

# us history II

HI 112-11  
HI 112-H1

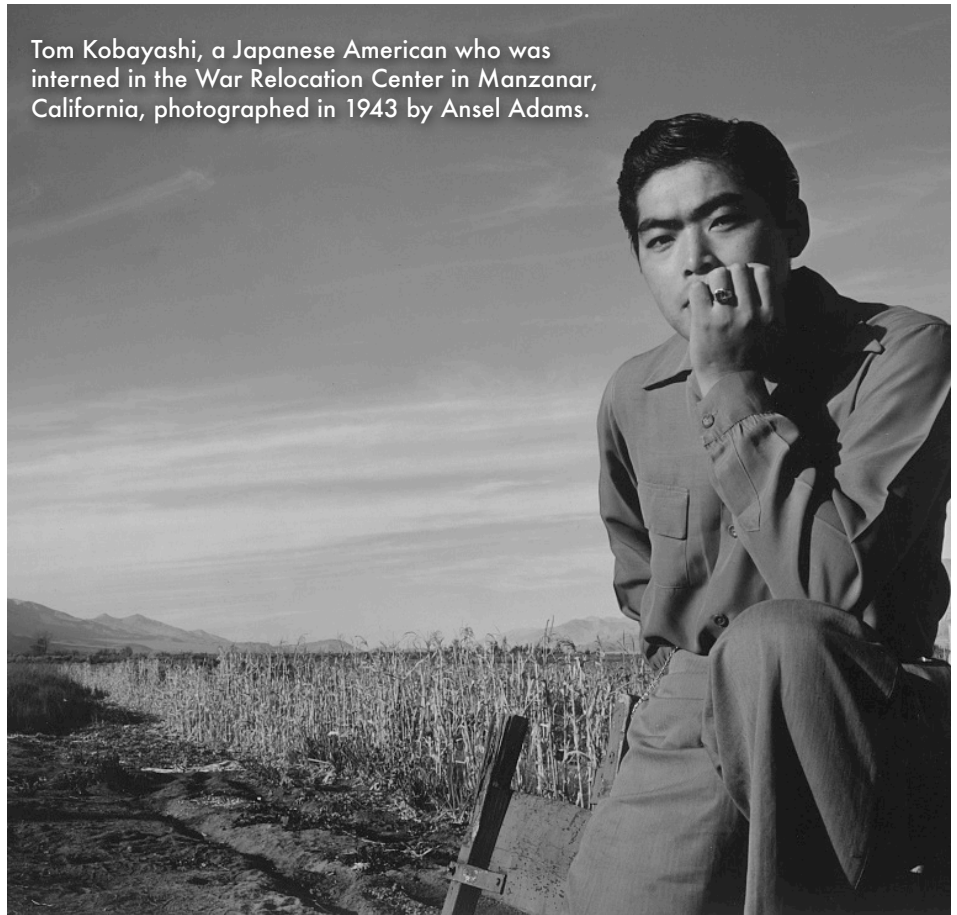
SPRING 2012

MWF 10:30 AM

ROOM S-320

WORCESTER  
STATE  
UNIVERSITY

Tom Kobayashi, a Japanese American who was interned in the War Relocation Center in Manzanar, California, photographed in 1943 by Ansel Adams.



## Course Description and Objectives

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

You will study 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 but will not discuss all of it in class. 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 (13%)** 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 (70%)** 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 6 quizzes spaced throughout the term, based on the textbook. These are online quizzes taken through Blackboard, and each will be available for about 4 days. The quiz can be taken up to 3 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 short papers called "Skill Builders," each one based on a primary source. 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 old 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.



Margaret Sanger was banned from sending material through the US mail for her stance on birth control, ran a free clinic for poor women in NYC, and became the darling of the eugenics movement.

