

## 授業の概要 / Course description

### 科目基礎情報 / Course information

開講元学部 / Faculty	外国語学部 / FACULTY OF FOREIGN STUDIES
開講元学科 / Department	
登録コード / Registration Code	FES70200
期間 / Period	2023年度 / Academic Year 春学期 / SPRING
学期 / Semester	春学期 / SPRING
曜限 / Period	金 / Fri 3
教室 / Classroom	金3 :
科目名 / Course title	INTRODUCTION TO HISTORY OF U.S.A. 1 / INTRODUCTION TO HISTORY OF U.S.A. 1
授業形態 / Course Type	講義 / Lecture
科目ナンバリング / Course Numbering	ANA303-50e00
レベル / Level	300
教員表示名	小塩 和人
主担当教員名 / Instructor	小塩 和人 / OSHIO KAZUTO
単位数 / Credits	2
更新日 / Date of renewal	2023/02/05

### 講義概要情報 / Course description

授業実施方法 / Class format	対面授業 / Face-to-face classes only
授業実施方法に係る追加情報 / Additional information concerning the class format	There will be classes that require students to bring in their computers.
キーワード / Keywords	ANA HST GEO CUI TCP
科目サブタイトル / Subtitle of this course	研究史分析法 (米国史)
アクティブ・ラーニングの実施 / Active Learning	あり / Yes
授業の概要 / Course description	<p>IMPORTANT: Please forward e-mail message from @eagle.sophia.ac.jp to your daily-use account if you do not access the former regularly.</p> <p>This course aims at helping students familiarize with U.S. "historiography," changing interpretations of historical events in the United States. More specifically, it will cover the era of colonies, independence, slavery, territorial expansion, the Civil War, immigration &amp; ethnicity, race, and women all in global context. The students are expected to read/summarize the material in advance, to participate in discussion &amp; presentation, to write response - what interests / surprises / confuses you -- at the end of each class, and to submit a final paper [for more information, please see EPILOGUE below]. The classroom activities include: the review of the previous class, the background information related to the topic, the presentation and discussion, as well as the reflection. [Due to unusual circumstance, we may have to change what we plan to do during this semester.]</p> <p>歴史=暗記と考えていませんか？この授業の概要は、アメリカ合衆国史とくに全体的な歴史「解釈」（つまり意味づけ）の流れを総括し、その上で各時代の具体的な事例を扱った英文教材を用い、予習の段階で基本的事実については講読資料から読み取ることが求められます。特に前大統領が「アメリカ・ファースト」と絶叫して世界から孤立する姿勢を見せましたが、合衆国史も世界から切り離される（ともすれば愛国主義的な）傾向にあったのです。こうした潮流を批判的に考えていきましょう。</p> <p>英語教員を目指す方も対象にしている本授業では、映像のみならず、音声・語彙・表現や文法に関する基礎的な知識と技能、さらには複数の領域を統合した言語活動を実践することができます。さらには思考・判断・表現の力、学びに向かう力も伸び、話す・書くといったアウトプットに関してはフィードバックによって、自己評価することができるでしょう。こうした作業を通して、異文化理解に不可欠な資質・能力を高めることになります。異文化理解に基づくコミュニケーション能力を身に付ける目的で、インターネットを介するバーチャルな交流、また講義を履修している交換留学生との交流を持つ機会を提供すれば、多様な文化的背景を持った人々との交流も可能でしょう。【今般の状況に鑑み、授業計画は変更を余儀なくされる可能性がある】</p>
ディプロマ・ポリシー (DP) との関連 (対応するポリシーは、科目開講元のポリシーである。借入れ科目の場合は、カリキュラムマップを参照のこと) / Correspondence to Diploma Policy of the offering Faculty and Department (Students who	

