San José State University  
American Studies Program  
AMS 1A, American Civilization, sections 01 through 06 Fall 2018

Course and Contact Information

Instructor:  
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Office Hours:  
Rycenga, T 14:15-17:15 and by appointment  
Kapell, M 16:30-17:00, Th 13:30-14:00 and by appointment  
Lo, MW 12:15-13:15 and by appointment

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

Classroom:  
Lecture – Washington Square 109  
Seminar – Rycenga: Clark 306  
Kapell: Sweeney 240  
Lo: Boccardo Business Center 125

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 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.  

Faculty Web Page and MYSJSU Messaging

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 your instructors) to learn of any updates. Note that there will be separate Canvas links for the shared lecture and the particular seminars.
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,C2, third area C; D2,3; US 1,2,3.”

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 will 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.” 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 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. (If you are renting the books, and you will be penalized for writing in them, then don’t—but be extra sure you are taking adequate notes on them elsewhere!)

Learning Outcomes and Course Goals

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

American Studies 1A Kapell/Lo/Rycenga Fall 2018  
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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
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 (CLO)
Upon successful completion of American Studies 1A, 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.

**Required Texts/Readings**

**Textbooks**

*The Norton Anthology of American Literature*, shorter eighth edition, 2 Volume (we use Volume 1)
Foner, *Give Me Liberty!* Seagull fifth edition
Bachmann and Diaz, *U.S. Constitution for Beginners*

**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 posted in Canvas for the Lecture section.

**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@sjis.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.

Exams will use bluebooks 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 a sufficient number of your own bluebooks on exam days. The first paper will ask you to assess and evaluate some role of the U.S. Constitution past and present, combining American Institutions and Social Issues categories, and will be approximately 5-6 pages in length. The second 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 5-6 pages in length. The journals will be connected to the seminar readings, and will be discussed in greater detail by your seminar instructor. 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.

**IMPORTANT SCHEDULE DATES:**

- **Wednesday, September 19**  
  Paper #1 is Assigned
- **Monday, October 15**  
  Midterm
- **Monday, October 29**  
  Paper # 1 Due
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.” However, you must be there to participate, and as mentioned above, participation is evaluated and crucial to your success, in seminar particularly.

**Grading Policy**

**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 as a 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.

**GRADING BREAKDOWN:**

- Midterm: 20%
- Government and society paper (Paper #1): 15%
- California history paper (Paper #2): 15%
- Journals: 10%
- Seminar grade: 20%
- Final: 20%

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**

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 Accessible Education Center use devices recommended by the AEC.

**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/](http://www.sjsu.edu/gup/syllabusinfo/)

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

- Malcolm X
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 approximately one-quarter of the midterm and final exams.

Readings for this course draw from three sources: The Norton Anthology of American Literature, shorter eighth edition, 2 Volume (abbreviated as Norton): Foner, Give Me Liberty! Seagull fifth edition (abbreviated as Foner), and other pdf files on Canvas or Internet hyperlinks (online reading).

Pdf files will be posted on Canvas and additional hyperlinks, as needed, are given here. We reserve the right to make slight alterations in these assignments, but any such alterations would be made clearly and with satisfactory forewarning in class.

<table>
<thead>
<tr>
<th>Date (Day)</th>
<th>Reading/Assignments</th>
</tr>
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<tbody>
<tr>
<td>W Aug 22</td>
<td>Introduction to the Course</td>
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<tr>
<td>M Aug 27</td>
<td>Pluralities of American Stories</td>
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<td></td>
<td>Foner: Chapter 1</td>
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<td>W Aug 29</td>
<td>Retelling the Columbus Story: Indigenous Societies and the Beginning of Native American Genocide</td>
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<td></td>
<td>Canvas: Bigelow, Bill. “Time to Abolish Columbus Day.” PDF</td>
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<tr>
<td></td>
<td>Zinn, “Columbus and Western Civilization” pp. 97-120. PDF</td>
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<tr>
<td>M Sept 3</td>
<td>LABOR DAY; NO CLASS</td>
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<tr>
<td>W Sept 5</td>
<td>Kidnapped and Brought to America: Slavery in Eighteenth Century Colonial America</td>
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</tbody>
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Foner: Chapter 2

Norton: *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*, Written by Himself 354-387.

