

Modern American History

Instructor: Steven Lechner

Office: Withers 462

Office Phone: 336.880.9952

Email: selechne@ncsu.edu

Office Hours: Fridays, 9-11:30, or by appointment

Course #: HI 254 § 6

Semester: Spring 2017

Class Time: T/Th 10:15-11:30 am

Classroom: Riddick 461

Course Description

HI 254 is an introductory survey course for both majors and non-majors. This course covers major themes in modern American history, with an emphasis on diversity in the United States. This course focuses on aspects of identity (race/ethnicity, gender, class, sexual orientation, disability, religious and/or age) as it considers the effects of industrialization and economic modernization; connections between foreign policy and domestic policy; continuity and change in American institutions and values; and problem solving in a pluralistic society.

Note: HI 254 fulfills the NCSU General Education Program's (GEP) requirement for 3.0 credit hours in the Humanities as well as the GEP Diversity Credit. There are no pre-requisites for this course. A student may not receive credit for both HI 254 and HI 252.

Course Themes

The concept of freedom in American history will serve as our overarching theme. Sub-themes include justice, identity, power, consent-dissent, federalism, America in the world, rights and responsibilities, historical memory, and culture.

Required Books

1. Eric Foner, *Give Me Liberty! An American History*, Seagull Edition, vol. 2, 5th edition [Hereinafter, **GML**]
2. Eric Foner, *Voices of Freedom: A Documentary History*, vol. 2, 5th edition [Hereinafter, **VOF**]

Student Learning Outcomes

Through active participation in this course, each student will . . .

1. engage the human experience through the interpretation of American culture(s);
2. apply the skill of interpretation as a critical form of knowing in the humanities;
3. develop arguments about the American experience using supporting evidence;
4. identify and explain the significance of major events, ideas, movements, and debates in American history from Reconstruction to the present.
5. analyze concepts such as freedom, justice, identity, and power within the context of American history from Reconstruction to the present;

6. evaluate and develop chronological interpretations of American history from Reconstruction to the present; and
7. evaluate American history from Reconstruction to the present within the larger context of global events, ideas, movements, and debates.

Student Skill Building

Through active participation in this course, each student will improve his or her . . .

1. analytical skills;
2. research skills;
3. writing skills;
4. ability to plan and lead a group discussion; and
5. ability to work with others to achieve individual and group success.

Grading

Participation:	10%
Discussion Leader:	15%
Focus Questions:	20%
Paper # 1 (due February 12, 2018):	12.5%
Mid-term Exam (in-class, February 27, 2018):	12.5%
Paper # 2 (due April 16, 2018):	15%
Final Exam (TBD):	15%

The grading scale is as follows:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = Below 60
A = 93-97	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Unannounced Quizzes

The instructor reserves the right to give short quizzes with no prior notice. Such quizzes will cover the *Voices of Freedom* primary source reading for that day. The instructor prefers not to give such quizzes, but will do so if it appears students are not reading the primary sources. Any such quiz will count as 5 points, which will be factored into the next major Exam.

Participation

This class relies heavily on students who are engaged and willing to participate. Accordingly, the instructor has high expectations for student participation, and this category is strictly evaluated. See the Participation Rubric on Moodle for more information.

Discussion Leader

Each student will lead a class discussion once during the semester. The discussion leader must prepare a **written “plan”** that balances the goals of reinforcing and relating to course themes and sub-themes, covering the reading (GML and VOF), and addressing the Focus Questions. The discussion leader must meet with the instructor at least one (1) week before the class session for which he or she is responsible to discuss the written plan. The student bears the responsibility of finding a mutually acceptable meeting time. The discussion leader will also complete a self-assessment due the class period immediately following the one he or she leads. In the event a student is absent from the discussion he or she is scheduled to lead, the student and instructor will meet to formulate a suitable make-up plan. This plan will likely include writing an additional paper (similar to Paper Assignment # 1).

Focus Questions

Each student (***except for the discussion leader***) will answer the Focus Questions that correspond to that class period (*See* the Course Schedule). To receive credit, the student must bring their written answers (neatly written or typed) to the corresponding class period. The instructor will check the answers at the beginning of class. In the event of an excused absence that does not exceed the limit (see attendance section), the student must email the answers no later than 24 hours after the end of the class he or she missed. If the absence is unexcused and the student has exceeded the one allowable unexcused absence, the student will not receive credit for Focus Question answers.

