



## HI 222: US History and Constitutions Since 1865

*Tell me and I'll listen/ Show me and I'll understand/ Involve me and I'll learn."*

*(Lakota saying)*

*"Sometimes a person needs a story more than food to stay alive."*

*~Barry Lopez from Crow and Weasel*

- Instructor:** Dr. Margaret A. Lowe  
**Office Hours:** Tuesdays, 12:30-1:30  
**Office Location:** Blackboard Collaborate Ultra  
**Office Phone:** 508-531-2406
- E-Mail:** [mlowe@bridgew.edu](mailto:mlowe@bridgew.edu) I will respond within 1-2 business days. This is my preferred communication method.
- Tech Support:** Visit the [Information Technology web page](#) for IT Service Center
- Peer Forum:** HI 222 Summer Blackboard Peer Forum
- Technical Skills:** Ability to use the Blackboard Learning Management System for accessing course resources, assignments, and grades.
- Software Required:** You will need a web browser for accessing our Blackboard course site. Use Blackboard's [Browser Checker](#) feature to ensure that your browser meets Blackboard standards.
- Course Site:** [Blackboard](#)
- Required Textbook:** *Give Me Liberty Seagull 6e V2 + Voices of Freedom 6e V2*  
ISBN 978-0-393-44719-4  
*Please order this exact text. No other edition or volume will give you access to the materials you will need for this course. You may purchase or rent as you prefer.*
- StoryCorp:** <https://storycorps.org> and <https://storycorps.org/participate/storycorps-app/>  
**Please bookmark this website and download the free StoryCorp App to your phone or laptop.**

### Course Goals:

1. **Doing History:** In this course, we will devote the majority of our time to hands-on historical analysis. All of us, as resident historians, rather than me as the "expert professor" will learn to practice the historian's craft together. In doing so, we will come to understand not only the past but also the world we live in today.

2. Depth versus Breadth: Rather than a broad survey, we will use an in-depth, *case-study* approach to explore key topics in American history since 1865. Think of this class as a workshop similar to a research lab where we will investigate essential questions in American history.
3. Thematic Focus: Throughout the semester we will highlight two key themes. First, in the words of Eric Foner (our textbook editor), we will emphasize “a question as old as the republic and as current at today’s newspapers: ‘Who is an American?’” Second, we will investigate the relationship between the nation’s founding ideals of “freedom and equality” for all and the daily lived realities of ordinary Americans. As historians, we can take a close look at how and why these notions have changed over time and what they might teach us about current events.

**Learning Outcomes:** By the end of this course, you should be able to:

- Identify and analyze primary sources
- Comprehend and evaluate secondary readings including on-line web sites
- Illustrate an understanding of historiography
- Effectively present your ideas orally and in writing
- Use primary and secondary evidence to make credible, historical arguments
- Understand and apply proper attribution and citation tools
- Know the key facts, themes, and turning points in American history since 1865
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***Course Policies:***

*Participation* – Every Online Activity is important. We will be working together to meet our course goals and learning outcomes, and we do not want you to miss out.

*E-mail* – Each class email is important. You are [responsible for all e-mail communications](#) sent by your instructor and your classmates to your BSU e-mail account. It is important that you check your BSU e-mail at least every other day so that you do not miss important communications from your instructor and classmates.

*Special Circumstances* – Bridgewater State University is committed to ensuring equal academic opportunities and inclusion for students. If you have any special circumstances that might impact your participation, success, and/or comfort in class, please contact the instructor as soon as possible. These may include (but are not limited to) having a documented disability, involvement in upcoming religious observances, and speaking English as a second language.

Any student who due to a documented disability needs special accommodations to participate in class and/or complete assignments should contact the instructor during the add/drop period so that reasonable accommodations can be made. If you have not done so already, please register with the [Disabilities Resources Office in the Academic Achievement Center](#), which is responsible for coordinating accommodations and services for students with disabilities.

Our course Learning Management System, Blackboard, was “designed and developed in accordance with the internationally recognized Web Content Accessibility (WCAG) Guidelines 2.0 Level AA as well as the Section 508 standards in the United States” according to the [Blackboard Accessibility web site](#).

*Academic Integrity* – “Students are admitted to Bridgewater State University with the expectation that they will accept and abide by the standards of conduct and scholarship established by the faculty, administration and student governing boards. The university reserves the right to require students to withdraw who do not maintain acceptable academic standing. The university also

reserves the right to dismiss, with due process, students who do not meet the requirements of conduct and order or whose behavior is inconsistent with the standards of the university. ” – excerpted from the [Academic Integrity Policy](#).

