

AMST 201

Introduction to American Studies

Power, Culture, and Citizenship

Summer 2020, Session B

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If you have any questions about any aspect of the course, please feel free to contact me or stay after our Zoom discussions for virtual office hours. If you cannot chat during virtual office hours, I am happy to schedule an appointment with you when we can chat over the phone or Zoom.

Course Description

At its heart, American Studies tries to answer two central questions about American history, culture, and identity: what is America and who are Americans. The central premise of this course is that those questions are fundamentally political; how they are answered both shapes and is shaped by the changing power relations American society. The questions are important, the course shows, because how they are answered directly affects the rights, privileges, and, ultimately, lives of millions of individuals. Rather than giving specific answers to those questions, this course concentrates on a series of moments in which different groups of Americans—especially women, African Americans, Native Americans, Queer Americans, industrial laborers, and conservatives—debated and fought for the power to expand or, in some cases, contract the definition of America and its people. Sometimes we will examine debates that occurred in explicitly political contexts; more often, however, we will analyze debates as they unfolded in the country's culture, in its literature, advertisements, paintings, photographs, theme parks, films, theater performances, television shows, and music. Regardless of the type of source we are analyzing, our focus will remain on how it defined America and sought to adjust the concept of citizenship to the realities of power.

To help understand the importance of these questions, we will explore four critical moments in American history when they inspired large cultural and political debates that reshaped the nature of America and its people. First, we will explore the period around the American Revolution when a very select group of Americans possessed the power to translate their ideal vision of the country into

the structures and institutions of the United States. We will then turn our attention to the decades surrounding the Civil War when Americans fought a tremendously destructive but ultimately liberating war over whether their country would be defined by slavery or freedom and, ultimately, whether Black Americans deserved the full rights and privileges as white Americans. We will next examine efforts to adjust conceptions of America and citizenship to the realities of an increasingly diverse urban, industrial, and commercial world. Finally, we will conclude by looking at how the rising multiculturalism in a “globalized” America had led to a series of “cultural wars” over American values and identity.

Learning Goals

American Studies 201 meets General Education, “American History, Institutions and Values” requirement (D.3). In line with CSUF’s “Goals of General Education,” this course will encourage students to:

- Explore the historical development of American institutions and values and their impact on the individual and collective lives of Americans;
- Assess the ways in which the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society;
- Explore the political culture of citizen participation in a democracy;
- Examine important cultural, intellectual, moral, and political struggles that have shaped contemporary American society; and
- 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.

Course Format

Normally, this course would meet approximately 3 hours a day 3 days a week for five weeks and we would fully integrate lecture with discussion. However, because of the pandemic, this course will instead employ a combination of asynchronous lectures that you can watch at any time and synchronous Zoom discussions that are designed to allow us as a class to work through some of the assigned reading and viewing material together.

The course is broken up into 4 Units, one focusing on the American Revolution, another on slavery and the Civil War, another on industrialization and the early 20th century, and the final on conflicts in contemporary America. Each section will have a distinct theme that ties it together. You will have a midterm after the Civil War section and a Final after the Contemporary section.

Asynchronous Lectures

Near the beginning of each Unit of the course, I will upload all the lectures for that portion of the course to Canvas. These will typically be between 45 minutes and an hour. You can watch these whenever you wish but I recommend doing so before the Zoom sessions that are scheduled to focus on the material. These will normally just be me talking over a PowerPoint presentation along with

any linked sources. This is to keep the file size small to help the Canvas site function better. Both your essay and short answer questions must include material from these lectures.

Synchronous Zoom Sessions

Twice a week during our scheduled class time (M/W 12-1), I will host Zoom sessions where we can discuss various sources and you can ask any questions you have about the material. These are designed to help you figure out how to use materials to answer the essay prompts and as an opportunity for us to go more in depth. These are a critical component of the class because it is your chance to work through the ideas with guidance from me.

To prepare for these, you should do your best to watch the lectures associated with the material (listed below) and read/watch any sources I have assigned for that day. This will make things go much faster. Typically, these Zoom sessions will be whole class discussions, but I also might break you up into small groups for specific conversations.