Answers to the Focus Questions may receive one of three grades:

- (1) 1 point = full credit for addressing each question with reasonable degree of diligence;
- (2) 0.5 point = for partial completion (must fully answer at least one question); or
- (3) 0 = for failing to fully answer at least one question.

General Requirements for Written Papers

1. Proper Heading (upper right hand corner of page 1)

For example: **[Your Name]**
 HI 254, Section 5
 [Month Day, 2018]

2. Typed
3. 12 pt. font, Times New Roman, 1 inch margins, double-spaced
4. 1,800 words
5. Separate Title Page
6. Footnotes *and* Bibliography (Chicago style)

Papers will be graded according to the rubrics available via the class Moodle page.

Paper Assignment # 1

PROPOSAL DEADLINE: January 23, 2018 (email proposal to instructor by 11:59 PM)

The student must email the following information to the instructor:

1. The historical event
2. General statement about why the event is historically significant

DUE DATE: February 12, 2018 (post to Moodle by 11:59 PM)

Each student will choose a ***historical event*** not featured in the instructor's lectures (the event must have occurred between 1865 and 1990). The student will write a paper that accomplishes the following objectives:

- (1) summarize the historical event including its cause(s);
- (2) place the historical event into the proper historical context;
- (3) discuss different interpretations of the event (i.e. – historiography of the event);
- (4) discuss the event's impact; and
- (5) Most importantly, the student must make and develop his or her own argument about this historical event.

- ✓ **Sources:** The student must locate and use a minimum of three secondary sources and two primary sources.

Paper Assignment # 2

PROPOSAL DEADLINE: March 19, 2018 (email proposal to instructor by 11:59 PM)

The student must email the following information to the instructor:

1. Choice from Options A, B, C, or D
2. General statement about the subject of the paper

DUE DATE: April 16, 2018 (post to Moodle by 11:59 PM)

Options and Requirements:

Each student will choose one of four options to complete Paper Assignment # 2. The options are as follows:

Option A: Secondary Source Analysis

- ✓ The student will choose a book from the pre-approved secondary source list (*see the list attached to this syllabus*).
- ✓ A student seeking to analyze a secondary source not on the pre-approved list must obtain permission from instructor no later than March 15, 2018.
- ✓ The student must write a paper that accomplishes the following objectives:
 - (1) identify and explain the historian's primary argument;
 - (2) identify the evidence the author uses to support this claim;
 - (3) discuss how this argument relates to the course themes;
 - (4) critique the work using, as much as possible, historical evidence you locate and develop; and
 - (5) situate this work within the historiography.
- ✓ **Sources:** The historiography aspect of this assignment will require the student to locate and use at least three other secondary sources (in addition to the target secondary source). These sources can be scholarly articles or books (not websites or encyclopedias).

Option B: *Primary Source Contextualized Analysis*

- ✓ The student will choose a primary source from the *Voices of Freedom* reader that was not an assigned reading (1866 to the present).
- ✓ A student seeking to analyze a primary source not in the *Voices of Freedom* reader must obtain permission from the instructor no later than March 15, 2018.
- ✓ The student must write a paper that accomplishes the following objectives:
 - (1) place the primary source in the proper historical context (must go beyond the information provided in the reader);
 - (2) contextualize the author;
 - (3) translate the author's meaning and argument;
 - (4) identify other primary sources that relate to the one under investigation (Was this document or speech part of a wider discourse? Was it responding to something or someone else?); and
 - (5) assess the persuasiveness of the author's argument (style and substance).
- ✓ **Sources:** The student must locate and use a minimum of two other primary sources and two other secondary sources that relate, directly or indirectly, to the primary source under investigation. The secondary sources can be scholarly articles or books (not websites or encyclopedias).

