American Studies 1A Fall 2018 San José State University

Lectures: MW 9:00 a.m.-10:15 a.m. WSQ 109 (Sections 21, 23, 25)

Seminars: MW 10:30 a.m.-11:45 a.m.
English (Sect 22) Classroom: SH 240
Georges (Sect 24) Classroom: BBC 125
Moore (Sect 26) Classroom: DMH 226B

Instructors:

Dr. Karen English       Dr. Judith Georges       Dr. Matthew Moore
Office Hrs: MW 12-1pm   Office Hrs: MW 4-5pm   Office Hrs: MW 12-1pm
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Required Readings from linked pdfs and linked internet sites below.

You must purchase 3 large format, green university examination booklets and give them to your seminar instructor before the first test. Do not write your name on them.

Course materials: such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas.

You are responsible for regularly checking with the messaging system at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description: American culture examined through political, literary, artistic, economic, and social development. American values, ideas and institutions from popular culture as well as traditional sources. GE Area: C1 and D2, meets additional GE Areas when taken as sequence. Note: Entire sequence satisfies GE Areas C1,2; D2,3; U.S. History, U.S. Constitution and California Government US1,2,3. Misc/Lab: Lecture 3 hours/lecture 3 hours

Prerequisites: None


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

Background Information: American Studies 1A is organized into a series of interdisciplinary modules that reflect the development of American institutions from pre-European contact through the Civil War. Drawing upon the premises and methodologies of multiple academic disciplines, American Studies 1A 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 1A considers the ways in which the United States has been transformed to meet society’s changing needs and demands.

This semester we pay careful attention to the dynamics and development of the United States as a pluralist (and multicultural) society, a focus that will continue through American Studies 1B. 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.


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 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.

Course Requirements and Assignments: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus

AMS 1A is a 6 unit course, SO DOUBLE THE 3 HOUR PREP TIME (at least)!

Midterms and Final Exam
The exams will require both short and long essays that draw from readings (textbooks and on-line resources), lectures, and seminar discussions. The final exam is two hours and 15 minutes in the same format as the midterms. It will cover the material presented during the last third of the course. More information will be provided during lecture and seminar as we approach each exam date. Students are responsible for providing their own LARGE format green exam books, available in Spartan Bookstore.

Research Project
Students do a California election research project this semester, the final essay due on November 19. 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 15 one-page responses to reading assignments. Seminar instructors will provide specific instructions for format and content of these assignments.

Other tests and quizzes
Students will take a US Constitution Test (on Canvas) and must pass with 70%. Also on Canvas, students will be required to take and pass weekly test based on assigned chapters of Foner. Seminar instructors can administer quizzes on lecture and reading material as necessary.

Participation
Seminar instructors provide further information about evaluation requirements.

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.
Grading criteria: Students are expected to write grammatically correct, evidence-based prose organized into complete paragraphs for all assignments in AMS 1A-1B. Longer essays are expected to show accurate articulation and thoughtful mastery of concepts and information as required by each assignment’s prompt. While some writing assignments are graded holistically and other assignments are graded by point systems, grades are based on the student’s satisfying the requirements of each prompt and the student’s adherence to our overall grading criteria.

Assignments will be weighted as follows:

**Foner chapter tests** (weekly, on Canvas) 10%

**Midterm #1** 10% (9/26/2018 in lecture hall)

**Midterm #2** 10% (10/31/2018 in lecture hall)

**U.S. Constitution Test** 5% (10/10/2018 online at Canvas site). Students must pass the quiz with a 70% or better grade in order to receive credit for the assignment and successfully complete the course.

**Final Exam** 15% (Tuesday, 12/18/2018 from 9:45-12 in seminar rooms)

**Research Project** 20% (various due dates)

**Journal** 20% (due as assigned)

**Seminar Participation** 10%

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

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

**Student Technology Resources:** Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](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 at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center:** The SJSU Writing Center is located in Clark Hall, Suite 126 and 2nd floor, MLK Library. 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 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.

**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 the Counseling Center website at http://www.sjsu.edu/counseling.
Schedule of Lectures, Readings, and Assignments

All readings and viewings are required to be completed before the date of assignment as indicated below. Bring Norton text with you to lecture and seminar. Foner text is not required in lecture or seminar.

August 22 Course Introduction

Module #1: First Americans

August 27 Native America: Religion and Religions

Internet: "How Hummingbird Got Fire" (Yamane, Ahma-Matsun Ohlone), "A Rattlesnake Kills the Chief's Daughter" (Wintu), Mt. Shasta (Winnemem Wintu)

August 29 Orature and North American Tribal Cultures


103-106 Intro, [Delaware Legend of Hudson's Arrival] in History, Manners, and Customs of the Indian Nations (Heckewelder)

Internet: "The Beginning of the World" (trans. Kroeber, Rumsien Costanoan)

Due (according to seminar instructor preference): MLK Library card, proposition selection, plagiarism tutorial quiz scores. Details on seminar websites under Assignments.

