

CID#3454
HIS164: United States History Since 1876
Credit Hours: 3; Spring 2008
Section 14: T/TH 2:00 PM, AB4 202
Dr. Charles Heath
Office: AB4, 436
Tel: 4-4430/Email: cvh003@shsu.edu
Office Hours: MWF 2:30-3:30 PM; TTH 3:30-4:00 PM; or by appointment

Tentative and subject to revision

“Character development is the true aim of education.”

-Fortune cookie at China House, Huntsville, TX, 12-11-07

Course Description: Continuing survey of the United States from 1865 to the present. The course includes lectures and class discussions, exams, response papers, and primary document analysis.

Learning Outcomes:

- To gain an understanding of the main themes in the political, economic, social and cultural life of the nation.
- To understand political change on a national level through both mainstream and non-mainstream points of view, with attention paid to non-dominant economic and social classes, races, and ethnic groups.
- To develop effective and analytical skills in reading and writing history. What does it mean? Is it one thing or many? Who made up the questions used in measuring it. Critical thinking – the analytic probing of formulas, precepts and pieces of received wisdom that too often go unexamined and unchallenged - is a skill taught in humanities courses where students analyze ideas, differing viewpoints, justifications, opinions and accounts and, in the process, learn how to construct a logical assessment . . . and defend their conclusions with facts and lucid argument.
- To enjoy the free and open exchange of ideas regarding the individual’s interpretation of U.S. history

Required Books:

- Jacqueline Jones, et al., *Created Equal: A Social and Political History of the United States, Volume II (from 1865)* (Brief 2nd Edition), (New York: Pearson Longman), 2006.
- C. Vann Woodward, *The Strange Career of Jim Crow*, (New York: Oxford University Press), 2001.
- Kurt Vonnegut, *Slaughterhouse Five*, (New York: The Dial Press), 1999.
- Greil Marcus, *Mystery Train: Images of America in Rock ‘n’ Roll Music*, (New York: Faber and Faber), 2000.

Occasionally, further required readings may be assigned. Text should be brought to class each day. Other books should be brought on appropriate discussion days.

Attendance Policy: Regular and punctual class attendance is expected of each student at SHSU. Each faculty member will keep a record of student attendance. Each faculty member will announce the policies for accepting late work or providing makeup examinations. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. *A student shall not be penalized for three or fewer hours of absences when examinations or other assigned class work has not been missed; however, at the discretion of the instructor, a student may be penalized for more than three hours of absences.* Each absence after the third shall result in the reduction of the final grade by one-letter grade. Tardiness and cell phone and electronic device usage during class may be counted as an absence. For the university Academic Policy Statement 800401 regarding attendance, see http://www.shsu.edu/~vaf/www/aps/documents/800401_001.pdf

Two Exams (midterm and final) are not cumulative and include objective and essay questions. There are no make-ups for missed exams.

Grading:

A 90-100	B 80-89	C 70-79	D 60-69
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Assignments:

Participation and Preparedness	10%
My History Lab Assignments (minimum 90 points for full credit)	30%
Midterm Exam	15%
Final Exam	15%
3 Book reviews (10% each)	30%

Book Reviews: The papers are analytical and critical responses to three books (not the text). Their length should be 2-3-pages each (double-spaced). I will post information on suggested book review techniques. Summaries are not acceptable. Exam essay questions will be taken from these books and/or assigned essays.

Participation and Preparedness: You must read each week's assignments thoroughly and carefully, ask relevant questions, and make meaningful contributions based on evidence in the readings. You should maintain a scholarly level of discussion by listening to what's being said and supplying effective responses, again, supported by evidence. Be able to differentiate between ideas based on little evidence or that express opinion and ideas (both your own and those of others) and ideas based on historical or scientific research. Your observations, analysis and questions form a valuable and integral part of learning and that class should be interactive and democratic, not merely didactic. **"University" is about the free and open exchange of ideas. You are encouraged to participate and are required to treat your classmates with respect. And attendance matters!**

My History Lab: see additional handout

Academic Dishonesty: The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. *Plagiarism and cheating will not be tolerated.* The Sam Houston State University Academic Policy Statement 810213 may be accessed at: http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Americans with Disabilities Act: It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Service for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the class.

