

San José State University
American Studies/ Humanities Department
AMS 1A, American Cultures to 1877, Sections 01-06, Fall 2020

Course and Contact Information:

Instructor(s):	Stacey Moultry, Sandra Brown, Daniel Rivers
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Office Hours:	Mon / Wed: 4:15-5:05 and by appointment
Class Days/Time:	M/W: 12-1:15 (Lecture), 1:30-2:45 (Seminar)
Classroom:	Zoom Sessions (Instructions in Email)
GE Areas:	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.

Course Description:

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:

Course Format (Online: Synchronous with Occasional Asynchronous Sessions):

This synchronous course uses Zoom sessions for Lecture and Seminar meetings. On occasion, a lecture session may be "flipped" to an asynchronous session (a recorded lecture, film viewing, etc). These sessions will be identified in advance by your instructor, who will also provide guidelines for accessing the asynchronous activity for the day.

All students are expected to use video and audio functions during seminar. Maintaining a virtual “presence” will be an essential part of keeping our seminar discussions lively and engaging. Students who are unable to attend with audio and video should contact their instructor before the class session to discuss their situation.

General Education Learning Outcomes:

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 women's rights movements.

Course Requirements, Assignments, and Grading Breakdown:

These assignments are intended to span the spectrum of engagement to include: participating actively in class discussions, reflecting on and analyzing assigned readings, mastering foundational concepts, composing an intertextual analysis essay, researching a related topic and sharing that research within a group presentation that demonstrates intellectual curiosity and rigorous engagement.

Classroom Participation and Preparation (20%):

This grade includes coming prepared (with reading notes/annotations), engaging in curious and respectful dialogue with your classmates, and completing in-class writing activities. Participation activities cannot be made up in the case of absences, but the final participation score will be lowered to reflect 2 excused absences from these activities.

Professionalism (5%):

As a space of professional **and** intellectual development, the classroom environment is affected by the conduct of all members. This grade will be a qualitative, end of term evaluation of your professionalism during this course. This category includes: focused attention, appropriate use of technology, respectful communication, and treating our texts and topics with the seriousness they require.

Norton Quizzes (15%):

Each week, you will be asked to complete a quiz that covers the weekly reading assignment from Eric Foner's *Give Me Liberty*. There will be 13 quizzes of this kind assigned across the semester. To access these quizzes, you will need to register with the Norton website (during week 1 of the course).

Canvas Writing Assignments (25%):

Throughout the semester your seminar instructor will ask you to submit writing assignments on Canvas. Each report should follow the instructions posted online, and it should demonstrate that you have completed a thorough and nuanced analysis of the assigned reading. Instructions posted for that day will outline length, frequency, number of required citations, etc. Each unit has specific assignment guidelines that outline the required number of posts for that unit.

Midterm (10%):

The midterm exam will consist of a series of key terms, excerpts, and short answer questions related to the first half of the course. Students are expected to take detailed notes throughout the semester, which will help them prepare for this exam. More information will be provided during lecture and seminar as we approach each exam date. Success on exams requires staying on top of assignments, your engaged presence in both lecture and seminar, and note taking in both venues.

Final Project (25%):

This final project will ask you to synthesize your thinking from the semester by preparing a class research presentation on a key figure or event connected to a movement for social change. You will be an expert on a chosen topic giving a lecture to your intended audience, who are your professors and your fellow classmates. Your presentation should be structured in a way that is organized, easy-to-follow, and defines key concepts and ideas that are important to your chosen topic.

Department Grading Standards:

This course must be passed with a C or better to qualify as an SJSU graduation requirement.

- Seminar instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.
- The differential grading scale defined in the SJSU Catalog ("The Grading System") is as follows: Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In written assignments, this scale is based on the following criteria:

- A plus = 97 to 100 percent*
- A = 93 to 96 percent*
- A minus = 90 to 92 percent*
- B plus = 87 to 89 percent*
- B = 83 to 86 percent*
- B minus = 80 to 82 percent*
- C plus = 77 to 79 percent*
- C = 73 to 76 percent*
- C minus = 70 to 72 percent*
- D plus = 67 to 69 percent*
- D = 63 to 66 percent*
- D minus = 60 to 62 percent*

- A = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter.
- B = Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.
- C = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.
- D = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.
- F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Late Work & Makeup Work:

Every student is allowed one two-day extension once per semester on written work, but the student must give 24 hours' notice that they are using their extension. All late work (including late makeup work) will have its final grade reduced by 10% for each day it is late. No assignments will be accepted more than a week out from their adjusted due date.

E-Mail Communication:

The Family Educational Rights and Privacy Act of 1974 (known as FERPA) requires careful protection of your rights and academic record. To protect your right to privacy, all of our communication will happen using our SJSU e-mail accounts. Please be sure to check your SJSU e-mail account regularly for updates about readings and changes to the course schedule.

