



US History II, 1877 to Present

Course Basics

Meets MW 3:30 - 4:15
in Sullivan Rm 314

Instructor:

Dr. Tona Hangen
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Textbooks

Foner, *Give Me Liberty!* Brief Edition, Vol 2, 4e (Norton). ISBN: 9780393920345

Binder/Reimers, *The Way We Lived: Essays and Documents in American Social History*, Vol. II, 7e (Cengage, 2013). ISBN: 9780840029515

Course Website

In addition to Blackboard, course materials and updates are found on the course website:

tonahangen.com/wsc/us2

Credit

If you are a History major or minor, HI 112 is a required 100-level course. If taking for LASC, it can be used EITHER for USW (US & Role in the World) *or* CON (Constitutions).



Course Description and Objectives

You will study 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.

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 from the “raw material” of the past. If your prior experience in history courses involved a lot of memorization of facts and dates, then you will find this course to be very different. The goal is for you to actively DO history, not passively learn about history. For more information, see the **Historical Thinking module** on Blackboard.

Constitutions

Since it can fulfill your “Constitutions” LASC requirement, HI 112 will also cover relevant aspects of the US and Massachusetts state constitutions, primarily through the course’s self-paced online 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 in-class activities, lecture-discussions, seminar discussions, reading assignments, written work, online modules, and an exam. You have multiple sources and ways to learn. Online materials and modules enhance your in-class experience and enable you to do some course learning on your own. Pay attention to deadlines within the required Constitutions module, since each one is only available during a certain time period.

Grading Scale (150 pts)

141-150	A
135-140	A-
130-134	B+
126-129	B
120-125	B-
116-119	C+
111-115	C
105-110	C-
100-104	D+
96-99	D
90-95	D-
Below 90	E

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. You will be responsible for all the assigned content in the textbooks even if we do not “cover” it in class. You will need to put in consistent effort throughout the semester. To receive full attendance & participation credit, you will need to speak up in class and demonstrate active learning (passive presence is not enough). Learning is not a spectator sport, and this is not a lecture class. This class is designed to be challenging, so do not expect an easy A.

Attendance and Participation (A&P) 30 points

I take attendance in each class. 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 assigned reading ahead of time. Your A&P grade might include in-class writing or group work. Seminar days are especially important, since the work we do depends on your being present in class. If you must miss class, it’s helpful for me to know why, but it doesn’t “excuse” the absence.

Exams and Quizzes - 80 points

I will place three online **Constitutions Modules** on Blackboard, each with a quiz and writing prompt. Although self-paced, you need to complete each one by the assigned date. All together the three modules are worth 20 points. There will be 3 written exams based on the textbooks and the unit’s classroom activities, each worth 20 points.

Seminars and Seminar Papers - 40 points

At six points throughout the semester, we devote the entire class period to using evidence to solve a historical thinking question. A group of students serves as the “expert panel” for the day (everyone takes a turn). Regardless of who’s on the panel, everyone submits a PRINTED 2-page paper as their seminar “entrance ticket.” Each Seminar Paper counts for 5 points and your Panel participation counts for 10 points. See Blackboard for details and rubric.

Extra Credit - 5 points+

You can earn up to 5 points Extra Credit **on each Seminar Day** by submitting ONE additional Primary Source if you can make a successful case that it offers useful evidence to address that seminar’s question. See Blackboard for details and rubric.

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-present.

Apply key basic concepts and skills of historical thinking to selected topics in the period 1877-present, 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 your 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 don't need any electronic distractions. Silence cell phones before you enter the classroom and refrain from texting in class. Laptops are welcome, but please confine your laptop work to taking notes or accessing relevant course materials, not for internet surfing, email, updating social media, etc. These activities will definitely jeopardize your class participation grade and they distract not only you, but your classmates 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 semester 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 any other academic work, 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 into your papers and pass it off as your own writing. Please cite sources using correct Chicago Style footnotes in all cases. Plagiarized work or exam 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, speak up in class. You may not be the only person with the same concern, and we benefit from working questions out together.

Second, come by and see me. You are welcome to email or sign up for an office hours appointment (the schedule is posted on my door). 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 get you up to speed on basic concepts in the discipline of history.

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 free help at any stage of the writing process - Meet with one of our two Graduate Assistants in our department for free tutoring. See me or the Administrative Assistant (Sullivan 327) for help in making an appointment, and be sure to bring your syllabus and textbook to the tutoring sessions.

GML = Give Me Liberty! / WWL = The Way We Lived			
#	Date	Topic / Reading	What's Due
1	Wed 1/18	Course Intro / How to Read Your Books	
2	Mon 1/23	What is Freedom? Reconstruction 1865-1877 / Ch 15 & WWL Ch 1	
3	Wed 1/25	America's Gilded Age, 1870-1890 / GML Ch 16	
4	Mon 1/30	Freedom's Boundaries, At Home & Abroad / GML Ch 17	
5	Wed 2/1	The Progressive Era, 1900 - 1916 / GML Ch 18	Online Q1
6	Mon 2/6	Seminar #1 - Prepare WWL Ch 1-6	Seminar Paper 1
7	Wed 2/8	Exam #1	
8	Mon 2/13	"Safe for Democracy" - US & WW1 / GML Ch 19 & WWL Ch 7	
9	Wed 2/15	The Twenties, 1920-1932 / GML Ch 20	<i>Note: No Class on Mon 2/20</i>
10	Wed 2/22	Seminar #2 - Prepare WWL Ch 7-9	Seminar Paper 2
11	Mon 2/27	Depression and New Deal / GML Ch 21 (up to page 655)	
12	Wed 3/1	New Conception of America / GML Ch 21 (p. 655 - end of chapter)	
13	Mon 3/6	The Four Freedoms: WWII, 1941-1945 / GML Ch 22	
14	Wed 3/8	Seminar #3 - Prepare WWL Ch 10 - 11	Seminar Paper 3
15	Mon 3/13	Exam #2	Online Q2
16	Wed 3/15	The US and the Cold War / GML Ch 23	<i>Spring Break: 3/20 - 3/24</i>
17	Mon 3/27	An Affluent Society, 1953-1960 / GML Ch 24	
18	Wed 3/29	Seminar #4 - Prepare WWL Ch 12 - 13	Seminar Paper 4
19	Mon 4/3	The Sixties / GML Ch 25	
20	Wed 4/5	The Triumph of Conservatism, 1969-1988 / GML Ch 26	
21	Mon 4/10	Globalization and its Discontents, 1989-2000 / GML Ch 27	
22	Wed 4/12	Seminar #5 - Prepare WWL Ch 14 - 15 (<i>Note: No Class Mon 4/17</i>)	Seminar Paper 5
23	Wed 4/19	New Century & New Crises / GML Ch 28	
24	Mon 4/24	Research Day - What Should Chapter 29 Say? — <i>bring laptops</i>	Online Q3
25	Wed 4/26	Seminar #6 - Prepare WWL Ch 16 + BYOPS	Seminar Paper 6
26	Mon 5/1	Course Wrap-Up	
27	Fri 5/12	Exam #3 from 8:30 - 11:30 am	