Global Learning Goals:

- I want my students to understand how decisions made in the U.S. impact the globe and vice versa.
- I want my students to understand that the U.S. is not bound culturally and economically by its physical borders.

Global Learning Outcomes:

- Students will be able to explain how terms such as “race” and “nation” are socially constructed.
- Students will be able to describe examples of how financial and political decisions made in one country impact other countries.
- Students will be able to analyze how World War Two policies were similar and different across countries.
- Students will be able to discuss the concept of “human rights” and its multiple meanings across the globe.

World Regions: Japan, China, U.S., parts of Europe

Number of Students Enrolled: 240

Internationalization of Course

Ways that ICAB changed the way I will teach the course:

• I've added a global dimension to every unit.

• ICAB provided me with concrete examples that I will take into my classroom.

• As a result of my participation in the program, I've learned ways to explain the global content in more concrete ways – i.e., moving from abstract concepts to multiple and specific examples.

• I have learned new ways to assess learning outcomes.

• ICAB provided me with examples of ways to make the class more interactive.

Ways that the integration of GLOs furthered other course goals:

• The GLOs made the transnational dimension of the course more prominent.

• The GLOs helped make abstract course concepts more concrete.

• The GLOs helped me see new ways to highlight the interconnectedness of various parts of the globe.

Types of assessments for GLOs:

• Quizzes, exams, short writing assignments with assessment rubrics

Improvements for next time I teach the course:

• I will design discussion section activities which ask students to discuss and analyze specific global challenges – e.g. environmental, political, financial etc. – and to propose possible solutions.

Appendices (attached):

• Syllabus, including assessment rubric for short writing assignment
COURSE DESCRIPTION:

This course is designed as an introduction to the interdisciplinary field of American Studies. Through a critical investigation of various topics -- a dream, fast food, wartime prisons, a hurricane, credit cards, and supposed retreats from American culture altogether -- we will examine how race, class, and gender, as well as ideas about home, culture, belonging, economic status and the like are shaped and reshaped by historical factors, migrations, global economies, and institutional politics, among other things.

Despite the name of the field, scholars of American Studies do not believe that our object of inquiry is a self-contained physical entity. Instead, we are concerned with the movement of people and ideas across time and space and, related to these ever-changing communities, the inherently dynamic nature of culture. While the title of the course, “What is America?” serves as a prompt to get us started, our 15-week journey in search of an answer to this question might take you by surprise. As you will quickly see, each unit will pose new ways of viewing this question. By the end of the class, then, my larger hope is that you have an almost instinctive impulse to meet such questions with a new set of questions.

COURSE OBJECTIVES:

Students will analyze concepts and terms critical to American Studies, including:
- culture, nation, transnational, hemispheric
- identity, race, class, gender, power, diaspora
- globalization, poverty
- citizenship, rights, equality
- belonging, home, place, status

Students will apply these terms across a variety of topics and locations
Students will think critically, applying those terms and concepts knowledgeably, rather than merely regurgitating them.
LEARNING OUTCOMES:

By the end of the course, you should be able:

- To demonstrate an understanding of key concepts central to the field of American Studies [identifications on exams will help assess this outcome]
- To describe how those concepts help us investigate (by way of critical analysis) different cultural perspectives [the 2-page critical analysis paper will help assess this outcome]
- To adapt course concepts to contemporary global contexts.

REQUIRED TEXTS:

1. Roger Daniels, Prisoners Without Trial (1993)

You can find other required readings posted on-line (the on-course site for the class) and listed in the schedule in the pages that follow.

