

Fall 2011 • 10347R  
Tues/Thurs • 12:30-1:50pm  
KAP 445

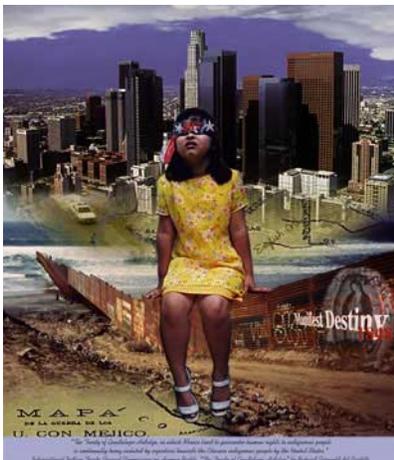
**Professor Emily Hobson**

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Office hours:  
Tuesdays 2-4pm KAP 455  
or by appointment



Dorothea Lange, Manzanar, CA, 1942.



Alma López, "187." 1998.



Advertisement for runaway slave, c. 1850s.

## AMST 200m: Introduction to American Studies & Ethnicity

AMST 200m provides an introduction to major issues, theories, and methods in American Studies and comparative ethnic studies. The course is organized around a series of "keywords," defined as a living vocabulary of culture, power, and social change. Important keywords for AMST 200 include slavery, empire, nation, and borders. Through these and related terms, we will analyze the construction of race, class, gender, sexuality, and other relationships of power central to the U.S. and its connections with the world.

Course materials are interdisciplinary and include history, cultural studies, fiction, and film. Assignments include reading, writing, discussion, and a field trip exploring public memory in Los Angeles. Students will explore a diverse array of experiences within and beyond the U.S., gaining a transnational understanding of American Studies and a critical perspective on ethnicity and race.

*AMST 200 is required for the major and minor in American Studies & Ethnicity and for the majors in African American, Asian American, and Chicano/Latino Studies. It also fulfills the diversity requirement (m).*

### REQUIRED TEXTS

- Bruce Burgett and Glenn Hendler, *Keywords for American Cultural Studies* (NYU Press, 2007)
- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Harvard U. Press, 1999)
- Julie Otsuka, *When the Emperor Was Divine* (Anchor Books, 2002)
- Hector Tobar, *The Tattooed Soldier* (Penguin Books, 1998)

Books are at the USC bookstore and Levey Reserves. In addition, there are number of articles assigned and posted on Blackboard (see schedule). Films screened in class may include *Traces of the Trade*, *9500 Liberty*, *Pilgrimage*, and *Trouble the Water*.

## **READ THIS SYLLABUS CAREFULLY.**

It serves as your contract for this class. Please make sure that you understand all class policies, assignments, and due dates. You are responsible for being aware of everything stated in the syllabus and for following the syllabus week by week.

## **COURSE REQUIREMENTS**

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- Participation (10%) In addition to general participation requirements, you must meet with me twice in the semester to discuss your progress and final project.
- Responses (20%) 10 Responses are assigned; see schedule.
- Each Response must be 2 full pages, double-spaced, and follow all other requirements in the Writing Checklist.
  - Each week there are at least two distinct readings, sometimes more. You are welcome to discuss one of the week's readings in greater detail than others, but you must demonstrate that you have completed all the readings in your Response.
  - Discuss the ideas, evidence, or terms that stand out to you. Make your best attempt to restate the authors' main arguments and to analyze how the readings fit together.
  - Include at least 2 quotes, citing them properly.
  - Conclude with a discussion question.
- Essay #1 (15%) Rethinking Race: 4-5 pages, due 9/16.
- What is race, and how does it work? Draw on assigned readings. A full prompt will be distributed.
- Essay #2 (20%) Keywords Analysis, 6-8 pages, due 10/14.
- Identify a keyword – not listed on the syllabus – that you think is significant in the culture(s) of the United States or the field of American Studies and Ethnicity. Analyze your chosen keyword in relationship to others we have explored to date. A full prompt will be distributed.
- Presentation (10%) Presentation of your Final Project, 11/29 or 12/1.
- Guidelines for Presentations will be distributed.
- Final Project (25%) Formats will vary. Due 12/2.
- Analyze a location, individual, or event guided by materials from the Studio for Southern California History. Your project must include a written component, but multimedia components – including video, sound, photographs, and interviews – are encouraged. A full prompt will be distributed.

## GENERAL CLASS POLICIES

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### Participation and Attendance

- Discussion: Contribute to discussion each class and participate in all small group activities.
- Readings: Complete readings by the day assigned and bring them to class.
- Absences: You are allowed 2 unexcused absences. Each additional unexcused absence reduces your participation by one full grade. Absences may be excused only for very limited reasons (including hospitalization or a religious holiday). I may request documentation.
- Respect the class time: Being significantly tardy, leaving early, using your phone, or allowing your phone to ring (one exception noted below) will result in you being marked absent. Students who repeatedly break these policies will forfeit their participation grade.

