American Studies 1B                      Spring 2017                            San José State University

Lectures: MW 9:00am-10:15 SH 100  
Seminars: MW 10:30am-11:45  

Instructors

<table>
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<tr>
<th>Dr. Karen English</th>
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<th>Dr. Matthew Moore</th>
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<td>Office Hrs: M-TH 12-1pm</td>
<td>Office Hrs: MWTH 4-5 p.m.</td>
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Required Readings from *Digital History: An Online eBook in American History*, linked pdfs, and linked Internet sites.

Every student is required to purchase and give to their seminar instructor 3 large format university examination booklets during the FIRST month of the semester.

**Prerequisites:** AMS 1A

**Library Liaison:** Peggy Cabrera at peggy.cabrera@sjsu.edu

**Course materials:** such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website

**GE/SJSU Studies Category:** C1, C2, Third Area C, D2, D3, US1, US2, US3.

**Background Information:** American Studies 1B is organized into a series of interdisciplinary modules that reflect the development of American institutions from the Reconstruction era to the current day. Drawing upon the premises and methodologies of multiple academic disciplines, American Studies 1B examines individual and communal heritages, through which we can evaluate and understand the rich complexity of the American social, political, and cultural experiences. Cutting across boundaries of gender, ethnicity, race, and class, American Studies 1B considers the ways in which the United States has been transformed to meet society's changing needs and demands.

This semester we continue to pay careful attention to the dynamics and development of the United States as a pluralist (and multicultural) society, a focus
that was begun in American Studies 1A. This course provides a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations.

American Studies 1A/B is a two-semester sequence, six units per semester, for a total of twelve units. When you successfully complete both semesters, you will have covered the following requirement areas toward graduation though only earning 12 units credit:

- **Core GE (12 units)**: Area C1 Arts, Area C2 Letters, Area D2 Comparative Systems, Area D3 Social Issues
- **American Institutions** (all 6 units): U.S. History, U.S. Constitution, California Government

**GE Learning Outcomes (GELOs)**

Upon successful completion of this course sequence, students will be able to:

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

**Area C2 Letters**
GELO 4. Recognize how significant works illuminate enduring human concerns;
GELO 5. Respond to such works by writing both research-based critical analyses and personal responses; and
GELO 6. Write clearly and effectively.

**Area D2 Comparative Systems and Area D3 Social Issues**
GELO 7. 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:
GELO 8. Place contemporary developments in cultural, historical, environmental, and spatial contexts;
GELO 9. 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
GELO 10. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
GELO 11. Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
GELO 12. Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.
American Institutions (Student Learning Outcomes: SLOs)
Upon successful completion of the sequence, students will be able to:
SLO 1: Describe 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 topics, students should be asked to analyze certain subtopics, and within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.
SLO 2: Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should be able to describe: the foundations of the political system, the links between the people and government, the operations of California government.
SLO 3: Identify the tools of political action and collective decision-making at the local, state, national, and global level; and articulate the values and assumptions that inform their civic engagement.

Course Learning Outcomes (CLOs)
Upon successful completion of American Studies 1B, students will be able to:
CLO 1: Discuss the contributions of racial/ethnic minorities, women, and immigrants to California and the geographic region known as the United States.
CLO 2: Recognize the political foundation of the U.S. Constitution and be able to explain the relationship between citizens and the government institutions.
CLO 3: Analyze and understand the historical context of literature, art, music, and poetry from pre-colonial American through the period of Reconstruction.
CLO 4: Compare and contrast the origins of the abolition and woman’s rights movements.

Grading: Your grade reflects your achievement in seminar, on your papers or essays, and on your exams. YOUR seminar instructor will grade all your written work. All written assignments must be completed in order for the student to pass the course.

Assignments will be weighted as follows:

Midterm #1 15% (Mar 1, 2017 in lecture hall)
Midterm #2 15% (April 5, 2017 in lecture hall)
Final Exam 15% (Friday, May 16, 2015 from 9:45am-12N in seminar rooms)
Capstone Paper 20% (Final Essay due May 3, 2017 in seminar)
Journal 20% (due as assigned in seminar)
Seminar Participation (includes Quizzes) 10%
California Constitution Test (Friday, February 24, 2017 on Canvas) 5%
Grade Scale:  A+ = 97 to 100%; A = 93-96%; 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 = 59% or lower

Capstone Research Paper
Students will write one 1500 word research paper this semester, due on May 3, 2017. Further specific instructions and a list of due dates for preliminary research and preparatory assignments will be available on CANVAS.

Journal Responses
Students will write regular one-page responses to reading assignments. Seminar instructors will provide specific instructions for number, format, and content of these assignments.

Quizzes
Seminar instructors can administer quizzes on lecture and reading material.

Participation
Seminar instructors provide further information about evaluation requirements.

