

Sam Houston State University—Spring 2018
History 1302 - *United States History since 1977*
Section 30, CID 201162 TTH, 2:00 P.M.-3:20 P.M., CHSS 252
3 Credit-Hour. Course
Bernadette Pruitt, PhD, Associate Professor of History



The Allied Forces in World War I used pigeons, placing them in the front of infantries to alert commanders—usually at the rear of infantry companies—of the activities of the enemy (Courtesy National Archives and Records Administration, The National Archives Pieces of History, National Archives Identifier 17391468, Accessed January 22, 2018, <https://prologue.blogs.archives.gov/2018/01/08/unsung-heroes-of-world-war-i-the-carrier-pigeons/>).

Office Info: 459 AB4
936-294-1491 (phone)
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Office Hours, MW, 10:00 A.M.-1:00 P.M.,
M, 2:00-5:00 P.M., TTH; 12:30 P.M. to 2:00 P.M., 3:30
P.M. to 5:00 P.M., and/or by appointment.

Teaching Assistant Briana Weaver
AB4 309

MW, 2:00-4:00 PM

TTH, 1:00-2:00 PM

Please be advised that prearranged meetings, special engagements, important errands or emergencies may take me away from the office during preset conference times; if this happens, please contact me by phone, email, or in person to schedule a meeting date.
Address for correspondence: Bernadette Pruitt, PhD, Associate Professor of History, Department of History, Sam Houston State University, Academic Building Four, P. O. Box 2239, Huntsville, Texas 77341-2239

REQUIRED READINGS:

*Montgomery, William, and. Andres Tijerina. *Building a Democratic Nation: A History of the United States; 1877 to the Present*, Vol. 2. 4th ed. Dubuque, IA: KendallHunt, 2017.
Print Edition ISBN: 9781524936570
eBook Edition ISBN: 978-1-4652-6451-0 (3rd ed.)

Nazario, Sonia. *Enrique's Journey*. Trade Paperback Edition. New York: Random Houston, 2014. ISBN: 978-0812971781. ISIN: B000N2HCLU.

Remarque, Erich Maria. *All Quiet on the Western Front*. 1929. Translated by A. W. Wheen. New York: Ballentine Books, 1987. ISBN: 978-0449213940. ASIN: B00DAD25O8."

Students may purchase the reading materials at the Barnes and Nobles Bookstore on campus, area bookstores near the university or directly through the Kendall/Hunt website listed above. All readings are on reserve in the Newton Gresham Library on campus. In addition, consider purchasing the notebook version of this text as well as know that students can also rent textbooks for a more affordable price.

COURSE DESCRIPTION:

This course attempts to familiarize undergraduates with recent United States history, from Reconstruction to contemporary times. Students will examine important historical developments such as post-bellum race relations, the Second Industrial Revolution, the labor movement, immigration, urbanization, third-party politics, the formation of the United States civil service, late first-wave feminism, etc. Commencing with the late nineteenth century, the class discourse will continue into modern times as we approach the twentieth century and discuss twentieth-century developments including much of the following: reform, the origins of the national welfare state, the World Wars, the Cold War conflict, Vietnam, the Modern Civil Rights Movements, Watergate, the ongoing culture wars, communism's collapse in Europe, 9/11, the Gulf Wars, the War on Terror,

*First- Second-, Third-, or Fourth-edition texts are all acceptable.
the recent presidential elections/reelections of our time, the unending Israeli-Palestinian crises, and the origins of ISIL. While the course largely examines modern-era and early contemporary U.S. history, the class also discusses current issues as specific events relate to earlier historical periods. The central theme of the course is the relationship between the United States and her citizens, the country and her allies, and the super power and her foes since the Civil War. This semester the class will attempt to examine the following topics:

- Reconstruction
- The West and the Consolidation of the Nation
- Industrialism and the Industrial Workforce
- Immigration
- The Rise of Cities and Consumers
- The New South: Urbanization, Industrialization, Reform, and the Origins of Jim Crow
- Agrarian Reform, Discontent and Populism in the Period of Gilded Age Politics
- Progressives and Progressivism
- The Early Feminist Movement
- United States Foreign Policy since the Civil War and the Spanish-American War: The Age of American Imperialism
- Origins of World War I
- America's Entry into World War I
- The Rise of Modern America: 1920s
- The Great Depression and FDR's New Deal
- Origins of World War II
- America and the World: World War II
- The Origins of the Cold War
- The Second Red Scare
- The Vietnam War
- The Civil Rights Movements
 - The Modern Civil Rights Movement and Black Power
 - Second-Wave Feminism
 - The Chicano Movement
 - The American Indian Movement
 - Origins of the LGBT Social Movement: Stonewall Riots
 - Asian America
- The Rise and Fall of Richard M. Nixon: Watergate and the 1970s
- The Changing Economy and Global Landscape: The 1970s Continue
 - The Presidencies of Gerald Ford and Jimmy Carter
 - Environmentalism Becomes Center Stage
 - Stagflation
 - The Promise of Change in Southwest Asia (Middle East)
 - The Iranian Revolution
 - Afghan-Russian War
 - Carter and the Global South
- The Regan Revolution
 - The Return of the Cold War
 - The Decline of the Social Welfare State
 - Détente* and the End of the Cold War
 - The War on Terror and the Middle East
 - Prime Minister Margaret Thatcher
 - The Drug Wars and *Dark Alliance*
 - The Iran-Contra Affair
 - Crisis: The AIDS Epidemic

Poverty: Contemporary Possibilities
 The New Immigration of the 21st Century
 Presidencies of G. H. W. Bush, Clinton, G. W. Bush, and Barack H. Obama
 The Gulf Wars
 September 11, 2001
 Hurricane Katrina
 Current Middle East Crises
 Mandatory Sentencing
 The Historic 2008 Presidential Election
 The Great Recession and the Age of Obama
 The Gulf Oil Disaster of 2010
 The Deaths of Osama Bin Laden and Muammar Gaddafi
 Race, Ethnicity, Class, Gender, Sexual Orientation, and Religion
 in the Twenty-first Century
 LGBTQ Social Movement
 The Affordable Health Care for America Act, 2009
 The Death of Travon Martin, George Zimmerman, and the
 Complexity of Race and Ethnicity in the New Millennium
 Baby Boomers—Their Future
 The Millennials—Their Future
 Legalizing Marijuana and Other Narcotics
 Islamic State of Iraq and Levant (ISIL) or Islamic State of Iraq
 and Syria or Islamic State of Iraq and al-Sham
 (ISIS)
 The 2016 Presidential Election

