



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

2/5/09

ACADEMIC UNIT: Division of Humanities, Arts, and Cultural Studies

COURSE PROPOSED: AMS 330 Introduction to American Lives (prefix) (number) (title) (semester hours)

CONTACT PERSON: Name: Gloria Cuadraz Phone: 543-3018

Mail Code: 3051 E-Mail: gloria.cuadraz@asu.edu

ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L []
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU [X]
Social and Behavioral Sciences-SE []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

DOCUMENTATION REQUIRED.

- (1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Monica J. Casper
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 2-18-09

Mandatory Review

Mandatory Review

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

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

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	see syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	see syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted primarily to developing skill in the use of a language – However, language courses that emphasize cultural study and the study of literature can be allowed.	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
AMS	330	Introduction to American Lives	HU

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)
See #2	the interpretations of American Lives takes place via autobiographical texts	see syllabus, p. 1
see # 4a	the philosophical and historical thought behind the concepts of individualism, the ideology of the American Dream, and meritocracy are integrated in readings, lectures, and discussions throughout the semester	see syllabus pp 1-4

AMS 330:
INTRODUCTION TO AMERICAN LIVES

Dr. Gloria H. Cuádriz

Gloria.Cuadraz@asu.edu

Office Hours: Tuesdays, 11:00-12:00 noon.

This course examines the intersections of biography and history by taking as its theme the notion of meritocracy and meritocratic ideology in the United States. We deliberate “private troubles” and “public issues” in autobiographies, ethnographic studies, and journalistic accounts written and conducted in contemporary U.S. context. The complexity of American lives and the diversity along racial/ethnic and class lines are explored as we tackle the ideology of the American Dream and its significance within U.S. culture and within the context of structures of opportunity and institutional constraints.

Required Books:

Ehrenreich, Barbara. 2001. Nickel and Dimed. Owl Books.

Frank, Robert. 2007. Richistan. New York: Crown.

MacLeod, Jay. 1995. Ain't No Makin' It. Westview Press.

Mar, Elaine M. 2000. Paper Daughter. Harper Publishers.

Nazarro, Sonia. 2007. Enrique's Journey. New York: Random House.

Wallis, Jeannette. 2005. The Glass Castle: A Memoir. New York: Scribner.

Course Requirements:

This course is designed to combine lectures with an array of learner-centered strategies. Be prepared to discuss the readings and supplemental readings by the DATE noted on the syllabus. Quizzes will be announced as we proceed through the readings and they will consist of short answers, exercises, and/or presentations. You will have the option of dropping the lowest grade among your quizzes. Make-ups for missed quizzes will not be allowed. The instructor reserves the right to make changes in the syllabus and assignments, including additional readings as I deem necessary.

***This is a living, breathing document that you can expect will change over the course of the semester!**

Grades:

Grades will be based on quizzes, midterm, and final exam.

- 1) Quizzes, Essays (40%)
 - 2) Midterm (30%)
 - 3) Final Exam (30%)
-

Grading Scale:

A+ = 97 – 100	A = 93-96	A- = 90-92
B+ = 87 – 89	B = 83-86	B- = 80-82
C+ = 77 – 79	C = 73-76	C- = 70-72
D = 60-69	E = 59 or below	

Week #1:

1/16: Introductory Lecture
Video: Who's Getting Rich and Why Aren't You?

Week#2: The Working Poor and the American Dream

"Introduction" and "Scrubbing in Maine" in Nickel and Dimed.
Mills, C.W. "The Promise" in The Sociological Imagination (DR)
Video: Making Ends Meet

Week #3: The Culture of Meritocracy and the Psychology of Failure

"Rejected Managers and the Culture of Meritocracy" in Falling From Grace (DR)
"Serving in Florida" in Nickel and Dimed.
"Selling in Minnesota" in Nickel and Dimed.
"Evaluation" in Nickel and Dimed.

Week #4: Life Chances, Individualism, and the Meaning of Democracy

"Selling in Minnesota" in Nickel and Dimed.
"Evaluation" in Nickel and Dimed.
June Jordan's "Waking Up in the Middle of Some American Dream" in Technical Difficulties, (DR)

Week #5: Why do the Working Class end up in Working Class Jobs?

“Social Reproduction in Theoretical Perspective”; “Teenagers in Clarendon Heights”; “The Influence of the Family”; “The World of Work” in Ain't No Makin' It.

Video: Class Photo

Week #6: The “Leveling of Aspirations” and the Structuring of Inequality

“School: Preparing for the Competition”; “Leveled Aspirations”; “Reproduction Theory Reconsidered” in Ain't No Makin' It.

Video: The Two Nations of Black America

Week #7: ...And Inequality Reproduced

“The Hallway Hangers: Dealing in Depair”; The Brothers: Dreams Deferred”; “Conclusion: Outclassed and Outcast(e) in Ain't No Makin' It.

Week #8: In search of the American Dream: Quintessential American Journeys

Enrique's Journey (all)

Video: TBA

Week #9:

SPRING BREAK

Week #10: Cultural Diversity, Achievement Ideology, and the ‘Price of the Ticket’

Paper Daughter (all)

Week #11: Lives of the Richistanis: Privilege and the Reproduction of Wealth

Richistan, 1st half

Week #12: Inherited Wealth and Privileged Malaise

Richistan, 2nd half

Week #13: Life Notes From the “Other America”

The Glass Castle, 1st half

Week #14: Hope, Poverty, and the American Dream

The Glass Castle, 2nd half

Week #15:

REVIEW FOR FINAL EXAM

Week #16:

In-Class Final Exam

Paper
Daughter

A MEMOIR

M. Elaine Mar



Perennial

An Imprint of HarperCollins Publishers

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Falling from Grace

The Experience of
Downward Mobility in
the American Middle Class

KATHERINE S. NEWMAN



VINTAGE BOOKS
A Division of Random House, Inc.
New York

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Nickel
— *and* —
Dimed



Barbara Ehrenreich

A METROPOLITAN / OWL BOOK

Henry Holt and Company • New York

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Selling in Minnesota

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THE GLASS CASTLE

a memoir

Jeannette Walls

SCRIBNER

New York London Toronto Sydney

Ain't No Makin' It

*Aspirations and Attainment
in a Low-Income
Neighborhood*

Jay Madeod

WESTVIEW PRESS

Boulder • San Francisco • Oxford

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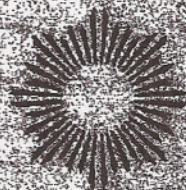
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ENRIQUE'S JOURNEY



Sonia Nazario



RANDOM HOUSE TRADE PAPERBACKS
NEW YORK

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