

## HIST 1302 US SINCE THE CIVIL WAR

Spring 2023

Dr. Mary Linehan

### A. ADA Accommodations

1. Just like many students have accommodations through the SARS office, UTT has granted accommodations due to my disability.
2. There are two things you must be aware of for this class.
3. There is no oral instruction. The introductions to each chapter are equivalent to lectures. You are responsible for reading them. The longest one takes five minutes, according to Google. They are short, but they are required. Skipping them is the equivalent of skipping every in-person class and expecting to do well.
4. Second, I am very communicative. I will message you a lot. I will also respond to every message you send (within 24 hours), but you need to follow these instructions. 1) contact me through canvas message, not email. 2) change the subject line to your name. 3) no attachments, always cut and paste.
5. The messages I send to you should also be considered as lectures. They contain hints, clues, and advice to help you do well on the essay. In a face to face class, if someone asked a good question I would want you all to know the answer. The messages I send are my version of this. There will be a lot in the first few weeks, but don't be overwhelmed. They will slow down once everyone gets settled.
6. Updated 1/2. Because of payroll issues, I had to postpone a surgery scheduled for 1/6. In the event that my condition declines, I may have to miss some time this semester. I want you to be assured that – if this happens – it will not effect you or your grade in any way. But, this gives you more incentive to read the messages I send. They will explain any changes that may have to be made.
7. This one is just for the nursing students. I want you to know this. My condition is very rare. It went misdiagnosed or ignored by 11 doctors in two states over 3 years. When Dr. #11 was going to send me away, her nurse from UTT spoke up. The nurse said, "I think it's her trachea." It was. I got treated just in time. If that nurse hadn't spoken up, the surgeon told me I would be dead in less than two weeks. I never saw that nurse again, but she saved my life. Always remember, nurses, what you do and what you say MATTERS!

## **B. HOW DO I PASS THIS COURSE?**

1. Read the intro to the modules (lectures), the essay instructions in the getting started module, the syllabus, the book, the supplemental readings in the modules, the messages I send to the class, the discussion board, and (especially) the comments that will be returned with every one of your essays. **All of this is required reading.**
2. Watch for and do the extra credit.
3. Remember that history is not like now. People in the past thought and acted differently than we do today. The US role in the world was very different before 1945. The Betty Ford Rules (see chapter 18) explain our political differences over the years. The meanings of words like Republican or liberal change all the time in US history. Don't put current expectations on to the past. You will (usually) be disappointed.
4. Don't give up. After the first couple of essays, people lock into the format. After that, it is hard not to get an A on most of your essays.
5. Don't ask for exemptions, later deadlines, or make-ups. None will be given. I know stuff happens. But, I expect you to be accountable and use the resources available to you.
6. While there are no exceptions, you may skip four essays — not 16,18,21, or 24 — and there will be at least 50 points of extra credit offered. You are able to use this EC to make up a few bad quizzes, a death in the family, an unexpected illness etc.
7. Please understand that a “no exceptions” policy is the ONLY way to be fair to 100 different students.
8. Especially don't ask for exemption and when I say “no use your extra credit,” reply that you wanted to use those points for something else. This is what it's for!
9. Read my reviews on [ratemyprofessor.com](http://ratemyprofessor.com). I think former students give the best advice.

## **C. Basics**

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 in the “getting started” module.
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), the essay instructions in the getting started module, and read every message sent to the class. You will be responsible for all this information.**

3. There will be a 50-point quiz/essay every weekend. The portal will be open between 12am Friday and 11:30pm on Sunday. I know it says 11:59, but canvas is lying to you. It shuts down early and your essay will not be accepted.
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 16, 18, 21, and 24 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, the supplemental readings, 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.** Instead, add up all the points you have earned – including extra credit – and divide by 500. That will tell you your percentage. 70%+=C, 80%+=B, 90%+=A.