## Your Instructor

Dr. Tona Hangen  
Office: Sullivan 327-B  
Phone extension: 8688  
email: [thangen@worchester.edu](mailto:thangen@worchester.edu)  
Email is the preferred way to reach me

Office Hours (signup posted on door)  
MW 2-3 pm, Th 12:30-2:30 pm  
and by appointment

## Grading Scale

A	433 or above	Attendance/Participation	60 points	Silent attendance will not earn full credit; class participation matters. Sleeping or texting in class will lower this grade.
A-	414 - 432	Exams (best 4 of 5)	200 pts	Exam dates: 2/3, 2/17, 3/14, 4/6, 5/9
B+	405 - 413	Quizzes (6)	120 pts	Online. Multiple re-takes allowed. Open for multiple days.
B	381 - 404	Skill Builders (4 of 5 required)	40 pts	Short analytical papers (2 pages) tackling a primary source. Due Dates: 1/20, 1/30, 3/2, 3/30, 4/20
B-	368 - 380	Primary Source Project	20 pts	5-page research paper using a document reader. Due 3/16
C+	359 - 367	History Now Project	20 pts	A project focused on an event since 1980. Due 4/30
C	340 - 358			
C-	322 - 339			
D+	313 - 321			
D	295 - 312			
D-	276 - 294			
F	275 or below			
Total			460 points	

## Syllabus (tentative - full version will be published by 1/23)

#	Date	What to Plan For	What to Read	What's Due
<b>Unit One: America in the Late 19th Century</b>				
<b>Quiz 1 (1/23 - 1/27)</b>				
1	W 1/18	Course Introduction	EH Table of Contents, Introduction	
2	F 1/20	Was America Reconstructed?	Website: "Wet w/ Blood"	SB1
3	M 1/23			
4	W 1/25			
5	F 1/27	Workshop Day		
6	M 1/30			SB2
7	W 2/1			
8	F 2/3	Exam #1		
<b>Unit Two: The Progressive Era</b>				
<b>Quiz 2 (2/6 - 2/10)</b>				
9	M 2/6			
10	W 2/8			
11	F 2/10	Workshop Day		
12	M 2/13			
13	W 2/15			
14	F 2/17	Exam #2		
<b>Mon 2/20 No Class - President's Day</b>				
15	W 2/22	Constitutions Day		
<b>Unit Three: The 1930s and 1940s</b>				
<b>Quiz 3 (2/27 - 3/2)</b>				
16	F 2/24	Workshop Day		
17	M 2/27			
18	W 2/29			
19	F 3/2	Primary Source Workshop		SB3
20	M 3/5			
21	W 3/7			
22	F 3/9	Writing Workshop		

## 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
23	M 3/12			
24	W 3/14	Exam #3		
25	F 3/16			P-Source Paper
Spring Break 3/19 - 3/24				
Unit Four: Cold War America Quiz 4 (3/26 - 3/30)				
26	M 3/26			
27	W 3/28			
28	F 3/30	Workshop Day		SB4
29	M 4/2			
30	W 4/4			
31	F 4/6	Exam #4		
Unit Five: The Sixties Quiz 5 (4/9 - 4/13)				
32	M 4/9			
33	W 4/11			
34	F 4/13	Workshop Day		
Mon 4/16 No Class - Patriot's Day				
35	W 4/18			
36	F 4/20			SB5
Unit Six: History in Our Time Quiz 6 (4/23 - 4/27)				
37	M 4/23			
38	M 4/25	History Now Workshop		
39	F 4/27			
40	M 4/30			History Now Project
	W 5/9	Exam #5 at 8:30 am		

## 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 "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 five "SkillBuilder" papers, you will draw on a primary source in a similar way. Choose from one of these special textbook sections, or from a list of online resources I will provide (exception: SB1, which is based on a website). Choose from any time period, anywhere in the book. 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, an image or an object) and any direct quotations or paraphrases from the source **MUST BE CITED** using correct Chicago-Style footnotes.

