

## HI 254 Syllabus Fall 2019

**Section 002:** M/W 11:45 am -1:00 pm 214 Poe Hall

**Section 003:** M/W 1:30 – 2:45 pm 461 316 Leazar Hall

**Instructor--** William Christopher Laws  
248 Withers Hall  
wclaws@ncsu.edu

**Office Hours:** Mondays & Wednesdays 10:30 – 11:30 am or By Appointment

### Course Description

This course covers United States history since the Civil War, especially questions related to national identity, citizenship, and justice. It will also investigate how individuals and groups have resisted, challenged, and engaged with societal expectations and state policies. Students will connect historical change, debate, and conflict to contemporary issues and use the skills learned in this course to engage more effectively in their society. The course fulfills the Humanities, U.S. Diversity General Education Requirement. There are no prerequisites for this course.

### Course Objectives

Through completion of this course, students will be able to:

- Read historically and critically evaluate and interpret historical texts (primary sources) and contemporary texts (secondary sources).
- Write historically and construct evidence-based historical arguments.
- Think historically, recognize and understand the political, economic and social changes in modern US History.

### Required Texts

James Roark et. al., *The American Promise: A History of the United States, Volume 2*, 7<sup>th</sup> Edition. Boston, MA: Bedford/St. Martins, 2017. ISBN # 9781319062002

Brown, Victoria, and Timothy J. Shannon. *Going to the Source: The Bedford Reader in American History*, 4<sup>th</sup> Edition. Boston: Bedford/St. Martins, A Macmillan Education Imprint, 2016. ISBN # 9781319027506

### Articles (Available Through NC State Library)

Baker, Paula. "The Domestication of Politics: Women and American Political Society, 1780-1920." *The American Historical Review*, Vol. 89, No. 3 (June 1984): 620-647.

Brisson, Jim D. "‘Civil Government Was Crumbling Around Me’: The Kirk-Holden War of 1870." *The North Carolina Historical Review*, Vol. 88, No. 2, (April 2011): 123-163.

Carlson, Shirley J. "Black Ideals of Womanhood in the Late Victorian Era." *Journal of Negro History*, Vol. 77, No. 2 (Spring 1992): 61-73.

Gershennhorn, Jerry. "Double V in North Carolina: The *Carolina Times* and the Struggle for Racial Equality during World War II." *Journalism History*. (Fall 2006): 156-167.

Oakley, Christopher Arris. "‘When Carolina Indians Went on the Warpath’: The Media, the Klan, and the Lumbees of North Carolina." *Southern Cultures*, Vol. 14, No. 4 (Winter 2008): 55-84.

Perez, Louis A. Jr. "The Pursuit of Pacification: Banditry and the United States’ Occupation of Cuba, 1889-1902." *Journal of Latin American Studies*, Vol. 18, No. 2 (November 1986): 313-332.

### Course Schedule (Instructor reserves the right to change with notification)

Date	Topic	Assigned Readings
August 21	First Day of Class; What is History?	Becker Article (PDF on Moodle)
August 26	Seven Themes of American History	"Defining America" (PDF)
August 28	Reconstruction	AP, Chapter 16
September 2	Labor Day--NO CLASS	
September 4	Reconstruction (Document Focus: Congressional Hearings and Reports)	GTTS, Chapter 1 (pg 1-8)
September 9	Reconstruction	Brisson Article
September 11	The Contested West	AP Chapter 17, GTTS Chapter 2 (pg 29-36)
September 16	The Gilded Age--- <b>Project Topics Due</b>	AP, Chapter 18
September 18	The Gilded Age (Document Focus: Newspapers)	GTTS, Chapter 3 (pg 58-61)
September 23	Labor in the Late 19 <sup>th</sup> Century	AP, Chapter 19
September 25	Immigration (Document Focus: Autobiographies)	GTTS, Chapter 4 (pg 78-85)
September 30	The Turn of the Century and Progressivism	AP, Chapter 20; Carlson Article OR Perez Article (Student Choice)
October 2	The Turn of the Century and Progressivism (Document Focus: Advertisements)	AP, Chapter 21 GTTS, Chapter 5 (pg 100-107)
October 7	America in WWI	AP, Chapter 22