#### *Title IX and Sexual Violence*

The Office of Equal Opportunity and the Title IX Coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate. Visit their [support site](#) to learn more regarding all resources for victim-survivors. Resources include steps to take to report sexual and relationship violence and/or to seek alternative forms of aid.

*Technical Issues* – Back up course work often, for you are responsible for course work lost to technical difficulties. When contributing to Blackboard discussion assignments or lengthy essay exam questions, consider composing your work in Microsoft Word and then copying and pasting the text into Blackboard.

If there are system-wide issues with Blackboard or BSU email, the instructor will contact you via email to provide you with an alternative means of completing course assignments or due date extensions. If you experience individual technical issues, please [contact the IT Service Center](#) and provide as many details, including screenshots if possible so that the IT Service Center can assist you.

*Netiquette* – Before posting to a course discussion forum, please consider the following guidelines for appropriate web-based communications:

- Passion is great; positivity and politeness should also be in step with your passion when communicating with peers and the instructor.
- To err is human; to forgive is divine. Be gracious when others make spelling or grammatical errors.
- Even with emoticons, tone and context can often be lost in text-based communications. Keep that in mind when sharing a post that is comical or satirical.
- Respect the privacy of others. If you are sharing information of a personal nature that affects a classmate, check with that classmate before posting.
- Proofread your responses before submitting. Maintain the mindset that anything posted on the web is permanent.
- Let your instructor know if something that has been posted in our discussion forum is inappropriate or offensive to you.

## **Grading**

<b>ASSIGNMENT</b>	<b>PERCENTAGE OF FINAL GRADE</b>
<b>DISCUSSION QUESTIONS (DQ) (6)</b>	<b>24 PTS (4PTS EACH)</b>
<b>INQUIZITIVES (15)</b>	<b>30 PTS (2PTS EACH)</b>
<b>STORYCORPS ASSIGNMENTS (2)</b>	<b>12 PTS (6PTS EACH)</b>
<b>DISCUSSION BOARD POSTS (8)</b>	<b>24 PTS (3PTS EACH)</b>
<b>FINAL PORTFOLIO (1)</b>	<b>10 PTS</b>

## Final Grading Scale

Using your numeric Final Grade value in Blackboard (based on a 100-point scale), review the table below to determine the corresponding letter value. Numeric Final Grade values are rounded up or down to the nearest zero decimal value (ex. 94.5 becomes an “A”; 94.2 remains an “A-“).

<b>GRADE</b>	<b>DESCRIPTION</b>	<b>4-POINT EQUIVALENT</b>	<b>100-POINT</b>
<b>A</b>	Superior	4.0	95-100
<b>A-</b>	Superior	3.7	90-94
<b>B+</b>	Good	3.3	87-89
<b>B</b>	Good	3.0	83-86
<b>B-</b>	Good	2.7	80-82
<b>C+</b>	Satisfactory	2.3	77-79
<b>C</b>	Satisfactory	2.0	73-76
<b>C-</b>	Satisfactory	1.7	70-72
<b>D</b>	Poor	1.0	65-69
<b>F</b>	Failure	0.0	0-64

# Course Schedule & Assignments

## Week I

## DQ1 & InQuizitive 1 & 2 DUE

BB Discussion Board Post #1: Video Introductions DUE

Group Discussion Session #1

### **1. Welcome and Introductions: Overview of Historical Methodology**

*Primary Sources:* Our shop materials are primary sources – the shards of historical evidence -- whether a Supreme Court ruling or a baby’s rattle that survived from the past. The primary sources are located in your “*Voices of Freedom*” reader as well as the “*Voices of Freedom*” sections within your *Give Me Liberty* textbook.

*Secondary Sources:* Secondary sources are the interpretations about the past offered by other historians. Most of the material in *Give Me Liberty* is secondary.

Our *shop tools* include careful analysis of both primary and secondary sources combined with critical thinking to arrive at our own historical interpretations. With training and collaboration, we can then construct documented, persuasive written and oral historical arguments. We can tell credible “stories” about the past.

*Historiography:* We will also consider how and why particular historical interpretations have changed over time. As Richard F. Hirsch summarizes, “history often resembles an incomplete picture, using different methodologies can prove useful. Looking at history from one angle or through a certain lens might uncover part of the history of that event. But since history isn’t quite absolute, observing history through other means and perspectives can reveal aspects of the historical event that may not have been evident otherwise.”

