

Department _Leadership and American Studies_____

Course Number __AMST 100_____

AREAS OF INQUIRY

Course Name: The American Experiment: Formation

Check Box for Honors Course Consideration ☐

Western Traditions

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.
Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS:

Please answer the following questions:

Check Only One:

X This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry. This is a RESUBMISSION, addressing the changes from the LLC's Nov 14, 2006 Review.

1. Name and contact information for the department chair administrating this course.

Dr. Robert E. Colvin

Associate Professor and Chair, Department of Leadership and American Studies

(757) 594-7972

rcolvin@cnu.edu

2. in any given semester, how many sections of this course is your department willing to offer?

Our goal is two per regular semester at a minimum.

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course serves as an introduction to the discipline of American Studies. Students will examine the ways in which America was, and is, an experiment in democratic life. This course critically examines the intellectual and cultural foundations of American life as well as the formation of American identities and competing ideals. Students will explore the extent to which American has been shaped by issues such as unity, equality, liberty, individualism, civic engagement, and democratic values.

Thus, this course is designed to (1) introduce American Studies as an interdisciplinary academic experience for students, (2) help students gain an understanding of the distinctiveness of the American experiment, (3) enable students to gain insight into American culture, and (4) allow them to achieve a greater civic awareness and sense of civic responsibility.

4. Check the objectives below that the course will address. The first two objectives are required and every proposal must include at least one more objective from the list below.

X◇ Critically examine the thought processes that have evolved in Western culture (**required**)

X◇ Analyze primary works within the framework the course provides (**required**)

◇ Place one or more of the historical, artistic, or intellectual traditions of the West in its cultural context

X◇ Describe how the material under study has influenced the development of Western culture

◇ Connect the historical roots of phenomena with later aspects of the tradition

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) Critically examine thought processes – Students will discuss and debate what it means to be an American by using related primary and secondary sources. They will also critically examine these issues by completing quizzes, response papers, and a formal paper. Quizzes will critically examine the thought processes of the thinkers, statesmen, literary figures, and philosophers which will be read by students. Though the quizzes consist of short answer questions, they will be open-ended questions, which require careful consideration on the part of students. For example, the professor might ask the student who is included in the phrase “all men are created equal” according to Jefferson? The next question might ask the student what Lincoln’s position is on the same issue. Such questions will force students to consider the backgrounds, motives, and intentions of the thinkers they read. Moreover, enabling students to make such comparisons will help them analyze their own views regarding the Declaration of Independence and its meaning, as in this example. Immediately following the quiz, the professor will review the questions and open discussion on any of the topics covered.

Response papers usually ask the student to make an argument regarding . . . For example, the professor might ask what is wrong with liberal education, as discussed by Booker T. Washington and then ask the student to discuss whether Washington’s arguments are persuasive and why (or why not). Alternately, a student might be asked to compare two different readings and discuss which is weaker and why. The student could also be asked to construct a debate with one of the authors read for class. These writing exercises require that students not only have read and understand the material as discussed in class, but also that they are able to formulate coherent arguments regarding that material. Once these responses are collected, the class will commence discussion of the response paper topic for the day. Students will thus be encouraged to engage their own opinions and challenge themselves, their peers, and the authors being scrutinized.

b.) Analyze primary works – Students will examine several relevant primary sources, including the writings of John Locke, Thomas Jefferson, James Madison, Alexis De Tocqueville’s *Democracy in America*, Malcolm X, Martin Luther King Jr., Elizabeth Cady Stanton, and others. Please review the assigned readings in the tentative schedule at the end of the attached syllabus for a more extensive list of primary works. These works will be analyzed in class discussion and in both formal and informal (RPs) essays, exams, and quizzes.

c.) How material has influenced Western Culture – Students will analyze the works of significant authors to determine the philosophic and cultural origins of the “American Dream” and the influence on contemporary issues related to religion, politics, race, gender, popular culture, music, equality, and freedom.

