



Mrs. Hicks  
**East High School**  
Social Studies Teacher  
1500 E. Broad St.  
Columbus, Ohio 43205  
Phone 614-365-6096  
Fax 614-365-9666  
dhicks@columbus.k12.oh.us

---

*Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.*

---

## **Kenyon Academic Partnership – AMST 108: American Studies**

### **Course Overview:**

KAP American Studies (from 1870 to the present) is designed to engage students in reading the cultural history of the United States. In this course, students will analyze, question, discuss, research, and engage in deep thinking and learning. The college-level course materials, reading, and artifacts are not only chosen to teach and get students to think deeply about specific topics, but also to get students to question, connect with, and challenge their current perspectives. Students will study American culture and history through a variety of artifacts including art, literature, music, film, short stories, scholarly articles, journals, etc. Students are asked to construct their own understanding of issues and eras fundamental to the American experience. Students will find this class both challenging and rewarding on a personal and academic level.

This course will count as your Social Studies elective credit. This course is taught in conjunction with Professor Peter Rutkoff of Kenyon College and may lend itself to some collaboration with other students, schools, and teachers both on and off school grounds. Typically, we will take a fieldtrip to Kenyon College in the spring as well.

### **Approach/Methods:**

Student discussion of primary and secondary text is at the heart of this course. Text is defined broadly; film, art, music, as well as more traditional forms of texts such as fiction, poetry, scholarly articles, etc. will be used daily. The central process of the course is as follows:

1. Students experience a text, topic, or artifact.
2. Students write about what they see, feel, hear, understand; as well as questions they are left with.
3. Students discuss their interpretations with each other and teacher in a group setting.
4. Student conduct collaborative research in small groups and present to the class.
5. Students then return to writing with a new, deeper, and broader understanding of the topic and context of topic.

### **Course Readings:**

Required readings will be supplied for you, however if you'd like to buy your own copy in order to annotate the text, please feel free.

**Texts:** *America Pathways to the Present*, Diving, et al

*Voices of a People's History of the United States*, Howard Zinn & Anthony Arnove

**Summer Reading:** *Coming of Age in Mississippi*, Anne Moody

**1st Quarter/Unit:** *The Wonderful Wizard of Oz*, Frank Baum

**2nd Quarter/Unit:** *The Autobiography of Malcolm X*, Malcolm X and Alex Haley

**3rd Quarter/Unit:** *The Immortal Life of Henrietta Lacks*, Rebecca Skloot, *Between the World and Me*, Ta-Nesi Coates, *The Fire Next Time*, James Baldwin

**4th Quarter/Unit:** *The Things They Carried*, Tim O'Brien

### **Course Expectations:**

1. **Journals:** Students will complete the independent readings assigned weekly in order to participate in class discussion. Students will be expected to read one novel each quarter and will keep a reading journal with questions, observations, analysis, agreements/disagreements, and discussion ideas. The reading journals are a reflection of YOUR learning, connections, thoughts, feelings, etc; they are not class notes or a summary of what everyone has already read. You should be writing in your journal 2-3 times per week. The reading journal and daily assignments will be collected weekly and graded. **Details regarding journals will be handed out later this week.**

2. **Reflective Essay:** At the end of selected novels, students will be asked to write a reflective essay – using the journal entries and quarter materials for guidance – giving insights about the book, class discussion, and the historical context. Details regarding the reading journal and the reflective essay will be handed out with your first novel.

3. **Movie Analysis:** Throughout the course we may view movies in which you will be required to write an analysis or comparison essay.

4. **Artifact Analysis:** At the end of each quarter you will also present on a quarterly artifact in which you have analyzed, researched, and reflected on its place in American History.

5. **Daily Work:** In addition to reading the quarterly novels, students will keep up with weekly work. This is a college level class which requires active participation from each and every student. Working collaboratively as well as independently is extremely important. Written and oral participation will contribute to your class grade - it is imperative to you passing this course.

4. **Research Essay:** During the fourth grading period students may be asked to complete a research essay. Instructions and rubric will be provided at the beginning of 4th quarter.

5. **Policy:** Students will follow all East High School and Columbus City School policies, including those on tardiness, attendance, and plagiarism.

