

Supplemental Instruction (SI): SI consists of optional discussion sections led by one of the course TAs, Kate Grover. These sessions will help reinforce and clarify course content plus help you to learn the material more effectively. SI also gives you a smaller forum for discussing course content and getting to know your classmates. Regular participation in SI discussion, although optional, has been shown to improve students' performance by an average of one-half to one full letter grade higher than the class mean.

Requirements: Regular attendance, completion of all reading and assignments, three exams.

Goals/outcomes: As members of this intellectual community, you will:

1. Gain a greater understanding of people, places, groups, events, and ideas throughout American history how they have impacted American culture and society in their time and in ours.
2. Engage with a variety of types of texts and evidence to become interdisciplinary interpreters of American history.
3. Build critical thinking and analysis skills through written expression, including constructing thesis statements and supporting your argument with evidence from lecture and readings.

Grading:

First exam	20%	Oct 3, in class
Place analysis (3 pgs)	10%	Oct 19
Second exam	30%	Nov 5, in class
Final exam	40%	Day, time, location TBA

Grading scale: A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59

Exam format: All exams will be closed book/notes. Exam I will consist of FIVE identification questions (choice of 10) and Exam II will consist of ONE essay (choice of 2). There will be a review session held before each exam. The final exam will be closed book/notes and will contain EIGHT (8) IDs (choice of 15) and ONE essay (choice of 2). The IDs on the final will be taken from the last third of the course but the essay will require you to integrate and synthesize material from the entire semester to construct your analysis. On all tests, you will be expected to write your essay answers with supporting evidence from the assigned readings and lectures. For this reason, regular class attendance is crucial in order to do well in the course. Do not rely on the inevitable Google doc as a substitute for reading or attending lecture. I do not post lecture slides to Canvas.

Make-up policy: Failure to take a scheduled exam **without making prior arrangements with the teaching assistant or me** will result in an automatic zero for that exam. I will allow you to take a make-up exam only in the event of a medical or family emergency, or if you have official, documented University of Texas at Austin business outside of campus. In both cases, you must notify the TA or me BEFORE the scheduled exam, unless extraordinary circumstances while traveling to the exam dictate otherwise, in which case official documentation will still be required. All make-up exams must be taken at 8 a.m. one week after the scheduled exam.

Post-exam protocol: If you would like the TA to review your exam after it has been graded, please carefully review the comments and wait a minimum of 24 hours before contacting the TA. Thereafter, make sure to address all questions about your grade within eight days after you have received your exam back. If you do not reach an understanding with the TA, then I will be happy to review your exam as well. Please keep your exams as they will help you as you review for the final exam.

Required readings: All required texts will be in the course reader, available for purchase at Jenn's Copies (2518 Guadalupe St). I encourage each of you to be active readers and interact with the texts by underlining, highlighting, and engaging with the texts as you see fit. Please show up to class ready to discuss the assigned texts.

Attendance: Students are expected to attend class regularly and to participate as best they can in such a sizable class. Regular and punctual attendance will be rewarded with **TWO** extra credit points that will be added to your final exam grade. The TAs will have a sign-in sheet in designated spots in the lecture hall, where you will sign in before the beginning of each class with your sign-in TA. Please be on time to class: you will not be able to sign in if you are late. Moreover, students who sign in and then leave class will not receive credit for that class date. I will waive THREE absences without question during the semester, so that you can receive the two extra credit points. **This attendance policy will begin on 9/10/18.** The only exceptions to this policy apply to students who must miss class to observe a religious holiday or sanctioned travel related to university sports or military service. However, you must present me with the documentation regarding your absence for any of these reasons by 9/10/18 for this exemption to apply.

Office hours: I encourage you to come to office hours during the semester so you can get the most out of the course. This is an opportunity for you to discuss exam expectations, aspects of the lecture material or readings, or just to say hello.

Devices: Laptops and tablets in class must remain silent and may not be used for any reason other than course-related material (this should go without saying, but no phones are to be used in class). I trust you to use technology responsibly, but failure to abide by this policy may result in the revocation of in-class laptop/tablet privileges at my discretion.

Communication: Course-related announcements, relevant or interesting links, potential changes to the course schedule, and other important information will be posted to the course Canvas site (and therefore sent to you via email), so please check your email at least once per day. All emails sent to me will be responded to within 24 hours of receipt unless unforeseen circumstances arise.

Classroom conduct: This course is built upon discussing topics that are often controversial and difficult. I encourage all of you to share your informed opinions, feeling, and experiences, and to engage in conversations that invite productive and respectful disagreement. As such, we all must maintain respect for the classroom environment and for our colleagues: no name-calling, slurs, interrupting, or otherwise fashioning a hostile environment. Be willing to have your own points of view challenged and be willing to respectfully challenge others. The most productive and exciting intellectual growth emerges from engaging with diverse opinions.

