

# us history II

HI 112-03  
HI 112-H1

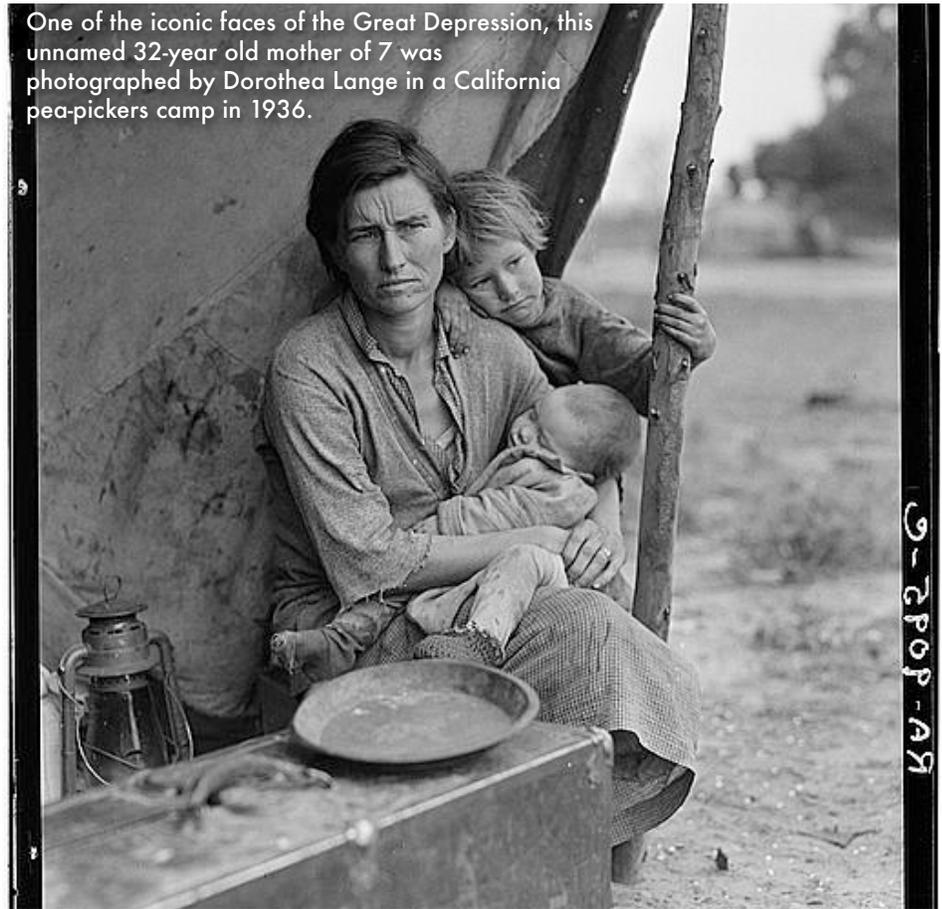
FALL 2011

MWF 11:30 AM

ROOM LRC-327

WORCESTER  
STATE  
UNIVERSITY

One of the iconic faces of the Great Depression, this unnamed 32-year old mother of 7 was photographed by Dorothea Lange in a California pea-pickers camp in 1936.



## Course Description and Objectives

### In this course, we explore US history since the end of the Civil War & Reconstruction

You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop the ability to think historically through critical analysis of primary and secondary sources; set events, documents and people in their historical contexts; and

craft interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates - you will be busy actively *doing* history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the commonwealth shall be taught as

required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

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course details Website: <http://tonahangen.com/wsc/us2>

LASC: USW, CON

Required textbook: James West Davidson et al, *Experience History: Interpreting America's Past* Volume 2, From 1865 (McGraw Hill 2011) ISBN: 978-0077368326

## how to take this course

It's not what you "get" in this course, it's how deep you go. People take a US History survey for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your college experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your new-found historical knowledge, but it would be a darn shame. I like to think that this (and indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. Enter with me and go as deep as you dare...

## wading

you need the basic outlines of US history, the highlights, the main characters & ideas, the surface-level knowledge

There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only history course, or if you've never taken one before & it's all new

"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT happened in the past.

## snorkeling

you have a grasp of the basics and are ready to think historically and explore what's below the surface

Perhaps you've taken US history before, or are a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.

"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW & WHY things happened as they did.

## scuba diving

you want to go deeper into the past, using the cognitive equipment & tools of history as a focused critical thinker

Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with WHY HISTORY MATTERS.

## Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook material on your own outside of class; we will use the entire *Experience History* textbook. You will write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You'll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport.**

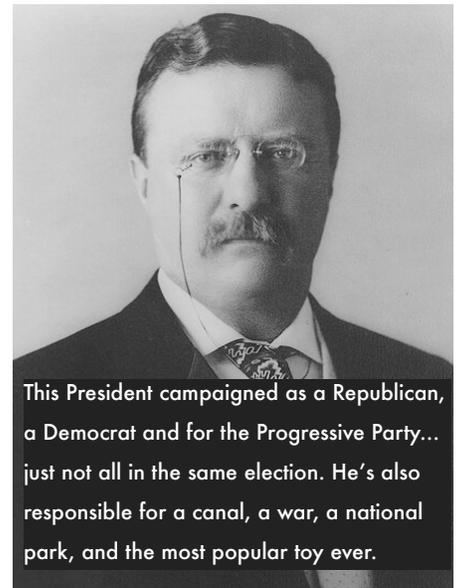
**Attendance and Participation (16%)** I take attendance in each class. You should be on time and ready to participate each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. Workshop days are especially important, since the work we do depends on being present in class. If you must miss class, I do appreciate knowing when & why you are absent, but it doesn't "excuse" the absence.

**Exams and Quizzes (66%)** We will have 5 exams, taken as written exams in class. The last one will take place during the final exam period, but will be the equivalent of the other four exams (not a cumulative final). Your lowest exam is dropped; **there are no makeup exams.**

In addition, there will be 5 quizzes spaced throughout the term, based on the textbook. These are online quizzes taken through Blackboard, and each will be available for about 5 days. The quiz can be taken multiple times and after it closes I record your highest grade. All the quizzes count, and there are **no makeups on the quizzes.**

**Written Projects (17%)** This includes 5-6 short papers called "Skill Builders," based on the primary sources in your textbook. They are 2 pages long and give you practice with the analysis of the "raw material" that historians use to make history. More information about those can be found on page 4.

Your written projects grade also includes two projects of your own original work. Both involve planning ahead, research, and well-crafted, evidence-based historical writing. For the first project you will write a paper that uses historical documents as evidence for a historical argument. For the second project you'll use and then improve a student-made packet of sources for studying a recent event in American history. See the course website for detailed information and project guidelines for each of these assignments.



This President campaigned as a Republican, a Democrat and for the Progressive Party... just not all in the same election. He's also responsible for a canal, a war, a national park, and the most popular toy ever.

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email: [thangen@worchester.edu](mailto:thangen@worchester.edu)  
Email is the preferred way to reach me

Office Hours (signup posted on door)  
Tues 9-11 am, Wed 1-2:30 pm  
and by appointment

## Grading Scale

A	445 or above	Attendance/Participation	85 points	Silent attendance will not earn full credit; class participation matters. Sleeping or texting in class will lower this grade.
A-	428 - 445	Exams (best 4 of 5)	200 pts	Exam dates: 9/28, 10/19, 11/2, 11/21, 12/14
B+	413 - 427	Quizzes (5)	100 pts	Online. Multiple re-takes allowed. Open for multiple days.
B	400 - 412	Skill Builders (5 required out of 6)	50 pts	Short analytical papers (2 pages) tackling a primary source. Due Dates: 9/9, 9/16, 9/23, 10/14, 10/28, 12/2
B-	380 - 399	Primary Source Project	20 pts	5-page research paper using a document reader. Due 11/14
C+	365 - 379	History Now Project	20 pts	A project focused on an event since 1980. Due 12/9
C	350 - 364			
C-	332 - 349			
D+	318 - 331			
D	300 - 317			
D-	285 - 299			
F	284 or below			
Total			475 points	

## Syllabus

#	Date	What to Plan For	What to Read	What's Due
Unit One: America in the Late 19th Century				
1	W 9/7	Course Introduction	EH Table of Contents, Introduction	
2	F 9/9	America after the Civil War & Reconstruction	Website: "Wet With Blood"	Skill Builder 1
9/12 - 9/16 Quiz #1				
3	M 9/12			
4	W 9/14			
5	F 9/16			Skill Builder 2 (optional)
6	M 9/19	Workshop Day		
7	W 9/21			
8	F 9/23			Skill Builder 3
9	M 9/26			
10	W 9/28	Exam #1		
11	F 9/30	Constitutions Day		
Unit Two: Modern America, 1900-1945				
12	M 10/3			
10/3 - 10/11 Quiz #2				
13	W 10/5			
14	F 10/7			
Monday 10/10, No Class (Columbus Day)				
15	W 10/12	Workshop Day		
16	F 10/14			Skill Builder 4
17	M 10/17			
18	W 10/19	Exam #2		
Unit Three: Cold War America				
19	F 10/21			
10/24 - 10/28 Quiz #3				
20	M 10/24			

