

ETHN 2004 (001), Themes in American Culture 1 Fall 2010
Humn 135, TR, 09:30-10:45 p.m. (001)

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Course Home Page: www.colorado.edu/AmStudies/lewis/2004/index.htm

Course Description : This course examines the struggle for freedom in America from 1492 to the 1930s. Using the historical lenses of race, gender, ethnicity, culture, religion, and class, we study the struggle by historically excluded groups to be fully included in American society and culture. The struggle for freedom involves a struggle for full political, cultural, social, and economic rights as an American.

Course Objective : The larger goal of this course is to teach you how to critically analyze, evaluate, and judge competing perspectives on the struggle for freedom in American history, culture, and society. Freedom in America has been fought over and struggled for by countless generations of Americans. The meaning of freedom has both at times expanded and contracted as Blacks, women, immigrants, Indians, Mexicans, workers, gays and lesbians, and the old and very young fought for full inclusion in American life and society. This struggle for freedom still continues to this day in 21st century America.

Required Readings:

A Different Mirror, by Ronald Takaki

Lies my Teacher Told Me, by James Loewen

Online Readings: Some of the assigned readings are on the course website in the daily class website links. You will need a password to access the readings: "cclewis". These readings are "pdf documents" that you can read online or print out and read at your convenience.

Class Format: Interactive lectures and class discussions. We will use the course readings to study how American history and society is shaped by a series of individual and societal choices. History is not a story of automatic progress and development, but the result of individual and collective decisions to take one course instead of another. **Make sure you read the assigned readings before each class.** When you do the readings, always try to place them in their historical context and to gather evidence and examples to strengthen your essays and reaction papers.

Class Participation and Attendance : Because this is not a lecture course, **active class participation is very important.** Participation and attendance will be a large part of your grade (10 %). You must participate actively in class discussion in order to get a high participation grade.

Class attendance is required. There are **4 excused absences** for TR classes. These absences are to be used for illness, business, tragedy, or when you just have the blues. If students miss class because of sickness, injury, and extraordinary circumstances, some of their absences will be excused on a case by case basis. A part from these exceptions, if you miss more than four classes for TR classes, I will deduct points from your final grade. **So please try to attend class regularly.**

Quizzes and daily assignments : To make sure students are keeping up with the reading, I will give pop quizzes on the daily reading. Quizzes will be based on a general knowledge of the readings: What are the larger conclusions or observations made in the reading. In addition to quizzes, I will give short daily assignments based on the daily reading. For example, you may be asked to outline the larger argument of an essay.

Grading : Grades will be based on quizzes and daily assignments (15 %), class participation and attendance (15 %), two take-home midterms (40%), and a take-home final (30%). I reserve the right to give unannounced quizzes and assignments in class. Content will count most heavily in all written work, but grammar, spelling, and style will also affect your grade.

Course grades will be defined in these terms:

- A—Excellent -- (Thoughtful, coherent, insightful, contributes)**
- B—Good -- (Knows material well, lacks depth, not outstanding)**
- C—Fair -- (Adequate, average, passing, little participation)**
- D—Poor -- (Little understanding, little effort, incoherent)**
- F—Fail -- (No evidence of understanding, no work, no learning)**

Exams : Exams will be essay questions covering lectures, class discussion, and reading assignments. Your essays will be graded on how well you use historical arguments and examples from class discussion and the reading to support your thesis. Instead of memorizing the material, concentrate on learning how to use historical arguments and examples to address major themes in the struggle for freedom in American history and culture. If you keep up with the reading and take good class notes, you should have no trouble with the exams.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Disruptive Classroom Behavior : This is a college classroom. I will deduct points from your final class grade for behavior that is disruptive to the classroom learning environment. Disruptive behavior includes

sleeping, using your cell phone, surfing the web on your computer, playing computer games, checking your e-mail, checking your Facebook, sending and receiving text messages, twittering, listening to your MP3 player, watching DVDs or Netflix movies, reading newspapers, working on another class in this class, planning your day with your daytimer or Blackberry, etc. If after the student is warned, the disruptive behavior persists, I will ask them to leave the classroom for that day.

Discrimination and Sexual Harassment: The University of Colorado at Boulder policy on Discrimination and Harassment

(<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

University Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

As faculty, students, and members of the University community, we value honor, integrity, and morality. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and

insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

Students with Disabilities: I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, and psychiatric disabilities, to discuss with me after class or during my office hours appropriate accommodations. If you have any additional questions about how the University can accommodate your disability, please see me or the Coordinator of Disability Services in the Disability Services Office , 322 Willard Hall, (303-492-8671). If you qualify for accommodations because of a disability please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322 (www.colorado.edu/disabilityservices)).

