

**San José State University**  
**College of Humanities and Arts**  
**American Studies 1A: American Cultures to 1877, Fall 2020, Section 60-62-64**

Instructors: Ari Cushner, Rebecca Kling, Valerie Lo, Gregory Smay

Office Locations: Online via Zoom or Chat

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Office Hours: Online by appointment

Class Days/Time: MW 1:30-2:45pm

Classroom: Online

Prerequisites: None

## **Course Format**

Online lecture. Internet connectivity required.

## **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 US 1,2,3. Misc./Lab: Lecture 3 hours/lecture 3 hours.

American Cultures 1A is an interdisciplinary course that traces the development of multiple American cultures from pre-European contact through the Civil War. Drawing upon the premises and methodologies of multiple academic disciplines, we examine individuals and communities to evaluate and understand the rich complexity of American social, political, and cultural experiences. Cutting across boundaries of gender, ethnicity, race, class, and region, we consider the ways in which life in the United States is continually transformed to meet society's changing needs and the conflicts that accompany them.

This semester we focus on the dynamics and development of the United States as a pluralist, multicultural society, a conversation that will continue through American Studies 1B. Viewed through a multicultural framework, we examine both conflict and consensus perspectives that impact the experiences of American individuals and groups (past and present) in the contexts of their social, economic, political, and cultural interactions and relationships.

## **General Education Learning Outcomes (GELOs)**

American Studies 1A/B is a two-semester sequence worth six units per semester, for a total of twelve units. The course meets twice weekly and consists of two consecutive sessions: a lecture followed by a seminar. When you successfully complete both semesters, you will have covered the following requirement areas toward graduation:

- Core GE (12 units): Area C1 Arts, Area C2 Letters, Area D2 Comparative Systems, Area D3 Social Issues.
- American Institutions (6 units): U.S. History, U.S. Constitution, California Government.

Upon successful completion of this course sequence, you 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.

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

### **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.

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, you 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, you will be asked to analyze certain subtopics, particularly 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 you analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, you should be able to describe the foundations of the political system, the links between the people and government, and 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 1A, you will be able to:

CLO 1: Discuss and assess the contributions of racial/ethnic minorities, women, and immigrants to California and the geographic region known as the United States. Discuss and assess 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 America through the period of early Reconstruction.

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

## **Required Texts/Readings**

Levine, Robert S. et al. (ed). *The Norton Anthology of American Literature* Volumes A & B (9th edition) ISBNs: 978-0393935714 and 978-0393264470.

Foner, Eric. *Give Me Liberty: An American History* (Seagull edition), (6th edition, Vol.1), ISBN: 978-0-393-67914-4.

Sources from linked pdfs and internet sites on Canvas Course Schedule.

**Library Liaison:** [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)

## **Course Requirements and Assignments**

### **Course materials**

Syllabus, course schedule, study guides, pdf addendums, assignment instructions, etc. can be found on [Canvas Learning Management System course login website.](#)

### **Communication**

*You are responsible for regularly checking the messaging system through [MySJSU](#) at <https://one.sjsu.edu/>, email, and Canvas to learn of any scheduling changes or assignment updates. **Important:** Keep your contact information updated in MySJSU.*

## **Workload Expectations**

Success in this course is based on the expectation that *for each unit of credit* you will spend 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 intensive course. In other words, the work load is equivalent to that of two college courses.*

### **Assignments**

***Required for both lecture and seminar sections:***

- Close study of texts, images, music, films, and short videos

***Required for lecture section:***

- Exams: Two midterms and one final

All three exams will be based on assigned materials (textbooks and on-line sources), lectures, and seminar discussions. The exams are not comprehensive; each covers a third of the course (Further details will be provided in advance of exams.) Success requires staying on top of assignments, engagement in lectures and seminars, and careful note-taking in both venues. Exams will be open-book and time-limited. *\*Your instructor will provide you with information regarding separate seminar quizzes or exams, if any.*

- Foner/Give Me Liberty Quizzes

You will also take weekly quizzes based on the assigned chapters of Eric Foner's *Give Me Liberty! Vol. 1*. You will need to register on the following website in order to take these quizzes: <https://ncia.wwnorton.com/ebook-givemeliberty6seagullv1>.

***Required for seminar sections:***

- Project/Paper (Subject TBD)
- U.S. Constitution Test

A CSU-mandated U.S. Constitution Test that must be passed with a score no lower than 70%.

