

HISTORY 177: U.S. HISTORY SINCE THE CIVIL WAR

UW-Stevens Point
Spring 2021
Professor Brett Barker, Ph.D.

M and W 3:30-4:45

Virtual Classroom via Zoom

Contact Information:

E-mail: bbarker@uwsp.edu

Virtual Office Hours: M 11-12, T 1-2 and by appointment

Course Objectives:

This course examines American history from the end of the Civil War through the recent past. Its aim is to help students gain a basic understanding of the major themes and developments in politics, society, economy, and culture in America during the last 140 years. By the end of the semester students should have gained specific knowledge and skills that will prove useful in their college career.

Knowledge: a demonstrated understanding of the following:

- the developments in the politics, economy, and society of the South, West, and North in the decades following the Civil War
- the crises of the 1890s and the rise of the United States as a world power
- the reforms and reformers of the Progressive Era
- the divisions in American society during the 1920s
- the importance of the Great Depression and the New Deal in American life
- the World Wars and their impact on American society and the US as a global power
- the causes, course, and consequences of the Cold War
- the "long Civil Rights" movement and other social movements of the 1950s-1970s
- the changes in everyday life and work for ordinary Americans between 1865 and today
- the significance of social groups and their interactions

Skills: success in this course will also require demonstration of the following:

- the ability to read and listen with critical perception
- the ability to analyze and synthesize course materials
- the ability to distinguish between knowledge, values, beliefs, and opinions
- the ability to use evidence to support assertions about the past

Attendance:

You must attend class. Past experience indicates that students who attend irregularly always do poorly in the course. As a courtesy to the instructor and other students, **please arrive on time.**

Texts (required):

Eric Foner, *Give Me Liberty!*, 6th seagull edition, vol. 2. (part of your rental plan)

Jeanne Wakatsuki, *Farewell to Manzanar*. ISBN: 9780307976079

If you have another edition of *Farewell to Manzanar*, it is probably OK to use it. Contact Prof. Barker to make sure.

Lectures, Readings, and Assignment Schedule:

<u>Dates</u>	<u>Reading</u>	<u>Other Assignments</u>
Jan. 25-27	Foner, Ch. 15 (skim)	
Feb. 1-3	Foner, Ch. 16	
Feb. 8-10	Foner, Ch. 17	
Feb. 15-17	Foner, Ch. 18	
Feb. 22-24	Foner, Ch. 19	Identification Exam (Feb. 25-27)
Mar. 1-3	Foner, Ch. 20	
Mar. 8-10	Foner, Ch. 21	
Mar. 15-17	Foner, Ch. 22	First Essay Exam (Mar. 18-20)
MAR. 22-24	SPRING BREAK – NO CLASSES	
Mar. 29-31	Wakatsuki, all	<i>Farewell to Manzanar</i> Essay (due Apr. 3)
Apr. 5-7	Foner, Ch. 23	
Apr. 12-14	Foner, Ch. 24	
Apr. 19-21	Foner, Ch. 25	
Apr. 26-28	Foner, Ch. 26	
May 3-5	Foner, Ch. 27	
May 10-12	Foner, Ch. 28	
FINAL	due Wed., May 19, at 11:59 PM	

Grading: Course grades will be based on the following:

20% Class Citizenship: Not only must you attend class with your webcam on, but you are also expected to participate in discussions. In evaluating your participation grade I will consider your attendance, the quantity and quality of your contributions, and your willingness to listen and interact with other students while integrating your comments into the flow of discussion.

Repeated absences or habitual tardiness will significantly lower your grade. Anyone unable to attend every class in its entirety should speak with the instructor at the beginning of the semester.

20% “Muddiest Points” and Short Writing Assignments: Most weeks, you will be asked to complete a short writing assignment about what you didn’t understand in the reading (“muddiest points”) or some other topic. These will be turned in via Canvas.

10% Identification Exam: Through Honorlock Feb. 25-27

15% 1st Essay Exam: Through Honorlock Mar. 18-20

15% *Farewell to Manzanar* Essay: due Apr.3 in Canvas

20% Final: due May 19 in Canvas.

Grading Scale:

90-92	A-	93-100	A		
80-82	B-	83-86	B	87-89	B+
70-72	C-	73-76	C	77-79	C+
		60-66	D	67-69	D+
				0-59	F

General Education Learning Outcomes:

This course satisfies the GEP categories Historical Perspectives (HP) and US Diversity (USD). Here are their learning outcomes:

Historical Perspectives:

1. Use primary sources as evidence to answer questions about historical change.
2. Describe differences among interpretations of the past.
3. Analyze institutional and cultural changes in one or more human societies over time.

