



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
James Armour Jaap	jaj15	University College (UC)	Not Available

Academic Home: University College (UC)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(AMST 150N) Western Pennsylvania Art, Literature, and Culture

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

ENGLI 15

Abbreviated Title: Western PA Art, Lit, Culture

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: UC English (UC_UCEGL)

Effective Semester: Upon Approval

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

American Studies 150N: Western Pennsylvania Art, Literature, and Culture (GA/GH) will survey western Pennsylvania's rich artistic, literary, and cultural heritage from pre-history to the present day. Beginning with the region's indigenous cultures and earliest settlements, the course will examine the important artists, individuals, and organizations that figured in the development of western Pennsylvania's literary and artistic culture, the important role philanthropy and industry played in that development, and how these artists, organizations, and individuals relate to historical movements across the United States. The course will be divided into six units, and each unit will explore variety of artists and genres, including architecture, literature, music, painting, photography, and sculpture,

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Unit 1: Indigenous Cultures and Settlements-Early Western Pennsylvania History to 1816 (1 1/2 weeks)

Unit 2: Industry, Abolitionism, and Early Western Pennsylvania Art and Literature: 1816-1860 (2 weeks)

Unit 3: Manufacturing and the Rise of the Middle Class Culture: 1861-1900 (3 weeks)

Unit 4: Building a Nation and Defining a Culture: 1900-1950 (3 weeks)

Unit 5: Post War Rise and Fall: 1950-2000 (3 weeks)

Unit 6: Post-Millennial Pittsburgh: Diversity of Voices and Forms: (2 1/2 weeks)

Course Description:

American Studies 150N: Western Pennsylvania Art, Literature, and Culture (GA/GH) will survey western Pennsylvania's rich artistic, literary, and cultural heritage from pre-history to the present day. Beginning with the region's indigenous cultures and earliest settlements, the course will examine the important artists, individuals, and organizations that figured in the development of western Pennsylvania's literary and artistic culture, the important role philanthropy and industry played in that development, and how these artists, organizations, and individuals relate to historical movements across the United States. The course will be divided into six units, and each unit will explore a variety of artists and genres, including architecture, literature, music, painting, photography, and sculpture.

Individuals and their works to be discussed may include but are not limited to, among others, architects Frederick J. Osterling, Henry Hobson Richardson, and Frank Lloyd Wright, authors Hugh Henry Breckenridge, Rachel Carson, Willa Cather, Annie Dillard, John Edgar Wideman, and August Wilson, musicians Art Blakey, Billy Eckstine, and Stephen Foster, painters John White Alexander, Mary Cassatt, H.O. Tanner, and Andy Warhol, photographers Charles "Teenie" Harris and W. Eugene Smith, and sculptors Glenn Kaino and Thaddeaus Mosley. During the last unit, particular attention all be paid to western Pennsylvania's dynamic contemporary art and literary scenes.

The course will also discuss numerous individuals, groups, locations, and organizations that figured prominently in the region's cultural heritage. Topics to be discussed may include, among others, Andrew Carnegie, Martin Delaney, Henry Clay Frick, H. J. Heinz, Andrew Mellon, Henry Phipps, and Jane Grey Swisshelm, the Carnegie Music Hall, Library, and Art Gallery, Pittsburgh's Exposition Hall, the Scalp Level School of painters, the Carnegie International Art Show and directors John Beatty and Homer Saint-Gaudens, the Associated Artists of Pittsburgh, newspapers "The Mystery" and "The Pittsburgh Courier," and the Crawford Grill.

Depending upon the individual instructor, students may visit at several regional sites, including but not limited to the Andy Warhol Museum, the Carnegie Art Gallery, the Carrie Furnace, the Frick Museum, the Heinz History Center, the Rachel Carson Homestead, the Mattress Factory, and the Silver Eye Center for Photography.