I will be taking attendance at these conversations just to have a good idea of who is attending and who is not (be sure your Zoom name is accurate), but, there is no penalty if you are unable to attend. Ideally, you would have the camera turned on for the entire session. Generally, I run pretty relaxed conversations so feel free to unmute yourself and talk if you have a response or respond in the chat as you wish. Raising your hand either on camera or through use of the Zoom function is also fine. Finally, try to keep the chat function open as well because many of your peers will prefer to type out responses rather than saying them.

You can find links to the Zoom sessions by clicking on “Zoom” on the Course Canvas Site.

Assigned Readings and Films

Readings

Due to the ongoing pandemic, I have not assigned any books for this course. Instead, you will be looking at secondary and primary sources that can be found on Canvas. These should be completed prior to the day we are scheduled to discuss them on Zoom. In general, longer readings should be skimmed for their main ideas but short ones should be read closely since we will be talking about them in depth by analyzing language and the logic of the arguments.

Primary Sources

Primary sources are first-hand writings, images, sounds, etc. that give us direct and contemporaneous insight into the time period we are studying. In this course, we will be analyzing a wide range of these kinds of sources to try to understand the underlying cultural ideas and values that shape American society. We will spend our Zoom sessions analyzing these kinds of sources. Usually, I will ask you to read a source in advance. At other times, I will share images and videos with you that we will discuss live. Remember that in your Midterm and Final essays, you are required to connect at least one (ideally two or three) of these sources to the lectures and secondary sources.

Secondary Sources

Secondary sources are sources written after the time period being discussed that attempt to analyze and interpret that time period. In the class, these are mostly book chapters and articles written by historians and other scholars that will give us a deeper insight into the past and present than what we can develop in discussion or lectures. I would like you to try to read at least 2 of these per unit of the course (so 8 total). You are required to use at least two of them in your Midterm and Final Essays and to draw on them in your forum responses.

These are frequently challenging but even trying to read them is a good way to learn. If you find yourself really struggling with a piece, it is okay to put it down, try a different one, or email me for help with it. It is also okay if you don't understand everything in a piece. That is what I and the Forums are here for. In your assignments, I am mostly just looking for evidence that you got the main point and tried to get through the reading.

Films

You are also required to view four films. These will count as the Primary Sources for some of the Zoom sessions because we will be analyzing them for how they deal with the larger themes of the class. These films are all accessible for free either through Canvas or the library's site.

12 Years a Slave

The Grapes of Wrath

Moonlight

Harold and Kumar Go to White Castle

Grading

Formula

Midterm Exam	350
Final Exam	350
Forums (4 * 50)	200
<u>Engagement</u>	<u>100</u>
Total	1000

Graded Exercises

You will be evaluated on four different kinds of assignments in this course: essays, short answer questions (both on exams), and engagement/discussion, and forums.

Exams: Exams in this course contain two sections. In the first section, I will give you two essay questions two weeks in advance; you will have to answer ONE in a 3-5 page essay. In the second section, I will give you a series of short answer questions about particular readings/lectures that you must answer in a ½ to 1 page (double-spaced) paragraph. Neither exam is timed and must be turned

in through Canvas. Use of outside sources is strictly forbidden (even with citation) and will result in an automatic C so make sure that all the information you use actually comes from the class. Use of outside sources without citation will result in an automatic F. Remember that if you can find information online, I can as well. Finally, I encourage you to exchange thoughts and ideas with other students on these exams, but your work should be almost entirely your own. If you get help from current or former students, make sure you are still bringing your own thoughts to the essay.

Forums: You are required to complete 4 forum posts over this session, one per Unit. These responses should be approximately 250 words, draw on the assigned lectures and reading materials, and directly answer the question posed. I would also like you to add one additional question about the material to your response that anyone else (including me) is welcome to address in their responses or over Zoom or the forums. To prevent people from just repeating what earlier respondents posted, you are required to say something original or at least draw on other forms of evidence. Because these are designed to help everyone in the class, these should be completed ASAP but they are formally due the day after we finish a Unit (dates noted on schedule below and Canvas).

