



## HI 112 US History II, 1877 to Present

### Course Basics

Meets MWF 9:30  
Sullivan Room 314

#### Instructor:

Dr. Tona Hangen  
Office: S-327D, x8688  
Email: [thangen@worchester.edu](mailto:thangen@worchester.edu)

### Textbook

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

Make sure you have the  
**\* SECOND EDITION & VOL 2\***

ISBN 978-1457694714

### Course Website

In addition to Blackboard, course materials and updates are provided online:  
[tonahangen.com/wsc/us2](http://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 three 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 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) - 55 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 includes Document Workshops, group work, and any in-class writing. 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 15, March 8, April 12, and May 13. Lowest exam grade is dropped. **There are no makeup exams.**

### *Constitutions Module Quizzes - 30 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 20, March 29, May 1). Each module disappears after its closing date, so plan ahead. All together the three CON modules are worth 30 points.

### *Primary Source Analysis PSA Papers (7 possible) - 36 points*

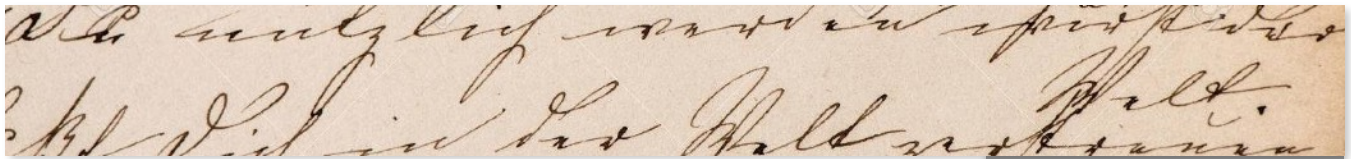
Short (2-page) analytical papers, each tackling one primary source. Worth 6 points each. Due dates: Jan 30, Feb 6, Feb 27, March 20, March 27, Apr 3, Apr 24. One may be dropped without penalty.

### *Online Assignments - 9 points*

Discussion board and course reflection paper at the end of the semester. Due between Apr 29 and May 6.

### *History Now Project - 10 points*

Contrast the life stories of two contemporary Americans. Due May 6.



## Primary Source Analysis (PSA) Papers

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.

For each of your PSA papers, you will practice using a primary source in these ways. You'll notice that our textbook contains many original document excerpts, and at times throughout the term I provide additional sources from digital archives. A PSA is a concise, 2-page paper critically analyzing ONE source in light of a claim made in the textbook. This is more than a simple compare/contrast exercise. Both the source 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.

PSAs 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 Blackboard and the course website for full details and grading rubric for this assignment.**

### Criteria and Grading

Each PSA is worth 6 points. They are due at the beginning of class on the specified date. Submit as a printed paper or electronically to the Blackboard assignment portal. There are 7 possible, and you can drop one without penalty, since 6 are required. However you will get the full credit for all 7 if you turn them all in. **No makeups or late work on PSAs.**

### Comments

I return each graded PSA with cumulative comments from your previous submissions, using whichever format (paper or paperless) you used for the assignment. I do this so you can track improvement in your historical thinking skills and have a record of feedback throughout the semester.

### SUBMISSION GUIDELINES

#### Paper Option

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

#### Paperless Option

Upload your paper to the Blackboard PSA portal 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, .pdf, .odt

Name your file like this:

Smith\_PSA2.docx

#### Early Option

Submit a PSA before its due date - in class, in my office mailbox, or via Blackboard

**Unacceptable = NO Credit**  
*Anything else*, like having printer trouble or running out of ink and not bringing it to class, sending it in an unreadable format, emailing it, or sharing it as a Google doc.

**NO MAKEUPS  
OR LATE WORK  
ON PSA PAPERS**

# 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 or tablets are welcome, but please confine your use of electronic device to taking notes or accessing relevant course materials, not 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 an academic learning 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.