The instructor has divided the lectures into two components. Part One, *The Emergence of Modern America, 1877-1920*, examines the history of the nation, from Reconstruction through World War I. United States society during this critical juncture changes from a nation of farms and self-employed “island community” farmers to a nation of cities, salaried middle-class workers, working-class wage earners, corporations, bureaucracies, and diplomats. The second industrial revolution of the late-nineteenth and early twentieth centuries stood at the epicenter of this transformation and enabled the country to bridge the gap between the U.S. and her aging allies in Europe and Asia. Undoubtedly, the new industrial world order ultimately set in motion the United States’ economic, technological, diplomatic, and military victories of the new twentieth century. Part Two, titled *Modern America in the Twentieth and Twenty-First Centuries*, usually commences with the 1920s and will attempt to highlight historical events through the twenty-first century. The United States of our time, our parents’ age, grandparents’ period, great-grandparents’ day, and great-great-grandparents’ time—the 1920s, Great Depression, World War II, the developing Cold War, the Modern Civil Rights Movement, Vietnam, Second Wave Feminism, the Chicano Movement, the LGBTQ Social Movement, Watergate, post-Vietnam diplomacy, the Reagan Revolution, the end of the Cold War, roots of 9/11, the Clintons, the Bush Dynasty, Age of Obama, and the political ascent of President Donald J. Trump—is the focus of this riveting discussion series.

COURSE OBJECTIVE:

The class objective is simple: to encourage a sincere appreciation for recent and contemporary United States history, especially as it relates to the personal histories of individual and collective

Americans—past and present. It is imperative that students remember the sacrifices individuals and groups have made in the past and for the benefit of others including their unborn descendants—people such as ourselves. The class therefore draws attention to the recognizable and unsung heroines and heroes including—believe it or not—our own ancestors of United States history and their role in shaping history. In addition, the course concentrates on the specific outcomes of these actions and moments of relevancy on society today.

Special Commemorations/Major Course Themes

This year the course observes three important historical events of importance: 1) the sesquicentennial of the origins of Reconstruction, particularly the passage of the Reconstruction Acts of 1867 and ratification of the Fourteenth Amendment; 2) the centennial of the United States' involvement in World War I; and 3) immigration into the United States. The instructor begins the course with Reconstruction and recognizes the sesquicentennial of its start, often associated with the passage of the Thirteenth Amendment between April 1864 and January 1865, and the adoption of the Civil Rights Act of 1866, which ultimately prompted the writing of the Fourteenth Amendment, which was adopted in 1868. The end of the United States Civil War precipitated these historic changes. Fighting officially ended when on April 9, 1865, General Robert E. Lee, commander of the Confederate Army of Northern Virginia, surrendered at Appomattox Courthouse in Appomattox County, Virginia. Without question, the Civil War's climax marked several important shifts for our nation. First, African-American slavery ended. Congress passed the important legislation in April 1864 and January 1865; and it ratified the Thirtieth Amendment in December 1865. Second, Reconstruction commenced, orchestrating the return of southern states in United States' political affairs. Former Confederate states began rebuilding their communities and former slaves arose out of the ashes of slavery as citizens, ultimately entering politics, buying land, creating businesses, embracing literacy, but at a price. They would still face insurmountable psychological, socioeconomic, political, spiritual slavery for another century through the guises of racial violence and Jim Crow segregation, again, a process that continued for another one hundred years.

The end of the war and the start of Reconstruction also propelled the long Second Industrial Revolution of the late nineteenth century and early twentieth century, a process that helped advance immigration, internal migrations, manufacturing, civil service growth, government regulation, and urbanization. Furthermore, the emergence of the New South signaled formidable regional change in the southern United States. As well, the economic and physical consolidation of the continental United States emerged as Westward Expansion took off. Westward expansion, which propelled the near demise of Native American culture and communities, came at a price, as the Indian Wars of the period drove increased hostilities between the United States and indigenous Americans, with American Indians losing the most. Business interests on the other hand enjoyed unprecedented gains across the continental landscape. Modern America came into being.

Where are we as a nation 150 years later? As Texans, southerners, Americans, Latinos/as, Irish-descent Americans, Italian-descent Americans, German-descent Americans, Nigerian-descent Americans, African Americans, Asian Americans, East Pakistani Americans, Indian Americans, Iraqi Americans, Saudi Americans, Moslem Americans, Jewish Americans, Native Americans, how do we view ourselves and each other? What does this historic event—the start of Reconstruction—and our relationship to it tell us about where we are in the twenty-first century? Why do the Thirteenth, Fourteenth, and Fifteenth Amendments remain controversial—at least sometimes—in

the twenty-first century? We will begin the course with this interesting discourse in our discussion of Reconstruction.

The diverse American landscape that grew significantly following the Civil War and Reconstruction epochs owes much to the concomitant phenomena, immigration/internal migration. The sixty-two million newcomers who have crossed rivers, oceans, and borders to secure socioeconomic opportunities and political asylum since the late nineteenth century, along with the scores of millions of internal migrants who weathered cold weather, uncomfortable train rides, danger, and relationship breaks to find economic, social, and political opportunities, will be at the center of many of our discussions this semester. The comparison/contrasts of these groups to immigrants who entered British North America and the USA prior to the Civil War or last quarter of the nineteenth century—including forced immigrants/migrants—are riveting at best. By remembering these “old immigrant,” “old new immigrant,” and contemporary-new-immigrant migratory and settlement patterns, students will perhaps take glimpses into their own personal pasts. We will also discuss the ways in which the past correlates with the present. How do we view immigrants today in the early twenty-first century? Will we see historic immigration reform in the next few years? If so, what will our responses to these measures possibly tell us about our acceptance of others or ourselves? Should certain groups be banned from entering the United States due to growing terror crisis facing the nation as some have recommended? Why or why not? Should the nation permanently halt immigration for good? Will Americans support tax-dollars going to the construction of a wall along the U.S. Southwest-Mexico Border? Should Deferred Action for Childhood Arrivals (DACA) immigrants be allowed to remain in the United States as citizens? Why or why not? And what are your thoughts on emigration?

