



WHAT'S IN THIS SYLLABUS

2 COURSE REQUIREMENTS

How to succeed, and what your grade will be based on.

3 GRADING SCALE & TENTATIVE SYLLABUS

A finalized syllabus (based on class voting) will be distributed in the second week of class.

4 SKILLBUILDER INFO

Guidelines and advice for making the most of the SkillBuilder assignments, and instructions for submitting your papers.

5 STUDENT LEARNING OUTCOMES (SLOs)

These are what you should know or be able to do by the end of this course.

5 POLICIES AND RESOURCES

Got a question? Need help? Want clarification on course policies? Check here first.

In this course, we explore US history since the end of Reconstruction in 1877

Course Description and Objectives

You will study broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, 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 and historical narratives from the “raw material” of the past. If your past experience in history courses involved a lot of memorization of facts and dates, then you will find this course to be very different – you will be busy actively doing history, not passively learning about history.

Since it can fulfill your “Constitutions” requirement, this course will also cover relevant aspects of the US and Massachusetts state constitutions. 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 and of school teaching.”

Course Schedule

Section 09 + HI

MWF 8:30 am Sullivan 120

Course Resources

Textbooks

Our textbooks this term are:

James A. Henretta, *America: A Concise History* VOL 2, 5th edition (Bedford St. Martins 2012)

ISBN 978-0-312-64329-4

Kevin J. Fernlund, *Documents for America's History* VOL 2, 7th edition (Bedford St. Martins 2013)

ISBN 978-0-312-64863-3

Course Website

<http://tonahangen.com/wsc/us2>

Professor Info

Dr. Tona Hangen

Office: Sullivan 327-D

Phone: x8688

Office Hours: T, Th, F and by appt.

Signups are posted on my office door and under “Prof Info” on the course website. Email is the preferred way to reach me: thangen@worcester.edu, although I’m more likely to check it during regular business hours.

WHY STUDY HISTORY?

THE VALUE OF THINKING HISTORICALLY

I'll be blunt. You cannot understand the world we live in without learning history, and you cannot meaningfully contribute to this nation as a citizen and/or resident without knowing how it came to be the way it is. So the study of recent history, especially, should be an important part of anyone's college education. But aside from the course content, by learning to DO (and not just study about) history for yourself, you will strengthen skills essential to your future no matter what your major: communication, writing, critical thinking, and analysis.

WHERE THIS COURSE FITS FOR YOU

If you are a History Major or Minor, US History II is one of your core 100-level required courses.

If you are taking this course for LASC credit, it may be used to fulfill *EITHER* your USW (US and its Role in the World) or CON (Constitutions) requirement.



Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook and other reading material on your own outside of class. We will use the entire textbook but will not discuss all of it in class. You will write the equivalent of 30+ pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You will need to speak up in class and demonstrate active learning, not passive absorption. **Learning is not a spectator sport, and this is not a lecture class.**

Attendance and Participation 25%

I take attendance in each class. You should be on time and ready to participate each day. I expect class discussion will be lively, respectful, substantive, and that you will put in the necessary time to read and understand the unit's assigned reading. Your A&P grade also includes any in-class group work, MDQs (Monday Daily Questions) and classtime writing assignments. Workshop days are especially important, since the work we do depends on being present in class. If you must miss class, I do appreciate knowing when & why you are absent, but it doesn't "excuse" the absence.

Exams and Quizzes 45%

There is a 12-point online quiz posted in Blackboard during each unit, which is open-book and permits up to 3 attempts during a 1-week window. At the end of each unit there is a 20-point exam, based both on the textbook and on the unit's in-class explorations. You must take all 4 online quizzes, but the lowest written exam will be dropped. For that reason, **there are no makeup in-class exams.** The last written exam takes place during finals period, but will be the equivalent of the other three exams - it is not a cumulative final.

Written Projects 30%

Written work includes up to 6 short papers called SkillBuilders, each one based on a primary source of your choosing from the Fernlund documents book. They are 2 pages long and give you practice with analyzing the "raw material" that historians use to make history. See page 4 of this syllabus for more information about those.

Your written projects grade also includes two projects of your own original work. Both involve planning ahead, inquiry/analysis, and well-crafted, evidence-based historical writing. For the first project you will write a paper that uses old documents as evidence for a historical argument. For a second project you'll use and then improve a student-made packet of sources for studying a recent event in American history. See the course website for detailed information and project guidelines for these assignments.

GRADING

ATTENDANCE & PARTICIPATION **60 POINTS**

Silent attendance will not earn full credit & class participation matters. Sleeping or texting in class will definitely lower your grade. Your A&P grade also includes any MDQs or in-class writing.

