

## PERIOD 8 Content Outline: 1845-1980

The content for APUSH is divided into 9 periods. The outline below contains the required course content for Period 8. The Thematic Learning Objectives are included as well. You should be confident in answering these questions with substantial historical evidence by the end of the unit. All questions on your assessments will measure understanding of both content and themes as well as mastery of skills. Bold items emphasize some of the important people/places/things that you are likely to be asked directly about on the AP exam. All content in this outline is potential material on any assessment.

*Being familiar with general content and specific expectations of knowledge and skills is imperative for preparation for the AP exam. The content outline will be a regular requirement for unit reading.*

**Key Concept 8.1:** 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.

**Key Concept 8.2:** New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

**Key Concept 8.3:** Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

**Key Concept 8.1:** 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**.

- I. **United States policymakers** engaged in a **Cold War** with the authoritarian **Soviet Union**, seeking to limit the growth of **Communist military power** and **ideological influence**, create a **free-market global economy**, and build an **international security system**.
  - A) 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, and economic institutions** that bolstered **non-Communist nations**.
  - B) 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 and Vietnam**.
  - C) The **Cold War** fluctuated between periods of **direct and indirect military confrontation** and **periods of mutual coexistence** (or **détente**).
  - D) **Postwar decolonization** and the emergence of powerful **nationalist movements** in **Asia, Africa, and the Middle East** led both sides in the **Cold War** to seek **allies among new nations**, many of which remained nonaligned.
  - E) **Cold War competition** extended to **Latin America**, where the U.S. supported **non-Communist regimes** that had varying levels of commitment to **democracy**.

### Thematic Learning Objectives:

**WXT-2.0:** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

**WOR-2.0:** Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

- II. **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**.
- A) **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**.
  - B) Although **anticommunist foreign policy** faced little **domestic opposition** in previous years, the **Vietnam War** inspired sizable and passionate **antiwar protests** that became more numerous as the war escalated, and sometimes led to violence.
  - C) **Americans debated** the merits of a large **nuclear arsenal**, the **military-industrial complex**, and the appropriate power of the **executive branch** in conducting **foreign and military policy**.
  - D) **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**.

#### Thematic Learning Objectives:

**NAT-3.0:** Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

**GEO-1.0:** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

**WOR-2.0:** Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

**Key Concept 8.2:** New movements for **civil rights** and **liberal efforts** to **expand the role of government** generated a range of **political and cultural responses**.

- I. 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.
  - A) During and after **World War II**, **civil rights activists** and leaders, most notably **Martin Luther King Jr.**, combatted **racial discrimination** utilizing a variety of strategies, including **legal challenges, direct action, and nonviolent protest tactics**.
  - B) The **three branches of the federal government** used measures including **desegregation of the armed services**, **Brown v. Board of Education**, and the **Civil Rights Act of 1964** to promote greater **racial equality**.
  - C) **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 Learning Objectives:

**NAT-1.0:** Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

**NAT-2.0:** Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

**NAT-4.0:** Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

- II. 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**.
- A) **Feminist** and **gay and lesbian activists** mobilized behind claims for **legal, economic, and social equality**.
  - B) **Latino, American Indian, and Asian American movements** continued to demand **social and economic equality** and a redress of **past injustices**.
  - C) Despite an **overall affluence** in **postwar America**, **advocates** raised concerns about the **prevalence and persistence of poverty** as a national problem.
  - D) **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**.

**Thematic Learning Objectives:**

**NAT-4.0:** Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**CUL-3.0:** Explain how ideas about women's rights and gender roles have affected society and politics.

**CUL-4.0:** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

**GEO-1.0:** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

- III. **Liberalism** influenced **postwar politics** and **court decisions**, but it came under **increasing attack** from **the left** as well as from a **resurgent conservative movement**.
- A) **Liberalism**, based on **anticommunism** 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**.
  - B) **Liberal ideas** found expression in **Lyndon Johnson's Great Society**, which attempted to use **federal legislation** and **programs** to end **racial discrimination, eliminate poverty**, and address other **social issues**. A series of **Supreme Court decisions** expanded **civil rights** and **individual liberties**.
  - C) 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**.
  - D) 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**.
  - E) **Public confidence and trust** in **government's ability to solve social and economic problems** declined in the **1970s** in the wake of **economic challenges, political scandals, and foreign policy crises**.
  - F) The **1970s** saw growing **clashes between conservatives and liberals** over **social and cultural issues**, the **power of the federal government, race, and movements for greater individual rights**.

**Thematic Learning Objectives:**

**POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**POL-3.0:** Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

**Key Concept 8.3:** Postwar **economic and demographic changes** had far-reaching consequences for American society, politics, and culture.

- I. Rapid **economic and social changes** in American society fostered a sense of optimism in the **postwar years**.
  - A) A burgeoning **private sector**, **federal spending**, the **baby boom**, and **technological developments** helped spur **economic growth**.
  - B) 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.
  - C) **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**.

**Thematic Learning Objectives:**

**WXT-3.0:** Analyze how technological innovation has affected economic development and society.

**MIG-1.0:** Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

**MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

- II. 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.
  - A) **Mass culture** became **increasingly homogeneous** in the **postwar years**, inspiring challenges to **conformity** by **artists, intellectuals, and rebellious youth**.
  - B) **Feminists** and **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**.
  - C) The rapid and substantial growth of **evangelical Christian churches** and **organizations** was accompanied by greater **political and social activism** on the part of **religious conservatives**.

**Thematic Learning Objectives:**

**POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**CUL-1.0:** Explain how religious groups and ideas have affected American society and political life.

**CUL-2.0:** Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

**CUL-3.0:** Explain how ideas about women's rights and gender roles have affected society and politics.