

us history II

HI 112-02
HI 112-H2

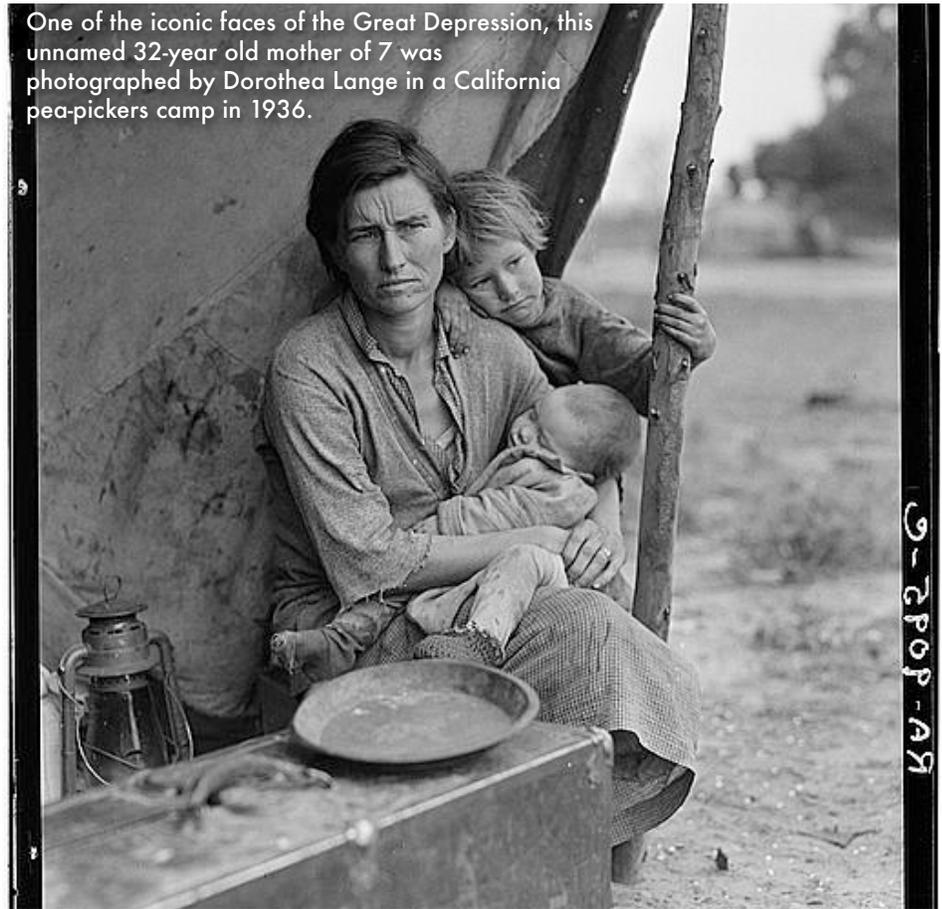
SPRING 2011

MWF 9:30 AM

ROOM S-105

WORCESTER
STATE
UNIVERSITY

One of the iconic faces of the Great Depression, this unnamed 32-year old mother of 7 was photographed by Dorothea Lange in a California pea-pickers camp in 1936.



Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction

You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents and people in their historical

contexts; and crafting interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively *doing* history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. 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 and of school teaching."

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course details

Website: <http://tonahangen.com/wsc/us2>

LASC: USW, CON

Required texts: James West Davidson et al, *Experience History: Interpreting America's Past* Volume 2, From 1865 (McGraw Hill 2011), ISBN: 978-0077368326

David Emory Shi and Holly Mayer, *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times* 4th edition (WW Norton), ISBN: 978-0393934045

how to take this course

It's not what you "get" in this course, it's how deep you go. People take a US History survey for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your college experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your new-found historical knowledge, but it would be a darn shame. I like to think that this (and indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. Enter with me and go as deep as you dare...

wading

you need the basic outlines of US history, the highlights, the main characters & ideas, the surface-level knowledge

There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only history course, or if you've never taken one before & it's all new

"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT happened in the past.

snorkeling

you have a grasp of the basics and are ready to think historically and explore what's below the surface

Perhaps you've taken US history before, or are a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.

