



HI 112 US History II, 1877 to Present

Course Basics

This is a fully-online course with DAILY work expected. Please access all course materials and resources through Blackboard.

Instructor:

Dr. Tona Hangen

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Textbook

American Yawp

www.americanyawp.com/

(Free, open-source, online)

Course Credit

If you are a History major or minor, HI 112 counts towards your required 100-level courses.

If taking for LASC, it can be used EITHER for USW (US & Role in the World) *or* CON (Constitutions).

Course Pacing

We complete 3 college credits in 42 days, so this course moves quickly with deadlines and due dates almost daily. The following week's work opens up each Wednesday. Coursework may be submitted early but will not receive full credit if late.



Course Description and Objectives

You will study broad themes in the history of modern America, including race and ethnicity, immigration, social and political reform, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements.

You will improve your ability to think historically through critical analysis of primary and secondary sources; set events, documents, and people in their historical contexts; and craft your own interpretations from the “raw material” of the past. It is conducted fully online in a short summer term, so active learning and being self-motivated will be essential to your success in the course.

Constitutions

Since it can fulfill your “Constitutions” LASC requirement, HI 112 will also cover relevant aspects of the US and Massachusetts state constitutions, primarily through self-paced online modules. This addresses Massachusetts 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.”



Units: Multiple Learning Opportunities

Each unit contains learning activities, course content, reading assignments, discussion boards, written assignments, and assessments. You have multiple sources and ways to learn. **Pay attention to deadlines for all modules and assignments.** Some modules and resources are only available during a certain time period.

Grading Scale (200 pts)

188 or higher	A
180-187	A-
174-179	B+
168-173	B
160-167	B-
154-159	C+
148-153	C
140-147	C-
134-139	D+
128-133	D
120-127	D-
118 or below	E

Course Requirements

You will need to put in full effort throughout the accelerated 6-week semester. Even though US History II is an introductory level course, this class is designed to be challenging, so do not expect an easy A.

Course Participation Basics - 8 points

Earn these points by getting off to a strong start, including: introduction forum, successful mastery of footnotes, and primary/secondary source learning outcomes.

Learning Activities - 34 points

Learning activities occur frequently throughout the term, each worth 2 points on your final grade. Think of them as the online equivalent of daily (*or almost-daily*) homework and class attendance.

Discussion Board - 70 points

Discussion board participation assists your learning as you formulate your own ideas into words and participate consistently in respectful, responsive, ongoing dialogue with other learners in the course. There are 17 possible boards. To earn full credit, participate in at least 14 of the boards. See p. 3 of the syllabus for more information.

Constitutions Modules - 36 points

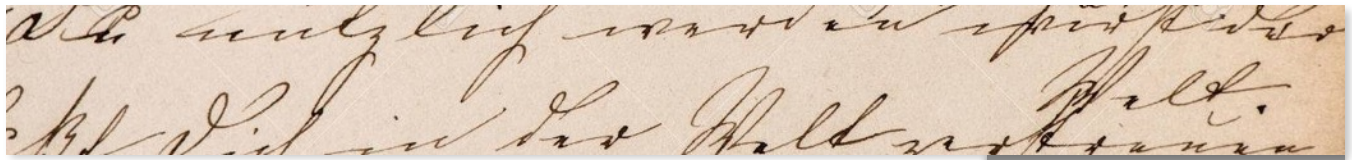
There will be three online Constitutions Modules, each with an associated quiz and Blackboard journal. Although self-paced, you need to complete each one by the assigned date. Each module disappears after its closing date, so plan ahead. All together the three modules are worth 36 points, divided evenly between quizzes and discussion boards.

Written Work / Papers - 40 points

You'll submit 5 short papers, each worth up to 8 points if submitted on time. Complete guidelines for each will be provided on Blackboard; see p. 3 of the syllabus for more general information.

History Now Project - 12 points

Your final project considers an event in recent US history. You'll curate and assemble a packet of primary sources that future students can use to study that event. It is worth up to 12 points if submitted on time. Complete guidelines will be provided on Blackboard.



Discussion Boards

The heart of this course is the community we build together on the discussion boards in weekly forums with multiple possible discussion threads. Strong participation includes answering a post's prompt or starting a new thread **and** responding substantively and constructively to your classmates (i.e. not just "good point" but "yes, and...") to build an ongoing dialogue about the past and its relevance to today. Try to ground your posts and responses in *evidence* from our course learning (readings, documents, films, and other kinds of reliable sources), rather than just sharing personal experiences or opinions. For full credit, you need to participate effectively in at least 14 threads across all 6 forums (up to 5 points each). See discussion board rubric on Blackboard.

