

Spring 2019
History 328: Rise of Modern America, 1877-1930
Course 21418 01/ 1AW 21419 Mediasite
M 4:00–6:30 pm
ROOM, ED 116

Contact Information

Instructor: Dr. Maria Duarte

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Office Hours

MTWR: 11:00 –12:00pm

MW 2:00-3:00 pm (no office hours on Fridays) or by appointment.

Course Description

This undergraduate course provides students with an introduction to a crucial period in American history from the end of Reconstruction to the onset of the Great Depression. During this time, the United States transitioned from a largely agricultural society into one that was remarkably urban, highly industrialized and ethnically diverse. We will discuss both the conversations Americans, and immigrant communities had on wealth distribution, meanings of democracy, and the role of the United States in the world.

In examining this important transitional era, we will focus on the ways in which Americans in industrial cities and immigrants located in the U.S.-Mexico border, the Florida Straits, and the outskirts of industrial cities understood democracy, citizenship and community-making processes. We will pay special attention to African American reformers, labor unions, and immigrant leaders such as Jose Marti and Catarino Garza all of whom dreamed and worked to build ideal, democratic societies in the U.S. and in Cuba and Mexico. We will specifically examine the writings of José Martí and Catarino Garza with an eye on understanding immigrant communities and their conceptions of nation, democracy and citizenship while the United States became a global economic and military power and a commanding participant in world affairs.

Learning Outcomes

The goals for this class are three:

- (1) to develop historical “literacy” in the material covered in this class, that is, to achieve a basic understanding of the period and themes covered in the class and to be able to place this information in the larger scope of human experience;
- (2) to use this literacy to make sound judgments about events in the past, to evaluate, not merely by current conventions of behavior but by the standards of their own time, the actions of individuals in the past; and
- (3) to demonstrate clarity of expression, both oral and written, and to be able to fashion cogent explanations and arguments and to present them in a convincing manner. This class will be writing intensive to facilitate these goals.

Required Materials

The following assigned texts are available for purchase or rental at the University Bookstore or you may purchase them online.

Nell Irvin Painter, *Standing at Armageddon: The United States, 1877-1919* ISBN 9780393305883

Jose Marti, *Selected Writings* ISBN 978-0142437049

Elliot Young, *Catarino Garza's Revolution on the Texas-Mexico Border* ISBN 9780822333203

If any student has not attended class) or has not accessed the course and completed the AGREEMENT (both face-to-face and Mediasite students) and INTRODUCTION ASSIGNMENT (Mediasite Students only) by 10:00 pm on January 22, the student will be reported as having never attended class. Non-participation by this time has serious consequences for students expecting to receive **financial aid**.

Face-to-Face Classroom Students

Your attendance to every class is expected and required for success in this class. A sign-in sheet will be distributed at the beginning of each class session. Be sure to sign your name. **Do not sign in for someone who is absent. Signing for a person not present is academic dishonesty and will be treated as such.**

If you are unavoidably late, it is your responsibility to contact me directly after class in order to sign in. if you fail to contact me after class, you will be counted absent.

Mediasite Students

Those students enrolled in the Web course and utilizing Mediasite are expected to view lectures either synchronously or asynchronously. Once the class roster has stabilized after the Drop/Add period, I will track your attendance by monitoring your viewing of recorded lectures.

Viewing a lecture within one week from the time that the lecture is available on Blackboard will be counted as attendance for that class period.

Posting to Discussion Board Assignments and engaging with your peers via Discussion Threads will be counted as participation for that week's classes.

Any student who misses half or more of class meetings will automatically fail the course.

Course Requirements

All written work will be submitted through the Blackboard system.

The lecture schedule includes the assigned readings and dates for discussion board, papers, and exams. You will find that the lectures and the readings are complementary but not identical, thus information obtained during the lectures constitutes an important part of the information you need to do well in each examination.

There will be a midterm and a final examination, both of which will be done at home and submitted through the Blackboard course site. The exams will cover the readings in the text and the lectures. Because the library is in a period of transition, I won't require a term paper, instead, students will write a book review on a novel set during the time of our study.

In addition, students will write several short response papers on readings assigned from the document reader. Instructions for all of these assignments will be posted on Blackboard course. **Extra credit is not available in this class.**

Readings

The assigned readings are due at the start of class on the date listed. It is imperative that students stay current with the readings. Doing so will make class time more rewarding and will allow students to better comprehend and participate in class discussions.

► **Participation** will be determined by class attendance, contributions to in-class and online discussions, and involvement in-class activities, such as group work.

Discussion Forums

Through discussions on the course Blackboard page, students will engage in conversations about key themes of this course, such as: Immigrant Communities, African Americans reformers and the ideal American nation , Immigrants and exiles planning ideal Mexican and Cuban nations in American soil, the promise and limits of American imperialism, World War I or Great Depression issues Students are required to make at least **4 FOUR** contributions to the Forums over the course of the term. It is the student's responsibility to follow the Discussion Forums and to decide when to contribute to the conversation. Postings to the Discussion Forums will be accounted for in students' participation grade.