Specific details on meeting objectives 5a and 5b and 5c follow:

Class Instruction, Attendance Policy, and Class preparation:

Instruction methods include lecture and class discussion. As a major class theme is civic awareness, students are expected to be good classroom citizens. This means that students are expected to be on time, alert, attentive, and prepared. Attending class is not enough; a class like this will succeed only if students get involved in a thoughtful consideration of the day’s topic. Students must listen to the professor and classmates, ask questions, make comments, and engage in conversation. Students should not worry about saying what they think the professor wants to hear. Their goal is to back up their opinions with solid argument and evidence. Students should refer to the text whenever possible, showing that they have read and thought about the assignment. These are the standards by which the quality of student participation is judged.

Proper preparation also entails bringing relevant course materials to class daily. Students who fail to bring their class readings with them will be counted as absent. More than two absences will result in a lower participation grade. Students who miss more than six (6) days of class will receive a grade of F.

Quizzes: Periodic quizzes (usually one per week) cover the week's work –including readings, class discussion, and lectures. For the purposes of quizzes, students are expected to have completed all readings by the first day for which they are assigned. The short answer quizzes consist of open-ended and/or fill-in questions. Most quiz questions, however, will be open-ended questions. These quizzes are designed to do two things: (1) ensure that students have read the week's assignments and (2) ensure that students understand the readings, themes, and arguments presented and discussed in class

Reaction Papers: From time to time, in lieu of a quiz, students will be asked to write a very short (one page) paper in response to a question. These papers will have to do with the day's reading and will be used as a springboard for class discussion. The questions asked for reaction papers do not necessarily have a right or wrong answer. Student writing will be judged based on (1) whether there is evidence that they have completed and thought about the reading assignment and (2) whether the discussion presented is thought-provoking and/or persuasive. The professor will collect these papers and count them towards the student's quiz/ class participation grade. RPs will be very hard to write if students fail to do the reading.

Exams: There will be two midterm exams and a final exam. Please note the dates of the exams below. The two exams and the final give students the opportunity to demonstrate their mastery of the reading as well as the themes discussed in class. All exams are comprehensive and consist of a short answer section as well as an essay section. The short answer section consists of open ended and fill-in questions, which are similar to quiz questions. These targeted questions require the student to be familiar with the specific details of the readings and the arguments analyzed in class. Exam essays will ask students to analyze the perspectives and arguments of at least two of the authors read on one of the class's major themes (ex., Diversity, American Identity, Religion in America, Gender, Race relations, and the meaning of equality and liberty in America). The essay portion of the exams requires that students go beyond memorization. They must describe and explain the arguments presented in class and then analyze those arguments by comparing two authors. Students who fail to read the assignments or fail to attend class regularly will have a very difficult time on these exams

Paper: Students will be asked to write a thoughtful essay of about 1300 - 1600 words on a topic provided by the professor. The topic will ask students to analyze an aspect of American life from the perspective of one or more of the readings studied in class. Students will either analyze the texts from the perspective of contemporary or popular culture or analyze contemporary or popular culture from the perspectives of the texts. Thus, the paper should ensure that students gain an understanding of how texts and documents studied have influenced the development of Western culture. This formal paper will entail textual analysis of selected class readings beyond what has been covered in class discussions. The paper should demonstrate the student's comprehensive understanding of class material as well as their ability to formulate clear arguments on a major class topic. No outside research will be required; students are instead expected to demonstrate an ability to analyze primary texts and documents. In other words, they will analyze the writings of Martin Luther King Jr. and Malcolm X, for example, rather than secondary sources on those figures. The essay will engage the interdisciplinary nature of the course in one of two ways. Either (1) students will be asked to analyze the writings of at least two of the following: philosophers, politicians, theorists, films, literary figures, religious perspectives, etc. or (2) students will be asked to analyze American contemporary culture from the divergent perspective of one or more of the authors assigned for class.