Classroom Protocol
Students are expected to attend all classes. If a student misses or expects to miss a class, the student is responsible for notifying the instructor by email or telephone. Electronic devices of any kind can ONLY be used with explicit permission of instructor. Cell phones must be out of sight at all times.

University Policies: Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

SJSU Counseling Services: The SJSU Counseling Services is located in the Student wellness Center on the corner of 7th Street and San Carlos Paseo, in Room 300B, across from the Event Center. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling/.

SJSU Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center,
visit the Writing Center website http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections: This program provides small group, individual, and drop-in tutoring for a number of undergraduate courses, plus consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

Schedule of Lectures and Readings

Your instructors reserve the right to alter the course schedule and assignments with timely notice to students. Please bring assigned texts to class.

Jan 30 Redefining Citizenship: What Are Civil Rights?
Norton C: C-1 The Modern Samson (Nast)
Internet: Fourteenth Amendment read pages 358-9 of the document.
Fifteenth Amendment
The Morning of Liberty: Forever Free, 1867 (Lewis)

Feb 1 Reconstructing Racism: From Slavery to Jim Crow
Norton C: 673-675; 689-693, Bio. and “The Atlanta Exposition Address” (Washington)
883-885; 892-901, Bio. and excerpt from The Souls of Black Folk (Du Bois)
698-699; 706-714, "The Wife of His Youth" (Chesnutt)

Feb 6 Realism and Naturalism: Anti-romantic, first!
Norton C: 905-907, Excerpt from Novel-Writing and Novel-Reading (Howells)
943-989 Maggie: A Girl of the Streets (Crane)
C-3 Snap the Whip (Homer)
C-7 Both Members of This Club (Bellows)

Feb 8 Through the Gates of Promise: Changing the Face of America
Norton C: 521-22, 524, Bio, "1492" and "The New Colossus" (Lazarus)
525-26; 533-550, Bio and "The Foreigner" (Jewett)
Feb 13  Native American Assimilation, Acculturation, Resistance, and Tragedy  (1860-1900)
    Norton C:  1085-1087; 1090-1097, Bio and excerpts from "Impressions of an Indian Childhood" (The Big Red Apples) and "The School Days of an Indian Girl" (The Land of the Red Apples through Iron Routine) (Zitkala-Ša)
    1126-1129, Biography and excerpt from From the Deep Woods to Civilization (Eastman)
    Internet: "The Carlisle Boarding School" (including video clip "Into the West")
    Digital History: Wovoka's Message

Capstone paper: site and exhibit selections due by 11:59 pm on Canvas

Feb 15  The New Metropolis: Chicago
    Norton C:  927-943, Bio and excerpt from Sister Carrie (Dreiser);
    1108-1116, Bio and excerpt from The Jungle (Sinclair)
    Michigan Avenue From the Lake (Louis Kurz 1867)
    State Street, North from Madison (S.B. Frank 1894)

Feb 20  The New American Empire: Does the Constitution Follow the Flag?
    Norton:  374-385, Biography and "Editha" (Howells)
    1143-1147, “The March of the Flag” (Beveridge)
    Internet: The Yellow Kid
    Read the page: "Origins of the Kid: The People's Press"; Study “The Yellow Kid and his New Phonograph” in the lower left corner of the page.

Feb 22  Exceptionalism at the World's Fair
    Norton C:  386-87, 390-397, Bio and "The Dynamo and the Virgin" (Adams)
    1133-1137, Bio and excerpt from "The Significance of the Frontier in American History" (Turner)
    Iroquois Indian Birch-bark Houses (Rand, McNally & Co.)
    Official Guide to the Midway Plaisance (Behring Eng. Co. Chicago)

California Constitution Test due Feb 24 on Canvas by 11:59 pm

Feb 27  The Progressive Impulse
    Norton C:  736-746, Biography and “Under the Lion's Paw” (Garland)
    1155-1158, Biography and “First Days at Hull-House” (Addams)
    1137-1140, Biography and excerpt from American Ideals (Roosevelt)
    C 2 Children Sleeping in Mulberry Street (Riis)

Mar 1  First Midterm in Lecture Hall
Mar 6  Total War, 20th Century Style — Act One
   Norton C: 191-2, 195, Bio and "September, 1918" (Lowell)
   214-126, Intro and "I Have A Rendezvous with Death (Seeger);
   217-219 "Letter . . . to His Parents" (Hemingway)
   C-2  Portrait of a German Officer (Hartley)
   Internet:  World War 1 Posters
   Look carefully at all 20 posters.

