



HI 112 US History II, 1877 to Present

Course Basics

This course is conducted asynchronously online. Please access all course materials and resources through Blackboard.

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Textbook

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

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). Check with your advisor about where it fits within your specific academic program.

Course Pacing

This course moves quickly with frequent deadlines and due dates within each unit. **Plan to spend 8-12 hours per week on this class** and pay close attention to deadlines.



Course Description and Objectives

History is a negotiable and ever-changing narrative. 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. *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 the modules at your own pace within each unit, 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



Units: Multiple Learning Opportunities

After the Welcome Unit, there are 4 content units. A unit is made up of two or more thematic modules and one Constitutions module. Each unit includes content materials and reading assignments, learning activities, and discussion forums. 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 (100 pts)

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

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

You will need to put in **consistent effort** throughout the semester which takes time, persistence, and commitment. 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 - 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.

Discussion Forums - 25 points

Participate in at least five of the course forums (5 points each). See syllabus p. 3 and guidelines / rubric on Blackboard for more information. Being an active part of forums supports your own and others' learning, similar to discussion in a face-to-face course. Small groups help facilitate peer collaboration, consensus-building, and shared understandings.

Written Work / Learning Activities - 45 points

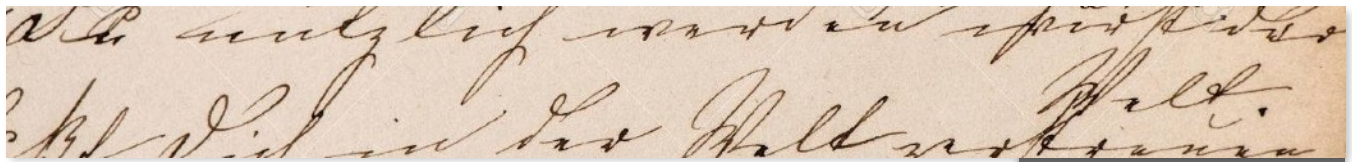
There are learning activities distributed throughout every course module. You do not have to complete every single one. I try to offer lots of options. In addition, there are “wild card” assignments that can be done at any point in the semester (with no repeats). Submitting written work demonstrates your active engagement with course content / concepts as an independent learner. **Turn in nine total** (5 points each), at least two per unit. You choose which ones you want to do.

Constitutions Modules - 16 points

Each unit contains a learning module about the US and/or Massachusetts Constitution (4 points each). **Complete all four** by submitting a written journal response. Unlike the discussion forums, journal responses are only shared between you and the instructor.

Final Project - 10 points

Develop a project about an event in recent history, as the culmination of your course learning. Topic due by Dec 1. Project due by December 15. There is no final exam for this class.



Overview of Course Organization

The semester is divided into four chronological **units**. Each unit (except the short Welcome Unit) is made up of 3-5 **modules** that look like folders in Blackboard. Modules contain readings and course resources, graded activities and assignments, and discussion forums. While a unit is open you have access to all that unit's modules. After a unit closes, you have access to the past *American Yawp* chapter modules, but not to the discussion forum or Constitutions modules.

Discussion Forums

The social heart of this asynchronous online 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 — sometimes with the entire class, and sometimes in smaller learning groups. **You need to participate in at least 5 out of 8 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 (shouting), texting abbreviations, emojis, flaming, disrespect, and offensive or discriminatory language. I highly recommend you compose your posts offline, proofread carefully, and then cut/paste them 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**.

My role: 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 either in the forum or privately, but it is primarily a peer-to-peer space.

Choose Your Own Writing Adventure

This course offers a buffet of options for written work. You don't have to complete every assignment. By the end of the term **you need to turn in 9 written assignments, with at least 2 in every unit**. Each unit contains learning activity assignments specific to that unit's content, and on Blackboard I have provided a list of "wild-card" options that can be done at any point in the term. **You get to choose which ones to complete** based on your interests, strengths, and willingness to challenge yourself. The only rule is **you can't repeat an option** unless you have specific permission from me to revise a prior assignment.

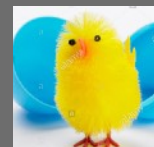


USE THE HELP FORUM

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

When you've read this entire syllabus, email or text me a History-related meme

Q&A

Policies, Resources, and Advice

What are the course Student Learning Outcomes (SLOs)? 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. 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, 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 office hours in multiple modalities (hours/days are posted on Blackboard). Many questions and issues can be easily resolved this way. *Third*, spend extra time in the Resource sections 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, Academic Success Center, and the Writing Center. See **Resources** on Blackboard for specifics.

What is the policy about makeups or late work?

Written work has flexible deadlines in this course, with the expectation that you write at least 2 Learning Activities in each unit. Not meeting that standard will result in partial credit for written work. Discussion Forums and Constitutions Modules are only open during designated dates and close when that unit ends, so those cannot be made up later.

