



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Sciences Department School of Humanities, Arts & Cultural Studies
Prefix AMS Number 201 Title Introduction to American Studies Units: 3
Is this a cross-listed course? No If yes, please identify course(s) N/A

Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials N/A (Required)

Course description: Provides an intellectual foundation for the interdisciplinary study of American culture, history, and society. Introduces students to ideas, methods, tools, and theories in the vibrant field of American studies.

Requested designation: Cultural Diversity in the United States-C Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow: For Fall 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Louis G. Mendoza E-mail louis.g.mendoza@asu.edu Phone (602)543-6242

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/8/16



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Luigi

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	(1) Please see course description and reading schedule in course syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	(1) Please see course description and reading schedule in course syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	(1) Please see course description and reading schedule in course syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	N/A

Course Prefix	Number	Title	General Studies Designation
AMS	201	Introduction to American Studies	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example- See 2b. Compares 2 U.S. cultures	Example- Compares Latino & African American Music	Example- See Syllabus Pg. 5
See 1. This course contributes to an understanding of cultural diversity in contemporary US society	We will certainly attend to historical foundations for this study of the complexities of cultural diversity in the U.S., but most of the readings will address issues post-1945 that have shaped contemporary social and cultural relations in the U.S.	See places in syllabus where this is manifested marked by 1.0
See 2.a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions in areas such as education, history, literature, art, music, politics, work, religion, of women, racial minority groups, and/or ethnic minority groups within the United States.	This course is fully invested in a multicultural, multi-ethnic approach to American Studies and to showing how the dynamics of race, class, gender, and sexuality shape American culture, identity, and values. See course description where highlighted.	See places in syllabus where this is manifested marked by 2.a
See 2.b The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more ethnic or racial minority groups in the U.S.	Many readings and themes are set up to allow an examination of distinct cultural practices but the readings are also consistently paired with other readings that will facilitate a comparative examination.	See places in syllabus where this is manifested marked by 2.b

Cultural Diversity [C]

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<p>See 2.c The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among racial, ethnic, and gender groups in the U.S.</p>	<p>While some examination of this will occur throughout the semester, this is NOT what the course is primarily about.</p>	<p>N/A</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	------------

2. Demonstrate an understanding of the economic, social, and cultural aspects of American Culture
3. Understand political and ideological dimensions of popular culture
4. Comprehend concepts of race, class, ethnicity, and gender as they relate to popular culture both historically and in contemporary society
5. Apply course components to critically think about the popular culture personally experienced daily

Commented [LM3]: 1.0

Learning Outcomes

1. Identify where various ethnic and cultural groups converge and diverge in their distinctly American identities.
2. Discuss the cultural, ethnic, political, social, and economic forces that shape cultural practices and interethnic relationships in the U.S.
3. Demonstrate an understanding of how the history of race, gender, and sexuality have contributed to American culture and a national identity.
4. Compose thoughtful reader responses that demonstrate an understanding of the texts.
5. Interpret scholarly and cultural artifacts

Commented [LM4]: 1.0, 2.b

Course Format

This course is highly interactive and will combine lectures, film viewings, and discussion. Because much of the material is to be understood in context of class discussions, it is recommended that all class sessions are attended. However, in case a session is missed, all materials will be on reserve at Fletcher Library for review outside of class.

Blackboard

This class makes extensive use of the course Blackboard site. You are expected to check the course site regularly throughout the week. On it, I will be posting regular announcements, weekly readings, assignments, and other course documents and materials essential to your understanding of key concepts.

Attendance and Class Discussions:

This exploration of fashion and the body is designed in a seminar format. You will therefore be expected to actively participate in a critical and informed manner during class. Readings are to be completed before class. Twenty percent of your final grade will depend upon your classroom contributions. The weekly reading load for this course is, on average, about 100 pages a week or fifty pages a class.