EXAMS (BEST 3 OF 4) **60 POINTS**

Exam dates: Sept 27, Oct 18, Nov 8, and Dec 11.

QUIZZES (4) **48 POINTS**

12-point quizzes are online. Multiple re-takes allowed during a 1-week window.

SKILLBUILDERS (6 POSSIBLE) **25 POINTS**

Short (2-page) analytical papers, tackling one primary source. Due dates: Sept 6, Sept 13, Oct 4, Oct 11, Nov 15, and Nov 22. One may be dropped without penalty.

PRIMARY SOURCE PROJECT **20 POINTS**

A 5-page interpretive paper using our document reader. Draft due Oct 23, FINAL paper due Oct 30.

HISTORY NOW PROJECT **17 POINTS**

A project focused on an event since 1980. Due Dec 9.

Semester Overview

Although we will utilize the entire textbook, we focus more closely on some things than others. Each chronological unit considers a different big historical question (based on your interests and voting in the first week of the term). A finalized syllabus will be distributed in the second week of class.

Every unit involves multiple sources or ways to learn, such as textbook reading and discussion, lecture, primary and visual sources, music, online resources, and in-class workshops or learning labs. Each unit contains several learning sessions, one or more Workshop Days, at least one SkillBuilder or paper, an online quiz and a written in-class exam.

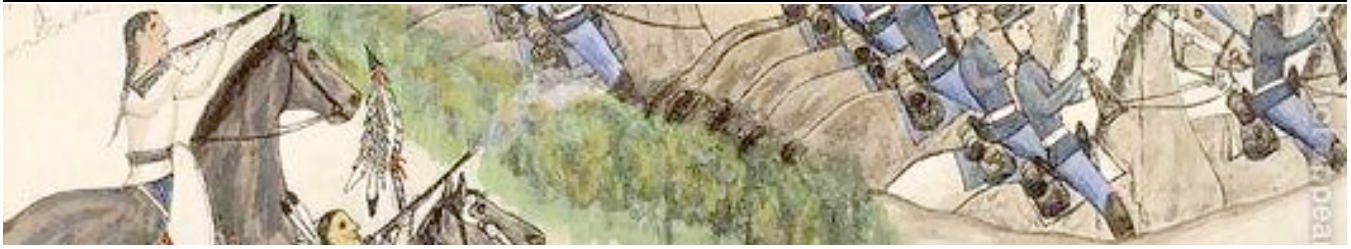
During the second half of the course, you will apply your skills to the development of a historical thesis in a longer piece of writing, based on the sources in your document reader. And at the end of the course, you demonstrate your historical learning by exploring an event in recent American history and evaluating and improving a packet of primary sources about that event.

Tentative Syllabus Outline

Units & Readings	Important Dates
1. Industrial America in the Victorian Age <i>Sept 4 - Sept 27</i> Reading: Chapters 15 - 19	9/6 Practice Quiz, SB1 Due 9/13 SB2 Due 9/18 Workshop Day 9/20 Quiz 1 opens (until 9/27) 9/25 Workshop Day 9/27 Exam #1
2. The American Century, Wrestling with Modernity <i>Sept 30 - Oct 18</i> Reading: Chapters 20 - 23	10/4 SB3 Due 10/9 Workshop Day 10/11 Quiz 2 opens (until 10/18) and SB4 Due <i>10/14 No class, Columbus Day</i> 10/16 Workshop Day 10/18 Exam #2
3. From World War to Cold War; Freedom and Liberalism <i>Oct 21 - 11/8</i> Reading: Chapters 24 - 27	10/23 Workshop: PS Draft Due 10/30 Workshop: PS Paper Due 11/1 Quiz 3 opens (until 11/8) 11/8 Exam #3 <i>11/1 No Class, Veteran's Day</i>
4. America In Our Time <i>Nov 13 - Dec 9</i> Reading: Chapters 28 - 31	11/15 SB5 Due 11/20 Workshop Day 11/22 No Class, but SB6 Due <i>11/27 - 12/1 Thanksgiving Break</i> 12/2 Workshop Day 12/4 Quiz 4 opens (until 12/11) 12/9 History Now Project Due
Exam #4 is Wed 12/11 at 8:30 am	

GRADING SCALE (230)

A	216 or above	C	170-178
A-	207-215	C-	161-169
B+	202-206	D+	156-160
B	193-201	D	147-155
B-	184-192	D-	138-146
C+	179-183	E	137 or below



Thinking Like a Historian SkillBuilders

Historians use evidence to construct a story or interpretation about the past, and often that evidence is fragmentary, partial or conflicting. A careful historian asks critical questions about her or his evidence and acknowledges the potential strengths and weaknesses of those sources for constructing plausible stories (histories) about the past. Historians make knowledge rather than just consume it.