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 to get connected with SNAP food assistance or the Student Emergency Fund.

Syllabus

WELCOME UNIT (SEPT 6-12)

OBJECTIVES: 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 and concepts necessary to succeed in this course and submit your first assignment
- Distinguish between primary and secondary sources in history
- Explain the continuing relevance of the Reconstruction era in our historical moment

The Welcome Unit has 2 modules (folders). Completing the **Getting Started** Folder will unlock the **Welcome Unit** Folder. You have until September 12 (end of Add period) to complete both modules, for a total of **4 points**.

Getting Started Module - complete by Friday, September 8 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)
- Optional:** Post questions in the Help Forum (ungraded)

Welcome Unit Module - complete by Tuesday, September 12 at 11:59 pm

This module contains assignments and learning activities similar to those you will do throughout the course. It gives you low-stakes ways to practice essential activities, 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 and Unit 1 will open once you have completed the Getting Started activities.

Welcome Unit Checklist

- Required:** Read *American Yawp* (abbreviated **AY** in the syllabus) Chapter 15 Reconstruction
- Required:** View any posted videos for this module
- Required:** Contribute to the Discussion Forum What is History? (1 point)
- Required:** Complete the Resource module on Footnotes and demonstrate you know how to make footnote citations by submitting a Practice Paper (2 points)
- Required:** Review the Resource modules on Historical Thinking and Writing in History
- Optional:** Post questions about footnotes, historical thinking, or historical writing in the Help Forum.
- Optional:** Have a virtual office hours visit with me, scheduled through Calendly (link in Instructor Info)

TIME MANAGEMENT TIP: To avoid “deadline crunch” at the end of a unit, space out the work. One recommended strategy is to complete the unit’s Constitutions module in the first week, begin posting in Discussion Forums in the second week, and finish up learning activities and written work in the third week.

REMINDER: You need to contribute to at least 5 of the Blackboard discussion forums throughout the course. Full participation = responding to the professor’s thread OR creating a new thread, AND responding to at least one classmate’s thread or comment. See full rubric under Course Basics.

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

<p>UNIT OBJECTIVES: By the end of Unit 1, you will</p> <ul style="list-style-type: none"> • Be able to identify the genre of a historical source and deepen your ability to closely read and analyze it • Review basics of the US and Massachusetts Constitution and the Bill of Rights • 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 	
<p>Constitutions Module 1.1 Introduction and Bill of Rights - Quiz and Journal due by Sept 24 @ 11:59 pm (4 points)</p>	<p>Written Work: Turn in at least 2 Learning Activities by Sept 24 @11:59 pm (5 points)</p> <p>Forums: Participate AS A GROUP in at least one Discussion Forum by Sept 24 @ 11:59 pm (5 points). Choose one (or more) of the three forums.</p>
<p>Module 1.2 America After the Civil War</p> <ul style="list-style-type: none"> • AY Chapters 15 and 16 • View any posted videos for this module • LA 1: Reconstruction Interpretations • LA 2: Strike! • Forum 1.2 “Gilded” Age or Gilded Cage? 	<p>Module 1.4 Immigration and American Imperialism</p> <ul style="list-style-type: none"> • AY Chapter 19 • View any posted videos for this module • LA 5: Immigration Poems • Forum 1.4 Melting Pot
<p>Module 1.3 American West and Industrial America</p> <ul style="list-style-type: none"> • AY Chapters 17 and 18 • View any posted videos for this module • LA 3: Indian Wars • LA 4: Urban Life on Film • Forum 1.3 Turner Thesis 	<p>Unit 1 Notes to Self:</p>

UNIT 2: 1900 - 1945 (SEPTEMBER 25 - OCTOBER 22)	
<p>UNIT OBJECTIVES: By the end of Unit 2, you will</p> <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 	
<p>Constitutions Module 2.1: Amending and Reinterpreting the Constitution Journal due by Oct 22 @11:59 pm</p>	<p>Written Work: Turn in at least 2 Learning Activities by Oct 22 @11:59 pm (5 points)</p> <p>Forums: Participate AS A GROUP in at least one Discussion Forum by Oct 22 @ 11:59 pm (5 points). Choose one (or more) of the three forums.</p>
<p>Module 2.2 Progressive Era and World War I</p> <ul style="list-style-type: none"> • AY Chapters 20 and 21 • View any posted videos for this module • LA 6: Progressive Causes • Forum 2.2 Over There 	<p>Module 2.4 World War II</p> <ul style="list-style-type: none"> • AY Chapter 24 • View any posted videos for this module • LA 9: Everybody's War • Forum 2.4 The "Good War"?
<p>Module 2.3 New Era and Great Depression</p> <ul style="list-style-type: none"> • AY Chapters 22 and 23 • View any posted videos for this module • LA 7: 1920s Library Scavenger Hunt • LA 8: Culture of the 1930s • Forum 2.3 The New Deal 	<p>Unit 2 Notes to Self:</p>