September 3 Labor Day Observed – Campus Closed

Foner: Chapter 1 (A New World) due Wednesday

Module #2: Early Colonial Relations

September 5 The New World: Contact and the Doctrine of Discovery

Foner: Chapter 1 (A New World)

Norton A: 7 Columbus Landing in the Indies [woodcut]

82-87 Biography and From "Second Letter to the Spanish Crown [Description of Tenochtitlán]" (Cortés)

93-97 From The Voyages of the Sieur de Champlain (de Champlain)

September 10 Spanish Missions

Foner: Chapter 2 (Beginnings of English America, 1607-1660)

Internet: How the Spanish Came to Shung-opovi (Hopi)
Father Narciso Duran and Indian Child (Duflot de Mofras)

Video (approximately 30 minutes) Muwekma Ohlone Tribe of the San Francisco Bay Back from Extinction (1995)
Due on Canvas before 11:59 pm: Proposition descriptions, definitions, and activation procedures.

September 12 Pirates and Pilgrims: American Protestantism

Norton A: 129-132; from Book II, from Chapter XI. in Of Plymouth Plantation "The Remainder of Anno 1620" 149-154 (Bradford)
C-2 The French Reach Port Royal (De Bry after J. LeMoyne) and C-3 Indian Village of Secotan (De Bry after J. White)

Internet: Instructions to the Virginia Colony

Module #3: Conflicts Over Land, Religions, and Race in the Colonial Period

September 17 "Mine Eyes Are Weeping": Metacom's War

Foner: Chapter 3 (Creating Anglo America, 1660-1750)

Norton A: 267-301 A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (Rowlandson)

September 19 Slavery in the Americas

Norton A: 702-704; 712-716 Biography and From Notes on the State of Virginia: "Query XIV. Laws [Slavery]" (Jefferson)
787-789 Biography and "On Being Brought from Africa to America" (Wheatley)

Due on Canvas before 11:59 pm: Preliminary bibliography

September 24 Great Awakenings

Foner: Chapter 4 (Slavery, Freedom, and the Struggle for Empire, to 1763)

Norton A: 356-357; 390-402 Biography and "Sinners in the Hands of an Angry God"

Internet: Religious Experience and Journal of Mrs. Jarena Lee (Lee) Read the first two sections only (through "My Call to Preach")
Digital History: "The Missionary Impulse" (American Board of Commissioners for Foreign Missions)

September 26 First Midterm Exam

Module #4: Revolutionary Ideologies and Identities

October 1 The Enlightenment: Nature and Political Identity

Foner: Chapter 5 (The American Revolution, 1763-1783)

Norton A: 634-650 Biography; "What Is an American" and "Description of Charles-Town" from Letters from an American Farmer (Crèvecoeur); 704-710 Declaration of Independence (Jefferson)
October 3 Confederacy Without Consensus: Forging Revolutionary Identities

**Norton A:** 681-689 Biography and excerpt from *Common Sense* (Paine)
664-665; 672-673 Biography and Abigail Adams to John Adams [Remember the Ladies] (Adams)

Internet: [North Carolina Regulators](http://example.com) (Husband)
[The Articles of Confederation](http://example.com)

**Module #5: Creating National Identities in the New Republic**

October 8 Ad Hoc Nation Creation: Authority, Liberty, and Equality

**Foner:** Chapter 6 (The Revolution Within)

**Norton A:** 721-723; 726-731 Intro. & "Federalist 10" (Madison)

Internet: [US Constitution](http://example.com)
[Bill of Rights](http://example.com)

October 10 Disestablishing Religion

**Norton A:** 695-698 *The Age of Reason*, Chapters 1-2 (Paine)

717-720 “Query XVII [Religion] from *Notes on the State of Virginia* (Jefferson)

**Digital History:** Disestablishment and "Act Respecting Public Worship and Religious Freedom"

**U.S. Constitution Quiz must be completed by 11:59 pm**

October 15 What is an American?

**Foner:** Chapter 7 (Founding a Nation, 1783-1791)

**Norton A:** 799-841 *The Contrast* (Tyler)

C 7 *The Old Plantation* (attributed to John Rose)

Internet: [Paul Revere (Copley)](http://example.com)

**Module #6 Conflicts Over Citizenship in the New Republic**

October 17 Virtue of the Great Majority: Jacksonian Era Reform

**Norton B:** 320-325 Introduction and "Memorial of the Cherokee Council, November 5, 1829"

326-328 Biography and Letter to President Martin Van Buren (Emerson)

Internet: [The County Election (Bingham)](http://example.com)
Due on Canvas by 11:59 pm: Thesis statement, annotated bibliography, and cartoon image

October 22 Self-trust: Transcendentalist Romanticism

**Foner:** Chapter 8 (Securing the Republic, 1791-1815)

**Norton B:** 178-181 Intro, 184 (Cranch illus.); 210-23 "The American Scholar" (Emerson)

October 24 Women of the New Republic

**Norton B:** 892-894; 901-902 Biography and “A Law More Nice Than Just” (Fern/Parton)

_“Shake Hands?”_ (Spencer) Read analysis of Spencer's painting in **Norton B**, C 6.

