

THE NATIONAL DEFENSE UNIVERSITY

WASHINGTON, DC



**NWC/ES INTERNATIONAL FELLOWS
AMERICAN STUDIES FOUNDATIONS**

**AY 2016-2017
Summer**

Dr. Brittany Bounds
Assistant Professor
ISMO Academic Officer
(202) 685-2104
brittany.bounds.civ@gc.ndu.edu

This document contains educational material designed to promote discussion by students in the International Fellows program. It does not necessarily reflect the views of the National Defense University nor the Department of Defense.

The contents of this document are the property of the U.S. Government and are intended for the exclusive use of the faculty and students in the International Fellows Program or the National Defense University (NDU). No further dissemination is authorized without the express consent of the faculty.

NDU Policy on Nonattribution: “Presentations by guest speakers, seminar leaders, and panelists, including renowned public officials and scholars, constitute an important part of University curricula. So that these guests, as well as faculty and other university officials, may speak candidly, the university offers its assurance that their presentations at the colleges, or before other NDU-sponsored audiences, will be held in strict confidence. This assurance derives from a policy of nonattribution that is morally binding on all who attend: without the express permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.”

Contents

Course Overview	3
Course Objectives	3
AS Concentration	4
Learning Outcomes	4
American Studies Summer Course Schedule.....	5
Course Assignments.....	6
Reading and Contribution.....	6
Plagiarism.....	6
Grade Breakdown	7
Readings.....	7
Assignment Guidelines.....	8
Summer Reading Schedule	12
Week 1: June 20-24.....	12
Week 2: June 27-July 1.....	13
Week 3: July 5-8	14
Week 4: July 8-14 Montana Field practicum	16
Week 5: July 18-22	19
Week 6: July 25-29	20
Week 7: August 1-6 New York Field Practicum	20
Appendix	21

COURSE OVERVIEW

The International Fellows (IF) American Studies Foundations Course prepares students for participation in the American Studies program throughout the academic year. The curriculum includes a focus on American History from the colonization of America to the present, and American Systems, including the Constitution, U.S. Government structure, federalism and states' rights, free market, and the social safety net. Themes in the readings, discussions in seminars, and the writing requirement, together with first-hand observations of America on field study practicums, provide theoretical foundations for the year in the United States.

COURSE OBJECTIVES

The American Studies Course objectives are pulled directly from these foundational directives: 1) Department of Defense Directive 5410.17 on the United States Field Studies Program (FSP); 2) Joint Security Cooperation Education and Training Manual (JSCET); 3) The Officer Professional Military Education Policy (OPMEP); and 4) The Chairman of the Joint Chiefs Desired Leader Attributes for Joint Force 2020.

The OPMEP outlines Learning Areas and Objectives for students at NDU, including the following taken from Learning Area 1: National Security Strategy¹:

Evaluate how enduring philosophical, historical, and contemporary American principles contribute to U.S. strategic thinking.

Department of Defense Directive 5410.17 and AR 12-15 outline the objectives that underlie the Field Studies Program at NDU²:

Promote an understanding of U.S. society, institutions, and ideals in a way in which these elements reflect U.S. commitment to basic principles of internationally recognized human rights:

*Human Rights
Law of War
International Peace and Security
U.S. Government Institutions
Political Processes
The Judicial System*

*Free Market System
Media
Education
Health and Human Services
Diversity and American Life*

¹ Chairman of the Joint Chiefs of Staff Instruction: Officer Professional Military Education Policy (OPMEP), E-G-1, 3.b.

² DOD Directive 5410.17, 3-4.

The CJCS Desired Leader Attributes for Joint Force 2020 presents a framework for understanding leadership development as an underlying purpose of the IF program³:

Understand the environment and the effect of all instruments of national power.

Operate on intent through trust, empowerment, and understanding.

Think critically and strategically in applying joint warfighting principles and concepts to joint operations.

AMERICAN STUDIES CONCENTRATION PROGRAM

The American Studies concentration includes the American Studies Foundations course in the summer and continues in the fall and spring semesters with the American Studies elective concentration. The summer course will cover American History and the foundational American Studies Systems to provide the foundation for the learning objectives. The fall course will cover the fundamentals of the American society through discussions on social issues such as religion, race, gender, and popular culture. The spring semester will analyze American institutions, including free market, health and human services, and government.

The certificate program includes classroom instruction, extensive travel through the field practicums, and writing and other assessments based on participation. Upon successful completion of the summer course, fall and spring electives, and attendance at the minimum number of Field Study practicums, an International Fellow will receive a certificate at graduation for completion of American Studies.

LEARNING OUTCOMES

- Students will understand the historical forces, values, and decisions underlying the formation of the United States and its system of government.
- Students will identify the main areas of United States Governance, to include the three branches of U.S government, the judicial system, and political processes, and the relationship of state and local government to the federal level.
- Students will analyze the role of Human Rights in the United States as a framework for understanding American systems, particularly education and health and human services.
- Students will understand the basic elements of the free market system in the United States and its historical context.
- Students will investigate the American way of diversity and culture by exploring the role of freedom, religion and popular culture in the country and the effect they have on the American identity.

³ Memorandum from the Chairman of the Joint Chiefs of Staff regarding Desired Leader Attributes for Joint Force 2020, dated 28 June 2013.

American Studies Summer Course Schedule

Week 1: June 20-24

- JUNE 23: Introduction to American Studies, Learning Objectives, and Academic Expectations (2 hours)
- JUNE 24: Intro to American Writing (6100 / Peer Advisors separately in MH 178)

Week 2: June 27-July 1

- JUNE 27: History #1 (1500-1763) (2 hours)
 - a. **Impressions of America Paper Due**
- JUNE 28: History #2 (1763-1789) (2 hours)
- JUNE 30: Constitutional Convention Simulation (CASL) (6 hours)

Week 3: July 5-8

- JULY 5: History #3 (1789-1877) (2 hours)
- JULY 6: Systems #1: U.S. Government Structure (1 hour)
- JULY 6: Systems #2: Federalism and States' rights (1 hour)

Week 4: July 8-14

- Montana Field practicum (fellows only) (6 academic days)

Week 5: July 18-22

- JULY 18: History #4 (1877-1940) (2 hours)
- JULY 20: Systems #3: Free Market (1 hour)
- JULY 21: History #5 (1941-present) (2 hours)
 - a. **July 22: Reflection Paper #1 Due**

Week 6: July 25-29

- JULY 26: Systems #4: Welfare 1—social safety net (1 hour)
- JULY 27: Peer advisor meeting
- JULY 28: Joint Staff visit (6 hours)
- JULY 29: Systems #5: Welfare 2—education (1 hour)
- Date TBD: New York Pre-Brief

Week 7: August 1-6

New York Field Practicum (family trip) (4 academic days)

August 15: Reflection Paper #2 Due

Post-summer/ Pre-elective period: September 3-5

Philadelphia Field Practicum (family trip) (2 academic days)

Course Assignments

Students will be required to reflect on their field studies experiences through a series of writing requirements.

- One impression paper, approximately 2 pages long, emailed or uploaded into Blackboard by June 27th.
- Video about each country, 3 minutes long.
- Active participation in the Constitutional Convention.
- Two personal reflection papers, each 2-3 pages, double-spaced, based on the field practicums.
 - Reflection Paper 1 on Montana due July 22
 - Reflection Paper 2 on Montana/NYC comparison due August 15
- One group memo submitted at the conclusion of each field practicum trip addressing the question prompt and corresponding to the closing academic session. Each student will be responsible as leader of one paper, but the group will receive a grade as a whole for the semester.
- Participation in the Course Blackboard online discussions through Blackboard and in class and on field practicums.

