Course Description: Multicultural America is a topically structured, interdisciplinary approach to the cultural experience of underrepresented ethnic/racial groups.

Multicultural America is an ongoing experiment to see if people of different races, ethnicities, cultures, religions, expectations and class can live fully and fairly together. We will look at how different groups within American society seek justice in the areas of religion, culture, education, the arts, gender, immigration, and the law.

Course Objectives:
1. To identify, explain and analyze the ideological perspectives of the course material, especially in the required reading text.
2. To compare and contrast basic values and behaviors of various American minority cultures.
3. To think critically about the diversity of American culture.
4. To recognize the contributions to the richness of the American experience, both past and present, made by underrepresented groups.
5. To contribute your “expertise” from your background to our understanding of Multicultural America.

Course Requirements:

| 5/6 ASSIGNMENTS@100 | Total Points | = 500 |

Grades:
A= 451-500  B= 401-500  C= 351-400  D= 301-350

A (+) OR (-) IS ADDED WHEN YOU ARE 10 POINTS WITHIN THE NEXT HIGHEST OR LOWEST GRADE.

EXTRA CREDIT is NOT GIVEN FOR ATTENDANCE.

Note Well:
1. Your success is our common goal and responsible, on time attendance is absolutely essential.
2. Poor attendance or chronic lateness will lower your grade.
3. Please behave properly during tests and quizzes. YOU WILL BE DOCKED POINTS FOR COMING LATE TO A TEST; AFTER 10 MINUTES YOU WILL NOT BE ABLE TO TAKE THE TEST.
4. Please see me DURING OFFICE HOURS to discuss problems, not at the beginning or end of class.
5. THERE ARE NO RE-DO’S, CHANGES, OR SCHEDULE MODIFICATIONS FOR THE ASSIGNMENTS. Please note that any earned Extra Credit is based on attendance/performance and may be revoked at any time. (Late Adds= No XC.)
6. Please obtain scantrons #882 for quizzes and tests.
7. PLEASE NO DEVICES IN CLASS; TURN OFF CELLPHONES/COMPUTERS DURING THE ENTIRE CLASS.
8. Email will not excuse you from class or an assignment. Email will be answered during my Office hrs; I am not on call 24/7.
9. Incompletes are only given for extreme reasons which prevent an otherwise fully engaged student from completing the course. Dishonesty will result in an F grade.
10. Do not LEAVE class during class; take care of your business before or after class.
11. Every accommodation possible will be made for students with a learning disability.

Required Book:
American Dreams, Juchartz, Stolarek, and Rishoi
Pearson Education Inc.
ISBN# 13  978-0-205-52079-4
10  0-205-52079-0

Contact Information: e-mail: dogsoup@saclink.csus.edu
Office Phone: 278-4580  Office : BENICIA 1042
Office Hours: Tu Thurs, 7:30-8:45, 3:00-3:45
HRS 161, FALL 2014, DR. SATTERLEE, TUESDAYS AND THURSDAYS

PART 1: NATIVE AMERICANS, JUSTICE AND RELIGION IN MULTICULTURAL AMERICA

WEEK 1: 9/2-4
READING: CH 1, DREAMS
COURSE INTRODUCTION
NATIVE AMERICANS AND MULTICULTURALISM
NUMBERS AND BLOCKS TO MULTICULTURALISM

WEEK 2: 9/9-11
READING: CH 1, DREAMS
REVIEW
NATIVE AMERICAN RELIGIONS
RELIGIONS IN MULTICULTURAL AMERICA

WEEK 3: 9/16-18
READING: CH 2, DREAMS
NATIVE AMERICANS IN THE 20TH CENTURY: THE STRUGGLE FOR JUSTICE

WEEK 4 9/23-25
READING: REVIEW CHAPTERS 1 AND 2
TUES:
TEST 1: COME LATE AND GET DockED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE TEST. @ Scantron #882
THURS:
QUIZ 1: DREAMS, CH’S 1 AND 2; YOU MUST BRING YOUR BOOK; NO BOOK, NO QUIZ @ Scantron #882
COME LATE AND GET DockED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE QUIZ

PART 2: AFRICAN AMERICANS, CREATIVITY AND JUSTICE IN MULTICULTURAL AMERICA

WEEK 5: 9/30-10/2
READING: CH 3, DREAMS
SLAVERY versus THE PHILOSOPHY OF JUSTICE AND FREEDOM
AFRICAN AMERICANS AND MULTICULTURALISM