belong to other faculties and departments, check Curriculum Map of your faculty and department)	
到達目標 (授業の目標) /Course objectives	This course is designed to help students understand the changing U.S. historiography, the history of historical interpretation. In other words, instead of memorizing historical facts, it will challenge students to think critically about the old [nation-centered/nationalistic] versus new [sub-national/global] interpretation of the same event. Thus, by taking this class, students will not increase the quantity of memorized fact but rather develop qualitative skills to review historians' work over the past decades.  本授業のテーマならびに達成目標は、異文化理解の一環として、英語圏諸国の中で最も大きな影響力をもつアメリカ合衆国史の400年を例に取り、その歴史的变化をトピック毎に理解していくことにある。なかでもテキスト講読・要約さらには発表・議論といった思考力・判断力・表現力を磨く作業を進めていく。より具体的には、英語で書かれた学術書籍を使い、授業前に予め読み、その要約を書き、授業中は講義と共に講読文献の内容に基づいて予め与えられた設問に基づいてグループディスカッションを行ない、担当を決めて発表者ないしはコメンテーターとしてやり取りをし、学期末に向けて英語で小論文を書くことが求められる。
授業時間外 (予習・復習等) の学習 /Expected work outside of class	The students are expected to read the material in advance and submit 200-words English summary on Moodle PRIOR to our class, to participate in classroom presentation/discussion, to write reflections, and to submit a final paper. Depending on the familiarity of the subject and/or English language skills, it may vary but may require at least 100 minutes for reading, summarizing, and uploading the required text prior to our class and, after the class, at least 100 minutes for reviewing the text so as to prepare for final paper.
授業1回あたりの授業時間外 (予習・復習等) の学習時間 /Length of time for work expected outside per class	授業の予習・復習たとえば教材の読解、事前課題、ネット検索、グループ作業などを含んで190分
他学部・他研究科受講可否 /Other departments' students	可/Yes ※要覧記載の履修対象とする年次を確認すること。 Please make sure to confirm the student year listed in the bulletin.
評価基準・割合 /Evaluation	<b>その他/Others(in detail)</b> (100.0%) : 27% of your grade comes from pre-class 200 words summary of Introduction & Cases 1-8; 27% from class participation & "reaction paper" in which you are asked to write "what interests/surprises/confuses you with why (in detail) on that day's class lecture and/or discussion; 18% from Mid-Term & Final Summaries; 28% from outline of & the 1500 words Paper + Course Reflection without which your paper will not be graded. Please contact the instructor in case of absence and absolutely NO plagiarism whatsoever. Also, read the below "DES Academic Honesty Policy Statement" (pdf) carefully.
テキスト (教科書) /Textbook	<b>自由記述/Free Text</b> : Moodle will be our e-learning platform (password will be given during the first week of instruction; otherwise, please contact the instructor for more information). In order to obtain instructor's email address, please visit: <a href="https://dept.sophia.ac.jp/fs/student/">https://dept.sophia.ac.jp/fs/student/</a>
授業で使用する言語 (日本語以外) /Required languages (other than Japanese)	English
添付ファイル /attachments	<a href="#">des-academic-honesty-statement.pdf</a> <a href="#">ch0-Q.pdf</a>