► **Digital Learning Assignment**

Students will be required to analyze a primary document from José Martí by using Voyant website found at <https://voyant-tools.org/> You will prepare a brief 3-5 minute presentation on the data produced by voyant on the essay you choose. You will also write (2-3 page paper) that includes writing a thesis paragraph, discussing how the visual and statistical data on this essays enhances your understanding of Martí's ideas and a brief conclusion.

You will also Assignments are due via Blackboard by the due dates noted on the syllabus.

► **Reading/Lecture Response Papers** Students will complete **4 four** one-page responses throughout the course of the term, at times of their choosing. The response papers may focus on one of two subjects: the previous class session or the reading assignment for this day. Perhaps you found a reading especially provocative or infuriating. Maybe a lecture or film raised questions for you or yielded new insights. Use the response assignment to share these thoughts. These assignments will not be graded for writing, though good grammar and clear prose is always important for making yourself understood. **Response papers must be submitted via Blackboard by 11:00 a.m. on the day of class**

Papers Students will write two midterm and one final paper. Midterm papers will be 3-5 pages in length and the final paper will be 5-7 pages. Paper topics will be based on class materials— readings, lectures, discussions, films—and will be distributed approximately ten days before the due dates, which are noted on the syllabus. **Papers are due via Blackboard by the deadlines noted on the syllabus.**

Course Grading

Course grades are based on the following system:

Component	Points	Grading scale	
Attendance/Participation (incl. Discussion Board Posts)	150	A = 90–	900-100
		100%	800-890
Three Source Analysis Assignments (website, images, newspaper)	150	B = 80–	700-790
		89%	600-690
Four response papers (50 points each)	200	C = 70–	0-599
Midterm essay paper	200	79%	
Final essay paper	300	D = 60–	
		69%	
Total points	1000	F = 0–	
		59%	

Academic Integrity Policy

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment. Depending on the severity of the case, an offense may also lead to an "F" for the entire course, and appropriate disciplinary action, such as suspension or dismissal from the program of study and/or Graduate School. For further information, see the Student Handbook located online at <http://www.enmu.edu/services/student-affairs/>. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Plagiarism is a serious offense. When in doubt, please cite your sources!

Disability Statement

If you have, or believe you have a disability, you may contact the Disability Services Office (DSO) to coordinate reasonable classroom accommodations, access to technology or other academic assistance. DSO serves students with a wide range of disabilities including but not limited to medical or health impairment, vision or hearing disability, physical disability, learning disabilities, attention deficit disorder, or mental health impairment. All information will be treated confidentially.

Accommodations are not retroactive. They begin only after:

- Appropriate documentation has been received and accepted by the Coordinator of Disability Services
- Letters of Accommodation (LOA) have been prepared
- You have delivered your Letters of Accommodation to your instructors

Appropriate academic accommodations may then be provided for you. You may contact DSO in room 186 Student Academic Services building, phone 575.562.2280.

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at <http://www.enmu.edu/about/ferpa/directory-notice.shtml>.

In this course, we will be working with third party applications online (i.e. wikis, blogs and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at ENMU does not apply to these sites. It will be your responsibility to read the privacy documentation at each site. There are many other options to protecting your information at these sites. If you have filed the paperwork and are classified as protected under the ENMU FERPA qualifications, it will be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have concerns, please e-mail me as soon as possible to discuss your options.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are either linked to or are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Title IX

ENMU is committed to fostering a safe, productive learning environment and we comply with all aspects related to Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106. Title IX prohibits sex discrimination to include sexual misconduct defined as harassment, domestic and dating violence, sexual assault, and stalking.

Incidents of harassment or assault can be reported to the Title IX Coordinator at (575)562-2991 or titleix.coordinator@enmu.edu . Reports can also go to the ENMU Police Department by calling 575-562-2392. If you wish to receive fully confidential support and victim’s advocacy you can contact Arise Sexual Assault Services at (575)226-7263.

CONFIDENTIAL AND MANDATORY REPORTING

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on ENMU’s campus with the Title IX Coordinator and/or the ENMU Police. Students may speak to someone confidentially by contacting Arise at (575)226-7263.

SYLLABUS MODIFICATION

The instructor reserves the right to change this syllabus at any time to facilitate the needs of the course. If any changes are made, I will post an announcement on the Blackboard course site. Students are responsible for being aware of and being compliant with any changes announced in this manner.

