



HI 112 US History II, 1877 to Present

Overview

Meets **MWF 9:30 am**
Room **Sullivan 326**

Instructor:

Dr. Tona Hangen
Office: S-327D, x8688
Voicemail / Text: 617-506-9440
Email: thangen@worchester.edu

Textbook

The American Yawp (Stanford University Press, 2023). Free, online, open-source at americanyawp.com

Blackboard

We use Blackboard to house course modules, resources, announcements, group spaces for collaboration, submitting assignments, and gradebook. Consult it often for course updates.

Credit

If you are a History major or minor, HI 112 counts towards your 100-level courses. If taking for LASC, it can be used EITHER for USW (US & Role in the World) *or* CON (Constitutions). Check your specific academic program requirements with your advisor.



Course Description and Objectives

History is a negotiable and ever-changing narrative and throughout this class you learn to think like a historian by using original sources and evaluating scholarly perspectives. This course covers 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, from the end of the American Civil War to the present.

If your prior experience in history courses has involved a lot of memorization of facts and dates, taking multiple-choice exams, or sitting and listening to lectures, then you will find this course to be very different, with an emphasis on group work and active learning. History is above all a particular way of thinking about the past, and our course is designed to invite open questioning, debate, discussion, and to achieve collaborative understandings (though not necessarily consensus).

Constitutions

Since it can fulfill the “Constitutions” LASC requirement, HI 112 considers relevant aspects of the US and Massachusetts state constitutions, primarily through four self-paced Blackboard modules. This is in accordance with MA General Laws, Chapter 73, Section 2A which reads: “In all state colleges the constitutions of the United States



Learning Modes

Each unit contains reading assignments, in-class activities and discussions, group work, written work, and online modules. In other words, you have multiple sources and ways to learn. Online materials and modules enhance the in-class experience and enable you to pace some of the course learning on your own. Pay attention to deadlines on the syllabus, as some work is only available during its assigned unit.

Grading Scale (100 pts)

94 or higher	A
90-93	A -
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 or below	E

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.”

Course Requirements

This course involves reading, writing, group work, and completing online assignments. You will need to put in consistent effort throughout the semester. To receive full attendance & participation credit, you will need to speak up in class and demonstrate active learning (passive presence is not enough). Even though it is an introductory level course, this class is designed to be challenging, so do not expect an easy A.

Welcome Unit and Basics (4 points)

Meet me, your peers, and the syllabus. Demonstrate willingness to learn and mastery of basic concepts integral to the course, including sourcing, historical thinking, citation, and respectful interpersonal dialogue.

Attendance and Participation (A&P) - 40 points

I take attendance in each class. Be on time and ready to participate each day by putting in the necessary time to read and understand any assigned reading ahead of time. A&P grades include discussion and group work, evaluated through observation and a self / peer rubric. Being present is important but not sufficient on its own for full credit in this area. If you must miss class, it may be helpful for me to know the reason but it doesn't "excuse" the absence.

Constitutions Modules - 16 points

Each unit contains a 4-point Constitutions Module on Blackboard, with a journal writing prompt. Although self-paced, you need to complete each one by the assigned date. Each module disappears at the end of the unit, so plan accordingly to complete them in a timely way.

Written Work - 30 points

Submit **six** written assignments over the course of the semester, at least one per unit (5 points each). There are many different options, so you can find ones that interest and challenge you as they help strengthen particular historical thinking skills and test your understanding of course material.

Final Project - 10 points

Develop a project about an event in recent history, as the culmination of your course learning. Due by December 15. There is no final exam.

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 technical specifications or tools will I need?

You need to be comfortable using Blackboard and WSU email, including sending and receiving attachments. You need reliable internet access throughout the entire course. Your computer should have a speaker or headphones so you can hear video and 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 and .pdf). You need to be comfortable communicating and writing in standard business English.

What is the course policy on technology use in class?