### Calculating Final Grade - CCS Board Policy

GRADE	QUALITY POINT	SCALE GRADE AP/WEIGHTED	AP/WEIGHTED SCALE
3.85 - 4.00 = A	4.000	4.812 - 5.000 = A	5.000
3.50 - 3.84 = A-	3.700	4.375 - 4.811 = A-	4.625
3.15 - 3.49 = B+	3.300	3.937 - 4.374 = B+	4.125
2.85 - 3.14 = B	3.000	3.562 - 3.936 = B	3.750
2.50 - 2.84 = B-	2.700	3.125 - 3.561 = B-	3.375
2.15 - 2.49 = C+	2.300	2.687 - 3.124 = C+	2.875
1.85 - 2.14 = C	2.000	2.312 - 2.686 = C	2.500
1.50 - 1.84 = C-	1.700	1.875 - 2.311 = C-	2.120
1.15 - 1.49 = D+	1.300	1.437 - 1.874 = D+	1.625
0.85 - 1.14 = D	1.000	1.062 - 1.436 = D	1.250
0.50 - 0.84 = D-	0.650	0.625 - 1.061 = D-	0.875
0.00 - 0.49 = F	0.000	0.000 - 0.624 = F	0.000

For a class granting one or more credits, the final grade shall be calculated by first doubling and adding the quality points for each quarter's grade, and then adding those quality points and the quality points for the final exam grade. The total shall then be divided by nine (9). The final grade shall be determined by applying the resulting quality points to the above Final Grade Calculation scale. Beginning with the 2015-16 school year, a student must have a passing grade for two or more grading periods or must pass one grading period and the final examination in order to earn credit for the course. The resulting quality point total must be within the range of the grade column of the final grade calculation scale in order for the grade to be earned.

### COURSE UNITS/CONTENT

**Quarter 1: August 24th - October 21st**  
**Novel/Film: The Wonderful Wizard of Oz**

**Time Period of Study: 1865 - 1920**

**Essential Questions: What is the "American experience" of the different groups of people living in the United States at the turn of the century?**

**Using primary sources and historic artifacts we will attempt to answer our guiding question by focusing on the experiences of different groups of people living in America at the turn of the century and what it meant to them to be an American citizen in terms of government policies, living conditions, education, employment, and political participation.**

**Topics to consider:**

- What was the American public policy regarding Native Americans during this time period?
- What was happening with the economic system at the turn of the century? Who were the populists and what was their experiences like on the prairies?
- How did the experiences of women factory workers during the Industrial Revolution differ from those of their male counterparts? What about their attempts to unionize and strike? How important was the women's suffrage movement and did the 19<sup>th</sup> Amendment have an immediate impact on women's political and social standing?
- What influence does the Temperance movement or Prohibition have during this period?
- What changes did African-Americans experience after the Civil War and Reconstruction? How did prominent African-Americans such as Booker T. Washington and W.E.B. Du Bois differ in their goals for African-American participation in the United States?
- How were immigrants portrayed in photographs and film? What type of life style awaited them in American cities? Did differences in religion and nationality produce different experiences? How?

**\*Weekly Readings will be updated weekly; please keep an accurate record below!**

Week 1 (3 days)	Intro KAP, Personal Artifact Assignment, Explanation of assignments, Monomyth/Hero's Journey, etc.	READ WOO:1-3
Week 2	Historical content review, Populism	READ WOO:
Week 3	Native Americans	READ WOO:
Week 4	Industrialization	READ WOO:
Week 5	The Wonderful Wizard of Oz, Pick research topics	READ WOO:
Week 6	Immigration and the Urban Experience, Research	
Week 7	Women in the Industrial Era, Research	
Week 8	African-Americans after Reconstruction, Research	
Week 9	African-Americans after Reconstruction, Research	
Week 10	Student Presentations, Quarterly Artifact Reflection	

**Texts, artifacts, documents:**

**Quarter 2: Oct. 24th - Jan 13th**  
**Novel: Autobiography of Malcolm X**

**Time Period of Study: 1920s-1930s**

**Essential Question: What are the contradictions among citizens during the roaring twenties and the great depression?**

Using primary sources and historic artifacts we will attempt to answer our guiding question by focusing on the political, social and economic experiences of different groups of people living in America during the 1920s and 1930s. After analyzing the many contradictions, we will look at government laws and interventions throughout the time period – analyzing the government’s intentions and the public’s reactions.

**Topics to consider:**

-How did mass culture present itself during the 1920s and why were some of the popular things so popular?

-How did women begin to come into their own during this period and did they face any opposition?

After a period of mass immigration, why did the USA begin to restrict immigration and what did this have to do with the rise of the Ku Klux Klan? What about 1920s culture led to the restriction of certain rights – like the right to drink alcohol or teach about the theory of evolution?

What was the Dust Bowl like and what affect did it have on the Great Plains? How did the movement of migrant farmers affect the country? What did the government do to help those affected by the Dust Bowl?

How was the experience of African-Americans during the 1930s different from the experience of other Americans? Did the government do anything to help African-Americans during this time period?