“Phillis Wheatley” and her first two poems listed 401-404.

**Sept 10**

**Keeping a Covenant, Cultural Boundaries, and Deviancy: A Paradigm Drama in Salem**

Foner: Chapter 3


**Sept 12**

**The Enlightenment**


Online: final clean version of Declaration of Independence:

http://www.archives.gov/exhibits/charters/declaration_transcript.html

**Sept 17**

**Early Religious Fervor: Evangelism and Awakenings**

Foner: Chapter 4


Canvas *The Indian Great Awakening* (excerpts) PDF

“Old Lights” versus “New Lights”: Debating the Great Awakening”. PDF

**Sept 19**

**The American Revolution**

Foner: Chapter 5, entirety; Chapter 6 to p. 232

Bachmann/Diaz p. 1-28

Norton: Phillis Wheatley “To His Excellency General Washington” 410.

Thomas Paine from *Common Sense* 323-331.
Canvas: Slaves Petition for Freedom 1774. PDF

PAPER #1 Assigned (in seminar).

**M Sept 24**

**Revolution and Counterrevolution: The Constitution and the Bill of Rights**

Foner: Chapter 6 232-end; Chapter 7 entire

Bachmann/Diaz p. 29-48


Canvas: Was the American Revolution a Conservative Movement? (pp. 130-46) PDF

**W Sept 25**

**Marriage, Relationships, and Race**

Foner: Chapter 8

Canvas: Martha Hodes, “Marriage: Nell Butler and Charles.” PDF

Annette Gordon-Reed, selections from Thomas Jefferson and Sally Hemings: An American Controversy. PDF

**M Oct 1**

**Market Society and Social Identity**

Foner: Chapter 9

Canvas: Nancy Cott, The Market Revolution and Changes in Women’s Work, 246-54. PDF

Preamble and Constitution of the Lowell Female Labor Reform Association, published in the Voice of Industry, February 27, 1846. PDF

**W Oct 3**

**The Cult of Domesticity**


Sojourner Truth 775-776.

**Online:** Browse Godey’s Lady’s Book some online. Here is a link:

http://onlinebooks.library.upenn.edu/webbin/serial?id=godeylady

Catharine Esther Beecher, A Treatise on Domestic Economy (read chapter three using the expandable system Harvard provides on the left, browse other sections as interested)
http://pds.lib.harvard.edu/pds/view/2869615

M Oct 8

Romanticism, Part One: The Transcendentalists

Norton: Ralph Waldo Emerson from “Nature” 505-511.

Henry David Thoreau “Resistance to Civil Government” 839-858.

From Walden 901-916.

W Oct 10

The Emergence of Jacksonian Democracy

Bachmann/Diaz p. 52-68

Online: Teaching with Documents: Tally of the 1824 Electoral College Vote
https://www.archives.gov/education/lessons/electoral-tally/

http://www.newyorker.com/magazine/2016/02/22/did-social-media-produce-the-new-populism

Canvas: A Democratic Revolution, 1820-1844 PDF.

M Oct 15

Mid-term EXAM—bring at least two bluebooks

W Oct 17

The American Dream and Anti-Immigrant Sentiment

Norton: Crevecoeur, from Letters from An American Farmer, 308-323.

Canvas: Benjamin Franklin on German Immigration, PDF.

Naturalization Acts, 1790, 1795, PDF.

M Oct 22

Communitarianism and Alternate Families: The Shakers, the Mormons, Oneida

Foner: Chapter 10

Canvas: James Isaac and Irwin Altman, “Interpersonal Processes in Nineteenth Century Utopian Communities: Shakers and Oneida Perfectionists” PDF.

W Oct 24

Romanticism, Part Two: The Bleak Romantics

Norton: Nathaniel Hawthorne 603-606;

“The Birth-Mark” 645-656.

Edgar Allan Poe “The Raven” 683-691;
Herman Melville (1819-1891) 1099-1102; “Bartleby, the Scrivener“ 1102-1128

M Oct 29

Westward Expansion and Chinese Migration


Pfaelzer, “Gold” from Driven Out: The Forgotten War Against Chinese Americans 4-46. PDF

ASSIGNMENT: PAPER #1 DUE IN SEMINAR.

