San José State University
American Studies Program
AMS 1B, American Civilization, Sec. 40/41, 50/51, 60/61, Spring, 2017

Course and Contact Information

Instructor: Prof. Joel Franks
            Prof. Funie Hsu
            Prof. Lou Ann Trost

Office Location: Franks, Clark 140
                 Hsu, Clark 420D
                 Trost, 414G

Telephone: Franks, 408/924-5752
           Hsu, 408/924-4726
           Trost, 408/924-4747

Email: Franks, joel.franks@sjsu.edu
       Hsu, funie.hsu@sjsu.edu
       Trost, louann.trost@sjsu.edu

Office Hours: Franks, T/Th 10:30-11:30 am in DMH 238B
              Hsu, T/Th 9:00-10:00 am and by appointment
              Trost T/W/Th 3:00-4:00 pm and by appointment

Class Days/Time: Lecture T/Th 12-13:15
                Seminar T/Th 13:30-14:45

Classroom: Lecture YUH 124
           Seminar:
                      Franks, SH 240
                      Hsu, DMH 354
                      Trost, SH 241

GE/SJSU Studies Category: 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 fulfilled the following:
                          • 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.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty
web page at http://www.sjsu.edu/people/firstname.lastname and/or on Canvas Leaning Management System
course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the
messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Professor Franks  
http://www.sjsu.edu/americanstudies/faculty/joel_franks/
Professor Hsu  
http://www.sjsu.edu/people/funie.hsu/
Professor Trost  
http://www.sjsu.edu/people/louann.trost/
American Studies at SJSU  
http://www.sjsu.edu/americanstudies/

Course information Online
Some additional assignments and announcements may be sent to the students via the Canvas website.  
https://sjsu.instructure.com/. Please note that this is not an on-line class. Do not rely on the Canvas site to substitute your presence in class. All assignments or announcements will be made in class. Your attendance is required to achieve a good grade. You are responsible for regularly checking with Canvas or MySJSU (or other communication system as indicated by the instructor). For information on using Canvas, please review the website, http://www.sjsu.edu/at/ec/canvas/student_resources/index.html and the Canvas Guide, http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_Complete.pdf.

Course Description
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. In AMS 1A we cover the period from before European contact up through the Civil War, while AMS 1B will pick up at that point and bring our cultural analysis up to the present. We will take our definition of “culture” from cognitive anthropology: culture is a system of knowledge that people use to do two important things: interpret experience and generate responses. We will study how varying people and groups responded to, contributed to, and modified life experiences in the area we know today as the United States, and we will also reflect on the message and impact of a wide range of cultural artifacts they created and social practices they followed—art, music, poetry, literature, technology, rituals and ceremonies, appropriate rules of behavior, etc.

Our goal is to understand the complexities of our past to better evaluate our present and contribute to our future. American Studies is also interdisciplinary: That means that we will use the intellectual tools from a broad array of the social sciences, humanities, and the arts to understand the people of the United States. An important skill we seek to cultivate is integrative awareness. You, as students, are encouraged to develop what Professor Gene Wise famously referred to as “connecting minds.” This means connecting action, thought, and history which is why some assignments take us out of the classroom. As the semester progresses, you should be making more and more meaningful connections between lectures, seminars, readings, course activities and assignments, your heritage, your current life experience, and your vision for this nation’s future.

American Studies 1A and B are courses divided into two interwoven components: a lecture that includes the entire group followed by a smaller group seminar during which you will discuss and analyze the material presented in lecture and your assigned readings for that day. Your seminar instructor will discuss seminar requirements. Attendance at all class meetings - both lectures and seminars - is required for maximum benefit of the course. Lectures draw from ideas in your assigned readings but do not duplicate this material, so you will not be able to find an alternate source for the information that you miss. **You should bring to both lecture**
and seminar the assigned readings for that day. Do not hesitate to write in your textbooks, underline interesting passages, or make personal notations about your ideas as you read. These are your books, and the bookstore will not penalize you for writing in them.

Course Goals

GE Learning Outcomes (GELO)
Upon successful completion of this course, 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. Writing shall be assessed for correctness, clarity, and conciseness.