**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 1/23	Course Intro and Overview of CON Modules	
2	Fri 1/25	How to Use Our Book / Ch 14: Emancipation - <b>bring book to class</b>	Pre-PSA
3	Mon 1/28	<b>DW: Contesting Freedom</b>	<b>bring book to class</b>
4	Wed 1/30	Ch 14: Reconstruction and its Legacies	PSA 1
5	Fri 2/1	Ch 15: Opening, Indian Resistance, Mining, Lumber and Cattle Listen to "Little War on the Prairie" - <i>This American Life</i> #479	
6	Mon 2/4	<b>DW: American Indians &amp; Whites in the West</b>	<b>bring book to class</b>
7	Wed 2/6	Ch 15: Diversity & Legacies / Ch 16: America Industrializes	PSA 2
8	Fri 2/8	Ch 16: Laissez-Faire & Society and Culture in Gilded Age	
9	Mon 2/11	<b>DW: The World of Post-Civil War America</b>	<b>bring book to class</b>
10	Wed 2/13	Ch 17: Workers and Farmers (entire chapter)	
11	Fri 2/15	<b>Exam #1 (Chapters 14-17)</b>	
	<i>Mon 2/18</i>	<i>No Class, Presidents Day Holiday</i>	
12	Wed 2/20	Ch 18: Cities, Immigrants and the Nation (entire chapter)	<b>CON MODULE 1</b>
13	Fri 2/22	Ch 19: Progressivism and the Search for Order (entire chapter)	
14	Mon 2/25	<b>DW: Muller v. Oregon, 1908</b>	<b>bring book to class</b>
15	Wed 2/27	Ch 20: Imperialism, War with Spain, Extending US Imperialism	PSA 3
16	Fri 3/1	Ch 20: Wilson and American Foreign Policy, World War I	
17	Mon 3/4	<b>DW: New Negro and Harlem Renaissance</b>	<b>bring book to class</b>
18	Wed 3/6	Ch 21: The Twenties, 1919 - 1929 (entire chapter)	
19	Fri 3/8	<b>Exam #2 (Chapters 18-21)</b>	
	<i>Spring Break:</i>	<i>3/11 - 3/15</i>	
20	Mon 3/18	Ch 22: Great Depression / <b>DW: Depression in Rural America</b>	<b>bring book to class</b>
21	Wed 3/20	Ch 22: The New Deal	PSA 4
22	Fri 3/22	Ch 22: New Deal Moves Left & New Deal Liberalism	
23	Mon 3/25	<b>DW: Everybody's War</b>	<b>bring laptops to class</b>
24	Wed 3/27	Ch 23: Road toward War, Global War, Impact of World War II	PSA 5
25	Fri 3/29	Ch 23: Home-Front Economy, Fighting for Equality at Home	<b>CON MODULE 2</b>

#	Date	Topic / Reading	What's Due
26	Mon 4/1	<b>DW: McCarthyism and the Hollywood Ten</b>	<b>bring book to class</b>
27	Wed 4/3	Ch 24: Opening of the Cold War, to p. 808	PSA 6
28	Fri 4/5	Ch 24: Opening of the Cold War, p. 810 to end of chapter	
29	Mon 4/8	Ch 25: Troubled Innocence, to p. 836 / <b>DW: Postwar Teens</b>	<b>bring book to class</b>
30	Wed 4/10	Ch 25: Troubled Innocence, p. 838 to end of chapter	
31	Fri 4/12	<b>Exam #3 (Chapters 22-25)</b>	
	<i>Mon 4/15</i>	<i>No Class, Patriot's Day Holiday</i>	
32	Wed 4/17	Ch 26: Liberalism and its Challengers, to p. 871	
33	Fri 4/19	Ch 26: Liberalism and its Challengers, p. 872 to end of chapter	
34	Mon 4/22	<b>DW: The 1960s + New Right and its Critics</b>	<b>bring book to class</b>
35	Wed 4/24	Ch 27: Conservatism and its Challengers (entire chapter)	PSA 7
36	Fri 4/26	Where Are We? Some Long Views on Recent American History	
37	Mon 4/29 - <b>OL *</b>	Ch 28: End of Cold War, Challenge of Globalism (entire chapter)	<i>See Blackboard for details</i>
38	Wed 5/1 - <b>OL *</b>	Ch 29: the World of Pre & Post 9/11 - to p. 982	<b>CON MODULE 3</b>
39	Fri 5/3 - <b>OL *</b>	Ch 29: Defining—and Living—Globalization, p. 983 to end	<i>See Blackboard for details</i>
40	Mon 5/6 - <b>OL *</b>	Holding a Mirror to the New Face of America	<b>History Now paper due</b>
	<b>Mon 5/13 8:30 AM</b>	<b>Exam #4 (Chapters 26-29)</b>	

**\* A Note About the Last 4 Days of Class**

I will be out of town attending a training course from **April 29 - May 10**. Our classes on those days will be conducted ONLINE through Blackboard. During that time you'll complete the 3rd Constitutions Module, the last course readings, and your final course project. Your attendance for those 4 days is determined by participation in the online learning activities.

**Exam #4** will be an in-person exam during our assigned final exam slot, **Monday May 13 from 8:30 - 11:30 am**. It is not a comprehensive course final. It is the 4th unit exam and can be your "dropped" exam if you are happy with the grades on your other three tests.

**Snow Day Policy**

"Spring term" often means weather-related cancellations. In the case of university closure or late opening, our class day will be moved online to stay on track with the syllabus. Check Blackboard and the course website for daily details.