"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW & WHY things happened as they did.

scuba diving

you want to go deeper into the past, using the cognitive equipment & tools of history as a focused critical thinker

Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with WHY HISTORY MATTERS.

Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook material on your own outside of class. You will write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You'll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption.

Learning is not a spectator sport.

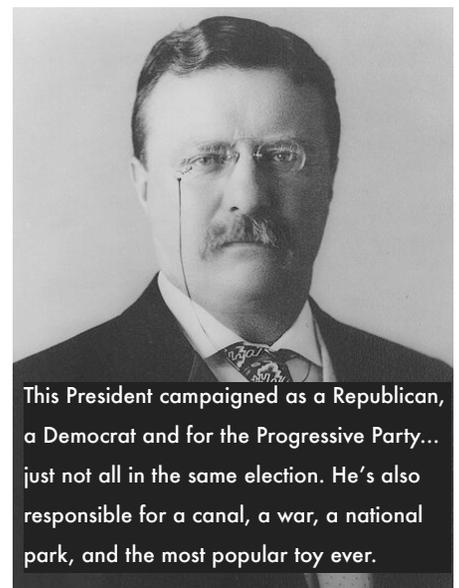
Attendance and Daily Work (20%) I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused absence" – you're either in class, or you're not. Daily Work may include pop quizzes, discussion questions, in-class short writings, and class participation. These cannot be made up, since they depend on being present in class.

Exams (30%) We will have 4 exams. The last one will take place during the final exam period, but will be the equivalent of the other three exams (not a cumulative final). Your lowest exam is dropped; **there are no makeup exams.**

You'll note at this point that fully half of your grade involves showing up prepared for class, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

Document Duel (30%) – 2 double-spaced pages, no more and no less. You can turn in one of these each week on Fridays. They are short papers that give you practice working with primary sources and developing historical interpretations. You can safely skip one week, since there are 11 possible Fridays (but you will get the extra credit if you do all 11). They need to be turned in DURING CLASS or uploaded to Digital Dropbox BEFORE CLASSTIME on Friday. There are NO makeups or late work accepted on these short papers. See p. 4 for more information on the DDs.

Projects (20%) – you will do two projects of your own original work, each of which involves planning ahead, research, and well-crafted, evidence-based historical writing. For the first project you will compare two documents from the *For the Record* reader, and then write a paper that uses these documents as evidence for a historical argument. For the second project, you'll use and then improve a student-made packet of sources for studying a recent event in American history. Each of these projects is worth 10% of your final grade.



This President campaigned as a Republican, a Democrat and for the Progressive Party... just not all in the same election. He's also responsible for a canal, a war, a national park, and the most popular toy ever.

Your Instructor: Dr. Tona Hangen
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Phone extension: 8688
email: thangen@worchester.edu
Email is the preferred way to reach me

Office Hours (signup posted on door)
M 2-3, W 1:30-2:30, F 10:30-11:30,
and by appointment

Grading Scale

Attendance & Daily Work	20%	Silent attendance will not earn full credit. Sleeping or texting in class lowers your grade. Daily work cannot be made up, it depends on being in class
Exams (best 3 of 4)	30%	Exam dates: 2/16, 3/11, 4/8 and 5/9
Document Duels (10)	30%	Turn in one each week on Fridays as listed. You need a total of 10 by the end of the term
Primary Source Project	10%	An analysis & comparison of 2 FTR documents
History Now Project	10%	A project focused on an event since 1980

Syllabus

Type of Week	#	Date	Topic	What to Read	What's Due
Sprint	1	W 1/19			
	2	F 1/21	Reconstruction	EH Ch 17	DD 1
Deep Unit	3	M 1/24	New South	EH Ch 18 (to p. 480)	
	4	W 1/26			
	5	F 1/28	New West	EH Ch 18 (480-507)	DD 2
	6	M 1/31			
	7	W 2/2	New Industrial Order	EH Ch 19	
	8	F 2/4			DD 3
	9	M 2/7	The Urban Order	EH Ch 20	
	10	W 2/9			
	11	F 2/11	At Home & Abroad	EH Ch 21	(no DD)
	12	M 2/14			
	13	W 2/16	Exam #1	Covers Ch 17-21	
Sprint	14	F 2/18	The Progressive Era	EH Ch 22	DD 4
Monday 2/21, No Class (Presidents Day)					
	15	W 2/23	US & World War I	EH Ch 23	
	16	F 2/25	The New Era	EH Ch 24	DD 5
Deep Unit	17	M 2/28	America, 1930-1945	EH Ch 25	
	18	W 3/2	Primary Source Project		
	19	F 3/4		EH Ch 26	DD 6
	20	M 3/7			Primary Source
	21	W 3/9			
	22	F 3/11	Exam #2	Covers Ch 22-26	(no DD)
Spring Break, No Classes March 14-18					