Area C2 Letters
GELO 1. Recognize how significant works illuminate enduring human concerns;
GELO 2. Respond to such works by writing both research-based critical analyses and personal responses; and
GELO 3. Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

Area D2 Comparative Systems and Area D3 Social Issues
GELO 8 1. Place contemporary developments in cultural, historical, environmental, and spatial contexts;
GELO 9 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
GELO 3. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (Area D2)
GELO 4. Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. (Area D3)
GELO 4. Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

American Institutions
Student Learning Objectives (SLOs)
Students shall 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 (CLO)**

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

1. **CLO 1:** Discuss the contributions of racial/ethnic minorities, women, and immigrants to California and the geographic region known as the United States discuss the contributions of racial/ethnic minorities, women, and immigrants to California and the geographic region known as the United States.

2. **CLO 2:** Recognize the political foundation of the U.S. Constitution and be able to explain the relationship between citizens and the government institutions.

3. **CLO 3:** Analyze and understand the historical context of literature, art, music, and poetry from pre-colonial American through the period of Reconstruction.

4. **CLO 4:** Compare and contrast the origins of the abolition and woman's rights movements.

Assessment of GELOs, SLOs, and CLOs: All of these Learning Outcomes will be assessed by a range of different methods, across the lecture and seminar components of the course, often integrating different outcomes together in any given assignment or classroom activity to help in your development of a “connecting mind.” These modes of assessment include but are not limited to two mid-term exams and a final (bluebooks required for all); two different out of class paper assignments; required seminar journals, quizzes, group exercises, and other participatory activities.

These outcomes will be assessed by a range of different methods, including but not limited to two mid-term exams and a final; two different out of class paper assignments; seminar journals, quizzes, group exercises, and other participatory activities.

**Required Texts/Readings**

**Textbook**

*Norton Anthology of American Literature, Volume 1&2, Shorter 8th ed. (2013)*


**Other Readings**

Other online links and PDFs will be listed in the Course Readings List distributed along with this syllabus on the first day and might be posted in Canvas and/or on Faculty Web Pages. See your seminar instructor for specific directions here.

**Library Liaison**

Our library liaison for this course is Peggy Cabrera. She is a kind and talented reference librarian who is based in King Library but can also sometimes be found working at the Library’s outreach help site located in the
Student Success Center on the first floor of Clark Hall. Her e-mail address is Peggy.Cabrera@sjsu.edu and her campus phone number is 408-808-2034.

Course Requirements and Assignments

Midterm Exams 1 (15%): All exams will be essay and will be given in two sequential parts: an IDs, quotes, short essay response component in the lecture period immediately followed by an essay component in the seminar period. They will require you to demonstrate and integrate your knowledge across several of the GE categories. You are expected to bring your own and enough bluebooks on exam days. Aligns with Area C1 GELO 2, 3; Area C2 GELO 1; Area D2/D3 GELO 2; SLO 1, 2, 3; CLO 3.

Midterm Exam 2 (15%): All exams will be essay and will be given in two sequential parts: an IDs, quotes, short essay response component in the lecture period immediately followed by an essay component in the seminar period. They will require you to demonstrate and integrate your knowledge across several of the GE categories. You are expected to bring your own and enough bluebooks on exam days. Aligns with Area C1 GELO 2, 3; Area C2 GELO 1; Area D2/3 GELO 2; SLO 1, 2, 3; CLO 3.

Paper 1 (10%): The first paper will require an off campus visit to a historic California site, combining Arts, Letters, and U.S. History categories, and will also be approximately 5-7 pages in length. Papers must not exceed a 20% similarity rate on Turnitin (see the policy on plagiarism). Aligns with Area C1 GELO 1; Area C2 GELO 2, 3; Area D2/3 GELO 2.

Paper 2 (10%): The second paper draws from a work of American literature and asks you to examine different social dynamics (race, class, gender, sexuality, religion, etc.) within the work. It will also incorporate a component that requires you to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. This assignment will be approximately 5-7 pages in length. Papers must not exceed a 20% similarity rate on Turnitin (see the policy on plagiarism). Aligns with Area C1 GELO 2, 3; Area C2 GELO 1, 2, 3; Area D2/3 GELO 1, 3, 4; Area D3 GELO 4; SLO 1

CA Government Project (10%): This project is designed to familiarize students with the specific structure of our state government. It is a brief project that involves reading, answer select questions about our state government, and providing a written response. SLO 2; SLO 3

Journals (10%): The journals will be connected to the seminar readings, and will be discussed in greater detail by your seminar instructor. Aligns with Area C1 GELO 1, 2; Area C2 GELO 1; Area D2/3 GELO 1, 2; Area D2 GELO 4; SLO 1; CLO 1, 2, 3, 4.

