

For campus updates / resources related to COVID 19 please see <https://www.salemstate.edu/coronavirus-info-students>  
Info @ accessing physical/mental health etc. can be found there

## IDS 232- 01: American Identities (HP, DPDS) SPRING 2022 - **ONLINE** ASYNCHRONOUS

**THIS IS AN ASYNCHRONOUS COURSE:** We will not be meeting at any designated days/times. You will move through the work on your own, based on weekly assignments, with feedback and engagement from professor and classmates throughout.

**Professor: Dr. Elizabeth Duclos-Orsello, Ph.D.**

Professor and Chair, Dept. of Interdisciplinary Studies  
Coordinator of the American Studies Program

**Office:** MH 231

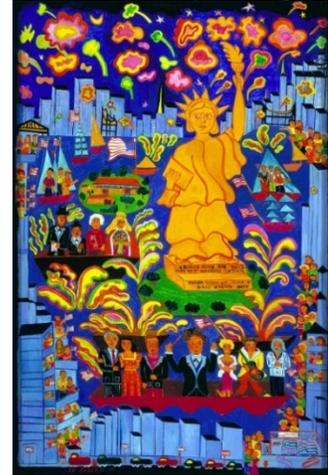
**Student Drop-In Hours:** **Wednesday 11-12:00: Thursday 11-12:00 & by appointment.** (I will be in my office on these days and times as well as available via ZOOM at the following link:

<https://salemstate.zoom.us/j/83981212772?pwd=ZTBRck1mRjg5VmlqajgxUzRkNXRZZz09>

\*\* note: first come, first served.

**Email:** [educlosorsello@salemstate.edu](mailto:educlosorsello@salemstate.edu) (I work very hard to return emails within 24 hours M-F).

**Facebook:** Please LIKE and FOLLOW the “American Studies at Salem State University” page



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### Course Catalog Description:

This course challenges ideas about and engages with debates over the meaning of “America” and “American” with a particular focus on how these terms have been shaped and limited by structural factors and tied to race, class, gender and ethnicity. Using an interdisciplinary perspective that integrates the humanities and social sciences students will explore how “American” cultural and national identities have developed over four centuries and consider the legacies of this history on “American” experiences today. Students will be introduced to the methods and materials of American Studies as they learn to interpret cultural products drawn from popular and fine arts, literature, music and film, historical, sociological, legal and geographic documents as well as other non-fiction texts. Three lecture hours per week.

### In Spring 2022 – this course will have an COIL\* (International Learning) component:

During a two-week portion of our course (TBD), students in this course will collaborate with students in an American Culture/Literature course at Aristotle University (AUTH) in Thessaloniki, Greece. We will read one or two common texts, discuss them online, and in small groups, students will offer creative responses to them. This will not be \*additional\* work but will replace some of the normally scheduled work. The syllabus will be updated to reflect the specifics when they become available.

\*COIL = Collaborative Online International Learning

### What is American Studies Anyway?

American studies—a field that traces its history in the academy to the early 20<sup>th</sup> century – is an interdisciplinary approach to understanding the diverse people, society, institutions and cultures of the

United States (often called “America”) past and present. My approach is marked most notably by a focus on questioning the categories “America” and “American”, cultural diversity/identity formation, power, “America” and “Americans” as part of a global system, and social justice. (**“Like” the American Studies at Salem State University facebook page and see the website of the American Studies Association: [www.theasa.net](http://www.theasa.net)**)

**Course Goals:** This course will

G1: Engage students in a multi and inter-disciplinary study of the varied, often conflicting discourses of “American” identity over 400 years as a result of various racial, class, ethnic, gender, etc. subject positions. Focus is on some of the most strongly-held and revered definitions and images of “America” and “Americans.”

G2: Introduce students to the ways in which historical, socio-political, ideological and demographic differences (including but not limited to gender, race, class, religion, nation of origin, political belief, language, sexual orientation and ethnicity) have been represented in and shaped by American culture.

G3: Introduce students to a core set of skills, methods and materials that American Studies scholars use to investigate and explain “American” culture (past and present)—and help them gain competence and confidence in discussing, accessing and utilizing these skills and materials.

G4: Introduce students to a range of cultural products that have worked to create, sustain and shape both the lives of Americans and our ideas about American identity with emphasis on the role of cultural production in the creation and maintenance of structural inequality and power differences.

G5: Provide students with knowledge and skills to contextualize contemporary discourses and cultural constructions of “America” or “Americans”.