(continued on next page)

Syllabus Overview

For each class, you will have a reading assignment, usually a chapter of the textbook, *Experience History* (EH in the syllabus). You need to keep up with the textbook reading on your own; we cannot cover everything in class. I consider the textbook to be "background reading" – in other words, read it before class, and if it covers new or unfamiliar history for you, then re-read and study it more carefully on your own time. Pop quizzes, and the exams, are based on the textbook and our class discussions will assume that reading has been done prior to class. Unless I specify otherwise you do not need to bring *Experience History* with you to class.

Some periods in history we will spend more time on – these are "deep units."

They are: 1877-1914 in the South/North/West; the Depression and WW2; the Sixties; and the Post Cold War era.

During the deep units we will read and analyze primary source documents in the *For the Record* reader, which is also the source for your weekly Document Duel. You should bring the FTR with you to class during deep units (as listed in the syllabus).

Some periods in history we will cover more quickly than others – these are "sprints" between each of the deep units when our pace is faster and our coverage less deep.

Type of Week	#	Date	Topic	What to Read	What's Due
Sprint	23	M 3/21	Cold War America	EH Ch 27	
	24	W 3/23			
	25	F 3/25		EH Ch 28	DD 7
Deep Unit	26	M 3/28	The Long Sixties		
	27	W 3/30		EH Ch 29	
	28	F 4/1			DD 8
	29	M 4/4		EH Ch 30	
	30	W 4/6			
	31	F 4/8	Exam #3	Covers Ch 27-30	(no DD)
	32	M 4/11	Film		
Sprint	33	W 4/13	America, 1974-1989	EH Ch 31	
	34	F 4/15			DD 9
Monday, 4/18 No Class, Patriot's Day					
Deep Unit	35	W 4/20	Post Cold War America	EH Ch 32	
	36	F 4/22			DD 10
	37	M 4/25			
	38	W 4/27	History Now Project Day		
	39	F 4/29	The End of America?	Josh Levin, "How is America Going to End?" Slate.com 8/09 http://www.slate.com/id/2223851/	DD 11
	40	M 5/2			History Now
		M 5/9	Exam #4 (8:30 am)	Covers Ch 31-32	

The Document Duel - One of the features of the *Experience History* textbook is the "Dueling Documents" in each chapter. You will notice that the book's editors set two documents in conversation/argument with each other. Both represent actual evidence from the past, but they usually take opposing views of an issue or an event. This is useful because historians often need to weigh conflicting pieces of evidence, and you get to see that in action.

In your Document Duel each week, you will also put two things in conversation/argument with each other: ONE document of your choice from the FTR reader, and ONE quoted statement (sentence/paragraph) from the *Experience History* textbook. Your task will be to discuss how these two pieces of evidence support each other, or contradict each other, or where they agree/disagree. Your chosen documents do not have to come from the current time period we are discussing. Especially if you are a "snorkeler" or a "scuba diver," feel free to wander throughout the FTR book for evidence to set against your textbook. Let me stress, these are not opinion pieces, but rather brief works of historical analysis. As you do this weekly, you will develop stronger analytical and critical thinking skills, approach primary sources with greater confidence, and understand how historians use such sources to construct their interpretations of the past.

DDs are due on Fridays. You turn in 10 throughout the semester, which means you can skip one week since there are 11 possible Friday due dates. However, if you turn in all 11, you get credit for all 11 - this is entirely up to you - you can drop/miss one with no penalty.

