

AMST 201
Introduction to American Studies
Spring 2008, Section 6
Professor Terri L. Snyder, Department of American Studies

Instructor Information:

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Course Themes and Objectives. AMST 201 is an introduction to the historical development of American culture, institutions, and values. We consider these developments by concentrating on selected episodes in America's past and by analyzing the legal, social, political, and cultural relations of power among various groups of Americans, their struggles to define American values and institutions, and their battles to reform American culture. Our examination will focus on four distinct regional and chronological moments of struggle and transformation in the lives of Americans: religious reform and cultural conflict in seventeenth-century early New England; slavery and resistance in the eighteenth-century south and the rise of an international abolitionist movement; clashes over immigration and urban cultures of progressivism in late nineteenth century urban Midwest and North, and political and cultural protest and reform movements throughout post-1950s America. This class should help you gain a critical understanding of the historical development of American institutions and values and their impact on the individual and collective lives of Americans, and you should gain a basic knowledge of the some of the key events and ideas that shaped the struggles to define America as a nation. A secondary goal of this course is to impart a critical awareness of the contributions and limitations of texts and materials used to study culture.

Learning Goals. This class meets the learning goals of the CSUF General Education (G.E.) requirements that pertain to

American History, Institutions, and Values. Courses in American History, Institutions, and Values include the following overall goals for student learning:

- To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.
- To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.
- To understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion and the electoral process.
- To examine important cultural, intellectual, moral, and political struggles that have shaped contemporary American society
- To recognize the significance of the contributions of various ethnic and gender groups to American history, political institutions, and values within contexts of cultural accommodation and resistance.

Requirements, Grades, and Assessment Policies. You are expected to complete the assigned reading and come to class prepared for discussion. While attendance is not mandatory, there are a few guidelines that students need to observe. Once you arrive in class, you are expected to turn off your cell phones and use your computers only for class purposes. You are also expected to arrive on time and remain until the class is scheduled to finish; if you find occasion to arrive late or depart early, please let me know in advance. Thoughtful contributions to class discussion will positively impact grade; correspondingly, failure to observe the guidelines stated above will negatively impact your grade. Your final grade for the class will be determined by a document analysis (10%), a midterm examination (45%), and a final (45%) examination. Details on the document analysis are given on a separate handout. Plus (+) and minus (-) grades will be used in computing all grades, including your final grade. There is no extra credit work given for this class. Please carefully note the dates listed on the syllabus, as "make-

up" examinations and late work are not allowed without written, verifiable excuses.

Academic Dishonesty. Any student engaging in Academic Dishonesty for any purposes in the class will receive a failing grade for the entire course. According to the CSUF policy, Academic Dishonesty "includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts." Any student who engages in Academic Dishonesty will be reported to the Dean of Students Office, Judicial Affairs. For further definitions of Academic Dishonesty, see www.fullerton.edu/senate/PDF/300/UPS300-021.pdf.

Disabled Student Services. Disabled students needing support services should identify themselves to me during my office hours and/or consult the Office of Disabled Students, University Hall 101.

Required Reading. Three texts required for this course can be purchased at Little Professor Bookstore. Other readings, designated as (ER), are available through Electronic Reserve at Pollock Library. Documents are also available through the web addresses as given; if no address is given, the documents will be distributed or shown in class. Please bring all assigned readings to class with you.

Books Available for Purchase:

John P. Demos. *Entertaining Satan: Witchcraft and the Culture of Early New England*. New York: Oxford University Press, 1982.

Rhys Isaac. *Landon Carter's Uneasy Kingdom: Race and Revolution on a Virginia Plantation*. New York: Oxford University Press, 2004.

Anzia Yezierska. *Bread Givers*. New York: Persea Press, 2003.

Electronic Reserve (ER) and Web-Based Reading Excerpts (In Order of Assignment):

Jill Lepore. *The Name of War: King Philip's War and the Origins of American Identity* (New York, 1998). (ER)

William H. Chafe. *Civil Rights and Civilities: Greensboro, North Carolina, and the Black Struggle for Freedom*. New York: Oxford University Press, 1981. (ER)

Terry H. Anderson. *The Movement and the Sixties: Protest in America from Greensboro to Wounded Knee*. New York: Oxford University Press, 1995. (ER)

Ruth Rosen. *The World Split Open: How the Modern Women's Movement Changed America*. New York: Penguin, 2006. (ER)

Robert D. Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy*, vol. 6 (1995): 65-78. http://muse.jhu.edu.lib-proxy.fullerton.edu/journals/journal_of_democracy/v006/6.1p_putnam.html (Note: you will be prompted for your campus ID and password; once you enter them, you will be given access to this article.)

