

# Syllabus – Update 1/18

## HIST 4387 US in the GAPE

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. Because of payroll issues, I recently postponed a surgery at the Cleveland Clinic. I tell you this because there is a chance things will get bad fast and I will have to miss some time this semester. However, whatever happens, it will not effect you or your grade in any way. But, this should serve as added incentive for you to read the required messages to the class!

### 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 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 1,2, 5, and 8 — 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 25 different students with very different backgrounds in History.
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 1, 2, 5, and 8 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. The first book is Fink, *Major Problems in the History of the Gilded Age and Progressive Era*.
2. For the second book, you have a choice!
3. If you like a book-book, get Boyer, et al, *The Enduring Vision, vol. 2* 9<sup>th</sup> edition
4. If you are okay with an online book, you may use Boyer *The Enduring Vision, vol. 2*, either the 8th or 9th edition. If you play around with Google, you will find many free options. It's illegal (I think) to provide a link, but they are definitely widely available. Make sure the one you find contains chapters 16-22. Sometimes chapter 17 is missing?
5. Because of Covid, these books have not been updated to include new developments in historical scholarship, This is especially true in regards to gender and race. Occasional weeks will have short, supplementary readings to introduce you to contemporary research.

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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, as well as Progressive solutions to those problems.

- Students will analyze how 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 until the 1980s (except in the 1920s), our government system was called Progressivism. 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 (1870-1900) and Progressivism (1890-1917). 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 weeks 1, 2, 5, and 8. 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.
- 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 week 3, 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.
7. The chapter numbers are from Fink. The page numbers are from the 9th edition of Boyer. If you have the 8th edition, it will not be hard to figure out the Boyer pages that go with each Fink chapter. When additional readings are added, you will be told how to cite them.

January 15: Chapter 1, Introducing GAPE, CANNOT SKIP

January 16: University Closed for MLK Holiday

January 22: Chapter 2, The Price of Progress (Boyer, chapter 18). CANNOT SKIP

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

January 29: Chapter 3, “Domesticating” the West, (Boyer chapter 17). Starting today, essays not following the instructions in the getting started module will earn zero points.

February 5: Chapter 4, Work in Industrial America, (Boyer chapter 18)

February 12: Chapter 5, Urbanization, (Boyer, chapter 19). CANNOT SKIP

February 19: Chapter 6, Gilded Age Politics, (Boyer, chapter 20)

February 26: Chapter 7, Crises of the 1890s, (Boyer, chapter 20)

March 5: Chapter 8, Jim Crow America, (Boyer, chapters 16 and 20). CANNOT SKIP

March 12: Chapter 9, Constructing Empire, (Boyer, chapter 20)

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

March 23: Last Day to Withdraw

March 26: Chapter 10, Science and Progress, (Boyer, chapter 21)

April 2: Chapter 11, Consumer Culture, (Boyer, chapter 21)

April 9: Chapter 12, Progressive Reform, (Boyer, chapter 20 + 21)

April 16: Chapter 13, The Progressive State, (Boyer, chapter 21)

April 23: Chapter 14, Progressive Environmentalism

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.
4. I hesitate to tell you how long each essay should be because some people (me) write long while others are more concise.
5. However, each essay needs to be backed up with 12-15 specific examples from the readings.
6. The specific examples are the first critical component of your essay grade.
7. A specific example is a particular noun (Meat Inspection Act, Alice Paul, Plessy v. Ferguson).
8. It may also be a quote, Samuel Parsons said, "let the people be free." However, if you use a quote, it is extremely important that you briefly introduce the speaker. Parsons was a Socialist newspaper editor. That's all you need to say, but your introductions should provide context for your reader. Assume they have no idea who these people are.
9. Statistics can also be specific examples (47% of those polled did not approve of McKinley'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. The second critical component of your essay grade is how much of the reading you utilize.

13. you want to show that you did all the reading. Each essay must include at least 4 citations from Boyer and citations from 4 separate pieces in Fink. There is no requirement from the short, supplements. But, it should be obvious you read them.
14. 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).
15. Each specific example must be documented in this form (edition of Boyer- page number). So, (8-630), or (9-488). Or, Fink chapter- page number. So, (1-22) of (10-205). When the supplements get added, you will be told how to cite them.
16. The intros to each chapter may occasionally refer to videos. Please ignore that. No one utilized the videos and, this semester, I am trying to prioritize new approaches to history.
17. **FROM Week 3 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. Submit them – cut and paste – in a canvas message. Don't forget to put your name in the subject line.
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.

### **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 (12/26) for example, the big issue in the news is about the railroad strike. That would be perfect for Week 4. 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.

### **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.
7. Remember, if there are any changes to the schedule, either because of surgery, a grid problem, a pandemic (we had a lot of changes the last few years), you will be informed by canvas message. They are required reading.

### **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 summer, 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!*

### **Q. Added 12/27**

1. This is something I never felt the need to explain. But, with all the recent drama about book bans and strange decisions about public education — like Colorado requiring that Nazis be taught as Socialists, even though the Jews were the Socialists — and the unavailability of revised textbooks, I thought this was necessary.

2. Those of you who are not History majors may be surprised to know that the way we understand history evolves over time. That's called historiography and it is why textbooks get revised so often.

3. My best example of historiography is John Adams. He was self-righteous and unpopular in life. He is the only founder to get defeated for re-election-election as president. The woman who wrote the first history of the USA was a huge Thomas Jefferson fan and, pretty much, left Adams out.

4. For about 200 years, historians mostly thought of Adams as a huge failure and ignored him.

5. But, in the 1960s, the historiography change. Realizing that Adams was the only founder to oppose slavery, that he adored his feminist wife, and that he sacrificed his re-election to prevent a war with France sounded pretty good to college students in the 1960s. So, they began to study Adams (historiography).

6. They discovered that Adams was the one who led the fight for independence in the Continental Congress. He was much more important than historians previously gave him credit for. John Adams became the hero of the Bicentennial. Hollywood and PBS told the story of independence through Adams' perspective. A huge autobiography for popular audiences was written. HBO did a miniseries. Finally, Adams got his due.

7. You notice that #5 refers to college students. Most new history is discovered by PhD students. A PhD in History requires 8-12 years of schooling beyond the bachelor's degree, working knowledge of three languages, and the production of an original dissertation. You then have a six year apprenticeship during which you have to publish your dissertation or conduct new research. This is where new interpretations of history come from.

8. If we look at recent historical scholarship, a lot of it is on race, ethnicity, and identity. That's because 10-15 years ago, the big news stories these kids were introduced to were things like the election of the first Black president, DACA, and the Obergefell decision. These inspired a lot (not all) PhD students to conduct research in these areas. That doesn't mean they are going to be writing about Obama, but they paid new attention to the lives of Black Americans (think the 1619 Project).

9. This is why your supplemental readings will be about race, ethnicity, and identity. Just like John Adams in the 1970s, that's what's new.

10. Come back in ten years for new research about pandemics, women in politics, and impeachment. Unless we invade Canada soon. Then you can take out women in politics – they always take out the women – and insert new research about US-Canadian relations!