Criteria and grading: A DD should be 2 full pages long (double-spaced), and thoroughly proofread for spelling and grammar. It should contain a correctly formatted footnote to the original documents. Give your DD a catchy title (not "DD #5"). Do not include a title page or a separate Works Cited page - what you turn in should be 2 sheets of paper, no more and no less. Each DD is worth 3 percent of your final grade, for a total of 30%. I will grade them on a 1-2-3 scale.

3 = demonstrates critical thinking & superior analysis, offers a creative juxtaposition of documents, contains at least 2 correct footnotes, free of grammatical/spelling errors, has a catchy title.

2 = generally solid work, but might miss the mark in some way - such as failing to connect ideas, containing proofreading errors, not being a full 2 pages long or lacking a title.

1 = sub-standard work, such as being only 1 page long, doesn't analyze or connect, or contains historical inaccuracies demonstrating poor understanding of the document and its significance.

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During deep units we will read and analyze primary source documents in the *For the Record* reader, which is also the source for your weekly Document Duel. You should bring the FTR with you to class during deep units (as listed in the syllabus).

Some periods in history we will cover more quickly than others - these are "sprints" between each of the deep units when our pace is faster and our coverage less deep.

DD Submission Guidelines

Best = Hand in your DD during Friday's class, as a printed paper

Acceptable = upload your DD to the Blackboard Digital Dropbox before class begins on Friday, including your name in the uploaded filename

Also acceptable = turn in your DD to me before Friday, for example in my office mailbox on Thursday or in class on Wednesday

My least favorite = sending your DD to me as an attachment to, or in the text of, an email

Not acceptable = anything else, like having printer trouble and not bringing it to class, not uploading it before class begins and then begging me to let you print it later that day and drop it in my mailbox, or forgetting to do them for several weeks and asking if you can turn in 3 on the same Friday. My answer will be: **there are no makeups or late work accepted on DDs.**



In this 1942 image of a Chicago Steel Mill, a cannon from World War One is headed for reprocessing into munitions for World War Two

The Fine Print

Regarding plagiarism: On papers and exams, doing your own work is absolutely essential. In ALL papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods (Chicago Style or MLA). Let me be very clear. You cannot clip and past text from the internet into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded from online. Plagiarized work or exam cheating will automatically get a zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

Technology Use in Class: We will be busy in every class session and we don't need any electronic distractions. Silence your cell phones before you enter the classroom. If it rings, I reserve the right to answer it. You may bring a laptop, but only for taking notes or accessing relevant course material during discussion. Do not use your laptop in

class to surf the internet, check your email, update your Facebook status, or the like.

Turning in papers: Ideally, all work should be handed in, printed on paper, in class on the day it is due. It is also acceptable to upload your document to Digital Dropbox well BEFORE the assigned due date & time. A distant third best is to attach it to an email to me, but if you email work please make sure that the body of your email includes your full name and the class you are in, and that your emailed document has your name in the title. Document Duels (see p. 4) cannot be handed in late or uploaded/emailed after class begins on their due date. Printer or computer problems are never an excuse for not having a paper submitted on time. To avoid losing work, I recommend that you 1) not keep your papers on only one computer or flash drive, and 2) email your papers to yourself frequently so that you can access them from another computer in a pinch. Alternatively, you can use a free program called Dropbox (learn more at <http://dropbox.com>) to store documents "in the cloud" for remote access.

Help & Resources

If you are feeling lost or overwhelmed...

1. **Make an appointment with me**
You are welcome to email me, or make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.
2. **Use online resources**
In the sidebar of the website, I've linked to some useful online resources, including Norton StudySpace, a resource to help with history learning and studying for the exams (flash cards, self pre-tests, etc).
3. **Get to know the Reference Desk**
Our library staff is eager to help guide your research and to orient you to our library's paper and online resources.
4. **Use the Writing Center**
The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. It's located in Sullivan 306, extension x8112.
5. **Visit the Academic Success Center**
In some cases, students benefit from tutoring or one-on-one intervention. The Academic Success Center offers (free) tutoring in many subjects, including history, and can also help you with general study, note-taking, or textbook reading strategies. They are located in Admin 130, extension x8111.

Accommodations

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 course so we can design a solution that will help you be successful in the class.