**\*Weekly Readings:**

Week 1	Explanation of assignments, group assignments, Historical content review, etc.	Read AMX: 1-2
Week 2	1920's: Culture and Consumerism	Read AMX: 3-4
Week 3	1920's: Culture and Consumerism	Read AMX: 5-6
Week 4 <i>Thanksgiving Break</i>	Intolerance and Suspicion: Immigration restrictions, KKK, Prohibition, Scopes, and the Red Scare	Read AMX: 7 - 8
Week 5	Intolerance and Suspicion: Immigration restrictions, KKK, Prohibition, Scopes, and the Red Scare	Read AMX: 9 - 10
Week 6	Dust Bowl and Plight of Farmers During the Great	Read AMX: 11-12
Week 7	African Americans - Confronting Racial and Economic Oppression during the 1930s.	Read AMX: 13-14
Break: Dec.19- Jan 1	Finish reading the Autobiography of Malcolm X and work on <b>Reflective Essay</b>	Read AMX: 15-22 and last Alex Haley ending.
Week 8	African Americans - Confronting Racial and Economic Oppression during the 1930s.	
Week 9	Student Presentations, Quarterly Artifact Reflection	

**Texts, artifacts, documents:**

**Quarter 3: Jan 18th - March 17th**

**Novel: The Immortal Life of Henrietta Lacks**

**Time Period of Study: 1940s-1960s**

**Essential Question: How did the African American experience change after WWII and into the Civil Rights Era? How did it differ from other groups?**

Using primary sources and historic artifacts we will attempt to answer our guiding question by focusing on American culture in the 1940s and 1950s. We will examine American behavior both during and after the war and the messages being conveyed through popular media. We will continue to examine the roles of women and African-Americans and will analyze the effect of the war on both of these groups.

**Topics to consider:**

- When America entered World War II, how did it affect the American home front?
- What caused the many race riots that occurred and what role did military men play in these riots?
- How did the end of the war affect American families? What happened to the many women that went to work to support the war effort? How was the American family portrayed in mass media and how did the rise of television affect the American public? What do you think of the “homogenized” 1950s America?
- On the flip side of the 1950s, who are the beats? And what happened to those Americans that didn’t fit in to, or didn’t want to fit in to, the “squeaky clean” America?
- Using the story of Henrietta Lacks, why were there such collisions between ethics, race, and medicine in the 1950s?
- How did the Civil Rights Movement change America? How did different people and different groups differ in their views on how to achieve Civil Rights?

**\*Weekly Reading needs to be completed by FRIDAY of each week (or the last day of each week)**

Week 1	Explanation of assignments, group assignments, Historical content review, etc.	ILHL: 1-4
Week 2	The American Home Front during WWII	ILHL: 5-8
Week 3	1950s - Squeaky Clean America	ILHL: 9-12
Week 4	1950s - Counterculture	ILHL: 13-16
Week 5	Civil Rights - MLK and Nonviolence	ILHL: 17-20
Week 6	Civil Rights - Malcolm X, Black Power	ILHL: 21-24
Week 7	Civil Rights	ILHL: 25-28
Week 8	Henrietta Lacks, science and ethics	ILHL: 29-32
Week 9	Student Presentations, Quarterly Artifact Reflection	ILHL: 33-38

**Texts, artifacts, documents:**

**Quarter 4 : March 20st - June 1nd**  
**Novel: The Things They Carried**

**Time Period of Study: 1960s - present**

**Essential Question: What patterns are present throughout American History? How does American culture reflect historic events?**

During the final quarter of the school year we will attempt to wrap-up several decades of American History while still examining cultural artifacts and sources from each time period. We will attempt to discover patterns that were present throughout our historical journey. We will not have group presentations during this nine weeks and will instead focus on completing a college-level research paper – due date to be determined and based on the district’s final exam schedule.

**Topics to consider:**

- What was the effect of the Cold War on the American home front? How did Americans react to the rise of nuclear weapons and the increased fear of the spread of communism?
  - What was the Vietnam War like for American soldiers and how did the American home front during the Vietnam War differ from the American home front during World War II? Why?
  - After looking at women’s roles in American history throughout the school year, what issues are they still dealing with in the 1960s and beyond? How did the role of American women change from where we left them in the 1950s?
  - We looked heavily at the Civil Rights Movement during 3<sup>rd</sup> Quarter – how did it influence other groups of Americans? Women, Native Americans, Latinos, LGBTQ, etc.
- Finally, what is considered to be the Golden Age of Hip-Hop and what do the songs from this decade teach us about American culture?