Excused absences are those due to religious holy day observances (please notify me in advance that you will be missing class) and illness (a doctor's excuse will be necessary). More than three unexcused absences will result in the lowering of your final course grade. I encourage you to visit me during office hours to clarify issues in the readings or assignments. See ASU policies regarding absences:

- excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), “Accommodation for Religious Practices”
- excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), “Missed Classes Due to University-Sanctioned Activities”

Learning Community

I strive to create a participatory learning community in the classroom in which students can claim agency over their education. Agency in the context of education means that students recognize that they can and should be the ones shaping their educational experience in collaboration with others involved in the university such as instructors and act accordingly. As part of this, I believe that all participants in a course, not only the instructor, have valuable knowledge, insight and analysis to contribute as co-learners. To have meaningful, authentic, and effective discussions of ideas, we must be thoughtful about how we engage each other in the classroom so as not to replicate patterns of oppression. Given these realities, among others, creating a truly participatory and egalitarian learning environment is not possible; however, it is a goal to which we still strive toward. In intentionally engaging and acknowledging these realities, we can move as close as possible to creating a participatory learning environment.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Code of Conduct*. To review the *Student Code of Conduct*, please see: <https://eoss.asu.edu/dos/srr/codeofconduct>. The conduct code specifically addresses disruptive classroom conduct, which means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning.

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://www.asu.edu/aad/manuals/acd/acd125.html#Requirements>

Disability Accommodations: The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Resource Center to determine appropriate accommodations for a particular student in a particular course.

For more information, please reference the Disability Resource Center:

<https://eoss.asu.edu/drc>

Written Assignments and Grading Criteria:

1. Two short essays of 5 double-spaced, typed pages that will call for critical and informed analyses based on the readings or the issues raised in class. The details of each assignment will be discussed in class (each is 20% of final grade).
2. One final project presented to the class and written in approximately 10 double-spaced, typed pages. Further details of this assignment will be discussed in class (40% of final grade).

I will not address grade disputes during class. Grades will only be discussed in my office no sooner than 2 days after the assignment has been returned. Arguments for a grade change must be well-justified and based on submitted work.

Academic Integrity You are bound by the New College and ASU's policies regarding plagiarism and cheating. Violation of these rules is grounds for failure in the course. Policies may be found here: <https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>

Required Readings:

1. Bruce Burgett and Glenn Hendler, Eds. *Keywords for American Cultural Studies*. (New York: NYU Press, 2014)
2. Janice Radway, et al. Eds. *American Studies: An Anthology*, (West Sussex: Wiley-Blackwell, 2009).
3. Neil Campbell and Alasdair Kean. *American Cultural Studies: An Introduction to American Culture*. New York: Routledge, 2016).
4. All other readings will be posted on Blackboard

Course Schedule*

Week 1 – Introduction to Popular Culture

- 1/12 Introduction to the course
- 1/14 Read "Rethinking Race and Nation" and "Removal" from *American Studies: An Anthology*; Read Introduction from *American Cultural Studies*. Keywords for the day: Citizenship, Community, Nation

Commented [LM5]: 2.b

Week 2 – Introduction to Cultural Theory

- 1/19 Read "Nuestra America's Borders: Remapping American Cultural Studies," "New Beginnings: American Culture and Identity" from *American Cultural Studies* and "The Origins of Culture" from *American Studies: An Anthology*; Keywords for the day: America, Border, Colonial
- 1/21 Read "Liberty's Empire" and "Manifest Domesticity" from *American Studies: An*

Commented [LM6]: 2.b

Anthology; Keywords for the day: Capitalism, Economy, Freedom

Week 3 – Building America

- 1/26 Read “The Practice of Diaspora” and “Race, Gender and the Privileges of Property” from *American Studies: An Anthology*, “Ethnic America: A Vast ingathering” and “The Crucible of Difference” from *American Cultural Studies* Keywords for the day: Diaspora, Ethnicity, Migration
- 1/28 Read “Turning People into Products” and “‘Woman’s Sweat’: Gender and Agricultural labor in the Atlantic World” from *American Studies: An Anthology*; Keywords for the day: Labor, Indigenous, Law

Commented [LM7]: 1.0, 2.b

Commented [LM8]: 2.a

Week 4 – Memory and Rememory

- 2/2 Read “Not only the Footprints but the Water Down there” and “Silencing the Past: Power and the Production of History” from *American Studies Anthology*
- 2/4 Selections from *Lies Across America: What Our Historic Sites Get Wrong* by James W. Loewen

Commented [LM9]: 1.0

Commented [LM10]: 1.0, 2.b

Week 5 – Religion and Alternate Ways of Being

- 2/9 Read “Snakes Alive: Religious Studies between Heaven and Earth” and “Getting Religion” from *American Studies: An Anthology* and “In God we trust?: Religion in American life” from *American Cultural Studies*; Keywords for the day: Religion, Secularism
- 2/11 Read “From Demon Possession to Magic Show: Ventriloquism, Religion and the Enlightenment” from *American Studies*; view portions of films: *Heaven Come Down* and *Yo Soy Hechicero / I am a Sorcerer*; Keywords for the day: Race, Orientalism, Latino, Latina, Latina@

