

**HUMN 3312: American Cultural Studies**  
**Spring 2018**  
**Dr. Lee Ann Westman**

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**Course Description:** Through examining the art, architecture, artifacts, music, and literature as well as religious, political, and social reform movements that shaped the American experience from the 1600s to the Civil War, we will observe Americans' struggle to define the nature of their national identity. In particular, we will examine the stories, complementary and competing, that Americans tell about themselves.

**Class Philosophy:** This course provides the student who takes it with a degree of flexibility that is unavailable in the traditional classroom setting. You choose when you read and answer discussion questions as long as your work is completed by the due date. In a very real sense, your learning is self-directed and self-motivated. What you take away from the course will in large measure be determined by how much time and effort you put into it.

**Course Objectives:** HUMN 3312 provides students with the opportunity to take an interdisciplinary approach to the art, artifacts, and literature as well as religious, political, and social reform movements that shaped the American experience, and to be able to identify the major figures and ideas in American culture. Through the benefits of hindsight, students will learn to analyze the impact of historical and cultural events on contemporary American culture, as well as see the origins of current cultural issues. Students who are successful in HUMN 3312 should have an increased ability to interpret cultural works as part of American cultural history, be able to justify those interpretations with an understanding of the interpretive process, be able to look at works or historical events from different perspectives, and be able to better understand themselves as part of cultures with rich historical perspectives.

**Texts:**

David Bjelajac, *American Art: A Cultural History*  
[https://www.amazon.com/American-Art-Cultural-David-Bjelajac/dp/013145580X/ref=sr\\_1\\_1?ie=UTF8&qid=1470260440&sr=8-1&keywords=bjelajac](https://www.amazon.com/American-Art-Cultural-David-Bjelajac/dp/013145580X/ref=sr_1_1?ie=UTF8&qid=1470260440&sr=8-1&keywords=bjelajac)

(any edition)

**The following texts are available online:**

“Iroquois or Confederacy of the Five Nations (Iroquois) and “Revolt of the Spanish”

John Winthrop, “A Modell of Christian Charity”

Mary Rowlandson, *A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson*

Jonathan Edwards, “Sinners in the Hands of an Angry God”

Olaudah Equiano, *Autobiography*

Susanna Rowson, *Charlotte Temple*

Jefferson, *Declaration of Independence*

Edgar Allan Poe, *The Fall of the House of Usher*  
Elizabeth Cady Stanton, *Declaration of Sentiments*  
Frederick Douglass, [\*Narrative of the Life of Frederick Douglass, an American Slave\*](#)

### **Course Requirements:**

**Two (2) Exams at 100 points each.** Exams are scheduled on the syllabus. Exams will consist of short and long essays. Exams will cover the material in texts as well as class lectures.

**Ten 10 Weekly Assignments Worth Ten (10) points each.** Students will create power point files with images from the text and short descriptions explaining how the images fit into the main ideas of the readings and lecture from that week. See “modules” for additional instructions.

**Ten (10) reading quizzes worth 10 points each.**

**One (1) term paper worth 100 points.** Choose two texts and analyze them as competing and/or complementary “stories” or narratives. Some ideas are:

- A. Compare Mary Rowlandson’s description of Native Americans in to the Native Americans’ own accounts of their lives and culture.
- B. Compare Winthrop and Edwards (4). How are their sermons similar? How are they different? How do they represent a “Puritan world view?” Why do you think their styles are so different?
- C. Compare Equiano (5) to Douglass (10). Both accounts describe their experiences as slaves. How are they similar? How are they different?
- D. Poe’s short story (8) may symbolize the failures in American culture. How do 2,5,or 10 represent those failures more specifically?
- E. Compare Jefferson (7) to Stanton (9). Does Stanton’s document represent a failure of Jefferson’s document? Does Stanton’s document change how we see Jefferson’s document? Was Stanton’s strategy effective?
- F. Compare (2) to (3). Did Mary Rowlandson fail to listen to John Winthrop’s sermon on charity? Or was he not talking about extending charity toward Native Americans?
- G. Compare Charlotte Temple (6) to Stanton’s Declaration (9). If Charlotte Temple is a protest against women’s dependent status, how does Stanton’s work reflect the problems that Charlotte has?
- H. Abolitionists and women’s rights advocates worked together in the years before the civil war. Do you find “common cause” in the documents about slavery (10) and women’s oppression (9)?
- I. Would Charlotte Temple (6) have been better off if she had listened to Jonathan Edwards’ sermon (4)?

**Group Discussions worth 100 points.** You must start the discussion on Monday by posting an individual thread to the group question. Your post should be at least 100 words, and you should post at least three times each week in order to receive full credit. You are welcome to discuss

asynchronously, which means at your convenience. **The group submission is due by 11PM Saturday night.**

### **Group Selection:**

Early in the semester groups of 4-5 students each will be determined by the professor's random selection. Each group shall determine the duties of its individual members. Duties will be rotated at regular intervals. In four member groups there will be four positions, a group leader, a group spokes person, a group recorder, and a group messenger. If there is a fifth member to any group, #5 shall have independent member status with no official duties to the group.

### **Duties of Group Members:**

Group leaders shall act as group organizers, directing group activities, keeping the group on task, and checking that all group work is properly recorded and reported and returned. Group spokespersons will speak for the group, representing the group on the discussion board and in business with the class and the professor. Group recorder shall take notes for the group and record the results of all group work that is submitted to the professor. The group messenger shall take "virtual" attendance each week and send that information to the professor.