For each of your five required “SkillBuilder” papers, you will practice using a primary source in these ways. You’ll write a concise, 2-page paper critically analyzing ONE source from the relevant unit chapters of the Fernlund documents reader and connecting it to a specific passage in the Henretta textbook. Both the evidence and the textbook passage **MUST BE CITED** in your paper using correct Chicago-Style footnotes. You need a Word processing program that permits footnotes; if you use a PC, you will need the **full installation** of Microsoft Office which is available at the UTS Help Desk.

SkillBuilders are NOT opinion pieces but brief works of historical analysis. As you do this over and over, you will develop stronger critical thinking skills, approach primary sources with greater confidence, and understand how historians use such sources to construct their interpretations of the past. You will also be able to contribute more thoughtfully in class discussion. In other words, as you model what they do, you will begin thinking like a historian.

Criteria and grading:

A SkillBuilder should be a full 2 pages long (double-spaced) and thoroughly proofread for spelling and grammar. It

should contain at least two correctly formatted footnotes (one to the primary source and one to the textbook passage). Give your paper a catchy title, i.e. not “SkillBuilder #3.” Do not include a title page or a separate Works Cited page – what you turn in should be exactly 2 sheets of paper, no more and no less. Each SkillBuilder is worth 5 points on your final grade. You may submit your SkillBuilders electronically or as printed papers (see sidebar). The grading rubric is posted on the course website.

SkillBuilders are due at the beginning of class on the specified date. You can drop one without any penalty since only 5 of the 6 are required, but you will get the full credit for all 6 if you turn them all in. **There are no makeups on SkillBuilders.**

Plan ahead: I will not grant extensions or makeups or allow late submissions on SkillBuilders. This includes printing/sending after classtime on the same day it is due, which is not permitted. I am happy to read and comment on late work as I have time, but it will not receive credit.

Comments: When I return your graded SkillBuilder, I also attach the grading rubric and my cumulative comments on ALL your SkillBuilders. I do this so you can track your improvement and have a record of your past feedback throughout the semester. I like to see general improvement over the course in both your writing and your analytical skills, and I find that it helps students to see all the previous comments each time.

Paperless option: if you submit your paper electronically, you will receive it back electronically by email. If you submit it as a printed paper, you will receive it back with printed comments attached.

PAPER SUBMISSION GUIDELINES

Best

Hand in your SB during class on its due date, as a printed paper

Equally Fine

Email your SB to me as an attachment. Your last name **MUST** appear in the document’s filename. The file needs to be in one of the following formats:

.doc, .docx, .rtf, .odt, or .pdf

Name your file like this:
McGregor_SB2.docx

Acceptable

Turn in your printed SB before its due date either in class or in my office mailbox (Sullivan 327-D)

Not acceptable

Anything else, like having printer trouble and not bringing it to class, not uploading it before class begins, or cutting & pasting the entire text into an email. There are no makeups or late work on SkillBuilders.

To avoid losing work, I recommend that you 1) not keep your papers on only one computer or flash drive, and 2) email your papers to yourself frequently so you can access them from another computer in a pinch. Better yet, use a free program like Dropbox, Microsoft Skydrive, or Google Drive to store documents in the cloud for remote access.

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-now.

Apply key basic concepts and skills of historical thinking to selected topics in the period 1877-now, 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 one’s own foundational skills in historical thinking and analysis.

What is the course policy on technology use in class?

We will be busy in every class session and we don’t need any electronic distractions. Silence your cell phones before you enter the classroom and refrain from texting in class. You may bring a laptop, and on some days laptops are actually required, but please confine your laptop work to taking notes or accessing relevant course material during discussion. Do not use your laptop in class to surf the internet, check your email, update your Facebook status, etc. These activities will definitely jeopardize your class participation grade and they distract others from the work at hand.

What if I need a disability accommodation?

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course 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?

On papers, exams, and quizzes, doing your own work is absolutely essential. You must demonstrate academic integrity in taking online quizzes. Each student should take all online quizzes individually; they should not be taken in groups. In ALL your papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard Chicago Style citation method. **Let me be very clear.** You cannot clip and paste text from the internet or the textbook into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded online. Plagiarized work or exam/quiz cheating is an automatic zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

What should I do if I am feeling lost or overwhelmed in this class?

Two things may help, for starters... First, speak up in class. You may not be the only person with the same concern, and we all benefit from working questions out together.

Second, make an appointment with me. You are welcome to email or sign up for an appointment (the sheet is posted on my door) to meet during my office hours, or better yet: just drop in. Many questions and issues can be easily resolved this way.