Reading and Contribution

Students are expected to complete the readings and contribute to seminar and field studies discussions. Contribution to class and field studies discussions is worth 15% of the grade. The readings assigned are listed under the day when they will be discussed. Excerpts from articles and other texts will be provided throughout the course through Blackboard. Although texts have been chosen and reflected in the syllabus, these may change according to new developments in the American sphere. Additional suggested readings for the class will be posted weekly in advance of the class.

Plagiarism

Plagiarizing, defined as the practice of taking someone else's work or ideas and passing them off as one's own, is a serious offense. This may be in the form of copying and pasting from the internet, using someone else's quote without the appropriate citation, or copying someone else's paper or idea. Just like you would be very upset if someone quoted you without giving you credit, using someone else's words without citing them is wrong. Most times, plagiarizing is very obvious, for your written voice changes – almost like taking on an accent. As is consistent with your college, the American Studies course also forbids plagiarism in all its forms. Students caught plagiarizing will be subject to NDU official disciplinary measures in according to NDU academic policies.

Grade Breakdown

Summer reflection paper 1	30%
Summer reflection paper 2	30%
Class and field practicum participation	15%
Blackboard participation	15%
Academic session group participation and presentation	10%

Grading:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
Under 80	Not passing

*Grades over 80% are Passing.

Readings

- Samuel Huntington, *Who Are We? The Challenges to America's National Identity* (New York: Simon & Schuster, 2004)
- Stephen Ambrose, *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West* (New York: Simon & Schuster, 1996)
- Gordon Wood, *American Revolution*
- U.S. Department of State's "U.S.A. History In Brief"
http://photos.state.gov/libraries/amgov/30145/publications-english/learner_english.pdf
- U.S. Constitution (pocket)
 - Declaration of Independence
 - Articles of Confederation
 - Bill of Rights
- Federalist papers, Anti-Federalist papers
- Constitutional Convention Game Book & Texts (available on Blackboard)
- Other articles as assigned.

Assignment Guidelines

Impressions of America Paper

Your first assignment is an easy one, yet one that will be very useful to us to help guide you through the course. You are tasked to provide your initial impressions of America before we explore the country in class. There is no specific question, but we want you to be honest with your statements. You can explore your impressions of American government, racial relations, gender roles, popular culture, identity, institutions, free market, etc... How have you interacted with Americans? How does your country perceive America and its citizens? Do you think we are crazy? Do you think the politicians you see on TV represent all of America? What conclusions have you drawn about the news you read about America? Essentially, when you think of America, what comes to mind? These are meant to give you ideas, not necessarily to guide you or your musings. This is a low-pressure exercise. Of course, in an academic program, there are parameters:

- DUE: June 27, 2016
- WHERE: Blackboard American Studies course
- LENGTH: 2-3 pages
- FORMAT: English, double-spaced, 1" margins, 12-point font
- RESOURCES you can use: Translating Dictionary, Word program, and your brain. Do NOT use online web searches, your friends, your embassy, or a ghost writer.

Country Video

Your second assignment is more fun yet still personal. So your fellows can get to know you and your country a little better, you each will prepare your own short story in video form. On the bus in Montana, we will have almost 13 hours of drive time to kill, and what better way than to get to know all of you? We will show the video clips on the bus, and make the videos available to you through Google Drive so your family can also get to know other families.

- WHAT: a Video, in digital form (you can use a cellphone, camera, camcorder, or your laptop)
- WHO: You, with or without your family
- WHERE: NDU, at home, on a boat, in DC-you can be creative
- INCLUDE (or not): Introduction of your family, your country, something interesting about yourself & your country. You can show a cultural tradition, dancing, music, pictures of your hometown or key places, etc. Think about what you would want the other fellows to know about you and your country.
- How long: No more than 3 minutes. At the end of minute 3, the video editing software will delete any remaining footage. It is in your best interest to wrap it up in 3 minutes.
- DUE: July 1st
- How: Upload into your Google drive and share it with me at Brittany.bounds.civ@gc.ndu.edu
- Why: To get to know you and something about your country

Constitutional Convention

On Thursday, June 30, you will participate in a simulation of the drafting of the U.S. Constitution. In the lead-up to the Convention, we will briefly cover the themes of the colonial era and the American Revolution, including the failures of the Articles of Confederation, America's first attempt at a union. You will be provided with a detailed Game Book that will walk you through the history, as well as articulate the challenges of seeking a compromise to overcome fundamental differences of opinion in how the new government should be structured. Some of these key questions focused on representation, a union or a confederation, the scope of the federal government, the branches of government, and slavery. Additionally, you will be assigned a role to play that mirrors the true actors of the convention, and you will be expected to research your role, act, and deliberate according to your character. These personas also show divisions within the budding country, including: Nationalists vs. Confederalists, with moderate versions of each; large states vs. small states; and North vs. South, or freedom vs. slavery. The first of these groupings is the most important, going the furthest to determine identity. Finding a compromise to bring these opposites together is crucial to form one nation.

Reflection Paper

A reflection paper allows you to communicate about how an experience has shaped your understanding of material or topics we have discussed in class. It is similar to a newspaper Op-Ed (Opinion-Editorial), in that you are able to express your personal thoughts on something. However, Op-Eds generally do not pull assumptions out of the air; they also use references to support their case. While this assignment is **not** meant to be a research paper, having references – if only from the readings, speakers or experiences on the field practicum – give your paper credence.

Your first reflection paper will focus on Montana and its learning objectives. A stronger reflection will also ponder upon the concepts presented in class and the simulation we will complete together. I know Montana is beautiful, so tell me instead about how you encountered American freedoms, individualism, and tension between the states and federal government (these are possibilities, not directives). Paper 1 DUE July 22.

Your second reflection paper will focus on New York City and its objectives. If you will not attend the NYC practicum, you may also reflect upon a theme of the summer course or the Constitutional Convention. A great reflection paper compares and contrasts the current city with a previous location. Can you find a strong similarity or difference between Montana/Wyoming and New York? Pick a theme and flesh it out. Both papers should be 2-3 pages. Paper 2 DUE August 15.

Here are some ways to write a successful reflection paper:

- Jot down ideas you have in the readings, during speakers, or from conversations on field practicums. I encourage you to keep a travel journal on the trips, and record important information and your own perceptions of the visits.
- Brainstorm: think about how your own perspective has been widened or changed.
- Open the paper with an introduction that clearly states what you have learned (your thesis).
- Make sure your paper is still organized in paragraphs, with topic sentences.
- Your conclusion should clearly state your take-away from the experience.
- The paper can be personal and subjective.
- You can use the first person singular “I,” but do not overuse it.
- If you do use references in your paper, use Chicago style footnotes.
- The papers should not read like a travel journal.

For more information on how to draft a reflection paper, the following resources offer a process for doing so:

- <http://www.wikihow.com/Write-a-Reflection-Paper>
- <https://www.csuohio.edu/writing-center/reflection-papers>
- Sample Essays: <http://english.csuci.edu/program/sampleessay.htm>

Grading Rubric:

10 – The paper is organized, reveals analysis based on thinking and experiences, and articulates a thesis. The paper is well-written and understandable.

9 – The paper has some organization, attempts to work through an issue, and states a thesis. The paper is mostly well-written but could use some improvement.

8 – The paper has minimal organization, states a weak thesis, but still attempts to show a learning process. The paper’s writing could be much improved.

7 – The paper was haphazardly written, lacking organization, a thesis, a main stream of thought, and proper writing.

0 – Paper was not submitted.