Engagement/Participation: Though this is mostly a lecture course, a lot of the learning that takes place will occur in conversations over Forums and Zoom. I want to reward you for participating and engaging with the course materials and your peers as much as I can. The most straightforward way to do well here is to attend Zoom discussions and actively participate either by speaking or over Chat. You can also, however, show your engagement/participation through active use in the Forums (doing an extra one, responding to people's questions, writing very good responses, etc.), asking questions over email/zoom, etc. Basically, just do your best to show me you are engaging with the material. Normally, this grade only boosts your overall course grade so don't worry about it too much.

Points/Grade Breakdown

This course uses a +/- system of grading and operates on a 1000 point scale. Here is the breakdown of the total points you need to earn for each grade. I have already built rounding into this formula.

925-1000	A	725-774	C
895-924	A-	695-724	C-
875-894	B+	675-694	D+
825-874	B	625-674	D
795-824	B-	595-624	D-
775-794	C+	594↓	F

Grade Explanation

A (90-100%): Full and comprehensive knowledge and understanding of class material; excellent oral and written communication skills. Shows a strong ability to put primary and secondary materials together in creative ways.

B (80-89%): Good knowledge and understanding of class material; proficient oral and written communication. Good effort on connecting primary and secondary materials.

C (70-79%): Adequate knowledge and understanding of class material – some gaps in comprehension; adequate written and oral communication and adequate effort to incorporate primary and secondary sources.

D (60-69%): Limited knowledge and understanding of class material; poor oral and written communication and little effort to connect primary and secondary sources together.

F (59% and below): Failure to even try and comprehend class materials. Missing assignments and little attendance in class.

Late Papers/Exams, Missed Zoom Sessions, and Extra Credit

I have designed the exams as the culmination of each particular portion of the class in a way to both teach you the material and enable me to evaluate your progress. Accordingly, it is crucial for your success that you complete assignments on time. Therefore, late exams may result in a penalty up to a 10% deduction for each day late. Because they are there to help everyone in the class, forum posts must be turned in by the due date. If you can't turn it in on time, please contact me so we can work something out.

It is your responsibility to contact me if you must miss a Zoom session or if you are going to be late on your assignments. Though there is no penalty for missing a Zoom session, it is helpful for me to know so I can work with you on what you missed. Be sure to notify me as soon as possible if you must turn in an assignment late so that proper accommodations can be made.

Extra Credit will not be offered in this course.

Expectations

These are pretty unprecedented times and I would like you to do the best that you can do. The material can be challenging, but I will work with you as much as I can to ensure that you learn it. The main things I need from you are: 1) to try as much as you can, 2) to communicate with me if there is anything at all preventing you doing your best. If you ever need anything at all, please do not hesitate to contact me.

In the virtual classroom and forums, you should feel free to ask questions and fully participate. Because participation is so critical to this class, we must work together to establish an atmosphere of

tolerance and respect when engaging with others. While we are free to disagree, we should not deride or condemn each other.

American Studies at Fullerton

I am always happy to talk with students about the possibility of majoring, double majoring, or minoring in American Studies. Please drop by my office hours or to schedule an appointment if you would like to learn more about the department or the discipline. For more information on the American Studies Department, visit our website: <http://amst.fullerton.edu>.

Student Accommodations

CSUF complies with the Americans with Disabilities Act by providing a process for disclosing disabilities and arranging for reasonable accommodations. On the CSUF campus, the Office of Disabled Student Services has been delegated the authority to certify disabilities and to prescribe specific accommodations for students with documented disabilities. DSS provides support services for students with mobility limitations, learning disabilities, hearing or visual impairments, and other disabilities. Counselors are available to help students plan a CSUF experience to meet their individual needs. Prior to receiving this assistance, documentation from a qualified professional source must be submitted to DSS. For more information, please contact DSS in UH 101; phone 657-278-3117; website: <http://www.fullerton.edu/DSS/>.

