

Syllabus/Contract for HIST 152

U.S. History, 1865 to the Present

Summer 2022, June 27-July 23

OFFICE HOURS: I am available most quickly by email, but I am happy to make an appointment to meet face-to-face or by screen (TEAMS or Zoom). I have availability almost every weekday. Please email to set up an appointment.

Office: 391 Holton (I am in my office irregularly)

email: jaustin@uwm.edu (I am online almost every day)

A Brief Description of HIST 152

This is a beginning-level survey course on the history of the United States between the end of the Civil War (1865) and the near-present (2010+), taught fully online. There are no face-to-face meetings required. The course is designed for maximum schedule flexibility for students and has only 1 due date: **July 23 at 11:59pm**. Between **June 27** and **July 23**, students can work at their own pace to complete and submit assignments.

No history course is able to take up all historical events that could be covered within its allotted geographical area and time period. A 100-level “survey” (like this course) is the type of history course that is most broad in its scope, covering the longer time periods, and is the least “detailed” in its chronology. The major goal of the course is to increase the student’s capacities for making informed evaluations of historical trends, events, and interpretations (**historical thinking**), as well as increasing the student’s understanding of the complexities and varieties of collective human experiences in the US during the last 150 years. The course will work toward an awareness of general historical issues such as context, causes and consequences, change and continuity over time, and the transformation of social-historical identities: individual, group, and national.

Required Textbook (purchase, borrow, rent, etc.)

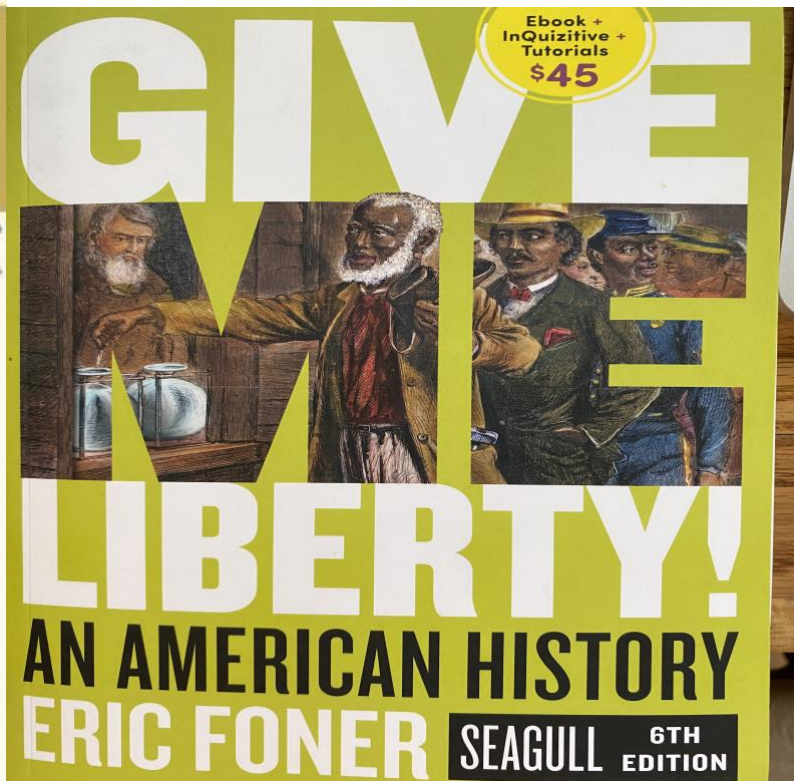
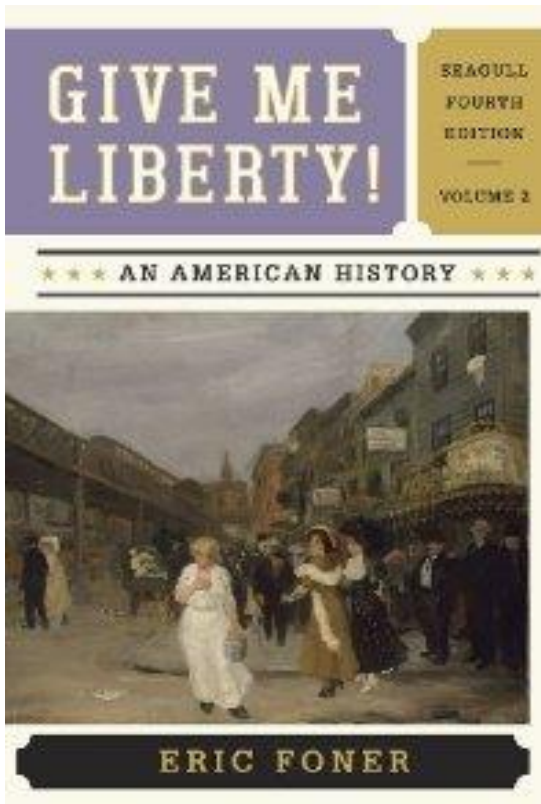
Eric Foner, *Give Me Liberty!* 4rd, 5th, or 6th Seagull edition, Volume 2