Religious Obligations and Class Attendance: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class if you have conflicts with scheduled exams, assignments, or other required attendance, because of religious obligations, please notify me two weeks in advance of the conflict to request special accommodation., See the CU Policy at this website: http://www.colorado.edu/policies/fac_relig.html

Cheating and Plagiarism: Cheating and plagiarism violate the University Honor Code. Plagiarism is copying another person's work and turning it in as your own. Plagiarism can involve buying a "class paper" online, copying another student's work, or copying whole paragraphs and material from other sources, such as encyclopedias or textbooks. See the website for the Pledge not to Plagiarize: <http://www.colorado.edu/academics/honorcode/Code.html>.

Daily Reading Assignments: Some of the assigned readings are on the course website in the daily class website links. You will need a password to access the readings: "cclewis". These readings are "pdf documents" that you can read online or print out and read at your convenience.

I. Freedom, Slavery, and Race in Colonial America,

1600 to 1750: We will examine the contradictions created by liberty, freedom, and slavery in colonial American society.

- Aug 24** **Talking about American Identity:
Race, Ethnicity, Class, Culture, Religion, & Gender**
- Aug. 26** **High School History and American History**
Loewen, pp. 1-9, 16-24, 336-339, Schlesinger, “The Return to the Melting Pot” (web); Takaki, “The Culture Wars in the U.S.” (web)
- Aug. 31** **Understanding Race, Ethnicity, and Identity in America**
Glazer, “The Emergence of an American Ethnic Pattern” (web); Takaki, “Reflections on Racial Patterns in America” (web); Limerick, “Meanwhile, La Frontera” (web)
- Sept. 2** **Using a Different Mirror to Study America**
Takaki, pp. 3--20; Loewen, pp. 340-345, 355-362
- Sept. 7** **Understanding the Meaning of Columbus**
Loewen, pp. 31-69; Columbus, "Letter to Luis De Sant Angel" (Web); Indians claim Italy by Right of Discovery (Web) ; Bartoleme de *Las Casas*, "Brief Account of the Devastation of the Indies" (Web) ; Columbus Wanted poster (Web)
- Sept. 9** **Europeans Discovering Indian America**
Loewen, 120-124; Williams, "The Myth of Empty Continents" (web); “John Winthrop letter” (web); Sullivan, "Manifest Desinty" (web); “Sullivan Coins the Phrase Manifest Destiny” (web); Benton, "The Destiny of the Race” (web); “Anglo-American values” (web); “Indian Values” (web); Map of Indian America,1600 (web)

- Sept. 14 **An Indians' View of the West**
 Tenorio, "The White Man's Suicide" (web);
 Steiner, "The Invention of America" (web);
 Wilkinson, "Where Are We Going?" (web);
 Echo-Hawk, "Healthy Environment, Healthy Economy " (web)
- Sept. 16 **Indians, Race, and Freedom in the New World**
 Takaki, pp. 26-48; Takaki, "On Indian-Hating" (web);
 Furniss, "Imagining the Frontier" (web)
- Sept. 21 **The First Thanksgiving as the Myth of American Innocence**
 Loewen, pp. 70-92; Jacoby, "[Which Thanksgiving?](#)" (2008) (Web) ; Apes, "[Eulogy on King Philip](#)" (1836) (Web);
[Frank James Suppressed Speech](#) (1970) (Web)
- Handout Take-Home Midterm #1**
- Sept. 23 **Freedom and the Origins of American Slavery**
 Takaki, pp. 49-71; Breen, "The Giddy Multitude" (web);
 Mittelberger, "On the Misfortune of Indentured Servants" (Web); *Olaudah Equiano*, "Account of his Slavery" (web)
- Sept. 28 **What is the Place of Indians in Anglo-America?**
 Loewen, pp. 93-119, 125-134 ; "[Chief Seattle's Speech of 1854](#)" (Web); Luther Standing Bear, "What the Indian Means to America" (Web); Roosevelt, "The Takeover of Indian Land" (Web)

II. Creating a Free American Society, 1750 to 1850: We will examine the increasing contradiction between freedom and slavery in the United States.

- Sept. 30 **Creating American Freedom**
 Foner, "Democratizing Freedom" (web); Paine, Common Sense (Web); "The Declaration of Independence" (Web)

- Oct. 5 **The Boundaries of Freedom in the New Republic**
Foner, “The Boundaries of Freedom” (web); “Preamble to the Constitution” (web) ; “The Bill of Rights to the Constitution” (web)
- Oct. 7 **Slavery and the New Republic**
Foner, “Slavery and the Republic” (web) ; The Quock Walker Trials (Web); “Emancipation in Massachusetts” (Web); “Slaves Appeal to the Royal Governor” (Web)
- Oct. 12 **Slavery and an Empire of Liberty**
Foner, “An Empire of Liberty” (web); deTocqueville, **"The Future Conditions of Three Races in America"** (1832) (Web)
- Oct. 14 **Slavery and Racism in the early 1800s**
Loewen, pp. 135-161; Kennedy, **"Swallow Barn: A Southern View of Slavery"** (Web) ; Thomas Dew, **"Pro-Slavery Argument"** (Web); Fitzhugh, **"Cannibals All"** (Web); Calhoun, **"Slavery is a Positive Good"** (Web)
- Oct. 19 **Indian Removal and Exclusion**
Takaki, pp. 79-97 ; Takaki, “Jackson and Indian-Hating” (web); **Jackson, "Second Annual message" (web)** ; Ross, “To the People of the United States” (Web)