## Syllabus Overview

Although we will utilize the entire textbook, we focus more closely on some things than others. Each unit will have a main topic or theme (based on your interests and voting in the first week of the term) with one chapter that we consider more deeply. The quizzes (open book, online, at home, with the option for multiple retakes) are based on the chapters which we do not consider in depth or in class. Each unit quiz is open for about one week and then when it closes, I record your highest quiz grade.

During each unit, we explore our central topic or theme from multiple angles: textbook reading and discussion, lecture, primary and visual sources, music, online resources, and in-class workshops or learning labs. Each unit contains several learning sessions including at least one Workshop Day, one Skill Builder paper, and a written exam.

In the second half of the course, you will apply your skills to the development of a historical thesis in a longer piece of writing, based on the sources in a document book on reserve in the library. And at the end of the course, you demonstrate your historical learning by exploring an event in recent American history and evaluating and improving a packet of sources about that event.

(calendar continued on next page)

#	Date	What to Plan For	What to Read	What's Due
21	W 10/26			
22	F 10/28			Skill Builder 5
23	M 10/31			
24	W 11/2	Exam #3		
Unit Four: The Sixties				
25	F 11/4			
11/7 - 11/14 Quiz #4				
26	M 11/7	P-Source Workshop Day		
27	W 11/9			
Friday 11/11, No Class (Veterans Day)				
28	M 11/14	Workshop Day		P-Source Paper
29	W 11/16	Workshop Day		
30	F 11/18	Workshop Day		
31	M 11/21	Exam #4		
Wed - Fri 11/23-25 No Class (Thanksgiving Holiday)				
Unit Five: America Today				
32	M 11/28			
11/29 - 12/4 Quiz #5				
33	W 11/30			
34	F 12/2			Skill Builder 6
35	M 12/5	History Now Workshop		
36	W 12/7			
37	F 12/9			History Now Due
	W 12/14	Exam #5 12:30 pm		

## Student Learning Outcomes

By the end of this course, students will be able to...

- Explain processes of modification and interpretation of the US and MA Constitutions in the period 1877-now
- Apply concepts and skills of historical thinking to selected topics in the period 1877-now (such as chronology, contingency, causality, pastness, sourcing).
- Distinguish between primary and secondary sources and apply appropriate analytical questions to each to demonstrate understanding of their scholarly uses in history
- Self-select a course level and extend one's own individual skills in historical thinking and analysis
- Recall and connect events across different periods in the American past and present

## Skill Builders: Thinking Like a Historian - One of the features of the

*Experience History* textbook is the additional resources that appear in colored boxes or pages in each chapter. In the "Dueling Documents," the book's editors set two documents in conversation/argument with each other. Both represent actual evidence from the past, but they usually take opposing views of an issue or an event. This is useful because historians often need to weigh conflicting pieces of evidence, and you get to see that in action. In "Historian's Toolbox," an artifact or object is explored using critical thinking questions and annotations, to show how a historian would approach this thing from the past. In "Daily Lives," you examine a document or photograph that shows us how ordinary people experienced the past. And in "After the Fact," the editors create a longer essay that discusses evidence, controversy and interpretation in a historical reconstruction of an episode in American history. Through all of these special resources, you see historians at work: uncovering their process, analyzing evidence, and developing plausible stories (histories) that acknowledge scholarly research and argument.

For each of your six "SkillBuilder" papers, you will draw on one of these resources in the textbook. Choose one from any time period, anywhere in the book (exception: SB1, which is based on a website). You will write a concise 2-page paper that addresses the topic, either applying the suggested questions to it or using your own appropriate questions to analyze the historical evidence. The evidence you use (whether it's a document or object) and any direct quotations or paraphrases from the sources **MUST BE CITED** using correct Chicago-Style footnotes.

Let me stress, these are not opinion pieces, but rather brief works of historical analysis. As you do this over and over, you will develop stronger critical thinking skills, approach primary sources with greater confidence, and understand how historians use such sources to construct their interpretations of the past. In other words, you will begin thinking like a historian.