Course Schedule

DATES	TOPICS AND READINGS	ASSIGNMENTS
Week 1	Course Introduction Class Expectations, Syllabus READ: Excerpts The Immigrant World of Ybor City And Mexicans in Boom Towns USA,” on Blackboard	
Week 2	READ: “African Americans in Gilded Age and Progressive Era” available on Blackboard , and Painter, Preface, Introduction, and chapters 1 and 2	Response Paper 1
Week 3	READ: Excerpts of <u>Exile and Revolution: José D. Poyo, Key West, and Cuban Independence</u> and Martí, Earliest Writings and Early Journalism Chapters	
Week 4	READ: Young , Preface, Introduction, and chapters 1	

Week 5	READ: Martí, Letters from New York, 89-244	
Week 6	READ: Painter, chapter 3	Response Paper 2
Week 7	READ: Young, chapters 2 and 4	Website Analysis Assignment Due 10:00 p.m. via BB
Week 8	READ: Painter, chapters 4	
Week 9	READ: Martí Letters from New York, 288-313 and from <i>Patria</i> , 314-337.	Response Paper 3
Week 10	READ: Young, chapters 5 and 7	
Week 11	READ: Young, chapters 8	Photography/Image assignment DUE 10 pm via BB
Week 12	READ: Painter, chapters 4-6	

EMERGENCE OF AN INDUSTRIAL SOCIETY

Week 13	Newspaper Assignment Due 10:00 p.m. via BB	
Week 14	Affluence and Discontents: The Great Depression on Blackboard	Response Paper 4
Week 15	FDR: Crisis and Reforms on Blackboard	
Week 16	Final Paper	Final Paper Due on BLACKBOARD @ 2:30pm

HIST 328 Term Paper Assignment

Description:

The topic of your term paper must center on an issue related to José Martí and the Cuban immigrant community of Tampa, Key West, or New York between 1880s and 1902. As you refine your topic remember that you must have an argument (a thesis) or a question to respond in the paper. There are many topics that can be fit into our course theme and there are many ways to interpret our theme you do not always have to relate to the specific ways it has been developed thus far in the course.

Steps and Sources:

You will write a 4-5 final paper proposal or an actual final paper should consist of 10-15 pages of text, 12 pt. font, double space format. Your paper should be driven by an argument or claim that you want to make about a specific topic, think about what you want to prove and/or argue about in regards to your topic.

You are expected to draw evidence from at least **8 readings (Four of them can be Martí's writings)** You then search for **4 sources via library site**, which could be a newspaper articles, books, book reviews, or peer-reviewed journal articles.

You should tell your audience the ways in which your paper expands our knowledge on the topic you chose, and how by reading your paper your audience will gain a unique perspective not only on immigrant communities on American borderlands but about nineteenth and early-twentieth century U.S. history.

To cite your sources, use either Chicago or MLA style. If you use Chicago style place footnotes at the end of a sentence or at least at the end of a clause wherever possible. Footnote numbers always follow quoted or cited material; they should not be placed after authors' names or other references preceding the cited matter.

RUBRIC:

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Guidelines

Your paper should include the following elements:

1. It must move beyond a summary of a topic or a biographical rendering on a character.
2. It must include an argument/claim to be proven in the body of the paper.
3. It should use at least **8 reading sources** and draw on all of them to support your claims.
4. It should analyze evidence

5. It should draw a conclusion that mirrors the argument/claim lay out in the introduction

Your paper will be evaluated based on four elements: content, organization, style and mechanics. There will be a rubric available on Blackboard that explains each of these elements in detail. The second draft will be graded the based on the rubric and the product that you produced.

You should also be sure your paper complies with following guidelines:

Content

Your paper must have a thesis statement that contains an argument about the historical evidence. Your argument must be supported by evidence from both primary and secondary sources.

Organization

Your paper must have an introduction, thesis statement, body paragraphs and a conclusion. Your thesis statement should provide some sense of the structure of your paper. Each body paragraph should have a topic sentence that supports the overall thesis.

Style & Mechanics:

- Your writing should be succinct, clear and free of grammatical errors.
- Your paper needs to be typed, double-spaced, 12 point font, 1" margins (double-sided printing is allowed.) I prefer Times New Roman font.
- include a title-center your title on the first page (double space after title, no more)
- use a header, include page # only (do not waste space)
- include footnotes & a bibliography (bibliography is not a part of the page requirement, footnotes are)

- •No formatting shenanigans.

Sources:

- For this paper you may use class sources and outside sources. All sources used must be either scholarly secondary sources or genuine primary sources. For this paper you will be required to use a minimum of 8 sources, including Martí's writings. The rest of sources must be either primary documents or scholarly articles, books or book reviews. Take care to use reputable sources—no Wikipedia, etc. **The best historical work responds to the secondary literature on a topic and analyzes primary sources independently.**

Citations:

- Cite all sources that are not common knowledge. Think of the most uninformed person you know. If that person would not know the information you are using then it is not common knowledge.
- See the Library's website or the Writing Center website for detailed information on citing sources.
You must use footnotes formatted with Chicago style.
- All direct quotes must be enclosed in quotation marks with the exception of quotations longer than 4 lines. Long quotes should be formatted as block quotations. Both must have citations. If quoted material is not indicated as such and properly cited with a footnote then it constitutes plagiarism.
- Paraphrases must be cited. If you paraphrase something that is not common knowledge and you don't cite your source then it constitutes plagiarism.