Commented [LM11]: 2.a

Week 6 – Gender Across Cultures: Domesticity, Feminisms, and

- 2/16 Read “Work, Immigration, Gender: New Subjects of Cultural Politics” and “Domestic life in the Diggings” from *American Studies: An Anthology*; Keywords for the day: immigration, Gender, Diversity
- 2/18 Read “Gender and Sexuality: ‘To break the Old Circuits’” from *American Cultural Studies*, Film Viewing: “Miss Representation”; Keywords for the day: Body, Subject

Commented [LM12]: 2.a, 2.b, 1.0

Week 7 – Race, Racism, and Representation

- 2/23 Race and Racism Readings: View *Ethnic Notions*; Keywords for the day: Race, Indian,
- 2/25 Film Viewing: TBD- See Blackboard; Keywords for the day: Asian, Black

Commented [LM13]: 1.0, 2.a

Week 8 – Body-Talk

- 3/1 Read “Between “Oriental Depravity” and Natural Degenerates’: Spatial Borderlands and the Making of Ordinary Americans” from *American Studies Anthology*; Keywords for the day: Queer, Normal
- 3/3 Read: “The Rule of Normalcy: Politics and Disability in the U.S.A” Keywords for the day: Disability, Identity

Commented [LM14]: 2.a

SPRING BREAK

Week 9 – Popular Culture, Capitalism, and Mass Society

- 3/15 “Culture is Ordinary” by Raymond Williams (on BB) and “The Transmission of American Culture” from *American Cultural Studies*; Keywords for the day:
- 3/17 “Mardi Gras Indians: Carnival and Counter Narrative in Black New Orleans” and “To be Young, Brown, and Hip: Race, Gender and Sexuality in Indian American Youth Culture” from *American Studies: An Anthology*

Commented [LM15]: 1.0, 2.b

Week 10 – American Music and Musicians

- 3/22 Contemporary Native American and African American Music
A lecture that will provide historical, ethnographic, and topical examination of contemporary Native American and African American musical practices and ideologies with a focus on popular, vernacular, and mass mediated music. Read “African Americans: ‘I don’t sing other people’s voices’” from *American Cultural Studies*
- 3/24 Music readings and samplings from Native Americans and African Americans to be posted on Blackboard

Commented [LM16]: 1.0 and 2.b

Week 11 – American Film

- 3/29 Film Readings: Read “Likeness as Identity: Reflections on the Daguerrean Mystique,” and selections from Ward Churchill’s “Fantasies of the Master Race;” Film Viewing: “American History X”; Keywords for the day: Media
- 3/31 Reading: Watch & discuss “Ethnic Notions” and “The Bronze Screen”

Commented [LM17]: 1.0

Week 12 – American Television and Cyber Space

- 4/05 Television Readings: “Television an the Politics of Difference” from *American Studies Anthology*; View “American Denial” (PBS documentary) <http://www.pbs.org/independentlens/films/american-denial/>
- 4/07 “I Want to Ride in Geronimo’s Cadillac” and “Queer Cyborgs and New Mutants: Race, Sexuality, and Prosthetic Sociality in Digital Space” from *American Studies: An Anthology*

Commented [LM18]: 1.0 and 2.a, and 2.b

Commented [LM19]: 1.0, 2.a

Week 13 – American Sites, Space and Land

- 4/12 Read selections from *Critical Regionalism: Connecting Politics and Culture in the American Landscape*; Keywords: Region, exceptionalism
- 4/14 Read: “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California”; Keyword; Environment, Region, Space

Commented [LM20]: 2.b

Week 14 – American Studies and the Transnationalism

- 4/19 “The Globalization of Latin America: Miami” and “Outside where” Comparing Notes on Comparative American Studies and American Comparative Studies” from *American Studies: An Anthology*
- 4/21 Food Readings: See Blackboard

Commented [LM21]: 2.b

Week 15 – The Internationalization of American Studies

- 4/26 “Romancing the Future: Internationalization as Symptom and Wish” and “Specters of Comparison: American Studies and the United States of the West”
- 4/28 Wrap-Up

Commented [LM22]: 2.b

American Cultural Studies

An introduction to American culture

Fourth Edition

Neil Campbell and
Alasdair Kean

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American Studies

An Anthology

*Edited by Janice A. Radway, Kevin K. Gaines,
Barry Shank and Penny Von Eschen*

 **WILEY-BLACKWELL**

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