San José State University  
American Studies Program  
AMS 1B, American Civilization, sec. 70/71, 80/81, 90/91  
Spring 2017

Course and Contact Information

Instructor: 
Prof. Scot Guenter  
Prof. Thanayi Jackson  
Prof. Valerie Lo

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Office Hours: 
Gunter, MW 4:30-5:30 pm, and by appt.  
Jackson, MW 12:00-1:00 pm  
Lo, MW 12:15-1:15 pm

Class Days/Time: 
Lecture MW 1:30-2:45 pm  
Seminar MW 3:00-4:15 pm

Classroom: 
Lecture: Sweeney Hall 100  
Seminars: Guenter -- Sweeney 241  
Jackson – Sweeney 240  
Lo – DMH 354

GE/SJSU Studies Category:  

Course Format

The large group lecture will be followed immediately by the smaller group seminar in this, the second component of a special year-long, interdisciplinary, team taught class.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates. For specifics as they apply to you, consult your seminar instructor.
Course Description

Description from the Course Catalogue: “American culture examined through political, literary, artistic, economic and social development. American values, ideas and institutions from popular culture as well as traditional sources. 6 units. Note: Entire sequence satisfies GE Areas C1,2; D2,3; F1,2,3.”

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 covered 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.” 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 1B is a course 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.

American Studies 1A/1B is a two semester package. When a student completes these twelve units, the following requirements have been met:

• Core GE: Area C1 Arts, Area C2 Letters, Area D2 Comparative Systems, Area D3 Social Issues.

• American Institutions: U.S. History, U.S. Constitution, California Government graduation requirements are all also covered by completing this course sequence.

Learning Outcomes (Required) and Course Goals (Optional)

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to: Upon successful completion of this entire AMS 1A/1B 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 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.

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:
GELO 1. place contemporary developments in cultural, historical, environmental, and spatial contexts;
GELO 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.

American Institutions
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.
AMS 1B Course-Specific Learning Outcomes (CLOs):
Upon completion of American Studies 1B students shall 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 our federal and state constitutions and be able to explain the relationship between citizens and their government institutions
CLO 3. analyze and understand the historical context of literature, art, music, and poetry from the period of Reconstruction to the present
CLO 4. evaluate the implications of shifts in urbanization, labor, politics, international relations, cultural movements, and technology in the United States from the period of Reconstruction to the present

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

Textbooks

*Norton Anthology of American Literature, Volume 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 PDFs will be posted in Canvas. 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

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in *University Policy S12-3* at [http://www.sjsu.edu senate/docs/S12-3.pdf](http://www.sjsu.edu senate/docs/S12-3.pdf).

All exams will be bluebook 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.
The first paper will ask you to assess and evaluate the cultural identity of an American different from yourself, combining Letters, Comparative Cultures, and Social Issues categories, and will be approximately 5-7 pages in length. The second paper will focus on the use of propaganda and “alternative facts” in the modern world, combining Arts, Social Issues, and American Institution categories, and will also be approximately 5-7 pages in length. You will learn more details about a series of quizzes on the Foner material in your respective seminars. There will be journal assignments connected to the seminar readings, and these, too, will be discussed in greater detail by your seminar instructor. There will also be a Geography Awareness Project and a California Government Project which cover components in American Institutions and Social Issues. 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, group activities, and various classroom activities covered there. See your seminar instructor for any further elaboration or more specifics on penalties for late or missed work, extra credit options.

IMPORTANT SCHEDULE DATES:
Monday, 1/30 Assign Geography Awareness Project
Monday, 2/6 Assign Cultural Identity Paper
Wednesday, 2/22 Geography Awareness Project due
Wednesday, 3/1 EXAM ONE (First Midterm)
Monday, 3/13 Cultural Identity Paper due
Wednesday, 3/15 Assign California Government Project
Wednesday, 3/22 California Government Project due
March 27 – March 31 SPRING BREAK
Monday, 4/10 EXAM TWO (Second Midterm)
Wednesday, 4/12 Assign 2nd Paper
Wednesday, 5/10 2nd Paper due
Wednesday, 5/15 Last day of instruction
Monday, 5/22 FINAL EXAM: 12:15-2:30 PM

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

GRADING BREAKDOWN:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First midterm</td>
<td>15 %</td>
</tr>
<tr>
<td>Second midterm</td>
<td>15 %</td>
</tr>
<tr>
<td>Cultural Identity paper (Paper #1)</td>
<td>10 %</td>
</tr>
<tr>
<td>2nd paper (Paper #2)</td>
<td>10 %</td>
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<tr>
<td>Journals</td>
<td>10 %</td>
</tr>
<tr>
<td>Seminar grade (includes quizzes)</td>
<td>15 %</td>
</tr>
<tr>
<td>California Government project</td>
<td>10 %</td>
</tr>
<tr>
<td>Final</td>
<td>15 %</td>
</tr>
</tbody>
</table>

GRADING SCALE
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

Nota Bene: 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.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

1. **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. It has been documented by many studies that taking notes by hand actually increases retention and recollection of main points and pertinent information from lecture. You are to engage actively in your own learning process by doing this.

2. **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 Accessible Education Center use devices recommended by the AEC.

University Policies

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/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/.

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 and the following items to be included in the syllabus:

- “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.”
  o It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o 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.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, 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.

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 at 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. (Note: You need to have a QR Reader to scan this code.)
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. 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.

FOR THE SPECIFIC COURSE SCHEDULE, including Topics, Readings, Assignments, Deadlines, consult the accompanying document entitled “Course Schedule and Reading List.”