G6: Provide opportunities for students to strengthen and practice their analytical thinking, research, writing, and presentation skills.

G7: Offer opportunities for students to experience a community of learners, engage in collaborative and experiential learning, and explore topics of particular individual interest.

COVID 19 GOAL A: provide students with a safe and structured space to engage their minds and build/sustain community in an era of uncertainty.

COVID 19 GOAL B: be responsive to the lived realities of life and challenges of COVID-19 and consider how our class material informs our lives in the here and now.

#### COIL GOALS

- To encourage international and intercultural interaction and provide an opportunity for students to practice these skills.
- To build personal and intellectual connections between students at two universities/two countries. (And to give them access to a faculty member at another university)
- To explore and respond to shared cultural products about critical American studies/culture topics (on race, ethnicity, belonging and identity) from two different cultural and locations.
- To encourage and provide an opportunity for students to produce a creative response to shared

**Course Learning Outcomes/Objectives:**

**Upon successful completion of course, a *student will be able to***

O1: Identify and discuss some of the basic premises, methods and sources of American Studies scholarship.

O2: Discuss and demonstrate the ways in which variables such as race, class, gender, ethnicity, sexual orientation, political belief and religion have shaped and been impacted by ideas about American identity(ies) over time.

O3: Trace the cultural and historical trajectory of at least two common understandings of “America” and “American Identity” since the 17th century.

O4: Discuss (in written and verbal form) the ways in which cultural products have both shaped and demonstrated conflicting ideas about American identity since the 17th century with a particular focus on the role of cultural production in maintaining or challenging structural inequity.

O5: Locate secondary scholarship and/or primary sources/cultural products using both digital and local/regional brick-and mortar libraries and archives.

O6: Analyze, contextualize, and interpret a range of primary sources related to a given topic/theme (including, but not limited to: architecture, literature, legal writing, music, painting, photography, and material culture).

O7: Develop and support original arguments about the identity of “America” and “Americans”.

O8: Summarize complex scholarly arguments and texts.

O9: Apply existing knowledge to the analysis and interpretation of new sources and materials.

O10: Demonstrate their ability to apply the methods and materials from more than one discipline (including but not limited to: art history, geography, history, sociology, political science and literature) to source analysis and argumentation.

COVID19 Outcome A: continue to engage their mind and heart through explorations of key questions/concerns of the past and present in an era of uncertainty.

COVID 19 Outcome B: engage in building and sustaining community in an era of social distancing and global challenges.

COIL Outcomes:

- Students will practice engaging in discussions and analysis of race/gender/ethnicity in the US with students in Greece
- Students will know students in another country and know a bit about their lives and approach to education.

## **DPDS COURSE INFORMATION:**

**This course fulfills the “DPDS” General Education course requirement. “DPDS” stands for “Diversity, Power Dynamics and Social Justice”. This course, like all DPDS courses meet the guidelines below.**

### **Category Description**

The Diversity, Power Dynamics, and Social Justice requirement stands as an institutional commitment to develop and teach different ways of thinking which have been drawn from and address the multiple histories and cultural heritages that shape the United States. It recognizes that individuals develop their identities in response to particular cultural and social experiences. At the same time, individuals are located within socio-cultural historical contexts that include oppression, inequality, and differences in power and privilege within society. Course material will engage in a cross-cultural analysis of historical and contemporary inequities such as those associated with race, ethnicity, sex and gender, sexual orientation, nationality, ability, religion, age, or socio-economic status. Its goal is to replace stereotyping with informed reasoning, understanding, and judgment skills and to facilitate and enhance students' ability to consider ethical and social decisions from multiple perspectives. No one orthodoxy or perspective encompasses the examination of diversity, power dynamics, and social justice; this may include perspectives from any political and social vantage point.