UNIT 3: 1945 - 1980 (OCTOBER 23 - NOVEMBER 19)

UNIT OBJECTIVES: By the end of Unit 3, you will

- 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

Constitutions Module 3.1: Civil Rights

Journal due by Nov 19 @ 11:59 pm (4 points)

Written Work: Turn in at least 2 Learning Activities by November 19 @11:59 pm

Forums: Participate in at least one Discussion Forum by Nov 19 @ 11:59 pm (5 points)

Pro Tip: If you haven't done so already, use this unit to do an extra Discussion Forum, since there are four to choose from.

Module 3.2 The Cold War

- AY Chapter 25
- View any posted videos for this module
- LA 10: Declassified Documents
- Forum 3.2 Has the Cold War Ended?

Module 3.4 The Sixties and Vietnam War

- AY Chapters 27 and 28 to Part IV
- View any posted videos for this module
- LA 13: Speech Beat Reporter
- Forum 3.4 Conflict over Vietnam

Module 3.3 Affluent Society (For All?)

- AY Chapters 26 and parts of 24-27 as assigned
- View any posted videos for this module
- View a 1950s film, see list on Blackboard
- LA 11: Analyze a 1950s Film as a Primary Source
- LA 12: The Constitution in the Civil Rights Era
- Forum 3:3 Civil Rights to #BLM and Beyond

Module 3.5 The Unraveling

- AY Chapters 28 Part V to end, and 29
- View any posted videos for this module
- LA 14: American Malaise
- Forum 3.5 All in the Family

Unit 3 Notes to Self:

UNIT 4: 1980 - The Present (NOVEMBER 20 - DECEMBER 15)

NOTE: University Classes end on December 8, but I will accept Unit 4 work up to December 15 without penalty

UNIT OBJECTIVES: By the end of Unit 4, you will

- 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

<p>Constitutions Module 4.1 The Living Constitution Journal due by Dec 8 @ 11:59 pm (4 points)</p>	<p>Written Work: Turn in at least 2 Learning Activities by December 8 @11:59 pm</p> <p>Forums: Participate in at least 1 full-class Discussion Forum by Dec 15 @ 11:59 pm (5 points)</p> <p>Pro Tip: Make sure you complete a fifth Discussion Forum during this unit if you haven't already.</p>
<p>Module 4.2 Triumph of the Right</p> <ul style="list-style-type: none"> • AY Chapter 29 • View any posted videos for this module • LA 15: Researching the Reagan Era • Forum 4.2 Let's Define "Triumph" 	<p>Module 4.4 Final Project</p> <ul style="list-style-type: none"> • Read project guidelines carefully • Schedule office hours visit between Nov 27 and Dec 1 to discuss topic ideas • Forum 4.4: Share / discuss projects in the History Now Forum (remains open until Dec 15) • Project is due by December 15 at 11:59 pm
<p>Module 4.3 The Recent Past</p> <ul style="list-style-type: none"> • AY Chapter 30 • View any posted videos for this module • Reading: Herring, "Confronting the Post-Cold War World" (PDF) • Forum 4.3: US in the 21st Century World 	<p>Unit 4 Notes to Self:</p>

CONSTITUTIONS TRACKER (16 points @ 4 each)	FORUM TRACKER (25 points @ 5 each)
<p>Keep track of your Constitutional Modules here. You need to complete all 4, within their assigned units.</p> <p><input type="checkbox"/> Con Module 1.1 Introduction and Bill of Rights. Complete by Sept 24</p> <p><input type="checkbox"/> Con Module 2.1 Amending and Reinterpreting the Constitution. Complete by Oct 22</p> <p><input type="checkbox"/> Con Module 3.1 Civil Rights. Complete by Nov 19</p> <p><input type="checkbox"/> Con Module 4.1 The Living Constitution. Complete by Dec 8, last day of classes</p>	<p>Keep track of your Forum Participation here. You need to be an active participant in a minimum of five of the posted Discussion Forums, including at least one in each Unit.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
WRITTEN WORK TRACKER (45 points @ 5 each)	FINAL PROJECT IDEAS (10 points) Due Dec 15
<p>Keep track of your Written Work here. You need to complete nine learning activity assignments, at least two in each Unit.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 	<p>Brainstorm ideas and notes for your Final Project here. It needs to concern an event between 9/12/2001 and now. Be ready to discuss your topic in a virtual or in-person office hours visit between 11/27 - 12/1.</p>