The paper is to be a true *essay*, which means that students must include a *thesis statement*, that is, a sentence that introduces the reader both to your topic and the argument you will present concerning that topic. It is an assertion that explicitly identifies the purpose of the paper. The thesis must be supported by clear argumentation, evidence, and examples drawn from the text in the form of direct citations from the texts to support the opinions and arguments presented. Grades will be based on the thoughtfulness of the argument, the carefulness of the analysis, and the clarity of the writing.

Students will be required to turn in the following preliminary assignments:

1. *Thesis Assignment:* You must e-mail your thesis with a paragraph explaining your thesis and a list of readings you plan. You must attach your thesis assignment to your final paper. Students will receive a 5% penalty if you fail to do so.
2. *Rough Draft:* You must turn in a complete rough draft at least ten days prior to the final due date. You must attach your rough draft with my comments to your final paper assignment. Students will receive a 5% penalty if you fail to do so.

6. **Course Assessment: Identify how this course will accomplish the above objectives (choose at least one).**

- X◇ Participating in class discussion and debate
- ◇ Engaging in teamwork and other collaborative exercises
- X◇ Writing analytical or evaluative papers, perhaps incorporating original research
- ◇ Making oral presentations
- ◇ Creating an artistic product or a performance
- ◇ Participating in fieldwork
- X◇ Other means – please identify: Exams and quizzes

a) Participating in class discussion and debate

Please refer to sections 5a, 5b, and 5c above for a full description the policy on class preparation and discussion.

The purpose of class discussion is to ensure that students: (1) understand these primary texts and documents and (2) recognize and appreciate the disagreements amongst many of the American founders (3) formulate opinions about those documents, (4) see how the documents have shaped American life and/or how American life has influenced the writers themselves, and (5) come to understand and appreciate how they are shaped by American society and culture even without being aware of it. Discussion always begins with the assigned readings, but the professor will ask students to relate those readings to their lives and the contemporary world around them.

This class will operate under the Socratic Method. The professor will begin the class by presenting two or three competing opinions or perspectives on the day's topic. If the class is not particularly talkative, the professor will spark conversation by discussing popular culture, a controversial article from the campus paper, or a current events debate. Once their opinions are articulated, the professor will generally play the devil's advocate, meaning; adopt whatever position is not being defended. By challenging students in this way, they will come to realize that they do not always understand why they hold certain beliefs. Often they learn that they hadn't realized the complexity of most political issues. Whatever the case, the professor will allow the students, through leading questions, to judge the import of the issue by their own standards. The professor will also construct debates between the authors being read. This class discussion will facilitate the learning process and make class more exciting for the students and the professor.

Daily class discussion and debate, as well as weekly quizzes or RPs, will ensure that students are *thinking about* the class materials. This is not a class founded on rote memorization, but on critical thought processes. This continual process of discussion and evaluation will enable students to see the gradual development of the American Experiment out of a number of subtle and sometimes bitter debates. Students will gain an appreciation of the fact that the American Experiment is not one founded on consensus, but rather on compromise. This process will ensure that they read the arguments of both defenders and critics of the American Experiment.

b) Writing analytical or evaluative papers, perhaps incorporating original research

Please refer to sections 5a, 5b, and 5c above for a full description of the paper, RPs, and exams.

The writing assignments (RPs, exams, and paper) force students to make their own original argument about the texts. The assignments will also force students to analyze the soundness of their own arguments. Not only will they need to understand the texts, but they will need to communicate their understanding clearly. Students often have difficulty distinguishing between an opinion paper and a formal argumentative paper with a thesis and supporting arguments. The writing assignments in the class will enable students to sharpen these skills as they write about the fundamental arguments, ideas, and theories that together shaped American life.

Reaction Papers: From time to time, in lieu of a quiz, students will be asked to write a very short (one page) paper in response to a question. These papers will have to do with the day's reading and will be used as a springboard for class discussion. The questions asked for reaction papers do not necessarily have a right or wrong answer. Student writing will be judged based on (1) whether there is evidence that they have completed and thought about the reading assignment and (2) whether the discussion presented is thought-provoking and/or persuasive. The professor will collect these papers and count them towards the student's quiz/ class participation grade. RPs will be very hard to write if students fail to do the reading.

