Let Rome in Tiber melt, and the wide arch of the ranged empire fall! Here is my space. Kingdoms are clay. William Shakespeare, Antony and Cleopatra, I,i,33

Space, like time, engenders forgetfulness; but it does so by setting us bodily free from our surroundings and giving us back our primitive unattached state ... Thomas Mann, The Magic Mountain

Instead of boiling up individuals into the species, I would draw up a chalk circle round every individuality, and preach to it to keep within that, and preserve and cultivate its identity. Jane Welsh Carlyle, To John Sterling, August 5, 1845

Adventure most unto itself
The Soul condemned to be –
Attended by a single Hound
Its own identity. Emily Dickinson, No. 822 (c. 1864), st. 4.

**Required Reading:**

1. Texts available at bookstore (Copies of these will be on reserve as well):
   a. Dorothy West, *The Living is Easy*
   b. John Steinbeck, *Travels with Charley in Search of America*
   d. Gus Lee, *China Boy*
   e. Doreen Massey, *for space*
   f. George Henderson, *California and the Fictions of Capital (Place, Culture and Politics)*

2. Packet available at University Copy and Press (Behind Tokyo Fro’s in the Courtyard of University Village, 446 Howe Avenue, Telephone 929-6147)

3. Others texts have been placed on Reserve for your use as we transit the semester. Their availability has been set at a two-hour checkout.

**Other Materials Required:**

8 "X10 _” lined, spiral ring notebook to be used as a weekly journal; unless there is a compelling reason for doing so, do not buy a notebook smaller/larger than the requirement.

**General Purpose of the Class:**

Space and identity: Each of the above writers -- Shakespeare, the cynosure of English belles lettres; Thomas Mann, famed German novelist/essayist and anti-Fascist; Jane Welsh Carlyle, incomparable and inveterate letter writer, wife of the Scot and peer of John Stuart Mill, Thomas Carlyle; and Emily Dickinson, considered by many to be the American poet by whose work would be poets must be judged -- have opinions regarding space and identity. Can we connect these two? And what do they have to do with being an “American?” Further, why should the notions of “space and identity” be of concern in an age wherein “America” (here, read: United States) is seemingly overrun with new immigrant groups (You are aware of the attempts to change the immigration laws; right?)? Are we not a huge “melting pot?” How do “I,” an individual, stake out my space; how do “I” acquire an identity? How do we “people” come to know we are “American?” Moreover, why should it be of concern to the rest of us? This class will at-
try to answer these and many other questions that occur as we try to make sense of the importance of space (Are you aware of the physical distance at which most Americans feel comfortable, even when in a crowd? Can you explain a rock concert “nosh pit” then?) and identity (How do you identify yourself? Do others see you that way? Are you sure?).

In order to understand the meaning of space and identity as it has been acquired by Americans, it will be necessary to submerge (sometime) the self. You are going to be expected to be objective in your initial examination of the issues and languages of space and identity as these apply to Americans and how we describe ourselves. This will be hard for the simple reason the most difficult task is to put aside our own perceptions and judgments about “others.” As we examine the interplay between space and identity as these manifest themselves in individual Americans (How do you feel when you come into the classroom and someone is sitting in the seat you chose the first day of class? What do your tattoos mean to you? Why do you have so many piercings?) and their interactions with each other, we will attempt to understand the roles of religion, technology, myths, other peoples’ perspectives, culture – West and East, gender, nature, urban versus suburban versus rural environments, and many others too numerous to name here, play in determining who we are. Please note: This is a discussion class which means we all must give due respect to the opinions, ideas and thoughts of others, regardless of how uncomfortable we may feel about the direction the discussion is taking. The information should be considered only in terms of its contribution to the discourse. You shall be given this courtesy as well! We will be looking at videos, a movie or two, art slides, listening to music, poetry, literature, and whatever else will help us to gain a modicum of understanding of what it means to be an “American” as we, individually and collectively, define ourselves by our space + identity.