October 9	America in WWI (Document Focus: Diaries)	GTTS, Chapter 6 (pg 123-131)
October 14	The Roaring 20s and the Great Depression	AP, Chapter 23; Baker Article
October 16	The New Deal (Document Focus: Folk Music and Literature)	AP Chapter 24, GTTS, Chapter 7 (148-155)
October 21	Midterm Exam --- Essays need to be submitted via Google Docs by the beginning of class	
October 23	America in WWII	AP, Chapter 25
October 28	America in WWII	Gershenhorn Article
October 30	America in WWII (Document Focus: Court Records)	GTTS, Chapter 9 (pg 197-204)
November 4	The Cold War---- Preliminary Project Annotated Bibliography Due	AP, Chapter 26
November 6	The Cold War (Document Focus: Tapes) --- <b>Preliminary Project Bibliographies Due</b>	GTTS, Chapter 10 (219-227)
November 11	America in the 1950s	AP, Chapter 27; Oakley Article
November 13	Civil Rights, Dissent and Protest in America During the 60s and 70s	AP, Chapter 28
November 18	Civil Rights (Document Focus: Speeches)	GTTS, Chapter 11 (pg 243-250)
November 20	The End of the Cold War Consensus	AP, Chapter 29
November 25	American Conservatism	AP, Chapter 30
November 27	Thanksgiving—NO CLASS	
December 2	American Conservatism (Document Focus: Political Cartoons)	GTTS, Chapter 13 (pg 289-296)
December 4	Project Day—NO CLASS	
December 6	Projects Submitted via Google Docs by 11:59pm--- NO CLASS	
	<b>Final Exam</b> --- Essays need to be submitted via Google Docs by the beginning of the exam period <ul style="list-style-type: none"> <li>○ <b>Section 002: Friday, 12/13 8:00-11:00 am at 214 Poe Hall</b></li> <li>○ <b>Section 003: 1:00-4:00 pm at 316 Leazar Hall</b></li> </ul>	

### Assignments

**Participation-** 20%: You will be graded not only by how frequently you attend class, but also by the quality of your participation in class. Therefore, just showing up is not enough to receive full participation credit. You must actively engage with the class. The following are the criteria used to determine your participation grade:

**A:** Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.

- B:** Student is usually prepared, responds when called on and volunteers on occasion.
- C:** Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
- D:** Student is unprepared, inattentive, never volunteers, or comes to class late.
- F:** Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

Pop quizzes will occasionally be given without warning. They will be considered and factored in as part of the participation grade.

**Midterm Exam** - 25%: The Midterm exam will consist of short answer questions, primary source analysis and one essay. The essay portion will be given as a take-home assignment and will be given to students one week in advance. The essay must be submitted to the instructor prior to the beginning of the exam. Students may create and use a “cheat sheet” on this exam. It must be on an 8.5” x 11” sheet of paper with anything written on one side of it. Your name must be on the other side. It must be turned in with your exam. Students will need to bring a big blue book to class for the exam.

**Final Exam**- 25%: The Final Exam will consist of short answer questions, primary source analysis and an essay. The second exam is not cumulative and will only cover material assigned after the first exam. The essay portion will be given as a take-home assignment and will be given to students one week in advance. The essay must be submitted to the instructor prior to the beginning of the exam. Students may create and use a “cheat sheet” on this exam. It must be on an 8.5” x 11” sheet of paper with anything written on one side of it. Your name must be on the other side. It must be turned in with your exam. Students will need to bring a big blue book to class for the exam.

**Project**- 20% Students are to select a contemporary issue/topic/organization etc. and trace its history from the 19<sup>th</sup>/20<sup>th</sup> century to the present. Students will then create a product that illustrates or narrates that history. Students will choose one of the following options:

1. **Research Paper:** A 5-8-page research paper on the chosen topic. The paper should attempt to answer a historical question, have a clear thesis statement, a well-developed argument and supporting evidence.
2. **Interpretive Exhibit Plan:** Design an interpretive exhibit on the chosen topic. Your exhibit should attempt to answer a historical question. You must include a list and explanation of the educational goals you want to meet with your exhibit. You will need to identify at least 15 objects for display listing each on a separate page that includes an image (occupying no more than half of the page) and interpretive label text for the object. Label text must reflect original scholarship in both primary sources and secondary research.
3. **Design Your Own Project:** Have another idea for a project (podcast, crash course video, song, etc.) that you are passionate about? You can design your own project by creating a contract with the instructor (found on the Moodle Page, submitted to the instructor via

Google Docs), using whatever (approved) medium you choose. Project parameters must be approved by the instructor before proceeding with the project.

The research used for the project must include at least five (5) primary sources and at least (5) secondary sources. Tertiary sources are not acceptable. Students must also turn in an annotated bibliography with their project, no matter which option they choose.