The class is a General Education Interdomain course for GH/GA and United States Cultures (US) course.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: James Armour Jaap (jaj15)
Title: Teaching Professor of English
Phone:
Address:
Campus: GA
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

By the end of the semester, students will

- Understand the richness and diversity of western Pennsylvania's artistic and literary history and culture.
- Understand the important role industry and philanthropy played in the historical development of the region's art and literary culture.
- Demonstrate the ability to analyze and critique works of art, including fine architecture, music, painting, photography, and sculpture.
- Demonstrate the ability to analyze and critique literary works, including autobiography, drama, fiction, and poetry.
- Understand the significant roles indigenous peoples, women, immigrants, and African Americans have played in the creation of Western Pennsylvania's artistic and literary culture.
- Articulate the connections between Western Pennsylvania's artistic, literary, and industrial history and modern Western Pennsylvania.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

A possible model of evaluation methods:

- Visit at least one western Pennsylvania cultural institution and submit a 2-3 page reaction paper--15%
- Attend at least one western Pennsylvania related event/activity and submit a 2-3 page reaction paper—15%
- Four Quizzes—20%
- 5-7 page final analysis project—20%
- Final Exam—20%
- Attendance and Participation—10%

A sample paper topic: Since its founding in 1895, the Carnegie Art Gallery has developed an impressive collection. Several authors discussed this semester--Willa Cather, Annie Dillard, and August Wilson--have written about the gallery. After our visit, select a piece and compose a discussion that explores the artist and the work, including the history of the work, and its connection to the Carnegie Art Gallery.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

AMST 150N does not replace any existing Penn State courses. Students who take the course as a GH/GA will be introduced to topics that may be useful as a foundational course for a variety of majors in the Arts and Humanities, including African American Studies, Art History, English, History, and Music. AMST 150N can also be taken with General Education courses that have different foci, but complementary goals, such as:

AFAM/ENGL 139 (GH/US): Black American Literature: Fiction, poetry, and drama, including such writers as Baldwin, Douglass, Ellison, Morrison, and Wright.

AFAM 207N (US): Jazz and the African American Experience: The history and evolution of jazz is a significant cultural manifestation of the African American experience. The music and its artists provide a lens through which to examine questions surrounding the African American experience and what it means to be Black in America, engaging with questions about identity, authenticity, freedom, activism, gender, and sexuality, as well as the role of music in African American life.

ENGLISH 112 (GH): Pennsylvania Literature An introduction to the literature that has been written by Pennsylvania authors from the colonial era through the present day.

The course will include a significant amount of reading and writing. It is recommended students take English 15: Rhetoric and Composition either prior or concurrently.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course aims to fulfill General Education in the Humanities and the Arts. The course is being designed for "interdomain" category as part of the recent revision of PSU's General Education curriculum. The combination of Art and Humanities goals seek to allow students to see the connections as part of the Integrative Studies requirement.

A description of any special facilities:

Ability to project images and play recorded music in classroom.

Frequency of Offering and Enrollment:

Every three or four semesters or as needed.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Effective communication will be addressed through a variety of class activities, in-class discussions, and assignments in which students analyze and debate works from a variety of individuals and a variety of artistic and literary genres, including drama, poetry, fiction, sculpture, music, painting and photography. Students will be asked to exchange ideas with the class through both oral and written means, and engage in persuasive discourse. A significant portion of the class assignments are written.

Critical and analytical thinking are key to the course objectives. Each section requires students to examine and critique numerous works of art and/or literature, specifically the individual work's relation to western Pennsylvania culture. Through the readings and assignments, students will become familiar with the terminology and key concepts to analyzing and critiquing texts in the arts and humanities. A majority the assignments will engage in critical and analytical thinking.