GRADE: 500 points total

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>3 Quizzes – lowest dropped (25 points each)</td>
<td>50 points</td>
<td>(10%)</td>
</tr>
<tr>
<td>In-class Midterm</td>
<td>150 points</td>
<td>(30%)</td>
</tr>
<tr>
<td>Short Analysis Paper (650 words, 2 pages)</td>
<td>75 points</td>
<td>(15%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 points</td>
<td>(30%)</td>
</tr>
<tr>
<td>Section Attendance &amp; Participation</td>
<td>75 points</td>
<td>(15%)</td>
</tr>
</tbody>
</table>

POP QUIZZES

3 quizzes – lowest quiz dropped (2 quizzes @25 points each = 50 points)

3 unannounced quizzes will be given during the lecture portion of the class. Your lowest score will be dropped. A missed quiz due to an absence for whatever reason (e.g. illness, emergency etc.) will count as your lowest score. Quizzes cannot be made up.

- Format: 6 questions: true or false @2 points each = 12 points
  1 multiple choice question @3 points
  1 identification@10 points
• **Content**: major lecture topics, assigned readings & excerpts from documentaries

• **Sample Questions**: Sample (& sometimes actual) questions will be previewed during lectures and/or sections.

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**MIDTERM**

- **Format**: 10 multiple choice 3 points each = 30 points
  30 true or false 2 points each = 60 points
  6 identifications 10 points each = 60 points
  **TOTAL** 150 points

- **Content**: introduction & first two units: lecture, assigned readings, MLK Speech, Food Inc.

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**FINAL**

- **Format**: same as midterm; 150 points

- **Content**: last four units: lecture material, documentary excerpts, assigned readings

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**SAMPLE EXAM QUESTIONS:**

- **Multiple Choice & True False Questions**: these questions are designed to reward students who are attending lectures/sections and doing the required readings. They are straightforward questions designed to test for basic comprehension of material.

  **Example of a multiple-choice question:**

  According to *Fast Food Nation*, which of the following factors was the most influential in changing both where we live and our consumption of fast food.

  a. low interest credit  
  b. the automobile  
  c. extended work days  
  d. none of the above

- **Example of a true or false question:**

  Japanese Canadians were also interned during World War Two.

- **Identifications**: you will be given a word/term (from lecture) or a short phrase or line (from a reading, speech or documentary) and asked to define, explain, describe and/or provide an example. Your answers should demonstrate the full extent to which you understand the term or phrase/line as it relates to specific course material. Each answer is worth a total of 10 points.

  - **Example of word/term from lecture**: transnational

    0 points = definition of a completely different term
5 points = memorized definition from lecture
6-10 points = elaboration (of memorized definition) that shows a deeper understanding of term by paraphrasing the definition and providing examples (from class or your own)

- Example of line from a documentary: seeing the man or rabbit in the moon
  0 points = usually a guess that reveals that student missed the documentary or segment
  5 points = connection made between line and the Loyalty Questionnaire, in particular the two most controversial questions
  6-8 points = in addition to linking to the questionnaire, the answer also describes the narrator’s discussion of the impossibility of seeing one aspect of culture while denying the other
  9-10 points = also discussion of the metaphor itself – i.e. the questionnaire required internees see only the man OR the rabbit when looking at the moon when they had been socialized to see both

MAKE-UPS FOR MIDTERM & FINAL: Consideration for make-ups will only be given for legitimate reasons, such as: severe illness or death in family (Provide documentation when possible). To be given consideration for a make-up, email both the professor (kinouye@indiana.edu) and your A.I. in advance of the exam.

Make-up format – 4 essay questions: 3 short essays @ 30 points each = 90 points
1 longer essay @ 60 points

CULTURAL ANALYSIS PAPER (650 words, approximately 2 pages typed):

One of the main learning outcomes of this course will be the ability to describe how concepts central to Americans Studies (e.g., culture, identity, transnational) help us investigate cultural perspectives. A central claim of this course is that individuals and groups -- through texts, political organizations, scholarship, documentaries etc. -- make debatable claims and arguments about the United States. This short cultural analysis paper gives you a chance to examine such materials and formulate your own answers.

