

Course Proposal Summary

Ongoing proposal information

3/25/25: Updating syllabus for online SAC

3/17/24: Updating course for online asynchronous for summer SAC

Approved by CLA Course Review Committee 12.15.05 nh

Curriculum contact name

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Basic Course Information

Effective term

Summer 2025

PeopleSoft course ID

798731

Effective date

May 19, 2025

Active/inactive status

Active

Appear in course catalog?

Yes

Institution

UMNTC

Campus

Twin Cities

College

TCLA - College of Liberal Arts

Career

Undergraduate

Department

American Studies (10949)

Course subject code

AMST

Course number

2011

Course name

The United States since September 11

Course name for transcript

U. S. since September 11th

Course description

How American citizenship and nationhood have changed since 9/11. The event and its aftermath in historical perspective. Political, economic, and military antecedents. How 9/11 has changed relations between the U.S. government, U.S. citizens, immigrants, and international community. How 9/11 has been remembered.

Course Enrollment and Student Planning

Grading basis

OPT - Student Option

Typically offered term(s)

Every Fall

Typical meeting pattern

academic year: two 75- minute meetings per week

summer: asynchronous online

Require consent to enroll

No Special Consent Required

Require consent to drop

No Special Consent Required

Are you proposing changes to prerequisites or corequisites?

No

Assign existing prerequisite or corequisite

undefined - undefined

Do you need to define a new prerequisite or corequisite?

No

Can students enroll in more than one section of this course in the same term?

No

Prerequisites and Corequisites (Crookston only)

Equivalencies and Cross-listings

Are you proposing changes to equivalencies or cross-listings?

No

Is this course equivalent to any other courses?

No

Is this course cross-listed with any other courses?

No

Credits, Instructional Time, and Repeats

Credits

Minimum credits

3

Maximum credits

3

Instructional time (hours)

Minimum instructional
time

3

Academic progress units

Academic progress units

3

Financial aid units

Financial aid units

3

Is this course repeatable?

No

What is the maximum number of times a student
could earn credit for taking this course?

1

What is the maximum number of credits a student
can earn from this course?

3

Course Characteristics

Course attributes

CLE - CIV (Civic Life and Ethics), CLE - HIS (Historical Perspectives), ONL - ONLINE (Online may be available)

Is this a topics course?

No

Will this course ever be offered online or
primarily online?

Yes

Is any portion of this course taught outside of the
United States?

No

Is this an honors course?

No

Is this a freshman seminar?

No

If this course uses community-engaged learning
(CEL) instructional strategies, indicate up to 5
CEL values.

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Components

Code	Name
DIS	Discussion
Code	Name
LEC	Lecture

Primary and Graded Component Details

Primary component	Graded component
Discussion	Discussion

Student Learning Outcomes (Undergraduate Crookston, Duluth, and Twin Cities only)

Learning outcome Can communicate effectively How will the instructor assess the students' learning related to this outcome? Students are evaluated on their ability to communicate their answers effectively in clear essays, including syntax and content.	How will this outcome be addressed in the course? Students are required to write reading response papers, short essays, where they convey their ideas about the readings and the course material for that particular week. Students also have to write a midterm exam where they answer a set list of questions in essay format.
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How will this outcome be addressed in the course?

This course looks at a number of problems related to the functioning of democracy, national security, foreign policy, public engagement, media transparency and accuracy. Students are asked to identify problems related to America's place in the world after 9/11 (e.g. how do you balance individual rights and civil liberties with national security concerns about intelligence gathering among suspected terrorists or supporters?). Students are asked to discuss various different solutions to these problems throughout the course, and to offer up their own solutions. (e.g. How would you ensure that the media are being accurate in communicating threats to national security?).

Learning outcome

Can identify, define, and solve problems.

How will the instructor assess the students' learning related to this outcome?

The mid-term assignment and online discussions are exercises where students have to communicate clearly their ideas about the pressing social, political, and cultural problems that American society faces.

Topic Details

Course Dependencies and Curricular Impacts

Course Proposal Details

Liberal and General Education

Are you proposing this course to meet a general or liberal education requirement?