### **Criteria for this Category**

Courses in this category meet all of the following criteria:

**CRITERION 1: EXAMINE THE PEOPLE, STRUCTURES, SYSTEMS, AND IDEOLOGIES THAT SUSTAIN DISCRIMINATION, ASYMMETRIES OF POWER, AND RESOURCE INEQUITIES IN SOCIETY (E.G., SOCIAL, POLITICAL, ECONOMIC, ENVIRONMENTAL, OR CULTURAL) AND HOW UNEQUAL POWER IMPACTS THE INDIVIDUAL AND THE COMMUNITY.**

**CRITERION 2: EXAMINE THE EXPERIENCES AND THE CONTRIBUTIONS OF INDIVIDUALS AND COMMUNITIES WITH SOCIAL IDENTITIES RENDERED OTHER OR ALIEN, OR GENERALLY OPPRESSED BY ASYMMETRICAL POWER STRUCTURES WITHIN THE UNITED STATES, INCLUDING BUT NOT LIMITED TO FOR REASONS ASSOCIATED WITH RACE, ETHNICITY, SEX AND GENDER, SEXUAL ORIENTATION, NATIONALITY, ABILITY, RELIGION, AGE, OR SOCIOECONOMIC STATUS.**

**CRITERION 3: ENGAGE STUDENTS TO EXPLORE THEIR OWN SOCIAL LOCATIONS, SOCIAL IDENTITIES, PRIVILEGES, AND EXPERIENCES OF INEQUITY TO BETTER UNDERSTAND THEIR OWN PLACE IN EXISTING SOCIAL STRUCTURES, COMMUNITIES, AND POWER STRUCTURES.**

**CRITERION 4: FOSTER STUDENTS' ABILITY TO ACT IN A MANNER THAT RECOGNIZES THE FEELINGS, LIVES, AND PERSPECTIVES OF DIVERSE OTHERS BY IMPLOING THEM TO FACE HOW PEOPLE, SYSTEMS, AND SOCIAL STRUCTURES FUNCTION TO MAINTAIN INEQUALITY AND DENY INTEGRATED DIVERSITY.**

## **REQUIRED MATERIALS: READINGS/ MATERIALS**

**I. To purchase: (available in the SSU Bookstore) - MUST PURCHASE**

Horwitz, Richard. P. ed. *The American Studies Anthology*. (Wilmington, Delaware: Scholarly Resources Inc., 2001). [listed as “ASA” in syllabus]. Available at SSU Bookstore or on through various online vendors such as Amazon. (about 30% of class materials will come from this book. The remainder will be made available in each module of the course on CANVAS

**II. ON CANVAS- NON-ASA REQUIRED READINGS** (no cost to you) Throughout the course, all materials NOT found in the *American Studies Anthology* (about 70 % of all class materials) will be provided digitally in each module. You MUST read/explore ALL of them. THEY ARE REQUIRED! I strongly encourage you to DOWNLOAD these materials as they are made available so that you can read, manipulate, and print as needed without worrying about internet access problems.

**ASSIGNMENTS, ASSESSMENT & GRADING**

**CLASS DISCUSSIONS & PARTICIPATION: 70%**

**Course Objectives Met: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

**Due: Every week.**

You will earn your grade in this area based on your regular engagement with the course, and the completeness & quality of your work in online class **discussions and other activities**.

**To earn an “A” in this area** you must **complete EVERY discussion/activity in the course folders in a thoughtful and reasoned manner** demonstrating your engagement with and understanding of the assigned materials. I will read all postings and will respond to each of you on a regular basis—although I will not reply to each individual post. Please note that some “discussions” may take the form of annotations (using the tool called “hypothesis”), audio postings or other formats. All instructions will be provided.

At the end of some Units there are “WRAP-UP” Discussion posts, these are worth 100 points each. (More so than any other discussion in the unit and they rely upon your having fulfilled the previous discussions in that unit)

Our COIL work with students in Greece will count under this category.

In greater detail:

Because we will not be meeting face-to-face during this course, your **REGULAR**, and **CONSISTENT ONLINE PRESENCE/PARTICIPATION** is the basis for this grade. For this online course the following definitions apply:

**DISCUSSIONS/ACTIVITIES: In every UNIT/TOPIC folder** you will be required to respond to questions and/or comment on/discuss the materials related to that topic.

- These DISCUSSIONS/ACTIVITIES are an online version of classroom discussions and to participate fully you will need to have read/competed the work in the topic folder.
- I will grade all discussions and comment on all discussions.