Your answer to the question (i.e., prompt for the paper) will be assessed using a grading rubric (p. 5 of syllabus), which emphasizes the following five major criteria:
1. Argumentation: clear thesis statement, forceful topic sentences, development of ideas governed by thesis
2. Use of course concepts/ materials: use of key details from class materials to describe why they are important to your argument
3. Organization: structure, flow, use of transitions
4. Style: polish and grammar
ATTENDANCE & PARTICIPATION

Attendance: **Section:** Your A.I. will take attendance each week for section.

**Lecture:** While attendance will not be taken for lectures, I hope you attend because you want to – that you are intellectually curious and that the lectures intensify that curiosity. Please note: If you are absent from class, be prepared to borrow lecture/discussion notes from a classmate. I will not post power-point slides on-line, mostly because they are designed to enhance lectures and will only confuse you if viewed in isolation.

Section Participation: Lectures will build toward provocative questions that you can discuss in sections. By the end of the second lecture of each week, you will have a good idea of the topics you’ll have fun exploring during section discussions. Walk into section with an idea of what you might contribute from the week’s readings, lectures, or documentary excerpts.

**Section Grade (15 %):** Your A.I. will assign your section grade in consultation with me. I will pop into section discussions from time to time, mostly because I enjoy discussing these topics and want a chance to meet you in a smaller group setting.

To earn an “A” in section:
1. Have no more than one absence (excused or unexcused)
2. Participate regularly & link your comments to lecture material and assigned readings
3. Demonstrate the ability to listen effectively and respectfully to your classmates and A.I.
4. Come on time and stay until the end of section
5. Complete any written and/ or group assignments for section, including the possibility of a pop quiz
## ESSAY ASSESSMENT

### Clarity of Argumentation

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
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</thead>
</table>
| - No clear thesis or thesis needs considerable work  
  - Material has nothing or little to do with the main argument | - Thesis needs to be more sharply focused  
  - Most but not all material advances the main argument  
  - Thesis clearly stated in the introduction  
  - Argument clearly and interestingly advanced throughout the rest of the paper |

### Use of Course Concepts/ Materials

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| - Does not engage directly with course materials  
  - Inaccurate use of course materials  
  - No bibliography  
  - No sources cited  
  - Not all sources cited | - Course materials are referenced (but in some cases) do not clearly advance the main argument.  
  - Little use of course concepts/materials  
  - Improper/incomplete source citations  
  - Assigned course materials used very effectively to advance arguments  
  - Sources are cited properly  
  - Demonstrates excellent understanding of course material |

### Organization

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| - Extremely difficult to follow the arguments  
  - Missing transitional devices  
  - Missing topic sentences  
  - Individual paragraphs lack focus  
  - Introductory paragraph does not give a sense for where the paper is headed | - Mostly coherent, occasional lack of clarity  
  - Most paragraphs have a main idea, but topic sentences need work  
  - Coherent flow of ideas  
  - Clearly stated topic sentences and transitional devices  
  - Introduction offers clear preview of structure of paper. |

### Style

<table>
<thead>
<tr>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| - Writing is rough and therefore hard to read  
  - Reads like a hastily written first | - Prose is good but could be strengthened  
  - Some grammatical and/or  
  - Consistently strong prose throughout |
draft
- Many grammatical and/or typographical errors.

- A good draft in need of additional polish

- Few or no grammatical errors

- Very polished – easy to read

Original Analysis
Poor<-----------------------------------------------------------------------------------------------------------------------------→Excellent

- Mostly summary rather than argumentation and analysis.
- Analysis is unconvincing
- Mostly unsupported assertions

- Analysis is not fully developed: needs more detail by way of examples or other forms of support
- Thesis and topic sentences are linked (for the most part)

- Excellent analysis: original, critical, interesting
- Engaged with material
- Body of paper clearly linked to thesis with strong analysis

INTRODUCTION TO COURSE

Key Concepts: Nation, Transnational

Week 1 1/8 Lecture: Orientation
1/10 Lecture: What and Where is America? Why American Studies?

Section Topic: What is your definition of “America”?

UNIT 1: A DREAM – WHOSE DREAM?