Academic Integrity

Integrity is an essential component of all students' academic experience. Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students, and the university, policies on academic integrity are strictly enforced. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook. [<http://www.fullerton.edu/handbook/>]. Cheating is defined as obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means, or helping someone commit an act of academic dishonesty. (UPS 300.021). Examples include, but are not limited to:

Unacceptable examination behavior: communicating with fellow students, copying material from another student's exam or allowing another student to copy from an exam, possessing or using unauthorized materials, or any behavior that defeats the intent of an exam.

Plagiarism: taking the work of another and offering it as one's own without giving credit to that source, whether that material is paraphrased or copied in verbatim or near-verbatim form.

Unauthorized collaboration on a project, homework or other assignment where an instructor expressly forbids such collaboration.

Documentary falsification, including forgery, altering of campus documents or records, tampering with

grading procedures, fabricating lab assignments, or altering medical excuses.

If you have any questions about Academic Integrity please consult the following CSUF websites:

<http://www.fullerton.edu/senate/documents/pdf/300/ups300-021.pdf>

<http://www.fullerton.edu/integrity/>

Campus Emergency Procedures

Students should be familiar with campus emergency procedures:

<http://prepare.fullerton.edu/>

Class Schedule by Unit

Course Schedule is Subject to Change. For most up-to-date schedule, see Canvas.

A Note on the Format Below:

Below under each Zoom session, I have listed the background lectures and relevant secondary readings so it will be easier for you to connect them on your essays. These do not have to be completed to participate in the Zoom discussion, but they might make things make more sense and you are always welcome to ask questions about them. Remember that you only need to read TWO of the Secondary sources per unit. Primary sources should be read or watched before the Zoom session. If you want a schedule organized by week, scroll to the next section.

Unit I A Revolutionary Nation

In this first portion of the course, we will explore and critique the “Founding Fathers” vision of American society as means of understanding the larger social and cultural transformations that accompanied the American Revolution. There, of course, wasn’t a single vision articulated by the people who created the political institutions that govern the United States, but they eventually coalesced on a set of basic principles they called “republicanism” in which elite, white, men who owned property had power under the Constitution but were bound together by mutual feelings of sympathy. Yet that vision was always challenged by people left out of power—especially women, non-whites, and working class men—who argued for a more inclusive and democratic society that allowed a much broader range of people to have power over their own lives and destinies. As I hope you will be able to see, that tension between an elite-oriented republicanism and a more inclusive democracy still informs our politics today.

Secondary Sources (Choose at Least 2 of these Chapters)

Gordon Wood, *The Americanization of Benjamin Franklin*, Chapters 1 or 5

Sarah Knott, *Sensibility and the American Revolution*, Introduction

Richard Godbeer, *The Overflowing of Friendship: Love Between Men and the Creation of the American Republic*, Chapter 5

Kariann Akemi Yokota, *Unbecoming British: How Revolutionary America Became a Postcolonial Nation*, Chapter 2

Asynchronous Lectures (Watch in Order)

Power in a Monarch's World

Becoming English, Remaining American

The Revolt Against Authority: Paternalism and the American Revolution

Regretting the Revolution: Power and Democracy in Early America

Zoom Sessions

June 29

Course Introduction and the Nature of Power

LECTURES

Introductory Course Lecture

SECONDARY

None

PRIMARY

None

QUESTIONS

What larger social, political, and cultural tensions has the Coronavirus Crisis revealed to us? What interests you about America today?

July 1

Gentlemanly Conduct? Power, Identity, and the American Revolution

LECTURES

Power in a Monarch's World; Becoming English, Remaining American

SECONDARY

The Americanization of Benjamin Franklin, Chapter 1; *Sensibility and the American Revolution*, Introduction

PRIMARY

William Byrd, Diary Entries; George Washington's Rules of Civility

QUESTIONS

What did it take to be a "gentleman" in revolutionary America? Why was it so important to American elites?

July 6

Challenging Authority: Republicanism and Democracy in Early America

LECTURES

The Revolt Against Authority; Regretting the Revolution

SECONDARY

The Americanization of Benjamin Franklin, Chapter 6; *Unbecoming British*, Chapter 2, *Overflowing of Friendship*, Chapter 5

PRIMARY

Assorted Documents on Revolution

QUESTIONS

How did politically marginalized groups of people demand inclusion and power in the emerging nation? How did the American elite respond to those demands?

