The course will introduce students to the complexity of American social and cultural formations, with particular emphases on sexuality, race, ethnicity, class, and gender, and to various methodologies of comparative analysis. Some of the goals of the class are:

- Highlight critical themes in the fields of Queer Studies, Ethnic Studies, and American Studies
- Apply comparative methodological approaches to the study of American culture
- Discuss competing notions of citizenship and belonging
- Highlight the creation and maintenance of, and resistance to, inequality in US society and culture
- Place the United States within a broader global context
- Introduce important US social groups and communities
- Explore various US social movements
- Improve students’ writing and presentation skills
- Provide experience in multiple discussion settings (large group, small group, groups of two)

Required Texts:
J. Kehaulani Kauanui, *Hawaiian Blood*
Bethany Moreton, *To Serve God and Walmart*
Elizabeth Abel, *La Perdida*

Textbooks are available for purchase at the college bookstore. Readings are available through Blackboard.

Grading:
Class Participation/Attendance  20 points
Quizzes                              30 points
Team Presentation                  30 points
Paper #1                             40 points
Paper #2                             40 points
Paper #3                             40 points

Final Grade will be out of 200 total points.

Class Participation:
Regular attendance and thoughtful, prepared, respectful participation in classroom discussion are required features of the class. Discussions will alternate between small groups and the entire class. Please be prepared to discuss the readings on the assigned date. For certain discussion sections (see syllabus), students will also be required to turn in book or essay reviews (1-2 pages in length) describing the assigned readings at the beginning of the scheduled discussion section.

Attendance will be considered in determining your final grade. Students will be allowed one absence, excused or unexcused, over the course of the semester without affecting the final grade for the course. The second absence will result in a loss of two points from the participation grade. Students missing three or more classes can receive no higher than a B+ for the course. Students who miss five or more classes will not receive credit for the course. Under special circumstances (prolonged illness, death in the family, etc), exceptions can be arranged through consultation with the instructor and the Dean of Students’ office.
Quizzes
Scheduled reading quizzes (see below for dates) covering the readings and lecture material will focus on critical events, individuals, and locations in the field of American Studies.

Written Assignments:
The major written assignments for the course will consist of three short (3-5 page) papers. The first paper will be a review of one essay chosen by the student from the journal, *American Quarterly*. The second paper will examine a source from the fields of American Studies, Ethnic Studies, or Queer Studies. The third paper will adapt a comparative approach to a select topic in American culture.

Papers must have reasonable fonts, double-spacing, and 1 inch margins. Please attempt to stay within the assigned page limits. Late papers will be penalized 2 points for every 24 hour period the papers are late. Papers more than ten days late will not be accepted. Students must complete all written assignments (including 1-2 page book and essay reviews) in order to receive credit for the course.

Team Presentations
Each student will be assigned to a small, 3-4 person team that will be responsible for one class presentation of roughly 20 minutes during the semester on the topic of movements for social justice. Within this broad topic, each team will decide for itself what particular social movement they would like to explore and present to the class. The presentation format is relatively flexible and could include powerpoint or prezi displays, handouts, audio sources, small group discussions, etc. The team will be evaluated in part on organization, effective use of time, and ability to engage their audience. The team will receive a shared grade for the presentation.

Honor Code
All work in this class is governed by the Honor Code of Oberlin College. The honor code is available at: http://new.oberlin.edu/students/policies/2011-2012/11-Policies-Honor.pdf. If you have questions about how the code applies to any assignment or work done for the class, please feel free to consult the instructor.

Schedule and Reading Assignments:

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<thead>
<tr>
<th>February 3</th>
<th>Introduction</th>
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<tr>
<td>February 5</td>
<td>Introduction</td>
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<tr>
<td>Priscilla Wald, “American Studies and the Politics of Life”</td>
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<td>David Eng, “The Civil and the Human”</td>
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<td>Jonathan Metzl, “Structural Competency”</td>
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<td>February 7</td>
<td>Discussion Sections (Please bring 1-2 page review of one essay to your section)</td>
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<td>Cathy Rex, “Indians and Images”</td>
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<td>Elizabeth Reis, “Hermaphrodites and ‘Same-Sex’ Sex in Early America”</td>
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<th>February 10</th>
<th>New Worlds 1500-1680</th>
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<td>Tiya Miles, “His Kingdom for a Kiss”</td>
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<th>February 12</th>
<th>Settler Colonialisms 1680-1780</th>
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<td>Patrick Wolfe, “Land, Labor, and Difference”</td>
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<th>February 14</th>
<th>Constituting “Americans” 1780-1820</th>
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<th>February 17</th>
<th>Student Presentation Group #1</th>
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February 19  Manifest Destinies 1820-1848

February 21  Discussion Sections (Please bring 1-2 page review of one essay to your section)
Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens”
George Lipsitz, American Studies in a Time of Danger, pg. 3-30

February 24  Student Presentation Group #2
Hawaiian Blood, pgs 1-65

February 26  Treaty of Guadalupe Hidalgo to Reconstruction 1848-1880
Hawaiian Blood, pgs 66-97

February 28  Quiz #1

March 3  Gilded Ages 1880-1900
Hawaiian Blood, pgs 99-143

March 5  Student Presentation Group #3
Hawaiian Blood, pgs 145-170

March 7  Discussion Sections (Please bring 1-2 page review of the book to your section)
Hawaiian Blood, pgs 171-end

March 10  Student Presentation Group #4

March 12  Draft Paper #1 Due, Discuss Draft in Class

March 14  Progressive Era 1900-1930

1st paper due Friday, March 14, 2014 by 5pm.

March 17  New Deal and World War II 1930-1945

March 19  Student Presentation Group #5

March 21  Discussion Sections (please bring 1-2 page review of one essay to your section)
Regina Kunzel, “Situating Sex”
Joanne Meyerowiz, “Sex Research at the Borders of Gender”

March 24, 26, 28  Spring Break, No Class.

March 31  Cold War America 1945-1960
To Serve God and Walmart, pgs 1-23
April 2    Student Presentation Group #6

April 4    Discussion Sections
*To Serve God and Walmart*, pgs 24-85

April 7    Quiz #2

April 9    Student Presentation Group #7
*To Serve God and Walmart*, pgs 86-124

April 11   NO CLASS

April 14   Student Presentation Group #8
*To Serve God and Walmart*, pgs 125-172

April 16   *Draft Paper #2 Due, Discuss Drafts in Class*

April 18   Unraveling America, 1960-1980

2nd paper due Friday, April 18, 2014 by 5pm.

April 21   Student Presentation Group #9
*To Serve God and Walmart*, pgs 173-221

April 23   Age of Reagan, 1980-2001
*To Serve God and Walmart*, pgs 222-263

April 25   Discussion Sections (Please bring 1-2 page review of the book to your section)
*To Serve God and Walmart*, pgs 264-end

April 28   Quiz #3

April 30   Student Presentation Group #10

May 2      Discussion Sections (Please bring 1-2 page review of the book to your section)
*La Perdida*, entire book

May 5      Consuming Americans, 2001-present
Andrea Smith, “Decolonization in Unexpected Places”
Lisa Marie Cacho, “‘You Just Don’t Know How Much He Meant’”

May 7      *Draft Paper #3 Due, Discuss Drafts in Class*

May 9      Class Summary

*Final paper is due Friday, May 9, 2014 by 5pm.*