Course Description

This course investigates United States history since the Civil War, especially questions related to national identity, citizenship, and justice. The course will also explore 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.

This course fulfills the Humanities, U.S. Diversity General Education Requirement. There are no prerequisites for this course.

Course Objectives

STUDENTS WILL UNDERSTAND POLITICAL, ECONOMIC, AND SOCIAL CHANGES IN MODERN U.S. HISTORY.

⇒ recall significant events, movements, and policies in U.S. history.
⇒ understand the role of human agency and contingency in history.
⇒ recognize diverse perspectives and points of view in U.S. history.

STUDENTS WILL BE ABLE TO DEVELOP A HISTORICAL ARGUMENT AND SUPPORT IT WITH EVIDENCE.

⇒ recognize and understand primary and secondary sources.
⇒ read sources in light of their political, economic, and social context.
⇒ identify bias and assumptions within sources.
⇒ understand and evaluate the historical interpretations of peers and scholars.

Instructor

Ms. Sarah A. M. Soleim
sarah_soleim@ncsu.edu

Office Hours

MW: 1:00 - 2:30 pm
& by appointment
Withers Hall 248

Course Details

HI 254-12: MW 11:45 am-1:00 pm
Dabney Hall 331
HI 254-13: MW 3:00-4:15 pm
Withers Hall 115
Course Expectations
Students should be prepared to engage with their peers and instructor at the start of every class. This means that you must read all assigned material before each class meeting. Please respect others when speaking or listening. We will discuss many sensitive and debated topics in this course. Every student has the right to share his or her perspective, without feeling ashamed, embarrassed, or disrespected. Disrespect will not be tolerated.

Code of Student Conduct
Academic dishonesty of any kind is unacceptable. Keep the following in mind:

Your work must be your own: You may not copy another student’s work, you must properly cite sources, and you must complete your work individually unless given permission to work in a group.

Your work must be unique to the assignment: Students are not permitted to submit the same paper/assignment in two different classes.

Please see your Ms. Soleim if you have any questions or concerns, in addition to viewing the university’s policy at http://policies.ncsu.edu/policy/pol-11-35-01.

Attendance
Students are required to attend all class meetings, and are allowed two unexcused absences for the semester. Any further absences will be permitted only with verification that the student has a legitimate medical or personal reason for missing class. Each additional unexcused absence will result in a 3-point penalty to your final grade.

Notify Ms. Soleim of any absences in a timely matter. Refer to the university’s policies regarding “excused absences” here https://policies.ncsu.edu/regulation/reg-02-20-03.

No make-up work or credit is allowed for unexcused absences.

Assistance
Reasonable accommodations will be made for students with disabilities, but students should register as soon as possible with the Disability Services Office at Suite 2221, Student Health Center, 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) at http://policies.ncsu.edu/regulation/reg-02-20-01.
Required Readings
You are responsible for acquiring all course materials. Most course materials will be found on Moodle, on various other websites (linked in the syllabus or Moodle,) or through NC State’s library. Other course materials can be purchased at the NC State Bookstore, off-campus bookstores, or online.

Students must bring a print or digital copy of all readings to class.

TEXTBOOK, PRIMARY SOURCE READER, AND CRASH COURSE VIDEOS
We will be using *The American Yawp* as our textbook. It is a free online textbook.

*The American Yawp* also comes with a primary source reader that we will frequently use. Readings from the primary source reader are listed throughout the syllabus and followed by (AYPSR, “Ch. Name.”)

You will also be assigned videos from the [Crash Course U.S. History](https://www.youtube.com/crashcourse) YouTube channel. All videos have closed captioning, and transcripts for each video can be found on [Nerdfighteria Wiki](https://nerdfighteria.com).

BOOKS TO PURCHASE (ON HOLD AT DH HILL LIBRARY)

Course Website
You will be required to engage with students weekly using Moodle. It is a critical resource in the course. Visit early and often: [https://wolfware.ncsu.edu/](https://wolfware.ncsu.edu/).

Students will be required to communicate with other students in the course, via email or Moodle. All students are expected to respect the privacy of each other by not sharing or using such communications outside the course.

Laptops, Tablets, and Cell Phones
Students should bring a laptop or tablet to class. You may check them out at the library. Ms. Soleim reserves the right to ask students to put laptops away during class at anytime. **You may not check social media, email, surf the web, or do homework for other courses.**

ABSOLUTELY NO CELL PHONE USE DURING CLASS.
Course Breakdown

20% In-Class Participation & Attendance
To promote informed and engaged in-class participation and learning with your peers. This includes verbal participation in lecture and discussion, in-class writing assignments, in-class quizzes, and small group exercises.

25% Weekly Writing
To encourage class preparation, students will respond to a writing prompt weekly via Moodle. Responses should demonstrate your understanding of the week’s assigned readings. The prompt will be posted on Wednesdays and must be completed by the following Tuesday at 5:00 pm.

25% Unessay
To encourage you to connect course materials to your interests and passions, you will develop an unessay. An unessay throws out the traditional rules of formal writing, because you choose your own topic and present it how you want. You are evaluated on how compelling and effective you are.