### Blackboard Site and Assignments

- Blackboard: This course uses Blackboard for articles, assignments, supplemental materials, and announcements. Please check the site often and ensure you are familiar with it.
- Handing in Assignments: All assignments must be handed in on Turnitin.com using the links on Blackboard. No paper copies are necessary. I will not accept assignments late or by email.
- Writing Checklist: All format and citation requirements are listed in the class Writing Checklist. Follow this Checklist for all your written work, including the Short Responses.

### Electronics

- Laptops: No laptops allowed in class, except as accommodation for a documented disability.
- Phones, etc.: Put away and turn off your phone and all other electronic devices. The first time any phone rings or vibrates, the student must bring treats to class. All other times, the student will be marked absent. This count applies to the class as a whole, not each student.
- No Kindles: Kindles do not provide page numbers. Reading devices that provide page numbers (i.e. Nooks) are fine, but only be allowed in class if wireless capability is disabled.

### Readings

If something confuses you in the readings – an unfamiliar word, concept, etc. – do your best to understand it before class: look it up in the dictionary, refer to the author’s footnotes, etc. If you still have questions, bring them to class and/or write about them in your Response. I do not expect you to grasp every term or idea immediately, or to come away from every reading convinced, but I do expect you to read thoughtfully and analytically. Do not skim.

## **Learning Environment**

This course will challenge you to think critically about race, ethnicity, class, gender, sexuality, citizenship, nationalism, war, the United States, and the world at large. To participate, you need to be willing to think critically about your own and others' points of view and be open to new ideas. Thoughtful, respectful, and energetic discussion is essential. If you find speaking in class difficult, do your best to speak more. If you speak often, step back occasionally to make space for others. Avoid making assumptions about others' identities, practice active listening, and be willing to try out new ideas or even change your mind. Please talk to me in office hours if you feel that I can help you contribute more effectively in class.

## **Students With Disabilities**

I welcome and seek to fully accommodate all students. Any student requesting academic accommodations based on a disability is required to register with the Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and can be contacted at (213) 740-0776.

## **Academic Integrity and Honesty**

I expect the highest level of academic integrity and I have no tolerance for academic dishonesty. Plagiarism means passing off another's work as your own. It includes copying or failing to cite material, either paraphrased or quoted, from any source (including a website). Penalties for plagiarism are an F on the assignment, an F in the course, and a report to the Office of Student Judicial Affairs. It is your responsibility to understand what constitutes plagiarism and how to research and cite properly. If you have questions, visit the Writing Center and/or meet with me.

- SCampus contains the Student Conduct Code (Section 11.00). The recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>
- The Review process for the Office of Student Judicial Affairs and Community Standards can be found at: <http://www.usc.edu/student-affairs/SJACS>

## SCHEDULE

The **KEYWORD** for each week is listed in uppercase and boldface. Readings are noted with a square □. Writing assignments are noted with an arrow →. Special events are with a star ★. Any changes to the schedule will be announced.

### Week 1 – AMERICA

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8/23 Introduction to class

- 8/25 □ Bruce Burgett and Glenn Hendler, “Keywords: an Introduction,” in *Keywords*, 1-6.  
□ Kirsten Silva Gruesz, “America,” in *Keywords*, 16-22.

### Week 2 – SLAVERY

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- 8/30 □ Walter Johnson, *Soul by Soul*, 1-77.  
□ Walter Johnson, “Slavery,” in *Keywords*, 221-224.

9/1 □ Walter Johnson, *Soul by Soul*, 78-116.

→ Response due 9/1 by 12:30pm

### Week 3 – PROPERTY

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- 9/6 □ Walter Johnson, *Soul by Soul*, 117-188.  
□ Grace Kyungwon Hong, “Property,” in *Keywords*, 180-183.

9/8 □ Walter Johnson, *Soul by Soul*, 188-220.

→ Response due 9/8 by 12:30pm

### Week 4 – RACE

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9/13 □ Matthew Jacobson, “Introduction: The Fabrication of Race,” and “Anglo-Saxons and Others, 1840-1924,” *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (Harvard University Press, 1998): 1-12 and 39-90.

- 9/15 □ Roderick Ferguson, “Race,” in *Keywords*, 191-196.  
□ Andrea Smith, “Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing,” in *INCITE! Women of Color Against Violence*, ed., *Color of Violence: the INCITE! Anthology* (South End Press, 2006), 66-73.

→ Essay #1 (Rethinking Race) due Friday 9/16 by 5:00pm

## Week 5 – EMPIRE

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- 9/20     Shelley Streeby, “Empire,” in *Keywords*, 95-101.  
          Kristin L. Hoganson, “Introduction” and “The Problem of Male Degeneracy and the Allure of the Philippines,” in *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (Yale University Press, 1998), 1-14 and 133-155.
- 9/22     Pablo Mitchell, “Compromising Positions: Racializing Bodies at Pueblo Indian Schools,” *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920* (University of Chicago Press, 2005): 26-51.