Option C: *Contextualizing Culture*

- ✓ The student will choose a "cultural snapshot" (event, cultural product, person, etc.) not featured in the instructor's lectures.
- ✓ The student must write a paper that accomplishes the following objectives:
 - (1) describe the event, person, or product;
 - (2) place the cultural event, person, or product into the proper historical context;
 - (3) discuss the immediate impact (cultural, political, socially, or otherwise) of the event, person, or product; and
 - (4) discuss how the event, person, or product is remembered.
- ✓ **Sources:** The student must locate and use a minimum of two primary sources and two secondary sources that relate, directly or indirectly, to the "cultural snapshot" under investigation. The secondary sources can be scholarly articles or books (not websites or encyclopedias).

Option D: *Contextualizing American Literature*

- ✓ The student will choose a work of American literature from the pre-approved list.
- ✓ A student seeking to analyze a work not on the pre-approved list must obtain permission from instructor no later than March 15, 2018.
- ✓ The student must write a paper that accomplishes the following objectives:
 1. Contextualize the author;
 2. Summarize the plot;
 3. Place the work into the proper historical context; and
 4. Place the subject matter into the proper historical context.
- ✓ **Sources:** The student must locate and use a minimum of one primary source and two secondary sources that relate, directly or indirectly, to the literary work under investigation. The secondary sources can be scholarly articles or books (not websites or encyclopedias).

Submitting Assignments

Focus Questions: Student must have their written (hard copy) answers available for the instructor at the beginning of the corresponding class session. The instructor may collect the focus questions at the conclusion of the class discussion.

Proposals and Final Papers: Student will submit each paper proposal via email and each final paper via Moodle no later than 11:59 PM on the due date.

Mid-Term Exam

The Mid-Term Exam covers material (textbook, document reader, lecture, discussion) from weeks 1 through 7. It counts as 12.5% of the overall grade. We will NOT dedicate in-class time for review. The student will receive a study guide at least one week in advance of the exam. The exam will have two types of questions: (1) IDs (student will define, contextualize, and state the significance of people, places, events, or concepts); and (2) essays. The instructor will provide the test prompt and paper.

Final Exam

The Final Exam covers material (textbook, document reader, lecture, discussion) from weeks 8 through 16. It is not a cumulative exam but may include certain questions that require a timeline that extends into the early twentieth century. It counts as 12.5% of the overall grade. We will NOT dedicate in-class time for review. In all other respects, the Final Exam will be the same format as the mid-term exam. The instructor will provide the test prompt and paper.

Make-up Exams

Students are responsible for scheduling a mutually agreeable time to make-up missed exams. Please note that the make-up exam will be different than the exam given in class. It will not provide choices for the IDs and will limit the choice of essay or essays more than the original test. Students are strongly encouraged not to miss a scheduled exam.

Class Sessions

The general format for our class sessions is as follows:

1. 3 minute announcement period;
2. 22-25 minute lecture period:
 - a. Instructor lecture on two topics (“cultural snapshot” and event driven topic)
 - b. There will be a Power Point presentation to complement the lecture.
 - c. Students are encouraged to take lecture notes.
3. 45-50 minute “student-led, instructor managed discussion” period
 - a. The instructor will assess student participation during each discussion
 - b. Discussion leader will prepare questions to guide our discussion
 - c. The Focus Questions will also help to structure our discussions

Attendance

Your attendance at each class session is critical. The subject matter covered in each session builds on prior learning. Each session missed disrupts the flow of the sequential learning process. Also, participation is part of student assessment in this course. You cannot participate if you are not present. With these points in mind, the attendance policy for this class is as follows:

1. The student may have no more than one (1) ***unexcused*** absence and no more than three (3) ***excused*** absences over the course of the semester without penalty,
2. There is a “cost” for each absence beyond these limitations. For each such absence, the students will: (1) lose two points from their overall grade; (2) will receive no credit for the Focus Questions for that class period; and (3) the absence will be considered when assessing the participation grade.
3. The student must submit written evidence relating to any absence he or she believes constitutes an excused absence. The student must submit his or her written evidence no later than one (1) week after the absence.
4. Each student must sign the attendance sheet at the beginning of every class session. Signing the attendance sheet is *prima facie* evidence of attendance.
5. Three tardies equal one unexcused absence under this policy.

Technology Policy

Students shall ***NOT*** use electronic devices in class without prior permission from the instructor. Prior permission will not be given absent special circumstances. This policy is intended to promote effective in-class discussion. Failure to comply with this policy will negatively affect the student’s participation grade.

