



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 strict due dates for 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 asynchronous and fully online*, so active learning and being self-motivated will be essential to your success in the course. Work at your own pace within each unit, paying 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 Welcome Week, there are 4 content units. Each unit includes a Constitutions module, 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

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 Week - 6 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 - 28 points

Being an active part of course forums supports your own and others' learning, similar to discussion in a face-to-face class. Discussion helps facilitate peer collaboration, consensus-building, and shared understandings. I post several forum options in each unit. **Participate in at least one discussion forum in each unit (total of four @ seven points each).** See syllabus p. 3 and guidelines / rubric on Blackboard for more information.

Learning Activities - 40 points

There are learning activities distributed throughout every course unit. You do not have to complete every single one; I give you many options. In addition, there are "wild card" assignments that can be done at any point in the semester (no repeats). Submitting learning activities demonstrates your active engagement with course content and concepts as an independent learner. **Turn in two Learning Activities per unit (eight total @ five points each).** You choose which ones to do.

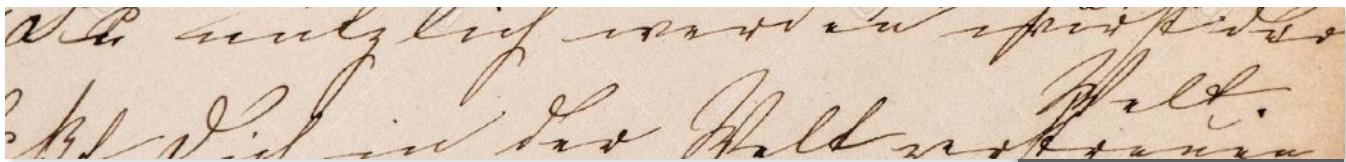
Constitutions Modules - 16 points

Each unit contains a learning module about the US and/or Massachusetts Constitution (**4 points each**). **Complete all four** by submitting a relevant journal response that meets minimum word count and following other instructions. Unlike the discussion forums, journal responses are only shared between you and the instructor.

Final Project - 10 points

Combine your history skills in this culminating assignment: use reliable primary and secondary sources as evidence in a short paper to support or challenge a historical interpretation or claim. **Topic idea check-in by April 16 in a virtual office hours visit. Project due April 28.**

There is no final exam for this class.



Overview of Course Organization

Get started by successful completion of **Welcome Week** tasks, which grants you access to Unit 1. The course is divided into four chronological **units**. Each contains *American Yawp* (AY) chapter reading assignments, Learning Activities, Discussion Forums, and a Constitutions Module. Turn in work anytime during the open unit.

Recommended: *pace your work evenly throughout the unit instead of cramming at the end.* Once each unit closes, no further work can be submitted and there is no makeup work or extra credit.

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. **You're required to participate in 4 forums, at least one each unit.**

Full-credit participation in a forum includes answering the prompt **or** starting a new thread **and** offering at least two substantive and constructive comments to classmates' post or thread (see Forum Rubric posted under Course Basics). Your post and comments can be in different forums, or they can be made in the same one. Boost the quality of your posts and responses by citing and quoting from *evidence* (course readings, historical documents, films, and reliable sources), rather than just sharing personal experiences or opinions. Avoid ALL CAPS or all-lower-case texting style, texting abbreviations, emojis, flaming, disrespect, and offensive or discriminatory language. I highly recommend composing your posts and responses offline, proofreading carefully, and then cut/paste into Blackboard, to avoid losing brilliant work partway through crafting a response if Bbd freezes or quits. Pay attention to deadlines. Forums cannot be made up once they close.

Professor's role: I create the initial discussion prompts and monitor forum activity throughout the term. I am a regular and enthusiastic reader of your contributions, however I generally don't say much in the forums. I might comment occasionally, such as to offer praise, suggestions, or corrections either in the forum or privately, but it is primarily a peer-to-peer space where I am an interested observer.

Choose Your Own Writing Adventure

This course offers a buffet of options for learning activities. You don't have to complete every assignment. **Submit 2 in every unit.** Each unit contains learning activities specific to that unit's content, and/or draw from the 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.
- Contribute to a robust online learning community through clear and thoughtful written communication.

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'll need Adobe Reader and a full installation of Microsoft Word (free download through IT). You should know how to insert footnote references in Google docs or 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. Consult "What if Something Goes Wrong?" in Course Basics.

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 (hours/days are posted on Blackboard). Many questions and issues can be easily resolved this way. *Third*, spend extra time reviewing 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. *Fourth*, tutoring is available through the History department grad assistants. I also recommend the services of the Library reference staff, Academic Success Center, and the Writing Center.

