



## HI 112 US History II, 1877 to Present

### Overview

**MWF 10:30 am**  
**Sullivan 326**

**Instructor:**

Dr. Tona Hangen  
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### Textbook

*The American Yawp* (Stanford University Press, 2023). Free, online, open-source at [americanyawp.com](http://americanyawp.com)

### Blackboard

Use Blackboard to access course modules, resources, announcements, submit assignments, and your 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.



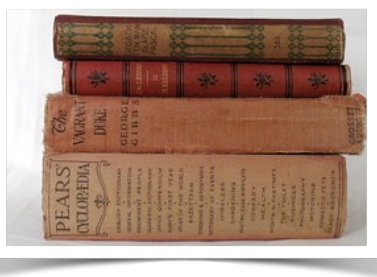
## Course Description and Objectives

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, 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 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 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.”



## Learning Modes

Each unit contains multiple ways to learn and to demonstrate your progress both in and outside of class. Pay attention to all the deadlines on the syllabus, as work is only available during its assigned unit.

This course structure rewards consistent, steady effort.

## 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

## Course Requirements

This course involves reading, writing, in-class group work, and completing online assignments. To receive full attendance & participation credit during each unit, you need to speak up in class and demonstrate active learning (passive presence is not enough). The course is an introductory level course yet is designed to be challenging - so do not expect an easy A. That said, the course is designed for you to succeed if you put in the work.

### *Attendance and Participation (A&P) - 36 points*

You get scored for part of your A&P grade after each unit (Up to 8 points in Unit 1, 12 points in Unit 2, 8 points in Unit 3, and 8 points in Unit 4). Attendance matters, and participation matters even more. Be on time and ready to participate each day. This means you have put in the necessary time to read and absorb assigned reading ahead of time. A&P grades include discussion and group work, and are evaluated through observation and a self-graded 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" an absence. Check the ICYMI (In Case You Missed It) folder in Blackboard to get back on track.

### *Quizzes - 22 points*

The first submitted assignment (Practice Paper, 2 points) tests your ability to make correct history citations (due Jan 29 or end of Add/Drop). In addition there are two in-class quizzes based on the textbook reading and class learning activities, each worth 10 points. Quiz dates: Feb 10, April 11.

### *Constitutions Modules - 12 points*

Each unit contains a 3-point Constitutions Module on Blackboard, assessed 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 its unit, so plan accordingly to complete them in a timely way.

### *Written Work - 20 points*

Submit one written assignment during each unit (5 points each). You have various options that highlight different skills or understandings of course material. Choose a new option each time, no repeats.

### *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 due April 16, Project due April 25.

# 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 important milestones in amending and interpreting the U.S. and Massachusetts Constitutions from 1865-present.

Apply key basic concepts and skills of historical thinking to selected topics in the period 1865-present, including chronology, contingency, causality, and evidence-based interpretation.

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'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 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 in-class phone use 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. See "What if Something Goes Wrong?" under 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. Plagiarism in this course includes cut/pasted text from the internet, Wikipedia or the textbook or using an AI text generator (such as ChatGPT) that you 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. Make sure you are using the chapter Notes Guides and video resources. Consider forming a study group with your peers. **Other ideas:** Come by and see me during office hours (posted on my door and under Instructor Info on Blackboard). Many questions and issues can be easily resolved this way. 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. Reach out for History Dept tutoring help.

**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 Academic Success Center for help with study skills or time management - Reach out to Student Accessibility Services if you need accommodations - 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 access SNAP food assistance or the Student Emergency Fund.



### UNIT 1: 1865-1900 (January 21 - February 14)

#### Unit 1 Objectives

- 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 Constitutions 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

#	Date	Topic / Reading	What's Due
1	Wed Jan 22	Welcome Week: Course Intro	
2	Fri Jan 24	Reading, Citing, Historical Thinking	Hello Forum
3	Mon Jan 27	Reconstruction / Read AY Ch 15	
4	Wed Jan 29	Why Reconstruction Matters	Practice Paper
5	Fri Jan 31	Capital and Labor / Read AY Ch 16	
6	Mon Feb 3	American West / Read AY Ch 17	
7	Wed Feb 5	Industrial America / Read AY Ch 18	
8	Fri Feb 7	Making Sense of the 19th Century	
9	Mon Feb 10	<b>Quiz #1 In Class</b>	Quiz 1
10	Wed Feb 12	American Imperialism / Read AY Ch 19	
11	Fri Feb 14	Offshore Americans: A Debate	
	<b>Feb 14 @ 11:59</b>	<b>Written Work #1 - AND - Constitutions Module 1</b>	All Unit 1 Work completed
	<i>Mon Feb 17</i>	<i>University Holiday, No Classes</i>	
<b>Unit 1 Notes:</b>			

