

California State University, Long Beach
History 477a / 577a (Schedule Number 3660 / 3714)
American Cultural History
Dr. Brett Mizelle

Fall Semester 2005
Wednesdays, 6:30 – 9:15 p.m.
Room LA1-202

Office: Room FO2-109
Office Hours: Tuesdays and Thursdays, 12:30-1:30pm & 3:30-4:30pm; Wednesdays 4:00-6:00pm; and by appt.
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Course Description:

This interdisciplinary course explores selected cultural currents in American society from Puritan efforts to maintain their identity in the "new world" wilderness to the creation in the nineteenth century of a recognizably "modern" American culture. While we will attempt to broaden our understanding of American culture through a deep immersion in significant writings, our focus will not be limited to print culture but will encompass visual and exhibitionary culture as well. Along the way, we will consider questions about the search for an American cultural and intellectual identity and about how ideas and experiences are given cultural form.

Required Course Texts:

The following books are required for this course and may be purchased at the University Bookstore:

Jill Lepore, The Name of War: King Philip's War and the Origin of American Identity (1999).
Eve Kornfeld, Creating an American Culture, 1775-1800 (2001).
Barbara Groseclose, Nineteenth Century American Art (2000).
James Fenimore Cooper, The Pioneers (1823, 1988).
Richard Penn Smith, On to the Alamo: Colonel Crockett's Exploits and Adventures in Texas (1836, 2003).
Walt Whitman, Leaves of Grass (1855, 1959).

Students enrolled in History 577a will also need to purchase the following:

Constance Roark, American Humor: A Study of the National Character (1931, 2004).
James E. Crisp, Sleuthing the Alamo: Davy Crockett's Last Stand and Other Mysteries of the Texas Revolution (2005).

Additional readings are included in a course packet available at Copy Pro (corner of Palo Verde and Atherton streets, 562-431-9974). Some of the secondary sources listed on the course syllabus are available on-line via J-Stor and are not included in the course packet. Each student will be responsible for downloading and printing their own copies of these essays for use in our class meetings.

This course assumes a basic understanding of American history from colonial settlement through the Civil War. Those of you who feel you lack sufficient background can either drop the course or,

preferably, consult one of the many U.S. history textbooks that are available. You may also wish to read through the outlines of American history provided by the U.S. Information Agency from 1954 to 1994 that are available on-line at <http://odur.let.rug.nl/~usa/H/index.htm>. These outlines, by the way, raise interesting questions about the presentation of American history to foreign audiences during the Cold War while serving as a way to gauge the changes in historiography in the post-World War II period.

Because you will be primarily assessed through written papers, I have placed an order with our bookstore for copies of Mary Lynn Rampola, *A Pocket Guide to Writing in History*, 3rd ed. (Bedford / St. Martin's, 2001), which provides guidance on appropriate history citation form and instruction in historical research and writing. All students should also possess both a quality dictionary and a style manual.

Course Assignments & Grading:

Undergraduates:

1. Four papers, due dates below (15% of course grade each).
2. Weekly reading journal (30% of course grade).
3. Attendance, participation and in-class assignments (10% of course grade).

Graduate Students:

1. One undergraduate paper, due November 9th (15% of course grade).
2. Three comparative review essays, due dates below (15% of course grade each).
3. Weekly reading journal (30% of course grade).
4. Attendance and participation (10% of course grade).

Additional information about these assignments will be distributed and discussed in class. Grades will be given in ten percentage increments, with students in the top 10% of the course receiving an A, the next 10% receiving a B, and so on. There will be opportunity for extra credit through short reaction papers on History and American Studies guest lectures and museum exhibitions related to the course.

Course Policies:

A Note for History Majors: The History Department now requires majors to move through a sequence of courses that begins with History 301, is followed by History 302, and culminates in a senior seminar (History 499) that matches one of the areas of concentration they have chosen for the major. History 499 must be taken in the student's last semester of work or after 18 units of upper-division work in the major. Those 18 units must include at least 6 units, that is, two courses, in the concentration of the History 499 being taken. Students in History 499 are required to assemble a portfolio that contains their work in their upper-division history courses. This portfolio is designed to enable students to show development in the major and mastery of key analytical, mechanical, and presentation skills. As part of this process, history majors (or prospective history majors) should save all work from upper-division history courses for eventual inclusion in this portfolio. For portfolio guidelines, see www.csulb.edu/depts/history. For questions and/or advising about the portfolio, contact Dr. Sharlene Sayegh at ssayeghc@csulb.edu or 562-985-4612.