Group Presentation

During every field practicum, we will have a certain set of objectives that we will explore together. Each group of approximately eight individuals, representing regional diversity, will be assigned a set of questions to discuss while on the practicum. One member of each group will be assigned to present his or her group’s conclusions on their assigned questions to the group at large on or near the last day of the trip during the Academic Session. Group discussions therefore must occur beforehand, and are generally not scheduled in the itinerary, which allows for group flexibility to meet. The 5-minute presentation should highlight what the group has experienced and reasoned through, not the presentation of an extended research analysis of the question. As we proceed through the year, comparisons and contrasts of other field practicums are appropriate, especially where objectives repeat. The presentation should not be

scripted, although notes may be used. After the conclusion of the field practicum, the group leader will finalize the group's findings in a short reflection paper, due the class period following the end of the practicum. Each group member will also assess the contribution of every group member in discussions and the preparation of the presentation. The group participation and paper will count as 10% of your final grade.

Participation in the Course

For your contribution to be taken into account, you must read the assigned material (according to the weekly schedule) prior to each class. Seminar and field practicum participation is worth 15% of your grade. Due to the size of the class, there may not be many chances in class to ask questions or offer insights, but you may find other possibilities on the field practicums as well. Questions asked during the lecture or presentations should be thoughtful and based on curiosity, not solely to gain participation points.

The following standards are employed in this course to assess student grades for class contribution:

- A (9.5-10): Demonstrates superior preparation for each session as reflected in the quality of contributions to class. Asks relevant questions or offers insights in both class and on field practicums.
- A- (9.0): Above the average expected of a graduate student. Well prepared for class. Although may not speak frequently in class, also asks questions on field practicums.
- B+ (8.7): A solid contributor to question and answer sessions. Respectful of the views of others.
- B (8.5): Occasional contributions to question and answer sessions and group discussions.
- B- (8.0): Rarely speaks in asking questions or group discussions.
- C (7.0-7.9): Preparation is adequate, but frequently fails to respect the views of others, is sometimes belligerent in discourse with colleagues and/or instructor. Rarely steps forward to assume a fair share in group discussions. Usually content to let others form the class discussions and develop required seminar positions.

Blackboard Discussions

I encourage dialogue to continue outside of class. Due to our time and space constraints over the summer, much of our discussion will happen outside of the classroom. One venue is Blackboard, where you can start threads, add material to threads, and add comments to other's posts. In the summer, you will be required to post THREE comments on the discussion board. They should be substantial (does not have to be long, but of substance) and can include subjective reasoning, objective references, or a sharing of observations. They can address readings, presentations, learning objectives covered, or field practicums. These posts will count for 15% of your grade.

Summer Reading Schedule

Week 1: June 20-24

OBJECTIVE: Introduce the fellows to American Studies and the American system of education and writing. Establish proper expectations of the program.

1. JUNE 23: Introduction to American Studies, Learning Objectives, and Academic Expectations
 - a. We will assign delegates to the Constitutional Convention.

2. JUNE 24: Introduction to American Writing
 - a. For those fellows in Beth's class, you will attend her NDU 6100 #2. For those who are from exempt countries or tested out of the writing course, we will meet several times during her class, including June 24.
 - b. READING: Foreword of *Who Are We* (WAW) xv-xvii.
 - c. WATCH: Noam Chomsky on American Identity:
<https://www.youtube.com/watch?v=P1qihA8-9PA>
 - d. Suggested reading/listening to start (available on CD in the library): Gordon S. Wood, *The American Revolution* (Note: NWC students will be assigned this text in the 6400 Domestic Context block. Reading some or all of it over the summer will ease your reading load in the spring). Audio files are available on the Google Drive under American Studies. You can also check it out from the library in hard copy or on CD.

Questions to Consider:

- What was your perspective of America before you got here? What stereotypes of America have pervaded your country's mindset?
- What do you hope to get out of this course?
- How is American writing different than your country?
- What types of identity exist?
- What does the Anglo-Protestant culture include?
- What are the directions in which America can go, and what does Huntington conclude is the best choice?
- What are the weaknesses of his argument?

Week 2: June 27-July 1

OBJECTIVE: Provide an introduction to American history, with topics including the “discovery” of the New World, establishment of colonies, Native Americans, and regionalism; followed by the Enlightenment and the First Great Awakening, tensions with Britain, the American Revolution, and the formation of states.

3. JUNE 27: American Studies History #1 (1500-1763)
 - a. READING: USA History in Brief, pages 1-11
http://photos.state.gov/libraries/amgov/30145/publications-english/learner_english.pdf
 - b. **Impressions of America Paper Due (Blackboard)**
4. JUNE 28: American Studies History #2 (1763-1789)
 - a. READING: USA History in Brief, pages 13-22
 - b. READING: Declaration of Independence & Articles of Confederation (pocket Constitution, pages 59-76)
READING: Constitutional Convention Game Historical Background (22 pages)
5. JUNE 30: American Studies Constitutional Convention Simulation (CASL) (6 hours)
 - a. READING: Constitutional Convention Game Book (1-18+ skim Appendices), finish the historical background, and read up on your assigned biography and faction

Questions to Consider:

- How did the colonies begin and for what reasons?
- How did the earliest years of the colonies start to determine the identity of these colonies, and ultimately, states?
- What made Americans decide to rebel against the throne of England?
- What were the Articles of Confederation inadequate?
- What were the main compromises that had to be made in the Constitutional Convention? What fundamental differences emerged among the states that can still be seen today?
- What leadership tactics proved crucial during the simulation to draft a singular Constitution?
- How was/is the American system of states and federal power unique from the rest of the world?

Week 3: July 5-8

OBJECTIVE: Follow the trajectory of American history through to the development of the U.S. Constitution, along with how the government structure looks today through the separation of powers (executive, judicial, and executive) and the difference in authority of the federal government versus the states. Through learning about the Louisiana Purchase and subsequent exploration by Lewis & Clark and the American Civil War, we will discuss concepts of Manifest Destiny, American exceptionalism and individualism, expansionism, the effect on the Native Americans, and state sovereignty. Other notable movements include the Second Great Awakening and the market revolution in the early 19th century.

6. JULY 5: American Studies History #3 (1789-1877)
 - a. READING: USA History in Brief, pages 29-43
 - b. READING: Bill of Rights
 - c. READING: Select an Antifederalist paper to discuss:
<http://www.let.rug.nl/usa/documents/1786-1800/the-anti-federalist-papers/>

7. JULY 6: Montana Academic Pre-Brief
 - a. READING: Frederick Jackson Turner's "The Significance of the Frontier in American History" (Turner's Frontier Thesis)
<http://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf>
In this presentation in Chicago during the 1893 World's Columbian Exposition in Chicago after its rebuild, Frederick Jackson Turner declared that the frontier of western expansion was closed, which in his perspective had closed the end of an American era. He argued that it was the West and the frontier—not the East as many had previously asserted (and as we will hear in Boston)—that had given America its distinctive culture of individualism, ruggedness, and egalitarianism. His thesis had far-reaching consequences, as intellectuals used it to explain the difference between America and Europe, the benefits of expanding overseas, and exploring frontiers in other dimensions (space, technology, and the internet).

8. JULY 6: American Studies Systems #1: U.S. Government Structure
 - a. Separation of Powers and Checks and Balances: Crash Course Government and Politics #3
<https://www.youtube.com/watch?v=0bf3CwYCxXw&list=PL8dPuualjXtOfse2ncvffeelTrqvhrz8H&index=3>

9. JULY 6: American Studies Systems #2: Federalism and States' rights
 - a. READING: Aaron C. Davis, "[In Quest to be 51st State, D.C. Convenes First Constitutional Convention of the 21st Century,](#)" *Washington Post*, June 16, 2016.
 - b. TED ED- How is power divided in the United States government? - Belinda Stutzman, <https://www.youtube.com/watch?v=HuFR5XBYLfU>

Questions to Consider:

- How did the Constitution hold up in the century after it was drafted?
- What were the fundamental disagreements over the Civil War?
- How is American exceptionalism seen throughout American history? How has it changed?
- How is the American governmental structure different today than when it was created?
- What do debates over states' rights look like today?

Week 4: July 8-14 Montana Field practicum

OBJECTIVES: Relationship-building, Diversity and American Life in Montana and interactions with native Americans, U.S. Government Institutions, and Political Processes—mainly state and local governance. We will see Bigfork, MT, Glacier National Park., Helena, MT, and Yellowstone National Park.

READING:

1. Montana Reference Guide
2. *Undaunted Courage*, (note that this book is also available as an electronic audio file through the NDU Library, and you can listen to it during your drive). You will not be tested on the book, but you are encouraged to *read as much as you are able*. The following selections are more relevant depending on what we will see and experience in Montana and Wyoming. You are not required to read all these chapters.

Chapter 6 Origins of Expedition

Plans and motivations for the expedition, largely fueled by competition and foreign encroachment.

Chapter 11 Ready to Depart

Officially start the expedition with roughly twice as many members as was originally planned.

Chapter 12 Up the Missouri

Make it from St. Charles to the mouth of the Kansas River, discipline for misconduct was harsh.

Chapter 13 Entering Indian Country

Lewis makes many new discoveries and the expedition must learn to negotiate with the Indians, gifts patronize the Indian chiefs instead of impress them

Chapter 14 Encounter with the Sioux

Officers make more discoveries, corps must deal with numerous encounters with the Sioux who are very confrontational and violent, Lewis must break his promise to Jefferson to make peace with the Sioux for the greater good of the expedition.

Chapter 15 To the Mandans (North Dakota)

Captains successfully make peace with the Mandans, they decide to stay the winter with them at the newly created Fort Mandan.

Chapter 18 From Fort Mandan to Marias River

Spring arrives and corps embarks on tougher half of the expedition, send keelboat downstream to St. Louis, river is tougher and more windy

Chapter 19 From Marias River to Great Falls (Montana)

Struggle to find the true source of the Missouri, encounter the Great Falls and know that they made the correct choice

Chapter 20 The Great Portage (Montana)

Expedition reaches the Great Falls of the Missouri and must traverse them by land

Chapter 21 Looking for the Shoshones (Wyoming)

Go out in search of the Shoshones to trade for horses, don't take Sacagawea

Chapters 22 Over the Continental Divide (**Yellowstone**)

Meet up with the Shoshones and trade for horse for the overland trip, make good relations with them.

Chapter 23 Lewis as Ethnographer

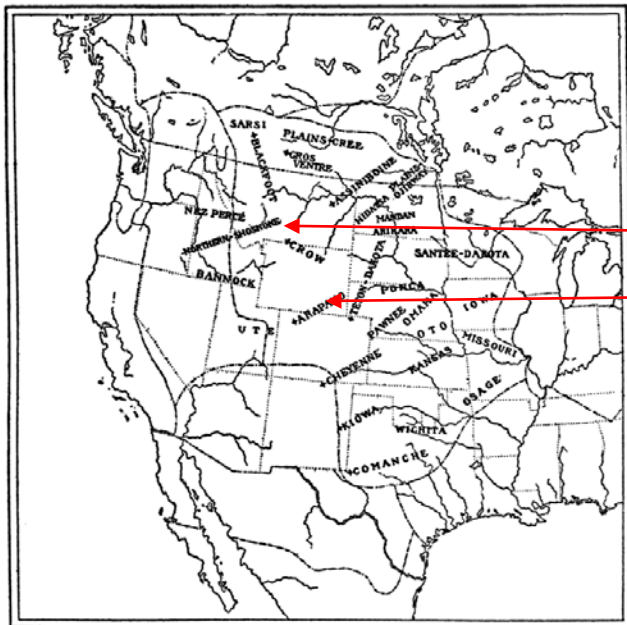
The Shoshones- Lewis describes the ethnology of the Shoshones quite brilliantly; Shoshone braves are their own chiefs and rule their own actions.

Chapter 24 Over the **Bitterroots** (W Montana, **Gates of the Mountains**)

Encounter tough times in the mountains, can't hunt so they kill a few horses instead, entire party gets sick because of fish and root diet, Nez Perce could have easily overwhelmed the party but didn't.

Chapter 28 Jefferson and the West

Jefferson is antsy because of lack of info from the Corps, apparently, Jefferson wanted to prevent a mad rush to the West, actually did the opposite by sending his most trusted official on an expedition, publicizing the expedition, and publishing Lewis' journals outlining how beautiful and great the West was.



Chapter 31 The Marias Exploration
Encounter the **Blackfeet**, they try to steal from Lewis' party of four, Fields kills one, party forced to flee.⁴

Montana

Wyoming

Plains Indians

By Unknown - Popular Science Monthly Volume 82,
Public Domain,

<https://commons.wikimedia.org/w/index.php?curid=20672594>

⁴ Scribd, *Undanted Courage* Chapter Summaries, <https://www.scribd.com/doc/97733154/ACC-AH-Undaunted-Courage-Chapter-Summaries>

Questions to Consider in Montana:

- What is different about the way of life in Montana compared to Washington, DC, your country? Why?
- Are there underlying values that influence the way the people in Montana think, act, live?
- What does individualism have to do with the American West?
- You may notice a lack of racial and ethnic diversity in Montana, particularly in Bigfork. Why do you think this might be?
- How does the history of the Native American in the U.S. compare with the values that stand at the foundation of the U.S. (freedom, liberty, equality)?
- How well do you think Native Americans have incorporated their culture into the greater American culture? Is there a desire for incorporation?
- Why are Lewis and Clark revered as such heroes in the U.S.?
- The physical expansion of the U.S. went from East to West. How do American cultural trends spread within the U.S.? East to West? North to South? West to East? Why?
- How does the exploration of the West relate to the American identity?
- What kind of relationship is there between the state government and city government, with the federal government?
- What are the political views of Montanans? Are there trends?
- How do the political views of Montanans compare to other parts of the country / with Washington DC?
- What is your analysis of the local Bigfork, unincorporated government? Is it effective? How would it work in other areas? How would it work in your city or country?
- What is the attitude in Montana toward government, particularly the national government in Washington DC?
- There is certainly a relationship between social values and politics everywhere in the U.S. Take note, in particular, of the perspective on guns in Montana (the right to bear arms as protected by the 2nd Amendment to the US Constitution). How does this relate to social values, identity, way of life?
- Federally and state owned and protected lands can be a source of major controversy in the U.S. due to usage rights, protection, etc. Is it worth keeping these public lands free of privatized use?
- Why do Americans feel so strongly, particularly in the West, about protecting certain National Park lands?
- What is the connection between the protected lands you visit and the American identity?

Week 5: July 18-22

OBJECTIVE: Explore American history as the country endured an Industrial Revolution, which changed immigration patterns, the composition of American citizens and laborers, and America's foreign policy in expansionism and World War I. Success preceded failure, as the country encountered a Great Depression that affected the entire world and ultimately government programs.

10. JULY 18: American Studies History #4 (1877-1940)
 - a. READING: USA History in Brief, pages 34-55

11. JULY 20: American Studies Systems #3: Free Market
 - a. WATCH: Free Market Economics: What's So Great About Economic Freedom? - Learn Liberty <https://www.youtube.com/watch?v=6yqA6-ukmfg>
 - b. WATCH: 6 Types of Market Failure <https://www.youtube.com/watch?v=jRN6V1rl6v8>

12. JULY 21: American Studies History #5 (1941-present)
 - a. READING: USA History in Brief, pages 56-78
 - b. **July 22: Reflection Paper #1 Due**

Questions to Consider:

- How did the free market set the course of American history? What are the advantages and disadvantages to the free market?
- How did American society change beginning in the 1960s and what are the effects even today?
- How has the American identity changed in the last 400 years?

Week 6: July 25-29

OBJECTIVE: Dissect the American system of welfare, including education, health care, and the social safety net. We will have an introduction to both public and private assistance, non-governmental organizations, philanthropy, and government programs. We will also look at the complexities of the American education system, to include state oversight, public vs. private, technical and vocational schools, and affirmative action.

13. JULY 26: American Studies Systems #4: Welfare 1—social safety net
 - a. WATCH: Investopedia Video: Medicare Vs. Medicaid
<https://www.youtube.com/watch?v=13vpRmzKuDk>
 - b. WATCH: Colonial Williamsburg's Nutshell History: Social Safety Net
<https://www.youtube.com/watch?v=4zN2Jd6bqu0>

14. JULY 27: Peer advisor meeting
 - a. Peer advisors will edit drafts written by their advisees, and will pass on the papers by the end of the session.

15. JULY 28: Joint Staff visit

16. JULY 29: American Studies Systems #5: Welfare 2—education
 - a. WATCH: “Real Time with Bill Maher (10/5/12) "Affirmative Action" Debate between Will Cain and Kerry Washington”
<https://www.youtube.com/watch?v=v2Czj- Sdmw>
 - b. “Affirmative Action: Crash Course Government and Politics #32”
<https://www.youtube.com/watch?v=gJgQR6xiZGs>
 - c. “Thomas Sowell: Welfare Does Not Work”
<https://www.youtube.com/watch?v=5VrANfyzuW8>

17. Date TBD: New York Pre-Brief

Week 7: August 1-6 New York Field Practicum

- a. READING: NYC Reference Guide

PAPER #2 DUE: August 15

Post-summer/ Pre-elective period: September 3-5 Philadelphia Field Practicum (2 academic days)

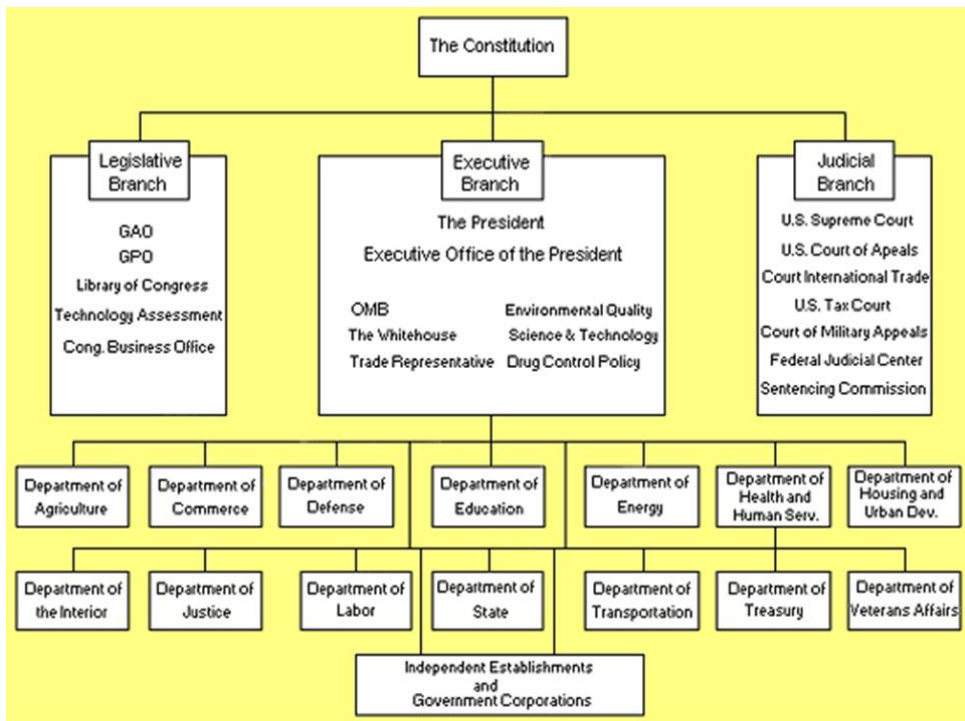
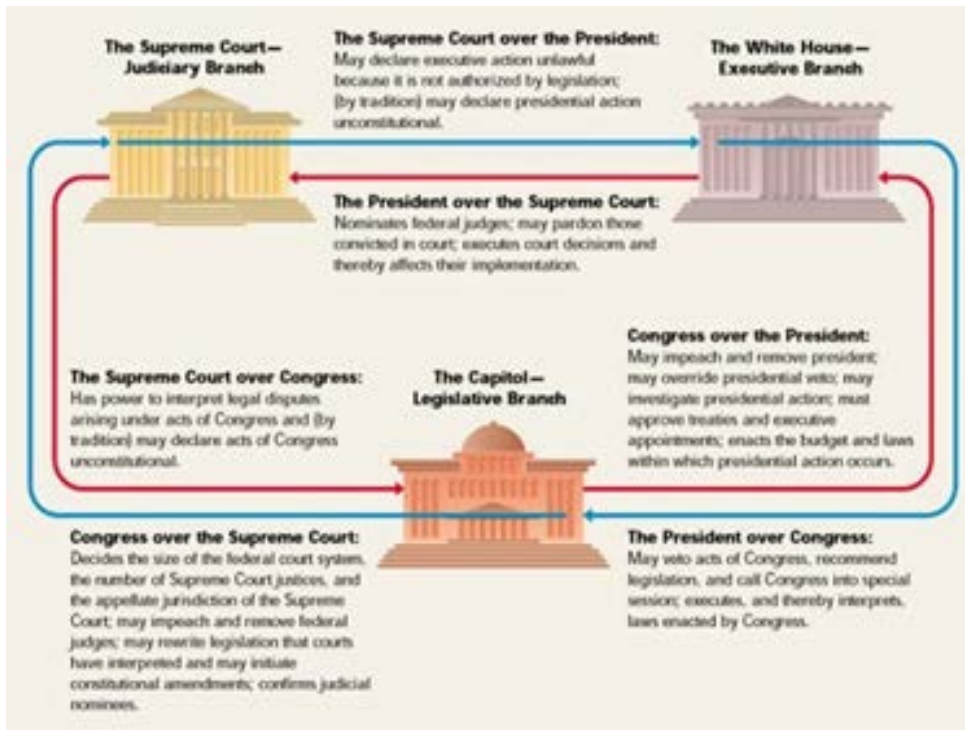
APPENDIX

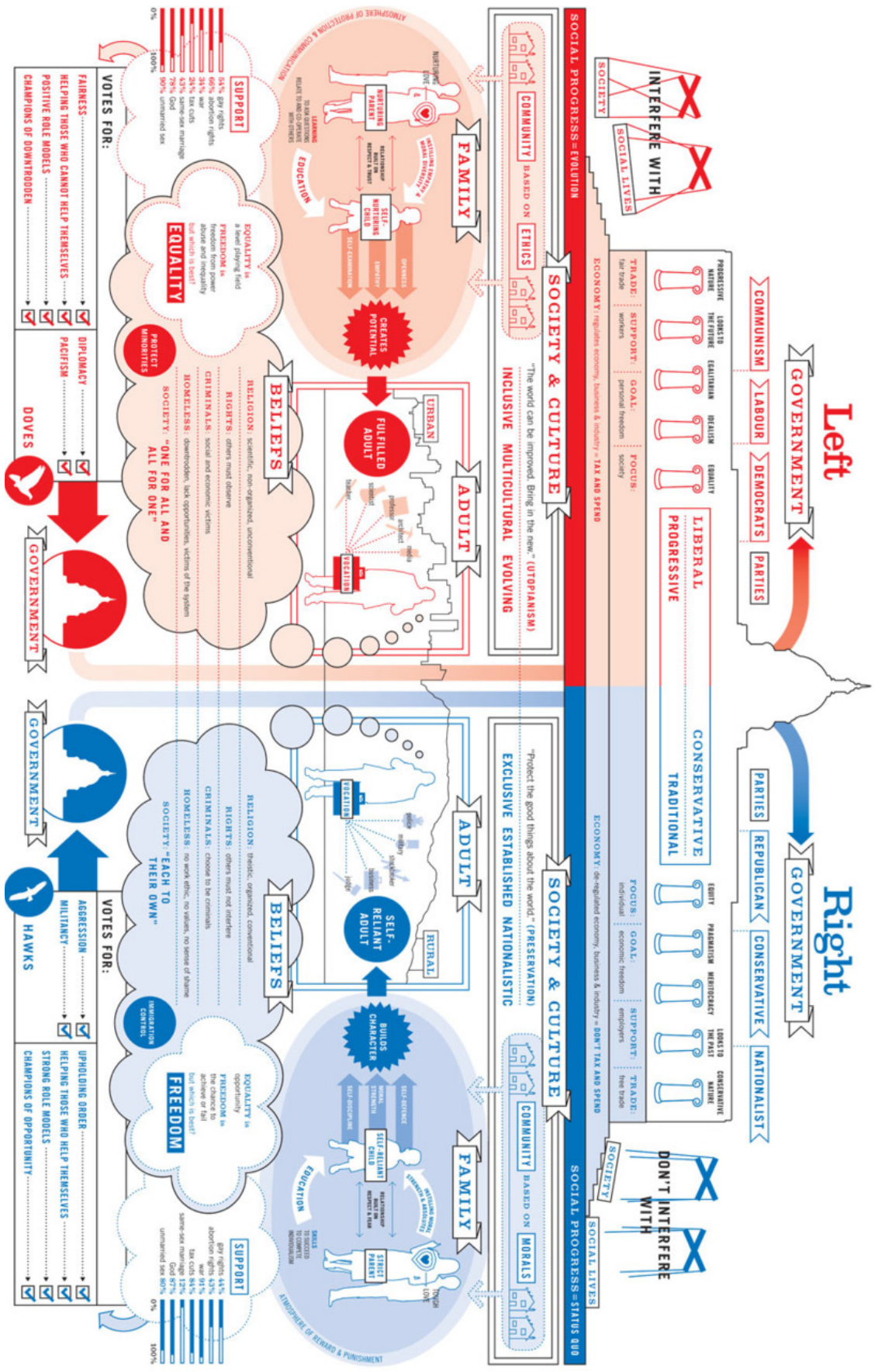
Original 13 Colonies



WORLD MAP







GOVERNMENT

WHO TAKES CARE OF WHAT?

Your food is safe. Your state has roads and schools. Your community has parks and police. Government makes these things happen... and more.



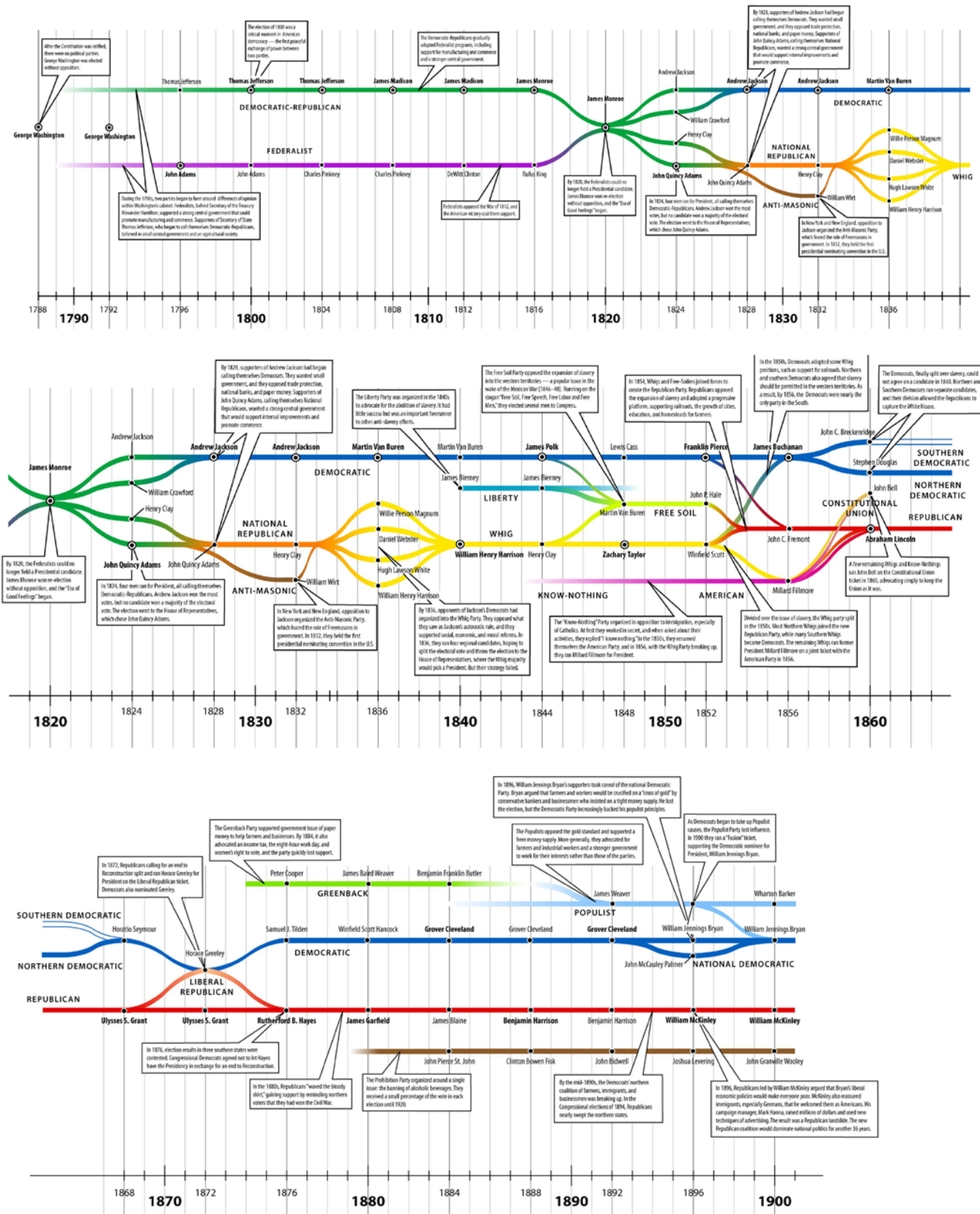
FEDERAL

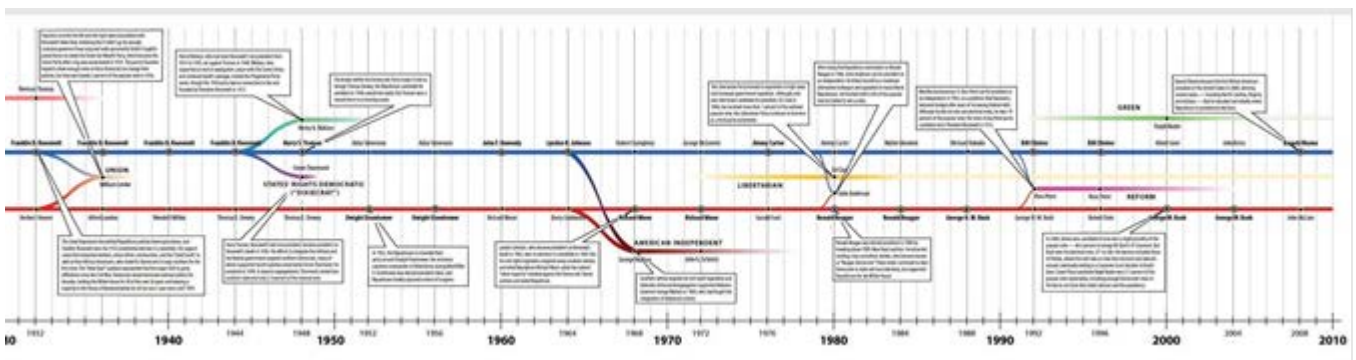
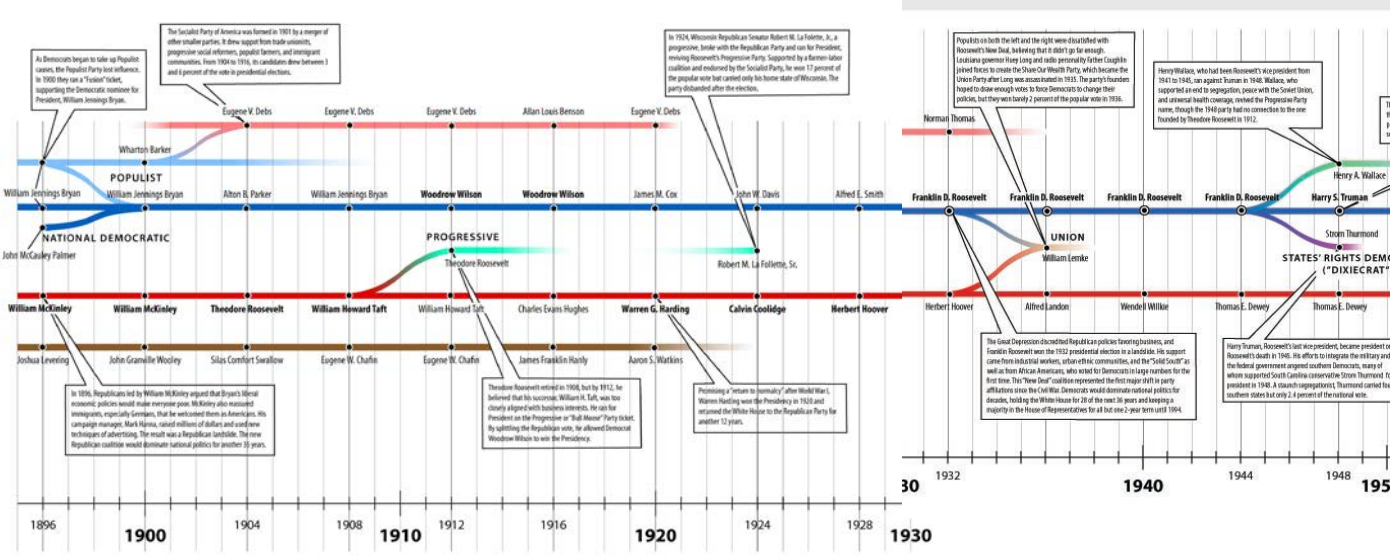
STATE



LOCAL

Evolution of Political Parties in the United States

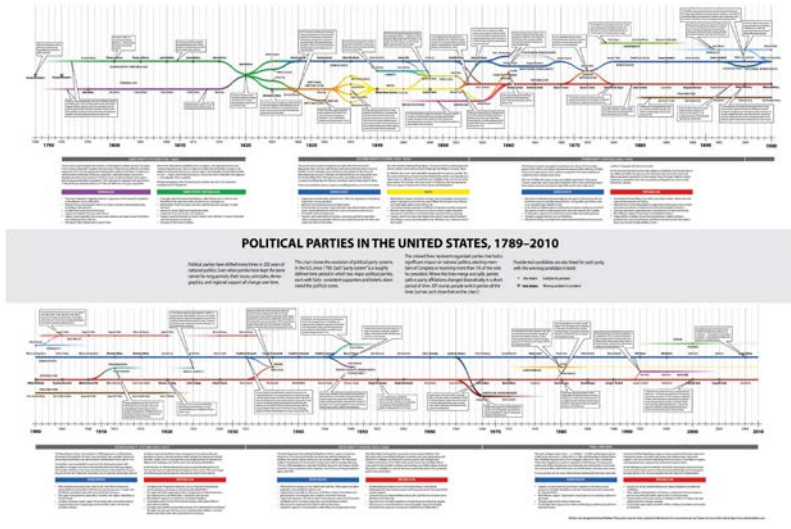




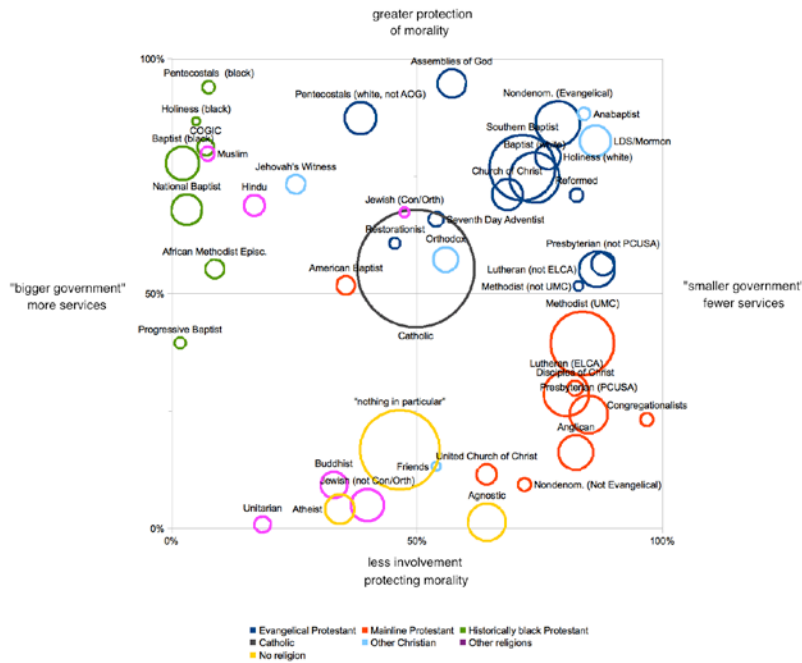
<http://www.learnnc.org/lp/media/uploads/2009/03/politics-newnation.jpg>
<http://www.learnnc.org/lp/editions/nchist-antebellum/5421>
<http://www.learnnc.org/lp/editions/nchist-newcentury/6205>

For the full chart:

https://sites.google.com/site/apushheritage/_/rsrc/1413922879557/home/timeline-of-political-parties/political_parties_poster.jpg



Political Ideologies of Churches and Religions in America



READING THIS GRAPH:
 Location on X-axis is percentile rank on belief about services government should provide
 Location on Y-axis is percentile rank of how involved government should be protecting morality
 Size of circle is the relative size of the religious group in America
 Color indicates the religious tradition of the group

Graph by Corner of Church & State, an RNS blog
 Data Source: Pew Religious Landscape Survey
 Estimates calculated by Corner of Church & State blog

Trends in Party Identification by Religion

Among registered voters

	2008		2011		Rep gain
	Rep/Lean Rep	Dem/Lean Dem	Rep/Lean Rep	Dem/Lean Dem	
All voters	39	51	43	48	+4
Protestant	45	46	50	43	+5
White Protestant	55	36	61	31	+6
Evangelical Prot.	65	28	70	24	+5
Mainline Prot.	45	45	51	39	+6
Black Protestant	5	89	6	88	+1
Catholic	37	53	43	48	+6
White Catholic	41	49	49	42	+8
Mormon	68	19	80	17	+12
Jewish	20	72	29	65	+9
Unaffiliated	25	64	27	61	+2
Atheist/Agnostic	18	72	21	71	+3
Nothing in particular	27	60	30	56	+3

Based on registered voters. Source is aggregated surveys conducted by the Pew Research Center for the People & the Press. Figures read across, with the percentage not identifying with or leaning toward either party not shown.

PEW RESEARCH CENTER'S FORUM ON RELIGION & PUBLIC LIFE

<http://www.journalism.org/2014/10/21/political-polarization-media-habits/>
 Sources: <http://www.pewforum.org/2012/02/02/trends-in-party-identification-of-religious-groups/>; <http://www.pewforum.org/2015/05/12/americas-changing-religious-landscape/>

Future Journalism Project Media Lab,
<http://tumblr.thefjp.org/post/8175045437/visualizing-left-and-right>

Christians Decline as Share of U.S. Population; Other Faiths and the Unaffiliated Are Growing

	2007	2014	Change*
	%	%	%
Christian	78.4	70.6	-7.8
Protestant	51.3	46.5	-4.8
Evangelical	26.3	25.4	-0.9
Mainline	18.1	14.7	-3.4
Historically black	6.9	6.5	-
Catholic	23.9	20.8	-3.1
Orthodox Christian	0.6	0.5	-
Mormon	1.7	1.6	-
Jehovah's Witness	0.7	0.8	-
Other Christian	0.3	0.4	-
Non-Christian faiths	4.7	5.9	+1.2
Jewish	1.7	1.9	-
Muslim	0.4	0.9	+0.5
Buddhist	0.7	0.7	-
Hindu	0.4	0.7	+0.3
Other world religions**	<0.3	0.3	-
Other faiths**	1.2	1.5	+0.3
Unaffiliated	16.1	22.8	+6.7
Atheist	1.6	3.1	+1.5
Agnostic	2.4	4.0	+1.6
Nothing in particular	12.1	15.8	+3.7
Don't know/refused	0.8	0.6	-0.2
	100.0	100.0	

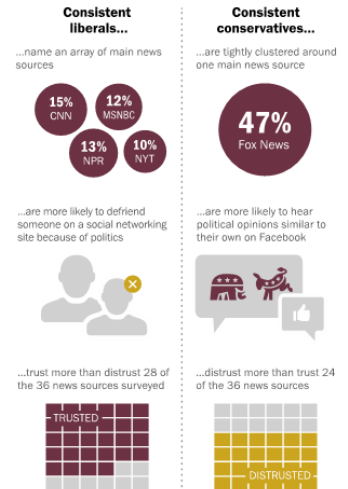
*The "change" column displays only statistically significant changes; blank cells indicate that the difference between 2007 and 2014 is within the margin of error.

**The "other world religions" category includes Sikhs, Baha'is, Taoists, Jains and a variety of other world religions. The "other faiths" category includes Unitarians, New Age religions, Native American religions and a number of other non-Christian faiths.

Source: 2014 Religious Landscape Study, conducted June 4-Sept. 30, 2014. Figures may not add to 100% and nested figures may not add to subtotals indicated due to rounding.

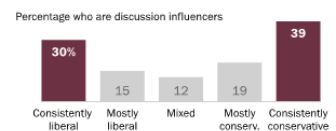
PEW RESEARCH CENTER

Striking Differences Between Liberals and Conservatives



But They Also Share Common Ground

Both consistent liberals and consistent conservatives are more likely to drive political discussion - that is - others turn to them, they lead rather than listen, and they talk about politics more overall.



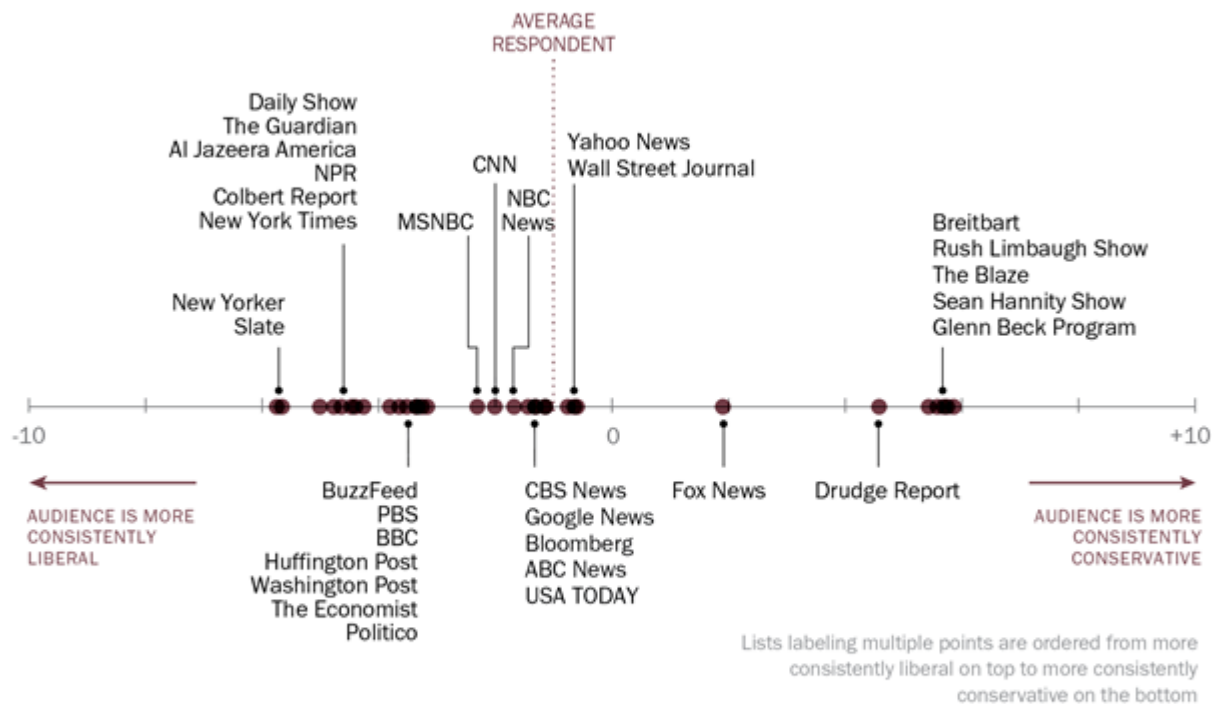
American Trends Panel (wave 1), Survey conducted March 19 - April 29, 2014. Based on web respondents. Ideological consistency based on a scale of 10 political values questions (see About the Survey for more details).

PEW RESEARCH CENTER

Media Ideological Placement

Ideological Placement of Each Source's Audience

Average ideological placement on a 10-point scale of ideological consistency of those who got news from each source in the past week...



American Trends Panel (wave 1). Survey conducted March 19-April 29, 2014. Q22. Based on all web respondents. Ideological consistency based on a scale of 10 political values questions (see About the Survey for more details.) ThinkProgress, DailyKos, Mother Jones, and The Ed Schultz Show are not included in this graphic because audience sample sizes are too small to analyze.

PEW RESEARCH CENTER