#### **D. Required Text**

1. You have a choice!!!
2. If you like a book-book, get Boyer, et al, *The Enduring Vision*, vol. 2 9<sup>th</sup> edition
3. If you are okay with an online book, you may use Boyer *The Enduring Vision*, vol. 2, either the 8<sup>th</sup> or 9<sup>th</sup> edition. The pages may not always line up, but the modules will tell you when you need to move into the next chapter. Not a huge deal.
4. I don't know when the 10<sup>th</sup> edition will be out (it's a Covid thing). Don't buy it. You will be spending a lot of extra money for chapters we will not use.
5. Occasionally, there will be supplemental readings in the chapter module – like convict labor for chapter 16 – those are also required.
6. The short supplemental readings are (usually) the newest developments in historical inquiry. They supplement the story told in Boyer. If not for Covid, there would be a newer edition of Boyer. The supplements are things that would, surely, be in that new edition.
7. **If you do not use the supplement in your essays, it is an automatic 20-point deduction.**

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#### **E. Objectives**

- 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 evaluate the ways in which 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.
- Students will examine the ways history is studied and objective truths discerned.

#### F. Focus

1. 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.
2. In tandem with this study of content, we will examine the ways in which history is studied and truth discerned.

#### G. Here's where I summarize the entire course.

Since 1980ish, government in the US operated in a certain way. Historians have not really settled on a name for this period. We don't usually make an objective analysis until sufficient time has passed. From 1890, but not during the 1920s, until the 1980s, our government system was called Progressivism or New Deal Liberalism. From the 1820s to the 1890s (and in the 1920s) the US government system was called Laissez-Faire. This course will primarily define and assess the strengths and weaknesses of Laissez-Faire (chapters 16-20 and 23) and Progressivism (chapters 21-29, not 23). That's it! Nothing to be afraid of!

#### H. Grading Policies

- Grades are based on a point system. There will be 14 quizzes. **You may only do 10** of them and you must do chapters 16, 18, 21, and 24. 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 required chapters, you may “skip” any 4 quizzes you want. Use this power wisely.  
If you open a quiz portal, it will be graded. I am way over students “accidentally” answering the wrong essay, or claiming their cat opened the portal by mistake, or that thing where students only answer two essays and gamble that they will get one of those. Have some respect.
- In the fall, way too many people put things off. Then they had to play catch up with the last few chapters. At that time, they were overwhelmed with work for all their other classes. Grades really suffered. Please don’t let this happen to you!

## I. Course Outline

1. The essay questions are in the weekly modules. The essay instructions are in the getting started module.

2. Beginning with chapter 18, if you are not following the essay instructions in the getting started module, you will receive zero points.

**3. By submitting an essay, you confirm that you have read and understood all the instructions in the modules 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.**

**4. THE INTROS TO EACH CHAPTER AND THE CANVAS MESSAGES I SEND TO THE CLASS ARE REQUIRED READING. They will help you!**

5. The date refers to the last day you may submit your essay. Canvas will not accept essays posted after 11:30. I can tell you why, but it is complicated. Just get them in by 11:30pm or take the zero.

6. Before class starts: Read the syllabus and the essay instructions in the getting started module. Ask any and all questions on the Discussion Board. I am here to help you, but you need to tell me what you need.

January 15: Chapter 16 – Reconstruction. CANNOT SKIP

January 16: University Closed for MLK Holiday

January 22: Chapter 17 – The Trans-Mississippi West. this chapter is not required, but strongly encouraged. This is the last essay before you get zeroes for not following the essay instructions. It is good practice.

January 23: They will dump you out of this class if you haven’t participated.

January 29: Chapter 18 – Rise of Industrial America – CANNOT SKIP. Starting today, essays not following the instructions in the getting started module will earn zero points.

February 5: Chapter 19–Immigration, Urbanization, and Everyday Life

February 12: Chapter 20 – Politics and Expansion

February 19: Chapter 21 – The Progressive Era – CANNOT SKIP

February 26: Chapter 22 – Global Involvements and World War I

March 5: Chapter 23 – Coping With Change

March 12: Chapter 24 – The Great Depression and New Deal – CANNOT SKIP

March 19: Spring Break. No more Extra Credit Available.

March 23: Last Day to Withdraw

March 26: Chapter 25 – America and A World Crisis.

April 2: Chapter 26 – The Cold War Abroad and at Home

April 9: Chapter 27 – America at Mid-Century

April 16: Chapter 28 – Liberalism, Civil Rights, Vietnam

April 23: Chapter 29 -- A Time of Upheaval

April 30: This has only happened once since I started teaching online (2011), but this day is reserved in case there is a huge system-wide break down of canvas during the regular semester.