Late Assignments

Focus questions: Focus questions not available at the beginning of the corresponding class session will receive no credit– no exceptions.

Proposals: Proposals submitted late will receive no more than ½ credit.

Final Papers: Late papers will be penalized a full letter grade (10 points) per day. The student will receive no credit for any assignment more than four (4) days late (including weekends).

Incomplete Grades and Extra-Credit

Barring extraordinary circumstances (as determined by the instructor), no incomplete grades will be given in this course. ***There will be no extra-credit opportunities in this class.*** Please plan accordingly.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 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 (REG02.20.01).

Academic Integrity

Academic integrity is expected and required. Any attempt to cheat on quizzes or exams will result in a failing grade for the course. In addition, all course assignments shall be your original work and not be the product of plagiarism. Plagiarism will result in a failing grade for the course. Plagiarism includes:

1. Copying large or small sections of written text—or even a single sentence—without appropriate quotations and citation.
2. Paraphrasing written materials without citing the source.
3. Citing a source other than that from which you obtained your evidence.
4. Altering or contriving your evidence.

For more information regarding plagiarism, please refer to the History Department's website:

http://history.ncsu.edu/pages/avoid_plagiarism

Student Rights and Responsibilities

Students are responsible for reviewing NC State's PRR's which pertains to their course rights and responsibilities (Equal Opportunity and Non-Discrimination Policy Statement, Code of Student Conduct, Grades and Grade Point Average, Credit-Only Courses). You can access this information online at <https://policies.ncsu.edu/regulation/reg-02-20-07/>.

Course Schedule

(NOTE: this course schedule is subject to change with appropriate notification)

Week 1: Preparing for Success

T 1/9: Discuss course requirements; Introduce and discuss course themes
R 1/11: Historical Research Seminar @ D.H. Library (specific location TBD)

Week 2: "What Is Freedom?": Reconstruction, 1865-1877

T 1/16: Lecture 1: *The Meaning of Freedom*
READ GML, Chapter 15: 564-79; VOF # 95, 97
FQs: (1) *What visions of freedom did the former slaves and slaveholders pursue in the postwar South?* (2) *What were the competing goals and visions for Reconstruction?*

R 1/18: Lecture 2: *From Radical Reconstruction to the Overthrow of Reconstruction*
 READ GML, Chapter 15: 579-601; VOF # 100

FQs: (1) *What were the social and political effects of Radical Reconstruction in the South?* (2) *What were the main factors, in both the North and South, for the abandonment of Reconstruction?*

Week 3: America's Gilded Age, 1870-1890

PAPER # 1 proposal due by 11:59 PM (1/23)

T 1/23: Lecture 3: *The Second Industrial Revolution; Transformation of the West*
 READ GML, Chapter 16: 605-28; VOF # 102, 103

FQs: (1) *What factors combined to make the U.S. a mature industrial society after the Civil War?* (2) *How and in what ways was the West transformed economically and socially in the post-war period?*

R 1/25: Lecture 4: *Politics, Freedom, and Labor in the Gilded Age*

READ GML, Chapter 16: 629-47; VOF # 106

FQs: (1) *What were the goals of the Gilded Age political system?* (2) *How did the economic development of the Gilded Age affect American freedom?* (3) *How did reformers of the period approach the problems of an industrial society?*

Week 4: Freedom's Boundaries, At Home and Abroad, 1890-1900

T 1/30: Lecture 5: *The Populist Challenge; The Segregated South*

READ GML, Chapter 17: 649-68; VOF # 110, 111

FQs: (1) *What were the origins and the significance of Populism?* (2) *How did the liberties of blacks after 1877 give way to legal segregation across the South?*

Discussion Leader # 1: _____

R 2/1: Lecture 6: *Redrawing the Boundaries; Becoming a World Power*

READ GML, Chapter 17: 669-690; VOF # 115

FQs: (1) *In what ways did the "boundaries" of American freedom narrow in the period?* (2) *How did the U.S. emerge as an imperial power in the 1890s?*