15% Midterm Exam
To synthesize course materials and connect content to major course themes.

15% Final Exam
To synthesize course materials and connect content to major course themes.

Course Schedule

SUBJECT TO CHANGE WITH NOTICE.

Week One: Course Introduction
8/22 Wed. Course Introduction

Week Two: Reconstruction & Conquest
8/27 Mon. What Did Freedom Mean After the Civil War?
- Eric Foner, “Why Reconstruction Matters”
- Mississippi Black Codes, 1865 (AYPSR, Reconstruction)
- Jourdon Anderson writes his former master, 1865 (AYPSR, Reconstruction)
- “Letter from Freedmen’s Bureau to Enos Harrel,” 1866
- Report on the Freedmen’s Bureau, 1865 (Moodle)
- Cartoon Opposing Freedmen’s Bureau Bill, 1866 (Moodle)

8/29 Wed. What Did Freedom Look Like in the West?
- Adams, “More than a Game: The Carlisle Indians Take to the Gridiron” (Moodle)
- Zitkala Sa, “Retrospection,” 1921 (Moodle)

Week Three: Industrialization
9/3 Mon. No Class—Labor Day
9/5 Wed. How Did Industrialization Create Opportunities and Inequality for Different Groups in America?
- 18. Life in Industrial America, The American Yawp (Optional)
- Andrew Carnegie’s Gospel of Wealth, 1889 (AYPSR, Capital & Labor)
- Henry George, Progress and Poverty, 1879 (AYPSR, Capital & Labor)
- “Omaha Platform,” 1892 (AYPSR, Capital & Labor)

Week Four: Life in Industrial America and The New South
9/10 Mon. What Was Life Like in Industrial America?
- 18. Life in Industrial America, The American Yawp
- Selections from Riis’s How the Other Half Lives (TBD)

9/12 Wed. What Fueled the Move Towards “All-White Rule” Rule?
- The Wilmington Race Riot
- Summaries of Report Ch. 2-4 (Moodle)
- Wilmington Race Riot Report, Ch. 5 (Moodle)
Late Work

All assignments have been created with course objectives in mind. They are designed to help you think historically and challenge preconceived knowledge and assumptions. All assignments and exams are to be completed on time. This ensures that grading is fair for all students. One letter grade will be deducted from all late assignments for every day they are passed due.

Grading Scale

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Week Five: The American Empire

9/17 MON. WHAT SHAPED U.S. FOREIGN POLICY FROM 1890-1910?
- Video: American Imperialism: Crash Course US History #28
- William McKinley on American Expansionism (AYPSR, Am. Empire)
- James on “The Philippine Question, 1903” (AYPSR, Am. Empire)
- Letters from African American Soldiers in the Philippines (Moodle)

9/19 WED. HOW DID FOREIGN POLICY CONCERNS TAKE SHAPE DOMESTICALLY?
- Read the section VI. Immigration in Chapter 19 of The American Yawp.
- Phelan, “Why the Chinese Should Be Excluded,” 1901 (AYPSR, Am. Empire)
- Lum May Statement, 1886 (Moodle)
- Schultz, “The Mongrelization Of America,” 1908 (Moodle)
- Bourne, “Trans-National America,” 1916 (Moodle)

Week Six: The Progressive Era

9/24 MON. HOW DID DIFFERENT GROUPS TRY TO SOLVE INEQUALITY IN THE EARLY 20TH CENTURY?
- Video: The Progressive Era: Crash Course US History #27
- Rauschenbusch, Christianity and the Social Crisis (AYPSR, Progressives)
- Washington & DuBois (AYPSR, Progressive Era)
- Muncy, “Ambiguous Legacies of Women’s Progressivism.” (Moodle)

9/26 WED. WHAT DID FREEDOM MEAN DURING WARTIME?
- Video: America in World War I: Crash Course US History #30
- Goldman on Patriotism, 1917 (AYPSR, WWI)
- DuBois, “Returning Soldiers,” 1919 (AYPSR, WWI)
- The Sedition Act of 1918 (AYPSR, WWI)
- Capozzola “Policing the Home Front: From Vigilance to Vigilantism,” (Moodle)

Week Seven: A New Temper

10/1 MON. THE 1920S

10/3 WED. HOW DID DEFINITIONS OF CITIZENSHIP TAKE SHAPE?
- Immigrant Quotas 1925-1927
- “Shut the Door”: A Senator Speaks for Immigration Restriction
- Ngai, definition of Alien Citizen (Moodle)
- Mexicans in the U.S. 1920s documents (Moodle)
Week Eight: Depression

10/8 MON. MIDTERM EXAM

10/10 WED. HOW DID AMERICANS COPE WITH THE DEPRESSION?
- 23. The Great Depression, The American Yawp
- Letters from Black Americans to FDR
- More Letters to Roosevelts (Moodle)

Week Nine: World War Two

10/15 MON. WHY DID THE U.S. ENTER WWII?
- Video: WWII Part 1: Crash Course US History #35
- Video: WWII Part 2: Crash Course US History #36
- FDR State of the Union 1941 or “Four Freedoms”
- Light, “Programming” (Moodle)