Formal Paper: The paper will be 1300 - 1600 words on a topic provided by the professor. The topic will ask students to analyze an aspect of American life from the perspective of one or more of the readings studied in class. Students will either analyze the texts from the perspective of contemporary or popular culture or analyze contemporary or popular culture from the perspectives of the texts. Performing well on the paper requires more than simply completing the reading. The student must demonstrate that s/he understands and can analyze the materials by formulating arguments, which is what all essay questions in this course will ask the student to do.

c) Other means – please identify: Exams and Quizzes

Please refer to sections 5a, 5b, and 5c above for a full description of the exams for the course.

Quizzes cover the week's work and consist of open-ended questions. These questions do not allow students to use the "multiple guess" approach, but rather ensure that the student has made the material his or her own.

The two exams and the final give students the opportunity to demonstrate their mastery of the reading as well as the themes discussed in class. All exams are comprehensive and consist of a short answer section as well as an essay section. The essay section gives students the opportunity to take a position on a topic discussed in class. Exam essays will ask students to analyze the perspectives and arguments of at least two of the authors read on one of the class's major themes (ex., Diversity, American Identity, Religion in America, Gender, Race relations, and the meaning of equality and liberty in America). The essay portion of the exams requires that students go beyond memorization. They must describe and explain the arguments presented in class and then analyze those arguments by comparing two authors.

Exams are comprehensive because the material necessarily builds upon itself. One cannot, for example, forget the *Declaration's* position on the topic of equality when the course turns to a discussion of gender relations. Of course the early writings of Jefferson, Washington, Madison and others will still be relevant to consider later in the course, so students are asked to retain this information.

Periodic exams and quizzes also give students an extra incentive to complete their readings on time. Students will find it quite difficult to succeed in the class if they fail to complete the readings when they are due. These exams and quizzes also ensure that the students *understand* the material. After each exam and quiz, the professor will take time in class to discuss all of the answers. This helps ensure that students understand the readings well before they write their critical essay (which will be due towards the end of the semester).

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished. Done

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◊ Oral Communication Literacy:

Students will be required to contribute regularly to class discussions and share thoughtful and articulate comments and questions on the subject of the day.

◊ Information Literacy:

Students will use the internet extensively in this course, finding assigned online articles and reviewing relevant and appropriate websites.

◊ Writing Literacy:

Students will be required to complete several written assignments in this course, including reaction papers and a formal paper.

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.

This American Studies course examines the formation of the American experiment from an interdisciplinary perspective. Students will examine the ways in which America was, and is, an experiment in democratic life. They will critically examine the intellectual and cultural foundations of American life as well as the formation of American identities and competing ideals. Students evaluate the theories, values, and ideas that founded this nation, as well as the corresponding development of civil society in America. Any solid understanding of the extent to which American society and civic life have changed over time requires that we begin with the philosophic and cultural origins of the "American Dream." This course provides an educational opportunity that challenges students to achieve increased knowledge of America and a sense of civic awareness and responsibility. These goals are directly related to Vision 2010 and the CNU Strategic Plan as demonstrated by the

relevant excerpts shown below (bold font added for emphasis):

Vision 2010:

“We will ignite in our students a love of learning and instill a **sense of responsibility and civic duty** that will give our graduates the **knowledge and confidence to engage as responsible leaders and citizens in their communities**, the nation and the world” (Vision 2010).

