



HI 112 US History II, 1877 to Present

Overview

MWF 9:30 am
Sullivan 326

Instructor:

Dr. Tona Hangen
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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. Pay attention to all the deadlines on the syllabus, as some work is only available during its assigned unit. My course structure rewards consistent, steady effort.

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, in-class group work, and completing online assignments. To receive full attendance & participation credit during each unit, you need to speak up in class and demonstrate active learning (passive presence is not enough). The course is introductory level course yet 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.

Attendance and Participation (A&P) - 36 points

You get scored for part of your A&P grade after each unit (Up to 8 points in Unit 1, 12 points in Unit 2, 8 points in Unit 3, and 8 points in Unit 4). Attendance matters, and participation matters even more. Be on time and ready to participate each day. This means you have put in the necessary time to read and absorb assigned reading ahead of time. A&P grades include discussion and group work, and are 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 - 22 points

The first submitted assignment tests your ability to make correct history citations (Sept 9 or end of Add/Drop). In addition there are two in-class quizzes based on the textbook reading and class learning activities, each worth 10 points. Quiz dates: Sept 18, Nov 13.

Constitutions Modules - 12 points

Each unit contains a 3-point Constitutions Module on Blackboard, assessed 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 its unit, so plan accordingly to complete them in a timely way.

Written Work - 20 points

Submit one written assignment during each unit (5 points each). You have various options that highlight different skills or understandings of course material. Choose a new option each time, no repeats.

Final Project - 10 points

Combine your history skills in this culminating assignment: use a reliable historical source as evidence in a short paper to support or challenge one of the textbook's interpretations.

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 important milestones in amending and interpreting the U.S. and Massachusetts Constitutions from 1865-present.

Apply key basic concepts and skills of historical thinking to selected topics in the period 1865-present, including chronology, contingency, causality, and evidence-based interpretation.

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. See “What if Something Goes Wrong?” under Course Basics.

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. Plagiarism in this course includes cut/pasted text from the internet, Wikipedia or the textbook or using an AI text generator (such as ChatGPT) 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. Consider forming a study group with your peers. 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. Lastly, attend any scheduled help sessions outside of class.

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 study skills or time management - Reach out to Student Accessibility Services if you need accommodations - 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 to access SNAP food assistance or the Student Emergency Fund.



UNIT 1: 1865-1900 (Sept 4 - Sept 20)

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 Sept 4	Welcome Week: Course Intro	
2	Fri Sept 6	Welcome Week: Reconstruction / Read AY Ch 15	Hello Forum
3	Mon Sept 9	Capital and Labor / Read AY Ch 16	Practice Paper
4	Wed Sept 11	American West / Read AY Ch 17	
5	Fri Sept 13	Industrial America / Read AY Ch 18	
6	Mon Sept 16	Understanding Primary Sources	
7	Wed Sept 18	Quiz #1 In Class	
8	Fri Sept 20	American Imperialism / Read AY Ch 19	
	Due Sept 20, 11:59p	Written Work #1 - AND - Constitutions Module 1	All Unit 1 Work completed

UNIT 2: 1900-1945 (Sept 21 - Oct 18)

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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9	Mon Sept 23	Progressive Era / read AY Ch 20	
10	Wed Sept 25	Understanding Secondary Sources / Library Tools	

#	Date	Topic / Reading	What's Due
11	Fri Sept 27	US and the World During World War I / Read AY Ch 21	
12	Mon Sept 30	Aftermath of World War I / Review AY Ch 21	
13	Wed Oct 2	The New Era / Read AY Ch 22	
14	Fri Oct 4	Library Skills Practice	
15	Mon Oct 7	The Great Depression / Read AY Ch 23	
16	Wed Oct 9	Explore the 1930s / Review AY Ch 23	
17	Fri Oct 11	The 1940s and World War II / Read AY Ch 24	
	<i>Mon Oct 14</i>	<i>No Class, University Holiday</i>	
18	Wed Oct 16	World War II's Homefront / Review AY Ch 24	
19	Fri Oct 18	Discussion Day - The Good War? / Review AY Ch 20 - 24	
	Due Oct 18, 11:59p	Written Work #2 - AND - Constitutions Module 2	All Unit 2 Work completed
UNIT 3: 1945-1975 (Oct 19-Nov 13)			
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 	
20	Mon Oct 21	The Cold War / Read AY Ch 25	
21	Wed Oct 23	Geopolitics and Cold War Culture / Review AY Ch 25	
22	Fri Oct 25	Understanding Historical Interpretation	
23	Mon Oct 28	Race in Postwar America / Read AY Ch 26, Parts 1-4	
24	Wed Oct 30	Affluent Society / Read AY Ch 26, Parts 5-7	
25	Fri Nov 1	The Sixties / Read AY Ch 27, Parts 1-3	
26	Mon Nov 4	Great Society, Protest and Change / Read AY Ch 27, Parts 4, 6-8	
27	Wed Nov 6	Shadows of Vietnam / Read AY Ch 27 Part 5 and Ch 28 Parts 1-4	
28	Fri Nov 8	Discussion Day - Shaping of Modern America - Review Ch 25-28	
	<i>Mon Nov 11</i>	<i>No Class, University Holiday</i>	
29	Wed Nov 13	Quiz #2 in Class — Written Work #3 + Con Mod 3 Due 11:59p	All Unit 3 Work completed

UNIT 4: 1975 - Present (Nov 14 - Dec 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 	
#	Date	Topic / Reading	What's Due
30	Fri Nov 15	The Unraveling / AY Ch 28, Parts 5-9	Final Project Topic Idea
31	Mon Nov 18	Presidential Power and Accountability: A Tale of Two Presidents	
32	Wed Nov 20	Right, Left, Center / AY Ch 29	
33	Fri Nov 22	Final Project Workday 1	Bring laptop to class
34	Mon Nov 25	Final Project Workday 2	Bring laptop to class Final Project Due
	<i>Wed-Fri Nov 27-29</i>	<i>Thanksgiving Holiday, No Classes</i>	
35	Mon Dec 2	The Recent Past / Read AY Ch 30	
36	Wed Dec 4	Our Historical Moment	
37	Fri Dec 6	Course Wrap-Up	
	Due Dec 6, 11:59p	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.

