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.

Course Objectives:
- To provide 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
- To enjoy the free and open exchange of ideas regarding the individual’s interpretation of U.S. history

Required Books:

Further required readings will be placed on reserve. 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:

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<td>A</td>
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<td>C</td>
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<td>D</td>
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Assignments:
- Participation and Preparedness 10%
- Discussion Points, Primary Docs, and Internet Assignments 20%
- Midterm Exam 20%
- Final Exam 20%
- 3 Response Papers (10% each) 30%

Response Papers: 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, Preparedness, and Documents: 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.

Discussion Points and Internet Assignments, you should determine the most important points in the readings, design questions that elicit those points from class members. I reserve the right to give pop quizzes if daily points and discussions are not forthcoming. Throughout the course of the semester, you will be asked to visit, describe, discuss, and present a scholarly history website for the appropriate period.

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/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
August 20- 24
Lincoln’s Second Inaugural Address
http://www.freedmensbureau.com/texas/texasstateprison.htm
Week Two: CE 16, Standardizing the Nation
August 27-31
Emergence of Advertising America 1850-1920
http://scriptorium.lib.duke.edu/eaa/
Geronimo: His Own Story
http://odur.let.rug.nl/~usa/B/geronimo/geroni20.htm

Week Three: CE 17, Challenges to Government and Corporate Power
September 3  Labor Day
September 5-7
The Massacre at Wounded Knee
http://bgsu.edu/departments/acs/1890s/woundedknee/WKIntro.html
http://nativenet.uthscsa.edu/archive/nl/9508/0036.html

Week Four: CE 18, Political and Cultural Conflict
September 10-14
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
September 17- 21
Discuss Woodward, Response One due

Week Six: CE 20, War and Revolution
September 24-28
Emma Goldman Interview with the St. Louis Dispatch
http://sunsite3.berkeley.edu/Goldman/Curricula/WomensRights/interview.html
Presentations: firstworldwar.com

Week Seven: CE 21, The Promise of Consumer Culture
October 1- 5
Review for Midterm Exam

Week Eight: CE 21, The Promise of Consumer Culture
October 8-12
Midterm Exam

Week Nine: CE 22, Hardship and Hope in the 1930s
October 15- 19
Film: Kens Burns’ America Collection, Huey Long, Ken Burns, 1987

Week Ten: CE 23, Global Conflict
October 22-26
Primary Document to be announced

Week Eleven: CE 24, Cold War and Hot War
October 29- November 2
Discuss Vonnegut, Response Two due

Week Twelve: CE 25, Domestic Dreams and Atomic Nightmares
November 5-9

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.

Primary Document Analysis: Howl, Allen Ginsberg.
You are required to listen and read along:
Listen at: http://www.audioport.org/audioport_files/specials/Howl-Final-128.mp3
Read at: http://members.tripod.com/~Sprayberry/poems/howl.txt

Week Thirteen: CE 26, The Nation Divides: Vietnam and Social Conflict
November 12-16
http://video.google.com/videoplay?docid=8056097176965880805
About My Lai Letter to US Congress from Ron Ridenhour
http://www.fertel.com/causes/ridenhour_award/my_lai_rr_letter.htm

Over the final month, we will do a project called “Songs from Mystery Train” where groups of 3-4 students will present a song from the text for listening and analysis. Songs, performances, and content must be placed in an historical context, and you should draw on at least one source (not including Marcus). Songs must be pre-approved and slots must be scheduled by professor well in advance.

Week Fourteen: CE 27, Reconsidering National Priorities
November 19
November 21, 23 Thankgiving
The Contras, Cocaine, and Covert Operations

Week Fifteen: CE 28, Cold War Returns and Ends
The Oliver North Files
Primary Documents:
http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB113/index.htm
http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB2/nsaebb2.htm

Week Sixteen: CE 29, Post-Cold War America
November 26-30
Response Three due, discuss Marcus
Presentations: “Songs from Mystery Train”

Week Seventeen: CE 30, A Global Nation
December 3-5
Presentations “Songs from Mystery Train”
Review for Final

Final Exam