Strategic Plan Priorities:

I. A Vital Curriculum

“The University’s academic programs will be founded upon the principles of **liberal learning across disciplines** and will prepare students to lead lives of significance and **responsibility in a free, democratic society.**”

II. A Culture of Student Learning and Engagement

“Students will achieve academic excellence to contribute significantly to society to **participate as responsible citizens.**”

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

☒ Area of Inquiry Course Proposal Form

☒ Syllabus for the Course

☐ Undergraduate Curriculum Committee Course Proposal Form

**College of Liberal Arts and Sciences
Department of Leadership and American Studies**

PROPOSED Course Syllabus

AMST 100: The American Experiment: Formation of Democratic Life (WST) (3-3-0)

I. Three credit hours. Required for all American Studies majors

II. Prerequisites: None

III. Professor: TBA

IV. Course description, Purpose and Objectives

Course Description and Purpose

An introduction to the discipline of American Studies. Students will examine the ways in which America was, and is, an experiment in democratic life. This course critically examines the intellectual and cultural foundations of American life as well as the formation of American identities and competing ideals. Students will explore the extent to which America has been shaped by issues, such as unity, equality, liberty, individualism, civic engagement, and democratic values.

“American Experiment” is a phrase that describes political and cultural innovations that should not be taken for granted but that are often questioned. Because the origins of “America” are in dispute, we begin with the fundamental question, “What is America?” We next critically evaluate the theories, values, and ideas that founded this nation, as well as the corresponding development of civil society in America. Ultimately, we hope to understand the unique challenges posed by a society that claims to be based on “reflection and choice” rather than “accident or force.”¹ Any solid understanding of the extent to which American society and civic life have changed over time requires that we begin with the philosophic and cultural origins of the “American Dream.”

Learning Objectives

AMST 100 aims to (1) introduce students to American Studies as an interdisciplinary academic experience, (2) help students gain an understanding of the distinctiveness of the American Experiment, (3) enable students to gain insight into American society and political culture thereby, and to (4) allow them to achieve a greater civic awareness. The purpose of studying these things is not just to attain intellectual comprehension, but it is also to prepare oneself to flourish as a reflective human being. Only after one has thought about what America is and what it can be is it possible to live as a responsible adult citizen.

Successful completion of the course will prepare students for future interdisciplinary study in American Studies. Students should demonstrate more than a minimum knowledge of course content by scoring above an average of 60 percent on all assignments. Those who complete the course will receive three semester hours of credit.

Please Note the Following:

- (1) This syllabus is part of the material for which you are responsible.
- (2) You must complete all major assignments in order to pass this class.
- (3) All work in this class is cumulative.

Academic Advising Center

Students who believe that they may need special or additional accommodations in this class are encouraged to contact the Academic Advising Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please note that it is the student’s responsibility to complete their paperwork. I invite you to see me at any time that I can be of assistance in helping you with the course. I am available during office hours and by appointment. Please do not hesitate to come by. I may also notify the Academic Advising Center if you seem to be having problems with this course. The Academic Advising Center is located in McMurran. (757) 594-8763 (advise@cnu.edu)

V. Specific Assignments, Policies, and Grading Scale

Required Texts
Tocqueville, *Democracy in America*
Gunn, et.al. *Early American Writing*
Course pack (on-line package of readings)

Evaluation

15% class participation, quizzes, and response papers (RPs)

¹cf. Hamilton, Alexander, John Jay and James Madison. *The Federalist Papers*.
<http://www.constitution.org/fed/federa01.htm>

20% one paper
40% two exams
25% final exam

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Class Instruction, Attendance Policy, and Class preparation:

Instruction methods include lecture and class discussion. As a major class theme is civic awareness, students are expected to be good classroom citizens. This means that students are expected to be on time, alert, attentive, and prepared. Attending class is not enough; a class like ours will succeed only if you get involved in a thoughtful consideration of the day's topic. Listen to your professor and classmates, ask questions, make comments, and engage in conversation. Don't worry about saying what you think I want to hear. Your goal is to back up your opinions with solid argument and evidence. You should refer to the text whenever possible, showing you have read and thought about the assignment. These are the standards by which the quality of your participation is judged.

Proper preparation also entails bringing relevant course materials to class daily. Students who fail to bring their class readings with them will be counted as absent. More than two absences will result in a lower participation grade. Students who miss more than six (6) days of class will receive a grade of F.