Internet: “Declaration of Sentiments” (Stanton)

October 29 Institutionalized: Difference and Inequality

**Foner:** Chapter 9 (The Market Revolution, 1800-1840)

**Norton B:** 786-787 Biography and "Speech to Women’s Rights Convention in Akron” (Truth)

1289-1291 Biography and From _Types of Mankind_ (Nott and Gliddon)

1291-1293 Biography and From "The Claims of the Negro, Ethnologically Considered" (Douglass)

October 31 Second Midterm Exam

Module #7 Expanding Boundaries in the Nineteenth Century

November 5 Self-torture: Dark Romanticism

**Foner:** Chapter 10 (Democracy in America, 1815-1840)

**Norton B:** 604-608; 629-642 Intro. & "The Fall of the House of Usher” (Poe)

Internet: _The Course of Empire by Thomas Cole_ ; study _The Savage State_ painting

Due on Canvas before 11:59 pm: Your prediction as to the outcome for your proposition

November 7 Land into Landscape: American Nature Painting

**Norton B:** 116-7, 120-121 Intro. & "Sonnet-To an American Painter Departing for Europe" (Bryant)

1654-8, 1666 Intro. & Poem #320 ("There's a certain Slant of Light" Dickinson)

Internet: _The Course of Empire by Thomas Cole_ ; study _The Pastoral State_ painting
Monday, November 12 Veteran’s Day — Campus Closed

Foner: Chapter 11 (The Peculiar Institution)

November 14 Manifest Destiny

Norton B: 950-968 Biography and "Resistance to Civil Government" (Thoreau)

C4 War News From Mexico (Woodville)

Internet: *The Course of Empire by Thomas Cole*: study *The Consummation of Empire* painting

November 19 Industrialization and the Organization of Labor

Foner: Chapter 12 (An Age of Reform, 1820-1840)

Norton B: 1410-1413, 1495-1511 Biography and "Paradise of Bachelors and Tartarus of Maids" (Melville)

Internet: *The Course of Empire* by Thomas Cole; study *Destruction* painting

Due in seminar: California Proposition paper

November 21, No classes, Campus Open

November 22-23 Happy Thanksgiving Campus Closed

November 26 *The Known World*: 19th Century Plantation Slavery in the USA

Foner: Chapter 13 (A House Divided, 184-1861)

Norton B: 909-932 Intro. & from *Incidents in the Life of a Slave Girl* (Jacobs)

1159-63, 1229-1236 Intro. & Chapter XVII, "The Last Flogging" from *My Bondage and My Freedom* (Douglass)

Internet: Advertisement for Harriet Jacobs, runaway slave

*The Course of Empire by Thomas Cole*; study *Desolation* painting.

Module #8 Expanding Citizenship in the Nineteenth Century

November 28 Abolitionism in the US: "Harsh as Truth and as Uncompromising as Justice"

Norton B: 780-783 Biography and “To the Public” (Garrison)

1159-1163, 1236-1239 Biography and excerpt from “What to the Slave is the Fourth of July?” (Douglass)

December 3 The Second American Revolution
**Foner**: Chapter 14 (A New Birth of Freedom: The Civil War, 1861-1865)

**Norton B**: 1294-97; 1377-78 Intro. & "Vigil Strange I Kept on the Field One Night" (Whitman)

1725-41; Intro. & "My Contraband" (Alcott)

Internet: [Emancipation Proclamation](#)

**December 5 Civil War Media and Memory**

**Norton B**: 712-713, 721-722 Biography and "Second Inaugural Address" (Lincoln)

1272-1274 Biography and From "The Pencil of Nature, A New Discovery" (Willis)

Internet:

[The Bonnie Blue Flag (Confederate song and images)](#)

[The Battle Hymn of the Republic (Union song, and images)](#)

**December 10 Christmas in America**

**Video**: Access and watch *A Miracle on 34th Street* (1947) by George Seaton & Valentine Davies before class. *Be sure you watch the 1947 version!*

Internet: [The Union Christmas Dinner (Nast)](#)

["Letter Twelfth" from The Shirley Letters (Clappe)](#)

[Select "Read this book online HTML, then scroll down to the twelfth letter, which follows the synopsis of its content."](#)

**Final Exam**: Tuesday, Dec 18, 2018 from 9:45 to noon in your SEMINAR ROOM!