Integrative thinking is achieved by connecting multiple works in a variety of genres across multiple historical eras. For example, by listening and analyzing works by Billy Eckstine and other jazz musicians from the area and connecting that music to August Wilson's "Fences," students will be able to further connect the music and literature that documents the region's African American culture. Integrative thinking may also be addressed through attendance at events connected to the region, such as a viewing of August Wilson's "Fences" or an exhibit at the Carnegie Art gallery. Assignments will also ask students to synthesize knowledge across multiple domains. For example, the final project, depending on the student, may be analytical or creative, and could take many forms, such as a website, art project or a more traditional research project, and will require students to analyze and examine artists and works across multiple domains and historical periods.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

The quizzes, papers, and final exam will assess students' ability to communicate effectively and construct persuasive arguments. Paper topics require students to interpret works in connection with course themes, and develop comparisons between GA and GH domains. The short papers and the research project, and the feedback on those papers, will contribute to the development of the students' critical and analytical thinking skills.

Sample topic: During our visit to the Carnegie Art Gallery, we viewed the sculpture "Walking Man" by Alberto Giacometti. Read Annie Dillard's description of the sculpture in her autobiography "An American Childhood." How does her description connect with your interpretation of the work? What do other critics have to say about the famous sculpture? How does her interpretation differ from yours?

General Education Domain Criteria

General Education Designation: Inter-Domain

GA Criteria

- Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor
- Demonstrate competence in the creation of works of art and design
- Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
- Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

From the indigenous cultures of western Pennsylvania society to modern day, the course will explore a variety of artists and works related to western Pennsylvania in a variety of artistic genres, including architecture, music, painting, photography, and sculpture. The course will be divided into six units and each will focus on several specific works of art, and analyze those works in a variety of ways. For example, Pittsburgh painter John White Alexander's famous 1911 murals "The Crowning of Labor" located in the halls of the Carnegie Museum, depicts the various levels of workers in the western Pennsylvania region and expresses the struggles and difficulties many faced. The work can be discussed in a variety of ways—for example, a student may compare the work to others in White's canon or perhaps analyze White's technique. Another project could involve analyzing the various meanings of White's representations. Other topics could relate to the Carnegie Art gallery and its beginnings and collections, the Associated Artists of Pittsburgh, or the connection of Western Pennsylvania art to the banking, steel, glass, and other related industries.

Through reading and writing assignments, students will be introduced to the basic vocabulary of art analysis, and explore the history of art in the western Pennsylvania region. The possible class requirement of two outside event/visits and short papers connected to western Pennsylvania art and literature will allow students to further demonstrate their "expanded knowledge and comprehension" of the importance of the arts in Western Pennsylvania and the world. Quizzes, exams, and papers will be used to determine mastery of content and integrative thinking.

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

The course will move chronologically from the origins of western Pennsylvania society to modern day, and explore works of writing and literature such as autobiography, drama, fiction, and poetry and their relation to Western Pennsylvania. The course will be divided into six units and each will focus on several specific works of literature, and analyze those works in a variety of ways. Reading primary sources such as Willa Cather's "Pittsburgh Stories", August Wilson's "Fences", or Annie Dillard's "An American Childhood" and connecting those texts with related historical events through secondary sources, papers, projects, and quizzes, will allow students to demonstrate competence in critical thinking about humanities topics and critically evaluate texts. While many students will be from the region, the texts and topics will challenge their understanding of the region's past and present art and literary cultures. Students will also become familiar with the various groups, individuals and events connected to western Pennsylvania literature and culture.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The instructor will provide students with the core methodological frameworks for the GA and GH knowledge domains through lectures, readings, online postings, and interactive discussions throughout the semester. The class is divided into six separate units, and in each unit, students will explore a variety of texts and genres, including architecture, fine arts, literature, music and photography. Through close readings of primary and secondary sources, students will utilize these analytical skills to understand and critique a variety of works in a variety of genres. The short papers and final project will require students to integrate both knowledge domains to examine a topic or theme related to Western Pennsylvania culture. In addition, through a chronological examination of western Pennsylvania culture, students will gain a greater understanding of the diversity of Western Pennsylvania's creative endeavors, and the material conditions in which these artists and their art existed.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

