





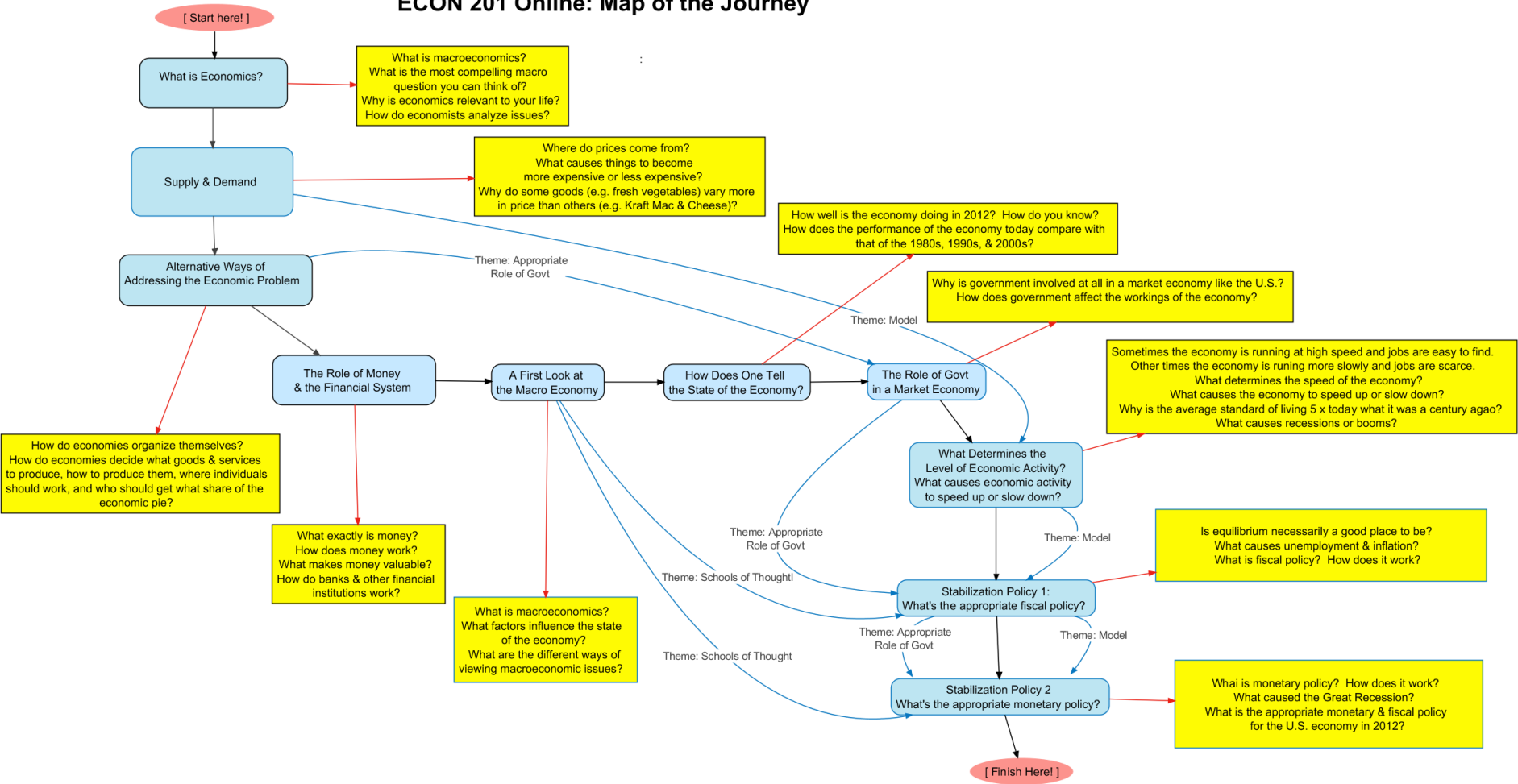
CONTRACT

THIS CONTRACT made this _____ day of _____
by _____
and between _____
and _____

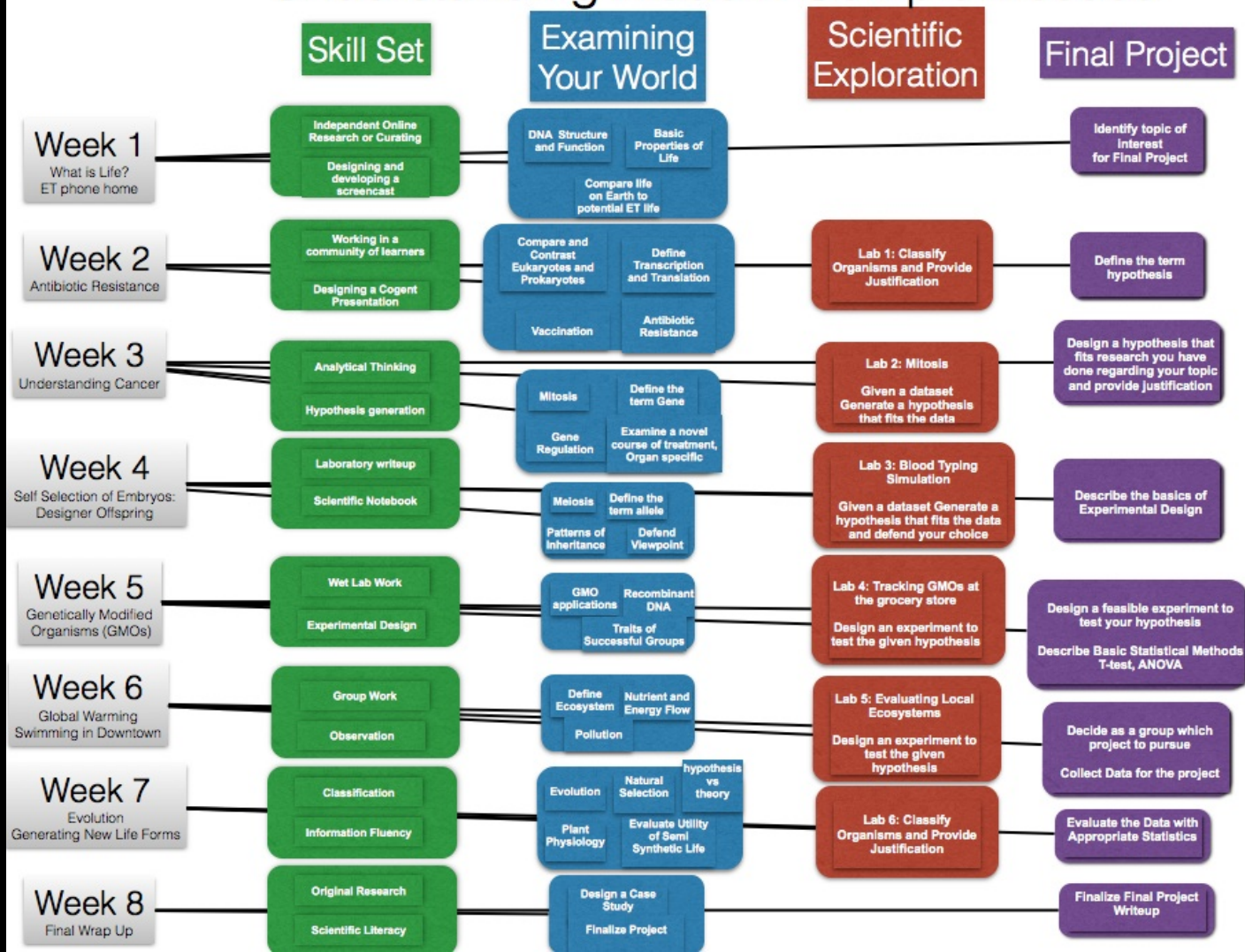
WITNESS That _____
kept and performed



ECON 201 Online: Map of the Journey



Biology in The Real World: Understanding Modern Complex Issues



ARCH 476 History of Louisiana Architecture

Fall 2011

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	8.23 8.25	8.30 9.1	9.6 9.8	9.13 9.15	9.20 9.22	9.27 9.29	10.4 10.6	10.11 10.13	10.18	10.25 10.27	11.1 11.3	11.8 11.10	11.15 11.17	11.22	11.29 12.1	12.8
TOPIC	Introduction Glossary	Beginnings	Beginnings New Orleans	New Orleans Plantation	Plantation	Plantation Natchez	Project TBA	Acadiana Folk	Urban Fall Holiday	Urban Industrial	City Country	City Country TBA	Modern TBA	Paper Thanksgiving	Preservation Review	Final
Interpret Bacat		1-30	30-36 37-57	57-69 87-109	109-125	125-165 165-173		70-86	174-208	208-242 242-267	267-293	293-310	311-341	342-348	342-348	
Intrepret Daspit	1-8	13-20	21-31	32-41, 44-58 60-65	102-106 122-128 135-140	87-89 42-44, 66-76, 141-150		91-102 155-156 159-162	72-87, 107-114	9-12 129-135	114-121 129-135	155-158				
Identify		Quiz			Quiz						Quiz	Quiz				
Analyze			Field Study							Field Study						
Apply Test			Test					Test								Test
Create Project				Project Topic			Draft	Final								
Evaluate Paper									Paper Topic		Draft			Final		
More	Add classes		Apply Degree	Football Home	RM: ARE	Football Home	Football Home AIA LA Sympo	W Drop Football Home Coming	Advise Fall Holiday	Advise	Football Home	RM: ACSA		Thanks giving	Dead Days	Final Exams

