



HI 112 US History II, 1877 to Present

Overview

Section 01 **MWF 9:30 am**
 Section 02 **MWF 10:30 am**
 Room **Sullivan 320**

Instructor:

Dr. Tona Hangen
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 Voicemail / Text: 617-506-9440
 Email: thangen@worcester.edu

Textbook

The American Yawp (Stanford University Press, 2023). Free, online, open-source at americanyawp.com

Blackboard

Use Blackboard to access course modules, resources, announcements, submit assignments, and your gradebook. Consult it often for course updates.

Credit

If you are a History major or minor, HI 112 counts towards your 100-level courses. If taking for LASC, it can be used EITHER for USW (US & Role in the World) *or* CON (Constitutions). Check your specific academic program requirements with your advisor.



Course Description and Objectives

History is a negotiable and ever-changing narrative and throughout this class you learn to think like a historian by using original sources and evaluating scholarly perspectives. This course covers broad themes in the history of modern America, including race and ethnicity, social and political reform, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements, from the end of the American Civil War to the present.

If your prior experience in history courses has involved a lot of memorization of facts and dates or sitting and listening to lectures, then you will find this course to be very different, with an emphasis on group work and active learning. History is above all a particular way of thinking about the past, and our course is designed to invite open questioning, debate, discussion, and to achieve collaborative understandings (though not necessarily consensus).

Constitutions

Since it can fulfill the “Constitutions” LASC requirement, HI 112 considers relevant aspects of the US and Massachusetts state constitutions, primarily through four 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 multiple ways to learn and to demonstrate your progress both in and outside of class. Some of the materials and modules are self-paced and have flexible due dates. Pay attention to all the deadlines on the syllabus, as some work is only available during its assigned unit.

Grading Scale (100 pts)

94 or higher	A
90-93	A -
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 or below	E

Course Requirements

This course involves reading, writing, group work, and completing online assignments. You will need to put in consistent effort throughout the semester. To receive full attendance & participation credit, you need to speak up in class and demonstrate active learning (passive presence is not enough). Even though it is an introductory level course, this class is designed to be challenging, so do not expect an easy A. That said, the course is designed for you to succeed if you put in the work.

Welcome Unit and Basics (4 points)

Meet me, your peers, and the syllabus. Demonstrate willingness to learn and mastery of basic concepts and skills integral to the course.

Attendance and Participation (A&P) - 30 points

Attendance matters, and participation matters even more. Be on time and ready to participate each day by putting in the necessary time to read and absorb the assigned reading ahead of time. A&P grades include discussion and group work, evaluated through observation and a self-graded rubric. Being present is important but not sufficient on its own for full credit in this area. If you must miss class, it may be helpful for me to know the reason but it doesn't "excuse" the absence. Check the ICYMI (In Case You Missed It) folder in Blackboard to get back on track.

Quizzes - 20 points

There will be two in-class quizzes based on the textbook reading and class learning activities, each worth 10 points. Dates: Feb 2, April 5.

Constitutions Modules - 16 points

Each unit contains a 4-point Constitutions Module on Blackboard, with a journal writing prompt. Although self-paced, you need to complete each one by the assigned date. Each module disappears at the end of the unit, so plan accordingly to complete them in a timely way.

Written Work - 20 points

Submit one written assignment in each unit. You have various options, each of which showcases different skills or assesses different understandings of course material.

Final Project - 10 points

Develop a project about an event in recent history, as the culmination of your course learning. There is no final exam.

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 1865-present.

Apply key basic concepts and skills of historical thinking to selected topics in the period 1865-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 technical specifications or tools will I need?

You need to be comfortable using Blackboard and WSU email, including sending and receiving attachments. You need reliable internet access throughout the entire course. Your computer should have a speaker or headphones so you can hear video and audio content. You need a way to record short videos (phone or webcam). You’ll need Adobe Reader and a full installation of Microsoft Word (free download through IT). You should know how to insert footnote references using Word and how to save and send documents in multiple formats (such as .docx and .pdf). You need to be comfortable communicating and writing in standard business English.

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 stay on task and off social media, please. Internet surfing and using social media will definitely jeopardize your class participation grade and they distract you and your classmates from the work at hand.

What if I need a learning, medical, or accessibility accommodation?

Accommodations are arranged through Student Accessibility Services (SAS). If you need an accommodation made for you in this course, please provide your SAS documentation and consult with me so we can design a solution that will help you be successful in the class. If you encounter difficulties mid-semester, reach out — many campus resources exist to help you navigate life challenges.