Concealed handgun policy: Per official University of Texas policy, "It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. 'About' the person means that a license holder may carry a holstered handgun in a backpack or handbag, but the backpack or handbag must be close enough that the license holder can grasp it without materially changing position. The holster must completely cover the trigger area and have enough tension to keep the gun in place if jostled. A license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk, parking lot, parking garage, or other parking area." With this in mind, consider that the simplest thing for conceal-carry license holders to do would be to leave their handgun in a safe, secure location rather than bring it to class.

Flags: This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has

experienced persistent marginalization. This course also fulfills the history core curriculum requirement.

Students with disabilities: Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty members are not required to provide accommodations without an official accommodation letter from SSD.

Academic honesty: In an effort to create an atmosphere of mutual respect and integrity in the classroom, cheating and plagiarism of any kind will not be tolerated. Cheating or plagiarism will result in an automatic zero for the assignment and will be reported to the Dean of Students. University policies regarding academic honesty are available at http://deanofstudents.utexas.edu/sjs/acadint_whatiss.php

TL;DR version: show up to class consistently, be respectful of each other, put phones away, use laptops for class-related stuff only, don't cheat on quizzes or exams.

→→→CLASS SCHEDULE←←←

Unit 1: Landscape and the physical environment

Week 1 – The beginning

Wed 8/29 Introduction to course; What is American studies?

Reminder: purchase course reader at Jenn's Copies, 2518 Guadalupe St

Fri 8/31 Utopia and the Age of Exploration

1) John Winthrop, "A Model of Christian Charity" (1630)

2) Peter Manseau, excerpt from "One Nation Under Gods: A New American History"

Week 2 – Landscape: Ideology writ upon the land

Mon 9/3 NO CLASS – LABOR DAY

Wed 9/5 Colonial visions of the New World

1) Christopher Columbus, selection from *Journals* (written 1493, first published 1530s)

2) John Smith, "Commodities" and portion of "Climate" from *Generall Historie of Virginia* (1624)

Fri 9/7 Manifest Destiny, race, and westward expansion

1) Andrew Jackson, letter to A.V. Brown (2/12/1844)

2) John L. O'Sullivan, "Manifest Destiny" (1845)

3) Thomas Hart Benton, speech to Congress (1846)

4) "The Southern Pacific Overland Route" (1884)

Week 3 – Nature

Mon 9/10 Transcendentalism: the divine in nature

1) Ralph Waldo Emerson, selections from "Nature" (1836)

Wed 9/12 National Parks

1) John Sears, *Sacred Places* chapter 7

Fri 9/14 Environmentalism

- 1) John Muir, "The Destruction of the Redwoods" (1901)
- 2) Rachel Carson, portion of "Silent Spring" (1962)

Week 4 – Extracting value from the land

Mon 9/17 Land rush

- 1) Eyewitness to History, "The Tragic Fate of the Donner Party"
- 2) Jared Diamond, "Living Through the Donner Party," *Discover Magazine* (Mar 1992)

Wed 9/19 Agribusiness

- 1) Donald Worster, *Dust Bowl* chapters 1 and 2

Fri 9/21 Energy

- 1) Smithsonian Institution Ocean Portal Team, "Gulf Oil Spill" (April 2018)
- Read the article and explore some of the interactive portions; Link will be posted to Canvas

Week 5 – How technologies shape the land

Mon 9/24 Steam power

- 1) Carol Sheriff, *The Artificial River* chapter 3
- 2) "The Central Pacific R.R." (1884)

Wed 9/26 The grid and irrigation

- 1) David Nye, *America as Second Creation* chapter 2

Fri 9/28 Automobiles

- 1) Lincoln Highway Association, *Road Guide*, "Hints to Transcontinental Tourists" (1915)
- 2) Lincoln Highway Association, *The Lincoln Highway*, Preface and chapter 17 (1935)
- 3) Victor Hugo Green, selections from *The Negro Motorist Green Book* (1947 and 1949 editions)

Week 6 – Exam week leftovers

Mon 10/1 The sublime

- 1) Barbara Novak, *Nature and Culture* chapter 1

Wed 10/3 **EXAM 1** – Bring a blue book

Unit 2: People and place

Fri 10/5 Utopian communities

- 1) Dolores Hayden, *Seven American Utopias* chapter 2

Week 7 – Migration and othering

Mon 10/8 Indian removal

- 1) "Appeal of the Cherokee Nation" (1830)
- 2) Tiya Miles, *Ties That Bind* chapter 8
- 3) Nicholas Black Elk, *Black Elk Speaks* chapters 23-25 (1932)

Wed 10/10 Indians in unexpected places

- 1) Phil Deloria, *Playing Indian* chapter 4

Fri 10/12 The Great Migration and the "New Negro"