Seminar (15%): The seminar grade will be based, collectively and cumulatively, on class participation in seminar, which includes not only the quality of your seminar discussion responses but also all quizzes on readings in Foner, group activities, and various classroom activities covered there. See your seminar instructor for any further elaboration on particular seminar procedures or more specifics on penalties for late or missed work, extra credit options. All seminars will require students to attend and respond to at least one event offered by the SJSU Campus Reading Program this semester—for more info go to www.sjsu.edu/reading/ Aligns with SLO 1, 2, 3; CLO 1, 2, 3, 4.

Final Examination (15%): The final exam will be held on Tuesday, May 23rd in the seminar locations, from 12:15-14:30. It will follow the exam format described above. 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 one of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships,
labs, clinical practica. Other course structures will have equivalent workload expectations as described in this syllabus—and since this is a 6 credit class, expect twice as much work time as you would for a 3 credit class. Aligns with Area C1 GELO 2, 3; Area C2 GELO 1; Area D2/3 GELO 2; SLO 1, 2, 3; CLO 3. Extra Credit: Extra credit options, if available, will be detailed in seminar sections.

Optional Field Trip: There may be an optional field trip scheduled on a weekend. This is a completely voluntary activity and students’ grades will not be affected by non-attendance. Interested students will be responsible for their own transportation to and from the site and must sign a consent waiver. More information as to the date and details will be shared in class.

**IMPORTANT SCHEDULE DATES:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, February 9</td>
<td>Assign Paper #1</td>
</tr>
<tr>
<td>Tuesday, March 7</td>
<td>First Midterm</td>
</tr>
<tr>
<td>Thursday, March 9</td>
<td>Paper #1 Due</td>
</tr>
<tr>
<td>Thursday, March 16</td>
<td>CA Government Paper Assigned</td>
</tr>
<tr>
<td>Thursday, March 23</td>
<td>CA Government Paper Due</td>
</tr>
<tr>
<td>Thursday, April 6</td>
<td>Assign Paper #2</td>
</tr>
<tr>
<td>Tuesday, April 18</td>
<td>Second Midterm</td>
</tr>
<tr>
<td>Tuesday, May 9</td>
<td>Paper #2 Due</td>
</tr>
<tr>
<td>Tuesday, May 23</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Grading Information**

Our grading scale is as follows:

- A+ = 98-100
- A  = 92-97
- A-  = 90-91
- B+  = 88-89
- B  = 82-87
- B-  = 80-81
- C+  = 78-79
- C  = 72-77
- C-  = 70-71
- D+  = 68-69
- D  = 62-67
- D-  = 60-61
- F   = 59 and below

Turning in an assignment late results in a full letter grade reduction for each day the assignment is late. Not turning in an assignment at all counts zero, while a submitted assignment that failed could still count up to 59 points. Therefore, it is always important and in your best interest to submit all assignments.

Please note that exams **will not** be re-administered after their scheduled times, unless there is a documented need for accommodation, an urgent medical crisis (for which you will need to provide documentation demonstrating a medical visit the day of the exam or an earlier visit resulting in a doctors note for the period of the exam) or a family emergency (which requires documentation from an appropriate professional).

Additional grading information specific to each professor can be found in the corresponding seminar syllabi.

**Determination of Grades**

**GRADING BREAKDOWN:**

- First midterm 15%
- Second midterm 15%
- California history (Paper #1) 10%
- Literary and social analysis (Paper #2) 10%
- CA Government Project 10%
Journals/ Reading Responses 10 %
Seminar grade 15 %
Final 15 %

Grading Information for GE
“This course must be passed with a C- or better as a CSU graduation requirement.”

Classroom Protocol

Class Civility: To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning. You are responsible for everything covered in class whether you are there or not, and are encouraged to give your class attendance and participation the same level of respect and responsibility you would bring to any professional workplace as an adult: that means treating everyone you work with here in a courteous manner, arriving to class punctually, and coming prepared to deal with the assigned materials or activities of the day.