Academic and Student Support Services: A full range of services is available through the University to assist you with developing strategies for a successful academic career. They include, but are not limited to reading and writing centers, and services for students with disabilities. These services may be accessed at <http://www.shsu.edu/catalog/toc-support.html>. The SAM Center is a resource dedicated to helping students adjust to academic life at Sam Houston State University. Services available include career testing, aid with time management, and study skills. The SAM Center is located in Academic Building 4 (AB4) on the second floor, room 210. AB4 is located on the corner of Bowers Blvd. and Ave. I.

Classroom Rules of Conduct: The code of student conduct is found at the following link:

<https://shsu.edu/students/guide/dean/codeofconduct.html>

The use of cell phone or other electronic devices including laptops is prohibited in this class. Infractions may result in absent mark. Please refrain from eating and drinking in class.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form near the end of the semester.

Week One: CE 15, In the Wake of War

January 15, 17

Lincoln's Second Inaugural Address

<http://www.freedmensbureau.com/texas/texasstateprison.htm>

Week Two: CE 16, Standardizing the Nation

January 22, 24

Emergence of Advertising America 1850-1920

<http://scriptorium.lib.duke.edu/ea/>

Geronimo: His Own Story

<http://odur.let.rug.nl/~usa/B/geronimo/geroni20.htm>

Week Three: CE 17, Challenges to Government and Corporate Power

January 29, 31

The Massacre at Wounded Knee

<http://bgsu.edu/departments/acs/1890s/woundedknee/WKIntro.html>

<http://nativenet.uthscsa.edu/archive/nl/9508/0036.html>

Child Labor

<http://www.historyplace.com/unitedstates/childlabor/index.html>

Week Four: CE 18, Political and Cultural Conflict

February 5,7

<http://historymatters.gmu.edu/d/5473/>

<http://historymatters.gmu.edu/d/5471/>

The Wreck of the Battleship Maine, Thomas Edison, 1898

<http://memory.loc.gov/mbrs/sawmp/0229.mpg>

Week Five: CE 19, Promise and Perils of Progressive Reform

February 12, 14

Discuss Woodward, Response One due 2/14

Week Six: CE 20, War and Revolution

February 19, 21

Emma Goldman Interview with the St. Louis Dispatch

<http://sunsite3.berkeley.edu/Goldman/Curricula/WomensRights/interview.html>

Presentations: firstworldwar.com

Week Seven: Midterm

February 26 Review for Midterm Exam: *History in Jeopardy!*

February 28 Midterm Exam

Week Eight: CE 21, The Promise of Consumer Culture

March 4, 6

<http://blog.modernmechanix.com/2007/01/19/prehistoric-monsters-roar-and-hiss-for-sound-film/>

Week Nine: Spring Break: woo-hoo!

Week Ten: CE 22, Hardship and Hope in the 1930s

March 18, 20

Film: *Kens Burns' America Collection, Huey Long*, Ken Burns, 1987

Week Eleven: CE 23, Global Conflict

March 25, 27

BYOPD: Bring your own primary document on WWII: graded on originality and interpretation

Week Twelve: CE 24, Cold War and Hot War

April 1, 3

Discuss Vonnegut, Response Two due

Week Thirteen: CE 25, Domestic Dreams and Atomic Nightmares

April 8, 10

Warning: The Primary Document this week contains language that some may find offensive. Please contact your professor if you wish to be assigned a different document.

Howl, Allen Ginsberg. Text and audio available on Bb.

Week Fourteen: CE 26, The Nation Divides: Vietnam and Social Conflict

April 15, 17

“Why I am opposed to the war in Vietnam,” Rev. Martin Luther King, Jr.

<http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>

“About My Lai” Letter to US Congress from Ron Ridenhour

http://www.fertel.com/causes/ridenhour_award/my_lai_rr_letter.htm

Week Fifteen: CE 27, Reconsidering National Priorities

April 22, 24

The Contras, Cocaine, and Covert Operations

Week Sixteen: CE 28, Cold War Returns and Ends

April 29, May 1

Discuss Marcus, Response Three due April 29

The Oliver North Files

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB113/index.htm>

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB2/nsaebb2.htm>

Week Seventeen: CE 29, Post-Cold War America and CE 30, A Global Nation

May 6, 8

Review for Final

Final Exam