What is the policy about makeups or late work?

The units are self-contained. Keep up with coursework by self-pacing yourself within each unit. Once a unit closes, the work for that unit cannot be made up later. Late submission is not permitted. It's important that you don't get behind; this course's deadlines are firm.

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 WEEK (JANUARY 21-27)

OBJECTIVES: By the end of Welcome Week, 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
- Move on to Unit 1 with confidence

Welcome Week has assigned reading and viewing, plus **4 tasks** for a total of **6 points**. Completing all 4 tasks will unlock your access to Unit 1. **Do them ASAP**, don't wait until the last possible day (Jan 27).

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

Assigned Reading and Viewing

Course Syllabus

Video on Effective Online Learning

Course Welcome Video

WSU Online Learning Orientation

American Yawp Chapter 15 Reconstruction

Resource Module: Footnotes

Resource Module: Historical Thinking

Welcome Week Required Tasks (6 points)

- Submit Syllabus Affirmation Form with attached WSU Online Learning Orientation Certificate (1 point)
- Introduce yourself in the Hello Forum (1 point)
- Take AY Chapter 15 mini-quiz (2 points)
- Write and submit Practice Paper (2 points)

Supplemental Welcome Week Tasks (optional / if needed)

- Download full version of Microsoft Office for your computer from IT if you haven't already
- Share any SAS accommodations
- Visit during Dr. Hangen's office hours
- Post course questions to the Help Forum

TIME MANAGEMENT TIP: To avoid "deadline crunch" at the end of each unit, space out the work. The recommended strategy is to complete the unit's Constitutions module and assigned unit reading & viewing in the first week, begin posting Discussion Forums and working on learning activities in the second week, and finish up forums, learning activities and written work in the third week.

REMINDER: You need to contribute to Blackboard discussion forums throughout the course. Full participation during each unit = responding to professor's thread OR creating a new thread, AND responding TWICE to classmate's threads or comments. See full rubric under Course Basics.

UNIT 1: 1865-1900 (JANUARY 21 - FEBRUARY 14)

UNIT OBJECTIVES: 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
- Review basics of the US and Massachusetts Constitutions 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

All Unit 1 work is due by 11:59 pm on February 14, and can be turned in anytime between Jan 21 - Feb 14

Assigned Reading and Viewing

American Yawp (AY) Chapter 16 Capital and Labor + Dr. H's Intro Video to Ch 16

AY Ch 17 The West + Dr. H's Intro Video to Ch 17

AY Ch 18 Life in Industrial America + Dr. H's Intro Video to Ch 18

AY Ch 19 American Empire + Dr. H's Intro Video to Ch 19

Constitutions Module 1 Introduction and the Bill of Rights (4 points)

Complete the Blackboard module (estimated time: 2 hours)

Take an online quiz and email screenshot of results to thangen@worcester.edu

Write and proofread a 250+ word response and submit it using a Google Form

Note: Google forms and Blackboard don't talk to each other. So once you submit your Google form, you'll be able to see via email that your form was submitted, but Blackboard doesn't know that. It looks like "nothing submitted" in Bbd grade book until I manually enter Constitution Module grades into Blackboard, so be patient until I do. That may not happen until after the Unit has closed.

Discussion Forums - participate in at least one (7 points) - there are 3 options open all Unit long

Topics = Gilded Age or Gilded Cage? - Turner Thesis - Overseas Americans

Learning Activities - submit 2 (5 points each) - and/or Wild Card Option can be used in place of any

1.1 Reconstruction Interpretations (linked to AY Ch 15)

1.2 Strike! (linked to AY Ch 16)

1.3 Indian Wars (linked to AY Ch 17)

1.4 Urban Life on Film (linked to AY Ch 18)

1.5 Immigration Exploration (linked to AY Ch 19)

UNIT 2: 1900 - 1945 (FEBRUARY 15 - MARCH 23)**UNIT OBJECTIVES: By the end of Unit 2, you will**

- 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

All Unit 2 work is due by 11:59 pm Friday before Spring Break (i.e. March 14), but can be turned in anytime between Feb 15 - March 23. I do not expect you to work over Spring Break unless you want to.

