



HI 112 US History II, 1877 to Present

Course Basics

This course is taught fully online. Please access all course materials and resources through Blackboard.

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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

This course moves quickly with frequent deadlines and due dates in each unit. **Plan to spend 8-12 hours per week on this class.** Coursework may be submitted early but may not receive full credit if late, depending on the assignment.



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. *Our course is conducted fully online*, so active learning and being self-motivated will be essential to your success in the course. We do not meet as a class in person or over Zoom. Work at your own pace within each open module, and pay attention to all posted course deadlines.

Constitutions

Since it can be used to fulfill your “Constitutions” LASC requirement, HI 112 will also cover relevant aspects of the US and Massachusetts state constitutions, primarily through a module in each unit. 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

After the Welcome Unit, there are 5 content units. A unit is made up of two thematic modules and one Constitutions module. Each unit includes content materials and reading assignments, reading quizzes, learning activities, discussion forums, and a paper or project. The course has been designed to offer diverse online learners many ways to practice and demonstrate their learning.

Pay attention to deadlines for all modules and assignments.

Grading Scale (200 pts)

A	188 or higher
A-	180 - 187
B+	176 - 179
B	168 - 175
B-	160 - 167
C+	156 - 159
C	148 - 155
C-	140 - 147
D+	136 - 139
D	128 - 135
D-	120 - 127
E	119 or below

Course Requirements

You will need to put in consistent effort throughout the 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.

Welcome Unit and Course Basics - 10 points

After completing the Welcome Unit, you will be familiar with the syllabus and course learning outcomes, Discussion Forums, and Blackboard Assignment portal. You will review formatting, citation and writing expectations for a history course. And you will understand why studying history matters today.

Reading Quizzes - 28 points

Check your reading comprehension after each textbook chapter with a short quiz in Blackboard (2 points each). Blackboard records highest of two attempts for each quiz.

Learning Activities - 42 points

There are fourteen learning activities distributed throughout the course's units, approximately one per week (3 points each). Completion of learning activities shows active learning and engaged presence, similar to attendance and participation in a face to face course.

Discussion Forums - 40 points

Participate in at least 8 out of 11 possible forums (5 points each). See syllabus p. 3 and guidelines on Blackboard for more information.

Constitutions Modules - 45 points

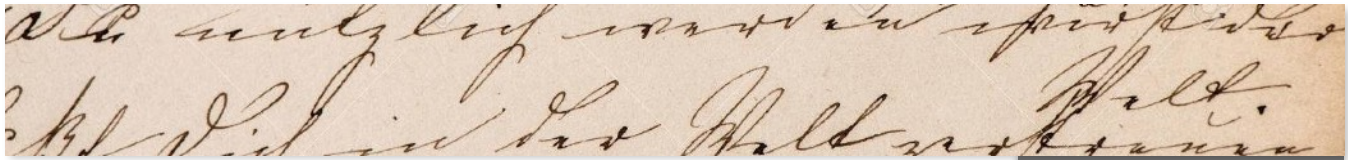
Each unit contains a learning module about the US and/or Massachusetts Constitution. Constitutions modules contain a comprehension quiz and a journal prompt. Unlike discussion forums, responses are only shared between you and the instructor.

Primary Source Analysis (PSA) Papers - 20 points

Learn to analyze evidence from historical sources by completing one PSA paper per unit (4 total @ 5 points each), each highlighting a different aspect of how historians work with evidence. See syllabus p. 3 and guidelines on Blackboard for criteria and rubrics.

History Now Project - 15 points

Your final project considers an event in recent US history. Curate and assemble a digital collection of primary sources that future students can use to study that event. See guidelines and rubric on Blackboard. There is no final exam for this class.



Discussion Forums

The social heart of this course is the community we build together on the discussion boards in forums. Discussion forums assist your learning about the past and its relevance to today. In forums, you articulate your ideas and participate consistently in *respectful*, responsive, ongoing dialogue with other learners in the course. **You need to be part of at least 8 out of 11 forums (anything beyond that is extra credit).**

Full-credit participation in a forum includes answering the prompt or starting a new thread **and** offering at least one substantive and constructive comment to a classmate's post or thread. Strengthen your posts and responses by citing and quoting from *evidence* (course readings, historical documents, films, and other kinds of reliable sources), rather than just sharing personal experiences or opinions. Avoid ALL CAPS, flaming, disrespect, and offensive or discriminatory language. I always recommend you compose your post offline, proofread carefully, and then cut/paste it into Blackboard, to avoid losing brilliant work partway through crafting a response. Video or audio responses are welcomed, as long as they meet the same criteria as written responses. See the forum rubric on Blackboard, and note the due date for each forum as it opens. **Forums cannot be made up once they close.**

I create initial discussion prompts and monitor activity on the discussion forums throughout the term. I am a regular and enthusiastic reader of your contributions. I may comment occasionally and offer praise, suggestions, or corrections, but it is primarily a peer-to-peer space.