As indicated on the syllabus, each unit will include selections from humanities (literary and historical texts) and the arts (paintings, musical pieces, architecture, sculpture, and photography). By engaging in discussions related to the historical conditions in which these writers and authors worked, the course will ask students to become familiar with interpretive techniques and analysis related to both literary and artistic texts. All assignments will ask students to connect works from both Humanities and Arts domains. For

example, students may be asked to discuss Willa Cather's stories in connection to the Carnegie International Art shows, or the relationship between the plays of August Wilson and the sculptures of Romare Bearden.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Currently, I am a Teaching Professor of English. I have been coordinating the Pittsburgh Literature Project, a project centered on western Pennsylvania writers, and have been studying Western Pennsylvania Literature and Arts for many years. In 2016, I directed the 16th Willa Cather International Seminar in Pittsburgh and worked closely with a number of local regional organizations and groups. I also have developed relationships with many of Western Pennsylvania's historic and artistic organizations, such as the Carnegie Art Gallery, the Andy Warhol Museum, the August Wilson Center, and the John Edgar Wideman Project and intend to bring in several guest speakers to the class. I will also be consulting with several colleagues both at Penn State and other universities.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Short writing assignments (2-3 pages) will require students to integrate the Arts and Humanities in their analysis of a wide range of works related to Western Pennsylvania Art and Literature. For example, one topic asks students to analyze the connections between August Wilson's work and the works of many western Pennsylvania jazz musicians. Students then discuss how the works reflect on the African American experience in Western Pennsylvania in post World War II America.

The final project (5-7 pages) will require an extended in-depth discussion and analysis of subjects related to western Pennsylvania Art, Literature, and Culture. Students must examine a variety of artistic and literary forms from the arts and humanities domains, and, through research, relate the works to western Pennsylvania. Although the faculty will provide guidance, students will develop their own topics.

For example, a student may choose to discuss the growth of African American culture in the region in the years following World War II, what Mark Whitaker, author of "Smoketown" calls America's "other great Black renaissance", and analyze the connections between such subjects as "The Pittsburgh Courier," the influential black newspaper, and such jazz pioneers as Billy Strayhorn and Mary Lou Williams and America's greatest African American playwright August Wilson.

General Education Designation Requirements

Intercultural Requirements:

Beginning with the region's indigenous cultures and earliest settlements, the course will examine the important artists, individuals, and organizations that figured in the development of Western Pennsylvania's literary and artistic culture, the important role philanthropy and industry played in that development, and how these artists, organizations, and individuals relate to historical movements across the United States.

All of the course content is devoted to an in-depth examination of artists, literary, and cultural achievement in United States societies. While the focus is on western Pennsylvania, many of the authors and artists such as Willa Cather and John White Alexander are associated with other regions of the country. By discussing western Pennsylvania's cultural achievements, students will also expand their knowledge of United States cultures and conditions through time. The course will also cultivate students' knowledge of issues of social identity such as ethnicity, race, class, and gender in the United States through discussions related to the importance of indigenous peoples, women, immigrants, and African Americans to western Pennsylvania culture. By the completion of the course, students will appreciate the diversity of Western Pennsylvania culture and people, and have gained an increased understanding of the different cultural values, traditions, beliefs, and customs that constitute Western Pennsylvania's artistic and literary history and heritage.

Course Outline

Unit 1: Indigenous Peoples and Settlements- Early Western Pennsylvania History to 1816 (1 1/2 weeks)

Unit 2: Industry, Abolitionism, and Early Western Pennsylvania Art and Literature: 1816-1860 (2 weeks)

Unit 3: Manufacturing and the Rise of the Middle Class Culture 1861-1900 (3 weeks)

Unit 4: Building a Nation and Defining a Culture: 1900-1950 (3 weeks)

Unit 5: Post War Rise and Fall: 1950-2000 (3 weeks)

Unit 6: Post-Millennial Pittsburgh: Diversity of Voices and Forms (2 1/2 weeks)