10/17 WED. HOW DID CITIZENS EXPERIENCE THE WAR
- NPR, Photos: 3 Very Different Views of Japanese Internment
- FDR, Executive Order No. 9066, 1942 (AYPSR, 24, World War II)
- George Katsumi Kodama to Seattle Draft Board (Moodle)
- Video: Letters from Campy by Frank Chi

10/19 FRI. UNESSAY PROPOSAL DUE

Week Ten: Inequality and Affluence

10/22 MON. WHERE WAS THE COLD WAR FOUGHT?
- Video: The Cold War: Crash Course US History #37
- Rup, “Rosie Riveter to the Global Assembly Line” (Moodle)
- Douglas, The Black Silence of Fear AND Responses (Moodle)
- Dubois, “An Appeal to The World” (Moodle)

10/24 WED. WHAT WAS THE FIGHT FOR CIVIL RIGHTS WAGED?
- Video: Civil Rights and the 1950s: Crash Course US History #39
- Bond, “With All Deliberate Speed: Brown v. Board of Education,” (Moodle)
- Excerpts from Sugrue, The Origins of the Urban Crisis (Moodle)

10/26 FRI. UNESSAY PROPOSAL FEEDBACK DUE
Week Eleven: Creating a “Great Society”

10/29 MON. WHAT WERE THE GOALS AND METHODS OF CIVIL RIGHTS ACTIVISTS?
- Video: The 1960s in America: Crash Course US History #40
- Ella Baker, “Bigger than a Hamburger,” 1960 (Moodle)
- Excerpts from King, Letter from Birmingham City Jail, 1963 (Moodle)
- Gladwell, “Small Change: Why the Revolution will not be Tweeted,” 2010

10/31 WED. WAS THE GREAT SOCIETY SUCCESSFUL?
- Debate over a Great Society Nonprofit Org. in Mississippi, 1967 (Moodle)

Week Twelve: The Vietnam War

11/5 MON. – 11/7 WED. HOW DOES ONE MAN’S ACCOUNT HELP US UNDERSTAND WAR?
- Monday - O’Brien, If I Die in a Combat Zone, Ch. 1-12
- Wednesday - O’Brien, If I Die in a Combat Zone, Ch. 13-End

Week Thirteen: Continuing the Struggle for Justice

11/12 MON. HOW DID AMERICANS CONTINUE TO FIGHT FOR EQUALITY THROUGHOUT THE 1960S AND 1970S?
- “The Trail of Broken Treaties—An Indian Manifesto,” 1972 (Moodle)
- Milk, “That’s What America Is,” 1978 (Moodle)
- VII. Beyond Civil Rights in Ch. 27 from The American Yawp
- VII. The Politics of Love, Sex, and Gender in Ch. 28 from American Yawp

11/14 WED. HOW DID WOMEN ARTICULATE THE FIGHT FOR JUSTICE?
- Steinem, “Women Freeing the Men, Too,” 1970 (Moodle)
- National Black Feminist Organization, Statement of Purpose, 1973 (Moodle)
- Schlafly, “What’s Wrong with ‘Equal Rights’ for Women?” 1972 (Moodle)
- Lorde, “I Am Your Sister,” 1985 (Moodle)

Week Fourteen: A Conservative Response

11/19 MON. WHAT WERE THE STRATEGIES OF THE NEW RIGHT?
- Video: The Rise of Conservatism: Crash Course US History #41
- Readings on Conservative Thought, Selections to be assigned (Moodle)

11/21 WED. WHAT MOTIVATED U.S. INTEREST IN THE MIDDLE EAST?
- McAlister, “Iran, Islam, and the Terrorist Threat,” from Epic Encounters (Moodle)
- Optional: Makdisi, “Anti-Americanism’ in the Arab World” (Moodle)
Week Fifteen: The New Jim Crow

11/26 MON. IS THE WAR ON DRUGS THE NEW JIM CROW?
- Alexander, Introduction & Ch. 2, 3, and 5 of The New Jim Crow
- Nixon, “Message to the Congress on Drug Abuse Prevention and Control,” 1971 (Moodle)

11/28 WED. NO CLASS—THANKSGIVING HOLIDAY

Week Sixteen: The World We Live In

12/3 MON. RECENT PAST I.
- Video: George HW Bush: Crash Course US History #44
- Video: The Clinton Years: Crash Course US History #45
- Video: Terrorism, War, and Bush 43: Crash Course US History #46
- Video: Obamanation: Crash Course US History #47

12/5 WED. UNESSAYS DUE—RECENT PAST II
- Cont. Video: Terrorism, War, and Bush 43: Crash Course US History #46
- Cont. Video: Obamanation: Crash Course US History #47
- OPTIONAL: Volpp, “The Citizen and the Terrorist” (Moodle)

Final Exam

HI 254 (12) Monday, December 17th, 8:00-11:00 AM, 331 Dabney Hall
HI 254 (13) Monday, December 17th, 1:00-4:00 PM, 115 Withers Hall