Finally, four years ago on June 28, 2014, the world recognized the centennial of the assassination of Franz Ferdinand, the nephew of the king of Austria and heir-apparent to the throne. His assassination by a Bosnian student named Gavrilo Princip prompted one of the world's great tragedies, the Great War, later known as World War I. In fact, it was August 4, 1914 when Great Britain declared war on Germany, sparking the four-year bloodbath that took the lives of seventeen million people. Europe on August 4, 2014, commemorated this historic event as well as recognized the peace that eventually came to the continent decades later following the end of the Cold War, even while tremors remain in the wake of the crisis in Ukraine, a more powerful Russia, mounting concerns over NATO's future, terrorism, and heightened xenophobia. This semester the class thus remembers the United States' entry into World War I, which came in April 6, 1917. Although mobilization took nearly nine months, the Allied Forces of Europe appreciated the actions of United States doughboys and sailors. Four million Americans joined the war effort as volunteers and draftees. Even while the United States staunchly maintained racial segregation, for example, the French cared very little about such issues and treated Black men with a great degree of dignity. Some 111,000 Americans of the United States sacrificed their lives and died during the bloody conflict, with some succumbing to diseases and infections such as the influenza pandemic of 1918. Following the war, many Americans held strong views about creating solutions to ensure that another calamity would never again happen, with some traveling to Europe to get the ear of Woodrow Wilson about such issues. Many, many more, though, felt compelled to move the nation toward an isolationist tone and supported the country removing herself from the affairs of Europe and the world. We will also discuss the impact of the United States' actions in the war as well as pontificate on the global tragedy's aftermath and lingering legacy in history.

Historical Dissemination

In addition, students will also become familiar with research methods—both the types of source materials used by historians and the ability to disseminate history using historical information. The course furthermore attempts to acquaint students with the thin line between historical facts and factual interpretation. Individuals—both members of the lay public and professional scholars—interpret facts in varying ways, depending on a litany of factors—socioeconomic class, education, environment, gender, race, ethnicity, relationship to historic event, etc. For this reason, students must understand that historical interpretations of factual events vary in this discipline. Historians will continue to debate history—historical accuracy, the effectiveness of source materials, and factual interpretations—for years to come. One must nevertheless always strive for objectivity and sensitivity when disseminating the truth. Finally, I want students to leave this course with a better appreciation for modern U.S. history and historical writing/research as well as other related humanities/social science fields of study. The research and writing requirements for this course are designed to better prepare students for graduate work, professional school as well as careers in the social sciences, behavioral sciences, civil service, arena of NGO's, and education. Know the splendor of history, especially as it relates to your own treasured genealogical pasts.

Undoubtedly, students should leave this course with a deeper understanding of modern United States history. History, in many ways, charts destinies. A fuller understanding of historical developments should propel individuals to promote more fulfilling lifestyles—discipline, sacrifices, community agency, charity and valuing righteousness.

Major Objectives in brief:

- *Encourage sincere appreciation for Recent United States History
- *Commemorate Reconstruction, Immigration/Internal Migration, and World War I
- *Remember the sacrifices made by Americans including loved ones
- *Introduce students to the dissemination of history through historical facts and Interpretations
- *Familiarize students with the dissemination of history through writing and research methodologies utilized by professional historians

COURSE-SKILLS OBJECTIVES:

Critical-thinking Skills

To reiterate the course objectives above, the course attempts to provide students with invaluable critical-thinking skills that will be utilized in varying ways throughout their college and professional careers. First, the course highlights the importance of cognitive abilities through coursework readings. Readings will provide students with detailed information about historical topics and allow students the opportunity to strengthen their knowledge of historical terms, ideas, and experiences. Students should improve their critical-thinking abilities as they matriculate in the class this semester. The topics, lectures, readings, and writing assignment(s) should enhance these important skills by the end of the semester. Students should leave the class better able to read, assess, and articulate historical developments, especially those twentieth-century events within the United States.

Communicative Skills

Students should leave this class better able to discuss United States history verbally, in writing, and through readings. With the help of this course, students should be able to provide others with a general overview of some of the major historical developments in United States, from Reconstruction through end of the Cold War and rise of growing Middle East-West tensions. Once more, readings, slideshows, films, and primary sources will help students regurgitate and assess historical events in Recent and Contemporary United States society.

Social Responsibility Skills

Social-responsibility skills relate to individuals' ability to understand the larger society around them and their role in improving life and lifestyles within their families, communities, nation, and throughout the globe. This course uses history as a tool to address social conditions and conflict, from poverty and religious persecution to gender inequality and racism. The course through its lectures, readings, and student research project(s) attempts to make students aware of these social conditions and encourages empathy, understanding, respect, racial conciliation, and religious toleration. This course also reminds students that differences, whether political or ethnic/racial, should never interfere with their ability to address these problems and conditions. The course and its instructor addresses social responsibilities through readings, lectures, critical assessments, invitations to on-campus lectures, civic engagement, and research projects.

Personal Responsibility Skills

Personal-responsibility skills work hand in hand with social-responsibility skills. I always remind students that they have a right to understand the ways others before them have sacrificed to ensure their current place in the world. Some endured religious and political persecution, others lived their entire lives as impoverished slaves and serfs, and several paid with their lives to improve conditions for others, especially their offspring. In truth, many continue to pay dearly for their existence. Personal-responsibility skills remind students that they must always understand their connection to history. The course addresses personal responsibility through lectures, readings, critical assessments, and research projects.

ABSENCE POLICY:

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will suffer the consequences of their actions this semester. I will penalize students with four or more unexcused absences: I will deduct five points from students' final grades at the end of the semester. If you have special problems or needs, do not hesitate to contact the instructor immediately. I will also take attendance. Please be in class on time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up

examinations and assignments. Finally, the professor must alert students in writing (via the syllabus) of revised deadlines for the completion of missed exams and assignments.