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 in historical context, and interrogating the source as a "witness" for what it can tell us about past events. Your four PSA papers build these skills in a variety of ways, always using raw historical evidence as a starting point. See full guidelines and deadlines for each on Blackboard.

- PSA 1: What Sources Can (and Can't) Tell Us - due March 8
- PSA 2: Challenge or Support an Existing Claim with Evidence - due March 29
- PSA 3: Considering a Film as Historical Evidence - due April 12
- PSA 4: DIY Thesis using Historical Evidence - due April 26

PSA papers should be 2-3 pages long (500-600 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, which is available as a free download from WSU's Information Technology. Do not share them as Google docs. Submit as a Word or PDF document uploaded to Blackboard.

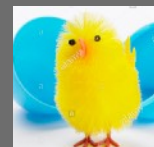


USE THE HELP FORUM

I've set up a Blackboard discussion Help Forum for questions related to the course content or assignments.

You can always reach out to me if you have a concern that needs to be resolved one on one.

However, if you have a general question and the answer might help others as well, post it in the Help Forum and I (or your classmates) can respond to it there.



SYLLABUS EASTER EGG

To show me you've read the entire syllabus, email or text me a History-related meme

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.

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 your own historical skills and develop your historical knowledge of modern and contemporary United States history.

What are the technical specifications or tools 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 need a way to record short videos (phone or webcam). 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 (such as .docx, .pdf). You need to be comfortable communicating and writing in standard business English.

What if I need a disability or medical accommodation?

Accommodations are arranged through Student Accessibility Services (SAS). If you need a learning accommodation made for you in this course, please provide your SAS documentation and consult with me 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 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, phone, text, 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. I hold regularly scheduled virtual office hours (hours/days are posted on Blackboard) and can also arrange at other times to connect in person or by phone, Skype, Zoom, or Blackboard Collaborate. Many questions and issues can be easily resolved this way. *Third*, spend extra time in the Resource section on Blackboard, especially the ungraded modules on 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. I also recommend the services of the Library reference staff, our departmental History tutor, and the Writing Center. See **Resources** on Blackboard for specifics.

What is the policy about makeups or late work?

Papers, Learning Activities, reading quizzes, and Constitutions Modules can be submitted after their assigned deadline, but may not receive full credit if late. Discussion Forums are only open during designated dates and close when that unit ends, so those cannot be made up later.

Syllabus

CALENDAR NOTE: New units start on designated Tuesdays and always close on a Monday night at 11:59 pm. Units automatically open up a few days ahead, at 12 am on the Thursday before their start date.

KEY: AY = American Yawp textbook
 DPLA = Digital Public Library of America
 LA = Learning Activity
 PSA = Primary Source Analysis Paper
 RQ = Reading Quiz on Blackboard

WELCOME UNIT (FEB 1 - 15)

By the end of the Welcome Unit, you will:

- Become familiar with the course syllabus, learning outcomes, and online learning environment
- Meet your professor and fellow learners, and introduce yourself to the class
- Practice basic skills necessary to succeed in this course and submit your first assignments
- Distinguish between primary and secondary sources in history
- Explain the continuing relevance of the Reconstruction era in our historical moment
- Describe how labor and capital interacted in post-Civil War United States

The Welcome Unit has 2 modules (folders). Completing the **Getting Started** Folder will unlock the **Practice Module** Folder. You have until February 15 to complete both modules, choosing among many available activities. You need to submit Welcome Unit coursework **adding up to 10 points**. Anything submitted before February 15 that puts you over 10 points will be counted as extra credit.

Getting Started - complete by Friday, February 5 at 11:59 pm

If you add in to the course after the start of the semester, complete this module within 48 hours of being added to the class. **Important: the rest of the Welcome Unit will not become available to you until you have successfully completed the Getting Started module.**

Getting Started Module Checklist

- View course Welcome Videos
- Read the syllabus
- Navigate the course learning environment and view Course Tour video
- Required:** Post in the Course Introduction Forum (1 point)
- Read through ungraded modules on Primary/Secondary Sources and Footnotes
- Optional:** Demonstrate you know how to make footnote citations by submitting a Practice Paper (1 point)
- Optional:** Post questions in the Help Forum (ungraded)

Questions to ask in the Help Forum:

Practice Module - complete by Monday, February 15 at 11:59 pm

This module contains a “buffet” of assignments and learning activities similar to those you will do throughout the course. It gives you a low-stakes way to practice essential activities and technical skills and time management, so that you will be successful in achieving the objectives of later units and the course as a whole. This second module opens once you have completed the Getting Started activities.