**Article Reviews- 10%:** Each student must submit two (2) article reviews of the assigned course articles. The reviews should be submitted to the instructor via Google Docs before class on the date the article is assigned in the syllabus (see Course Schedule). Students should write a 2-3 page review that does the following:

1. Discuss the scope and general content of the article. Explain the author's purpose in writing the article. What is the main thesis or theme of the article? The thesis is the author's main point; it answers the historical question asked. This is often (but not always) found in the introduction.
2. How well does the author achieve his/her stated purpose, or prove his/her thesis? What major points does the author make to support their thesis? What types of primary source evidence does the author examine? Are these quality sources?
3. In your opinion, what are the strengths and weaknesses of the article? Is it well-argued? Is it readable? Who is the intended audience? Would you recommend it to other students in the field? Why or why not?
4. Direct quotations should be kept to a minimum. Quote directly from the article only when there is a good reason to do so, and keep it brief. Direct quotations should be followed by the page number they were taken from in parenthesis after the sentence.
5. Be sure to proofread your papers. It should not have any spelling, typographical or grammatical errors. Papers with these will be graded down.
6. Plagiarism, or using someone else's words or ideas without attributing credit to them, will not be tolerated. These papers should be your own work and scholarship.

### Grading Scale

A+ = 98-100  
 A = 93-97  
 A- = 90-92  
 B+ = 87-89  
 B = 83-86  
 B- = 80-82

C+ = 77-79  
 C = 73-76  
 C- = 70-72  
 D+ = 67-69  
 D = 63-66  
 D- = 60-62  
 F = Below 60

### Submitting Assignments

**All assignments** should be **submitted to the instructor** (wclaws@ncsu.edu) **via Google Docs using the student's NC State account.** For exam essays, the essays need to be submitted by the start of the class when the exam is given. Late submissions will not be accepted.

## Attendance

Attendance is mandatory. You may accumulate three (3) unexcused absences without penalty. Should you miss a class, you must inform the instructor *within one week of each absence* with appropriate documentation to warrant an excused absence. Excusable absences fall into four categories:

1. Absences for representing the University in an official capacity, such as attending a professional meeting or serving as a member of an athletic team.
2. For court attendance: provide certified documentation from the Clerk of Court.
3. For short-term illness (colds) or injury: provide a doctor's note that includes the date of your absence(s).
4. For death in family, funeral attendance, serious illness, and/or religious observance: take appropriate documentation to the Division of Academic and Student Affairs, 300 Clark Hall, 515-2963. The DASA will work with you to verify the absence and report back to me. It is your responsibility to make sure that this is completed in a timely manner.

Each *unexcused* absence beyond the third one will result in a one-increment deduction from your final grade (i.e., from A- to B+). If an *excused* absence results in a missed exam, it is the responsibility of the student to make arrangements to make-up the work *within one week* in consultation with the instructor. **Accumulation of eight (8) unexcused absences will result in an automatic failure of the course.** More information about the University Attendance Regulation is available at:

<http://policies.ncsu.edu/regulation/reg-02-20-03>.

## Policies

### Academic Dishonesty Policy

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. Severe penalties attend your using other people's words without attribution. See campus policies for the implications (<http://www.fis.ncsu.edu/ncsulegal/codeof.htm>) and the History Department's policy at [http://history.ncsu.edu/ug\\_resources/plagiarism\\_honor\\_code](http://history.ncsu.edu/ug_resources/plagiarism_honor_code). Your signature/e-name on an assignment or examination represents that you have conformed to the Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment."

### Incomplete Grade Policy

An incomplete will be given for this course ONLY with thorough documentation of a medical or family emergency that reasonably prohibits completion of work. Stress or poor time management do not meet the standards for requesting an incomplete grade. If an extended deadline is not authorized by the instructor, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not

enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

### **Late Assignment Policy**

It is the instructor's expectation that all class assignments are turned in on-time. Late assignments will not be accepted and the student will receive an F for the assignment. Assignments will only be accepted late in instances of extremely extenuating circumstances, and will be evaluate on a case-by-case basis. It is the student's responsibility to communicate with the instructor about late assignments.

### **Policy for Students with Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

### **Technology Policy**

The use of laptops and tablets in this course is *by the permission of the instructor*. They may be used solely for note-taking or in-class assignments. *Any other use may result in forfeiture of the right to use them in class*. All cellphones devices must be turned off and put away at all times. Unauthorized use of these devices will result in the student being marked absent for the day. NO ONE may record any lecture without my permission.

### **Writing Policy**

All papers must be neatly typed in a regular-sized font (Times New Roman or Calibri, 11 or 12 point is preferred) and double-spaced. All margins must be either 1 or 1¼ inches. YOU CANNOT OVERCITE YOUR SOURCES! All citations must conform to the style found in Kate Turabian, *A Manual for Writers of Term Papers*. Points will be deducted for errors in grammar and mechanics. **Failure to cite sources will result in an F for the assignment.**