Catalog Description: An examination of the ways in which physical spaces within America contribute to the formation of American identities and vice versa. Interdisciplinary and topically organized, analyzes both exterior and interior spaces: city, suburb, regions, body, mind, and the borderlands, to name a few. Also studies the interaction of ethnicity (race), class, gender, and sexuality within space and identity.

Course Description: Fundamental to this course is the way in which physical spaces within America contribute to the formation of American identities and vice versa. Most of the examination of these spaces and identities will take place within the context of the twentieth – twenty-first centuries, although we will also include discussions of historical spaces and identities. Topically, we will be exploring exterior spaces, including those of the city and suburb; interior spaces, including those of the body and mind; as well as those which cross interior/exterior boundaries, such as the borderlands. The ways in which popular culture and “race,” class, gender and sexuality impact upon the construction of particular spaces also will be a part of this examination. A variety of fields will be included in our assaying of the territory: cultural geography, landscape studies, gender studies, history, literature, sociology, and art in its various forms are only some of the fields with which we will connect.

Course Objectives:

• Understanding of:
  1. The ways in which multiple disciplines come together to create meaning;
  2. How particular disciplines construct meaning;
  3. The ways in which the construction of space within America constructs us as individuals and vice versa;
  4. The ways in which the both internal and external spaces are represented
• Demonstrating visual literacy;
• Ability to compare and contrast the experiences of diverse populations within the United States in relationship to space and place and how these impact our identification of ourselves;
• Applying the techniques of formal analysis to a variety of texts;
• Communicating effectively in both oral and written formats.

Grades will be based on the following criteria:

• **Participation:** Being in class is the first requirement; paying attention; and as this is shown in the catalogue as a “Discussion” section, actively engaging in any discussions, whether in a group or the class; answering questions asked by the instructor or others; asking your own questions; offering your insights, concerns and experiences; are all part of this criterion. It shall be **one-fourth of your grade.** BE INVOLVED! **Note:** Miss any two (2) class sessions (unless the instructor has been notified) and you will be considered a drop - which **you** then must ensure is recorded properly with those who monitor such details. Appear on the final grade form after being dropped and you will receive a less than stellar mark. **P.S.** Being habitually late for class is not only rude and tacky, but also shall result in deductions from your participation grade. Excused absences from class, while enabling you to continue attending, shall have a NEGATIVE impact upon your participation grade.

• A journal entry about the class discussion is to be completed during the last 10 minutes of the class. Journals entries are NOT to be begun until so informed by the instructor. You shall place the journal in the box for that purpose before leaving the classroom. Failure to follow the explicit, verbal instructions for the format of your journal entries will negatively affect this portion of your grade. Your entry for each class session shall include the following:

1. A one sentence summary of the principal topic(s) of discussion, **as you understood it (them); this is not optional;**

2. A well-developed one - two paragraph reaction to the topic(s) and the direction the class took with it (them). Would you have liked to have seen the discussion go another way? Did you agree or disagree with the consensus of the class? Why? Why not? Yes, you can write more than one or two paragraphs.

3. Be prepared to discuss (support and defend) your position in class.

• **Group Oral Presentations:** All members of the class will do individual presentations associated with the mid-term examination. Due to space and time limitations, you are required to meet as a group outside the classroom; this meeting must be documented with said documentation being provided to the instructor at the time of the group’s presentation; a form will be provided. All group members are required to contribute orally to the class presentation. Time limit for group presentations: 15 – 20 minutes. All groups must be ready to present in that same week. To ensure this is so, a single page synopsis of the individual’s analysis of the group’s effort shall be given **by each member of the group in their own words** to the instructor at the beginning of the class during which the presentations are to begin.