Electronic device policy: Use of any electronic devices (such as laptop computers, mobile phones, pagers, PDAs, MP3 players, etc.) is not allowed during lectures or seminars. The only exceptions to this policy are when computer use is specifically authorized by your instructors, and when students who are registered with the Disability Resources Center use devices recommended by the DRC.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page at http://www.sjsu.edu/provost/Academic_Calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

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/”

Consent for Recording of Class and Public Sharing of Instructor Material
- University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.
- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- If you wish to record the class, you must request permission in writing and indicate whether for the whole semester or on a class by class basis.
• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

A Note on the Times We Are Living In
We must conduct ourselves with civility, decency, and have a great capacity for tolerating differing points of view. Our classroom can and should be a place where we can ask questions, debate, discuss, and entertain a variety of viewpoints, but we must also do so in a respectful and open way. We also need to stress here that there are facts and there are facts. We can interpret those facts, and come to our own opinions, but we cannot create “alternative facts.” Importantly, we must maintain an atmosphere of open discussion and academic integrity. The professors of the course vigorously defend our rights to teach, speak, and introduce ideas that some students might consider “controversial” --- one of the hallmarks of democracy and the central principles of higher education is to question, interrogate, research and learn. As such, we want to reiterate the importance of academic freedom enshrined in our public university system.

AMS 1B / American Civilization, Spring 2017, Course Schedule

Lecture and Reading List: The readings listed below correspond to the lecture topics and should be completed before coming to class on the date indicated. The readings, however, are not the focus of the lecture itself and your professors will not spend time explaining the readings during their lectures (that is the purpose of the seminar), although they may allude to certain themes or passages with the expectation that you are familiar with the material. It is important to read critically, take careful notes (which may include questions that you can present during the seminar), and underline significant passages. Excerpts or significant quotations from a selection of these readings will comprise portions of the midterm and final exams. Readings for this course draw from three sources: The Norton Anthology of American Literature, shorter eighth edition, Volume 1 (abbreviated as Norton); Foner, Give Me Liberty! Seagull edition, Volume 1 (abbreviated as Foner), and other pdf (text) files or Internet hyperlinks (online reading). Pdf files will be posted on Canvas or faculty web pages (check with your seminar instructor) and additional hyperlinks, as needed, are given here. The schedule is subject to change with fair notice, the notice will be made in lecture and/or over email.

Professors reserve the right to modify this calendar with appropriate notice to students, to accommodate learning objectives and unexpected contingencies.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topics</th>
<th>Readings and Major Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Introduction: Recap of 1A and Context for 1B</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | 1/31 | Reconstruction: The Reconstruction Amendments | Readings: Foner Ch. 15  
Access 13th, 14th ,and 15th Amendments to US Constitution at National Constitution Center |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Title</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 2 | 2/2 | Drawing the Color Line | Foner Ch. 16  
**Norton:** Booker T. Washington 447-449, from *Up from Slavery* 449-457;  
W.E.B. Du Bois 531-532, from *The Souls of Black Folks* 533-542;  
Charles Chesnutt, "The Wife of My Youth", 457-8, 465-72,  
**PDF:** Chinese Exclusion Act (1882);  
Online: Ida B. Wells on lynching,  
http://www.gutenberg.org/files/14977/14977-h/14977-h.htm#chap5;  
Billie Holiday, "Strange Fruit"  
https://www.youtube.com/watch?v=h4ZyUjLy9zs |
| 3 | 2/7 | The Ghost Dance: American Indian Experience in the Late 19th Century | Filer Ch. 17, Review Ch. 16, pp. 610-116  
**Norton:**  
Zitkala Ša 639-643, from *Impressions of an Indian Childhood* 641-646, "The Soft-Hearted Sioux" 647-651 |
| 4 | 2/9 | Gilded Age | Filer Ch. 18  
**Readings in Norton**  
Cahan, "A Sweat-Shop Romance” 473-484  
“Up The Coulee,” Hamlin Garland, part I  
http://xroads.virginia.edu/~hyper/Garland/coulee.htm  
“Race and Racism at the Knights of Labor 1886 Convention.  
http://historymatters.gmu.edu/d/44/  
**Paper 1 Assigned** |
| 5 | 2/14 | Imperialism, Spanish-American War, Overseas Colonies | **Readings Online:**  
Mark Twain, "To The Person Sitting in Darkness”  
https://archive.org/stream/jstor-25105120/25105120#page/n1/mode/2up  
Queen Liliuokalani, "Abdication Speech.,”  
http://www.pacificworlds.com/nuuanu/memories/abdicate.cfm  
President William McKinley, “Benevolent Assimilation Proclamation”  
http://www.humanitiesweb.org/spa/hcp/ID/23008  
“The Philippine American War-A Conflict of Conscience for African Americans”  
<table>
<thead>
<tr>
<th>Date</th>
<th>Ep.</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/16</td>
<td></td>
<td>Progressive Era</td>
<td>Readings: Foner, Review Ch. 18&lt;br&gt;PDF: Jane Addams, <em>Twenty Years at Hull House</em> (excerpt)&lt;br&gt;Online: John Muir, &quot;The Hetch Hetchy Valley&quot;&lt;br&gt;<em><a href="http://vault.sierraclub.org/ca/hetchhetchy/hetch_hetchy_muir_scb_1908.html">http://vault.sierraclub.org/ca/hetchhetchy/hetch_hetchy_muir_scb_1908.html</a></em></td>
</tr>
<tr>
<td>2/21</td>
<td>5</td>
<td>Technocracy Emerges</td>
<td>Readings: Foner Ch. 19&lt;br&gt;Online: Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction”&lt;br&gt;<em><a href="http://www.berk.edu.com/VisualStudies/readingList/06b_benjamin-work%20of%20art%20in%20the%20age%20of%20mechanical%20reproduction.pdf">http://www.berk.edu.com/VisualStudies/readingList/06b_benjamin-work%20of%20art%20in%20the%20age%20of%20mechanical%20reproduction.pdf</a></em></td>
</tr>
<tr>
<td>3/7</td>
<td>7</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>3/14</td>
<td>8</td>
<td>Harlem Renaissance and</td>
<td>Readings in <em>Norton</em>:</td>
</tr>
</tbody>
</table>