- I will regularly post GENERAL RESPONSES to a discussion. This is general feedback for all students based on what I see emerging from your discussions and/or to correct/direct your thinking. BE SURE TO READ
- Each student will receive specific feedback from me (in addition to a grade) on at least one discussion each week. **Please be sure to read my feedback as it will assist you in improving the quality of your discussion posts.**
- **Point Value per Discussion:** Most discussions are graded on a 10 point scale; some on a 30 or 100 point scale; some Complete/Incomplete. All will count towards your final grade in this area.
- **PRESENCE:** means logging in regularly to the Canvas site. “REGULARLY” means at least 2x/week. For most weeks, you will want to log in 2-4 times/week in order to be able to participate fully in discussions and course activities.
- **PARTICIPATION:** means THOUGHTFUL COMPLETION of **ALL discussions/activities (there are approximately 35)**. Let me/your classmates hear your “voice”, hear you presenting your fullest, best, most insightful self, hear your deep, reasoned thoughts, ideas and responses to the materials at hand.

### Two “Blog” Posts --- “America: A View from the News” 20%

Course Objectives Met: 2,4,6,7,9,10

DUE: 2 posts: March 11 & April 29

A major goal of this course is to connect “traditional” texts and materials with the realities of lived experience (as many leading American Studies scholars do) in our goal to understand “American” identities. To this end you will all contribute to a class “blog” (in CANVAS)

For this assignment you will be writing about the links between our assigned course texts and activities/events/experiences happening in our lives today. You will have to make specific connections and offer your analysis.

- You need to post **at least 2x/semester**; Your posts must be 300-500 words each.
- You **must also respond at least 2x during the semester to your classmates’ posts**. – if you do NOT respond to a classmate’s post each time you cannot earn full credit.

**To do this you must choose one of the two options here for each of your two Blog Posts:**

- 1) Follow a reputable news outlet (I have offered some links below) and think about what the current situation says about issues of: 1) Who Americans Are/Are Perceived to Be; 2) What Americans Believe; 3) Diversity, Power Dynamics, Social Justice in the United States.
- 2) Reflect on something going on in your daily life.

Your 300-500 word blog post must include:

- the link to the news source (url) if you are commenting on a news source.
- A clear summary of what is going on in (either in your life or in the news account) with sufficient detail to help readers follow along.
- A specific and clear connection between your discussion of the event and **AT LEAST one specific cultural product we have read/discussed in class**. (eg: how does it link to John Smith’s map, or DuBois’ essay from *The Souls of Black Folk*....)

Links to news sources you might explore:

- New York Times: ONLINE

- Washington Post: ONLINE
- The BBC: ONLINE

SEE INSIDE “BLOG” module FOR DETAILS AND GRADING RUBRIC for more DETAILS

**ZINE: (a final project) = 10%**

**Course Objectives Met: 2, 4, 5, 6, 7, 8, 9**

**DUE: 8 pm Friday 5/6**

The cumulative assignment for this course (there is no formal “exam” and no typical “paper”) is to produce a zine to showcase all the skills and knowledge you have gained this term and link our course material to/with a contemporary issue/experience you are passionate about today! A zine is a non-commercial publication to highlight and share stories that are often overlooked in more formal media outlets/forms. Usually handmade and self-published, images and text come together in creative ways in zines. Zines involve writing, clipping/arranging images/text in creative ways and having a bit of fun too! We will be making our zines in a digital space. Your zine will be based on your analysis of and writing about our course material and your ability to situate a contemporary social/political issue in conversation with its historical precedents so that you can make a claim about what has or has not changed over time. (And how someone might get involved to engage with the issue today). THERE WILL BE VIDEOS and INSTRUCTIONS FOR YOU ON CANVAS. This is intended to be a FUN and CREATIVE way to demonstrate all you have learned in this HP and DPDS class!

**Note: If you have completed all of the work throughout the course you will do just fine!!! If you have not been keeping up with the skills or content learning in the course you will find it challenging.**

**SEE the ZINE PROJECT ASSIGNMENT SHEET and RUBRIC on CANVAS FOR DETAILS (these items are forthcoming)**

**Student Experiences, Assignments, Assessments by Course Outcome (Objective) matrix:**

<b>Student Experience/Assignments</b>	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	COIL
Preparation and Participation work//DISCUSSIONS	x	x	x	x	x	x	x	x	x	x	X
Blog		x	x	x		x	x		x	x	
Zine		x		x	x	x	x	x	x		

## ADDITIONAL COURSE POLICIES/PROCEDURES

**Attendance Policy:** Because this is an online, asynchronous class, “Attendance” means logging in at least 2x/week all semester long. This will allow you to complete the required individual and collective work (eg. Responding to and engaging with classmates).