PSA (Primary Source Analysis) Papers

Historians use evidence to construct their stories and interpretations about the past, and often the evidence they use is fragmentary, partial or conflicting. Critical analysis of historical sources involves close study of the text or object, considering its context, and interrogating the source as a witness about past events. Your five PSA papers build these skills in a variety of ways, always using raw historical evidence as a starting point. Full guidelines for each will be provided on Blackboard.

- PSA 1: Basics of Primary Source Analysis
- PSA 2: What Sources Can (and Can't) Tell Us
- PSA 3: Challenge or Support an Existing Claim with Evidence
- PSA 4: Considering a Film as Historical Evidence
- PSA 5: DIY Thesis using Historical Evidence

PSA papers should be 2-3 pages long (i.e. 500-700 words), double-spaced, with all citations as correctly formatted Chicago Style footnotes. You therefore need a word-processing program that permits footnotes, preferably the full installation of Microsoft Office for Mac or PC, available as a free download from the university IT website. PSA papers are NOT opinion pieces, and should not simply summarize historical content; rather, they are short, well-crafted works of *historical analysis*. Give your paper a title (something more imaginative than "PSA #2"), include your name, and number your pages.

Each PSA Paper is worth 8 points. They are due by 11:59 pm on the specified calendar day, submitted through Blackboard.



THE HELP FORUM

I've set up a special Blackboard discussion forum for questions, tech problems, or any troubleshooting related to the course. It has a general Help thread as well as threads related to the 3 enrichment modules: Footnotes, Historical Thinking, and Writing in History. You can always reach out to me via email if you have a specific issue, but if you've got a general question and the answer might help others as well, post it in the Help Forum and I'll respond to it there.



DR HANGEN TV

I plan to post frequent short "explainer" videos in response to your questions as they come up throughout the course. TV stands for "terrible video" - i.e. I promise they will be very amateur in video quality, but hopefully enlightening as far as the content goes :) Ask your question in the Dr. Hangen TV thread if you're puzzled, need clarification, or want something explained.

Q&A

Policies, Resources, and Advice

What are the course Student Learning Outcomes (SLOs)? In other words, what should I know or be able to do by the end of this course?

Explain processes of modification and interpretation of the US and MA Constitutions in the period 1877-present.

Apply key basic concepts and skills of historical thinking to selected topics in the period 1877-present, including chronology, contingency, causality, and “pastness.”

Distinguish between primary and secondary sources and apply appropriate analytical questions to each to demonstrate understanding of their scholarly uses in history. Learn the importance of meticulous sourcing in the discipline of history and correctly use Chicago Style citation method in your history papers.

Self-assess and extend your own foundational skills in historical thinking and analysis.

What are the technical specifications I need in order to take this online course?

You need to be comfortable using Blackboard and WSU email, including attachments. You need reliable internet access throughout the entire course. Your computer should have a speaker or headphones so you can hear video / audio content. You’ll need Adobe Reader and a full installation of Microsoft Word (free download through IT). You should know how to insert footnote references using Word and how to save and send documents in multiple formats (.docx, .pdf). You need to be comfortable communicating and writing in standard business English.

What if I need a disability accommodation?

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

What is the course policy regarding plagiarism and academic honesty?

Doing your own work and carefully citing the published writing of others is absolutely essential. You cannot cut and paste text from the internet or Wikipedia or the textbook into your papers and pass it off as your own writing. Please cite sources using correct Chicago Style footnotes in all cases. Plagiarized work or quiz/exam cheating is an automatic zero on the assignment and may cause you to fail the class. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the WSU Student Handbook.

What should I do if I am feeling lost or overwhelmed in this class?

First, reach out by email or in the Help Forum. You may not be the only person with the same concern, and we benefit from working questions out together.

Second, make an appointment for an actual or virtual office hours visit. Although I don't maintain regular office hours in the summer I can arrange to be on campus or to connect via Skype, whichever is easier for you. Many questions and issues can be easily resolved this way.

Third, spend extra time in the resource modules on Blackboard: Historical Thinking, Writing in History, and Footnotes. They are designed to help get you up to speed on basic concepts in the discipline of history. Each has a Blackboard discussion thread in the Help Forum where you can ask further questions.

Syllabus The Summer II Semester is 42 days long. Daily work is expected Monday - Friday. Weekends are not shown on the schedule.