What is the course policy regarding plagiarism and academic honesty?

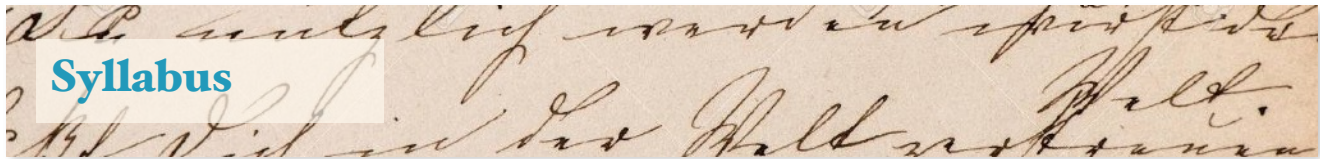
Doing your own work and carefully citing the published writing of others is absolutely essential. You cannot cut and paste text from the internet or Wikipedia or the textbook or use an AI generator to pass off as your own writing. Please cite sources using correct Chicago Style footnotes in all cases. Plagiarized work or quiz 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, own it and be proactive. 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 during office hours (posted on my door and under Instructor Info on Blackboard). Many questions and issues can be easily resolved this way. Third, return to and spend extra time in the Blackboard resource modules on Historical Thinking, Writing in History, and Footnotes. They are designed to help you learn and review basic concepts in the discipline of history throughout the term.

What other campus resources could help me succeed?

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 - Visit the Academic Success Center for help with tutoring or time management - Reach out to Student Accessibility Services if you need academic assistance - IT can help with computer and Blackboard problems - Counseling Services are there for you if you’re overwhelmed or struggling with your mental health - Visit Thea’s Pantry in the Student Center for food and other essentials and where they can connect you with SNAP food assistance or the Student Emergency Fund.



UNIT 1: 1865-1900 (January 16 - February 7)

Unit 1 Objectives	<ul style="list-style-type: none"> • Meet the course syllabus, learning outcomes, and our classroom community • Master core skills and course concepts: sourcing, citation, and historical thinking • Review basics of the US and Massachusetts Constitution and the Bill of Rights • Explain the continuing relevance of the Reconstruction era in our historical moment • Describe how labor and capital interacted in post-Civil War United States • Give examples of both triumph and tragedy in the intertwined multicultural histories of the American West 1860-1900 • Explain how industrialization created a new America, 1870-1900 • Explain why and how the US became an international imperial power in the 1890s • Analyze how imperialism affected competing American identities at the turn of the 20th century
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#	Date	Topic / Reading	What's Due
1	Wed Jan 17	Welcome Week: Course Intro	
2	Fri Jan 19	Welcome Week: Reconstruction / Read AY Ch 15	Hello Forum
3	Mon Jan 22	Capital and Labor / Read AY Ch 16	Practice Paper
4	Wed Jan 24	American West / Read AY Ch 17	
5	Fri Jan 26	Understanding Primary Sources / Review Ch 15-17	Bring laptop to class
6	Mon Jan 29	Industrial America / Read AY Ch 18	
7	Wed Jan 31	Discussion Day - Peopling America / Read Turner	
8	Fri Feb 2	Quiz #1 In Class	
9	Mon Feb 5	American Imperialism / Read AY Ch 19	
10	Wed Feb 7	Discussion Day - "Turn of the Century"	Bring laptop to class
	Due by Feb 7	Written Work #1 - AND - Constitutions Module 1	All Unit 1 Work completed

UNIT 2: 1900-1945 (February 8 - March 8)