July 7

ALL UNIT I Forums Due by End of Day

Unit II A Divided Nation (1830-1877)

In Unit II of the course, we shift our attention to slavery, abolitionism, and the development of the ideas and institutions of white supremacy in the United States. It is virtually impossible to overstate the importance of slavery to American national development; it undergirds the development of American political institutions, industrialization, and social and cultural values. Yet, it was, from its inception, controversial as slaves and a growing number of white Northerners challenged the institution in a way that ultimately led to the Civil War. Even as slavery ended over the 19th century, less overt but not necessarily less violent forms of control and discrimination grew. This started in the Urban North as those states gradually ended slavery but after the Civil War increasingly became a full-fledged system of Jim Crow segregation backed by the violence of lynching and cultural myths about the inherent inferiority and criminality of not just African Americans but all non-whites.

Secondary Sources (Choose at Least 2 of these Readings)

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, Chapters 1 or 3.

Deborah Gray White, *Ar'n't I a Woman? Female Slaves in the Plantation South*, Chapter 2

Katrina Dyonne Thompson, *Ring Shout, Wheel About: The Racial Politics of Music and Dance in North American Slavery*, Chapter 6

Steven Hahn, *A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*, Chapter 2

David Blight, *Race and Reunion: The Civil War in American Memory*, Chapter 2

Asynchronous Lectures (Watch in Order)

Building an Empire of Slavery

Conquering Nature, Liberating People, Saving the World

“Let us die to make men free”: Frederick Douglass, John Brown, and the Triumph of Radical Abolition

Bringing the Jubilee: Abraham Lincoln and the Promise of Emancipation

Re-Building a Nation of White Supremacy

Zoom Discussions

July 8

The Price of Slavery

LECTURES

Building an Empire of Slavery

SECONDARY

Soul by Soul, Chapters 1 and 3; *Ar'n't I a Woman*, Chapter 2

PRIMARY

12 Years a Slave; Thomas Jefferson, Notes on the State of Virginia (selection)

QUESTIONS

How did slavery shape African American men and women? Why did it grow more brutal over time? How was the institution central to the identities of white men and women as well as the development of the United States?

July 13

Race and the Battle over Slavery

LECTURES	Building a Moral Republic?; A House Divided
SECONDARY	<i>Ring Shout, Wheel About</i> , Chapter 6, <i>A Nation under Our Feet</i> , Chapter 2
PRIMARY	Anti and Pro-Slavery Documents
QUESTIONS	How did anti-slavery advocates and abolitionists argue against slavery? How did they expect it to end? How did some white Americans convince themselves that slavery was good for slaves?

July 15**An Empire of White Supremacy**

LECTURES	A House Divided, Rebuilding a Nation of White Supremacy
SECONDARY	<i>A Nation under Our Feet</i> , Chapter 2; <i>Race and Reunion</i> , Chapter 2.
PRIMARY	Letters from Former Slaves; Recent Article on Monuments
QUESTIONS	Who freed the slaves? How did the south end up winning the memory of the war? Should Confederate statutes be removed?

July 16**All Unit II Forums Due by End of Day****July 19****MIDTERM EXAM DUE ON CANVAS BY 11:59 PM****Unit III A Commercial Nation (1890-1950)**

Even as racist policies and violence continued (and even increased) in the early 20th century, America developed as an Industrial and Commercial Nation increasingly focused on leisure and consumption (the purchasing of goods). In this portion of the class, we shift our attention to studying the conflicts and tensions brought in American society due to industrialization and immigration. We will start by looking at how work itself transformed and led to efforts to unionize increasingly diverse workforces. We will quickly, however, shift to studying how increased leisure time and more access to consumer goods became a form of compensation for increasingly degrading and dehumanizing work lives. The new industrialized and commercialized world, however, also emphasized the increasing importance of knowledge and cultural expression as forms of power. Emerging social science literature manipulated statistics to—falsely--“prove” that African and Mexican Americans were inherently criminal and used those statistics to build police forces dedicated to white supremacy. At the same time, many of the most popular forms of cultural expression came from marginalized groups, providing them both with a means of individual survival and a chance to build community and challenge the racist ideas found in other parts of American culture. We will conclude this section of the course by looking at how the New Deal during the Great Depression and government spending during World War II and the early Cold War created a society that largely included ethnic whites but excluded non-whites.