- Seminar Participation

Seminars are interactive forums that require active and vocal student engagement. Grades are based on a variety of activities and vocal contributions in seminars. Your seminar instructor will provide specific information about requirements and grading procedures.

**Grading**

All assignments are graded by your seminar professor.

There are no extra credit assignments in this course. TBD.

Assignments will be weighted as follows:

Foner quizzes (weekly): 10%

Midterm #1: 10% (9/23)

Midterm #2: 10% (Add date.)

U.S. Constitution Test: 5% Due 10/5

Final Exam: 15% (10/28)

Project/Paper: 20% Due: TBA

Seminar Activities and Participation: 30% (your instructor will provide more information)

### Grading Scale

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>97-100</i>	<i>97 to 100%</i>
<i>A</i>	<i>93-96</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>90-92</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87-89</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83-86</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80-82</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77-79</i>	<i>76 to 79%</i>
<i>C</i>	<i>73-76</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70-72</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67-69</i>	<i>66 to 69%</i>
<i>D</i>	<i>63-66</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60-62</i>	<i>60 to 62%</i>

### Classroom Protocols

Your professors expect you to be present promptly and regularly for lectures and seminars, to stay current in your reading and writing assignments, and to speak thoughtfully and respectfully in classes.

Should you miss or expect to miss a class, you are responsible for **notifying** your seminar professor.

You may not record lectures or seminars or download or post Power Point slides on the internet under any circumstances.

### 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

**SOME SERVICES BELOW MAY NOT BE AVAILABLE WHILE IN-PERSON INSTRUCTION IS NOT PERMITTED. CONTACT EACH CENTER FOR DETAILS.**

**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 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](#) at <http://www.sjsu.edu/writingcenter>.

**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>.



## AMS 1A: American Cultures — Lecture and Assignment Schedule




Professors reserve the right to revise assignments with timely notice to students.

1	8/19	<b>Class canceled</b>
2	8/24	<b>Introduction to AMS: American Cultures</b>
2	8/26	<p><b>First Encounters: Native Americans, West Africans, and Europeans</b></p> <p>Foner: Chapter 1</p> <p><b>Norton A:</b> 58-64; 67-71; 80-81: Columbus, “Letter of Discovery; Bartolomé de Las Casas, “An Account, Much Abbreviated, of the Destruction of the Indies”; “First Encounters: Early European Accounts of Native America.”</p> <p><u>Internet: <a href="#">"Anansi Tries to Steal All the Wisdom in the World"</a></u></p> <p><i>Additional resource:</i> Internet: <u><a href="#">"African Peoples' Encounters With Others" [Library of Congress]</a></u></p> <p><b>Due 11:59 PM, Friday, August 28: Ch. How to Use Inquisitive and Chapter 1 Quiz (First Foner Quizzes)</b></p>
3	8/31	<p><b>Native American Orature/ Creation Stories</b></p> <p><b>Norton A:</b> 29-51; 55-57: “Native American Oral Literature”; “Iroquois Creation Story; “Navajo Creation Story;” “The Winnebago Trickster Cycle”; “<i>From The World Encompassed by Sir Francis Drake</i>”; “Native American Poetry.”</p> <p>Foner: Chapter 2</p>
3	9/2	<p><b>Race &amp; the Origins of Slavery</b></p> <p><b>Norton A:</b> 732-769: Olaudah Equiano, "The Interesting Narrative of the Life...".</p> <p><b>Due 11:59 PM, Friday, September 4: Ch. 2 Quiz</b></p>
4	9/7	<b>Labor Day Holiday (no classes)</b>
4	9/9	<p><b>Spanish Colonialism in Alta California</b></p> <p><u><a href="#">Jean-François de La Pérouse., “Life in a California Mission,” Chapter 2 (pdf)</a></u></p> <p><u><a href="#">Sainthood of Junípero Serra Reopens Wounds of Colonialism in California</a></u></p> <p><u><a href="#">Agent of colonialism’ or a ‘saint for our times’? Serra’s legacy divides Latinos</a></u></p> <p><b>Due 11:59 PM, Friday, September 11: Ch. 3 Quiz</b></p>



