



HI 112 US History II, 1877 to Present

Course Basics

Meets MWF 9:30 Sullivan
Room 104

Instructor:

Dr. Tona Hangen
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Textbook

Nancy A. Hewitt and Steven F. Lawson, *Exploring American Histories: A Survey With Sources, Vol 2 Since 1865* (Bedford / St. Martins, 2017)

* SECOND EDITION *

ISBN 978-1457694714

Course Website

In addition to Blackboard, course materials and updates are provided online:

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, document workshops, reading assignments, written papers, 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 (200 pts)

188 or higher	A
180-187	A-
174-179	B+
168-173	B
160-167	B-
154-159	C+
148-153	C
140-147	C-
134-139	D+
128-133	D
120-127	D-
119 or below	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 textbook 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. Even though it is an introductory level course, this class is designed to be challenging, so do not expect an easy A.

Attendance and Participation (A&P) - 50 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. If you must miss class, it’s helpful for me to know why, but it doesn’t “excuse” the absence.

Exams - 60 points

Exams are worth 20 points each. There are four exams, given on Feb 9, March 9, April 9, and May 15. Lowest exam grade is dropped. **There are no makeup exams.**

Constitutions Module Quizzes - 35 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 (Feb 12, March 12, April 23). Each module disappears after its closing date, so plan ahead. All together the three CON modules are worth 35 points.

SkillBuilders (5 possible) - 20 points

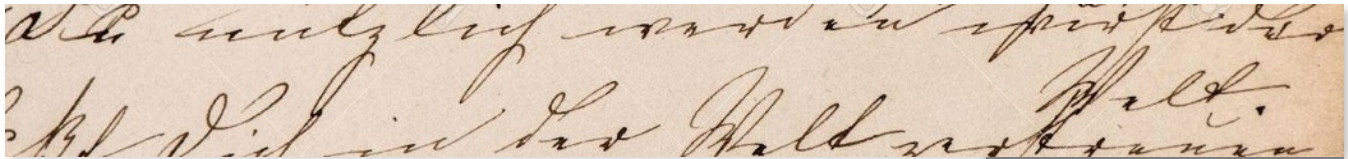
Short (2-page) analytical papers, tackling one primary source from our textbook. Worth 5 points each. Due dates: Jan 26, Feb 2, Feb 16, March 2, and April 13. One may be dropped without penalty.

Evidence-Based History Paper - 20 points

A 5-page analytical history paper using documents from our textbook. DRAFT due Mar 16, final paper due Mar 30.

History Now Project - 15 points

A project focused on an event in recent history. Due May 4.



SkillBuilders

Historians use evidence to construct a story or interpretation about the past, and often the evidence they use 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 four required “SkillBuilder” papers, you will practice using a primary source in these ways. You’ll notice that our textbook contains many original document excerpts. A SkillBuilder is a concise, 2-page paper critically analyzing ONE source document in light of a claim made in the textbook. This is more than a simple compare/contrast exercise. Both the document and the textbook must be CITED in your paper using correct Chicago-Style footnotes (see the **Footnotes Module** on Blackboard). You therefore need a word-processing program that permits footnotes, preferably the full installation of Microsoft Office for Mac or PC, available as a free download from the university IT website.

SkillBuilders are NOT opinion pieces, and should not simply summarize historical content. Rather, they are brief works of critical historical analysis *interrogating* the document using historical thinking skills. As you do this over and over, you develop stronger critical thinking skills, approach primary sources with greater confidence, and understand better how historians use such sources to build 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 (a fundamental course outcome). **See the course website for full details and grading rubric for this assignment.**

Criteria and Grading

Each SkillBuilder is worth 5 points. They are due at the beginning of class on the specified date. You can drop one without penalty, since only 4 are required. However you will get the full credit for all 5 if you turn them all in. **No makeups or late work on SkillBuilders.**

Comments

I return each graded SkillBuilder with cumulative comments from ALL previous SkillBuilders, using whichever format (paper or paperless) you used to submit the assignment. I do this so you can track improvement and have a record of feedback throughout the semester.

SKILLBUILDER SUBMISSION GUIDELINES

Paper Option

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

Paperless Option

Email your SB to me as an attachment by start of class on its due date. Your last name MUST appear in the document’s filename. The attachment MUST be in one of these formats:

.doc, .docx, .rtf, .odt

Name your file like this:

Smith_SB2.docx

Early Option

Submit a SB before its due date - in class, in my office mailbox, or via email

Not Acceptable

Anything else, like having printer trouble or running out of ink and not bringing it to class, sending it in the wrong format, cut/pasting it into the text of your email, or sharing it as a Google doc.

