Cuban Missile Crisis Address (1962)
John Lewis, Address at the March on Washington (1963)