• **Papers:** Topics for the two required essays will be provided one – two weeks prior to the due dates shown herein. Please do not bother with plastic or cardboard covers/folders. Papers are to be formatted as described in “Grading Policy and Standards” in the Reading Packet. Any variation from these will be described in the paper topic handout. Continually ignoring the requirements regarding formatting shall result in major
grade deductions beginning with one-half grade the first time. A minimum number of research/textual citations shall be required for each essay and will be outlined in the writing prompt. Essays are due at the beginning of the class date required. These shall be one-half of your grade. Rewrites are always a possibility; but they shall be due the next class period after being returned to you. Late papers shall not be accepted, no exceptions; have someone deliver it for you; that is why NO LATER THAN dates are shown. I do not accept e-mail submissions as well. Plagiarism will not be tolerated.

- **Mid-Term/Final Examinations:** Will be comprehensive and will be inclusive of text, lecture and discussion material. These shall constitute one-fourth of your grade. The format of the final examination is to be determined.

You are encouraged to contact me regarding absences/lateness/questions via telephone: (916) 486-3566; and/or e-mail: rjcas@att.net, or leave a message at (916) 278-7329**. With prior arrangement, a one-on-one conference outside my normal office hours can be held at a mutually agreed location. **PLEASE NOTE: I WOULD REQUEST YOU CALL MY HOME OFFICE NUMBER AS I ALWAYS CHECK THOSE MESSAGES AND RESPOND ACCORDINGLY; WHILST I DO NOT TRUST THE CSUS SYSTEM.

**Office Hours:**

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<tbody>
<tr>
<td>Monday</td>
<td>4 – 5:00 PM</td>
<td>Mendocino MND 2026</td>
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<tr>
<td>Tuesday</td>
<td>1:30 – 2:30 PM</td>
<td>Mendocino MND 2026</td>
</tr>
<tr>
<td>Wednesday</td>
<td>4 – 5:00 PM</td>
<td>Room, Mendocino MND 2026</td>
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**Attendance Policy (Humanities Department):** A maximum of one (1) week of absences from class is allowable without penalty: Three (3) absences for a MWF class; two (2) for a MW or TR class; and one (1) for a once a week class. The normal departmental policy is to reduce the grade one-half step for every absence beyond the allowable maximum of one (1) week absence. Exceptions may be granted in rare instances and for compelling reasons at the discretion of the instructor.

Turn off ALL electronic devices while in the classroom. Laptop and cell phone use for photographing, recording or text messaging is not allowed without permission of the instructor.

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, 278-6955. Discuss this with me as soon as possible.

As important as reading critically and writing clearly are to the successful student, listening and hearing carefully carry equal weight. The time to ask questions regarding what you read or hear is when you know you have not understood what is required. Do not offer that old sobriquet, “I didn’t know,” when you are held accountable for those requirements which are contained herein or are told to you. Many of your peers will get it the first time; this will be the proof of what was required of all.

**DATE**    **TOPIC (May Change at the Discretion of the Instructor)**

I. INTRODUCTION AND DEFINITIONS (Two weeks)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>30 Aug 11</td>
<td>Introduction, Discussion of the syllabus; grading standards/rubric; discussion of “Explorers of America” timeline; what were these people seeking? Discussion of “The E(u)topians.”</td>
</tr>
<tr>
<td>01 Sep 11</td>
<td>From the Reading Packet: “1491;” and Jared Diamond’s Collapse, Ch. 1:</td>
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“Under Montana’s Big Sky.” Begin reading John Steinbeck’s, “Part I,” *Travels with Charley in Search of America*; **Video:** *People Like Us: Social Class in America.*

06 Sep 11 From the Reading Packet, "Pictorial Space as Identity in The Deerslayer;" Chapters 1 – 5, Dorothy Massey, *for space.*

08 Sep 11 Discussion of Turner’s Frontier Thesis and the idea of “manifest destiny.”

**II SPACE (Five weeks)**

13 Sep 11 From the Reading Packet, Jared Diamond’s *Collapse*, Ch. 4, “The Ancient Ones: The Anasazi and Their Neighbors;” and “Claiming Open Space: Youth Identity and Challenge of Meaningful Participation” from the Reading Packet