**Criteria and grading:** A SkillBuilder should be 2 full pages long (double-spaced) and thoroughly proofread for spelling and grammar. It should contain at least one correctly formatted footnote to the original sources. Give your paper a catchy title (not "SkillBuilder #3"). Do not include a title page or a separate Works Cited page - what you turn in should be exactly 2 sheets of paper, no more and no less. Each SkillBuilder is worth 10 points on your final grade. You may submit your SkillBuilders electronically or as printed papers (see sidebar).

(continued on p. 5)

## Paper Submission Guidelines

Best = Hand in your SB during Friday's class, as a printed paper

Also Best = upload your SB to the Blackboard Digital Dropbox before class begins on Friday, including your last name in the uploaded filename

Acceptable = turn in your printed SB to me before Friday, for example in my office mailbox on Thursday or in class on Wednesday

My least favorite = sending your SB to me as an attachment to, or in the text of, an email

Not acceptable = anything else, like having printer trouble and not bringing it to class, not uploading it before class begins and then begging me to let you print it later that day and drop it in my mailbox, or forgetting to do them for several weeks and asking if you can turn in 3 on the same Friday. My answer will be: **there are no makeups on SkillBuilders.**

To avoid losing work, I recommend that you 1) not keep your papers on only one computer or flash drive, and 2) email your papers to yourself frequently so that you can access them from another computer in a pinch. Alternatively, you can use a free program like Dropbox (learn more at <http://dropbox.com>) to store documents "in the cloud" for remote access.



In this 1942 image of a Chicago Steel Mill, a cannon from World War One is headed for reprocessing into munitions for World War Two

## Skill Builders Continued

SkillBuilders are due at the beginning of class on the specified date. You can drop one without penalty since you only need 5 out of 6. If you add the class after the first one is due, then you should just write the next 5. Because you only need 5, **there are no makeups on the SkillBuilders.** You will get the full (extra) credit for 6 if you turn them all in.

**Plan ahead:** I will not grant extensions or makeups or allow late submissions. The highest score a late SkillBuilder will receive is 5/10, and anything submitted more than 24 hours after it is due cannot receive a score higher than 2/10. It is considered late after class begins on the due date.

When I return your graded SkillBuilder, I attach a document with the grading rubric and my cumulative comments on ALL your SkillBuilders. I do this so that you can track your improvement using a record of your past feedback throughout the semester. I like to see general improvement over the semester in both your writing and your analytical skills.

**The paperless option:** If you submit your paper electronically, you will receive it back electronically. If you submit it as a printed paper, you will receive it back with printed comments attached.

## The Fine Print

**Regarding plagiarism:** On papers and exams, doing your own work is absolutely essential. You must demonstrate academic integrity in taking the online quizzes. In ALL papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods (Chicago Style). Let me be very clear. You cannot clip and paste text from the internet or the textbook into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded from online. Plagiarized work or exam/quiz cheating is an automatic zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

**Technology Use in Class:** We will be busy in every class session and we don't need any electronic distractions. Silence your cell phones before you enter the classroom. If it rings, I reserve the right to answer it. No texting in class. You may bring a laptop, but only for taking notes or accessing relevant course material during discussion. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, or the like.

## Help & Resources

If you are feeling lost or overwhelmed...

### 1. Speak up in class

You may not be the only person with the same question, and we all benefit from working questions out together.

### 2. Make an appointment with me

You are welcome to email or sign up for an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.

### 3. Use appropriate online resources

In the sidebar of the website, I've linked to some useful online resources, including Norton StudySpace, a resource to help with history learning and studying for the exams (flash cards, self pre-tests, etc).

### 4. Get to know the Reference Desk

Our library staff is eager to help guide your research and to orient you to our library's paper and online resources.

### 5. Use the Writing Center

The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. It's located in Sullivan 306, extension x8112.

### 6. Visit the Academic Success Center

In some cases, students benefit from tutoring or one-on-one intervention. The Academic Success Center offers (free) tutoring in many subjects, including history, and can also help you with general study, note-taking, or textbook reading strategies. They are located in Admin 130, phone x8111.