POLICY REGARDING SERVICES FOR STUDENTS WITH DISABILITIES:

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program based on their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the director of Services for Students with Disabilities (SSD), Mr. Kelley Osborn, in the Lee Drain North Annex, (936) 294-3512 (phone), 936-294-3794 (fax), (936) 294-3786 (TDD), or cko002@shsu.edu (email). Go directly to the web page at <http://www.shsu.edu/dept/disability/>.

COUNSELING SERVICES:

The Sam Houston State University Counseling Center provides free services for students. The licensed therapists will provide students with group and confidential one-on-one counseling on an array of issues, from relationship matters, domestic violence, anxiety, to depression, suicidal urges, and lifestyle issues. Located next to Old Main Market on 1608 Avenue J, the center recently moved into its new building, one it shares with the Student Health Center. Please reach out to therapists at 936.294.1720. The mailing address is P.O. Box 2059, Huntsville, TX 77341-2059. For more, go to the webpage at <http://www.shsu.edu/dept/counseling/contact-us.html>.

CLASSROOM DECORUM:

I want to advise students to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of class. Please turn phones off or to the silent mode. Ringing phones and pagers too easily distract both instructors and students. Text messaging of any kind is prohibited as well. Please refrain from utilizing this form of communication technology during class, while viewing films, and at the time of examinations. These actions are indeed prohibited in this class. Furthermore, students are asked to abstain from the use of other hand-held electronic devices such as video games and portable compact-disc/IPOD/mp3 players during the class hour. The instructor will allow for phones, e-Book devices, and computers for textbook/slideshow reviewing purposes, although she expects these students to sit in the front of the classroom and not the back (unless the students need to charge their devices during the class period to view their work/assigned readings/slideshows).

Discontinue as well inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, cigarette or narcotic smoking, the use of alcoholic beverages, intoxication, and discussions during the instructor's lecture and without her permission. The instructor's prohibitions also include napping or sleeping in class. This behavior is inappropriate. Students must also refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume the student is cheating and will give the individual a zero for the assigned test. If students must use the restroom, please do so before class begins; again, on exam days, please use the restroom before the start of exams. If students do not adhere to these requests, they will have to leave; if this behavior continues, I will deduct ten points from the final average at the end of the semester. Please respect the classroom, the instructor and your classmates.

In addition, in light of the new Open Carry Law in the state of Texas, individuals eighteen years and older are able to carry their legal weapons in plain sight and inside their holster, however, not on college campuses. Under Government Code Section 411.2031 and Texas Penal Code 46.035, SHSU students, personnel, administrators, and visitors may carry concealed weapons on campus out of plain sight of the public. Please refrain from removing firearms from concealed locations on the person or of the person. Additionally, the gun safety lock should be in place (in use) at all times.

For further questions, please refer to the student handbook (Section 5.2.22, beginning on page 29) online at http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf. This is required of all students this semester/summer session in History 1302.

CELLULAR PHONE POLICY/PAGER/LAPTOP POLICY:

Borrowing from the language of the former dean of the College of Humanities and Social Sciences, let me speak more plainly about cellular phone use. As members of the classroom community, all students have a responsibility to others who are part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, e-Book devices such as kindles and similar devices have become increasingly important facets of life in our society; however, when used in the classroom environment they can become disruptive. Let me say this again: mobile phones, laptop and notebook computers as well as e-Book devices, may be used for note taking and classroom reading purposes if they are not disruptive to other class members and preferably in the front of the classroom. Students should silence or turn off cell phones, pagers, and other similar electronic forms of technology while in the classroom and when not used for classroom purposes. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, again, the use by students of cell phones, pagers, or similar communication devices during scheduled class time is prohibited unless specifically permitted by the instructor and for classroom purposes. Again, all such devices should be turned off or put in a silent (or vibrate) mode and ordinarily should not be taken out during class. Failure to comply with this policy could result in expulsion from classroom or with three or more offenses, a failed grade for the course. If an emergency arises, the student should inform the instructor and place herself/himself in a desk/seat near the door where an exit for a phone call will be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student. For further information on student conduct in and out of the classroom see the Code of Student Conduct. <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>.

ACADEMIC DISHONESTY:

The instructor expects integrity from her students. She assumes students will engage in honest, healthy debate. She encourages and welcomes passionate exchanges of ideals in the traditional and digital classroom, among classmates, when researching and on paper. The professor will not

tolerate dishonesty in the classroom or/and away from class. Students found guilty of any form of academic dishonesty or abuse will be subject to punishment or severe consequences. Included are some of the most common and egregious of these illegalities: cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. In addition, the instructor will deduct twenty points from the final grade of those individuals accused of academic dishonesty. Please, for your own sake, do not engage in this kind of behavior. As a precautionary measure, the professor will require students to submit their completed assignments online through Turnitin.

LECTURES AND CLASS ACTIVITIES:

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lecture and discussions. All reading is mandatory. Students should take exemplary lectures notes on the topics—at least two to five pages for each discussion/lecture period. Students should also participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

CLASSROOM VISITORS:

I am flexible on this matter. I would appreciate some sort of notice before hand if students want to bring guests to class. The classroom environment must be safe for everyone. In light of recent events, particularly college-campus shootings, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask for permission ahead of time, at least a day in advance. Visitors without any form of identification will not be able to sit in on the class session. Lastly, it is at the discretion of the professor to search the personal belongings and clothing of visitors. Again, this is for everyone's safety.

REQUIRED SUPPLIES:

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil; tablet, notebook paper, or notepad computer; and the required textbooks are essential for every class meeting. Students are also encouraged to utilize audio-recording devices for the lectures. Once more, laptop and notebook computers are welcomed in class. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices.