Discussion Leader # 2: _____

Week 5: The Progressive Era, 1900-1916

T 2/6: Lecture 7: *An Urban Age and a Consumer Society; Varieties of Progressivism*
 READ GML, Chapter 18: 691-714; VOF # 117, 120
 FQs: (1) *How and why was the city such a central element in Progressive America?* (2) *How did the labor and women's movements challenge the nineteenth century meanings of freedom?*
 Discussion Leader # 3: _____

R 2/8: Lecture 8: *The Politics of Progressivism; The Progressive Presidents*
 READ GML, Chapter 18: 715-733; VOF # 122
 FQs: (1) *In what ways did Progressivism include both democratic and anti-democratic impulses?* (2) *How did the Progressive presidents foster the rise on the nation-state?*
 Discussion Leader # 4: _____

Week 6: Safe for Democracy: The U.S. and World War I, 1916-1920**PAPER # 1 due by 11:59 PM (2/12)**

T 2/13: Lecture 9: *An Era of Intervention; American and the Great War, War at Home*
 READ GML, Chapter 19: 737-54; VOF # 124
 FQs: (1) *In what ways did the Progressive presidents promote the expansion of American power overseas?* (2) *Why did the U.S. enter WWI?* (3) *How did the U.S. mobilize resources and public opinion for the war effort?*
 Discussion Leader # 5: _____

R 2/15: Lecture 10: *Who is an American?*
 READ GML, Chapter 19: 755-81; VOF # 126, 130
 FQs: (1) *How did the war affect racial/ethnic relations in the U.S.?* (2) *Describe America's involvement with the Paris Peace Talks after World War I.*
 Discussion Leader # 6: _____

Week 7: From Business Culture to Great Depression, 1920-1932

T 2/20: Lecture 11: *The Business of America; Business and Government*
 READ GML, Chapter 20: 779-94; VOF # 132
 FQs: (1) *Who benefitted and who suffered in the new consumer society of the 1920s?* (2) *In what ways did the federal government promote business interests in the 1920s?*
 Discussion Leader # 7: _____

R 2/22: Lecture 12: *The Birth of Civil Liberties; The Culture Wars; The Great Depression*
 READ GML, Chapter 20: 795-817; VOF # 133, 135
 FQs: (1) *Why did the protection of civil liberties gain traction in the 1920s?* (2) *What were the causes of the Great Depression?* (3) *How effective were the government's responses to these economic problems by 1932?*
 Discussion Leader # 8: _____

Week 8: Mid-Term Exam

T 2/27: IN-CLASS **MID-TERM EXAM**

R 3/1: NO CLASS: *Early start to Spring Break*

Week 9: The New Deal, 1932-1940

T 3/13: Lecture 13: *The First New Deal; The Grassroots Revolt; The Second New Deal; A Reckoning with Liberty*
 READ GML, Chapter 21: 818-844; VOF # 140
 FQs: (1) *What were the major policy initiatives of the New Deal in the first hundred days?* (2) *Who were the main proponents of economic justice in the 1930s, and what did they advocate?* (3) *What were the major initiatives of the Second New Deal?*
 Discussion Leader # 9: _____

R 3/15: Lecture 14: *The Limits of Change? A New Conception of America?*
 READ GML, Chapter 21: 845-860; VOF # 145, 146
 FQs: (1) *How did the New Deal recast the meaning of American freedom?* (2) *How did New Deal benefits apply to women and minorities?* (3) *How did the Popular Front influence American culture in the 1930s?*
 Discussion Leader # 10: _____

Week 10: Fighting for the Four Freedoms: World War II, 1941-1945

PAPER # 2 proposal due by 11:59 PM (3/19)

T 3/20: Lecture 15: *Fighting WW II; The Home Front; Visions of Postwar Freedom*
 READ GML, Chapter 22: 861-83; VOF # 147
 FQs: (1) *What steps led to American participation in WW II?* (2) *How did the U.S. mobilize economic resources and promote popular support for the war effort?* (3) *What visions of postwar America started to emerge during the war?*
 Discussion Leader # 11: _____

R 3/22: Lecture 16: *The American Dilemma; The End of WW II*
 READ GML, Chapter 22: 884-904; VOF # 152, 154
 FQs: (1) *What threats and opportunities did minority groups face during the WW II area?*(2) *How did the end of the war begin to shape the postwar world?*
 Discussion Leader # 12: _____