5	9/14	<p><b>The Rowlandson Captivity Narrative (Prof. Kling)</b></p> <p>Foner: Chapter 3</p> <p><b>Norton A:</b> 267-301, <i>A Narrative of the Captivity and Restoration...</i></p>
5	9/16	<p><b>Salem Witchcraft</b></p> <p>Foner: Chapter 4</p> <p>William Bradford "Of Plymouth Plantation" pages 129-137, 150-159; John Winthrop "A Model of Christian Charity" pages 176-189; Cotton Mather "The Wonders of the Invisible World" pages 322-327</p> <p><b>Due 11:59 PM, Friday, September 18: Ch. 4 Quiz</b></p>
6	9/21	<p><b>Enlightenment</b></p> <p><b>Norton A:</b> Benjamin Franklin, "The Way to Wealth," pages 439-448; Thomas Paine, "Common Sense," 681-689.</p> <p>Foner: Chapter 5</p>
6	9/23	<p><b>First Midterm Exam</b></p> <p><b>Due 11:59 PM, Friday, September 25: Ch. 5 Quiz</b></p>
7	9/28	<p><b>Identities: Nationalism and Regionalism</b></p> <p><b>Norton A:</b> 634-650; J. Hector St. John de Crevecoeur, "Letters from an American Farmer" (Letters III and IX); Washington Irving, "Rip Van Winkle," 996-998, 1003-1015.</p> <p><a href="#">Ebenezer Cooke, "The Sot-weed Factor"</a></p> <p>Foner: Chapter 6</p>
7	9/30	<p><b>The Declaration of Independence and the Constitution</b></p> <p><b>Norton A:</b> Alexander Hamilton and James Madison "The Federalist" 721-731.</p> <p><a href="#">Declaration of Independence</a></p> <p><a href="#">Articles of Confederation</a></p> <p><a href="#">US Constitution</a></p> <p><a href="#">Speech of Patrick Henry 6-5-1788</a></p> <p><a href="#">Brutus 1</a></p> <p><a href="#">Antifederalist 10</a></p> <p><b>Due 11:59 PM, Friday, October 2: Ch. 6 Quiz</b></p>

8	10/5	<p><b>Confederacy Without Consensus: Forging Revolutionary Identities</b></p> <p><b>Foner: Chapter 7</b></p> <p><b>Norton A:</b> 664-665; 672-673 John Adams, Abigail Adams</p> <p><a href="#">Portrait of Paul Revere</a> (John Singleton Copely)</p> <p><a href="#">Introduction to the Antifederalists</a></p> <p><a href="#">Bill of Rights</a></p> <p><a href="#">How the Constitution Was Indeed Pro-Slavery.pdf</a></p> <p><b>U.S. Constitution Test must be completed by 11:59 pm</b></p>
8	10/7	<p><b>Women of the Republic</b></p> <p><b>Norton A:</b> Judith Sargent Murray, “On the Equality of the Sexes,” 770-779;</p> <p><b>Norton B:</b> Lydia Maria Child, “The Quadroons” &amp; “Letters from New York,” 147-170.</p> <p><b>Due 11:59 PM, Friday, October 9: Ch. 7 Quiz</b></p>
9	10/12	<p><b>Marbury v. Madison and the Beginnings of American Jurisprudence</b></p> <p><a href="#">Marbury v Madison</a></p> <p><a href="#">Federalist 78</a></p> <p><a href="#">Federalist 81</a></p>
9	10/14	<p><b>A Nation of Immigrants: Rethinking the ‘American Dream’</b></p> <p><b>Foner: Chapter 8</b></p> <p><a href="#">Internet: Benjamin Franklin on German Immigration.pdf</a> </p> <p><a href="#">Naturalization Acts, 1790 and 1795.pdf</a> </p> <p><b>Due 11:59 PM, Friday, October 16: Ch. 8 Quiz</b></p>
10	10/19	<p><b>Early Industrialism, Wage Labor and the Labor Movement</b> (Prof. Smay).</p> <p>Reading: Norton B: Herman Melville "The Paradise of Bachelors and the Tartarus of Maids" pages 1410-1413, 1495-1511.</p> <p><a href="#">Lowell Documents</a></p> <p><a href="#">Lowell Offering 1840</a></p>