### 講義スケジュール/Schedule

授業計画/Class schedule	<p>1.Prologue Please read the above posted file "The La Pietra Report" [ch0-0.pdf] and be ready to answer the questions listed for in-class discussion.</p> <p>2.Introduction: Global Approaches to US History (READ: xiii-xxiv) &amp; upload 200 words summary prior to our class 【Keywords for 5 mins. oral presentation: "American exceptionalism" (p.xiii); "multiculturalism" (p.xv); "post-modernism" (p.xvi); "Pan-Africanism" (p.xviii); "Anti-isolationism" (p.xix); "diaspora" (p.xxi); "mercantilism" (p.xxii); "decolonization" (p.xxiii)】 [Discussion Questions: Why is it important to "revolt against 'the enclosure of history' within a nation-state"? How can it be done? How long has the world been interconnected? Have the writing and teaching of history accommodated that fact? If not, why? What do we achieve by connecting U.S. history to the history of the world? Is it possible to be both a proud national and a citizen of the world? If not, why? If so, how?]</p> <p>3.Case 1: Global Consumer Demand (READ: 2-9) ditto 【Keywords: "_America_" (p.3); "Triangular Trade" (p.3); "Sugar, Stamp, Townshend Acts" (p.5); "economic liberalism" (p.5)】 [Discussion Questions: Why would small taxes on sugar and tea lead colonists to revolt against a nation with which a decade earlier they had so clearly identified? What is the big deal about tea and sugar to begin with? What do you know about English tea ceremonies? Who can take tea? Who knows who Josiah Wedgwood is, or what Wedgwood porcelain is?]</p> <p>4.Case 2: Declaration of Independence (READ: 18-25) ditto 【Keywords: "American scripture" (p.18); Continental Congress (p.20); "French Declaration" (p.21); "Haitian Declaration" (p.23)】 [Discussion Questions: What was (the most important paragraph in) the Declaration? How did the Declaration transform the Revolution from a civil war into a war between states (enabling France and Spain to enter the war)? How quickly the Declaration transmitted around the world? What are the similarities and differences between the US and other declarations?]</p> <p>5.Case 3: Origins of Slavery (READ: 36-44) ditto 【Keywords: "peculiar institution" (p.36); trans-Saharan slave trade (p.38); "the famous debate in Spain in 1548" (p.40); abolitionist (p.44)】 [Discussion Questions: Who was involved in the slave trade and why? How was the slave trade justified? What was the purpose of the slave trade? Where were the slaves coming from? Where were they going? Where were most of the slaves taken and why? ]</p> <p>6.Case 4: West (READ: 86-93) ditto 【Keywords: Frederick Jackson Turner (p.86); "neo-Europes" (p.90); "El Norte" (p.93); "spaghetti western" (p.93)】 [Discussion Questions: Was the "West" for the Pueblo, Ute, or Gabrielino Indians? How might Mexicans refer to the</p>
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	region known as the "American West"? Why was the Texas Revolution fought? How was the Texas Revolution related to the U.S.-Mexican War? On which side did Texas-Mexicans fight? Who started the U.S.-Mexican War? Why was it fought? What were the consequences of U.S. victory? How have race and racism been employed to justify western conquest? What were their similarities and differences with European colonists in Africa, Asia, and Latin America?]
	7.Mid-Term Summary (1) no new reading; summarize Case 1-4 + Introduction in 400 words & upload it PRIOR to our class
	8.Case 5: Civil War (READ: 126-134) & upload 200 words summary PRIOR to our class [Keywords TBA] [Discussion Questions: Why did the North win the Civil War? Why did the soldiers fight? (Why did a soldier enlist? Why did a soldier stay in the army? Why was a soldier willing to actually fight?) How did the events of the 1860s and 1870s prove both powerful and contradictory in their meaning for world history, especially those that define national identity and the broader context of the destruction of slavery? Why did Irish immigrants and African Americans, while apparent social rivals, both claim that they were fighting for freedom? Why did Lincoln think the outcome of the Civil War was significant to the rest of the world? How might the outcome of the war and emancipation affect other countries such as Brazil, Great Britain, and Prussia? How might the world have been different if the South had won the Civil War? Was Reconstruction a turning point in U.S. history? How did the resulting system of Jim Crow influence the world's view of the U.S.?)
	9.Case 6: Migration (READ: 170-177) ditto [Keywords TBA] [Discussion Questions: What are the different ways to define migration? Is migration a one-way movement? Are there migrants who do not cross national borders but face cultural differences? How do we compare the experiences of one ethnic group in several locations? Are there ongoing connections among immigrant groups across borders? How does technology affect migration? Why might migration be a better term than immigration?]
	10.Case 7: Race (READ: 218-225) ditto [Keywords TBA] [Discussion Questions: What is "natural science's classification" of race? What are the differences between "one-drop rule" and "blood quanta"? How and why has there been different patters of "racialization"?)
	11.Case 8: Women (READ: 262-268) ditto [Keywords TBA] [Discussion Questions: How do the contributors asked of women during the war compare across national boundaries? In what ways did the war affect the lives of women? What do the propaganda aimed at women tell us about the way that the Allies saw themselves as nations and as a cause? How accurate are these images in telling us about the roles women took during the war? What do they omit? What does this tell us about the historical context in which they were produced?]
	12.Mid-Term Summary (2) no new reading; no new reading; summarize Case 5-8 + Introduction in 400 words & upload it PRIOR to our class
	13.Final Summary: Outline of your paper due PRIOR to our class
	14.Epilogue: Paper & Course Reflection due PRIOR to our class [Please answer the following TWO questions in preparing for your paper: Q1. Thomas Bender argues, U.S. history "is beginning to overflow the channel established by the national narrative... U.S. history is being examined in a larger context, one that denies to the nation-state the privilege of being its own historical context" (p. xiii). Please provide the samples of such overflow by referring to at least TWO different cases plus Introduction (pp. xiii-xxiv) we covered in our class. Q2. In Introduction, Bender points out, "the gross simplifications inherent in the notion of 'American exceptionalism,' a line of thinking common among historians and laypersons in the early cold war years and resurgent today, are exposed" (p. xiii). Please provide the samples and the reasons by referring to at least TWO different cases we covered in our class. (Please choose different cases that you use for QT so that in total you cite 4 cases + Introduction in your paper.) ]
課題等に対するフィードバック方法 /Mediums for feedback to students	口頭で行う/verbally