Yes

Proposed Twin Cities Liberal Education Core
Historical Perspectives

**Proposed Twin Cities Liberal Education
Designated Theme**
Civic Life and Ethics

This course is approved as a Core, effective
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**This course is approved as a Designated Theme,
effective**
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Approved Twin Cities Liberal Education Requirement(s)
Civic Life and Ethics, Historical Perspectives

Describe how the course meets Liberal Education Core course criteria**Historical Perspectives**

This course examines past U.S. wars and conflicts as a means of understanding the significance of the 9/11 events and their aftermath. Several lectures are explicitly historiographic, focusing on the evolution of scholarly knowledge and interpretation of the topic at hand. We will examine past and present national beliefs about war and occupation, paying particular attention to the change within and continuity across those beliefs. To do so, we will focus on by-gone and existing conceptual frameworks such as ¿counterinsurgency,¿ ¿détente,¿ ¿humanitarian intervention,¿ ¿terrorism,¿ etc. Students will find, woven throughout the course, assignments that will develop the skills necessary for making meaning out of historical materials and developing their own interpretations. In these exercises they will learn to recognize the value as well as the limitations of particular types of documents and materials. We will work with such primary sources as newspapers, official government reports, cartoons, declassified documents, etc. To demonstrate how historians work, students will work with historical materials¿newspaper documents, presidential speeches (¿The President¿s Radio Address in 2003¿), government reports (The 9/11 Commission, Colin Powell¿s ¿Speech to U.N. Security Council,¿), oral histories (We Are All Suspects Now), as well as elements of popular culture (The Host, Machuca, Paradise Now, September 11, Sir! No Sir! and cartoons). The course will investigate the conceptual frameworks of social, cultural, and political history as a means to interpret primary sources. Using political history, the course examines how political movements and leaders in the U.S. promoted U.S. imperial interests in parts of Asia, the Middle East, and Latin America. The course is also a demonstration of the cultural history of empire since it uses popular culture (film, music, and cartoons) to illustrate the national interest in empire and the movements, cultural texts, and ideas that contested that interest.

CLE Guidelines for Historical Perspectives

This course satisfies the CLE guidelines for Historical Perspectives in the following manner:

1. The course uses September 11th to study beliefs about past U.S. wars and the War on Terror, beliefs from people within and outside the United States.
2. The course analyzes how beliefs about the U.S.¿s place and practices within the world have changed over time, looking specifically at war and occupation.
3. This class will introduce students to scholarly frameworks that have been used to produce historical knowledge about the U.S. and its global maneuvers. We will examine methodologies used by historians and students will critically assess the methods & concepts employed in producing historical knowledge.
4. Students in the course will work with primary documents about the War on Terror and pre-existing wars.
5. Students will consider how what we know about past wars and conflicts has shaped reaction to the U.S. War on Terror.

Describe how the course meets Liberal Education Designated Theme course criteria**Civic Life & Ethics**

The field of American Studies directly engages issues of civic life and ethics. The field has consistently analyzed and interrogated social constructions around just v. unjust and right v. wrong especially in the domain of U.S. legal, economic, and social practices. To that end, American Studies scholars have interrogated civic life and ethics in circumstances of war, migration, labor exploitation, segregation, etc. This course brings all of the aforementioned circumstances together in its analysis of how civic life and ethics in past wars shaped the post-9/11 world. Students will thus see how issues of immigration restriction, surveillance, occupation, and prison expansion were part of public discussions within the U.S. years before the War on Terror. Students in the course will explore the ways in which such discussions took place in a variety of sites: newspapers, cartoons, movies, music, public protest, etc. The ethical principles that the course interrogates are the following: Is it ethical to wage war against civilian populations as a means to cripple a government? Is it ethical to torture prisoners? Is it ethical to support authoritarian regimes in the name of democracy? Is it ethical to invade the privacy of a nation's citizenry as a means to challenge terrorism? Is it ethical to detain prisoners without trial?

CLE Guidelines for Civic Life and Ethics

The course meets CLE guidelines for Civic Life and Ethics by meeting five central objectives:

1. The course presents and defines ethics and the role of ethics in civic life.
2. The course uses the September 11th terrorist attacks and the resulting War on Terror to analyze how right and wrong, just and unjust have been constructed not only in the context of the War on Terror but in past wars as well.
3. The course looks at how these ethical principles have been produced and debated in the law, in media, in scholarship, in popular culture, and in activism.
4. This class encourages students to analyze their own personal views and beliefs about U.S. Wars and how those wars relate to their lives as residents of the U.S. and members of a global society.
5. To introduce students to exercises that will ask them to apply their knowledge of the historical nature of ethics to issues related to past and contemporary U.S. wars, issues concerning immigration, diplomacy, international law, occupation, etc.

Are you proposing this course to meet the Writing Intensive requirement?

No

This course is approved as Writing Intensive

No

This course is approved as Writing Intensive, effective

Syllabus (All Rochester and Twin Cities Careers, Duluth 8xxx-Level)

Upload a syllabus from within the past 2 years

[AMST 2011 - Fall 2024.docx](#), [AMST 2011 - Summer 2025.docx](#)