Writing Skills Prerequisite:

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) 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 website \(Links to an external site.\)](#) 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 [Counseling Services website \(Links to an external site.\)](#) at <http://www.sjsu.edu/counseling>.

Library Liaisons:

Peggy Cabrera - peggy.cabrera@sjsu.edu (American Studies Librarian)

Assigned Reading:

Required books are available at the campus bookstore, and used copies should be widely available online as well. Be sure you obtain copies of each reading well in advance of the class in which they are due. Shorter readings will be posted on the class Canvas page.

Eric Foner, *Give Me Liberty! An American History (Seagull, 6th Edition, Vol 1)*
Including InQuizitive Membership

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Signet Classic, ISBN: 978-0451531469)

Norton InQuizitive:

Foner's *Give Me Liberty! Vol. 1* will provide students with overarching knowledge of US History. Each chapter is accompanied by a quiz through Norton's Inquisitive portal. You will have access to these quizzes through your seminar Canvas tile. This is the easiest way to register and access the quizzes. However, you can also access the portal using the following URL: <https://www.norton.com/inquizitive>.

Course Schedule

The schedule is subject to change with fair notice (as emailed from the instructor and announced in class at least one week ahead).

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Norton Reading Assignment and Quiz Date:
0	Wed 8/19	Welcome to the Course Review Syllabus in Class	<i>Read Norton Chapter 1.</i> Quiz Due by 11:59PM Friday 8/21
		Unit 1: Native Societies and Settler Colonialism	
		Unit 1 Canvas Instructions: <i>Complete 4 Canvas Posts, including Dunbar-Ortiz and Debora Miranda, as well as Weekly Norton Quizzes (InQuizitive)</i>	
1	Mon 8/24	Native History as/is American History (Stacey) Lecture: Settler Colonialism & U.S. Society Reading Due: Roxane Dunbar Ortiz, <i>An Indigenous People's History of the United States</i> , "Introduction: This Land" (14p)	<i>Read Norton Chapter 2.</i> Quiz Due by 11:59PM Friday 8/28

1	Wed 8/26	Native Societies (Daniel) In-Class Viewing: <i>Native America</i> , ep 2. “From Nature to Nations” Reading Due: Robin Wall Kimmerer, “The Three Sisters,” from <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, & the Teachings of Plants</i> (13p)	
2	Mon 8/31	Native Resistance (Sandy) Lecture: Spanish Colonialism & Native Resistance in North America Reading Due, Otermin, “Letter on the Pueblo Indian Revolt” & “Requerimiento”	<i>Read Norton Chapter 4.</i> Quiz Due by 11:59PM Friday 9/4
2	Wed 9/2	Spanish Colonialism in Asia and the Pacific (Daniel) Reading Due: Erika Lee, “Los Chinos in New Spain” (Excerpt) & David Z. Morris, “ Cruel Ships of Prosperity ” Lecture: Global Capital & the Manila Galleon	
3	Mon 9/7	Campus Closed	<i>Read Norton Chapter 5.</i> Quiz Due by 11:59PM Friday 9/11
3	Wed 9/9	Native Society and Spanish Colonialism in California (Sandy) Lecture: Ohlone people in the Bay Area Reading Due: Debora Miranda, “The End of the World: Missionization 1770-1836,” from <i>Bad Indians</i> (35p).	
		Unit 2: American Exceptionalism and the Early Republic	
		Unit 2 Canvas Instructions: <i>Complete 3 Canvas Posts (including at least 1 per week), as well as Jefferson discussion board and weekly Norton quizzes (InQuizitive)</i>	
4	Mon 9/14	The Great Awakenings (Stacey) Reading Due: Jonathan Edwards, “Sinners in the Hands of an Angry God,” and Phillis Wheatley, “On the Death of the Rev. Mr. George Whitefield, 1770”	<i>Read Norton Chapter 6.</i> Quiz Due by 11:59PM Friday 9/18
4	Wed 9/16	Class and Revolution (Sandy) Lecture: Class Dynamics in Revolutionary America: Shay’s Rebellion Reading Due: Howard Zinn, “Tyranny is Tyranny”	
5	Mon 9/21	Early Industrialization and Organizations of Labor (Stacey) Reading Due: Herman Melville, “Paradise of Bachelors and Tartarus of Maids”	<i>Read Norton Chapter 8.</i> Quiz Due by 11:59PM Friday 9/25