A Note for American Studies Majors: History 477a is one of the five core courses currently required of American Studies majors. The remaining units of your American Studies degree program will be selected in consultation with the program advisor so that they reflect your own interests in American society and culture. Those of you who are enrolled concurrently in my Amst 300 seminar (or in a section of English

270) will be able to make many connections between your courses throughout the semester. For more information about the American Studies Program please talk to me, as I am the director of the program.

A Note for History MA Students: You will have noticed that there are different papers required of graduate students enrolled in 577a. These papers will be oriented toward historiographic and "state of the field" issues. They also reflect my belief that graduate students should be performing at a higher level than the average undergraduate student. So that we can talk in depth about the issues raised by this course, we will occasionally meet separately at the end of our regularly scheduled class meetings.

Attendance: Because we cover a great deal of material in this course, prompt and regular attendance is a necessity. Students who miss classes run the risk of receiving a failing grade or receiving a lower grade than the student might have secured with regular attendance. Excused absences must be documented by a doctor's note, a note from the Dean, or advance notice from the Athletic Director. Absences for religious observances are excused; please let me know of dates in advance. I allow one unexcused absence during the semester; thereafter each subsequent unexcused absence will result in the subtraction of points from your participation grade.

Classroom Environment: Feel free to ask questions and express opinions in this course, approaching readings and ideas actively and critically. As you do so, however, please strive to be courteous to your fellow students. To create a respectful and productive environment please avoid unnecessary distractions (such as ringing cell phones, beeping pagers, and conspicuous consumption of snacks) during class meetings.

Course Readings: You are expected to have completed the day's readings prior to coming to class and to be prepared to participate in discussions. Always bring the texts we will be discussing to class.

Reading Journals: All students in History 477a and 577a will keep a weekly journal of their reactions to our course readings and their relationship to contemporary cultural debates and events. Guidelines for this assignment will be distributed and discussed in class.

Papers: All work written outside the classroom must be typed or word-processed in a standard 10 or 12 point font, double-spaced, with one-inch margins. Your papers should, at a minimum, both present and critically analyze the main theoretical and historical arguments in your reading. All quotations must be cited by using parenthetical references, footnotes, or endnotes. If you are unsure about how or what to cite, please ask me. All papers should have your name, the course title and number, the due date, and an appropriate title or label for the assignment at the top. I strongly recommend that you keep copies of all your work, either on paper or on disk, for your protection.

Your papers will be evaluated for earnest effort and thoughtful, coherent content. Remember to clearly state your thesis and support your arguments with examples. Usage and grammar are not major concerns of grading, but a minimum mechanical competence to insure the "readability" of these papers is expected. I also expect that you will proofread your papers before handing them in. All assignments are due at the beginning of class on the day assigned unless otherwise noted. Electronic submission of papers is not allowed. If you know you are going to miss class on dates assignments are due you must be proactive and request an extension in advance. Late assignments will lose points for each calendar day late and will not be accepted more than one week past their due date without a previously agreed to extension.

Plagiarism & Academic Integrity: Students in this class will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations,

submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. If I suspect all or part of an assignment may not be your own intellectual work I will ask to see your notes or drafts. I also may require electronic submission of the paper to facilitate running the paper through plagiarism-detecting databases. If you have any questions about academic integrity, please talk with me. I can and will fail a student for major infractions.

Disability Accommodation: Any student who feels that he or she may need an accommodation for any sort of disability should make an appointment to see me during my office hours so we can make arrangements for you to complete the requirements of the class.

Student Services: If you need help with written assignments or require guidance on note-taking and critical reading, please take advantage of the Writer's Resource Lab (LAB-312; 985-4329) or the Learning Assistance Center (Library East 12; 985-5350).

Technology: The CSULB Technology Help Desk is now available for students. Help is available on a wide range of computer issues including: BeachBoard, Windows and Mac OS, CSULB Internet Accounts, Remote Connectivity, Microsoft Desktop Applications, Anti-Virus, Internet and Web related topics. Visit them on the web at <http://helpdesk.csulb.edu> or contact the THD by phone at 562-985-4959 or send Email to helpdesk@csulb.edu. All students should make sure that their CSULB e-mail accounts forward to their preferred e-mail accounts so that you will receive course assignments and announcements.

