



UT PERMIAN BASIN

HIST 6346: Progressive Era
Syllabus Templet

Instructor Information

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Office Hours: TBA

Web Conference Hours

TBA

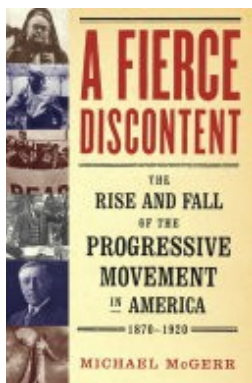
Course Description

This course will examine the reform movements of the Progressive Era. The class interweaves the political, social, economic, and cultural dimensions, emphasizing the linkages between them.

Student Learning Outcomes

This course is designed to function as an exercise in reading and interpreting secondary sources and as a traditional graduate seminar class in which students will engage and lead discussions. Through discussions and annotated bibliographies, students will analyze historical arguments and assess their validity, and compare and contrast the historical evidence used by scholars.

Required Materials



Title: A Fierce Discontent
ISBN: 9781439136034
Authors: Michael McGerr
Publisher: Simon and Schuster
Publication Date: 2010-05-11

Students will also be assigned several scholarly articles throughout the semester. These materials are part of the class and will be available on Canvas.

Graded Material

Grading: The student's work will be evaluated on content, quality, clarity of expression, analysis, and overall understanding of the topics.

Course Activity	Percentage
9 Graded Discussions	50% of the course grade
Annotated Bibliography Project	50% of the course grade
Total	100%

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Discussions: Students will be required to participate in **9** discussions centering on either specific common course readings or individual newspaper research of specific topics. Grades will be based on the instructor's evaluation of the student's examination the scholarly sources, the extent to which the student addresses the associated questions, and the student's engagement with fellow classmates in the exchange of ideas based on the readings. I will actively participate in the conversations expanding on student statements, posing questions related to student posts, providing additional insight on topics, etc. It is common for individuals to express political, religious, and cultural opinions during discussions but keep in mind that when an opinion is expressed, it must be supported.

Newspaper Research for Discussion: Some discussions will require students to do historical newspaper research. Why the incorporation of newspaper articles? Research is the cornerstone for all activities historians engage in; therefore, all history graduate students need to learn or further develop their research skills.

Warning: When opposing viewpoints are expressed, individuals are required to extend respect and tolerance to their fellow classmates, professor, and guest lecturer. I will not tolerate aggressive language or disrespect.

Discussion Grading

Grade	
A	Addresses all questions, provides an excellent evaluation of historical themes, supports all statements with historical evidence from readings, provides thoughtful/insightful/inquisitive responses to fellow student posts

B	Addresses most questions, provides an adequate evaluation of historical themes, supports most statements with historical evidence from readings, provides some thoughtful/insightful/inquisitive responses to fellow student posts
C (remember in graduate school a "C" is an unacceptable grade) Note-students who earn 2 "C" s in discussions will need to discuss their performance with Dr. Martinez	Fails to address questions, fails to evaluate historical themes, provides limited/occasional historical evidence as support for statements, does not any thoughtful/insightful/inquisitive responses to fellow student posts
F	Failed to participate in the discussion

Annotated Bibliography Project: Throughout the course, students will be assigned scholarly readings, which they will use to compose annotated bibliographies. A detailed instructional handout will be provided. Learning how to construct an annotated bibliography properly is an important skill for history graduate students. (Yes, even professional historians compose annotated bibliographies when conducting secondary source research.)

Note: The readings used for the annotated bibliography project will not be the readings used in the discussion boards.

Grading Scale

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 60	F

**Unless otherwise stated, all materials, activities, and assessments are required and are*

not optional.

Sample Syllabus

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, provides "reasonable accommodations" to students with disabilities. Only those students, whom an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to Accessibility and Privacy Statements.

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act.

Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

The UTPB Police Department at 432-552-2786

The Title IX Coordinator at 432-552-2697 or

TitleIXCoordinator@UTPB.edu. The Dean of Students at 432-552-2600

Reports can also be made via the University Complaint Portal: UTPB Complaint

Management

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at: <https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Please email success@utpb.edu for more information.

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to "attend" virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the

same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

Distance Education Policy

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses-

-those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to

verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Online Student Authentication for this course

To access online or remote courses, students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by:

- **For this course students will submit a clear image of themselves**

(JPEG or PNG image) AND a picture of their ID (JPEG or PNG image).

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD.

Course Policies

Communication, Grading & Feedback

Student-Professor communication will be conducted through two mediums—Canvas email or Teams calls. I will respond to emails within two days unless otherwise communicated. Teams calls require a scheduled meeting time.

Assignments require a 1.5-week turnaround time unless otherwise communicated by the professor. Comments/feedback on assignments is provided on the assignment. Meetings to discuss performance and grades will be conducted via Teams.

Discussion Board

Discussion Board is primarily for discussing course-related topics and issues. Best practices are:

- ♦ Read all message postings in online discussion.
- ♦ Respond to the question directly
- ♦ Reply to a minimum of two other student posts.
- ♦ Use a person's name in the body of your message when you reply to their message.
- ♦ Avoid postings that are limited to 'I agree' or 'great idea', etc.
- ♦ Ensure responses to questions are meaningful, reflective.
- ♦ Support statements with concepts from course readings, refer to personal experience, examples.
- ♦ Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- ♦ Do not post anything too personal.
- ♦ Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- ♦ Do not use all caps in the message box unless you are emphasizing (it is

considered shouting).

- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All graded activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the professor immediately.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Computer Skills, Technical & Software Requirements

Students will need to create word processing documents, save files, submit files. Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you

can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous, and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620

Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Course Schedule

Tentative Schedule:

Any modification to submission date will be announced with time via announcement and/or Canvas email to the class. "Course Week" begins on Monday. Discussion Posting Periods will run from Monday (8 am) to Thursday (10 pm), with the initial post-deadline is detailed in the discussion board instructions.

***Live Remote Teams Meetings:** I will host voluntary Teams Live Remote Meetings on specific days (as determined by a student poll) to discuss address questions and concerns throughout the semester.

	Topics/Activities/ Assignments	Due Date
Week 1	<p>Weekly Topic: Eve of Progressive Era</p> <p>Activities</p> <p>Readings: "Progressivism: A Historiographical Essay"; Documentary: America 1900</p> <p>Non-Graded Discussion (everyone must participate)</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>

<p>Week 2</p>	<p>Weekly Topic: Eve of Progressive Era</p> <p>Activities</p> <p><i>A Fierce Discontent</i> Part I (chapters 1-2)</p> <p>Assignments</p> <p>Graded Discussion #1</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>
<p>Week 3</p>	<p>Weekly Topic: Eugenics-Advocating/Justifying Racism, Sexism, Classism</p> <p>Activities</p> <p>Readings: "Defective or Disabled-Race, Medicine, & Eugenics"; "Protecting Family and Race"; "Germs & Jim Crow"</p> <p>Assignments</p> <p>Graded Discussion #2</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>
<p>Week 4</p>	<p>Weekly Topic: The Harding of Jim Crow Racism</p> <p>Activities</p> <p>Readings: <i>A Fierce Discontent</i> ch. 6; "Chicago Defender in the Progressive Era"; "Harry Smith, Negro Suffrage, and Ohio Constitutional Convention"; "W.E.B. Du Bois's Southern Front"; "Organized Racial Reform in Chicago"; "Riots, Racism & Hysteria"</p> <p>Assignments</p> <p>Graded Discussion #3</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>
<p>Week 5</p>	<p>Weekly Topic: Suffrage Campaign</p> <p>Activities</p> <p>Documentary: Alice Paul clip</p> <p>Readings: "Women Anti-Suffragist in Mass."; "Suffrage Movement in Texas"; "Georgia Women & Anti-Suffrage"</p> <p>Newspaper Articles: Suffrage campaign</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>