Achievement of the US objectives will be assessed through the class quizzes, writing assignments, and the final exam. For example, quizzes and the final exam will assess students understanding of the history of the region's cultural achievements through time, and the short papers will ask students to examine the pluralism and diversity that exists in western Pennsylvania culture, whether it be the history of African American music and art in the region, or the contributions of women such as Willa Cather and Annie Dillard. The final project will ask students to examine the region's arts and literary heritage, and to integrate their understanding of this heritage through a discussion of both historical and contemporary examples.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

is listed as a pre-requisite or concurrent course for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

Review History

This section represents all consultation history that has occurred on this proposal

M/W/: 2:30-3:45 -----Frable 310

Instructor: James A. Jaap, Ph.D.

Office: Main 109B

Phone: 412-675-9174

Email: jaj15@psu.edu

Office Hours: M/W/F 8:30-9:00 and 11:15-1:15 and by apt gladly.

Course Description: American Studies 150N: Western Pennsylvania Art, Literature, and Culture (GA/GH) will survey western Pennsylvania's rich artistic, literary, and cultural heritage from pre-history to the present day. Beginning with the region's indigenous cultures and earliest settlements, the course will examine the important artists, individuals, and organizations that figured in the development of western Pennsylvania's literary and artistic culture, the important role philanthropy and industry played in that development, and how these artists, organizations, and individuals relate to historical movements across the United States. The course will be divided into six units, and each unit will explore a variety of artists and genres, including architecture, literature, music, painting, photography, and sculpture.

Individuals and their works to be discussed may include but are not limited to, among others, architects Frederick J. Osterling, Henry Hobson Richardson, and Frank Lloyd Wright, authors Hugh Henry Breckenridge, Rachel Carson, Willa Cather, Annie Dillard, John Edgar Wideman, and August Wilson, musicians Art Blakey, Billy Eckstine, and Stephen Foster, painters John White Alexander, Mary Cassatt, H.O. Tanner, and Andy Warhol, photographers Charles "Teenie" Harris and W. Eugene Smith, and sculptors Glenn Kaino and Thaddeus Mosley. During the last unit, particular attention all be paid to western Pennsylvania's dynamic contemporary art and literary scenes.

The course will also discuss numerous individuals, groups, locations, and organizations that figured prominently in the region's cultural heritage. Topics to be discussed may include, among others, Andrew Carnegie, Martin Delaney, Henry Clay Frick, H. J. Heinz, Andrew Mellon, Henry Phipps, and Jane Grey Swisshelm, the Carnegie Music Hall, Library, and Art Gallery, Pittsburgh's Exposition Hall, the Scalp Level School of painters, the Carnegie International Art Show and directors John Beatty and Homer Saint-Gaudens, the Associated Artists of Pittsburgh, newspapers "The Mystery" and "The Pittsburgh Courier," and the Crawford Grill.

The class is a General Education Interdomain course for GH/GA and United States Cultures (US) course.

American Studies 150N will fulfill the following **General Education Learning Objectives** :

1. **Effective Communication:** the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
2. **Critical and Analytical Thinking:** the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
3. **Integrative Thinking:** the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between

existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Course Objectives and Outcomes: By the completion of the course, students will:

- Understand of the diversity of Western Pennsylvania's artistic and literary culture.
- Understand the important role industry and philanthropy played in the development of the region's art and literary culture.
- Demonstrate verbally and through writing the ability to analyze both visual and written works of art.
- Explain the significant roles women and African Americans have played in the creation of Western Pennsylvania's artistic and literary culture.