Let me stress, these are not opinion pieces but 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, as you model what they do, 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**

## 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 level of course intensity and extend one's own individual skills in historical thinking and analysis
- Recall and connect events across different periods in the American

## Paper Submission Guidelines

Best = hand in your SB during class on its due date, as a printed paper

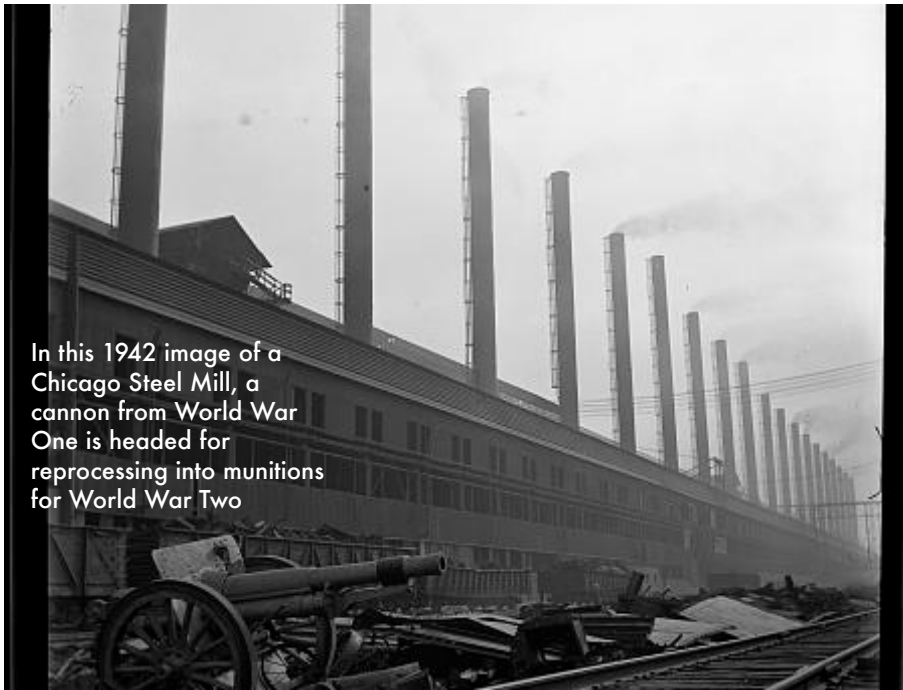
Also Best = upload your SB to Blackboard Digital Dropbox before class begins on the due date. Put your last name in the uploaded paper's filename.

Acceptable = turn in your printed SB before its due date either in class or in my office mailbox (Sullivan 327-B)

My least favorite = sending your SB as an attachment 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, or begging me to let you print it later and drop it off, or forgetting to do them and asking to turn them in all at once at the end of the semester. My answer will be: there are no makeups or late work 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 you can access them from another computer in a pinch. Alternatively, you can use a free program like Dropbox (<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 only 4 of the 5 are required, but you will get the full credit for all 5 if you turn them all in. **There are no makeups on the SkillBuilders.**

**Plan ahead:** I will not grant extensions or allow late submissions on SkillBuilders. This includes printing/sending after class on the same day it is due, which is not permitted. I am happy to read and comment on late work but it will not receive credit.

**Comments:** 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, and I find that it helps students to see all the previous comments each time.

**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. The online quizzes are intended to be taken by yourself without others' help. 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. These activities seriously jeopardize your class participation grade.

## Help & Resources

If you are feeling lost or overwhelmed...

### 1. Speak up in class

You may not be the only person with the same concern, 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, or better yet: just drop in. Many questions and issues can be easily resolved this way.

### 3. Consult appropriate online resources

In the sidebar of the website, I've linked to some useful online resources, including a study site, an online textbook, and a writing handbook.

### 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 printed 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. Meet with the History Department Tutor

Our department has a grad assistant with tutoring hours to help students in any history class. Sign up at the Secretary's desk in Sullivan 327 and bring your textbook with you to the tutoring session.

### 7. 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.