	<p>Assignments</p> <p>Graded Discussion #4</p>	
Week 6	<p>Weekly Topic: Triangle Fire</p> <p>Activities</p> <p>Documentary: Triangle Fire</p> <p>Newspaper Article: Using Chronicling America to find an article on the Triangle Fire</p> <p>Assignments</p> <p>Graded Discussion #5</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>
Week 7	<p>Weekly Topic: The Fight for Labor Rights</p> <p>Activities</p> <p>Readings: <i>A Fierce Discontent</i> chs. 4; "Philadelphia Longshormen"; Western Federation of Miners"; "Hidden Laborers-Female Day Workers"; "Women and Minimum Wage Law"</p> <p>Assignments</p> <p>Graded Discussion #6</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>
Week 8	<p>Weekly Topic: Child Labor Reform</p> <p>Activities</p> <p>Readings for Annotated Bibliography: "Child Labor in Early Sugar Beet Industry"; Child Labor Committee Report 1909"; "Child Labor Reform Movement"; "Immigration, Culture and Child Labor"</p> <p>Assignments</p> <p>Work on Child Labor Reform Annotated Bibliography Project</p>	<p>Email me by TBA with a progress report on this section of the annotated bib</p>
Week 9	<p>Weekly Topic: Reform Impulse</p> <p>Activities</p> <p>Readings: <i>A Fierce Discontent</i> chs.3, 5; "Voting for Play-Playgrounds"; "Prohibition Movement in Oregon"; "Teachers and Educational Reform"; "Penal Reform"</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>

	<p>Assignments</p> <p>Graded Discussion #7</p>	
Week 10	<p>Weekly Topic: Social Motherhood</p> <p>Activities</p> <p>Readings for Annotated Bibliography: "Mothers'-Pension Movement"; "Day Nursery Movement"; "Women and the Children's Hospital"; "General Motherhood-Dance Hall Reform"</p> <p>Assignments</p> <p>Work on Social Motherhood Annotated Bibliography Project</p>	<p>Email me by TBA with a progress report on this section of the annotated bib</p>
Week 11	<p>Weekly Topic: Election of 1912</p> <p>Activities</p> <p>Newspaper Database Research: Election of 1912</p> <p>Assignments</p> <p>Graded Discussion #8</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>
Week 12	<p>Weekly Topic: World War I/Spanish Influenza</p> <p>Activities</p> <p>Readings for Annotated Bibliography: Students will identify 3 scholarly articles on WWI and 3 on Spanish Influenza (JSTOR)</p> <p>Assignments</p> <p>Work on Annotated Bibliography Project</p>	<p>Email me by TBA with a progress report on this section of the annotated bib—include the title of articles</p>
Week 13	<p>Weekly Topic: Burgeoning Culture</p> <p>Activities</p> <p>Readings: <i>A Fierce Discontent</i> chs.7, 8 & 9</p> <p>Assignments</p> <p>Graded Discussion #9</p>	<p>Posting Period: Monday (8am) to Thursday (10pm)</p> <p>*Initial post addressing requirements due by Tuesday 11:00pm. Follow-up post/engaging in discussion with classmates should take place Wednesday and Thursday.</p>
Week 14	<p>Weekly Topic: Spanish Influenza</p>	

	<p>Activities</p> <p>Documentary: Spanish Influenza</p> <p>Assignments</p> <p>Work on Annotated Bibliography Project</p>	
Week 15	<p>Weekly Topic: Course Wrap-Up (individual Teams meetings with professor)</p> <p>Activities/Assignment</p> <p>Complete Semester Annotated Bibliography Project</p>	
Week 16	<p>Final Exam Week</p>	<p>Submit Annotated Bibliography Project DUE DATE TBA</p>

Sample Syllabus