



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



WHAT'S IN THIS SYLLABUS

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COMPLETE SYLLABUS

A day-by-day calendar of all our readings, assignments, and projects.

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. For more information, see the “**Historical Thinking**” module on Blackboard.

Since it can fulfill your “Constitutions” requirement, this course will also cover relevant aspects of the US and Massachusetts state constitutions, primarily through the course’s self-paced online component. 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 12 + HI2

MWF 9:30 am Sullivan 123

This is a 3-credit course. See course website for the definition of a credit hour.

Course Resources

Textbooks

Our textbook this term (ISBN 978-0-312-41001-8) is:

Nancy A. Hewitt and Steven F. Lawson, *Exploring American Histories: A Brief Survey With Sources, Volume 2: Since 1865* (Boston: Bedford/ St. Martin’s, 2013).

↑ This is how our textbook should be cited in a first footnote, with any cited page numbers placed after the parenthesis, before the period.

In subsequent footnotes, it can be shortened (author, short title, page #):

Hewitt and Lawson, *Exploring American Histories*, 428.

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, see “Prof Info” on the course website.

Email me at thangen@worcester.edu, although I’m more likely to check it during regular business hours, and please be patient if I do not respond immediately on weekends.

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. If you are in the Honors Program, the HI2 section counts as one of your Honors courses if you earn a B or above.



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 may 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. To receive full credit 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 have 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, pop quizzes or 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%

I have placed a self-paced online "**Constitutions**" module on Blackboard which contains 3 online quizzes. You must take all of the online quizzes by the specified

dates. At the end of each unit there is a 20-point written in-class exam, based both on the textbook and on the unit's classroom activities. The lowest written exam will be dropped. For that reason, **there are no makeup in-class exams.** The fourth 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 textbook's Documents resources. 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 additional guidance, see the "**Writing in History**" module on Blackboard. For the first project (Primary Source Paper) you will write a paper that uses primary source documents as evidence for an original historical argument. For a second project (History Now 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 **50 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 group work, pop quizzes or in-class writing.

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

Exam dates: Feb 14, March 14, April 11, and May 12. Lowest one gets dropped.

QUIZZES (3 REQUIRED) **30 POINTS**

Self-paced US Constitution quizzes are online. Multiple re-takes allowed before each one closes. All three are required; deadlines are Feb 14, March 14, and April 25.

SKILLBUILDERS

(6 POSSIBLE) **25 POINTS**

Short (2-page) analytical papers, tackling one primary source. Due dates: Jan 31, Feb 7, Feb 21, Feb 28, March 3, and April 18. One may be dropped without penalty.

PRIMARY SOURCE PROJECT **20 POINTS**

A 5-page interpretive paper using our document reader. Draft due March 26, FINAL paper due April 2.

HISTORY NOW PROJECT **15 POINTS**

A project focused on an event since 1980. Due May 5.

Semester Overview

Each of the four units involves multiple sources and 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, 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.

Online materials and modules enhance your in-class experience and enable you to do some of the course learning at your own pace. Do pay attention to the deadlines within the for-credit "Constitutions" module, as some parts will only be available during a certain time period.

Syllabus at a Glance

Units & Readings	Important Dates
1. Reconstruction, Frontiers, and the Nation in the "Age of Organization" Jan 22 - Feb 14 Reading: Chapters 14-18 <i>(Note Monday Holiday Feb 17th)</i>	F 1/24 Pre-SkillBuilder Due F 1/31 SB1 Due W 1/29 Workshop Day F 2/7 SB2 Due W 2/5 Workshop Day F 2/14 Exam #1 Complete online quiz #1 by 2/14
2. Progressivism, Imperialism, and War - from Gilded Age to Great Depression Feb 19 - March 14 Reading: Chapters 19-22 <i>Spring Break: March 15 - 23</i>	F 2/21 SB3 Due W 2/26 Workshop Day F 2/28 SB4 Due W 3/5 Workshop Day F 3/7 SB5 Due W 3/12 Workshop Day F 3/14 Exam #2 Complete online quiz #2 by 3/14
3. World War, Cold War, and the Rise and Fall of the Liberal Consensus March 24 - April 9 Reading: Chapters 23-26	W 3/26 Workshop: PS Draft Due W 4/2 Workshop: PS Paper Due W 4/9 Workshop Day F 4/11 Exam #3
4. America In Our Time April 14 - May 5 Reading: Chapters 27 - 29 <i>(Note Monday Holiday April 21st)</i>	F 4/18 SB6 Due Complete online quiz #3 by 4/25 M 4/28 Hist Now Workshop Day M 5/5 History Now Project Due
Exam #4 is Mon 5/12 at 8:30 am	

GRADING SCALE (200)

A	188 or above	C	148-153
A-	180-187	C-	140-147
B+	174-179	D+	134-139
B	168-173	D	128-133
B-	160-167	D-	120-127
C+	154-159	E	119 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 will notice that our textbook is peppered throughout with primary documents. You’ll write a concise, 2-page paper critically analyzing TWO source documents from the relevant unit chapters of your textbook. Both documents **MUST BE CITED** in your paper using correct Chicago-Style footnotes. You therefore 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 for purchase at the UTS Help Desk.