AMS 1B, 40/41; 50/51; 60/61, Spring, 2017
Please verify all web links are active prior to online publication. Revised in June, 2016
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 3/16 | Great Depression and New Deal | **Readings: Foner Ch. 21**  
**PDF:** Bulosan, America is in the Heart  
**Online:** Yip Harburg and Bing Crosby, "Brother Can You Spare a Dime"  
[https://www.youtube.com/watch?v=MaZ04GL6gNw](https://www.youtube.com/watch?v=MaZ04GL6gNw)  
"My Forgotten Man"  
[https://www.youtube.com/watch?v=O0zWZ5ku0hE](https://www.youtube.com/watch?v=O0zWZ5ku0hE)  
**California Government Project prompt** |
| 3/21 | World War II | **Readings: Foner Ch. 22**  
**PDF:** Roosevelt's "Four Freedoms"  
**PDF:** Executive Order 9066  
**Online:** Women and WWII  
[http://www.nps.gov/nr/travel/wwiibayarea/womenatwar.HTM](http://www.nps.gov/nr/travel/wwiibayarea/womenatwar.HTM)  
Luiz Valdez, Zoot Suit,  
[https://www.youtube.com/watch?v=-Ll9Ro-hz9Y](https://www.youtube.com/watch?v=-Ll9Ro-hz9Y) |
| 3/23 | Japanese American Incarceration | **Readings**  
**Online:**  
Word War II Internment of Japanese American  
Trump Camp’s Talk of Registry and Japanese Internment Raises Muslim’s Fears  
Letter from internee:  
Lawson Fusao Inada poem: Healing Gila  
[http://www.poetryfoundation.org/poem/250030](http://www.poetryfoundation.org/poem/250030)  
Lawson Fusao Inada poem: To This Day  
Kiku Funabiki poem, Silence...No More  
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Description</th>
<th>Readings/Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/27-3/31</td>
<td></td>
<td>SPRING RECESS  CAMPUS CLOSED</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>4/4</td>
<td>Disney, the Cold War, and the Battle over Communism</td>
<td><strong>Readings:</strong> Foner Ch. 23&lt;br&gt;<strong>PDF:</strong> “Popular Culture in the Age of White Flight: Film Noir, Disneyland and the Cold War (Sub)Urban Ideal”</td>
</tr>
<tr>
<td>4/6</td>
<td></td>
<td>Commodity Capitalism, Industrial Agriculture, Speciesism and Racism</td>
<td><strong>PDF:</strong> Marjorie Speigel, The Dreaded Comparison: Human and Animal Slavery&lt;br&gt;<strong>Online:</strong> Farming; &quot;Man On The Land&quot; 1951 American Petroleum Institute, Animated&lt;br&gt;<a href="https://www.youtube.com/watch?v=TBfHwDaKvyg">https://www.youtube.com/watch?v=TBfHwDaKvyg</a>&lt;br&gt;La Santa Cecilia-Strawberry Fields Forever&lt;br&gt;<a href="https://www.youtube.com/watch?v=nkNv5Y1_Q4c">https://www.youtube.com/watch?v=nkNv5Y1_Q4c</a>&lt;br&gt;Paper 2 Assigned</td>
</tr>
<tr>
<td>4/13</td>
<td></td>
<td>From Civil Rights to Ferguson</td>
<td><strong>Readings:</strong> Foner Ch. 25&lt;br&gt;<strong>Norton:</strong> Martin Luther King 1393-1395, “I Have a Dream” 1395-1398; Sherman Alexie 1645-1646, Poems 1646-1649&lt;br&gt;<strong>PDF:</strong> Excerpt from <em>Autobiography of Malcolm X</em></td>
</tr>
<tr>
<td>12</td>
<td>4/18</td>
<td>Exam 2</td>
<td></td>
</tr>
</tbody>
</table>