Unit 2 Objectives	<ul style="list-style-type: none"> • Identify the process of Constitutional amendment and review the Reconstruction-era amendments and their 19th / early 20th century reinterpretation by the courts • Define Progressivism and identify examples in early 20th century politics and culture • Recognize international and domestic impacts of World War I • Explain how the 1920s was a decade of conflict and tension, despite aspirations of "normalcy" • Explain how the US got into, and then out of, the Great Depression • Identify economic, political, and cultural impacts of the Depression and the New Deal • Analyze global and domestic outcomes of World War II
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#	Date	Topic / Reading	What's Due
11	Fri Feb 9	Progressive Era / read AY Ch 20	
12	Mon Feb 12	Understanding Secondary Sources / Library Tools	
13	Wed Feb 14	US and the World During World War I / Read AY Ch 21	
14	Fri Feb 16	Aftermath of World War I / Review AY Ch 21	
	<i>Mon Feb 19</i>	<i>No Class, Presidents Day</i>	
15	Wed Feb 21	The New Era / Read AY Ch 22	
16	Fri Feb 23	Modern Americans / Review AY Ch 22	Bring laptop to class
17	Mon Feb 26	The Great Depression / Read AY Ch 23	
18	Wed Feb 28	Explore the 1930s / Review AY Ch 23	Bring laptop to class
19	Fri March 1	Film Day: Depression-Era At the Movies	
20	Mon March 4	The 1940s and World War II / Read AY Ch 24	
21	Wed March 6	World War II's Homefront / Review AY Ch 24	
22	Fri March 8	Discussion Day - The Good War? / Review AY Ch 20 - 24	
	Due by March 8	Written Work #2 - AND - Constitutions Module 2	All Unit 2 Work completed
UNIT 3: 1945-1975 (March 9 - April 5)			
Unit 3 Objectives		<ul style="list-style-type: none"> • Recognize the new social forces at home and abroad in the postwar period • Define the Cold War and how it reshaped the nation and the world • Identify postwar American contradictions as seen in the economy, in structural opportunity, and in popular culture • Recognize the complexities of the 1960s in America and how the decade has been remembered • Explain American involvement in the Vietnam War and other international conflicts, and the global impact of that involvement, in the 1960s-1980s 	
23	Mon March 11	The Cold War / Read AY Ch 25	
24	Wed March 13	Geopolitics and Cold War Culture / Review AY Ch 25	
25	Fri March 15	Understanding Historical Interpretation	
	<i>March 18-22</i>	<i>Spring Break, No Classes</i>	
26	Mon March 25	Race in Postwar America / Read AY Ch 26, Parts 1-4	
27	Wed March 27	Affluent Society / Read AY Ch 26, Parts 5-7	
28	Fri March 29	The Sixties / Read AY Ch 27, Parts 1-3	
29	Mon April 1	Great Society, Protest and Change / Read AY Ch 27, Parts 4, 6-8	Bring laptop to class

#	Date	Topic / Reading	What's Due
30	Wed April 3	Shadows of Vietnam / Read AY Ch 27 Part 5 and Ch 28 Parts 1-2	
31	Fri April 5	Quiz #2 In Class	
	Due by April 5	Written Work #3 - AND - Constitutions Module 3	All Unit 3 Work completed
UNIT 4: 1975 - Present (April 6 - May 6)			
Unit 4 Objectives		<ul style="list-style-type: none"> • Describe economic, racial, social, and cultural anxieties of the 1970s • Evaluate the achievements, and ongoing struggles, of the civil rights movement • Categorize the terms of cultural debate since the 1980s between conservative and liberal visions for the country • Contextualize long-term trends in American demography and foreign relations • Define and give examples of globalization in contemporary US and in your own life • Recognize that US and state constitutions are living documents whose meaning continues to shift and which matter deeply in our current moment • Justify the significance of an event in recent US history • Apply historical thinking skills to showcase your learning from this course 	
32	Mon April 8	The Unraveling / Read AY Ch 28, Parts 3-9	
33	Wed April 10	Explore the 1970s / Review AY Ch 28	
34	Fri April 12	Film Day: Investigating Watergate	
	<i>Mon April 15</i>	<i>University Holiday, Patriot's Day, No Class</i>	
35	Wed April 17	Civil Rights: reading as assigned	Bring laptop to class
36	Fri April 19	Right / Left Polarization: reading as assigned	Final Project Topic Idea
37	Mon April 22	Demographics: reading as assigned	
38	Wed April 24	Forever Wars: reading as assigned	
39	Fri April 26	Final Project Workday 1	
40	Mon April 29	Final Project Workday 2	Final Project Due
41	Wed May 1	Globalization / Read AY Ch 30, Parts 1-2	
42	Fri May 3	The Recent Past / Read AY Ch 30, Parts 3-9	
43	Mon May 6	Discussion Day - Century 21 — What does it all mean?	Bring laptop to class
	Due by Mon May 6	Written Work #4 - AND - Constitutions Module 4	All Unit 4 Work completed

NOTE: The syllabus is subject to change; check Blackboard for updates. Once you've read this entire syllabus, text or email me a History-related meme.