Quizzes: Periodic quizzes (usually one per week) cover the week's work—including readings, class discussion, and lectures. For the purposes of quizzes, students are expected to have completed all readings by the first day for which they are assigned. The short answer quizzes consist of open-ended, multiple choice, and/or fill-in questions. These quizzes are designed to do two things: (1) ensure that students have read the week's assignments and (2) ensure that students understand the readings, themes, and arguments presented and discussed in class.

Reaction Papers: From time to time, in lieu of a quiz, I will ask you to write a very short (one page) paper in response to a question. These papers will have to do with the day's reading and will be used as a springboard for our class discussion. The questions asked for reaction papers do not necessarily have a right or wrong answer. Student writing will be judged based on (1) whether there is evidence that they have completed and thought about the reading assignment and (2) whether the discussion presented is thought-provoking and/or persuasive. I will collect these papers and count them towards your quiz/class participation grade. RPs will be very hard to write if you fail to do the reading.

Please Note: There will be no make-up quizzes or RPs; I will drop your lowest quiz or RP from your average. Attending class late on the day of a reaction paper will result in a zero for the quiz or RP missed.

Exams: There will be two midterm exams and a final exam. Please note the dates of the exams below. The two exams and the final give students the opportunity to demonstrate their mastery of the reading as well as the themes discussed in class. All exams are comprehensive and consist of a short answer section as well as an essay section. The short answer section consists of open ended questions, fill-ins, and/or multiple choice questions, which are similar to quiz questions. These targeted questions require the student to be familiar with the specific details of the readings and the arguments analyzed in class. Exam essays will ask students to analyze the perspectives and arguments of at least two of the authors read on one of the class's major themes (ex., Diversity, American Identity, Religion in America, Gender, Race relations, and the meaning of equality and liberty in America). The essay portion of the exams requires that students go beyond memorization. They must describe and explain the arguments presented in class and then analyze those arguments by comparing two authors. Students who fail to read the assignments or fail to attend class regularly will have a very difficult time on these exams

Paper: Students will be asked to write a thoughtful essay of about 1300 - 1600 words on a topic provided by the professor. The topic will ask students to analyze an aspect of American life from the perspective of one or more of the readings analyzed in class. This formal paper will entail textual analysis of selected class readings and should demonstrate the student's comprehensive understanding of class material as well as their ability to formulate clear arguments on a major class topic. No outside research will be required; students are instead to demonstrate an ability to analyze primary texts and documents. The essay will engage the interdisciplinary nature of the course in one of two ways. Either (1) they will be asked to analyze the writings of at least two of the following: philosophers, politicians, theorists, films, literary figures, religious perspectives, etc. or (2) they will be asked to analyze American contemporary culture from the perspective of one or more of the authors assigned for class.

This is an *essay*, which means that students must include a *thesis statement*, that is, a sentence that introduces the reader both to your topic and the argument you will present concerning that topic. It is an assertion that explicitly identifies the purpose of the paper. The thesis must be supported by clear argumentation, evidence, and examples drawn from the text in the form of direct citations from the texts to support the opinions and arguments presented. Grades will be based on the thoughtfulness of your argument, the carefulness of your analysis, and the clarity of your writing.

Students will be required to turn in the following preliminary assignments:

1. *Thesis Assignment:* You must e-mail your thesis with a paragraph explaining your thesis and a list of readings you plan. *You must attach your thesis assignment to your final paper. You will receive a 5% penalty if you fail to do so.*
2. *Rough Draft:* You must turn in a complete rough draft at least ten days prior to the final due date. *You must attach your rough draft with my comments to your final paper assignment. You will receive a 5% penalty if you fail to do so.*

Computer Policy:

Appeals to computer problems do not automatically result in an extension. Be sure to back-up all of your work and save your work frequently. Keep a hard copy of your paper with you at all times.

Grading Scale

The Plus-Minus Grading Scale will be used in determining grades for this course.