**\*Weekly Reading needs to be completed by FRIDAY of each week (or the last day of each week)**

Week 1	Explanation of assignments, group assignments, Historical content review, etc.	TTTC: 1-3
Spring Break		TTTC: 4-7
Week 2	McCarthyism - HUAC and the Hollywood ten, The Cold War - Nuclear proliferation and the effect on the world	TTTC: 8-11
Week 3	The Vietnam War	TTTC: 12-13
Week 4	The Vietnam War	TTTC: 14-16
Week 5	Counterculture and Anti-war Protest	TTTC: 17-20
Week 6	The Things They Carried	TTTC: 21-22
Week 7	Feminism of past and present - Charlotte Perkins-Gillman to NOW	
Week 8	The Golden Age of Hip Hop	
Week 9	Student Presentations, Quarterly Artifact Reflection, Research Paper	
Week 10	Exam Week	

**Texts, artifacts, documents:**

**Important Note:** All due dates are subject to change based on the ever changing flow of high school calendar adjustments - assemblies, pep rallies, snow/cold days, standardized testing, etc.

**KAP AMERICAN STUDIES ASSESSMENTS**  
**\* These two assessments are repeated for each unit \***

<b>Performance #1: Artifact Group Presentation</b>	<b>Performance #2: Journals</b>
--	---------------------------------

**Task/Procedures:**

Group presentations are designed to maximize student engagement, collaborative research, critical thinking.

**Teacher will select and show students an artifact that:**

- are unlikely to be known to students
- assure high student interest
- provide for rich discussions of culture
- lend themselves to research over a period of time
- reflect the complexity of the era/issue under discussion

Students are provided class time to collaborate with classmates and to receive formative feedback from teachers.

1. Students experience an artifact (listen to a song, watch a film, etc.) they have never seen before.

2. They then write individually as they begin to interpret the artifact: what does it mean? whose story is it? What must we know to understand the artifact better? **Is it a window, a mirror or an instruction booklet?**

3. The students have a class discussion and generate a list of questions they need answered in order to understand the artifact.

4. Each student lists the question in which she is most interested.

5. Teachers group students based on which question each selected.

6. Students conduct collaborative research, plan and execute a creative presentation, and lead the rest of the class in a discussion of the original artifact in light of the class' new insight.

**Task/Procedures:**

Students are responsible for creating their own version of the course through an on-going series of journals. Each student must reflect on what s/he has learned and create a synthesis that explains a part of the American experience. Students are empowered to choose topics that are of most interest to them and to extend journal analysis to include areas of personal interest and prior learning. Each entry should be 1-1½ pages. A variety of writing skills are emphasized including: extending insight beyond class discussion, writing with voice, and showing instead of just telling.

1. Write two journals per week; one is due on Wednesday, the other is due on Friday. However, this can be adjusted by teacher. We will be using your journals on Wednesday and/or Friday to hold class discussions. You **MUST** come prepared.

2. Each entry should reflect your thinking about what you have read and viewed in the days prior.

3. For any "artifact" (primary source) you experience and write about, you should always ask yourself:

- whose story is this?      - what does it mean?
- who is the audience?      - what is it "teaching"?
- is it a window?              - is it a mirror?
- is it an instruction book?   - how does it connect to context(s)?

4. **Within a unit**, follow these guidelines when writing about an artifact:

- write about the artifact (when you read/view it for the first time)
- write other entries about the things you see/hear/read/see
- include entries about discussions and your peers' presentations
- return to the original artifact and re-analyze it

5. This is your version of the course, your version of the materials we discover and discuss together. These journals are where you make the cultural connections.

6. At the end of each unit, you should devote at least one entry to a conclusion journal (see #4).

7. Bring your journals/notebook with you to class each day.

8. Journal entries should be **dated**, well written, and infused with quotations from course materials - they should reflect **YOUR LEARNING**, they are not a regurgitation of what we talk about in class! **DO NOT SUMMARIZE WHAT WE DISCUSS IN CLASS, WHAT YOUR TEACHER TELLS YOU, OR WHAT WE ALL READ IN CLASS.** Journals = summaries of the class.....that's boring!!

**\*\*Please sign and return this page to Mrs. Hicks!\*\***

Dear Students, parents and guardians,

Please read the KAP American Studies syllabus and sign this page below. I will keep this signed slip and students will keep the syllabus in their portfolio. Signing this means you have read and support the readings, films, and artifacts that were and will be carefully selected for this college level course in conjunction with Kenyon College and East High School. Parents and guardians, if you would like to be notified before the watching of any films though out this school year, please let me know in the notes section below. Also, please note that there will be homework every night; a very important part of grading for the course will be reading the given texts and journal writing.

I look forward to having a wonderful school year with your exceptional students!

Sincerely,

Mrs. Hicks

---

Student Signature

Date

---

Parent/guardian Signature

Date

Parent/Guardian Phone #(s): \_\_\_\_\_

Parent/Guardian Email(s): \_\_\_\_\_

Address: \_\_\_\_\_

Notes for teacher: