

syllabus

HIST 1302 (60&61) – US SINCE THE CIVIL WAR

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Spring 2021

Dr. Mary Linehan

Contact: Because of ADA accommodations, I no longer live in Texas. But, I believe in being super responsive to my students. If you do not receive a reply in 24 hours complain, loudly. It is best that you use canvas messaging and not uttyler email (less competition from junk mail). I also can be reached by phone at 419-205-7422 (voice mail).

Basics

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1. This is a 2 part syllabus. This is the schedule. The second part is the required university policies. All parts of the syllabus are on the modules page.
2. **You must read the syllabus, read the comments that will be included on every returned essay, read the introductions to each module (the answers are often there), and read every message sent to the class. You will be responsible for all this information.** This is the number one reason people do not pass this course.
3. There will be a 50-point quiz/essay every Sunday.
4. These are essay quizzes and the instructions are under “getting started” in the modules
5. There are 14 quizzes and you must complete 10 of them. Chapters 18, 21, 24, and 30 are required.
6. You may not take more than 10 quizzes.
7. I am a very hands-on professor and I will be communicating with you a lot. Read!!
8. **the chapter, the intros in the modules, any canvas messages sent to the class, this syllabus, and all comments on your essays are required reading. You will be responsible for all info contained within.**

9. Do NOT trust canvas for your average or final grade. It can't handle skips.

Required Text

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Boyer, et al, *Enduring Vision*, vol. 2. You may use the 7th, 8th, or 9th editions.

Objectives

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- Students will describe the impact of industrialization, mechanized farming, immigration and urbanization on the late nineteenth century.
- Students will describe the changing role of the US government in domestic and world affairs in the early twentieth-century.
- Students will explain the problems of unregulated economic growth and the associated issues of unequal distribution of wealth.
- Students will trace the course of World War II and its reshaping of the US role in world affairs.
- Students will describe how the Cold War and conflicts in Korea and Vietnam influenced domestic and global politics.
- Students will analyze how modern movements for human rights, evangelical religion, and nativism have transformed life in the US.

Focus

The focus of this course is the rise of the US as an industrial and world leader, the challenges that accompanied this transition, and the ways we attempted to meet these challenges.

Grading Policies

- Grades are based on a point system. There will be 14 quizzes. You may only take 10 of them and you must take chapters 18,20, 21, 24, and 30. Each quiz is worth 50 points. Of the 500 points available, a student must earn 450 for an A, 400 for a B, and 350 for a C.
- Aside from the 5 required chapters, you may “skip” any 4 quizzes you want. Use this power wisely.

Course Outline

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There will be a chapter quiz each Friday-Sunday. The questions are in the modules as are the instructions. **By submitting an essay, you aver that you have read and understood all the instructions in the module and syllabus, that you have asked any questions, that they have been answered to your satisfaction, and that you are aware of all the requirements. The essay instructions are under “getting started” in the modules.**

The date refers to the last day you may submit your essay. Canvas will not accept essays posted after 11:50pm. I can tell you why, but it is complicated. Just get them in by 11:50 or take the zero. The portal will open on midnight Friday.

January 17: Chapter 18 – Rise of Industrial America – CANNOT SKIP

January 24: Chapter 19 – Immigration, Urbanization, and Everyday Life

January 31: Chapter 20 – Politics and Expansion — CANNOT SKIP

February 7: Chapter 21 – the Progressive Era – CANNOT SKIP

February 14: Chapter 22 – Global Involvements and World War I

February 21: Chapter 23 – Coping With Change

February 28: Chapter 24 – The Great Depression and New Deal – CANNOT SKIP

March 7: Chapter 25 – America and A World Crisis

March 21: Chapter 26 – The Cold War Abroad and at Home

March 28: Chapter 27 – America at Mid-Century

April 4: Chapter 28 – Liberalism, Civil Rights, Vietnam

April 11: Chapter 29 -- A time of Upheaval

April 18: Chapter 30 – A Conservative Revival – CANNOT SKIP

April 25: Chapter 31 – A Changing Nation – *this chapter will open at Spring Break and may be completed early, if desired.*

Quiz Instructions

Be sure to read the more detailed and required “Essay Instructions” in the modules.

1. The quizzes will be available from 12am Friday to 11:50pm Sunday.
2. If you open a quiz, it will be graded.
3. You have 7 minutes to cut and paste your prepared essay to the question you are asked.
4. If you answer another essay, you will receive a zero.
5. I hesitate to tell you how long each essay should be because some people (me) write long while others are more concise.
6. However, each essay needs to be backed up with 5-7 specific examples from the text. On weeks with only one essay (Chapters 18, 19, 21, 24, 27, 30) you will need about 15 specific examples.
7. The specific examples are the critical component of your grade.
8. A specific example is a particular noun. For example, on the chapter 24 quiz, Frances Perkins, the Civilian Conservation Corps, and the Bonus March are all specific examples. You need to cite them and give a brief definition of each.
9. Statistics can also be specific examples (47% of those polled did not approve of Truman’s decision).

