



HI 222: US History and Constitutions Summer June 1-28 2021

Instructor:	Dr. Margaret A. Lowe
Office Hours:	By appointment: Zoom Office Hours: Link on BB
E-Mail:	mlowe@bridgew.edu I will respond within 1-2 business days.
Tech Support:	BSU Information Technology Web Page For Blackboard: Use Help and Student Resources on BB Course Site.
Software Required:	Use Blackboard's Browser Checker to ensure your browser meets BB standards. Use <i>Microsoft WORD</i> for all course assignments.
Course Site:	Blackboard (BB): HIST 222-FR1 US History/Const since 1865

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

- Demonstrate knowledge of the key facts, themes, and turning points in US history since 1865
- Demonstrate knowledge of US history in relation within a global context
- Demonstrate an understanding of historical context and change over time
- Identify and analyze primary source evidence
- Effectively present ideas orally and in writing

Required Textbook: *Give Me Liberty Seagull 6e V2 + Voices of Freedom 6e V2.*
ISBN 978-0-393-44719-4

*Order this EXACT TEXT via our Blackboard Course Site.
No other editions or versions will sync your grades with the course.*

PURCHASING INSTRUCTIONS:

- **Go to the BSU Blackboard site**
- **Click on “GML: InQuizitive Assignments”**
- **You will be prompted to create a Norton account and purchase access to the text. This will give you access to all GML course materials.**
- **Choose the \$30.00 option.**
- ***For the billing address, use Bridgewater State University. (The system does not accept international addresses.)***

Video Instructions for ordering the test: <https://www.youtube.com/watch?v=bEr2ah0dSok>

For Textbook-related tech support: If you are not able to purchase the text or have tech questions: Contact the Norton Help Desk: <http://support.wwnorton.com>
Click “learn more” under tech support and submit a support ticket.
This is the fastest and most efficient way to resolve IT/purchasing problems.

[Course Structure and Zoom Office Hours](#)

[Asynchronistic Learning \(Independent learning\)](#)

An asynchronistic course is one in which we do not meet together as a class at a regularly scheduled time. Due to the fact that you and your classmates live in a variety of time zones, it's not possible.

Instead, I will hold weekly zoom, drop-in office hours and am also happy to schedule small group or a 1:1 meeting at your request. (Via Zoom Office Hours Link)

DUE DATES: All assignments are due on the dates listed below at 11:59pm EST

- Please contact me to let me know when you need additional support or direction.
- If you start falling behind, contact one of us immediately so we can address your concerns.
- Check the Blackboard site and your Bridgewater email at least once a day.
- Save your own copy of all your assignments until the end of the course for safe-keeping.

Course Assignments: Due by 11:59pm EST on the days listed

1. Eight InQuizitives: (via GML Link) DUE: 6/3, 6/7, 6/14, 6/21 32pts (4pts each)

Complete the assigned GML reading first, then do the quiz. If you try to do the quiz without the reading, it will take twice as long. If you complete 100% of the quiz, you will receive 100% credit for each one.

You start with the total of 32 points and only lose points if you do not complete the quiz.

Tutorial: <https://ncia.wwnorton.com/76421>

2. Two History Skills Tutorials DUE: 6/2 8 pts (4pts each)

If you complete 100% of each one, you will receive 100% credit.

3. Introductory Video Original Post DUE: 6/2 Comment Post Due: 6/3 5 pts

4. Four Discussion Board Posts (DBP) 40pts (10pts each)

DUE: Original Post Comment Post

DBP 1 6/4 6/7

DBP 2 6/9 6/11

DBP 3 6/16 6/18

DBP 4 6/22 6/23

In each post, you will offer a critical analysis of a set of primary and secondary materials based on a particular theme. This will allow you to take a “deep dive” into one key issue in American history. Post under Discussion Board Forum (minimum 200 words per post).

Original Post: Respond to the prompts listed with each DBP.

You won't be able to look at your classmates' responses until you post yours first.

Comment Post: Post *at least one additional response to one of your classmates' posts* by the date listed. *Your response should answer the following:*

1. Explain to your selected classmate two ways they you learn more about the material.
2. Build on your classmate's post by offering them one challenge to further their analyses, (For example, point out different interpretations of the same materials and explain why you differed or pose an analytic question).

5. Final TAKE-HOME Essay Exam DUE: 6/25 15 pts

Further instructions will be provided.

Course Policies

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](#).

E-mail – 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 once per day.**

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](#).

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 but basic courtesy is required when communicating with peers and the instructor.
- 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. Keep in mind that anything posted on the web is permanent.
- Let me know if something that has been posted in any class forum that inappropriate or offensive to you.

Course Schedule

Week 1: The Progressive Era: US “Exceptionalism and Mission” in the World

1. Introduction to Historical Methods: Primary v Secondary Evidence

GML: History Skills Tutorial:	Analyzing Primary Sources	Due 6/2
GML: History Skills Tutorial:	Analyzing Secondary Sources	Due 6/2
GML: History Skills Tutorial:	Analyzing Images	Due 6/2

2. Introduce Yourself: Video and Comment

Create and submit your own 2-3-minute introductory video
 Comment: Review all 12 of your classmates’ videos

DBP: Introduction Forum

Due 6/2
Due 6/3

Do the GML History Skills Tutorials BEFORE you do your comment post.

3. The Gilded Age: The Nineteenth Century's "1%"

GML: Ch 16 InQuizitive 1

Due: 6/3

4. Freedom's Boundaries: Americans at Home and Abroad

GML: Ch 17 InQuizitive 2

Due: 6/3

5. DBP#1: Asians in America: Global Migration Patterns

GML: p670-676

BSU Library, eVideo. You will need your BSU username and password.