5	Wed 9/23	Gender and Slavery in 19th Century Popular Culture (Daniel) Reading Due: Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i> (Ch 7 & 9, 30p)	
6	Mon 9/28	Scientific Racism in the 19th Century (Daniel) Lecture: The Discourse of Racial "Nature" in the 19th Century Reading Due: Jefferson, "Notes on the State of Virginia"	<i>Read Norton Chapter 9.</i> Quiz Due by 11:59PM Friday 10/2
6	Wed 9/30	Jacksonian Democracy (Sandy) Lecture: Manifest Destiny, Trail of Tears Reading Due: Norton; Emerson letter to Martin Van Buren	
		Unit 3: Cultures of U.S. Slavery	
		Unit 3 Canvas Instructions: <i>Complete all assigned Discussion Posts and Canvas Posts on Jacobs and Julia Ott, as well as Norton Quizzes (Inquizitive).</i>	
7	Mon 10/5	Cultures of U.S. Slavery (Stacey) Lecture: Abolition Debates, The Birth of Wall Street, & the Fragmented Union Start Watching, <i>Harriet</i> (2019) Reading Due: Julia Ott, "Slaves, The Capital That Made Capital"	<i>Read Norton Chapter 10</i> Quiz Due by 11:59PM Friday 10/9
7	Wed 10/7	Framing Incidents in the Life of a Slave Girl Lecture: Keep watching, <i>Harriet</i> Reading Due: <i>Incidents</i> , Beginning-p. 47	
8	Mon 10/12	Incidents in the Life of a Slave Girl Lecture: Finish watching, <i>Harriet</i> Reading Due: <i>Incidents</i> , p.48-p.109	<i>Read Norton Chapter 11</i> Quiz Due by 11:59PM Friday 10/16
8	Wed 10/14	Incidents in the Life of a Slave Girl (Sandy) Lecture: Introducing Culture and Social Change Project (Demo topic selection process) Reading Due: <i>Incidents</i> , p.109-p.160	
9	Mon 10/19	Incidents in the Life of a Slave Girl (Daniel) Lecture: Listen to Uncivil Podcast, "The Fugitive" Reading Due: <i>Incidents</i> , p.161-Afterword	<i>Read Norton Chapter 12</i> Quiz Due by 11:59PM Friday 10/23
9	Wed 10/21	Midterm Review	

10	Mon 10/26	Midterm Exam (During Lecture)	
		Unit 4: Culture and Empire in the Borderlands	
		Unit 4 Canvas Instructions: <i>Complete at least 3 Canvas Posts (including Clare Sears), as well as Norton Quizzes (Inquizitive)</i>	
10	Wed 10/28	U.S.-Mexico Borderlands (Stacey) Reading Due: Eve Raleigh and Jovita Gonzalez, <i>Caballero</i> , Ch.1 Excerpt	
11	Mon 11/2	Los Angeles Pueblo (Sandy) Reading Due:	<i>Read Norton Chapter 13</i> Quiz Due by 11:59PM Friday 11/6
11	Wed 11/4	19th Century San Francisco (Daniel) Lecture: Ethnicity & Migration in San Francisco, watch, <i>American Jerusalem</i> Reading Due: Clare Sears, "All that Glitters: Trans-ing the Gold Rush Migrations"	
12	Mon 11/9	Environment in Colonial California (Sandy) Lecture: Environment in Colonial CA Reading Due: Eisenberg Chapter or Brechin	<i>Read Norton Chapter 14</i> Quiz Due by 11:59PM Friday 11/13
		Unit 5: Cultural Memory and the Civil War	
		Unit 5 Canvas Instructions: <i>Complete all assigned viewing guides, Canvas Posts, and Norton Quizzes (InQuizitive)</i>	
12	Wed 11/11	No Class: Campus Closed for Veteran's Day	
13	Mon 11/16	Cultural Production & The Civil War (Stacey) Lecture: Cultural Production Assignment Due: Final Project Proposal Due to Canvas Viewing Due: <i>Reconstruction: America After the Civil War, Pt. 1</i>	<i>Read Norton Chapter 15</i> Quiz Due by 11:59PM Friday 11/20
13	Wed 11/18	Northern Racism (Sandy) TBA Reading Due: White and White, "Dandies and Dandizettes", in <i>Stylin'</i> Tutorial: Presentation Tools (Stacey)	

14	Mon 11/23	View <i>Reconstruction: America After the Civil War, Pt. 2</i> (Stacey) Reading Due: David Blight, "The Lost Cause & Causes Not Lost"	
14	Wed 11/25	No Class: Campus Closed for Thanksgiving	
15	Mon 11/30	Workshop Day 1 Group One Material Due for Workshop: Outline (1-2p, & 5 Slides)	
15	Wed 12/2	Workshop Day 2 Group Two Material Due for Workshop: Outline (1-2p, & 5 Slides)	
16	Mon 12/7	Final Project Feedback Session Lecture: Workshop and Feedback Day (all sections)	
Final Exam	Fri 12/11	Final Presentation Symposium Research Presentations and Write-ups due to Canvas	