| 4/20  |      | Vietnam                                                                      | **Readings:** Foner Ch. 26<br>**PDF:** Carl Oglesby, " Welcome to the SDS"
**PDF:** “Gulf of Tonkin Resolution,”
Country Joe and the Fish, The Vietnam Song, |
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13</strong></td>
<td><strong>4/25</strong></td>
<td><strong>20th Century Music: Blues to Jazz; Folk, Pop and Hip hop</strong></td>
<td><strong>Readings in Norton</strong>: Ralph Ellison 1209-1220; Audre Lorde 1474-1477, Gloria Anzaldua 1520-1529, Dorothy Allison 1628-1632</td>
</tr>
</tbody>
</table>
|    | **4/27** | **1965 Immigration and Cultural Hybridity** | **Readings**: Review FONER Ch. 25  
**Readings in Norton**: Gwendolyn Brooks and poetry, 2493-2495; Amiri Baraka, 2641-2646; Maxine Hong Kingston, 2690-2699; Leslie Marmon Silko, 2727-2733; Yusef Komunyakaa, 2721-2726; Sandra Cisneros, 2771-2779 |
| **14** | **5/2** | **Language Debates and Nationalism** | **Readings**: Review Foner Ch. 26  
**Online**: Prop 227 [http://tinyurl.com/h7lq8mg](http://tinyurl.com/h7lq8mg)  
**PDF**: Bilingualism in America: English Should Be the *Only* Language  
**PDF**: Macedo: *The Colonialism of the English Only Movement*  
**PDF**: Language as Oppression: *The English Only Movement in the United States* |
|    | **5/4** | **Neoliberalism, Alienation, and the Secular Mindfulness Movement** | **Readings**:  
Confino, Google's Head of Mindfulness: "Goodness is Good for Business," [http://www.theguardian.com/sustainable-business/google-meditation-mindfulness-technology](http://www.theguardian.com/sustainable-business/google-meditation-mindfulness-technology)  
Purser & Ng, Corporate Mindfulness is Bullshit, [http://www.salon.com/2015/09/27/corporate_mindfulness_is_bullshit_zen_or_no_zen_youre_working_harder_and_being_paid_less/](http://www.salon.com/2015/09/27/corporate_mindfulness_is_bullshit_zen_or_no_zen_youre_working_harder_and_being_paid_less/)  
**Video**: (Watch these first)  
Henry Giroux on Neoliberalism, Youth, Social Justice [https://www.youtube.com/watch?v=KW5FRuMkQ6g](https://www.youtube.com/watch?v=KW5FRuMkQ6g)  
| **15** | **5/9** | **Sports and American** | **Online**: Pick 2 – 3 of the Zirin articles posted on [http://www.youtube.com/watch?v=Jk68D91hTXw](http://www.youtube.com/watch?v=Jk68D91hTXw) Lyndon Johnson's Resignation Speech,  
[http://www.youtube.com/watch?v=2-FibDxpkb0](http://www.youtube.com/watch?v=2-FibDxpkb0) PDF: Hmong Refugee Escape |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment / Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/11</td>
<td>Paper 2 Due</td>
<td>Society <a href="http://www.thenation.com/authors/dave-zirin?page=1">http://www.thenation.com/authors/dave-zirin?page=1</a> Readings: Foner Ch. 27 PDFs: Robert Dreyfuss, Devil's Game Angela Lahr, Millenial Dreams and Apocalyptic Nightmares</td>
</tr>
<tr>
<td>5/16</td>
<td>16</td>
<td>Transforming American Consumer Capitalism: A Just Society for all Species Readings: TBA</td>
</tr>
<tr>
<td>5/23</td>
<td>FINAL EXAM</td>
<td>FINAL EXAM Tues 12:13 – 2:30 noon Seminar Room</td>
</tr>
</tbody>
</table>