

Syllabus

syllabus

HIST 1302 (62 & 63). US SINCE THE CIVIL WAR

Spring 2022

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). Please do not leave anonymous texts!!

HOW DO I GET AN A IN THIS COURSE?

1. Read the intro to the modules, the essay instructions in the getting started module, the syllabus, the book, 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 different than we do today. The US role in the world was very different before 1945. The Betty Ford Rules explain our political differences over the years. The meanings of words like Republican or liberal change all the time in US history.
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. However, 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 lower grades.

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 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 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, 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.

Required Text

1. You have a choice!!!
2. If you like a book-book, get Boyer, et al, *The Enduring Vision*, vol. 2 9th edition
3. If you are okay with an online book, google Boyer, *The Enduring Vision*, vol. 2, That will be the 8th edition and it is suitable for our class.
4. I don't know when the 10th edition will be out (soon). Don't buy it. You will be spending a lot of extra money for chapters we will not use.
5. Occasionally, there will be short readings in the chapter module – like convict labor for chapter 16 – those are also required.

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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.

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 do 10** of them and you must take 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.

Course Outline

There will be a chapter quiz each Sunday. The questions are in the weekly modules. The essay instructions are in the getting started module. Beginning 1/30, if you are not following the essay instructions in the getting started module, you will receive zero points.

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.

BEGINNING WITH CHAPTER 18, you will get a ZERO on any quiz that does not follow the “essay instructions” in the “getting started” module.

THE INTROS TO EACH CHAPTER AND THE CANVAS MESSAGES I SEND TO THE CLASS ARE REQUIRED READING. I AM TRYING TO HELP EVERYONE GET AN A AND LOVE THIS COUNTRY'S HISTORY.

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.

January 16: Chapter 16 – CANNOT SKIP

January 24: Census Day

January 23: Chapter 17

January 30: Chapter 18 – Rise of Industrial America – CANNOT SKIP

February 6: Chapter 19–Immigration, Urbanization, and Everyday Life

February 13: Chapter 20 – Politics and Expansion

February 20: Chapter 21 – The Progressive Era – CANNOT SKIP

February 27: Chapter 22 – Global Involvements and World War I

March 6: Chapter 23 – Coping With Change

March 13: Spring Break – CANNOT SKIP:)

March 20: Chapter 24 – The Great Depression and New Deal – CANNOT SKIP

March 27: Chapter 25 – America and A World Crisis

March 28: Last Day to Drop

April 1: Assessment Due

April 3: Chapter 26 – The Cold War Abroad and at Home

April 10: Chapter 27 – America at Mid-Century

April 17: Chapter 28 – Liberalism, Civil Rights, Vietnam

April 24: Chapter 29 -- A Time of Upheaval

NOTE: THIS IS THE FIRST TIME SINCE 2011 THAT I HAVE NOT RESERVED A DAY AT THE END FOR EMERGENCIES. EXPECT THE WORST! With covid and Laura and the grid, it's been a long time since we got through a full semester. I reserve the right to change this syllabus in the light of any disasters.

Quiz Instructions

Be sure to read the more detailed and required "Essay Instructions" in the "getting started" module.

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 19 and 27) 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 or from several places within 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, (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 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.

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 also strongly believe individualized instruction and, in a large class, this is as 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

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 H. W. 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.

Discussion Board/Extra Credit

All told, there will be about 60 points of extra credit. But, you have to look for them.

1. 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.
2. Therefore, one of the ways I reward extra credit for chatting on the Discussion Board.
3. 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.
4. 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.
5. 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!!!. 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.
6. Today is August 12th. If we were in session, the question I would ask today would be about the vaccine booster shots. This is not an invitation for you to give unsolicited “medical” advice. Watch how the question is phrased. I would be asking about the ethics of western countries getting booster shots when over 6 billion people have no access to a vaccine of any kind.
7. Please, no politicking, bashing, links, or bullying. I will take those down.
8. No Miss America answers. 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.
9. But, posts that are thoughtful and answer the question, will get 5 points extra credit.
10. By the end of the semester, you could have 60 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.
11. 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.

Communication

1. 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.

2. **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!**
3. I am (well, really, my dogs are) very, very early morning people. So, I will generally answer your messages between “midnight and the dawn.” Do you know that song?
4. 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 YOUR OWN NAME.** If you just hit 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.
5. Also, if you get added to a thread and you are asking about a grade, I will not answer. I don’t want to run the risk of anyone finding out your confidential info.
6. UTT email loves to send stuff from the SARS office to junk – probably to make room for more messages from gowire – if you anticipate me being sent something, please send to a canvas message to remind me to look for it.