What other campus resources might help me succeed in this class?

Get to know the Reference Desk in our library ~ Check out the Writing Center (Sullivan 306, Phone x8112) for help at any stage of the writing process ~ Visit the Academic Success Center (Admin 130, Phone x8111) which offers free tutoring and help with study, note-taking and time management strategies ~ Meet with the History Department Tutor (sign up in the History Office in Sullivan 327, and be sure to bring your textbook with you to the tutoring session).

#	Date	Topic	Reading	What's Due
1	Wed 9/4	Course Intro		
2	Fri 9/6	Reconstruction	ACH Ch 15	SB1 + practice quiz
Unit 1: Industrial America in the Victorian Age (Ch 16-19)				
3	Mon 9/9	Unit 1 begins – MDQ	ACH 16 + 17 as assigned see web	
4	Wed 9/11	America in the late 19 th century	Same as above	
5	Fri 9/13	Men & Women	ACH 18: 538-549	SB 2
6	Mon 9/16	Public Spheres, Sacred Spaces - MDQ	ACH 18: 549-566	
7	Wed 9/18	Workshop: Who were the Victorians?	Review ACH 18	Bring Fernlund book to class
8	Fri 9/20	The New Metropolis	ACH 19: 569-583	Quiz1 opens, on ACH 15-17
9	Mon 9/23	City Govt and Reform - MDQ	ACH 19: 583-596	
10	Wed 9/25	Workshop: Muckrakers & Ashcan Artists	Review ACH 19	
11	Fri 9/27	Exam #1		Quiz1 closes
Unit 2: The American Century, Wrestling with Modernity (Ch 20-23)				
12	Mon 9/30	US as World Power, Imperialism - MDQ	ACH 21 as assigned, see web	
13	Wed 10/2	1920s Politics and Culture	ACH 22: 665-678	
14	Fri 10/4	Boom to Bust	ACH 22: 678-687	SB3
15	Mon 10/7	Down and Out - MDQ	ACH 23: 690-699	
16	Wed 10/9	Workshop: Culture of the '30s	Catch up day for ACH 22 & 23	
17	Fri 10/11	New Deals 1 and 2	ACH 23: 700-711	Quiz2 opens, on ACH 20-21 – also SB4 Due
<i>Mon 10/14 No school, Columbus Day</i>				
18	Wed 10/16	Workshop: New Deal's Legacy	ACH 23: 711-722	
19	Fri 10/18	Exam #2		Quiz2 closes
Unit 3: From World War to Cold War; Freedom and Liberalism (Ch 24-27)				
20	Mon 10/21	Road to War - MDQ	ACH 24: 724-732	
21	Wed 10/23	Writing Workshop	No reading	PS Draft due in class (PRINTED)
22	Fri 10/25	WW2 Mobilization and Homefront(s)	ACH 24: 732-745	
23	Mon 10/28	WW2: Fighting, Plans - MDQ	ACH 24: 745-755	
24	Wed 10/30	Workshop – the '40s and '50s on film	None	PS Paper due in class (PRINTED)
25	Fri 11/1	Civil Rights Movt 1941-1957	ACH 27: 817-829	Quiz3 opens, on ACH 25-26
26	Mon 11/4	The Protest Phase	ACH 27: 829-838	
27	Wed 11/6	Multiple CRMs – Are We There Yet?	ACH 27: 838-846	
28	Fri 11/8	Exam #3		Quiz3 closes
<i>Mon 11/11 No school, Veterans' Day</i>				
Unit 4: America in Our Time (Ch 28-31)				
29	Wed 11/13	Liberalism & Great Society	ACH 28: 848-855	
30	Fri 11/15	The Vietnam War	ACH 28: 855-864	SB5
31	Mon 11/18	Uncivil Wars - MDQ	ACH 28: 866-875	
32	Wed 11/20	Workshop: Hawks v Doves	Review ACH 28	
	Fri 11/22	NO CLASS: Prof Hangen out of town	No reading, but...	SB 6 is still due!
33	Mon 11/25	The 1970s and 1980s - MDQ	ACH 29 + 30 as assigned see web	
<i>11/27-21/1 Thanksgiving Break</i>				
34	Mon 12/2	History Now Workshop	None	
35	Wed 12/4	Globalization	ACH 31: 942-960	Qui4 opens, on ACH 29-30
36	Fri 12/6	Clinton, Bush and Obama	ACH 31: 958-972	
37	Mon 12/9	The World We Live in	None – we will review for exam	History Now Project
	Exam #4	Wed 12/11 at 8:30 am Sullivan 120		Quiz4 closes