Week 11: The U.S. and the Cold War, 1945-1953

T 3/27: Lecture 17: *The Origins of the Cold War; The Cold War and the Idea of Freedom*
 READ GML, Chapter 23: 905-21; VOF # 156, 157, 158
 FQs: (1) *What series of events and ideological conflicts developed into the Cold War?*
 (2) *How did the Cold War reshape ideas of American freedom?*
 Discussion Leader # 13: _____

R 3/29: Lecture 18: *The Truman Presidency; The Anticommunist Crusade*
 READ GML, Chapter 23: 922-39; VOF # 161, 162
 FQs: (1) *What major domestic policy initiatives did Truman undertake?*(2) *What effects did Cold War anticommunism have on American politics and culture?*
 Discussion Leader # 14: _____

Week 12: An Affluent Society, 1953-1960

T 4/3: Lecture 19: *The Golden Age?; The Eisenhower Era*
 READ GML, Chapter 24: 940-67; VOF # 166, 167
 FQs: (1) *What were the main characteristics of the affluent society of the 1950s?*(2) *How were the 1950s a period of consensus in both domestic politics and foreign affairs?*
 Discussion Leader # 15: _____

R 4/5: Lecture 20: *The Freedom Movement; The Election of 1960*
 READ GML, Chapter 24: 968-82; VOF # 169
 FQs: (1) *What were the major thrusts of the black liberation movement in the period?*
 (2) *What was the significance of the 1960 presidential election?*
 Discussion Leader # 16: _____

Week 13: The Sixties, 1960-1968

T 4/10: Lecture 21: *The Civil Rights Revolution; JFK; LBJ*
 READ GML, Chapter 25: 983-998; VOF # 171, 172
 FQs: (1) *What were the major events of the black liberation movement during the early 1960s?*(2) *What were the purposes and strategies of LBJ's Great Society?*
 Discussion Leader # 17: _____

R 4/12: Lecture 22: *The Black Liberation Movement Changing?; Vietnam & the New Left; The New Movements and Rights Revolution*
 READ GML, Chapter 25: 999-1029; VOF # 173, 174
 FQs: (1) *Did the black liberation movement change in the mid-1960s?* (2) *How did the Vietnam War transform American politics and culture?* (3) *What were the sources and significance of the rights revolution(s) of the late 1960s?*
 Discussion Leader # 18: _____

Week 14: The Triumph of Conservatism, 1969-1988

PAPER # 2 due by 11:59 PM (4/16)

T 4/17: Lecture 23: *President Nixon; Vietnam; Watergate*
 READ GML, Chapter 26: 1030-42; VOF # 180, 185
 FQs: (1) *What were the major domestic policies of the Nixon administration?* (2) *What was the fallout of Vietnam and the Watergate scandal?*
 Discussion Leader # 19: _____

R 4/19: Lecture 24: *The End of the Golden Age?; The Rising Tide of Conservatism; The Reagan Revolution*
 READ GML, Chapter 26: 1043-70; VOF # 187
 FQs: (1) *In what ways did opportunity diminish for most Americans in the 1970s?*
 (2) *What were the roots of the rise of conservatism in the 1970s?* (3) *How did the Reagan presidency affect American aims at home and abroad?*
 Discussion Leader # 20: _____

Week 15: From Triumph to Tragedy, 1989-2001

T 4/24: Lecture 25: *Post-Cold War U.S.; Globalization and Its Discontents; Culture Wars; Impeachment; Election of 2000; 9/11*
 READ GML, Chapter 27: 1071-1101; VOF # 189
 FQs: (1) *What were the Clinton administration's major international initiatives and interventions in the aftermath of the Cold War?* (2) *What forces drove the economic resurgence of the 1990s?* (3) *What cultural conflicts emerged during the 1990s?*

R 4/26: **A New Century and New Crises, 2002-present**

Lecture 26: *The War on Terror; An American Empire? Aftermath of 9/11; Winds of Change?; Obama Presidency; Twentieth-First Century Freedom*

READ GML, Chapter 28: 1109-54; VOF # 192, 194

FQs: (1) *Was the U.S. war against Afghanistan just?* (2) *Was the U.S. war against Iraq (starting in 2003) just?*

FINAL EXAM: TBD