## **J. Quiz Instructions**

*Be sure to read and follow the more detailed and required “Essay Instructions” in the “getting started” module.*

1. The quizzes will be available from 12am Friday to 11:30pm on 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. Don't do that thing where you try to write one essay that answers all three questions. It never works.
6. I hesitate to tell you how long each essay should be because some people (me) write long while others are more concise.

7. However, each essay needs to be backed up with 5-7 specific examples from the text. On weeks with only one essay (Chapters 19 and 27) you will need about 15 specific examples.
8. The specific examples are the first critical component of your essay grade.
9. A specific example is a particular noun. For example, on the chapter 16 quiz, Hiram Revels, sharecropping, Katie Rowe, and convict leasing are all potential specific examples.
10. Statistics can also be specific examples (47% of those polled did not approve of Truman's decision).
11. But, words like many, few, or some are not statistics. Historians avoid them.
12. You will be graded on what examples you choose and how they respond to the question.
13. The second critical component of your essay grade is how much of the text you utilize.
14. 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 or from several places within the chapter. There are only two questions this semester that can be successfully answered from one section of the chapter.** One is in chapter 17, the other is in chapter 28.
15. Each specific example must be accompanied by a BRIEF description of who or what it is (the 15<sup>th</sup> Amendment which granted the vote to all male citizens, Jane Addams who founded the Hull House social settlement in Chicago).
16. Each specific example must be documented in this form (edition of Boyer-page number). So, (8-630), or (9-488).
17. 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. Words can be our friends!!! When grading essays it is always obvious who has read the module. I really appreciate those folks.
18. It is also very obvious how much of the chapter you read. For example, chapter 16. If you read the whole chapter your analysis of sharecropping will be very different than if you only read the early part.
19. This is true with every essay question in every chapter.
20. **FROM CHAPTER 18 ON. FAILURE TO FOLLOW THE ESSAY INSTRUCTIONS IN THE GETTING STARTED MODULE 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.*

## **K. Rough Drafts**

1. I encourage, and am happy to read, rough drafts.
2. I view this as an essential (though not required) aspect of improving your skills in History.
3. I also strongly believe individualized instruction and, in a large class, this is as close as we can come.
4. Rough drafts are due by 10am on Thursday.
5. 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.
6. Submit drafts by cutting and pasting them into a canvas message. Be sure to change the subject line to your name. (Thanks J)

#### L. Grading

1. Grading will begin on the day after each quiz.
2. 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.
3. The one exception is my health. I have a disability and if I get a cold or it gets too humid, you are out of luck.
5. 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 helps you with the next essay. The five points are recompense for those who do not get this advantage.

#### M. Discussion Board/Extra Credit

**All told, there will be about 50 points of extra credit. But, you have to look for them.**

**This is my philosophy on EC. It is for those who do the work, but don't like History. It is not for those who screw around and have to try and catch up. Accordingly, while there is a lot of EC, none will be offered after Spring Break.**

1. Most (not all) of the EC questions will be relating the chapter to current events. You will find the questions on the Discussion Board. As I write this (12/1) for example, the big issue in the news is about the railroad strike. That would be perfect for chapter 18. If nothing fits, I have some back up questions.
2. Please understand, if I ask you about Mayor Pete (for example), it is not a question about whether Democrats are better than Republicans – no one cares who you voted for – it is a question about can a 38 year old guy be president. Turns out, even though I think that's way, way, way too young, the vast majority of students think 38 is just great!!!. As it seems our two



candidates in 2024 may be octogenarians, a good question may be “how old is too old to be president.” This is not your chance to say “Joe is senile” or “Don is an old fool.” The questions will always be about the issue – in this case age – not individuals.