Reminder: You need to submit Welcome Unit coursework **adding up to 10 points**. Anything submitted before February 15 that puts you over 10 points will be counted as extra credit.

Practice Module Checklist

- Required:** Read AY Chapters 15 Reconstruction and 16 Capital and Labor
- Required:** View any posted videos for this module
- Required:** Read through ungraded modules on Historical Thinking and Writing in History
- Optional:** Have a virtual office hours visit with me (3 points)
- Optional:** Take RQs 15 and 16 (2 points each)
- Optional:** Complete up to three Learning Activities as practice for the type of learning activities we do in each module going forward (3 points each). The options are: LA P-1 Video Notes on Reconstruction, LA P-2 Civil Rights ... For All?, and LA P-3 Relevance of Reconstruction.
- Optional:** Contribute to Discussion Forum. I've given two options: Sunshine and Shadow - or - Reconstruction's Legacy (3 points each)
- Optional:** Write and submit a Practice Primary Source Analysis Paper (3 points)

Keep Track of Your Welcome Unit Points Here

TIME MANAGEMENT TIP: Primary Source Analysis papers and Constitutional Modules are due at the end of each unit. However, a recommended strategy for a 2-week unit is to complete the CON module in the first week of the unit, and write your PSA in the second week, to avoid "deadline crunch" at the end of a unit.

REMINDER: You need to contribute to at least 8 of 11 Blackboard discussion forums throughout the course. Full participation means responding to the professor's thread OR creating a new thread, AND responding to at least one classmate's thread or comment.

UNIT 1: THE GILDED AGE (FEB 16 - MARCH 8)

By the end of Unit 1, you will:

- Be able to identify the genre of a historical source and deepen your ability to closely read and analyze it
- Describe what a primary source can and cannot tell us
- Review basics of the US and Massachusetts Constitution and the Bill of Rights
- Give examples of both triumph and tragedy in the intertwined multicultural histories of the American West 1860-1900
- Explain how industrialization created a new America, 1870-1900
- Explain why and how the US became an international imperial power in the 1890s
- Analyze how imperialism affected competing American identities at the turn of the 20th century

<p>Constitutions Module 1.1: Introduction and Bill of Rights - Quiz and Journal due by March 8 @ 11:59 pm (4 points)</p>	<p>PSA 1: What Sources Can (and Can't) Tell Us - due by March 8 @11:59 pm (5 points)</p>
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<p>Module 1.2 American West and Industrial America</p> <ul style="list-style-type: none"> • AY Chapters 17 and 18 • RQ 17/18 (2 points each) • View any posted videos for this module • LA 1: Indian Wars (3 points) • LA 2: Urban Life on Film (3 points) • Forum 1.2: Turner Thesis (5 points) 	<p>Module 1.3 Immigration and American Imperialism</p> <ul style="list-style-type: none"> • AY Chapter 19 • RQ 19 (2 points) • View any posted videos for this module • LA 3: Immigration Poems (3 points) • LA 4: Yellow Journalist (3 points) • Forum 1.3: Melting Pot (5 points)
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UNIT 2: 1900 - 1940 (MARCH 9 - 29)

By the end of Unit 2, you will:

- Identify the process of Constitutional amendment and review the Reconstruction-era amendments and their 19th century reinterpretation by the courts
- Define Progressivism and identify examples in early 20th century politics and culture
- Recognize international and domestic impacts of World War I
- Explain how the 1920s was a decade of conflict and tension, despite aspirations of "normalcy"
- Explain how the US got into, and then out of, the Great Depression
- Identify economic, political, and cultural impacts of the Depression and the New Deal
- Distinguish between facts and interpretation in historical writing, including your own
- Use evidence to effectively support or challenge an existing interpretation of the past

