San José State University

American Studies Program (Humanities Department)
AMS1A American Civilization I, Sec. 10, 20, & 30 (Lecture)
and Sec. 11, 21, 31 (Seminar)
Spring 2017

Instructors: Ari Cushner, J. Todd Ormsbee, & Jason Wozniak

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Professors will respond to email during regular business hours,
8:00-17:00, M-F; email sent after hours, on weekends, or during holidays will be responded to the next business day.

Office Hours: Cushner, TTh 12:00-13:00, or by appointment
Ormsbee, TTh 12:00-1300 or by appointment
Wozniak, T 11:00-13:00, or by appointment

Class Days/Time: Lecture, TTh 13:30-14:45
Seminar, TTh 15:00-16:15

Classrooms: Lecture: WSQ 109
Ormsbee Seminar: Sweeny 241
Wozniak Seminar: DMH 354

GE/SJSU Studies Category: American Studies 1A/1B is a two semester package. When a student completes ALL 12 units, the following requirements have been met:
• Core GE: Area C1 Arts, Area C2 Letters, Third Area C course, Area D2 Comparative Systems, Area D3 Social Issues. When these areas are satisfied by individual course at SJSU, 15 units are earned. Since these areas are covered in this two-course sequence with 12 units, an additional 3-unit GE course of a student's choosing needs to be taken to complete the required 39 units of GE in the lower division.
• American Institutions: U.S. History, U.S. Constitution, California Government graduation requirements are all also covered by completing this course sequence.

Online Resources
Students must acquire access to Canvas for assignments, required and optional readings, collaboration, and communication with the Instructors. Please note that there are two Canvas shells, The Lecture section shell will have all documents related to the course and general announcements; the Seminar section shell will have all graded materials and seminar-related activities and assignments.
http://sjsu.instructure.com/
SJSU ONE username & password Course Description
Course Description

AMS 001A. American Civilization I: American culture examined through political, literary, artistic, economic and social development. American values, ideas and institutions from popular culture as well as traditional sources. 3 units. (SJSU Course Catalogue 2012)

American Civilization I & II (AMS 1A & 1B) provide a thematic and chronological look at the rich and diverse culture that has developed in what is now the United States, from the era of the First Americans (American Indians), through constant waves of immigration from around the world, to the present.

American Studies is a particular way of looking at the United States that focuses on the cultural and symbolic lives of the people of the United States; as such, our focus will often be more on beliefs and practices rather than on “major figures” or big historical events. Our goal is to understand what “American culture” might be, or if such a thing even exists or is possible, given how diverse the people of the United States have been and are. American Studies is also interdisciplinary: That means that we will use the intellectual tools from a broad array of the social sciences, humanities, and even physical sciences to understand the people of the United States.

AMS 1A & 1B are divided into two interwoven components: a lecture period that rotates among the 3 professors, followed by separate seminar groups headed by each of the three professors in which we will discuss and analyze culturally significant works from the period in question. Seminar instructors will have the same reading schedule, but may have divergent classroom requirements. Attendance at all class meetings—both lectures and seminar—is required for maximum benefit from the course.

Course Goals and Student Learning Objectives

GE/SJSU Studies Learning Outcomes (LO), if applicable for students who complete both AMS1A and AMS1B

Area C1
1. recognize aesthetic qualities and processes that characterize works of the human intellect and imagination
2. respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression); and
3. write clearly and effectively.

Area C2 Letters
1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

Area D2 Comparative Systems and Area D3 Social Issues

Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Students will be able to:

1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
2. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

American Institutions

U.S. History: To fulfill the requirements for U.S. History, students should consider the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these trends, students should be asked to analyze certain themes including: earliest inhabitants, colonization, the American Revolution and the early Republic, territorial expansion, economic development, Civil War and Reconstruction, foreign relations, Populism, Progressivism, the New Deal, wars and conflicts of the 20th century, the Fair Deal, the Great Society, McCarthyism, the civil rights movement, mobilization of
minorities, new feminism, and modern times. Included within the study of these themes should be a consideration of women and gender relations from the colonial period to the present; the history and experience of racial and ethnic minorities; emigration to the United States and the experiences of these immigrants to this country; and patterns of race and class relations from the period of European colonization to the present.