**Late Work:** Because of the ways in which work in this course builds on prior work, late work is strongly discouraged. To accommodate the realities of life, I will allow for 3 late **discussion** postings (meaning missing three individual discussions and completing them within a week) over the course of the semester without penalty. Late work beyond this will earn a zero on the assignment. Please note that this late policy does not apply to the COIL assignment with the Greek students, the Blog postings or the Zine assignment. If you have extenuating circumstances that you feel warrant a discussion about this policy, please see me during student drop in hours to discuss.

**Diversity, Equity and Inclusion Statement:** The Department of Interdisciplinary Studies (of which I am Chair) is committed to ensuring that all students can learn and flourish in an environment that supports and encourages them. Diversity is an asset and my goal in this course is to ensure that each of you can bring your whole self to this learning space and be supported as you take risks and grow. Our campus and this class are enriched by the range of lived experiences and identities you each embody and bring with you into this space including race, ethnicity, ability, gender, gender identity, sexual orientation, religion and socioeconomic status. I require that we treat others with respect and dignity at all times. Please reach out to me if you have any concerns or suggestions about how to improve the course in these areas. I am here to help and we are all learning.

## IMPORTANT STUDENT RESOURCES/SUPPORT SERVICES

**SSU Library Resources & Reference Librarian –Nancy Dennis.** I encourage all of you to make regular use of the research and reference services/assistance provided by the Librarians at SSU as needed/necessary. For this class Nancy Dennis is the designated Reference Librarian. While you may contact any of the Librarians, Carol and I have met about this course and she is prepared to help you. Carol can be reached at [ndennis@salemstate.edu](mailto:ndennis@salemstate.edu). You should also familiarize yourself with the SSU Databases. See the Library website at [www.salemstate.edu/library](http://www.salemstate.edu/library).

**Writing Support Available at SSU:** My goal is to assist you in succeeding here at SSU. Please be aware that in addition to making use of my office hours there are other services and offices on campus which you should make use of whenever necessary. One of the most valuable is the SSU Writing Center. They are available ONLINE at <https://ask.salemstate.edu/kb/online-tutoring-writing-center>. You should consider making early and frequent use of the free consultation and tutoring services they offer for all your written work. This is an amazing resource!

## OTHER UNIVERSITY POLICIES

### **Academic Integrity and Academic Dishonesty**

All students are expected to be familiar with the academic regulations, including those regarding Academic Integrity, for Salem State University as published in the college catalog. [[http://catalog.salemstate.edu/content.php?catoid=36&navoid=6906#Academic\\_Integrity](http://catalog.salemstate.edu/content.php?catoid=36&navoid=6906#Academic_Integrity)] In addition, each student is responsible for completing all course requirements and for keeping up with all that goes on in the course (whether or not the student is present).

**Equal Access Statement**

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring accommodation, aid or adjustment should speak with the instructor immediately. Students with disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services. *The office is in the Library Learning Commons G20.*

**COVID-19 Statement**

Students must comply with the Covid-19 Health and Safety Protocols for the 2020-2021 Academic Year. This includes wearing masks in class and on campus in public spaces, practicing physical distancing where possible, including in class, engaging in a daily symptom check, notifying Counseling and Health Services at 978-542-6413 if they have any symptoms associated with COVID-19, and not coming to campus or to an in-person class if they have any of the symptoms related to COVID-19, until cleared by the Student Life Wellness Area. Students who have documented disabilities that may prevent them from complying with these policies are required to contact the Disability Services office.”

**University Emergency Closing:** In the event of a university declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to [salemstate.edu](http://salemstate.edu) for further information and updates. The course attendance policy stays in effect until there is a university declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course located on our course CANVAS site. Students should review the plans and gather all required materials before an emergency is declared

**COURSE CREDIT and EXPECTED STUDENT WORKLOAD**

Please note that for a 3 credit course at Salem State, the expected student class related work time each week is approximately 6-8 hours. This is a mandate from our accrediting body. I have organized this course with this work time expectation in mind.