3. Please, no politicking, bashing, links, or bullying. I will take those down and you will not get credit.
4. No answers like “Joe is great, but Don was wonderful.” These questions require that you make a choice and explain that choice. Nobody cares (or will remember) your answer, but if you try to answer “both” you will not get credit.
5. But, posts that are thoughtful and answer the question, will get 5 points extra credit. If you get a “like” you got the points.
6. By the end of the semester, you could have 50 points extra credit. That’s a nice thing to have. Note that this includes other EC opportunities that will come up as you do the required reading.
7. The DB extra credit will be saved and added to your gradebook a couple of times each semester. So, look for 15 or 20 point drops, not 5 points each time there is a question.
8. **A LOT OF THE DB QUESTIONS WILL BE ABOUT POLITICS. AGAIN, NO POLITICKING. AND DON’T EMBARRASS YOURSELF BY ADMITTING YOU ARE SO PRIVILEGED YOU DON’T HAVE TO CARE ABOUT POLITICS OR DON’T LIKE POLITICS.** I am so, so, so over that sense of entitlement.
9. The chapter 16 EC is now available and will be open until 1/10 at 8am. Feel free to answer early. I check the DB obsessively.
10. The chapter 16 question is about the elections of 1876 and 2016. No politicking for Hillary, Don, Sam, or Rutherford!

## N. Communication

1. I really pride myself on communicating with students.
2. The messages I send you are required. There will be a lot, especially the first three weeks of the semester.
3. I am trying to give you hints and clues and advice in the messages I send. My dream is that everyone gets an A and grows in their love for the USA. That’s why there are a lot of messages.
4. As long as you follow the instructions in point A, I promise to reply to your questions within 24 hours. If you don’t get an answer – in the first weeks, I often get 30 or 40 messages a day and mistakes happen – I want you to SCREAM! Few things bother me more than professors who ignore student questions. You do not deserve to be ignored.
5. However, don’t be offended if my response just refers you to the appropriate section of the syllabus or essay instructions. It may be overwhelming, at first, but I really do try to provide you with all the info you need from the start.

6. No. I have no idea why canvas single spaces some of these lists and double-spaces others.

### **O. About Me**

1. This fall, the faculty took a training course about how to teach better. They said what students want is more information about their professors. I am not convinced, but here I go:

2. A Capricorn, I grew up in Chicago where I was always early for everything.

3. I have loved the Cubs with my whole heart since 1968, but I hate the Ricketts.

4. I earned my PhD at the University of Notre Dame (the most conservative PhD program in the USA) and I have been a college professor for 37 years. I have been teaching online since 2011. I won six all-campus awards for Outstanding Teaching. YMMV.

5. My research is about women who are strongly stereotyped as either all good or all bad – sex workers and women who have abortions on one hand, Catholic sisters, Miss America, and First Ladies on the other. I try to discover the truth behind the stereotypes.

6. I have two Havanese. Mamie is five and is named after Mamie Till, a strong Chicago woman. Trixie is four. Her name comes from the Trixie Belden books I read as a child. They are very good girls.

7. Stuffed pizza is what we feed the tourists. Real Chicago pizza has a very thin – almost cracker-like – crust. Cut in squares. Now you know!

### **P. FOR THE WOMEN: But Men Need to Read This Too!**

I am writing this on 12/1. This week, two bright, motivated, intelligent women – both History majors – wrote to me to apologize for the quality of their work. This happens every semester and it has to stop. I used to apologize for my work too. But, that was forty years ago and we had no one to show us the way. You do. I am telling you now, there is no way that apologizing for yourself – either to a professor or a boss – will ever end well for you. Higher education is very conservative. UTT just got rid of a Dean who contributed to a book that claimed women and POC were “stealing” jobs from White men. With the prevalence of such beliefs, all of us are hurt by you demeaning yourself. If you can’t control this, please go to the counseling center and get some help. I understand, I really do, but it makes me feel like a failure to watch you hurt yourselves like this. Accordingly, if you apologize for your work, you will get a zero and the comment will say, “thanks for telling me your work was bad. Here’s the zero you feel you deserve.” Of course, this applies to men too. But, in 37 years, I do not remember a

single man who ever apologized for the quality of his work. Women apologize all the time. It is painful and it has to stop.

*Updated 12/15. Yesterday, a former student, a bright, intelligent woman who has accomplished so much in life posted on FB that she was getting a Biochemistry degree. She feels she is "too stupid" for History, even though that is her passion. It's my job to judge stupid. I have been doing it a long time. There is zero evidence that this woman can't handle a history major! She doesn't have to settle for something else. But, women's academic insecurities run deep. PLEASE DON'T LET THEM HURT YOU TOO!*