Secondary Sources (Choose at Least 2 of these Readings)

Eric Loomis, *A History of America in 10 Strikes*, Chapters 4 and 6.

is, for many Americans, something to be celebrated. America has, of course, always been diverse and multicultural, but for most of U.S. history, power was predominantly held by heterosexual, white, wealthy, men and America itself was frequently defined in culture on their terms. Since the 1960s though previously marginalized groups of Americans have increasingly been successful in fighting for inclusion in American society and identity. These successes, however, have been met with powerful backlashes that has (at least so far) culminated in the election of Donald Trump. The resulting conflicts have created a country that, more than any time since the Civil War, seems to be at war with itself.

Secondary Sources (Choose at Least 2 of these Readings)

Andrew Hartman, *A War for the Soul of America*, Introduction and Chapter 9

Gillian Frank, “Discophobia: Antigay Prejudice and the 1979 Backlash against Disco” in *Journal of the History of Sexuality*. May 2007.

Barbara Ransby, *Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century*, Chapter 3.

Carol Anderson, *White Rage: The Unspoken Truth of Our Racial Divide*, Chapter 6.

Asynchronous Lectures (Watch in Order)

Uncertain Selves, Uncertain Nation: The 1960s and the Fracturing of Identity

A War for the Soul of America: The Culture Wars and “American” Identity

Power, Identity, and Culture in an Age of Polarization

Zoom Discussions

July 27:	The Culture Wars and American Identity
LECTURES:	Uncertain Selves, Uncertain Nation; A War for the Soul of America
SECONDARY:	A War for the Soul of America, Discophobia,
PRIMARY:	<i>Moonlight</i> (film); <i>Harold and Kumar Go to White Castle</i> (film)
QUESTIONS:	What are some contemporary examples of the culture wars? Why have these kinds of issues dominated American culture over the last few decades? What should we teach about America’s past?
July 29	Hope or Doom? The American Future
LECTURES:	Power, Identity, and Culture in an Age of Polarization
SECONDARY:	<i>Making All Black Lives Matter</i> , <i>White Rage</i> , Chapter 6
PRIMARY:	TBA
QUESTIONS:	Can American survive our current crises? Should it? What needs to change if America is to survive?
July 30	All Unit IV Forums Due by End of Day
July 31	DUE ON CANVAS BY 11:59 PM

Class Schedule by Week

In this version of the course schedule, I have just listed our Zoom Meetings and the materials associated with each one. Remember that the only element you should be sure to prepare before these meetings are the Primary sources and that you only have to read TWO of the secondary sources per each unit. Watching the lectures and reading the secondary sources before the meetings would be helpful but is not essential.

Course Schedule is Subject to Change. For most up-to-date schedule, see Canvas.

Week 1

Unit I A Revolutionary Nation

June 29	Course Introduction and the Nature of Power
LECTURES	Introductory Course Lecture
SECONDARY	None
PRIMARY	None
QUESTIONS	What larger social, political, and cultural tensions has the Coronavirus Crisis revealed to us? What interests you about America today?
July 1	Gentlemanly Conduct? Power, Identity, and the American Revolution
LECTURES	Power in a Monarch's World; Becoming English, Remaining American
SECONDARY	<i>The Americanization of Benjamin Franklin</i> , Chapter 1; <i>Sensibility and the American Revolution</i> , Introduction
PRIMARY	William Byrd, Diary Entries
QUESTIONS	What did it take to be a "gentleman" in revolutionary America? Why was it so important to American elites?