WEEK 6: 10/7-9
READING: CH 3
MULTICULTURALISM AND CREATIVITY
HARLEM RENAISSANCE

WEEK 7 10/14-16
READING: CH 4
THE STRUGGLE OF THE DISABLED FOR JUSTICE
SPORTS AND THE STRUGGLE FOR JUSTICE
WEEK 8  10/21-23
READING: CH 4
MUSIC AND ART IN THE STRUGGLE FOR JUSTICE IN THE 20TH CENTURY

WEEK 9  10/28-30
READING: REVIEW CHAPTERS 3 AND 4
TUES: TEST 2: COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE TEST. @ Scantron #882
THURS: QUIZ 2: DREAMS, CH 3+4; YOU MUST BRING YOUR BOOK; NO BOOK, NO QUIZ COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE QUIZ @ Scantron #882

PART 3: GENDER, IMMIGRANTS, WORK AND JUSTICE IN MODERN, TECHNOLOGICALLY INSANE MULTICULTURAL AMERICA

WEEK 10  11/4-6
READING: REVIEW CH 1
TUES: GENDER AND JUSTICE
THURS: GENDER AND JUSTICE
EXTRA CREDIT ASSIGNMENT DUE, START OF CLASS, LAST NAME A-L

WEEK 11  11/11-13
READING: REVIEW CH 2
TUES: VETERAN’S DAY, NO CLASS
THURS: IMMIGRANTS AND THE STRUGGLE FOR JUSTICE
EXTRA CREDIT ASSIGNMENT DUE, START OF CLASS, LAST NAME M-Z

WEEK 12  11/18-20
READING: REVIEW CH 3
WORK AND JUSTICE IN MULTICULTURAL AMERICA

WEEK 13:  11/25-27
READING: REVIEW CH 4:
TUES: WORK AND THE NEW SEDUCTIVE TYRANNY
THURS: THANKSGIVING, NO CLASS

WEEK 14  12/2-4
READING: REVIEW CH 1-2
TUES: TEST 3
COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE QUIZ. @ Scantron #882
THURS: FILMS FOR A CREATIVE AND JUST MULTICULTURAL AMERICA

WEEK 15  12/9-11
TUES: QUIZ 3; DREAMS, CH’S 1-4; YOU MUST HAVE THE BOOK
COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE QUIZ. @ Scantron #882
THURS: LAST COMMENTS

THERE IS NO FINAL.

Course Requirements:
5/6 ASSIGNMENTS@100
Total Points = 500

Grades:
A= 451-500  B= 401-500  C= 351-400  D= 301-350
A (+) OR (-) IS ADDED WHEN YOU ARE 10 POINTS WITHIN THE NEXT HIGHEST OR LOWEST GRADE. EXTRA CREDIT IS NOT GIVEN FOR ATTENDANCE.
THE WRITTEN EXTRA CREDIT ASSIGNMENT
1. It is worth UP TO 20 points; it is to be typewritten.
2. It is done based on last names; it is to be turned in at the **start** of class.
   **LATE PAPERS ARE NOT ACCEPTED.**
3. It cannot be emailed. These assignments are not returned.
4. **YOUR PAPER IS TO BE BASED ON THE EXCERPTS, ONLY THE CONTENTS OF THE EXCERPTS, NOT THE AUTHOR’S BACKGROUND OR OTHER WRITINGS.**
5. **ALL THE EXCERPTS ARE FROM AMERICAN DREAMS**
6. "1 PARKER: means" Chapter 1, author Arthur Parker
7. **THE EXCERPTS TO BE USED ARE BASED ON YOUR LAST NAME**
8. Read the three excerpts first, then decide which two would make a good contrast or a good comparison
9. **You pick 2 of the 3 assigned excerpts.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>KNUDSON</td>
<td>PARKER</td>
<td>WALKER</td>
<td>DOUGLASS</td>
<td>PAINE</td>
<td>TOCQUEVILLE</td>
<td>MILLER</td>
<td>POLACHEK</td>
<td>FADERMEN</td>
<td>KOWINSKI</td>
<td>WRIGHT</td>
<td>RODRIGUEZ</td>
<td>MILLER</td>
</tr>
<tr>
<td>1</td>
<td>2 SEATTLE</td>
<td>2 SEATTLE</td>
<td>1 PAINE</td>
<td>1 DEKANAWIDAH</td>
<td>3 TURNER</td>
<td>2 Riis</td>
<td>1 WALKER</td>
<td>2 DUBOIS</td>
<td>3 CARNEGIE</td>
<td>4 ROSA</td>
<td>1 DEKANAWIDAH</td>
<td>4 EHRENREICH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 STANTON</td>
<td>1 PAINE</td>
<td>1 DEKANAWIDAH</td>
<td>4 EHRENREICH</td>
<td>3 CARNEGIE</td>
<td>2 YAN</td>
<td>4 ALEXIE</td>
<td>4 KRUGMAN</td>
<td>2 YAN</td>
<td>2 DU BOIS</td>
<td>4 DUBOIS</td>
</tr>
</tbody>
</table>
WHAT DO THESE EXCERPTS TELL US ABOUT MULTICULTURAL AMERICA?