UNIT 2: 1900 - 1940 (MARCH 9 - 29)	
Constitutions Module 2.1: Amending and Reinterpreting the Constitution - Quiz and Journal due by March 29 @11:59 pm (12 points)	PSA 2: Challenge or Support an Existing Claim with Evidence - due by March 29 @11:59 pm (5 points)
Module 2.2 Progressive Era and World War I <ul style="list-style-type: none"> • AY Chapters 20 and 21 • RQ 20/21 (2 points each) • View any posted videos for this module • LA 5: Progressive Causes (3 points) • Forum 2.2: Over There (5 points) 	Module 2.3 New Era and Great Depression <ul style="list-style-type: none"> • AY Chapters 22 and 23 • RQ 22/23 (2 points each) • View any posted videos for this module • LA 6: 1920s Library Scavenger Hunt (3 points) • LA 7: Culture of the 1930s (3 points) • Forum 2.3: New Deal (5 points)
UNIT 3: 1940 - 1965 (MARCH 30 - APRIL 12)	
By the end of Unit 3, you will: <ul style="list-style-type: none"> • Explain Progressive-era changes to the Constitution and their impact on American politics, law, and culture • Analyze global and domestic outcomes of World War II • Recognize the new social forces at home and abroad in the postwar period • Define the Cold War and how it reshaped the nation and the world • Identify postwar American contradictions as seen in the economy, in structural opportunity, and in popular culture • Manage evidence from a longer and more complex kind of primary source, and use it to contribute intelligently to an existing historical debate • Organize a research query using a concept map to extend your knowledge of civil rights movements 	
Constitutions Module 3.1: Constitutional Change in the Progressive Era - Quiz and Journal due by April 12 @ 11:59 pm (12 points)	PSA 3: Considering Film as Historical Evidence - due by April 12 @ 11:59 pm (5 points)
Module 3.2 World War II and Cold War <ul style="list-style-type: none"> • AY Chapters 24 and 25 • RQ 24/25 (2 points each) • View any posted videos for this module • LA 8: Film Notes (3 points) • Forum 3.2: The Good War? (5 points) 	Module 3.3 Affluent Society (For All?) <ul style="list-style-type: none"> • AY Chapters 26 and parts of 24-27 as assigned • RQ 26 (2 points) • View any posted videos for this module • View a 1950s film, see list on Blackboard • LA 9: Research Concept Map (3 points) • Forum 3.3: Civil Rights to #BLM (5 points)

UNIT 4: TALKIN' ABOUT A REVOLUTION (APRIL 13 - 26)	
<p>By the end of Unit 4, you will:</p> <ul style="list-style-type: none"> • Recognize the complexities of the 1960s in America and how the decade has been remembered • Explain American involvement in the Vietnam War and other international conflicts, and the global impact of that involvement, in the 1960s-1980s • Describe economic, racial, social, and cultural anxieties of the 1970s • Categorize the terms of cultural debate since the 1980s between conservative and liberal visions for the country • Explain civil rights era changes to the Constitution and to Constitutional law and interpretation • Consider perspectives from multiple sources • Understand how historians craft evidence-based interpretations of the past 	
Constitutions Module 4.1: Civil Rights Era - Quiz and Journal due by April 26 @ 11:59 pm (10 points)	PSA 4: DIY Thesis Using Historical Evidence - due by April 26 @ 11:59 pm (5 points)
<p>Module 4.2 The Sixties and Vietnam War</p> <ul style="list-style-type: none"> • AY Chapters 27 and 28 to Part IV • RQ 27 (2 points) • View any posted videos for this module • LA 10: Speech Beat Reporter (3 points) • LA 11: Thesis with Evidence (3 points) • Forum 4.2a: Speeches and Manifestos (5 points) • Forum 4.2b: Conflict over Vietnam (5 points) 	<p>Module 4.3 The Unraveling</p> <ul style="list-style-type: none"> • AY Chapters 28 Part V to end, and 29 • RQ 28/29 (2 points each) • View any posted videos for this module • LA 12: American Malaise (3 points) • Forum 4.3: All in the Family (5 points)
UNIT 5: HISTORY NOW (APRIL 27 - May 10)	
NOTE: University Classes end on May 7, but I will accept Unit 5 classwork up to May 10 without penalty	
<p>By the end of Unit 5, you will:</p> <ul style="list-style-type: none"> • Contextualize events, trends, and movements in recent history • Define and give examples of globalization in contemporary US and in your own life • Recognize that US and state constitutions are living documents whose meaning continues to shift and which matter deeply in our current moment • Distinguish between primary and secondary sources and apply appropriate analytical questions to each to demonstrate their scholarly uses in history • Justify the significance of an event in recent US history • Apply historical thinking skills to showcase your learning from this course 	
Constitutions Module 5.1: The Living Constitution - Quiz and Journal due by May 10 @ 11:59 pm (7 points)	History Now Project
	<ul style="list-style-type: none"> • Topic due by April 30 at 12 noon via Virtual Office Hours Meeting • Final project due May 10 @ 11:59 pm (15 points)

UNIT 5: HISTORY NOW (APRIL 27 - May 10)

Module 5.2 End of the Cold War and Beyond

- AY Chapter 30
- RQ 30 (2 points)
- View any posted videos for this module
- Reading: Herring, "Confronting the Post-Cold War World" (PDF)
- LA 13: Writing Chapter 31 (3 points)
- Forum 5.2: US in the 21st Century World (5 points)

Module 5.3 The Recent Past

- Reading as assigned on Blackboard (no RQ)
- View any posted videos for this module
- Planet Money Makes a T-Shirt
- LA 14: Globalization (3 points)
- Forum 5.3: History Now (5 points)

Notes