**U.S. Constitution and California Government:** Students should study how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should recognize:

- the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;
- the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and
- the operations of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics, and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation.

**Required Texts/Readings**

**Required Books for Lecture**

**Required Books for Seminar**

**Other Readings & Materials**
- PDFs, Images, Poems, and Internet Links available on Canvas for Sec. 10, 20, & 30. Use the Links in the left-hand column of the Lecture shell for Modules, Files, and Pages.
- **NOTE:** It is required that you either print out and mark up PDFs and Poems; or that you come to class with reading notes for the assigned reading.

**Classroom Protocol**

**Electronic/Digital Devices.**
- Absolutely no cell phones in class. All cell phones must be silenced and put away at the beginning of class. This includes texting.
- No laptops are to be used during class without pre-approval from your seminar instructor. Laptops should be shut and put away by the beginning of class. Take notes by hand and participate carefully in the lecture and discussion activities.
- **A Note on Electronic Readings:** We strongly urge you to buy physical copies that you can underline and write in; research shows that when we read on screens, both our comprehension and retention is compromised. However, we understand that some of you have good reasons for using electronic versions. If this is the case, you may use a tablet or laptop, but not a phone to access your text during seminar. Be sure to let your seminar professor know that you are using your tablet or laptop to access your text before class. Finally, if you must use an electronic version, it is vital that you take good reading notes as you read to make sure that you are understanding and retaining what you read.
Civility.
Respect of your fellow students is critical to creating a learning atmosphere. In our course we may be discussing controversial issues or even matters that are personally important to someone in the class. You are encouraged to disagree and argue with each other and the professor, but it is imperative that you do so respectfully and without personal attacks. Any form of hate speech will result in ejection from the course for the day.

Preparedness for class, Read for retention, and Study to learn.
To succeed in this course, students should arrive having read the assignment for the day with questions and comments ready. Maximize your learning by studying (read and review to draw connections and think critically and synthetically, NOT just to repeat rote information).

See How to Get the Most Out of Studying
http://www.samford.edu/how-to-study/default.aspx

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy
Workload Notice:
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.” (Senate Policy Recommendation S12-3, May 2012)

AMS1A is a 6-Credit course: 6 hours class time per week + 12 hours out-of-class preparation = 18 hours/week
Approximate Time Budget for the Average Student per Week:
2-3 hours for Lecture Reading
4-5 hours for Seminar Reading
4 hours for assignments & study
TOTAL: 10-12 hours/week outside of class

Assignments are divided into two 3-credit halves as follows:

<table>
<thead>
<tr>
<th>Lecture Assignments (Sec. 10, 20, &amp; 30)</th>
<th>SLOs &amp; GELOs</th>
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<tbody>
<tr>
<td>60% Summative Writing (take home)</td>
<td>Areas C1, C2, D2, D3, American Institutions</td>
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<tr>
<td>Summative #1 — 60 pts</td>
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<td>Summative #2 — 90 pts</td>
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<td>Summative #3 — 120 pts</td>
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<tr>
<td>30% Visual Culture Essay</td>
<td>Application of knowledge &amp; skills; Areas C1 &amp; C2</td>
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<tr>
<td>10% U.S. Founding Documents Quiz</td>
<td>American Institutions</td>
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<tr>
<th>Seminar Assignments (Sec. 11, 21, &amp; 31)</th>
<th>SLOs &amp; GELOs</th>
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<tr>
<td>60% Literary Analysis</td>
<td>Areas C1, C2, D2, D3</td>
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<tr>
<td>Literary Essay #1—150 pts</td>
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<tr>
<td>Literary Essay #2—200 pts</td>
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<tr>
<td>20% Material Culture Essay</td>
<td>Application of knowledge &amp; skills; Areas D2 &amp; D3</td>
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<tr>
<td>20% Seminar Participation (see below)</td>
<td>Formative activities for all Areas</td>
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Your Final Grade for the 6-credit course will be the average of the above two grades.
Assignment sheets and instructions will be available for each assignment as necessary. See separate Seminar Syllabus for specific instructions for the Seminar Participation.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.