us history II

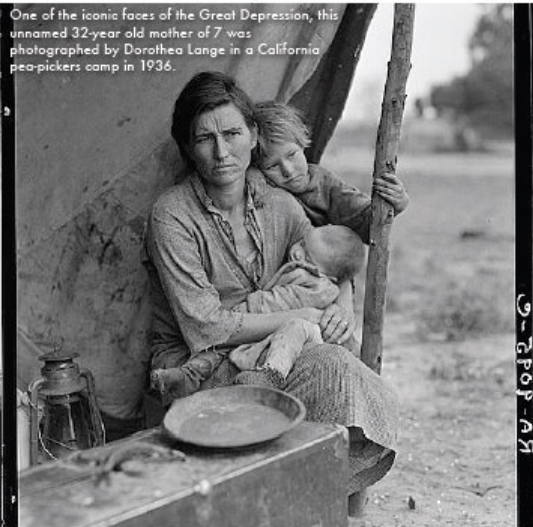
HI 112-02
HI 112-H2

SPRING 2011

MWF 9:30 AM

ROOM TBA

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."

What's in this syllabus

How to take this course	2
Course Requirements	2
Grading Scale & Syllabus	3
Details of the "Document Duel"	4
Policies and Resources	5

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.**

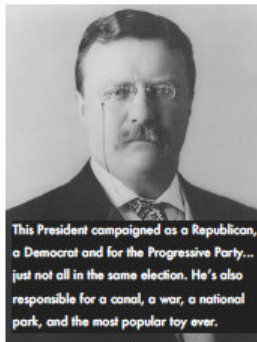
Attendance and Daily Work (20%) I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused absence" – 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 CLASS TIME on Friday. There are NO makeups or late work accepted on these short papers. See p. X 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 Hagen
Office: Sullivan 327B
Phone extension: 8688
Email: thagen@worcester.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



Graphic Syllabus

What is a graphic syllabus? **Imagine**

Flow chart, diagram, concept map, or picture showing the organization of topics of the course

Why design? **Learn**

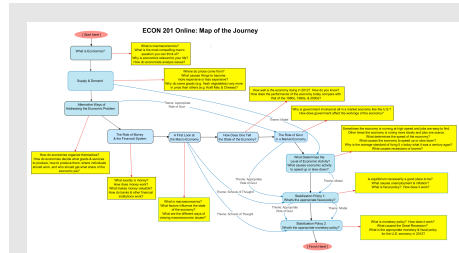
Learning styles, interrelationships, cognitive engagement, and an opportunity to re-examine course

What is the purpose? **Communicate**

Concepts, structure, correlations, and progression and promise of topics in the time frame of the course

What are course structures? **Classify**

Process, chronology, categorical hierarchy, Opposition, interdependent, parallelism, and the self-created course



ARCH 476 History of Louisiana Architecture																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
TOPIC	Introduction	St. Louis	New Orleans	New Orleans	Pre-Katrina	Natchitoches	Acadiana	Acadiana	Urban	Urban	City Country	City Country	Modern	Modern	Pre-Katrina	Final
Historical Period	1-4	13-20	21-31	32-41	42-51	52-61	62-71	72-81	82-91	92-101	102-111	112-121	122-131	132-141	142-151	152-161
Weekly	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	1.14	1.15	1.16	1.17	1.18	1.19
Activity	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch	Ch
Field Study																
Exam																
Exam Type																
Exam Week																
Exam Date																
Exam Time																
Exam Location																
Exam Status																

“In all affairs it's a healthy thing now and then to hang a question mark on the things you have long taken for granted.” — Bertrand Russell

University of Louisiana at Lafayette Office of Faculty Affairs <http://academicaffairs.louisiana.edu/faculty>

Resources

The book on graphic syllabus: Linda B. Nilson (2008) *The Graphic Syllabus and the Outcomes Map: Communicating Your Course*

Presentation with numerous examples: Linda B. Nilson *The Graphic Syllabus and the Outcomes Map: Communicating Your Course Creatively* retrieved from

<http://www.hsc.unt.edu/gep/docs/Student%20Learning%20Outcomes/Nilson-Graphic%20Syllabus%20&%20Outcomes%20Map%201.pdf>

Perspective on syllabus design: Tona Hangen (2016) *Writing syllabi worth reading* retrieved from <http://www.tonahangen.com/courses/syllabusdesign/>

Extensive list of resources: *Syllabus Design*, (2016) USC Center for Excellence in Teaching http://cet.usc.edu/resources/teaching_learning/syllabus.html