The grading scale is as follows:

| | |
|------------------------|--------|
| 92-100% | = A; |
| 90-91 | = A -; |
| 87-89 | = B+; |
| 83-86 | = B; |
| 80-82 | = B -; |
| 77-79 | = C+; |
| 73-76 | = C; |
| 72-70 | = C -; |
| 69-67 | = D+; |
| 66-63 | = D; |
| 62-60 | = D -; |
| 59.9 and lesser scores | = F. |

Academic integrity

Academic integrity is the foundation of college life and experience at Christopher Newport University. All members of the CNU community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor. In no case will academic dishonesty be tolerated. The Honor Code is always in force. Please familiarize yourself with it if you are not already aware of its content. Students will pledge each assignment as follows: "I have neither given nor received any unauthorized aid in completing this assignment." (<http://clas.cnu.edu/honorsystem.pdf>).

Plagiarism: Representing someone else's work or ideas as your own constitutes plagiarism. Be aware that if a student is discovered to have plagiarized any major assignment, he or she will fail the course. If you have any questions concerning what constitutes plagiarism, please contact me at any time.

VI. Tentative Schedule

I. Week 1: What is American Studies? What is a citizen? What is America?

Aug 21-23 Readings TBA

II. National Identity and the Founding Principles: What is the Relationship between the Nation and the Individual? What are the rights and Duties of the American Citizen? How to educate the democratic spirit?

Aug 28 Reading: John Locke selections TBA <http://www.constitution.org/jl/2ndtreat.htm>
Declaration of Independence <http://www.ushistory.org/declaration/document/>

Aug 30 Virtue and Democratic life
Reading: John Winthrop's "A Model of Christian Charity"
<http://history.hanover.edu/texts/winthmod.html>
Selections from Benjamin Franklin's Autobiography TBA
<http://www.earlyamerica.com/lives/franklin/chapt1/>

Sept 4 Problem of republicanism: Anti-Federalists vs. the Federalists
Reading FED 9-10; FED 51 <http://www.yale.edu/lawweb/avalon/federal/fed.htm>
Brutus #1 <http://www.liberty-page.com/foundingdocs/antifedpap/brutus/1.html>

Sept 6 Democracy in America;

Reading: Tocqueville
Volume 1: Author's preface (DA 9-20)
Pt 1 ch 3-4: Sovereignty of the of Amer. People (DA50-60)
Pt 2 ch 3-4: Freedom of the Press (DA 180-202)
Pt 2 ch 5-6: Advantages of Democratic Gov't (DA221-245)

Sept 11 Reading: Tocqueville
Pt 2 ch 7: Tyranny of the majority (DA 246-261)
Pt 2 ch 8: Tempering the Tyranny (DA 262-276)
Pt 2 ch 9: Maintaining a Democratic Govt. (DA 276-315)

III. The American Experiment and the many ways to define the citizen: Immigration, Pluralism, Individualism, Liberalism, Education

Sept 13 Who and what are Americans?
Black Hawk autobiography; selections TBA
Red Jacket; selections TBA

Sept 18 “What is an American” from *Letters from an American Farmer*
<http://xroads.virginia.edu/~hyper/CREV/letter03.html>
Roosevelt “Straight Americanism”
Horace Kallen “Democracy versus the Melting Pot”

Sept 21 Exam 1

Sept 26 Immigration issues and non-citizen residents
Madison’s Report OF 1799 on the The Kentucky-VA Resolutions
<http://www.barefootsworld.net/madison.html>

Sept 28 Selections from Thoreau’s Civil Disobedience:
<http://thoreau.eserver.org/civil1.html>
Selections From *Korematsu v United States* (1944)
Selections from the U.S.A Patriot Act

Oct 2 Individualism vs. civic engagement in America
Reading: Tocqueville Volume 2
Pt 2 ch 1-4: Equality, Liberty, Individualism (DA 503-513)
Pt 2 ch 8: Individualism and Self-Interest (DA 525-528)
Pt 2 ch 5-7 Voluntary assoc and Newspapers (DA 514-525)