Week 2

July 6	Challenging Authority: Republicanism and Democracy in Early America
LECTURES	The Revolt Against Authority; Regretting the Revolution
SECONDARY	<i>The Americanization of Benjamin Franklin</i> , Chapter 6; <i>Unbecoming British</i> , Chapter 2, <i>Overflowing of Friendship</i> , Chapter 5
PRIMARY	Assorted Documents on Revolution
QUESTIONS	How did politically marginalized groups of people demand inclusion and power in the emerging nation? How did the American elite respond to those demands?

Unit II A Divided Nation

July 8	The Price of Slavery
LECTURES	Building a Slave Empire
SECONDARY	<i>Soul by Soul</i> , Chapters 1 and 3; <i>Ar'n't I a Woman</i> , Chapter 2
PRIMARY	<i>12 Years a Slave</i> (film)
QUESTIONS	How did slavery shape African American men and women? Why did it grow more brutal over time? How was the institution central to the identities of white men and women as well as the development of the United States?

Week 3

July 13	Race and the Battle over Slavery
LECTURES	Building a Moral Republic?; A House Divided
SECONDARY	<i>Ring Shout, Wheel About</i> , Chapter 6, <i>A Nation under Our Feet</i> , Chapter 2
PRIMARY	Anti and Pro-Slavery Documents
QUESTIONS	How did anti-slavery advocates and abolitionists argue against slavery? How did they expect it to end? How did some white Americans convince themselves that slavery was good for slaves?

July 15	Review: An Empire of White Supremacy
LECTURES	A House Divided, Rebuilding a Nation of White Supremacy
SECONDARY	<i>A Nation under Our Feet</i> , Chapter 2; Race and Reunion, Chapter
PRIMARY	Letters from Former Slaves; Recent Article on Monuments
QUESTIONS	Who freed the slaves? How did the south end up winning the memory of the war? Should Confederate statutes be removed?

July 16 **All Unit II Forums Due by End of Day**

July 19 **MIDTERM EXAM DUE**

Week 4

Unit III A Commercial Nation

July 20	Industrial Capitalism and the Myth of the Self-Made Man
LECTURES	Transforming Work, Transforming Leisure; Creating a Land of Desire
SECONDARY	<i>A History of America in 10 Strikes</i> , Chapter 4; <i>Making Lemonade</i> , Chapters 3 and 4
PRIMARY	Rose Cohen, <i>Out of the Shadow</i> , selection; Andrew Carnegie, <i>On Wealth</i> ; Eugene Debs on Carnegie;
QUESTIONS	What is a self-made man? Why has it been such a powerful idea in American culture? What have been the benefits and costs of that idea?

July 22	The Politics of Resistance: Community and Individualism in Commercial America
LECTURES	The Politics of Knowledge and Expression; “We’re the People”
SECONDARY	<i>Whiteness of a Different Color</i> , Chapter 3; <i>A History of America in 10 Strikes</i> , Chapter 6; <i>When Affirmative Action Was White</i> , Chapter 5.
PRIMARY	Langston Hughes, Poems; <i>The Grapes of Wrath</i> (Film)
QUESTIONS	How has entertainment and creative expression been a way for people from marginalized groups to challenge the power structures of American society? How effective have such means been? How do different forms of leisure promote individualism and community? Which do you think is most important in the struggle for freedom, equality, and justice?
<u>Week 5</u>	
Unit IV	A Multicultural Nation
July 27	The Culture Wars and American Identity
LECTURES	Uncertain Selves, Uncertain Nation; A War for the Soul of America
SECONDARY	A War for the Soul of America, Discophobia,
PRIMARY	<i>Moonlight</i> (film)
QUESTIONS	What are some contemporary examples of the culture wars? Why have these kinds of issues dominated American culture over the last few decades? What should we teach about America’s past?
July 29	Hope or Doom? The American Future
LECTURES	Power, Identity, and Culture in an Age of Polarization
SECONDARY	<i>Making All Black Lives Matter</i> , White Rage, Chapter 6
PRIMARY	TBA
QUESTIONS	Can American survive our current crises? Should it? What needs to change if America is to survive?
July 30	All Unit IV Forums Due by End of Day
July 31	FINAL EXAM DUE ON CANVAS BY 11:59 PM