**NO MAKEUPS
OR LATE WORK
ON SKILLBUILDERS**

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 resource modules on Blackboard: 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. Each has a Blackboard discussion forum where you can ask further questions.

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 our Graduate Assistant 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.

#	Date	Topic / Reading DW = Document Workshop	What's Due
1	Wed 1/17	Course Intro and Overview of CON Modules	
2	Fri 1/19	How to Use This Book / Ch 14: Emancipation	Pre-Skillbuilder
3	Mon 1/22	Ch 14: Reconstruction, Remaking the South	
4	Wed 1/24	Ch 14: The Unraveling / Conclusion	
5	Fri 1/26	DW: Remembering Reconstruction - bring book to class	SkillBuilder 1 (Ch 14)
6	Mon 1/29	Ch 15: Opening & Indian Resistance	
7	Wed 1/31	Ch 15: Mining, Lumber, Cattle, Farming	
8	Fri 2/2	Ch 15: Diversity & Legacies / Ch 16: America Industrializes	SkillBuilder 2 (Ch 15-16)
9	Mon 2/5	Ch 16: Laissez-Faire & Society and Culture in Gilded Age	
10	Wed 2/7	DW: The World of Post-Civil War America - bring book to class	
11	Fri 2/9	Exam #1 (Chapters 14-16)	
12	Mon 2/12	Ch 17: Working People Organize	Online Q1
13	Wed 2/14	Ch 17: Farmers Organize	
14	Fri 2/16	Ch 17: Depression of 1890s & Passion for Organization	SkillBuilder 3 (Ch 17-18)
	<i>Mon 2/19</i>	<i>No Class, Presidents Day Holiday</i>	
15	Wed 2/21	Ch 18: New Wave of Immigrants & Becoming Urban Nation	
16	Fri 2/23	Ch 18: Urban Politics & Nation of Cities / DW: Melting Pot?	bring book to class
17	Mon 2/26	Ch 19: Progressivism and the Search for Order (entire chapter)	
18	Wed 2/28	Ch 20: Empire and Wars (entire chapter)	
19	Fri 3/2	DW: Imperialism v. Anti-Imperialism - bring book to class	SkillBuilder 4 (Ch 19-21)
20	Mon 3/5	Ch 21: Twenties, up to p. 699	
21	Wed 3/7	Ch 21: Twenties, p. 699 to end of chapter	
22	Fri 3/9	Exam #2 (Chapters 17-21)	
23	Mon 3/12	Ch 22: The Great Depression	Online Q2
24	Wed 3/14	Ch 22: The New Deal	
25	Fri 3/16	Ch 22: New Deal Moves Left & New Deal Liberalism	Paper - DRAFT
	<i>Spring Break:</i>	<i>3/19 - 3/23</i>	

#	Date	Topic / Reading	What's Due
26	Mon 3/26	Ch 23: Road to War & Home Front Economy	
27	Wed 3/28	Ch 23: Equality at Home	
28	Fri 3/30	Ch 23: Global War / DW: Using the Bomb - bring book to class	Paper - FINAL
29	Mon 4/2	Ch 24: Opening of the Cold War, to p. 808	
30	Wed 4/4	Ch 24: Opening of the Cold War, p. 810 to end of chapter	
31	Fri 4/6	DW: McCarthyism - bring book to class	
32	Mon 4/9	Exam #3 (Chapters 22-24)	
33	Wed 4/11	Ch 25: Trouble Innocence, to p. 836 / DW: Postwar Teens	bring book to class
34	Fri 4/13	Ch 25: Troubled Innocence, p. 838 to end of chapter	SkillBuilder 5 (Wild Card)
	<i>Mon 4/16</i>	<i>No Class, Patriot's Day Holiday</i>	
35	Wed 4/18	Ch 26: Liberalism and its Challengers, to p. 871	
36	Fri 4/20	Ch 26: Liberalism and its Challengers, p. 872 to end of chapter	
37	Mon 4/23	Ch 27: Conservatism and its Challengers, to p. 912	Online Q3
38	Wed 4/25	Ch 27: Conservatism (rest of chapter) / DW: New Right	bring book to class
	Fri 4/27	<i>University in Session, but our class is cancelled. I recommend you use this class time to do library research for your History Now Project.</i>	
39	Mon 4/30	Ch 28: End of Cold War, Challenge of Globalism (entire chapter)	
40	Wed 5/2	History Now Workday	
41	Fri 5/4	Ch 29: The Globalized World Since 2000	History Now Project
42	Mon 5/7	Course Wrap-Up	
	Fri 5/15 8:30 AM	Exam #4 (Chapters 25-29)	