UNIT 2: 1900-1945 (February 15 - March 23)			
<b>Unit 2 Objectives</b>		<ul style="list-style-type: none"> <li>Identify the process of Constitutional amendment and review the Reconstruction-era amendments and their 19th / early 20th century reinterpretation by the courts</li> <li>Define Progressivism and identify examples in early 20th century politics and culture</li> <li>Recognize international and domestic impacts of World War I</li> <li>Explain how the 1920s was a decade of conflict and tension, despite aspirations of "normalcy"</li> <li>Explain how the US got into, and then out of, the Great Depression</li> <li>Identify economic, political, and cultural impacts of the Depression and the New Deal</li> <li>Analyze global and domestic outcomes of World War II</li> </ul>	
#	Date	Topic / Reading	What's Due
12	Wed Feb 19	Progressive Era / read AY Ch 20	
13	Fri Feb 21	Understanding Secondary Sources & Library Tools	
14	Mon Feb 24	US and the World During World War I / Read AY Ch 21	
15	Wed Feb 26	Aftermath of World War I / Review AY Ch 21	
16	Fri Feb 28	The New Era / Read AY Ch 22	
17	Mon Mar 3	Library Skills Practice	
18	Wed Mar 5	The Great Depression / Read AY Ch 23	
19	Fri Mar 7	Explore the 1930s / Review AY Ch 23	
20	Mon Mar 10	The 1940s and World War II / Read AY Ch 24	
21	Wed Mar 12*	<b>Online Day:</b> World War II's Homefront / Review AY Ch 24	Bbd Learning Activity
22	Fri Mar 14*	<b>Online Day:</b> Discussion Board - The Good War?	Bbd Discussion Board
	<b>Mar 14 @ 11:59p</b>	<b>Written Work #2 - AND - Constitutions Module 2</b>	All Unit 2 Work completed
	<i>March 17 - 21</i>	<i>Spring Break</i>	
UNIT 3: 1945-1975 (March 24 - April 11)			
<b>Unit 3 Objectives</b>		<ul style="list-style-type: none"> <li>Recognize the new social forces at home and abroad in the postwar period</li> <li>Define the Cold War and how it reshaped the nation and the world</li> <li>Identify postwar American contradictions as seen in the economy, in structural opportunity, and in popular culture</li> <li>Recognize the complexities of the 1960s in America and how the decade has been remembered</li> <li>Explain American involvement in the Vietnam War and other international conflicts, and the global impact of that involvement, in the 1960s-1980s</li> </ul>	
23	Mon Mar 24	From World War to Cold War / Read AY Ch 25	
24	Wed Mar 26	Geopolitics and Cold War Culture / Review AY Ch 25	
25	Fri Mar 28	Understanding Historical Interpretation	



26	Mon Mar 31	Race in Postwar America / Read AY Ch 26, Parts 1-4	
27	Wed Apr 2	Affluent Society / Read AY Ch 26, Parts 5-7	
28	Fri Apr 4	The Sixties / Read AY Ch 27, Parts 1-3	
29	Mon Apr 7	Great Society, Protest and Change / Read AY Ch 27, Parts 4, 6-8	
30	Wed Apr 9	Shadows of Vietnam / Read AY Ch 27 Part 5 and Ch 28 Parts 1-4	
31	Fri Apr 11	<b>Quiz #2 in Class — Written Work #3 + Con Mod 3 Due 11:59p</b>	All Unit 3 Work completed
<b>UNIT 4: 1975 - Present (April 14 - May 5)</b>			
<b>Unit 4 Objectives</b>		<ul style="list-style-type: none"> <li>• Describe economic, racial, social, and cultural anxieties of the 1970s</li> <li>• Evaluate the achievements, and ongoing struggles, of civil rights movements</li> <li>• Categorize the terms of cultural debate since the 1980s between conservative and liberal visions for the country</li> <li>• Contextualize long-term trends in American demography and foreign relations</li> <li>• Define and give examples of globalization in contemporary US and in your own life</li> <li>• Recognize that US and state constitutions are living documents whose meaning continues to shift and which matter deeply in our current moment</li> <li>• Apply historical thinking skills to showcase your learning from this course</li> </ul>	
<b>#</b>	<b>Date</b>	<b>Topic / Reading</b>	<b>What's Due</b>
32	Mon Apr 14	The Unraveling / AY Ch 28, Parts 5-9	
33	Wed Apr 16	Presidential Power and Accountability: A Tale of Two Presidents	Final Project Topic Idea
34	Fri Apr 18	Right, Left, Center / AY Ch 29	
	<i>Mon April 21</i>	<i>University Holiday, No Classes</i>	
35	Wed Apr 23	Final Project Workday 1	
36	Fri Apr 25	Final Project Workday 2	Final Project Due
37	Mon Apr 28	Who Won the Cold War and What Are We in Now?	
38	Wed Apr 30	The Recent Past / Read AY Ch 30.2 Globalization	
39	Fri May 2	The World Since 9/11 - Read AY Ch 30, Parts 3-9	
40	Mon May 5	Our Historical Moment / Read AY Ch 30, Parts 10 - end	
	<b>May 5 @ 11:59p</b>	<b>Written Work #4 - AND - Constitutions Module 4</b>	All Unit 4 Work completed
<i>There is no final exam for this class. We are done on the last day of class. During finals period, nothing is due + no class meetings.</i>			

Days marked with \* we won't meet in person, instead complete online activity as instructed in Bbd.

*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.*