Key Concepts: Race, Equality, Belonging

Week 2 1/15 Lecture: History of the American Dream
Reading: Jm Cullen (on-line)

1/17 Lecture: History of the American Dream
Reading: Jm Cullen (on-line)

Section Topic: What is your version of the American Dream?

Week 3 1/22 Lecture: “I Have a Dream” Speech, Martin Luther King, Jr. & analysis
1/24 Lecture: The American Dream Deferred?

Section Topic: Analysis of MLK Speech

UNIT 2: THE GLOBALIZATION OF FAST FOOD

Key Concepts: Identity, Culture, Globalization
Week 4 1/ 29  Lecture: The History of Fast Food  
Reading: *Fast Food Nation*, pp. 1-88

**Essay Due**: hard copy due at beginning of lecture (10:10am, Tues.)  
Essays submitted to on-course site due by 9:30am, Tues.

1/ 31  Lecture: What We Eat and How Much  
Reading: *Fast Food Nation*, pp. 91-167

Section Topic: Who is eating fast food and how much? Why? Where?

Week 5 2/ 5  Lecture: *Food Inc.*  
Reading: *Fast Food Nation*, pp. 169-252

2/ 7  Lecture: *Food Inc.* analysis and the Globalization of McDonalds  
Section Topic: analysis of *Food Inc.*

Week 6 2/ 12  Lecture: Midterm Review

2/ 14  Lecture: In-Class Midterm ***  
No Section

**UNIT 3: WARTIME PRISONS IN CANADA & THE U.S.**

**Key Concepts**: Diaspora, Citizenship, Gender

Week 7 2/ 19  Lecture: World War Two Internment  
Reading: *Prisoners Without Trial*, Chs. 1 & 2

2/ 21  Lecture: World War Two Internment  
Reading: *Prisoners Without Trial*, Chs. 3 & 4

Section Topic: Loyalty Questionnaire: questions 27 & 28

Week 8 2/ 26  Lecture: World War Two Internment & Excerpts from *Rabbit in the Moon*  
Reading: *Prisoners Without Trial*, Chs. 5 & 6
UNIT 4: THE WORLD WAS WATCHING WHEN THE LEVEES BROKE

Key Concepts: Class, Power, Rights

Week 9 3/ 5 Lecture: excerpts from When the Levees Broke & discussion

3/ 7 Lecture: History of New Orleans

Section Topic: What Went Wrong?

Week 10 3/ 12 & 3/ 14 SPRING VACATION

Week 11 3/ 19 Lecture: Hurricane Katrina, Race and Class

3/ 21 Lecture: The World Was Watching When the Levees Broke

Section Topic: Was Hurricane Katrina a natural disaster?

UNIT 5: THE GLOBALIZATION OF THE FINANCIAL MELTDOWN

Key Concepts: Poverty, Globalization

Week 12 3/ 26 Lecture: Overspending in America

Reading: Ehrenreich, introduction & Ch. 1

3/ 28 Lecture: excerpts from Inside the Meltdown & analysis

Reading: Ehrenreich, Ch. 2

Section Topic: (1) analysis, Inside the Meltdown

(2) what, how and why do we spend?

Week 13 4/ 2 Lecture: The Financial Crisis of 2008

Reading: Ehrenreich, Ch. 3-end

4/ 4 Lecture: The Globalization of Poverty
Section Topic: Is it possible to make it on minimum wage in America?

UNIT 6: IN SEARCH OF HAPPINESS: A GLOBAL PERSPECTIVE

Key Concepts: Home, Place, Status

Week 14  4/9 Lecture: Relocating the “American Dream”
          Reading: *Into the Wild*, author’s note - p. 97

4/11 Lecture: A Retreat from American Culture?
          Reading: *Into the Wild*, pp. 98-end

Section Topic: *Into the Wild*

Week 15  4/16 TBA

4/18 TBA

Section Topic: Finding Happiness: A Global Perspective

Week 16  4/23 Lecture: In Search of Happiness: A Global Perspective

4/25 Lecture: Conclusion

Section Topic: Exam Prep