Required Texts:

- Cather, Willa. *Willa Cather's Pittsburgh Stories*
- Dillard, Annie. *An American Childhood*
- Sweterlitsch, Thomas. *Tomorrow and Tomorrow.*
- Wilson, August. *Fence.s*
- Other readings are online and available through CANVAS

Assignments and Grade Breakdown

1. **Quizzes:** There will be a total of 4 reading quizzes this semester. (25 points each; 100 points)
 2. **Short reaction Papers: (2x50 points each. Total: 100 points)**
 - a. Students will visit one Western Pennsylvania site during the course of the semester and compose a brief (2-3 pages) reaction paper on some aspect of the visit.
 - b. Students will attend one activity related to Western Pennsylvania art, literature and culture and compose a brief (2-3 page) reaction paper on some aspect of the event.
 3. **Research Project :** The research project will consist of three components: a proposal, a rough draft, and the final project.
 - Proposal (2 pages) -----25 points
 - Rough Draft-----25 points
 - 5-7-page research project-----100 points
 4. **Final Exam:** (200 points)
 5. **Attendance and Participation** (50 points) Because we will be engaging in a variety of discussions, your attendance and participation is essential. Please make every effort to attend and be prepared to discuss the material for class.
- Total Semester points** -----550 points

Grading Scale: All grades will be based on the following percentages. The Penn State grading scale does not allow the option of awarding grades of C-, D+, or D- grades.

A=93.3-100	A- =90 to 93.2	B+ =87.9-89.9	B = 83.3 to 87.8
B- = 80 to 83.2	C+ = 75 to 79.9	C = 70 to 74.9	D = 60 to 69.9

Policies: Students are expected to take a professional attitude towards the course, the material and the assignments. This attitude should be reflected in the student's course participation and in the quality of work submitted to the instructor.

- All papers must be typed, double-spaced and should be free from typographical errors. Papers must follow MLA format.
- The +/- grading system will be used.

Academic Integrity : *“Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity; respect other students’ dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.” (Senate Policy 49-20) For more information on the University’s procedures governing violations of Academic Integrity, please see:*

<https://handbook.psu.edu/content/academic-integrity-policies> (Links to an external site.)
[Links to an external site..](#)

Disability Statement : *“Penn State welcomes students with disabilities into the University’s educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) Web site provides contact information for every Penn State campus:*

<http://equity.psu.edu/sdr/disability-coordinator> (Links to an external site.)
[Links to an external site..](#) For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr> (Links to an external site.)
[Links to an external site..](#)

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.” The contact person for Disability Resources at Penn State Greater Allegheny is Siobhan Brooks, 412-675-9454, snb106@psu.edu.

Reporting Bias: Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the [Report Bias webpage](#).

Mental Health: Counseling and psychological service are available through the Student Health Service Office in Suite 105 A, lower level of the SCC. Please contact Campus Nurse Jennifer Ross at 412-675-9490 at jur396@psu.edu for appointments with a mental health/personal counselor, Medical Doctor, or Drug and Alcohol Counselor. More resources are available at <http://greaterallegheny.psu.edu/health services>

Tentative Schedule

Week 1

Unit 1: Origins and Settlements- Early Western Pennsylvania History to 1816

Prehistory and the Meadowcroft Rock Shelter

Readings: “The First Americans”(CANVAS)

“Meadowcroft: Peering into America’s Ancient Past”(CANVAS)

Settlements and Independence

“The Settlement of Western Pennsylvania”(CANVAS)

“What was Fort Pitt” (CANVAS)

Week 2:

The Whiskey Rebellion, Hugh Henry Brackenridge, and the Origins of Culture

Readings: "Insurrection! A Short History of the Whiskey Rebellion of 1794" (CANVAS)

"Hugh Henry Brackenridge" (CANVAS)

Hugh Henry Brackenridge: Our Local Founding Father (CANVAS)

Brackenridge, Modern Chivalry, and Satire (CANVAS)

Zadok Cramer and The Navigator (CANVAS)

Week 3

Unit 2: Industry, Abolition, and Early Western Pennsylvania Art: 1816-1860

Jane Grey Swisshelm (1815-1884) (CANVAS)

"How the First American Woman to Be a Political Journalist Got Her Start"

"Bitterness Unchecked Jane Swisshelm Reflects on the Women of Fredericksburg in 1866" (CANVAS)