15 Sep 11 Reading: “Part II,” *Travels with Charley;* discussion; Chapter 6 – 12, Dorothy Massey, *for space.*

20 Sep 11 Chapter 13 - 15, Dorothy Massey, *for space*


27 Sep 11 Reading: “Part IV,” *Travels with Charley;* begin reading Dorothy West’s *The Living is Easy;* “Part One,” Chs. 1 – 12;

29 Sep 11 Reading: *The Living is Easy*, Chs. 13 – 27.

04 Oct 11 Reading: *The Living is Easy*, “Part 2,” Chs. 28 – 35 and the “Afterword.”

06 Oct 11 Discussion: Issues of class and how they create “space;" **Video:** John Steinbeck’s *Of Mice and Men*; **Paper #1 prompt provided**

11 Oct 11 Video concluded; Reading: Buruma/Margalit’s *Occidentalism: The West in the Eyes of Its Enemies*

13 Oct 11 **1st Paper due**

13 Oct 11 Reading: finish Buruma/Margalit;.. **Mid-term prompt provided.**


20 Oct 11 Gus Lee, *China Boy,* discussion; **Video:** *Tough Guise;* discussion

**III IDENTITY (Five weeks)**

25 Oct 11 **Mid-Term Group Presentations begin; 1st Paper rewrites due.**

27 Oct 11 From the Reading Packet: “V. Renaissance Woman,” “The good wife’s guide,” and *The Sacramento Bee* article, “Fertile finding: women dress up while ovulating,” dated 10/11/06;.

01 Nov 11 Group presentations completed (if necessary); Readings: On Reserve
under HRS 162, Cassinelli: Dorothy Sayers, Are Women Human?; entire text.


08 Nov 11  **Videos:** I Am a Man: Black Masculinity in America and/or Wrestling with Manhood.

10 Nov 11  Videos concluded, discussion to follow;

15 Nov 11  Reading: On Reserve under HRS 162, Cassinelli: Sally R., Munt, Heroic Desire: Lesbian Identity and Cultural Space, Required: Chs. 1 and 6, such other of the chapter(s) you deem important to your understanding of homosexual identity; **2nd Paper topic provided.**

17 Nov 11  Readings: “Case Studies in Comparison; The Contested American Identity” from the Reading Packet; Reading: California and the Fictions of Capital (Place, Culture and Politics), “Introduction,” Pt I, Chs.1 – 2

22 Nov 11  **2nd Paper due**

22 Nov 11  **Video:** The Celluloid Closet; discussion to follow.

**IV. ETHNICITY, GENDER, SEXUAL ORIENTATION, AND THE AMERICAN LANDSCAPE AS THESE DEFINE SPACE AND IDENTITY (FINAL WEEKS)**

29 Nov 11  Reading: California and the Fictions of Capital, Part I, Ch. 3

01 Dec 11  Reading: California and the Fictions of Capital, Part II, Introduction," Chs. 4 - 5

02 Dec 11  Reading: California and the Fictions of Capital, Chs. 6 – 7, “Conclusion”

06 Dec 11  The “Generation Gap” and what it tells us about Americans; Reading: The Sacramento Bee article, “BIG PARTY MARKS FOR BOOMERS,” dated 3/1/07, from the Reading Packet; **2nd paper rewrites due.**

08 Dec 11  From the Reading Packet: M. Junaid Alam, “The Illness is the Cure: Purchasing Individuality in America,” Counterpunch; **Video:** Ethnic Notions. “Educational Institutionalization: Teachers as Nurse Ratcheds?” and the Suggested Reading List; discussion of the Final Exam; **Final Exam prompt provided.**

13 Dec 11  Final Examination; 12:45 – 2:45 PM (Presence is mandatory.)