We will be busy in every class session and don't need any electronic distractions. Silence cell phones before you enter the classroom and refrain from texting in class. Laptops are welcome, but stay on task and off social media, please. Internet surfing and using social media will definitely jeopardize your class participation grade and they distract you and your classmates from the work at hand.

What if I need a learning, medical, or accessibility accommodation?

Accommodations are arranged through Student Accessibility Services (SAS). If you need an 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. If you encounter difficulties mid-semester, reach out — many campus resources exist to help you navigate life challenges.

What is the course policy regarding plagiarism and academic honesty?

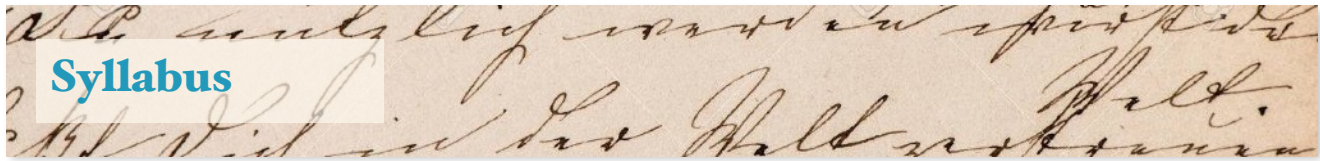
Doing your own work and carefully citing the published writing of others is absolutely essential. You cannot cut and paste text from the internet or Wikipedia or the textbook or use an AI generator to pass off as your own writing. Please cite sources using correct Chicago Style footnotes in all cases. 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, own it and be proactive. Speak up in class. You may not be the only person with the same concern, and we benefit from working questions out together. Second, come by and see me during office hours (posted on my door and under Prof Info on Blackboard). Many questions and issues can be easily resolved this way. Third, return to and spend extra time in the Blackboard resource modules on Historical Thinking, Writing in History, and Footnotes. They are designed to help you learn and review basic concepts in the discipline of history throughout the term.

What other campus resources could help me succeed?

Get to know the Reference Desk in our library - Check out the Writing Center (Sullivan 306, Phone x8112) for free help at any stage of the writing process - Visit the Academic Success Center for help with tutoring or time management - Reach out to Student Accessibility Services if you need academic assistance - IT can help with computer and Blackboard problems - Counseling Services are there for you if you're overwhelmed or struggling with your mental health - Visit Thea's Pantry in the Student Center for food and other essentials and where they can connect you with SNAP food assistance or the Student Emergency Fund.



UNIT 1: 1865-1900 (Sept 6 -24)

Unit 1 Objectives	<ul style="list-style-type: none"> • Meet the course syllabus, learning outcomes, and our classroom community • Master core skills and course concepts: sourcing, citation, and historical thinking • Review basics of the US and Massachusetts Constitution and the Bill of Rights • Explain the continuing relevance of the Reconstruction era in our historical moment • Describe how labor and capital interacted in post-Civil War United States • 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
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#	Date	Topic / Reading	What's Due
1	Wed Sept 6	Welcome Week: Course Intro	Hello Forum
2	Fri Sept 8	Welcome Week: Reconstruction / Read AY Ch 15	Practice Paper
3	Mon Sept 11	Capital and Labor / Read AY Ch 16	
4	Wed Sept 13	American West / Read AY Ch 17	
5	Fri Sept 15	Understanding Primary Sources / Review Ch 15-17	Bring laptop to class
6	Mon Sept 18	Industrial America / Read AY Ch 18	
7	Wed Sept 20	Discussion Day - Peopling America / Read Turner	
8	Fri Sept 22	American Imperialism / Read AY Ch 19	Bring laptop to class
	Due by Sept 24	Written Work (1-2 assignments) & Constitutions Module 1	All Unit 1 Work completed

UNIT 2: 1900-1945 (Sept 25 - Oct 22)