Day	Date	Topic	Reading AY = American Yawp	Learning Activity	Discussion Board	Papers / Work Due
1	Thurs 7/5	Orientation and Introductions	Syllabus AY, Intro	Primary v. Secondary Sources	Forum 1 Post self introduction	
2	Fri 7/6	Constructing Reconstruction	AY CH 15 I-IV, DPLA Freedmen's Bureau H-Channel video	Video Notes; Footnotes Activity		Choose PSA #1 source
Constitutions Module #1 Opens Mon 7/9, Closes Fri 7/13 at midnight						
5	Mon 7/9	Dismantling Reconstruction	AY CH 15 V-IX Reconstruction Memory articles	LA1: Identify interpretations	Forum 2 opens	PSA #1 Due
6	Tues 7/10	Capital and Labor	AY CH 16 DPLA Homestead Strike		DB: Sunshine and Shadow	
7	Wed 7/11	American West	AY CH 17 I-V	LA2: Choose source for PSA #2		
8	Thurs 7/12	American West	AY CH 17 VI-VIII DPLA Wounded Knee		DB: Turner Thesis	
9	Fri 7/13	Industrial America	AY CH 18 NY films Plessy video	LA3: Film Notes		11:59pm Complete CON 1
Constitutions Module #2 Opens Sat 7/14, Closes Fri 7/27 at midnight						
12	Mon 7/16	American Imperialism	AY Ch 19 I-V Reading: the Insular Cases	LA4: Be the yellow journalist	Forum 3 opens	PSA #2 Due
13	Tues 7/17	Immigration	AY Ch 19 VI-VII + Ellis Island photographs	LA5: Poem compare & contrast	DB: Immigration	

Day	Date	Topic	Reading <i>AY = American Yawp</i>	Learning Activity	Discussion Board	Papers / Work Due
14	Wed 7/18	Progressive Era	AY Ch 20	LA6: Progressive Causes		
15	Thurs 7/19	World War I	AY Ch 21 "Over There"		DB: Over There	
16	Fri 7/20	The Twenties	AY Ch 22 and "Prohibition"	LA7: Library scavenger hunt		
19	Mon 7/23	Great Depression & New Deal	AY Ch 23 I-VII	LA8: Let's Make a Deal	Forum 4 opens	PSA #3 Due
20	Tues 7/24	Culture of the Thirties	AY Ch 23 VIII-XIV Film clips / Radio voices / Murals		DB: 1930s Pop Culture	
21	Wed 7/25	World War II	AY Ch 24 I-IX "Everybody's War" and "Manzanar"	LA9: Film Notes		
22	Thurs 7/26	Cold War Culture	AY Ch 24 X-XI and Ch 25 and "Duck and Cover"		DB: War, World v. Cold	
23	Fri 7/27	Postwar America	AY Ch 26: Movie Night			11:59pm Complete CON 2
Constitutions Module #3 Opens Sat 7/28, Closes Fri 8/10 at midnight						
26	Mon 7/30	Civil Rights Movement	AY Ch 24 XII, 25 IX, Ch 26 IV, 27 III & VII Research Day	LA10: Research Notes	Forum 5 opens	PSA #4 Due
27	Tues 7/31	The Sixties I	AY Ch 27 I-V and a speech 1960-1965	LA11: Speech Beat News Report	DB: 50s v. 60s	
28	Wed 8/1	The Sixties II	AY Ch 27 VI-VIII Manifestos PDF pkt			
29	Thurs 8/2	Vietnam	AY Ch 27 V, Ch 28 II + use web resources	LA12: Timeline	DB: Manifesto	
30	Fri 8/3	1968 / Watergate	AY Ch 28 I-V	LA13: Thesis w/ Evidence		

Day	Date	Topic	Reading AY = <i>American Yawp</i>	Learning Activity	Discussion Board	Papers / Work Due
33	Mon 8/6	The 1970s	AY Ch 28 VI-VIII + "All in the Family"		Forum 6 opens	PSA #5 Due
34	Tues 8/7	Conservative Ascendancy	AY Ch 29 I-XI	LA14: Political Spectrum		
35	Wed 8/8	End of the Cold War	Web resources		DB:1989 and Beyond	
36	Thurs 8/9	Globalization	AY Ch 30 I-II and Planet Money TShirt Project	LA15: Globalization Example		
37	Fri 8/10	The War on Terror	AY Ch 30 III-V		DB: Your Lifetime	11:59pm Complete CON 3
History Now Project Week - the finished project is due Thurs 8/16 at midnight						
40	Mon 8/13	HNow Project Workday	<i>none; research Day instead</i>	LA16: Virtual Office Hour meeting		
41	Tues 8/14	America Today	AY Ch 30 VI-IX		DB: America Today	
42	Wed 8/15	Course Wrap- Up	web links for 2017 "Year in Review"	LA17: Your Read / Watch / Listen List	DB: Final Thoughts	
	Thurs 8/16				11:59 pm History Now Project due	