STUDY RECOMMENDATIONS:

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before examinations. I agree with my SAM Center colleagues. In addition, students should take detailed lecture notes. Students should also consider audio-recording the classroom lectures and transcribing their recordings (if they wish to do so); they should consider transcribing all recordings, e.g., lectures, review sessions, guest lectures, etc. Moreover, daily studying, including detailed reading and writing, will enhance your chances of success this semester, during the course of your undergraduate career, in graduate or professional school, and in your perspective careers. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings

and study dates. Regularly check off completed accomplishments. This suggestion could serve as a model for a more detailed life diary/daily planner. One could take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. In addition, never begin assignments the night before they are due. Begin, as an alternative, all assignments sooner than later; and review your notes and read materials over the course of the semester. If students develop this discipline early on, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at http://www.shsu.edu/~sam_www/, toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149. The university also has programs designed for students who have concerns about their reading and writing skills. Reading is crucial to succeed in this class. Students should sign up for tutorials at the Reading and Writing Center, located at 111 Farrington. Go to the site for more information at <http://www.shsu.edu/centers/academic-success-center/writing/contact.html> or call the center directly at 936-294-3680.

BONUS CREDIT:

In addition to the course assignments, students are encouraged to earn bonus points at the end of the course period. Bonus credit assignments vary and will be worth one to twenty points depending on each suggested project and will go toward the final exam. This assignment is twofold: to pique students' curiosity and interest in United States history and at the same time boost individuals' cumulative points for the semester. Students can earn points in the following ways: volunteering at the SHSU Sam Houston Folk Festival (late April or early May each year); completing the Sam Houston State University Academic and Mentoring Center (SAM Center) Study Skills Series; touring museums; journaling; writing critical synopses on campus and off-campus lectures and events, historical documentaries, historic films, election and polling results for primaries/caucuses, and television specials; doing community service projects; and participating in other interesting projects pertaining to history. **Students can earn twenty bonus points for the semester. All bonus-point assignments are due at the end of the semester when students turn in their final papers and complete their final exams. Again, the points will go toward the final exam grade at the end of the semester. Please see the following assignments and bonus-point totals:**

SAM Mentoring Center Study Skills Session (all six sessions)	5 Points Total
Community Service and Volunteering (40 hrs; 3-5 pp sum)	5 Points Total
Volunteering at the Huntsville Head Start Cen. (40 hrs & sum)	5 Points Total
Museum Tours (Three; Typed synopsis on each, 1-2 pp)	1 Points Total
Cross-Cultural Exchanges (One; Typed syn., each, 2-3 pp)	1 Points Total
Analyses of hist. docudramas (1-2 page syn., one pt each)	1 Points Total
Analyses of political debates (1-2 page syn., one pt each)	1 Points Total
Election and Polling Results for Presidential Prim/Caucus/Conv.	1 Point Total
Sam Houston Folk Festival/Peer Mentoring/Freshmen Orient	20 Points
Attendance at Professional Conferences and Meetings	2 Points
Campus-wide Lectures (one pt. each)	
5 Points Total	
Political Engagement, e.g., voting, poll watching, etc.	10-20 Points
Documenting President Donald J. Trump's First One Hundred Days	10-20 Points
An Assessment of President Trump's First One Hundred Days	10 Points

Maximum Points: Twenty

BONUS POINT DISCLOSURE: If students do not score a total of 70 points on the final exam or fail to complete all classroom assignments, including all five exams, annotated bibliography, and the oral history project, they automatically forfeit their right to extra credit this semester. Please study hard this semester!

TESTS:

Students will have four take-home essay exams. Students will write two five-hundred-word essays on selected topics. The professor will post the take-home examinations on Blackboard one week before the due dates for submissions. In the meantime, please feel free to read the textbook thoroughly and review the online tutorials over the coursework. The instructor has already posted on Blackboard the review guides for the upcoming examinations and the professor **will** hold in-class review sessions **or/and** has posted on Blackboard audio-recorded review sessions in preparation for the exams. Each exam is worth **14.3 percent of the final grade**. **The exam dates for this class's first three exams are Feb 20, March 8, April 5, and April 24.** Again, I have posted audio-recorded tutorials on Blackboard, materials that will prepare you for the examinations; students will be able to access the actual exams one week prior to the submission dates.

FINAL:

Students will have an in-class essay exam for the final. The final examination will cover of the last chapters the class discusses in *Building a Democratic Nation*. Students will take the final exam during the university's scheduled examination date and time. Exam dates are subject to change depending on subsequent university adjustments to the final exam schedule at the end of the semester. The final examination is worth **14.3 percent** of the final grade. The final will take place on **Tuesday, May 8, 2018**, from 3:30 P.M. to 5:30 P.M. I will post a review guide on Blackboard for the final.

BOOK REVIEW:

Students must write a three-page review of Sonia Nazario's *Enrique's Journey* (New York: Random House, 2007), the phenomenon that propelled extraordinary interest worldwide in Latin American immigration along with intense conversations about the sacrifices Latino mothers and children make daily to better their lives and the lives of their families. The book—riveting, painful, and brilliantly-written—should propel enthusiasm in immigration history and reform. Using the questions at the end of these instructions, please write a review that provides readers with some general facts about the work. The review should also include your personal assessments about the work.

Please download and use **ONE** book review on *Enrique's Journey* in your work. Students will find book reviews on the NGL webpage. Go to the NGL main page and then hit the Articles and More link. This will take you to a listing of databases. Go to the alphabetical listing for all databases (You will find this statement listed on the top right side of the page). Then go to the database of your choice under the appropriate alphabetical listing. Individuals will download a book review of their choice using one of the following databases: America: History and Life, JSTOR, or Literary Reference Center. The published review will serve as a template for writing a standard book review as well as provide corroboration for students' descriptors and analyses.

If students want to quote directly from the selected review, please put the quoted section in quotation marks using this format: According to literary scholar David Pruitt in the *Journal of Urban*

History, volume 4, "***Roots* provides readers and moviegoers with memorable personal accounts of African life and culture as well as appropriately defines African-American community agency for the duration of slavery"** (Pruitt 2017, 35)." Please note that the final set of quotation marks comes immediately following the end of the direction quotation. As well, a parenthetical note follows the quotation mark [The parenthetical note will consist of the following: the author's last name and the year of the published book review, followed by a comma and the publication year]. The final punctuation, a period, comes at the end of the entire sentence, with the parenthetical note preceding the final period. Note however that in normal circumstances when a writer is not using parenthetical notes, the final quotation mark will precede the period.