Unit 2 Objectives	<ul style="list-style-type: none"> • Identify the process of Constitutional amendment and review the Reconstruction-era amendments and their 19th / early 20th 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 • Analyze global and domestic outcomes of World War II
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9	Mon Sept 25	Progressive Era / read AY Ch 20	
10	Wed Sept 27	Understanding Secondary Sources / Library Day	Bring laptop to class

#	Date	Topic / Reading	What's Due
11	Fri Sept 29	US and the World During World War I / Read AY Ch 21	
12	Mon Oct 2	Aftermath of World War I / Review AY Ch 21	
13	Wed Oct 4	The New Era / Read AY Ch 22	
14	Fri Oct 6	Modern Americans / Review AY Ch 22	
	<i>Mon Oct 9</i>	<i>No Class, Indigenous Peoples Day</i>	
15	Wed Oct 11	The Great Depression / Read AY Ch 23	
16	Fri Oct 13	Explore the 1930s	Bring laptop to class
17	Mon Oct 16	The 1940s and World War II / Read AY Ch 24	
18	Wed Oct 18	World War II's Homefront	Bring laptop to class
19	Fri Oct 20	Discussion Day - The Good War? / Review AY Ch 20 - 24	
	Due by Oct 22	Written Work (1-2 assignments) & Constitutions Module 2	All Unit 2 Work completed
UNIT 3: 1945-1980 (Oct 23 - Nov 19)			
Unit 3 Objectives		<ul style="list-style-type: none"> • 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 • 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 	
20	Mon Oct 23	The Cold War / Read AY Ch 25	
21	Wed Oct 25	Geopolitics and Cold War Culture / Review AY Ch 25	
22	Fri Oct 27	Understanding Historical Interpretation	
23	Mon Oct 30	Race in Postwar America / Read AY Ch 26, Parts 1-4	
24	Wed Nov 1	Affluent Society / Read AY Ch 26, Parts 5-7	
25	Fri Nov 3	The Sixties / Read AY Ch 27, Parts 1-3	
26	Mon Nov 6	Great Society, Protest and Change / Read AY Ch 27, Parts 4, 6-8	
27	Wed Nov 8	Shadows of Vietnam / Read AY Ch 27 Part 5 and Ch 28 Parts 1-2	
	<i>Fri Nov 10</i>	<i>No Class, Veterans Day Observance</i>	
28	Mon Nov 13	The Unraveling / Read AY Ch 28, Parts 3-9	
29	Wed Nov 15	Explore the 1970s	Bring laptop to class

#	Date	Topic / Reading	What's Due
30	Fri Nov 17	Discussion Day — Civil Rights and Wrongs / Review AY Ch 25-28	
	Due by Nov 19	Written Work (1-2 assignments) & Constitutions Module 3	All Unit 3 Work completed
UNIT 4: 1980 - Present (Nov 20 - Dec 15)			
Unit 4 Objectives		<ul style="list-style-type: none"> • Categorize the terms of cultural debate since the 1980s between conservative and liberal visions for the country • 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 • Justify the significance of an event in recent US history • Apply historical thinking skills to showcase your learning from this course 	
31	Mon Nov 20	Discussion Day - Nostalgia, Public Memory, and American Myths	
	<i>Nov 22-25</i>	<i>Thanksgiving Holiday, No Class</i>	
32	Mon Nov 27	Did the Right Triumph? / Read AY Ch 29	Final Project Topic Idea
33	Wed Nov 29	Globalization / Read AY Ch 30, Parts 1-2	
34	Fri Dec 1	The Recent Past / Read AY Ch 30, Parts 3-9	
35	Mon Dec 4	Final Project Week Kickoff	Bring laptop to class
36	Wed Dec 6	Discussion Day - Century 21 — What does it all mean?	
37	Fri Dec 8 (Last class)	Final Project Workday and Class Breakfast	Bring laptop to class
	Due by Fri Dec 15	Final Project, Written work (1-2 assignments) & Constitutions Module 4	Last day to submit coursework for credit

NOTE: The syllabus is subject to change; check Blackboard for updates. Once you've read this entire syllabus, text or email me a History-related meme.