- 1) J.A. Martin, "Negroes Urged to Remain South" (11/25/1916)
- 2) Dwight Thompson Farnham, "Negroes a Source of Industrial Labor" (Aug 1918)
- 3) A Philip Randolph and Chandler Owen, "The New Negro – Who is He?" (Aug 1920)
- 4) Alain Locke, "Harlem," *Survey Graphic* (Mar 1925)

Week 8 – Immigrants and immigration

Mon 10/15 Europe

- 1) *New York Daily Tribune*, "New Immigrant Depot" (12/27/1891)
- 2) Ellison DuRant Smith, "Shut the Door" (4/9/1924)
- 3) Robert H. Clancy, "An Un-American Bill" (4/8/1924)

Wed 10/17 Asia

- 1) Norman Asing, "A Protest Against Anti-Chinese Prejudice" (5/5/1852)
- 2) Chinese Equal Rights League, "Appeal" (1892)

Fri 10/19 Mexico

- 1) George Sanchez, *Becoming Mexican-American* chapter 2

Week 9 – Segregation

Mon 10/22 The legacies of Jim Crow

- 1) Douglas Massey and Nancy Denton, *American Apartheid* chapter 2

Wed 10/24 Desegregation

- 1) Supreme Court of the United States, "Brown v Board of Education judgement" (5/31/1955)
- 2) Henry Hampton and Steve Fayer, *Voices of Freedom* chapter 5

Fri 10/26 Fears and fantasies of the ghetto

- 1) Josh Sides, "Straight into Compton," *American Quarterly* 56: 3 (Sep 2004)

Week 10 – Suburbs

Mon 10/29 The antebellum suburb

- 1) Dolores Hayden, *Building Suburbia* chapter 4

Wed 10/31 The postwar suburb

- 1) Elaine Tyler May, *Homeward Bound* introduction
- 2) "Integration Troubles Beset Northern Town," *Life Magazine* (9/2/1957)
- 3) David Bittan, "Ordeal in Levittown," *Look Magazine* (8/19/1958)

Fri 11/2 Shopping malls

- 1) Margaret Crawford, "The World in a Shopping Mall"

Week 11 – Community

Mon 11/5 **EXAM 2** – Bring a blue book

Unit 3: Community and place-making

Wed 11/7 Revolution girl style now!: Riot grrrl and feminist creative community

- 1) Mary Celeste Kearney, *Girls Make Media* portion of chapter 2 (51-76)

Fri 11/9 Make Austin weird again

- 1) Red Wassenich, "How Austin Became Weird: The Story of a Slogan," *The End of Austin* (5/24/16)
- 2) Brendan Gaughen, "Slacker Geography, 25 Years Later," *The End of Austin* (5/22/14)

Links to both articles will be posted to Canvas

Week 12 – Memory

Mon 11/12 Slavery and memory

- 1) Walter Johnson, *Soul By Soul* epilogue
- 2) P.R. Lockhart, "Why celebrating Juneteenth is more important now than ever," *Vox* (6/19/18)

Link to the *Vox* article will be posted to Canvas

Wed 11/14 Remembering the Civil War

- 1) Tony Horwitz, *Confederates in the Attic* chapter 2

Fri 11/16 Vietnam Memorial Wall

- 1) Marita Sturken, *Tangled Memories* chapter 2

Week 13 – Exclusion

Mon 11/19 Japanese internment

- 1) Mine Okubo, selections from *Citizen 13360* (1946)

Wed 11/21 NO CLASS – THANKSGIVING HOLIDAY

Fri 11/23 NO CLASS – THANKSGIVING HOLIDAY

Week 14 – Space and the body

Mon 11/26 Labor strikes

- 1) Joseph A. Dacus, "The Great Uprising" (1877)
- 2) "Rioting and Bloodshed in the Streets of Chicago," *New York Times* (5/5/1886)

Wed 11/28 Sixties protests

- 1) Hampton and Fayer, *Voices of Freedom* chapter 4
- 2) Mario Savio, "Sit-in Address on the Steps of Cal Berkeley Sproul Hall" (12/2/1964)

Fri 11/30 Privatization and militarization of public space

- 1) Mike Davis, *City of Quartz* portion of chapter 4 (232-260)

Week 15 – Urban spaces

Mon 12/3 Tenement dwellers in the Gilded Age

- 1) Jacob Riis, *How the Other Half Lives* chapters 4 and 13 (1890)

Wed 12/5 Urban renewal

1) Marshall Berman, *All that is Solid Melts into Air* portion of chapter 5 (290-312)

Fri 12/7 Gentrification

1) Sharon Zukin, *Naked City* chapter 1

"Week" 16 – Yes Monday Dec 10 is a scheduled class meeting

Mon 12/10 To be determined, but possibly exam review

Final exam: Date, time, location TBA (but sometime in mid-December)

This syllabus is subject to change during the course of the semester, if necessary.