*Story:* In this course, you will also have a chance to do a bit of historical storytelling yourself. Using the *StoryCorp* application, you will interview a family, friend or community elder to discover how their story might connect to your own, and also to the larger story of American history.

### **Who is an American? What is America’s Story?**

**GML:** Preface, xvi-xxii, & 1147-1165

**StoryCorp:** Download the app. Review the web site and listen to a few stories.

### **2. Late Nineteenth Century America: Visions of Freedom**

**GML:** K. Khan, “Speech at Democratic National Convention”

**BB Readings:** “Petition of Black Residents of Nashville”

Elizabeth Cady Stanton, “Home Life”

Frederick Douglass, “The Composite Nation”

Andrew Carnegie, “The Gospel of Wealth”

Chief Joseph, “Let Me Be a Free Man”

### **3. America’s Gilded Age: The Nineteenth Century’s “1%”**

**GML:** Ch 16 & Emilio Aguinaldo

### **Freedom’s Boundaries: Americans at Home and Abroad**

**GML:** Ch 17

### **4. The Rise of Jim Crow America**

**NYT 1619 Project:** *Episode 1, The Fight For Democracy* (Apple, Google, Spotify, etc.)

<https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html>

**WEEK 2:** **DO 2, InQuizitive 3&4, StoryCorps 1 DUE**  
Group Discussion Session #2 (At your selected time)  
BB Discussion Board Post #2 DUE

**1. The Progressive Era: Reform or Revolt?**

**GML:** Ch 18

**World War I: Making the World Safe for Democracy**

**BB Readings:** World War I

**eVideo:** 1917

**2. The 1918 Flu Epidemic: What Might History Teach Us about COVID-19?**

**BB Readings:** COVID-19

**3. The Twentieth Century “American:” New Definitions**

**GML:** Ch 20

**BB Readings:** American Women’s Suffrage: The 100<sup>th</sup> Year Anniversary

**4. The Great Depression & the New Deal:**

**Selected Studs Terkel Interviews: Great Depression**

<http://studsterkel.matrix.msu.edu/htimes.php>

**Fighting for the Four Freedoms: Global Realities**

**GML:** 861-864, 873-899, 903-5

**5. The Cold War: A Battle for Hearts and Minds**

**GML:** Ch 23

**The 1950s: An Era of Surprising Contradictions**

**GML:** Doc 172: Allen Ginsberg, “Howl”

Doc 183: “Brochure on the ERA”

**WEEK 3:** **DQ 3, InQuizitive 5, 6 & 7 DUE**

Group Discussion Session #3

BB Discussion Post #3 Due

**1. Reading Day and Mid-Course Review**

**The Sixties: Discontent at Home and Abroad**

**GML:** Ch 25

**MLK:** “Beyond Vietnam” (1967 Speech)

<https://kinginstitute.stanford.edu/king-papers/documents/beyond-vietnam>

**2. From Civil Rights to Black Power to Black Lives Matter**

**eVideo: Selections;** *Black America Since MLK: And Still I Rise*

[https://fod-infobase-com.libserv-prd.bridgew.edu/p\\_Collection.aspx?seriesID=153942](https://fod-infobase-com.libserv-prd.bridgew.edu/p_Collection.aspx?seriesID=153942))

### 3. The Conservative Turn: Whose America?

**GML:** Ch 26

Doc 181: Céséar Chavez, “Letter from Delano

Doc 187: Jerry Falwell, “Listen America!”

Doc 188: R. Reagan, “It’s Morning in America”

### 4. The 1970s: The Environmental Movement: Whose Land?

**GML:** Doc 189: James Watt, “Environmentalists: A Threat to the Ecology of the West”

p1064: Barry Commoner, “The Closing Circle”

p1064-5: Richard E. Blakemore, “Report of the Sagebrush Rebellion

**BB Readings:** Standing Rock: Documents

Climate Change: Documents

### 5. StoryCorps: Your Interviews

**StoryCorps 2 DUE**

**Week 4:**

**DQ 4, InQuizitive 8, 9& 10 DUE**

*BB Discussion Board #4*

*Group Discussion Session #4*

### 1. The 1980s-1990s: American Identit(ies) in Conflict

**BB: Readings:** From Reagan to Clinton

### 2. *Another* New Century: The 2000s

**GML:** Ch 28

**BB Readings:** From President Obama to President Trump

### 3. COVID-19: How will historians write about our global pandemic?

**4 & 5: Summary and Review**

**Final Portfolios DUE**