Take-home Midterm #1 is due

- Oct. 21 **The Golden Age of American Slavery**
Takaki, pp. 98-130; Taney, **"Dred Scott vs. Sandford"** (Web); Douglass, **"What does Independence Day mean to the Slave?"** (Web); David Walker, “Walker’s Appeal” (Web) ; Douglass, “On Whether Slaves are Happy” (Web)

Handout Take-Home Midterm #2

- Oct. 26 **Irish Immigration and Ethnic Exclusion**
Takaki, pp. 131-154 ; ["Irish Immigration to Philadelphia"](#)
(Web)
- Oct. 28 **Making Mexicans Second Class Citizens in their Own Land**
Takaki, 155-176; "Charles King editorial" (web);
Rodriguez, "Look, it's an illegal" (Web); Doty "Arizona
Law is Unconstitutional" (web); Stewart, "The Arizona
Immigration Law" (watch on web)
- III. Slavery, Freedom, and Rights, 1850 to 1950:** We will examine the
struggle to create a free society in an emerging American
industrial society.
- Nov. 2 **The Civil War and a New Birth of Freedom**
Foner, "A New Birth of Freedom" (web) ; Lincoln,
"Gettysburg Address" (Web); Lincoln, "Second Inaugural
Address" (Web); Garry Wills, "Summary of Lincoln at
Gettysburg" (Web); Wills, "Lincoln's Greatest Speech"
(Web)
- Nov. 4 **The Failure of Reconstruction and the rise of Jim Crow**
Loewen, pp. 162-171; Littwack, "High Water Everywhere"
(web); "The Civil War Amendments" (web); Washington,
"The Atlanta Compromise" (Web); DuBois, "[Of Booker T.
Washington and Others](#)" (Web); Wells, "A Red Record,";
"Stannard Baker Article" (web)
- Nov. 9 **The Indian Question: Removal and Allotment**
Takaki, pp. 209-231; Young Joseph, "[Chief Joseph's
Story](#)" (Web); Jackson, "[A Century of Dishonor](#)" (Web)
- Nov. 11 **Chinese Immigrants in the American West**
Takaki, pp. 177-205; [The Chinese Exclusion Act](#) (Web);
Assing, "Letter to Governor Bigler" (Web)

Nov. 16 Guided Age Worker Freedom
Foner, “Liberty of Contract and its Discontent” (web);
Loewen, pp. 204-218; “[William Graham Sumner-- Social Darwinism and neo-liberalism in defense of laissez-faire capitalism](#)” (Web) ; Spencer, “Social Darwinism” (Web)

Take-home Midterm #2 is due

Nov. 18 Immigrant Sweatshop Labor and Freedom
Takaki, pp. 262-291; Higham, “Nativism and Nationalism”
(web) ; ["The Immigration Act of 1924"](#) (Web);_ Ross,
“Immigrants Harm American Society” (Web)

Handout Take-Home Final

Nov. 23-25 No Classes—Thanksgiving Holiday

Nov. 30 Japanese Immigrants in America
Takaki, pp.232-261; Blair, “[The 1920 Anti-Japanese Crusade in Washington State](#)” (Web)

Dec. 2 El Norte and Mexican Immigrant Freedom
Takaki, pp. 292-310; Al Santoli, "[Crossing the Rio Grande](#)" (Web); Al Santoli, "[The Tortilla Curtain](#)" (Web);

Dec. 7 The Black Exodus and the Black Depression
Takaki, pp. 311-335; Hughes, ‘Let America be America Again’ (Web); Darrow, “Closing Argument in the Henry Sweet Trial” (Web); McKay "[If We Must Die](#)" (web); (Web); Locke, "Forward to [The New Negro](#)" (Web)

Dec. 9 Race and the Struggle for Equality in 21st Century America
Takaki, pp. 434-439; Moore, “Race in the 21st Century”
(web); Gates, “In Our Lifetime” (web); Dyson, “Race, Post-Race” (web); Obama, “Acceptance Speech” (web); Rodriguez, “Horitzontal City” (web)

Take-Home Final Exam: Due Wednesday, Dec. 15th, between 04:30 and 7:00 p.m. in the classroom (Humn 135)