US Diversity:

1. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.
3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

Two Important Notes about the Course:

1. Weekly assignments are due on the dates specified, unless you make prior arrangement with the instructor. Late work will be penalized.
2. Academic Honesty and Classroom Behavior: This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments—is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is

exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Honorlock (Online Exam Proctoring)

I will be using Honorlock to proctor the Identification test and First essay exam this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

Before you get started, please review the Honorlock Student module in Canvas to familiarize yourself with Honorlock. All exam proctoring services, including Honorlock, can seem invasive because of the way they function. Honorlock will record your webcam, audio, and computer screen during your exam to help ensure integrity of the course for all users. Honorlock has been vetted and approved by both UW-Stevens Point and UW System, to ensure that it meets security and privacy requirements.

If you have concerns, please contact me directly.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

You are strongly encouraged to take the Honorlock Practice Quiz before attempting any graded exams. The Honorlock Practice Quiz will allow you to test Honorlock to ensure you are comfortable using the system and to ensure that your computer will function properly.

When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device. Good luck!

Honorlock support is available 24/7/365. If you encounter any issues, you should contact Honorlock Live Support.

If you encounter issues with Canvas, please contact Canvas Support directly by clicking the Help Button (question mark inside a circle) located at the bottom of the left navigation bar in Canvas.

Proper Use of Class Materials:

Lecture materials and recordings for HIST 177 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my

permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Students with Disabilities:

The University has a legal responsibility to provide accommodations and program access as mandated by Section 54 and the Americans with Disabilities Act (ADA). The university's philosophy is to not only provide what is mandated but also convey its genuine concern for one's total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center (DATC), located on the Stevens Point campus. Students can also pick up an application for accommodations packet in the Solution Center.

DATC contact information:

(715) 346-3365 (Voice)

(715) 346-3362 (TDD only)

or via email at datctr@uwsp.edu

Changes to the Syllabus:

I have tried to make this syllabus as accurate, complete, and helpful as possible. I do not anticipate changing any elements of this course, but I reserve the right to do so. Any changes will be announced in class with as much advance notice as possible.

A Brief Guide to Succeeding in this Course

1. Reading: There is a lot of reading in this course, and to do well **you must start reading right away and keep up with the reading.** You must complete the week's reading **before** Monday's class and you will have an assignment due most Mondays before class to make sure that you have. The text contains a lot of detail, and you should take notes, which will prove invaluable on alter assignments. See me if you'd like more guidance in how to do this.

One other piece of advice about reading: many students believe that they can "multi-task," meaning they can read the textbook while watching TV, watching TikTok, or talking with friends. I am convinced that this is not true. If you are struggling with the reading, try this experiment: for one week, read the text in an absolutely quiet room (without music) and take notes. You may be surprised how much your comprehension improves. This is the environment in which I do all my reading. It might take a little getting used to, but it might also be just what you need to succeed.

2. Class Meetings: most classes will consist of both lecture and discussion. Here's what I intend you to get out of each: **Lecture:** My lectures are not just simple restatement of the text—that's why it's **important for you to both read the text and attend class.** The **lectures** are really interpretive narratives, or stories, meant to provide a coherent view of the week's materials. I will offer this content in a way I think makes sense, and I will challenge you to show that you

understand the material. As you listen, take notes, especially of dates, names, and statistics. But also listen to the analysis of the past offered: note events and people you recognize from the text that are also mentioned in lecture, but pay special attention to the explanation of why things happened, and the analysis of cause and effect.

In the end, success in this course requires that you be able to explain the American past (analysis) and you provide evidence for your explanations (content). It is critical that you are an active participant and this course will be strengthened if during lecture and discussion you tell me the ideas, concepts, and interpretations with which you are struggling. I am willing to take the time to do whatever you need to understand the material.

Discussion is a chance for you to practice analyzing course materials and a chance for me to better understand what you understand and what is still unclear to you and your classmates. This course will be **much more rewarding** if you, and your classmates, come to class prepared and willing to talk.

3. Exams (ID and Essay): Many students have little experience taking exams that require significant writing, and many others have anxiety about them. These types of exams are not easy, but they test what's really important in a history course. If you have questions or concerns, come see me **before the test**.

4. Office Hours and Appointments: *Every one of you should come visit me during my office hours this semester.* My office hours are time set aside for students, and successful students take advantage of them. Whether it's a simple question or a serious problem in the course, you should never hesitate to drop in or make an appointment if my office hours do not fit your schedule.