10	10/21	<p><b>From a Colony to an Empire: Monroe Doctrine and Manifest Destiny</b></p> <p>Internet: <a href="#">"Monroe Doctrine" (1823)</a> [read Document Info &amp; Document Transcript]  <a href="#">John O'Sullivan, "Annexation" (1845)</a>  <a href="#">Manifest Destiny: Creating an American Identity</a>  <a href="#">Interpreting the Monroe Doctrine (pdf)</a></p> <p><b>Due 11:59 PM, Friday, October 23: Ch. 9 Quiz</b></p>
11	10/26	<p><b>Marriage, Relationships, and Race</b></p> <p><b>Foner: Chapter 10</b></p> <p>Internet: <a href="#">Hodes.Marriage-Nell Butler and Charlesn.pdf</a> </p> <p><i>American Heritage</i>, <a href="#">"Did Sally Hemings and Thomas Jefferson Love Each Other?"</a></p>
11	10/28	<p><b>Second Midterm Exam</b></p> <p><b>Due 11:59 PM, Friday, October 30: Ch. 10 Quiz</b></p>
12	11/2	<p><b>Surviving the 'Trail of Tears'</b></p> <p><b>Foner: Chapter 11</b></p> <p><b>Norton A:</b> 316-328. Elias Boudinot, From the Cherokee Phoenix; Cherokee Memorials; Ralph Waldo Emerson, Intro and Letter to Martin van Buren.</p>
12	11/4	<p><b>Cotton and 19th Century Slavery</b></p> <p><b>Norton B:</b> Frederick Douglass, "Narrative of the Life..." pages 1171-1205.</p> <p><b>Due 11:59 PM, Friday, November 6: Ch. 11 Quiz</b></p>
13	11/9	<p><b>Becoming White: Irish Immigration and Nativism</b></p> <p>Internet: <a href="#">An Account of the Nativist Riots, The Catholic Herald, May 9, 1844.</a>  <a href="#">How the 19th-Century Know Nothing Party Reshaped American Politics</a></p> <p><b>Foner: Chapter 12</b></p>
13	11/11	<p><b>Veterans Day — Campus Closed</b></p> <p><b>Due 11: 59 PM, Friday, November 13: Ch. 12 Quiz</b></p>
14	11/16	<p><b>Westward Expansion &amp; Chinese Migration</b></p> <p><b>Foner: Chapter 13</b></p> <p>Internet: <a href="#">Chinese Merchant Complains of Racist Abuse.docx</a> </p> <p>Helen Zia: <a href="#">Surrogate Slaves to American Dreamers.pdf</a> </p>

14	11/18	<p><b>Hawai'i: Overthrow, Plantation Labor, and Asian Migration</b></p> <p><a href="#">Internet: Ronald Takaki.pg.133-155 Raising Cane.pdf</a>  - pay close attention to poems, diary entries, bulletins</p> <p><a href="#">Constructed Images of Native Hawaiian Women.pdf</a> </p> <p><b>Due 11:59 PM, Friday, November 20: Ch. 13 Quiz</b></p>
15	11/23	<p><b>Transcendentalism</b></p> <p><b>Norton B:</b> Ralph Waldo Emerson "The American Scholar" pages 210-223; "Self-Reliance" pages 236-253; Henry David Thoreau "Resistance to Civil Government" pages 953-968</p>
15	11/25	<p><b>No classes (Campus Open)</b></p> <p><b>November 26-27 Thanksgiving Holiday (Campus Closed)</b></p>
16	11/30	<p><b>Gender &amp; Sexuality in the 19th Century</b></p> <p><b>Foner: Chapter 14</b></p> <p><b>Norton B:</b> 909-910 Harriet Jacobs &amp; 910-931 <i>From Incidents in the Life of a Slave Girl</i></p> <p>Linton Weeks, <a href="#">"Female Husbands in the 19th Century" PDF</a>.</p> <p>Adam Goodheart, <a href="#">"The Bedfellows' Reunion" PDF</a>.</p>
16	12/2	<p><b>Complex Alliance: Radical Abolitionism and Woman Suffrage</b></p> <p><b>Norton B:</b> 781-782, William Lloyd Garrison &amp; "To the Public" 783-785, Angelina Grimké &amp; from "Appeal to the Christian Women of the South" 786-787, Sojourner Truth &amp; "Speech to the Women's Rights Convention in Akron, Ohio, 1851"</p> <p><a href="#">Declaration of Sentiments (1848)</a></p> <p><b>Due 11:59 PM, Friday, December 4: Ch. 14 Quiz (Last Foner Quiz)</b></p>
17	12/7	<p><b>The Civil War</b></p> <p><b>Norton B:</b> Norton B, Abraham Lincoln "A House Divided" pages 714-720, "Gettysburg Address" page 720, "Second Inaugural Address" pages 721-722.</p> <p><a href="#">Calhoun - Speech on the Slavery Question</a></p> <p><a href="#">Dred Scott Case (selections)</a></p> <p><a href="#">Grayson - The Hiring and the Slave (selection)</a></p> <p><a href="#">Lincoln - Emancipation Proclamation</a></p> <p><a href="#">Lincoln - First Inaugural Address</a></p>