An order for textbooks for this class was placed at the Campus book store.

The Seagull edition of *Give Me Liberty!* is a widely adopted textbook that can be purchased in several different locations and on the web. Students are encouraged to seek out vendors that best suit their needs. Any of the different formats of the editions will do, but the Seagull edition format is the least expensive format. Earlier editions (e.g. 2nd, 3rd) do not contain some materials that will appear on exams. See next page for .jpgs of the front cover of the 4th and 6th editions.

Goals for the course

1. Gain the skills necessary for **thinking historically using the concepts of historical difference, context, and process**. Describe, analyze, and interpret historical ideas, events, trends, and long-term processes in their complex social and historical contexts.
 2. Examine and interpret the past as a *collective but conflicted social process occurring across* several generations. In what ways does the past 150 years of US history have significant meaning for contemporary life?
 3. Explain a basic chronological development of major historical events and trends in the US after 1865. What are the most important events in economic, political, diplomatic, military, religious, social, and cultural history during this 150-year period?
 4. Write descriptively, analytically, and persuasively (using evidence to make an argument), with clarity, conciseness, and cogency. Place historical events within a reasonable interpretation of US history; make arguments, based on events, details, and trends, about the social meanings of US history.
-



□□□□□□□□ Assignments/Grading/Due Dates □□□□□□

Overall course requirements (All work is due **July 23 @ 11:59pm**)

- **1 Essay Exam.** All of the possible questions (the entire essay test bank, 10 questions) are available now in the essay exam study sheet on CANVAS. The final exam will consist of 1 of these 10 questions, randomly selected for each student. The rubric/guidelines used in grading exams are available to students in CANVAS – these are useful to understand what I value in these essays, and how much. Students may take the essay exam at any time they like before the deadline, but there is **ONLY ONE ATTEMPT** allowed. The Essay Exam constitutes 40% of the final grade. Joe grades these at the end of the semester, using the evaluation sheet.
- **30 written interpretations of primary documents.** Each interpretation is worth a possible 100 points and **must meet necessary criteria to be eligible for full credit**. These criteria are available on the course CANVAS site. The 30 interpretations in total make up 60% of the final grad; each individual interpretation is worth 2%. Joe grades the interpretations intermittently and provides some feedback for those that do not meet all criteria during the early part of the course. After the second week of class, I am usually unable to write feedback on interpretations and keep up with grading at the same time.

Emergency situations and University Policies

Emergency situations will be handled on an individual basis but be aware that some sort of evidence that an emergency actually existed will be required. **Student athletes, students with disabilities**, or students with other kinds of situations that might make meeting deadlines or criteria difficult should see me no later than the first week of classes to make necessary arrangements. For policies concerning students with disabilities, religious observances, students called to military duty, complaint procedures, grade appeal procedures, and final exams, please see: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