## Accommodations

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

**Syllabus Fall 2011 HI 112 (Revised 11/2/11)**
**Dr. Tona Hangen**

#	Date	What to Plan For	What to Read	What's Due
<b>Unit One: America in the Late 19<sup>th</sup> Century</b>				
<b>Main Focus: Native American Homelands and the American West (Ch 18-19)</b>				
1	W 9/7	Course Introduction	No reading	
2	F 9/9	Reconstruction, Voting	EH Intro, Table of Contents, Ch 17 Website: Wet With Blood	Skill Builder 1
<b>9/12 – 9/16 Quiz #1</b>				
<b>Chapters 20-21</b>				
3	M 9/12	Unit Intro; Defining the West	No assigned reading Try out the online quiz system	Bring textbook to class
4	W 9/14	US in the 1870s	EH Chapter 19	
5	F 9/16	Western Frontiers	EH Chapter 18: 471-471, 480-490	Skill Builder 2
6	M 9/19	Workshop Day: the Battle of Little Bighorn	EH Chapter 18: 484 and 486	
7	W 9/21	Battles for Indian Homelands	EH Chapter 18: 504-507	
8	F 9/23	Boom and Bust in the West	EH Chapter 18: 491-497	Skill Builder 3
9	M 9/26	End of the Frontier?	EH Chapter 18: 497-503	
10	W 9/28	Exam #1		
11	F 9/30	Constitutions Day	pp. A3-A10 and the Constitution in the index, up to 19 <sup>th</sup> Amendment	
<b>Unit Two: Modern America, 1900-1945</b>				
<b>Main Focus: World War II at Home and Around the World (Ch 25-26)</b>				
12	M 10/3	Depression, New Deal and War Clouds	Chapter 25	
<b>10/3 – 10/11 Quiz #2</b>				
<b>Chapters 22-24</b>				
13	W 10/5	Wartime Mobilization & Japanese Internment	EH Chapter 26: 725-737	
14	F 10/7	Waging the War	EH Chapter 26: 737-742, plus WW2 timeline (online link)	
<b>Monday 10/10 No Class (Columbus Day)</b>				
15	W 10/12	Workshop Day: Fronts of World War II	No reading	
16	F 10/14	WW II on Film	No reading	Skill Builder 4
17	M 10/17	Yalta, the UN, and the end of the War	EH Chapter 26: 742-749	
18	W 10/19	Exam #2		
<b>Unit Three: Cold War America</b>				
<b>Main Focus: Atomic Age and the Culture of the Cold War (Ch 27)</b>				
19	F 10/21	Dawn of the Atomic Age	EH Chapter 27: 750-769	
<b>10/24 – 10/28 Quiz #3</b>				
<b>Chapter 28</b>				
20	M 10/24	The Cold War	Eh Chapter 27: 757-769	
21	W 10/26	Workshop Day	No reading	
22	F 10/28	McCarthyism; Korean War	EH Chapter 27: 769-777	Skill Builder 5
	M 10/31	School cancelled/ snow		
23	W 11/2	Americans and the Bomb	Williams, "Clan of the One-Breasted Woman" (PDF)	
24	F 11/4	Exam #3		

<b>Unit Four: The Sixties</b>				
<b>Main Focus: The Vietnam War (Ch 30)</b>				
<b>11/7 – 11/4 Quiz #4</b>				
<b>Chapter 29</b>				
<b>#</b>	<b>Date</b>	<b>What to Plan For</b>	<b>What to Read</b>	<b>What's Due</b>
25	M 11/7	Primary Source Workshop Day	No reading – we will be working with sources in class	
26	W 11/9	The Road to Quagmire	EH Chapter 28: 794-804 and 30: 842-848, 865	
<b>Friday 11/11 No Class (Veteran's Day)</b>				
27	M 11/14	Vietnam in Pop Culture	No reading	P-Source Paper
28	W 11/16	Protest and Conflict at Home	EH Chapter 30: 826-832, and one additional reading (PDF)	
29	F 11/18	Remembering Vietnam	EH Chapter 30: 868-871, Theriault article (PDF)	
30	M 11/21	Exam #4		
<b>Wed – Fri 11/23 – 11/15 No Class (Thanksgiving Holiday)</b>				
<b>Unit Five: America Today</b>				
<b>Main Focus: America Since 9.11 (Ch 32)</b>				
31	M 11/28	After the Cold War	EH Chapter 31: 887-899	
<b>11/29 – 12/4 Quiz #5</b>				
<b>Chapter 31</b>				
32	W 11/30	Globalization and the US	EH Chapter 32: 900-917	
33	F 12/2	9.11.2001	EH Chapter 32: 917-923	Skill Builder 6
34	M 12/5	History Now Workshop	No reading	
35	W 12/7	Your FAQs, Answered	Essay, TBA (PDF)	
36	F 12/9	History Today & Tomorrow	Eh Chapter 32: 923-929 + one additional reading (PDF)	History Now Due
	W 12/14	Exam #5 12:30 pm		