**SPRING 2022**

**SCHEDULE OF COURSE TOPICS, MATERIALS and ASSIGNMENTS**

You will follow the course materials online

Week	UNIT Name	Topics	What is Due
<p>1/18-1/23</p> <p><b>[NOTE: these materials are due by NOON SUNDAY 1/23]</b></p>	<p><b>UNIT: INTRODUCTIONS</b></p>	<p><b>Topic: Introductions to the Course, the Subject and the People</b></p> <p>Course Introductions            Overview: Course and Syllabus            Complete 3 Discussions:</p> <ul style="list-style-type: none"> <li>• to one another (Who’s in this Class)</li> <li>• to the course (Syllabus Exploration)</li> <li>• to ideas and images of “America” and “Americans” (3 Big Questions of Am. Studies)</li> </ul> <p><b>*Amanda Gorman’s 2021 Inaugural Address – THIS HILL WE CLIMB – read and annotate!</b></p>	<p><i>Note: EXCEPT FOR THE FIRST WEEK-- every week’s discussions will be due by NOON on FRIDAYS.</i></p> <p><b>Note: Most material will be made available to you by the end of the day on FRIDAY for the following week’s material (So you can work over the weekend if needed/desired)</b></p> <p>All of this week’s Topic-related discussions and activities complete by <b>NOON SUNDAY 1/23</b></p> <p><b>BUY YOUR BOOK THIS WEEK (and DOWNLOAD all the other materials to your computer)</b></p>
<p>1/24- 1/28</p>	<p><b>UNIT I: Introduction To the History and Ideas of American Studies</b></p>	<p><b>Topic: This is NOT “America”. (Or is It?)</b></p> <ul style="list-style-type: none"> <li>• Complete 1 hypothesis activity</li> </ul> <p><b>Topic: Representations of “America” and “Americans”</b></p> <p>Complete 2 Hypothesis activities &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Political Rhetoric of Donald Trump’s Presidential Inauguration, 2017</li> <li>• Political Rhetoric of Joe Biden’s Presidential Inauguration, 2021</li> </ul> <p><b>Topic: The Danger of a Single Story: Chimanda Ngozi Adichi: “The Danger of a Single Story” (Ted Talk)</b></p>	<p>All of this week’s Topic-related discussions and activities completed by <b>12 noon Friday 1/28</b></p>

1/31-2/4		<p><b>Topic: History and Ideas of American Studies as a Discipline</b></p> <ul style="list-style-type: none"> <li>• Reading: “Introduction to <i>American Studies Anthology</i> (in ASA – but made available digitally online for this class)</li> <li>• Crevcoeur, <i>Letter III To an American Farmer</i> (in ASA – but made available digitally online for this class)</li> </ul>	<p>All of this week’s Topic-related discussions and activities completed by 12 noon Friday 2/4</p>
2/7-2/11	<p><b>UNIT II: The Methods and Materials of American Studies as a Discipline</b></p>	<p><b>Topic: Intro to the Sources of American Studies Scholarship</b></p> <ul style="list-style-type: none"> <li>• All materials made available on Canvas</li> <li>• Note: These are not “major” readings. Please familiarize yourself with this information in a general way. It will introduce you to the basic materials/skills of Am. Studies.</li> </ul> <p><b>Topic: Introduction to Online Sources and Sites for Accessing Cultural Products (avail on Canvas)</b></p>	<p>All of this week’s Topic-related discussions and activities completed by 12 noon Friday 2/11  <i>[There is a bit more this week than the last two so plan accordingly]</i></p>
2/14-2/18		<p><b>Topic: Issues of Our Lives//Linking Past and Present in American Studies</b></p> <p>Focus on BLM and accessing Cultural Products from Schomberg Center for Research in Black Culture</p>	<p>All of this week’s Topic-related discussions and activities completed by 12 noon Friday 2/18</p>
2/21-2/25	<p><b>UNIT III: America is a “New” World/a “New” Land</b></p>	<p><b>Topic: Unit Source:</b> Fireboard: <i>Landing of the Pilgrims</i> Samuel Bartoll (1765-1835)</p> <p><b>Topic: Maps, Higginson and Handsome Lake: Native and Non-Native “perspectives” on this “new” land</b></p> <p>17<sup>th</sup> c. Map: <b>Smith, John. New England The Most Remarkqueable parts..., 1616.)</b></p>	<p>All of this week’s Topic-related discussions and activities completed by 12 noon 2/25</p>
2/28-3/4		<p>Non-ASA: Higginson, Francis. <i>New England’s Plantation...Short and True Description of the Commodities and Discommodities</i>(London, 1630).</p> <p>In <i>ASA</i>: Handsome Lake “How America was Discovered” (c. 1735-1815) [ASA 3-6]</p> <p>Indigenous People’s Day</p>	<p>All of this week’s Topic-related discussions and activities completed by 12 noon Friday 3/4</p>