Mar 8  Bright Lights: Entertainment and Mass Society
   Norton D: 484-485; 494-to mid 505, Biography and Pale Horse, Pale Rider
   (Porter)
   Internet:  Easy Street (Chaplin)

Mar 13 Modernist Cultural Responses: Patternicity
   Norton D: 505-528, Finish Pale Horse, Pale Rider (Porter)
   Internet:  Examples of Surrealism in Cinema (Jex)

Mar 15 Separate But Equal? Great Migration and Renaissance
   Norton D: 528-530; 538-541, Biography and “How It Feels To Be Colored Me" (Hurst)
   869-871, Biography and “The Negro Speaks of Rivers” (Hughes)
   Internet: Aspects of Negro Life (Douglas)
   The Awakening of Ethiopia (Fuller)
   One-Way Ticket (Hughes)
   "Take the A Train" (Ellington)

   Capstone paper: Artifact(s) description and preliminary bibliography due by 11:59 pm on Canvas

Mar 20  The Great Depression
   Norton D: 675-689,"Babylon Revisited" (Fitzgerald)
   Internet:  First Fireside Chat (F. D. Roosevelt)
   "The Individual and the Community" (E. Roosevelt)
   "Brother, Can You Spare A Dime?"(E.Y. Harburg)

Mar 22  The Feeble Minded Menace: Order and Social Hygiene
   Internet:  "Registering Human Pedigrees"(Popular Science 1923)
   Eugenics Archive
   Read “Social Origins” and “Eugenics Popularization"
   PDF:  "Twisted Eugenics" (Roosevelt 1914)
   “Social Biology and Population Improvement” (Nature 1939-transcription)
March 27-March 31  SPRING BREAK

Apr 3  Total War, 20th Century Style, Act Two
  Norton E:  174-175, 177, "The Death of the Ball Turret Gunner" (Jarrell)
  877, "Words Like Freedom" (Hughes)
  Internet: "Press Release on the Dropping of the Atomic Bomb"
  read pages 1-3 (Truman)
  Japanese Internment Read the main article

Apr 5  Second Midterm in Lecture Hall

Apr 10  Cold War Pop Culture: Challenging McCarthyism
  Internet: Joseph McCarthy Biographical Sketch (Read only the first page,
  Early Years through Last Years)
  Edward R. Murrow Biographical Sketch
  NORAD Santa Tracking
  Murrow vs. McCarthy (6 min. 20 sec.)
  Biographical Sketch: Margaret Chase Smith. Click on her "fifteen minute
  speech (paragraph 4) and read "The Declaration of Conscience" (Smith)

  Capstone paper: thesis statement and annotated bibliography due by 11:59 pm on
  Canvas

Apr 12  Suburban Nation: Conformity and Containment in the 1950s
  Norton E:  156-164, "The Swimmer" (Cheever)
  Internet: "Little Boxes"(Reynolds)
  "Freeway 280"(Cervantes)

Apr 17  We Love Lucy and Desi
  Norton E:  C-5 Untitled (Sherman)
  566-568; 573-575, Biography and “Diving Into the Wreck” (Rich)
  Internet:  The Problem That Has No Name (Friedan)

Apr 19  Ad hoc Exemptions: Mexican Immigration from 1880s-1964
  Norton E: Bio.  1113-1114, 1115, "Wet Camp" (Rios)
  1130-1139, "Woman Hollering Creek" (Cisneros)
  Internet: Diego Rivera’s Detroit Industry Fresco Painting (North Wall)
  Please click on the sections of the mural outlined in white and watch the
  videos.

Apr 24  Civil Rights and Political Power
  Norton E:  687-689, Bio and "Coal" (Lorde)
  PDF: "Poetry is Not a Luxury” (Lorde)
  Internet:  Black Panther Party’s Ten-Point Program
  (Scroll to image from museum exhibit. Recommended to read co-founder
Bobby Seale's reflections.

The Assassination of Fred Hampton & COINTELPRO

Apr 26  Vietnam: The American War
Slaughterhouse-Five (to Chapter 5) (Vonnegut)
Norton E: C-5 Vietnam Veteran’s Memorial (Lin)
1042-4, Bio. and "Facing It" (Komunyakaa)

May 1  Postmodernism: Seriously?
Slaughterhouse-Five (finish the novel)
Norton E: C-2 Blam (Lichtenstein) and C-3 Campbell’s Soup 1, Tomato
(Warhol)

May 3  Ronald Reagan and the Conservative Resurgence
Internet: Reagan Campaign Poster
Ronald Reagan, "Evil Empire Speech"
"Wall" (Williams) [Read short article about the Berlin Wall and the first poem only]

Capstone research paper due in seminar

May 8  Environmentalism: Our New Civil Religion
Norton E: 1094-1096, 1101-1102, Bio. & “When the World as We Knew it Ended” (Harjo)
C-4 Earthrise (Anders)
C-7 World Trade Center Burning (Morgan)
"Politics of Species" Steven Wise interview

May 10 Neoliberal State: Humor and Horror
Internet: "The Political Economy of Zombies" (Powers) PDF w/o images

"Last Week Tonight with John Oliver: Wealth Gap"

May 15  Citizens as Heroes?
Film: Citizenfour (2015) dir. Laura Poitras

May 19  (Friday) Final Exam: from 9:45 am to noon in seminar rooms