Assigned Reading and Viewing

AY Ch 20 The Progressive Era + Dr. H's Intro Video to Ch 20

AY Ch 21 World War I and its Aftermath + Dr. H's Intro Video to Ch 21

AY Ch 22 The New Era + Dr. H's Intro Video to Ch 22

AY Ch 23 The Great Depression + Dr. H's Intro Video to Ch 23

AY Ch 24 World War II + Dr. H's Intro Video to Ch 24

Constitutions Module 2 Amending and Reinterpreting the Constitution (4 points)

Complete the Blackboard module (estimated time: 1 hour)

Write and proofread a 250+ word response and submit it using a Google Form

Remember: Google forms and Blackboard don't talk to each other. Be patient as your grade won't automatically show up as submitted in Bbd until I am able to grade the module, which may not happen until after Unit 2 has closed.

Discussion Forums - participate in at least one (7 points) - there are 3 options open all Unit long

Topics = Over There

FDR and the New Deal

The Good War

Learning Activities - submit 2 (5 points each) - and/or Wild Card Option can be used in place of any

2.1 Progressive Causes (linked to AY Ch 20)

2.2 1920s Library Scavenger Hunt (linked to AY Ch 22)

2.3 Culture of the 1930s (linked to AY Ch 23)

2.4 Everybody's War (linked to AY Ch 24)

Unit 2 Notes to Self:

UNIT 3: 1945 - 1980 (MARCH 24 - APRIL 11)**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

All Unit 3 work is due by 11:59 pm on April 11, but can be turned in anytime between March 24 - April 11

Assigned Reading and Viewing

AY Ch 25 The Cold War + Dr. H's Intro Video to Ch 25
AY Ch 26 The Affluent Society + Dr. H's Intro Video to Ch 26
AY Ch 27 The Sixties + Dr. H's Intro Video to Ch 27
AY Ch 28, parts 1-4 The Unraveling + Dr. H's Intro Video to Ch 28

Constitutions Module 3 Civil Rights (4 points)

Complete the Blackboard module (estimated time: 1 hour)
Write and proofread a 250+ word response and submit it using a Google Form

Remember: Google forms and Blackboard don't talk to each other. Be patient as your grade won't automatically show up as submitted in Bbd until I am able to grade the module, which may not happen until after Unit 3 has closed.

Discussion Forums - participate in at least one (7 points) - there are 4 options open all Unit long

Topics = Has the Cold War Ended?
Civil Rights to #BLM and Beyond
Conflict Over Vietnam
Culture of the Seventies

Learning Activities - submit 2 (5 points each) - and/or Wild Card Option can be used in place of any

3.1 Declassified Documents (linked to AY Ch 25)
3.2 Analyze a 1950s film as a Primary Source (linked to AY Ch 26)
3.3 The Constitution in the Civil Rights Era (linked to AY Ch 26-27)
3.4 Speech Beat Reporter (linked to AY Ch 27)
3.5 American Malaise (linked to AY Ch 28-29)

Unit 3 Notes to Self:

UNIT 4: 1980 - The Present (APRIL 12 - MAY 12)

NOTE: The workflow for this unit is a bit different, take a careful look. Your final project is due BEFORE the Unit ends. University Classes end on May 5, but I will accept Unit 4 work up to May 12 without penalty, except the Final Project which is due April 28.

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
- Apply historical thinking skills to showcase your learning from this course

Assigned Reading and Viewing

AY Ch 28, parts 5-9 The Unraveling + Dr. H's Intro Video to Ch 28

AY Ch 29 Triumph of the Right + Dr. H's Intro Video to Ch 29

AY Ch 30 The Recent Past + Dr. H's Intro Video to Ch 30

Constitutions Module 4.1 The Living Constitution (4 points)

Complete the Blackboard module (estimated time: 1 hour)

Write and proofread a 250+ word response and submit it using a Google Form

Remember: Google forms and Blackboard don't talk to each other. Be patient as your grade won't automatically show up as submitted in Bbd until I am able to grade the module, which may not happen until after May 12, the last day that submissions are possible.

Discussion Forums - participate in at least one (7 points) - there are 4 options open all Unit long

Topics = Let's Define "Triumph"

U.S. in the 21st Century World

Discuss and Share Final Projects

Writing the Final Chapter

Learning Activities - submit 2 (5 points each) - and/or Wild Card Option can be used in place of any

4.1 Researching the Reagan Era (linked to AY Ch 29)

4.2 Confronting the Post-Cold War World (linked to AY Ch 30)

4.3 Global Material Culture (linked to AY Ch 30)

Final Project is due April 28 (i.e. NOT by the end of the unit) - 10 points

By April 16 virtual office hours visit to discuss topic

Project is due **April 28** by 11:59 pm

One of this unit's discussion forums is an opportunity to discuss your project, either while you're working on it or after it's turned in.