### **Rubric: Discussion Postings**

<b>FULL CREDIT</b>	<b>PARTIAL CREDIT</b>	<b>LITTLE TO NO CREDIT</b>
<ul style="list-style-type: none"><li>• Responds fully to question</li><li>• Gives a realistic response</li><li>• Expresses ideas clearly and persuasively</li><li>• Exercises good judgment in selection of relevant ideas</li><li>• Presents ideas clearly, logically, coherently,</li><li>• Expresses facts correctly</li><li>• ideas are well organized and in own wording</li><li>• Responses are at least 100 words or more</li><li>• Responses to others are thoughtful and supported with research and practical application</li><li>• Uses and cites course text/module to support response</li></ul>	<ul style="list-style-type: none"><li>• Responds adequately to question asked</li><li>• Selects ideas which are supportive</li><li>• Presents ideas clearly</li><li>• Expresses facts correctly</li><li>• Ideas are organized and in own wording</li><li>• contains noticeable errors in grammar, punctuation, word choice, spelling</li><li>• Expresses ideas with some confusion</li><li>• Expresses ideas clearly and persuasively</li><li>• 50-75 words</li><li>• Uses course text/module to support response minimally</li></ul>	<ul style="list-style-type: none"><li>• Partially responds to what the question asks</li><li>• Responds to question with some errors</li><li>• Ideas are lacking in support and unclear.</li><li>• Facts are inaccurate</li><li>• Copies, wording from sources</li><li>• Contains substantial errors in grammar punctuation, word choice or spelling throughout</li><li>• Presents ideas unclearly with little organization</li><li>• &lt;50 words</li><li>• Responses reflect general ideas without supporting references to readings and supporting research.</li><li>• Responses to others are minimal or none. (i.e., "I agree!" or "I like the</li></ul>

ideas!")

### **Technical Support Problems**

The following sources will assist you with any technical problems that you may experience in this course.

- Call 1-866-321-2988 (toll-free) any time at the 24/7 Helpdesk

### **Students With Disabilities**

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and [The Disabled Student Services Office](#) at The University of Texas at El Paso.

### **Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the [Dean of Students Office](#) for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students found to be cheating or plagiarizing will be subject to disciplinary action in accordance with the policy set forth in the UTEP catalog. Refer to: <http://www.utep.edu/dos/>

## Course Schedule

### Week 1: March 12

#### Course module 1

*Read Bjelajac Chapter 1: The Invention and Mapping of America*

**Due: Assignment 1 by Saturday at 11:30 p.m.**

**Due: Before Saturday at 11:30 p.m.: Post a thread to introduce yourself to your group**

### Week 2: March 19

#### Course Module 2

*Read: "Iroquois or Confederacy of the Five Nations (Iroquois)*

*"The Coming of the Spanish and the Pueblo Revolt (Hopi)"*

**Due: Quiz 1 by 11:30 p.m. on Wednesday**

**Due: Assignment 2 due Wednesday by 11:30 p.m.**

*Rd: Mary Rowlandson, "A Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson"*

**Due: Quiz 2 by 11:30 p.m. on Saturday**

**Group Discussion reports are due by Saturday at 11:30 p.m.**

### Week 3: March 26

#### Course Module 3

*Rd Bjelajac ch 2: Chapter 2: Religious Rituals and the Visual Arts in Colonial America*

*Rd: John Winthrop, "A Modell of Christian Charity"*

*Rd: Jonathan Edwards, "Sinners in the Hands of an Angry God"*

**Due: Quizzes 3 and 4 by Wednesday at 11:30 p.m.**

**Group Discussion reports due by Saturday at 11:30 p.m.**

**Due: Assignments 3 and 4 due Saturday by 11:30 p.m.**

### Week 4: April 2

#### Course Modules 4 and 5

*Rd Bjelajac: Chapter 3: Art and the Consumer Revolution in Colonial America*

*Rd. Susanna Rowson, Charlotte Temple*

**Due: Quiz 5 by Wednesday at 11:30 p.m.**

**Due: Assignment 5 by Wednesday at 11:30 p.m.**

*Rd Bjelajac, Chapter 4: Revolutionary Icons and the Representation of Republican Virtue*

*Rd. Jefferson, Declaration of Independence*

**Due: Assignment 6 by Saturday at 11:30 p.m.**

**Due: Quiz 6 by Saturday at 11:30 p.m.**

**Group Discussion reports are due by Saturday at 11:30 p.m.**

### Week 5: April 9

#### Midterm and Module 6

**Due: MIDTERM EXAM by Wednesday at 11:30 p.m.**

*Rd. Chapter 5: National Identity and Private Interests in Antebellum America*  
*Rd. Olaudah Equiano, Autobiography, Chapters 2-6*

**Due: Quiz 7 by Saturday at 11:30 p.m.**

**Due: Assignment 7 by Saturday at 11:30 p.m.**

**Group Discussion reports are due by Saturday at 11:30 p.m.**

**Week 6: April 16**

**Module 7**

*Rd. Edgar Allan Poe, The Fall of the House of Usher*

**Due: Quiz 8 by Wednesday at 11:30 p.m.**

*Chapter 5 continued: Module 8 Transcendentalism*

**Group Discussion reports are due by Saturday at 11:30 p.m.**

**Due: Assignment 8 by Saturday at 11:30 p.m.**

**Week 7: April 23**

**Module 9**

**Chapter 5 continued**

Domestic Feminism, Feminist Art

*Rd. Elizabeth Cady Stanton, Declaration of Sentiments*

**Due: Quiz 9 by Wednesday at 11:30 p.m.**

**Due: Assignment 9 by Wednesday at 11:30 p.m.**

**Module 10**

*Rd. Frederick Douglass, Narrative, chapters 1-11*

**Due: Quiz 10 by Saturday at 11:30 p.m.**

**Group Discussion reports are due by Saturday at 11:30 p.m.**

**Week 8: April 30**

**Term Paper Due by Monday at 11:30 p.m.**

**Final Exam Due by Monday at 11:30 p.m.**