View Segments: 1, 2, 3, 11, 12, 13, 14, 15 & 19

https://fod-infobase-com.libserv-prd.bridgew.edu/p_ViewVideo.aspx?xtid=188566

by Infobase [film distributor.]

Film, available online New York, N.Y. : Distributed by Infobase, 2019 **CLICK TO VIEW THE VIDEO**

Call Number	Status	Location
EVIDEO	Items available for reference	NETWORK

Original Post: (minimum 250 words total)

Due 6/4

- 1 How did the US legal system use ideas about race to shape citizenship policies? (Include Angel Island, the Chinese Exclusion Act & the Sing case).
2. How did Asian Americans attempt to challenge limitations to their citizenship and freedom?
3. What did you learn from reviewing these materials that most engaged or surprised you? Why?

Comment Post: (minimum 200 words total)

Due 6/7

Comment Post: Post *at least one additional response to one of your classmates' posts* by the date listed. *Your response should answer the following:*

1. Explain to your selected classmate two ways they you learn more about the material.
2. Build on your classmate's post by offering them one challenge to further their analyses, (For example, point out different interpretations of the same materials and explain why you differed or pose an analytic question).

Week 2: World War I to 1950: The US on the World Stage

1. Making the World "Safe for Democracy"

Due 6/7

GML: Ch 19 InQuizitive 3

2. Global Economics and Total Warfare

Due 6/7

GML: Ch 22: InQuizitive 4

3. DBP#2: What Might History Teach us about Global Pandemics?

Readings are located on Blackboard under Course Readings and also Week 2

Bryan Walsh, "Covid 19: The History of Pandemics" *Future* (March 20, 2020)

Hunter Gardner, "When Plague is Not a Metaphor," *The Chronicle of Higher Education* (July 14, 2020).

Gina Koleta, "Coronavirus is Very Different from the Spanish Flu of 1918: *New York Times* (March 9, 2020)

Christine Houser, "The Mask Slackers of 1918," *New York Times*, Dec 10, 2020

Original Post: (minimum 250 words)

Due 6/9

1. According to Gina Koleta, how is Covid 19 different from the 1918 flu pandemic?

2. How does the history of “mask slackers” in 1918 help you better understand the ongoing and historic debate about the various meanings of American freedom (e.g., the freedom to not wear a mask vs the freedom to not be harmed by another’s behavior)?
3. According to Hunter Gardner, why should historians be cautious about offering advice or “lessons from history” for Covid 19 today?
4. Considering the whole set of readings, what do you see as the key similarities and/or differences between the ways Americans responded to the 1918 flu pandemic and Covid 19?

Comment Post: (minimum 200 words total)

Due 6/11

Post *at least one additional response to one of your classmates’ posts* by the date listed. *Your response should answer the following:*

1. Explain to your selected classmate two ways they you learn more about the material.
2. Build on your classmate’s post by offering them one challenge to further their analyses, (For example, point out different interpretations of the same materials and explain why you differed or pose an analytic question).

Week 3: Ideals v Realities: Postwar Politics and Culture

1. The Cold War

GML: Ch 23 InQuizitive 5

Due 6/14

2. The 1960s, 1960-1968

GML: Ch 25 InQuizitive 6

Due 6/14

3. DBP#3 Korea: The Never-Ending War

Film: [PBS: Korea: The Never Ending War](#)

Segments 1, 2, 4, 10, 11, 12

(You will need your BSU username and password to open this link.)

Original Post

Due 6/16

Comment Post Due: (*minimum 200 words*)

Due 6/18

Post *at least one additional response to one of your classmates’ posts* by the date listed. *Your response should answer the following:*

1. Explain to your selected classmate two ways they you learn more about the material.
2. Build on your classmate’s post by offering them one challenge to further their analyses, (For example, point out different interpretations of the same materials and explain why you differed or pose an analytic question).

Week 4: Racial Justice, Climate Change and Globalization: Recent History

1. The Conservative Turn, 1969-1988

GML: Ch 26 InQuizitive 7

Due 6/21

2. From NAFTA to America First: Borders Opened and Closed

GML: Ch 27 InQuizitive 8

Due 6/21

3. DBP#4: Racial Justice and Climate Change

Note: DBP 4 asks you to consider two different but interrelated topics that have critical implications for the United States going forward. I hope that by having you analyze the historical origins of both racial justice and climate change, you will be able to make informed decisions about what actions you might like to take in your own life and as students at American universities.

I. Racial Justice: Touch the Sky: And Still I Rise (Part 4) (55 min)

Title: [Touch the Sky \(Part 4\) To view this title, click here.](#)

II. Climate Change: Global Change

<https://www.loe.org/shows/segments.html?programID=20-P13-00016&segmentID=3> (20 min)

Global Politics: Earthrise (30 minutes)

<https://mass.pbslearningmedia.org/resource/f4ded35d-980a-44a5-9dfd-f47802609e39/earthrise-global-oneness-project/>

Original Post**Due 6/22****Comment Post:** (minimum 200 words total)**Due 6/23**

Post *at least one additional response to one of* your classmates' posts by the date listed. *Your response should answer the following:*

1. Explain to your selected classmate two ways they you learn more about the material.
2. Build on your classmate's post by offering them one challenge to further their analyses (e.g., example, point out different interpretations of the same materials and explain why you differed or pose an analytic question).

Final Exam: Take-Home Exam**Due 6/25**

Further instructions will be provided.