Topics, Due Dates, Lectures and Assignments

1/23 Introduction to Course: Studying American Culture

Reform and Conflict in Seventeenth-Century New England

1/28-30 Puritans and Reform: Religion, Law and Order
Reading: Demos, 19-96
Documents: John Winthrop, *A Model of Christian Charity*, 33-36; 44-48,
<http://history.hanover.edu/texts/winthmod.html>

2/4-6 Puritans in Communities: Families, Gender, and Daily Life
Reading: Demos, 243-312
Documents: Puritan Portraits and Material Culture

- 2/11-13 Puritans and Conflict: King Philip's War and Witchcraft
Reading: Demos, 368-400
 Lepore, ix-xv; 71-96 (ER)
Film Clips: *The Crucible* (Twentieth-Century Fox, 1996)
Documents: William Hubbard, *A Narrative of the Troubles with the Indians in New England* (Boston, 1677). Handout.
 Salem Witch Trials Documentary Archive,
<http://etext.virginia.edu/salem/witchcraft>

Race and Reform in Eighteenth-Century America

- 2/18 No Class, President's Holiday
- 2/20 Law, Labor, and the Landscape of Slavery in the Early Chesapeake
Reading: Isaac, xi-xxii
Film Clip: *Africans in America* (WGBN, 1998)
Documents: The Law of Slavery (Virginia Statutes, 17th-18th Centuries)
<http://www.virtualjamestown.org/slavelink.html>
- 2/25-27 Mastery, Resistance, and the Slave Community
Reading: Isaac, 1-36; 187-232
Documents: Plantations
- 3/3-5 Family, Gender and Plantation Communities
Reading: Isaac, 37-56; 265-284
Documents: Portraits and Material Life
- 3/10-17 Revolutionary Reform, The Constitution, and the Rise of Abolitionism
Reading: Isaac, 333-336
Documents: The Slave Ship *Brooks* (Handout)
 David Walker, Preamble to *Appeal to the Colored Citizens of the World* (Boston, 1830),
<http://www.iath.virginia.edu/utc/abolitn/abesdwa3t.html>
Document Analysis Due 3/10
- 3/19 **Midterm Examination**

Modernization and Reform in Nineteenth-Century Urban America

- 3/24-26 Urbanizing America and the Legacy of Victorianism
Reading: Yeziarska, 1-154
Film Clip: *Coney Island* (Egami, 1917)
Documents: The World's Columbian Exposition (Chicago, 1893) Tour the Fair at
<http://xroads.virginia.edu/~ma96/WCE/title.html>
- 3/31-4/2 Spring Break, No Classes
- 4/7-9 Immigration, Family and Gender in Urbanizing America
Reading: Yeziarska, 155-236
Documents: Hull House and Its Neighborhoods, (Chicago, 1889)
<http://www.uic.edu/jaddams/hull/urbanexp/#>
- 4/14-16 Reform Movements and Modernization
Reading: Yeziarska, 237-334
Documents: Urban Realism and the Ash Can School

Toward a New America: Social Justice Reform in the Twentieth-Century

- 4/21-23 Social Justice and Civil Rights: Greensboro
Reading: Chafe, 71-101 (ER)
Film Clip: *Eyes on the Prize* (Blackside, 1990)
Documents: Greensboro Sit-Ins: The Launch of a Civil Rights Movement, *Greensboro Record*, 2 February 1960,
<http://www.sitins.com/index.shtml>
- 4/28-30 Cultural Politics and Feminism
Reading: Anderson, 87-107 (ER)
Rosen, 143-196 (ER)
Documents: 1960s Music and the Counterculture

Documents from the Women's Liberation Movement, Gloria Steinem, *Women's Liberation' Aims to Free Men, Too*,
<http://scriptorium.lib.duke.edu/wlm/aims/>

5/5-7 Taking Stock of Social Reform and Its Achievements

Reading: Putnam, "Bowling Alone," 65-78,
http://muse.jhu.edu.lib-proxy.fullerton.edu/journals/journal_of_democracy/v006/6.1putnam.html

5/12 **FINAL EXAMINATION, 2:30-4:20**