10. But, words like many, few, or some are not statistics. Historians avoid them.
11. You will be graded on what examples you choose and how they respond to the question.
12. With your examples, you want to **show that you read the whole chapter. Many of the questions are deliberately worded to require info from the end of the chapter.**
13. Each specific example must be accompanied by a BRIEF description of who or what it is (the 15th Amendment which granted the vote to all male citizens, Jane Addams who founded the Hull House social settlement in Chicago).
14. Each specific example must be documented in this form (edition of Boyer-page number). So, (7-526), (8-630), or (9-488).
15. The intros to each chapter may be poorly worded, but they are edited after each semester to include the information the previous class had trouble with. The answers are often there. But, no one reads them. Words can be our friends!!!
16. **FROM CHAPTER 20 ON. FAILURE TO FOLLOW THE RULES WILL RESULT IN A ZERO ON YOUR PAPER.**

If you have not taken History for a while, the writing methodology for History takes time to develop.. Be patient with yourself, but be proactive. Read the comments on every essay, ask questions, read the intro to each module, look at the first few model essays, submit rough drafts. I promise it gets much easier.

Rough Drafts

I encourage, and am happy to read, rough drafts. I view this as an essential (though not required) aspect of improving your skills in History. I am also strongly believe individualized instruction and, in a large class, this is a close as we can come. Rough drafts are due by 10am on Thursdays. I can't predict your grade, but I can tell you if you have interpreted the question correctly, if your answer is complete, or if you overlooked something key.

Grading

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Grading will begin on the day after each quiz. If you do not have a grade by the following Sunday, an additional 5 points will be added to your grade for each day the paper is delayed. The one exception is my health. I have a breathing disability and if I get a cold or it gets too humid, you are out of luck. However, the reason I have ADA accommodations (thank you George Bush) is so I can live where it is less humid.

Also, someone got testy last semester because he got his paper back and some other people didn't and got 5 points. Please understand that getting it back by Sunday helps you with the next essay. The five points are recompense for those who do not get this advantage.

Extra Credit

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Now that I teach online, I realize what I miss most is getting to know students the way you do when you are chatting before class. Therefore, I reward extra credit for chatting. It helps me to be more effective as a teacher if I know what you are about and what you are thinking. So, on average, I will post one discussion board question a week. Some of these will be "venting" or "anti-venting" where you can tell me what you like or don't like about being a college student. The others will be more current events. Please understand, if I ask you about Mayor Pete, it is not a question about whether Democrats are better than Republicans – no one cares who you are going to vote for – it is a question about can a 38 year old guy be president. Turns out, most people last semester thought so. If I ask a question about impeachment – it is not a chance to take pot shots at Don (or to sing his praises) – it's because that's what's in the news. Please, no politicking. I will take those down. But, posts that are thoughtful and answer the question, will get 5 points extra credit. By the end of the semester, you could have 60 points extra credit. That's a nice thing to have.

Communication

_Faculty @uttyler.edu emails are filled with junk mail. So much junk mail in our inboxes that real mail gets overlooked — or sent to junk. Seriously! I get 1,000 emails a day from gowire — whatever that is — but emails from our own IT Department wind up in junk. Thus, I do not look at campus email very often.

Contact me through canvas message or phone (419-205-7422) and you will have an answer in 24 hours or less. If not, scream loudly!

One last thing about communication. It is very important to me and I want to answer your messages. However, you need to be careful to change the subject line to something unique or funny. If you just reply or use something common (like chapter 16) your message will be added to a thread. I become very confused by this and am not always able to tell there are new messages from different students. Canvas only notifies us of the first name alphabetically. If Smith, Jones, and Green each send a message titled "chapter 16," I will only be notified of Green's message. If I reply to her and she responds, ALL those messages will display before any of Jones' and, if I have a similar conversation with Jones, poor Smith will never be seen. So, be unique.

Facebook

I don't know if this will work, but it is the best idea I have had so far.

Since covid, students have had trouble meeting people in their classes.

So, last semester, I set up a Facebook group for my students.

it is called "office hours."

It came about a little late in the semester, so my jury is still out about the value of this idea. But, it is a place for you to "meet" and talk informally with people in my 1302 sections.

There are also a few people left from last semester who can help you and answer questions. They are nice people.

There are a bunch of groups named "office hours." You are looking for the one with a pink and blue picture of people planting a garden.

come introduce yourselves!