SkillBuilders are NOT opinion pieces and should not simply summarize the content of these documents, but rather are brief works of critical historical analysis. You should **INTERROGATE** the documents and **MAKE INFORMED CONCLUSIONS** about them demonstrating **historical thinking**. 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.

See the course website for full details on this assignment.

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 each primary source). 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 time permits, 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 writing and 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 Wikipedia 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?

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.

Third, spend extra time in the two resource modules on Blackboard: **Historical Thinking**, and **Writing in History**, both designed to help you get up to speed on core concepts in the discipline of history and succeed better in this class.

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 ~ If tutoring is needed, visit the Academic Success Center (Admin 130, Phone x8111) which offers free tutoring and help with study, note-taking and time management strategies ~ Or meet with the History Department Graduate Student Tutor (see the dept secretary to 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 1/22	Course Intro. Reading: "How to Use This Book"	
2	Fri 1/24	Emancipations and Reconstructions. Reading: Ch 14	Pre-SkillBuilder
3	Mon 1/27	Frontier Encounters. Reading: Ch 15	
4	Wed 1/29	Workshop Day - bring textbook. Reading: Documents, Ch 14-15	
5	Fri 1/31	The Age of Organization: Industry. Reading: Ch 16	SkillBuilder 1
6	Mon 2/3	The Age of Organization: Farmers, Workers. Reading: Ch 17	
7	Wed 2/5	Workshop Day - bring textbook. Reading: Documents, Ch 16-17	
8	Fri 2/7	Discussion Day - bring textbook. Review Ch 14-17	SkillBuilder 2
9	Mon 2/10	Cities, Immigrants, Nation. Reading: Ch 18	
10	Wed 2/12	Discussion Day - the late 19th century. Bring textbook.	
11	Fri 2/14	Exam #1 in class (Ch 14 - 18). Complete online quiz #1 by this date.	<i>Note: no class Mon 2/17</i>
12	Wed 2/19	Progressivism, the Search for Order. Reading: Ch 19	
13	Fri 2/21	Workshop Day - who were the Progressives? Reading: Documents, Ch 19	SkillBuilder 3
14	Mon 2/24	Empire and Wars 1898-1918. Reading: Ch 20	
15	Wed 2/26	Workshop Day - bring textbook. Reading: Documents, Ch 20	
16	Fri 2/28	Discussion Day - bring textbook. Review Ch 19-20	SkillBuilder 4
17	Mon 3/3	An Anxious Affluence. Reading: Ch 21	
18	Wed 3/5	Workshop Day - bring textbook. Reading: Documents, Ch 21	
19	Fri 3/7	Depression, Dissent, New Deal. Reading: Ch 22	SkillBuilder 5
20	Mon 3/10	Workshop Day - bring textbook. Reading: Documents, Ch 22	
21	Wed 3/12	Discussion Day - bring textbook. Review Ch 19-22	
22	Fri 3/14	Exam #2 in class (Ch 19-22). Complete online quiz #2 by this date.	<i>Spring Break 15-23 March</i>
23	Mon 3/24	World War II. Reading: Ch 23	
24	Wed 3/26	Peer Review / Writing Workshop - bring printed copy of your paper draft	Primary Source DRAFT
25	Fri 3/28	Opening of the Cold War. Reading: Ch 24	
26	Mon 3/31	Workshop Day - bring textbook. Reading: Documents, Ch 23-24	
27	Wed 4/2	Troubled Innocence. Reading: Ch 25	Primary Source Paper Due
28	Fri 4/4	Liberal Consensus. Reading: Ch 26, up to page 836.	
29	Mon 4/7	Workshop Day - bring textbook. Reading: Documents, Ch 25-26	
30	Wed 4/9	Discussion Day - Postwar America. Reading: Rest of Ch 26 & Review 23-26	
31	Fri 4/11	Exam #3 in class (Chapters 23-26)	
32	Mon 4/14	Conservative Ascendancy. Reading: Ch 27	
33	Wed 4/16	Workshop Day - bring textbook. Reading: Documents, Ch 27	
34	Fri 4/18	Discussion: Constitution in Political & Social Movts. <i>Note: no class Mon 4/21</i>	SkillBuilder 6
35	Wed 4/23	Ending the Cold War. Reading: Ch 28	
36	Fri 4/25	Workshop: Who Won the Cold War? - bring textbook. Reading: Docs, Ch 28	Complete online quiz #3
37	Mon 4/28	History Now Workshop	
38	Wed 4/30	Challenges of a New Century. Reading: Ch 29	
39	Fri 5/2	Workshop Day - bring textbook. Reading: Documents, Ch 29	
40	Mon 5/5	Discussion Day - Telling History Today	History Now Project Due
	Mon 5/12	Exam #4 8:30 - 11:30 am (Chapters 27-29)	