Additionally, remember the three components to a standard paper: 1) the introduction, including the thesis statement; 2) the main body, which essentially summarizes the work; and 3) the final concluding paragraph for which students will write their personal views on the work. The book reviews are due **Thursday, May 3**, by midnight via Turnitin on the Blackboard page. Please upload your papers using Turnitin. Go to the Blackboard page for instructions on submitting your papers. Remember that this assignment is **14.3 percent of the final grade**. Use half, most of, or all the questions below when writing the final book review. Please use the following questions as a guide for writing the review:

Book Review (*Enrique's Journey*) Questions

1. Discuss author Sonia Nazario's thesis in *Enrique's Journey*. What prompted her to write such a work?
2. How does the book begin? What prompts Enrique's mother to flee her homeland and children?
3. How does Lourdes's departure affect her immediate family? Explain in detail.
4. Where does Lourdes go? How does she survive her new homeland? What challenges does she face and how does she overcome these issues?
5. Why does Enrique decide to depart his homeland?
6. Discuss Enrique's journey to the United States? What conditions does he face?
7. What are the typical conditions of children and mothers departing Latin America for the United States?
8. What are the greatest threats to the emigrants? How do they overcome their difficulties?
9. What is Enrique's reception in the United States? Does Enrique find his mother? Discuss the reunion.
10. Why does Enrique find himself in constant trouble with the law? How do his actions affect his immediate family?
11. Discuss life back home for Enrique's sister. What options are afforded to her and how do these make a difference in her life? What is life for her and her family?
12. What happens to Enrique and his family at the end of the book?
13. What is the author attempting to get across to the reader? Does she succeed? Explain.
14. Give your final assessment of the book. Does the book push you to reconsider your views on immigration? Why or why not?

Detailed Instructions on Writing the Book Review

First, create a title page. This page should list your important identifiers such as the name, course info, subject title, and date. Next, at the top of the first page of the book review, list the full title of the book under review and list it the way it would look in a formal bibliography (or a footnote): Bernadette Pruitt, *The Other Great Migration: The Movement of Rural African Americans to Houston, 1900-1941* (College Station: Texas A. & M. University Press, 2013) [Notice that the book title is italicized and the publication info is placed in parenthetical notes and in this order, i.e., place

of publication followed by a colon, then list the publishing company and the year of publication. Again, this is standard].

Then begin your review. The book review should have three components: 1) the introduction, 2) descriptive summary, and 3) concluding assessment. The introduction presents the book being reviewed by briefly highlighting the work's thesis. The opening paragraph should also tell the reader something about the book's author—who the individual is, their goal in writing the work, and the writer's background, if known. The next paragraphs should summarize the book. The writer does not have to discuss the book exhaustively but should point out some of the most important facts of the book. Three to five paragraphs discussing the book in some detail suffices. The final section of the review provides the reader with an overall assessment or opinion of the book. Discuss why you believe the book is or is not relevant. What makes the book worthy of readers? Give the reader your honest recommendations and perceptions about the work.

Please include in the review all appropriate names, places, dates, events, themes, explanations, and rationales. The final review should consist of five to seven paragraphs, each forming four to nine sentences at length. In addition, please write transitional sentences within the body of the paragraphs as well as at the beginning and end of your paragraphs. Once again, the book review should include a discussion of the book's thesis, detailed descriptive analysis of events and individuals discussed, and a conclusion that evaluates the book under discussion. Do not forget to acknowledge the book's author in the opening paragraph. In addition, recommend the work to readers (If this is your viewpoint). As well, good topic and key sentences for each paragraph, for the most part, will help writers find their way through the intellectual, creative journey that goes with writing the review. And do not forget that the professor wants students to download a published book review to be used as a guidepost and integrated into the assignment. Finally, provide the reader with a formal Works Cited page or Select Bibliography of the works [book review] used in the book review [Since the book being reviewed will be listed atop the first page of the review, the reader only needs to list the book review in the Select Bibliography or Works Cited page. See below:

Donald Nixon. Review of *The Other Great Migration*, by Bernadette Pruitt. *Journal of American History* 82, no. 2 (2014): 187. Again, remember that the title of the reviewed work and the journal title is italicized. **This assignment is due Thursday, April 19, 2018.**

ORAL HISTORY INTERVIEW

Students are responsible for conducting an oral history interview with a family member, friend, church member, professor, colleague, or employer on any topic in recent or contemporary United States history. Consider immigration/internal migration, church organizing, business development, education, political mobilization, race relations and the Modern Civil Rights Movement, diplomacy, Feminism, the Great Depression, World Wars, the Cold War, the Korean Conflict, Vietnam, the Gulf Wars, 9/11, Hurricanes Katrina, Rita, and Ike, Iraqi Wars and Afghani War, and the War on Terror as viable interview topics. Students must use either an audio/video/telephone recorder, coupled with the suggested questions posted on Blackboard. For those students conducting telephone or email/chat interviews and without recording devices, please submit detailed transcriptions and notes of all conversations. For suggestive interview questions on unique topics not listed, see the instructor to formulate alternative questions (if necessary). Students are welcome to formulate their own questions. The interview questions only serve as a guide.