Course Schedule:

Note: This syllabus is a work in progress and may be changed during the semester as necessary and appropriate. Changes will be announced in class and electronically. You are responsible for knowing about any changes.

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| 1 | Aug 31: | Introduction |
| 2 | Sept 07:
Reading: | Language and Warfare
Jill Lepore, <u>The Name of War</u> , "What's in a Name?," prologue and chapters 1-4 |
| 3 | Sept 14:
Reading: | Bondage & Memory
Mary Rowlandson, from <u>A Narrative of Captivity and Restoration</u> (1684) in CP;
Lepore, <u>The Name of War</u> , chapters 5-8 and epilogue |
| 4 | Sept 21:
Reading: | Colonial Life & Culture
Anne Bradstreet, selected poems and "To My Dear Children" (1650-1672);
William Byrd II, from <u>The Secret Diary of William Byrd of Westover</u> (1709-1712) and <u>The History of the Dividing Line</u> (1841); Jonathan Edwards, "Personal Narrative" (1765) & "Sinners in the Hands of an Angry God" (1741); Benjamin Franklin, from <u>The Autobiography</u> (1771-1784) in CP
King Philip's War paper due from all 477a students |
| | | 577a students should also read the following: Carla Mulford, "Figuring Benjamin Franklin in American Cultural Memory" (1999); David Waldstreicher, "Reading the Runaways: Self-Fashioning, Print Culture, and Confidence in Slavery in the Eighteenth-Century Mid-Atlantic" (1999) via J-Stor |
| 5 | Sept 28: | Declaring & Explaining Independence |

- Reading: Thomas Paine, Common Sense and The American Crisis (1776); The Declaration of Independence (1776), from The Autobiography of Thomas Jefferson (1821); Abigail Adams, Letters to John Adams (1776, 1782) in CP; David Waldstreicher, "Rites of Rebellion, Rites of Assent" via J-Stor
Franklin review essay due from all 577a students
- 6 Oct 05: Language, Education and the Nation
 Reading: Eve Kornfeld, Creating an American Culture, pages 3-53; 81-188; Groseclose, introduction & chapter 1, "The Profession of the Artist"
- 7 Oct 12: Contesting Public Culture
 Reading: Kornfeld, pages 54-80; 189-260; Groseclose, chapter 2 "Portraiture," through page 49
- 8 Oct 19: Representing the Frontier Community
 Reading: James Fenimore Cooper, The Pioneers (1823), through chapter 20; Washington Irving, "Rip Van Winkle" (1819) in CP
Early National Culture paper due from all 477a students
- 9 Oct 26: Narrating Personal and National Origins
 Reading: Cooper, chapters 21 to conclusion; Groseclose, chapter 3, "The Early Nineteenth Century: Democratic Models"
- 10 Nov 02: No Class Meeting
- 11 Nov 09: The Social and Cultural Work of American Art
 Reading: Groseclose, chapter 5, "Landscape," chapter 6, "The American West," & chapter 7, "Memory and Myth: Commemorative Art"; "The Literature of the American Renaissance" in CP
Cooper paper due from all 477a and 577a students
 577a students also read Constance Roark, American Humor (1931)
- 12 Nov 16: Creating the Western Hero
 Reading: Richard Penn Smith, On to the Alamo, "Introduction" by John Seelye through chapter 6; A Narrative of the Life of David Crockett (1834) in CP
- 13 Nov 23: Thanksgiving Holiday (No Class Meeting)
- 14 Nov 30: Cultural Meanings of the Alamo
 Reading: Smith, On to the Alamo, to end; Davy Crockett's Almanack (1837) in CP
577a Roark review essay due
 577a students also read James E. Crisp, Sleuthing the Alamo (2005)
- 15 Dec 07: Encapsulating America Through Poetry
 Walt Whitman, Leaves of Grass (1855), though page 86; Reynolds in CP
Collected Reading Journals due from 477a and 577a students
- Exam Dec 14: **477a Crockett papers & 577a Crisp review essay due**
 7:15-9:15pm, Limerick's Pub 5734 E. 2nd St., Naples