→ Response due 9/22 by 12:30pm

## Week 6 – IMMIGRATION

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- 9/27     Eithne Luibhéid, “Immigration,” in *Keywords*, 127-131.  
          Erika Lee, “The Chinese are Coming. How Can We Stop Them? Chinese Exclusion and the Origins of American Gatekeeping,” and “Enforcing the Borders: Chinese Exclusion along the U.S.-Canadian and U.S.-Mexican Borders,” in *At America’s Gates: Chinese Immigration During the Exclusion Era, 1882-1943* (University of North Carolina Press, 2003): 23-46 and 151-187.

→ Short Response due 9/27 by start of class

- 9/29    ★ Walking tour of Chinatown with the Studio for Southern California History  
         977 North Hill Street, Los Angeles, CA 90012  
         *Class will meet in Chinatown at the address above; please plan accordingly. Transportation options will be discussed in class. Please wear comfortable shoes and bring water. There will be an option for a class lunch after the tour.*

## Week 7 – INTERNMENT

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- 10/4     Caroline Chung Simpson, “Internment,” in *Keywords*, 137-139.  
          Julie Otsuka, *When the Emperor Was Divine*, 1-105.

- 10/6     Julie Otsuka, *When the Emperor Was Divine*, 106-144.

→ Response due 10/6 by 12:30pm

## Week 8 – NATION

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- 10/11    George Sánchez, “Face the Nation: Race, Immigration, and the Rise of Nativism in Late Twentieth Century America,” *The International Migration Review* 31:4 (Winter 1997): 1009-1030.

*(Week 8 continues next page)*

- 10/13  Alys Eve Weinbaum, "Nation," in *Keywords*, 164-170.  
 Evelyn Alsultany, "The Prime-Time Plight of the Arab Muslim American after 9/11," in Amaney Jamal and Nadine Naber, eds., *Race and Arab Americans Before and After 9/11* (Syracuse University Press, 2008): 204-228.

→ Essay #2 due (Keywords Analysis) Friday 10/14 by 5:00pm

### **Week 9 – Introduction to Final Projects**

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- 10/18 ★ Visit from Studio for Southern California History on Final Project  
 Review materials from the Studio for Southern California History (provided this week). Your Response this week must be a detailed proposal for your Final Project.

10/20 NO CLASS (professor will be at American Studies Association)

→ Response due 10/20 by 12:30pm

### **Week 10 – PLACE**

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- 10/25  Dorothy Hayden "Urban Landscape History: The Sense of Place and the Politics of Space," in *Urban Landscapes as Public History* (MIT Press, 1995), 14-43.

- 10/27  Elana Zilberg, "Fools Banished from the Kingdom: Remapping Geographies of Gang Violence Between the Americas," *American Quarterly* 56:3 (2004), 759-779.  
 Marisela Norte, "Best MTA Bus Line: The Number 18, Yes, Let's Take a Trip Down Whittier Boulevard," *American Quarterly* 56:3 (2004), 506-510.

→ Response due Thursday 10/27 by 12:30pm

### **Week 11 – BORDER**

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- 11/1  Mary Pat Brady, "Border," in *Keywords*, 29-32.  
 Gloria Anzaldúa, "The Homeland: Aztlán," and "La conciencia de la mestiza," in *Borderlands: La Frontera* (Aunt Lute Books, 1999): 23-45 and 99-113.

- 11/3  Pheobe S. Kropp, "Citizens of the Past? Olvera Street and the Construction of Race and Memory in 1930s Los Angeles," *Radical History Review* 81 (Fall 2001): 35-60.

→ Response due Thursday 11/3 by 12:30pm

### **Week 12 – MESTIZO/A**

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- 11/8  Hector Tobar, *The Tattooed Soldier*, 1-80.

- 11/10  Hector Tobar, *The Tattooed Soldier*, 83-150.  
 Curtis Marez, "Mestizo/a," in *Keywords*, 156-160. (Week 12 continues next page)

→ Response due Thursday 11/10 by 12:30pm

**Week 13 – AMERICA**

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11/15     Hector Tobar, *The Tattooed Soldier*, 153-307.

11/17     Kirsten Silva Gruesz, “America,” in *Keywords*, 16-22 (re-read).

→ Response due Thursday 11/17 by 12:30pm

**Week 14 – *Final Projects***

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11/22    No reading or writing assigned; we will do work towards Final Projects.

11/24    NO CLASS (Thanksgiving holiday)

**Week 15 – *Presentations***

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11/29    Presentations of Final Projects

12/1     Presentations of Final Projects

→ Final Projects due Friday, 12/2, by midnight (12:00am of 12/3)