3/7-3/11		<p><b>Topic: Declaration of Independence- New Ideas?</b></p> <p><i>In ASA:</i> Declaration of Independence [pp.63-69]  Non-ASA</p> <ul style="list-style-type: none"> <li>• Selections from <i>The English Bill of Rights</i> (February 12, 1689)</li> <li>• Thomas Jefferson’s Preamble to the VA State Constitution (June 1776)</li> <li>• George Mason. Committee Draft of the <i>VA Decl. of Rights</i> (June 1776)</li> </ul> <p><b>Wrap Up Unit III</b></p>	<p>All of this week’s Topic-related discussions and activities completed <b>by 12 noon Friday 3/11</b></p> <p><b>ALSO DUE: 1<sup>st</sup> BLOG post</b> (and reply to a classmate) <b>by 12 noon Friday 3/11</b></p>
<p><b>SPRING BREAK 3/14- 3/18</b></p> <p>You might wish to do a bit of work over the break week</p>			
3/21-3/25	<p><b>UNIT IV:</b>  America is a Land of Opportunity</p>	<p><b>Topic: Unit Sources</b></p> <p>Non-ASA: Horatio Alger Jr. <i>Ragged Dick; or, Street Life in New York with the Bootblacks</i> (1868) (excerpt)</p> <p>Non- ASA: Margaret Bourke-White “Bread Line during the Louisville flood, Kentucky, 1937” (photograph)</p> <p><b>ALSO: ZINE/FINAL PROJECT WORK: CANVAS INTRODUCTION TO ASSIGNMENT &amp; INITIAL IDEAS</b></p>	<p>All of this week’s Topic-related discussions and activities completed <b>by 12 noon Friday 3/25</b></p> <p><b>DUE: Initial ideas about final project due by 12 noon 3/25</b></p>
3/28-4/1	<p>[may be COIL week]</p>	<p><b>Topic: Autobiographies of Success Discuss:</b>  Andrew Carnegie “How I served my Apprenticeship”</p> <p><b>Topic: Women and Opportunity</b>  “Declaration of Sentiments” Women’s Rights Convention (1848) [70-76]</p> <p>Podcast WBUR “100 Years Later: The Complicated History of the Women’s Suffrage Movement” (Aug.18, 2020)</p>	<p>All of this week’s Topic-related discussions and activities completed <b>by 12 noon Friday 4/2</b></p>
4/4-4/8	<p>[may be COIL</p>	<p><b>Non-ASA:</b> Betty Freidan, <i>The Feminine Mystique</i></p>	<p>All of this week’s Topic-</p>

	week]	(1963) (selection)  Non-ASA: Combahee River Collective, “The Combahee River Collective Statement” (1977) The Combahee River Collective, “The Combahee River Collective Statement” (1977)  Kimberlee Crenshaw & Intersectionality video	related discussions and activities completed by 12 noon Friday 4/8
4/11-4/15	[may be COIL week]	<b>Topic: Hard Work = Success??</b> 1) Podcast: From WNYC: <i>Busted: America’s Poverty Myths</i> Episode: “Rags to Riches” 2) Podcast: From WBUR: On Point “What the Coronavirus Means for Those Already Struggling”  <b>Wrap Up: Unit VI:</b>  <b>ALSO: ZINE/FINAL PROJECT WORK: CANVAS INFO and NEXT STEPS DUE</b>	All of this week’s Topic-related discussions and activities completed by 12 noon Friday 4/15  Next part of ZINE project due.
4/18-4/22	<b>UNIT V: America is a Place to Belong</b>	<b>UNIT SOURCE:</b> “The Drop Sinister” painting by Harry Willson Watrous (1913) (and one drop rule)  <b>Topic: Race and Belonging in America</b>  W. E. B Du Bois (selection) “Of Our Spiritual Strivings” (1903) [ASA pp. 240-248]	All of this week’s Topic-related discussions and activities completed by 12 noon Friday 4/22
4/25-4/29		Cheyenne Cochrane, Ted Talk, “A Celebration of Natural Hair”  2 brief <i>Cosmopolitan</i> articles  Crown Act  <b>Wrap Up: Unit V:</b>	All of this week’s Topic-related discussions and activities completed by 12 noon Friday 4/29  <b>ALSO DUE: 2<sup>nd</sup> BLOG post</b>
5/1-5/5		<b>WORK ON ZINES/FINAL PROJECT</b>	<b>ZINE/FINAL PROJECT DUE: 8pm on FRIDAY 5/6</b>