W Oct 31

Overthrow, Plantation Labor, and Asian Migration to Hawai‘i


Takaki, selections from Strangers from a Different Shore, 132-155. PDF

M Nov 5

The Mexican and American Cultures of California

Canvas: Margolis, Ohlone Way selections. PDF

Silliman, “Theoretical Perspectives on Labor and Colonialism: Reconsidering the California Missions,” PDF.

W Nov 7

Music, Identity, and Resistance

Online: African American Spirituals, Library of Congress.
https://www.loc.gov/item/ihas.200197495/

Follow the Drinking Gourd
https://www.youtube.com/watch?v=IRGSgiTc7Jk

Sweet Honey in the Rock. “Wade in the Water”
https://www.youtube.com/watch?v=RRpxEnq14Hs

Three spiritual recordings from Library of Congress:
“Swing Low, Sweet Chariot”
https://www.loc.gov/item/jukebox.4076

“Go Down, Moses”
https://www.loc.gov/item/jukebox.78/
“Steal Away”
https://www.loc.gov/item/jukebox.4766/

Carolina Chocolate Drops on Minstrelsy
http://www.youtube.com/watch?v=qor2ib8iXtg

Music From the Trail of Tears
Orphan Child: https://www.youtube.com/watch?v=1YG1gHhiKsQ


ASSIGN PAPER #2 IN SEMINAR.

M Nov 12 VETERAN’S DAY; NO CLASS

W Nov 14 Art in Antebellum America

Norton: William Cullen Bryant 491-493;

“Thanatopsis” 493-494.

Ralph Waldo Emerson, Nature Chapter III “Beauty” 512-516.

Canvas: Bryant’s poem “To Cole, the Painter, Departing for Europe” PDF.

M Nov 19 An Emergent National Literature


James Fenimore Cooper, selection from Last of the Mohicans

W Nov 21 Reflections on Bounty, Suffering, and Gratitude (no class meeting)

M Nov 26 Slave Lives

Foner: Chapter 11

Norton: Frederick Douglass, from Narrative of the Life of Frederick Douglass, an American Slave 934-1002.

Harriet Jacobs, from Incidents in the Life of a Slave Girl 818-839.

W Nov 28 Social Movements: Abolitionism and the Strategy of the Slave Narrative

Foner: Chapter 12

Norton: Margaret Fuller from The Great Lawsuit 749-60.
M Dec 3

**Sexuality in Nineteenth Century America**

*Canvas:* Linton Weeks, “Female Husbands in the 19th Century” PDF.

Adam Goodheart, “The Bedfellows’ Reunion” PDF.

W Dec 5

**Lincoln and the Origins of the Civil War**

*Foner:* Chapter 13

*Bachmann/Diaz* p. 69-72


*Canvas:* John Brown, Final Address to the Court. PDF.

*Dred Scott v. Sandford,* 1857. PDF

Abolitionist Frederick Douglass Describes the Constitution as Anti-Slavery, 1852. PDF.

M Dec 10

**Civil War, Civil Religion, and the Emancipation Proclamation**

*Foner:* Chapter 14

*Bachmann/Diaz* p. 73-84

*Norton:* Walt Whitman 1005-1009; Selected works:

Preface to *Leaves of Grass* 1009-1023;

“Song of Myself” 1023-1067;

Abraham Lincoln's Gettysburg and Second Inaugural Address, 745-749.

*From Memories of President Lincoln* 1082-1089.

*Canvas:* Barbara J. Fields, Who Freed the Slaves, pp. 178-81. PDF.

Cecelski, *Fire of Freedom,* prologue PDF.

The Confederacy Writes a Constitution, 1861. PDF.

President Abraham Lincoln Rejects Secession and Criticizes the Supreme Court, 1861. PDF.

Ex parte Merryman, 1861. PDF.
Lincoln Emancipates Slaves in the Confederacy, 1863. PDF.

Lincoln Defends His Suspension of the Writ of Habeas Corpus, 1863. PDF.

PAPER #2 DUE IN SEMINAR.

FINAL EXAM IN LECTURE HALL: Wednesday, December 12, 12:15-14:30

Don't forget your bluebooks!!