Martin Delany (1812-1865)

Biography (CANVAS)

"Delany and Lincoln" (CANVAS)

"A Black Nationalist Manifesto" 1854 (CANVAS)

"Delany Historical Marker" (CANVAS)

"Delany Letter to William Lloyd Garrison" (CANVAS)

Week 4

Quiz 1 Due

Stephen Foster Readings and Recordings (CANVAS)

William Coventry Wall (1810-1866) (CANVAS)

David Gilmour Blythe (1815-1861) (CANVAS)

"The Gritty Realism of David Gilmore Blythe" (CANVAS)

"The Dark World of David Gilmore Blythe" (CANVAS)

Week 5

Unit 3: Manufacturing and the Rise of the Middle Class: Entertainment and Art 1861-1900

Short Paper 1 Due

H. H. Richardson's and the Allegheny Courthouse (CANVAS)

H. H. Richardson's Courthouse continued (CANVAS)

Andrew Carnegie and "The Gospel of Wealth" (CANVAS)

Week 6

Andrew Carnegie, Henry Frick, The Homestead Steel Strike, and Labor Unrest (CANVAS)

The Carnegie Library, Music Hall, Art Gallery, and Natural History Museum (CANVAS)

Willa Cather, "A Gold Slipper"

The Carnegie International Exhibition (CANVAS)

Willa Cather, "Paul's Case"

Week 7

Ethelbert Nevin (CANVAS)

Willa Cather, "Uncle Valentine"

John White Alexander, Mary Cassatt, H. O. Turner (CANVAS)

Quiz 2 Due

Week 8

Unit 4: Building a Nation and Defining a Culture: 1900-1950

Willa Cather, *Pittsburgh Stories*, “The Professor’s Commencement” and “The Namesake”
Willa Cather, *Pittsburgh Stories*, “Double Birthday”
Architecture and Design—Downtown Pittsburgh (CANVAS)
Downtown Architecture Continued (CANVAS)
Mary Roberts Reinhardt, “The Valley of Oblivion” (CANVAS)

Week 9

The Pittsburgh Courier (CANVAS)
Pittsburgh Jazz—Earl Hines, Billy Strayhorn, Mary Lou Williams and others (CANVAS)
John Kane, “Self-Taught McKeesport Artist” (CANVAS)
Short Paper 2 Due

Week 10

Assign Project
Thomas Bell, selections from *Out of This Furnace* (CANVAS)
Murals of Max Vanko, St. Nicholas Church, Millvale (CANVAS)
Unit 5: Post War Rise and Fall: 1950-2000
Rachel Carson, “A Fable for Tomorrow” (CANVAS)

Week 11

29: **Quiz 3 Due**
Fallingwater, Frank Lloyd Wright, and the Kaufmanns (CANVAS)
Annie Dillard, *An American Childhood*
Annie Dillard, *An American Childhood*
Charles “Teeny” Harris (CANVAS)
Annie Dillard, *An American Childhood*

Week 12

Annie Dillard, *An American Childhood*
Andy Warhol (CANVAS)
August Wilson, *Fences*

Week 13

August Wilson, *Fences*
Romaine Bearden (CANVAS)
Unit 6: Post-Millennial Pittsburgh: Diversity of Voices and Forms
Project Proposal Due
August Wilson, *Fences*

Week 14

Thomas Sweterlitsch, *Tomorrow and Tomorrow*
Rough Draft Due
Sweterlitsch, *Tomorrow and Tomorrow*
Thaddeus Mosely
Sweterlitsch, *Tomorrow and Tomorrow*
Project Due

Week 15

December 3: Sweterlitsch, *Tomorrow and Tomorrow*

Sweterlitsch, *Tomorrow and Tomorrow*.

Mr. Sweterlitsch will be coming to class to speak to us!

Last Day of Classes

Thomas Sweterlitsch, *Tomorrow and Tomorrow*

Final Exam Due December 12, 2018