Students are also required to write a two-four-page (double-spaced) synopsis of the interview. Essays must include the following: 1) a thesis statement, 2) quick description or summary of the interview, and 3) concluding assessment of the interview conversation. Students must turn in digital recordings, audio cassettes or video recorders of the interviews along with the final essays. Students must upload their papers through Turnitin. I will have instructions for using Turnitin on the BB page under the Oral Interview portal. Please heed to this warning: the paper cannot exclusively comprise transcriptions of the interview, i.e., "When asked about the Battle of the Bulge, the respondent stated, 'We went to the target area on May 7, 1945...We saw the target and immediately fired seventeen rounds into the enemy soldier.'" This is unacceptable. This writing assignment requires ingenuity, innovation, critical- thinking, and writing skills. A transcribed or partially transcribed assessment of the interview, while important, is no substitution for one with in-depth analytical content. I nevertheless do encourage students to include quotations from the interview; just remember that the quotations cannot substitute for the analysis that this assignment requires. This goes for all students—no exceptions! This assignment will be due on the last class day of class, **Friday, May 5**. Students are eligible to earn one hundred points on this exciting assignment; the oral history interview project is worth **14.2 percent of the final grade**. The professor will return to students their digital recording devices, thumb drives, disks, audio cassettes and video disks of the interviews the next week during finals. Students are responsible for finding potential interview candidates; if individuals cannot find interviewees, the instructor will recommend prospective subjects. Please provide the professor with the title of **your interview topic no later than Thursday, March 8, 2018**. Remember, the assignment is due **Thursday, May 3, 2018**

FINAL GRADE TALLIES AND IMPORTANT DATES:

Examination 1—100 Points –February 20

Examination 2 (Midterm)—100 Points –March 8

Examination 3—100 Points—April 5

Book Review—100 Points—April 19

Examination 4—100 Points—April 24

Oral History Interview—100 Points—May 3

Final Examination—100 Points—May 8

Total Points for the Semester: 700

Specific Grading Scale by Points:

630-700 A

560-629 B

490-559 C

420-489 D

0-419 F

GRADING SCALE:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

Course Calendar*

Sam Houston State University

Bernadette Pruitt, PhD

History 1302 - US History since 1877, Summer Session 2 2016

Section 9, CID, 20351, MWF, 9:00 A.M. to 9:50 a.m., AB4 305

- Jan 18 **Course Introduction**
- Jan 23-25 **PART 1: THE EMERGENCE OF MODERN AMERICA**
Building a Democratic Nation, V. 1,
PART 4: THE EXPANSION OF GLOBAL IMPERIALISM AND NATIONALISM,
1840-1877
Major Topics of Discussion and Interest for Exam 1
Chapter 16, "Equality before the Law" (Download from BB
Page under Textbook Materials Portal)
- Jan 30-Feb 20 **PART 1 (V. 2): THE EMERGENCE OF MODERN AMERICA**
Major Topics of Discussion and Interest for Exams 1
Building a Democratic Nation, V. 1 & 2, Chapters 16-19 and
Slideshows
Building a Democratic Nation, V. 1
THE EXPANSION OF GLOBAL IMPERIALISM AND
NATIONALISM, 1840-1877
Ch. 16 (con.), "Equality before the Law: Restoring and
Expanding the Union, 1865-77"
Building a Democratic Nation, V. 2
THE GLOBAL PERSPECTIVE: INDUSTRY, NATIONALISM,
AND LIBERALISM: *FIN DE SIÈCLE*, 1870-1919
THE GLOBAL PERSPECTIVE: INDUSTRY, NATIONALISM,
AND LIBERALISM: *FIN DE SIÈCLE*, 1870-1919
Ch. 17, "Industrial Transformation, 1870-1900"
Ch. 18, "Life in Turn-of-Century America, 1875-1915"
Ch. 19, "Gilded Age Politics, 1880-1900"
- NGL Tutorial with NGL Professor of Library Science, NGL
155 or 157 (TBA) (Please schedule with History Bibliographic
Librarian)
- Feb 20** **Exam 1, *Building a Democratic Nation*, Chapters 16-20 (Due by Midnight)**
Equality Before the Law: Restoring and Expanding the Union
Industrial Transformation, 1870-1900
Life in Turn-of-Century America, 1875-1915
Gilded Age Politics, 1880-1900
- Feb 22-Mar 6 **PART 1 con: THE EMERGENCE OF MODERN AMERICA**
Major Topics of Discussion and Interest for Exam 2
Building a Democratic Nation, V. 2, Chapters 20-22 and

	<p>Slideshows</p> <p>THE GLOBAL PERSPECTIVE: INDUSTRY, NATIONALISM, AND LIBERALISM: <i>FIN DE SIÈCLE</i>, 1870-1919</p> <p>Ch. 20, "Becoming a World Power, 1890-1909"</p> <p>THE GLOBAL PERSPECTIVE: THE AGE OF ANXIETY, 1900-1939</p> <p>Ch. 21, "The Spirit of Progress, 1900-1914"</p> <p>Ch. 22, "America as a World Power, 1909-1920"</p>
March 8	Submission of Oral History Interview Topics
March 8	<p>Exam 2—<i>Building a Democratic Nation</i>, Chapters 20-22 (Due Midnight)</p> <p>Becoming a World Power, 1890-1909</p> <p>The Spirit of Progress, 1900-1914</p> <p>America as a World Power, 1909-1920</p>
March 12-16	Spring Break: No Classes! This is a good time to complete the oral interviews and book reviews
Mar 20-Apr 5	<p>PART 2: MODERN AMERICA IN THE TWENTIETH AND TWENTY-FIRST CENTURIES</p> <p><u>Major Topics of Discussion and Interest for Exam 3</u></p> <p><i>Building a Democratic Nation</i>, V. 2, chapter 23-25</p> <p>THE GLOBAL PERSPECTIVE: THE AGE OF ANXIETY, 1900-1939</p> <p>Ch. 23, "The 1920s: Americans Search for Themselves"</p> <p>Ch. 24, "Depression and a New Deal, 1928-1939"</p> <p>THE GLOBAL PERSPECTIVE: TOWARD A NEW WORLD ORDER, 1919-1968</p> <p>Ch. 25, "Fighting for Democracy: World War II, 1941-1945"</p>
Apr 5	<p>Exam 3, <i>Building a Democratic Nation</i>, Chapters 23-25 (Due by Midnight)</p> <p>The 1920s: Americans Search for Themselves</p> <p>Depression and a New Deal, 1928-1939</p> <p>Fighting for Democracy: World War II, 1941-1945</p>
Apr 10-24	<p>PART 2: MODERN AMERICA IN THE TWENTIETH AND TWENTY- FIRST CENTURIES</p> <p><u>Major Topics of Discussion and Interest for Exam 4</u></p> <p><i>Building a Democratic Nation</i>, V. 2</p> <p>THE GLOBAL PERSPECTIVE: TOWARD A NEW WORLD ORDER, 1919-1968</p> <p>Ch. 26, "Dem. during the Cold War"</p> <p>Ch. 27, "Searching for Affluence and Democracy, 1953-1960"</p> <p>Ch. 28, "A Time of Upheaval, 1961-1968"</p> <p>THE GLOBAL PERSPECTIVE: GLOBALIZATION INTO THE NEW MILLENNIUM</p>

Ch. 29, "Reaching Limits, 1969-1980" (Civil Rights/ Women's Rights)

Apr 19

Book Review is Due

April 24

Exam 4, *Building a Democratic Nation*, chapters 26-29

"Democracy during the Cold War"

"Searching for Affluence and Dem., 1953-1960"

"A Time of Upheaval, 1961-1968"

"Reaching Limits, 1969-1980"

Apr 26-May 3

THE GLOBAL PERSPECTIVE: GLOBALIZATION INTO THE NEW MILLENNIUM

Building a Democratic Nation, V. 2

Ch. 29, "Reaching Limits, 1969-1980"

Ch. 30, "The Conservatives Triumph"

Ch. 31, "The Paradox of Prosperity: Inequality in America, 1988-2000"

Ch. 32, "Into the Twenty-first Century"

May 3

Oral History Interview are due

May 8

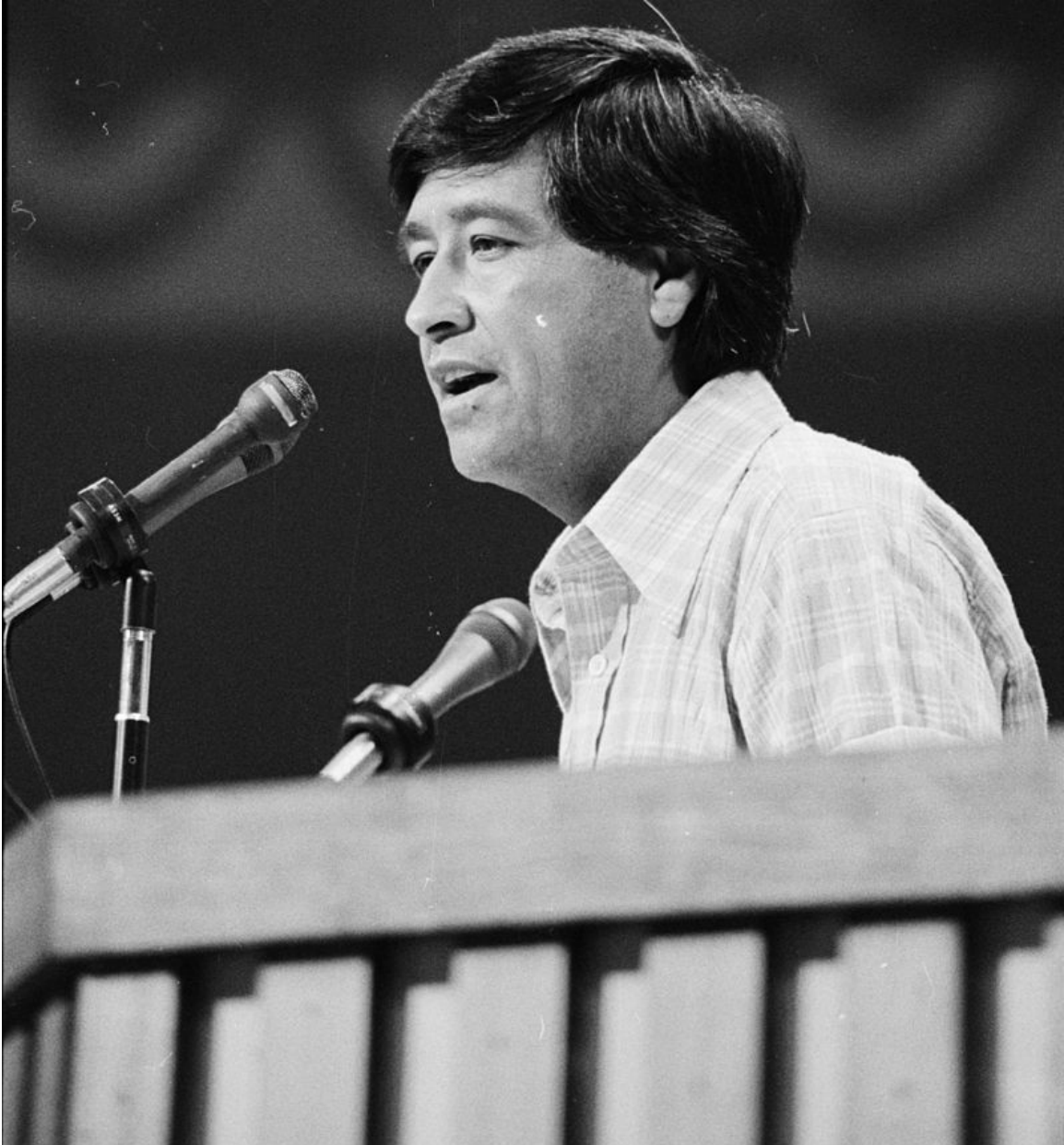
1302.30 Final Exam:

3:30 P.M.-5:30 P.M.

Please Have a Safe and Blessed Summer!

*Please note that the above classroom outline is a tentative description and subject to change as events and activities warrant alterations to the schedule.

SEE THIS FINAL WARNING! BE ADVISED ONCE AGAIN THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER THE DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THIS SYLLABUS WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.



United Farm Workers activist Cesar Chavez speaks at the Democratic National Convention, 1976 (Courtesy By Warren K. Leffler - <https://www.loc.gov/pictures/item/2016646405/>, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=58151112>, from Wikipedia, s.v., "Cesar Chavez," accessed January 23, 2018, https://en.wikipedia.org/wiki/Cesar_Chavez#/media/File:Democratic_Convention_in_New_York_City,_July_14,_1976._Cesar_Chavez_at_podium_nominating_Gov._Brown.jpg).