Putnam “Bowling Alone: America's Declining Social Capital”
<http://xroads.virginia.edu/~hyper/DETOC/assoc/bowling.html>

Oct 4 Early views of education in America:
John Henry Newman, *Idea of a University*, Discourse V:
<http://www.newmanreader.org/works/idea/discourse5.html>

Oct 9 Franklin, *Proposals Relating to the Education of Youth in Pennsylvania*
<http://www.archives.upenn.edu/primdocs/1749proposals.html>
W.E.B. DuBois, “On the Wings of Atalanta”:
<http://www2.pfeiffer.edu/~lridener/DSS/DuBois/sbf5.htm>

Optional Film: “In America” (2002): Time and Location TBA
Optional Film: American Dreamz (2006) Time and Location TBA

IV. The American Experiment and Equality: the Case of Race

- Oct 11 Tocqueville pt 2 ch 10: The Three Races (DA 316-363)
- Oct 16 Incidents in the life of a slave girl; selections TBA
<http://docsouth.unc.edu/jacobs/menu.html>
- Oct 18 Jefferson "Notes on the State of Virginia" (selections TBA)
<http://etext.virginia.edu/toc/modeng/public/JefVirg.html>
Dred Scott Decision <http://usinfo.state.gov/usa/infousa/facts/democrac/21.htm>
<http://www.founding.com/library/lbody.cfm?id=321&parent=63>
- Oct 23 Thoreau: Slavery in Massachusetts <http://thoreau.eserver.org/slavery.html>
Douglass "What to the Slave is the 4th of July?"
http://douglassarchives.org/doug_a10.htm
- Oct 25 WEB Dubois (selections from *The Souls of Black Folk*)
- Oct 30 Exam 2

V. The American Experiment and Equality: "Remember the Ladies"

- Nov 1 Abigail Adams <http://www.thelizlibrary.org/suffrage/abigail.htm>
Judith Sargent Murray "On the Equality of the Sexes"
- Nov 6 Margaret Fuller selections from "Woman in the Nineteenth Century"
<http://www.vcu.edu/engweb/transcendentalism/authors/fuller/woman1.html>
Elizabeth Cady Stanton "Declaration of Sentiments" <http://www.nps.gov/wori/declaration.htm>
- Nov 13 Susan B Anthony's speech on the right to vote:
<http://www.law.umkc.edu/faculty/projects/ftrials/anthony/anthonyaddress.html>
Margaret Sanger (selections TBA)
Required Film: Iron Jawed Angels (Time and location TBA)

VI. Religion and Politics: What does God have to do with the American Experiment? What is the Role of Religion and Religiosity in America? Do Americans Believe?

- Nov 15 Roger Williams' "The Bloody Tenent of Persecution"
John Locke: "Letter on Toleration" <http://www.constitution.org/jl/tolerati.htm>
- Nov 20 Tocqueville
DA 287-301: How religion helps maintain a democratic republic
Pt 2 ch 9: Self-Interest and Religion (DA 528-530)
Pt 2 ch 12: Enthusiasm and Religion (DA 534-535)
Pt 2 ch 13: Restless in Prosperity (DA 535-538)
Pt 2 ch 15: Religious Belief & Spiritual Things (DA 542-546)
- Nov 22 No class; Thanksgiving
- Nov 27 Madison "Memorial and Remonstrance against Religious Assessments"
http://religiousfreedom.lib.virginia.edu/sacred/madison_m&r_1785.html
Lucretia Mott "Not Christianity, but Priestcraft"

VII. The Future: Where Do We Go From Here?

- Nov 29 Tocqueville Pt 4 ch 1-4; 6-7 Avoiding Despotism (DA 667-674, 681, 690-702)
Lyceum Speech <http://showcase.netins.net/web/creative/lincoln/speeches/lyceum.htm>
- Dec 4 Summary and Conclusion

The final exam is scheduled by the Registrar. We will meet in our regular classroom.