HRS 161: MULTICULTURAL AMERICA
SPRING 2015
SECTION 3: MW 12:00-1:15
DEL NORTE HALL 1010
DR. PHILIP C. DIMARE

OFFICE: Mendocino Hall 2012
OFFICE HOURS: MONDAY AND WEDNESDAY, 9:00 – 11:00; and by appointment
OFFICE PHONE: 278-5040
E-MAIL: dimare@csus.edu

[D]eviant forms of behavior, by marking the outer edges of group life, give the inner structure its special character and thus supply the framework within which the people of the group develop an orderly sense of their own cultural identity . . . One of the surest ways to confirm an identity, for communities as well as for individuals, is to find some way of measuring what one is not.

Kai Erikson

COURSE DESCRIPTION AND LEARNING GOALS

CATALOGUE DESCRIPTION AND GENERAL EDUCATION CATAGORIES:
Topically structured, interdisciplinary introduction to the cultural experiences of historically under-represented groups. Historical and contemporary events, as well as values and beliefs in American culture, are examined through various artistic expressions, such as, painting, architecture and literature. Note: Fulfills state graduation requirement for Race and Ethnicity; fulfills three units of General Education requirement: C3.

COURSE DESCRIPTION:
In this course, we will explore the evolutionary and contemporary issues that act to define the experiences of our “multicultural America.” By way of an examination of different histories, artistic expressions and voices of the “other,” we will seek to understand what it means to live and interact within a society woven through with cultural multiplicities. Our goal will be to come to understand and appreciate the differences and similarities between and among peoples and cultures by way of an in-depth analysis of our Nation’s history and the social forces that affected that history. With this in mind, the course unfolds within an interdisciplinary framework. Thus, we will lay down an extensive and complex historical foundation upon which to build up a detailed analytical structure marked by the materials of art, architecture, and literature.
LEARNING GOALS:
- Identify, explain, and analyze the ideological perspectives revealed by course materials
- Apply the techniques of formal analysis to various works of literary and visual arts within interdisciplinary contexts
- Understand and appreciate the distinction between descriptive and analytical writing and be able to use this knowledge to produce conceptually based essays
- Demonstrate visual literacy
- Compare and contrast basic values and behaviors of various Western and non-Western cultures that have influenced the identity of the United States
- Appreciate the diversity of American culture
- Recognize and value the contributions to the richness of the American experience, both past and present, of various individuals and groups

REQUIRED READINGS:
Howard Zinn: *A People’s History of the United States*
Robert Heilbroner and Aaron Singer: *The Economic Transformation of America: 1600 to the Present*
Frances Pohl: *Framing America: A Social History of American Art*
Teresa Bergman: *Exhibiting Patriotism*

REQUIREMENTS:
1. **This course is reading intensive!** In order to do well in the course, students should be able to read, digest, and analyze 100-200 pages of complex material per week and to be ready to discuss and write about this material.
2. You will submit two, 3-4 page essays during the course of the semester. Each of these essays will be worth **50 points**.
3. You will have a final paper assignment (5 pages) dealing with the material covered in class. This assignment will be worth **100 points**. This assignment should be stylistically appropriate and grammatically sound when submitted.
4. You will have a participation requirement—if you are unwilling to discuss material in class, I will be forced to entice you to do so. This participation requirement will be worth **100 points**.
5. **Note:** Be sure to check your SacCT and e-mail account(s) each week for “group e-mails.” I will not hand out either syllabi or assignment sheets in class. **THERE WILL BE NO PROMPTS HANDED OUT IN THIS COURSE. PART OF YOUR REQUIREMENT IS TO COME UP WITH YOUR OWN PROMPTS—ALL OF THIS WILL BE EXPLAINED IN CLASS, SO YOU NEED TO ATTEND.**

GRADE BREAKDOWN:  

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-279</td>
<td>A</td>
</tr>
<tr>
<td>278-270</td>
<td>A-</td>
</tr>
<tr>
<td>269-261</td>
<td>B+</td>
</tr>
<tr>
<td>260-249</td>
<td>B</td>
</tr>
<tr>
<td>248-240</td>
<td>B-</td>
</tr>
<tr>
<td>239-231</td>
<td>C+</td>
</tr>
<tr>
<td>230-219</td>
<td>C</td>
</tr>
<tr>
<td>218-210</td>
<td>C-</td>
</tr>
</tbody>
</table>

DUE DATES
- Final Assignment: May 18


Participation: 100 points
Essays: 100 points
Final Paper: 100 points
300 total points

ELECTRONIC DEVICES POLICIES:
Cell Phones are not permitted for use in classroom during class sessions unless there is an emergency. This includes listening to messages, texting, e-mailing, etc. Turn phones to vibrate when you enter the room. If you are using a Cell Phone in the classroom during a class session you will be asked to leave the room for the rest of the session. You may use a computer in class to take notes or to check relevant course material. If you have other work to do on your computer, or simply want to play games or watch videos, do those things somewhere else!

ACADEMIC HONESTY:
The Sac State Catalogue says the following about Academic Honesty:

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that faculty, staff, and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. Students are expected to know and abide by university policy about cheating, including plagiarism. The entire document, Policies and Procedures Regarding Academic Honesty, may be found on the university’s web site.

Cheating will not be tolerated in this course. If you cheat by using disallowed sources, copying from someone else’s paper, or plagiarizing, you will receive a failing grade for the course. You are also subject to being expelled from the university. University Policy Manual

Library’s Plagiarism Website

REASONABLE ACCOMMODATION POLICY
If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.
SAC STATE LIBRARY
As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

STUDENT COMPUTING LABS
Students can use any of the IRT managed student computer labs on campus. Visit the University Labs website (http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

SOME HELPFUL WEBSITES:
The APA Website (http://www.apa.org/)
Purdue University Online Writing Lab – OWL (http://owl.english.purdue.edu/)
Sac State Library (http://library.csus.edu/)
Sac State Research Guides (http://db.lib.csus.edu/guides/)

COURSE OUTLINE:
Week One through Week Five: January 26 – February 27
Read: People’s History
   Chapter 1: Columbus, the Indians, and Human Progress
   Chapter 2: Drawing the Color Line
   Chapter 3: Persons of Mean and Vile Condition
   Chapter 4: Tyranny Is Tyranny
   Chapter 5: A Kind of Revolution
Economic Transformation
Introduction: Economic Transformation as a Theme of History
   Chapters 1-4
Framing America
   Chapter 1: pp. 18-41, 59-78; Chapters 2 and 3: 82-96, 102-105, 113-126, 144-176
Exhibiting Patriotism
   Introduction and Chapters 4 and 5

Week Six through Week Ten: March 2-April 10 (Note: no classes March 23-27, Spring Break)
Read: People’s History
   Chapter 5: A Kind of Revolution
   Chapter 6: The Intimately Oppressed
   Chapter 7: As Long as Grass Grows
   Chapter 8: We Take Nothing by Conquest, Thank God
   Chapter 9: Slavery Without Submission, Emancipation Without Freedom
   Chapter 10: The Other Civil War
   Chapter 11: Robber Barons and Rebels
   Chapter 12: The Empire and the People
   Chapter 13: The Socialist Challenge
Economic Transformation
   Chapters 5-11
Week Eleven through Week Fifteen: April 13- May 15

Read: People’s History
   Chapter 14: War Is the Health of the State
   Chapter 15: Self-Help in Hard Times
   Chapter 16: A People’s War?
   Chapter 17: “Or Does It Explode?”
   Chapter 18: The Impossible Victory: Vietnam
   Chapter 19: Surprises
   Chapter 20: The Seventies: Under Control?
   Chapter 21: Carter-Reagan-Bush: The Bipartisan Consensus

Economic Transformation
   Chapters 12-14

Framing America
   Chapters 4 and 5: 198-203, 209-223, 236-250, 254-266, 296-320
   Chapter 5, 6, 7: 324-349, 373-381, 390-403, 407-456 Chapter 8: 460-475, 492-498, 505-527, 530-545, 555-57

Exhibiting Patriotism
   Chapters 1, 2 and 3 and Conclusion

Week Sixteen: Finals Week, May 18-22
Final Assignment Due: Monday, May 18