1. Using two of the readings, argue that the excerpts are more alike (a Comparison) or have more differences (a Contrast).

2. In your analysis, you will write a summary of each excerpt, point out what they have in common and in what ways they differ.

3. A summary points out the five to eight MAIN points of the excerpt—the author discusses what key ideas? If the excerpt is narrative (tells a story) who are the main characters, what happens and what are the key ideas?

4. The **Differences** paragraph highlights those aspects of the excerpts that differ; note the format.

5. The **Similarities** paragraph points out what the two have in common; note the format;

6. We are looking for IMPORTANT similarities or differences in IDEAS, BELIEFS, AND INSIGHTS.
   - Author A being a man and Author B being a woman is not a big difference.
   - Author A believes women have no rights and Author B believes women have rights; this is an important difference.

7. The Thesis and conclusion are brief, no more than 3 sentences long.

8. The other paragraphs at least 10 sentences long.

9. The other paragraphs have at least 3-4 quotes.

10. For a quote, use a simple format, Johnson believes “freedom is crucial to artists” (16).

**A COMPARISON FORMAT**

Paragraph 1. THESIS: THE TWO ARE GENERALLY SIMILAR; BRIEF AND TO THE POINT; 2-3 SENTENCES LONG.

Paragraph 2. EXCERPT 1, SUMMARY; (10 sentences long; specific details; 3-4 quotes)

Paragraph 3. EXCERPT 2, SUMMARY; (10 sentences long; specific details; 3-4 quotes)

Paragraph 4. DIFFERENCES BETWEEN THE TWO EXCERPTS, (10 sentences long; specific details; 3-4 quotes)

Paragraph 5. SIMILARITIES BETWEEN THE TWO EXCERPTS (10 sentences long; specific details; 3-4 quotes)

Paragraph 6. CONCLUSION (1-3 sentences long; remind the reader of your thesis.)

**A CONTRAST FORMAT**

Paragraph 1. THESIS: 2-3 SENTENCES LONG; THE TWO ARE GENERALLY DISSIMILAR; BRIEF AND TO THE POINT; 2-3 SENTENCES LONG;

Paragraph 2. EXCERPT 1, SUMMARY; (10 sentences long; specific details; 3-4 quotes)

Paragraph 3. EXCERPT 2, SUMMARY; (10 sentences long; specific details; 3-4 quotes)

Paragraph 4. SIMILARITIES BETWEEN THE TWO EXCERPTS (10 sentences long; specific details; 3-4 quotes)

Paragraph 5. DIFFERENCES BETWEEN THE TWO EXCERPTS, (10 sentences long; specific details; 3-4 quotes)

Paragraph 6. CONCLUSION (1-3 sentences long; remind the reader of your thesis.)
SAMPLE ESSAY: A Comparison
(Don't copy my wording)

In their respective excerpts, Franklin Johnson and Leslie Nandrier show a great similarity in how they argue that freedom is a God-given right. Naturally, there are differences in how they describe freedom, but the authors recognize a common source of freedom.

[EXCERPT 1, Summary] Franklin Johnson, writing in the 18th century, described the origin of freedom in Biblical terms. He began by telling how “the entire book of Genesis is a tale of how sinful mankind is nevertheless able to be free thanks to God’s plan” (16). Moreover, he insisted that “freedom to sin is required for the blessed . . . freedom to be saved” (17). A third main point of Johnson’s was that religion, to be free, “must accept other religions” (17)....

[EXCERPT 2, Summary] Leslie Nandrier, a modern feminist, made a similar argument in the 1960’s to Johnson’s argument: human freedom is “rooted in Divine dictates” (142). Nandrier’s first key point was to suggest how to use this doctrine of “God-given rights to advance the cause of women’s rights”(143). Her second main point was that “the patriarchal contempt for women must be opposed” (146). r . . . [a college level paragraph, 10 sentences long, full of specific details and 3-4 quotes].

[DIFFERENCES] Though Johnson and Nandrier are generally similar, they do have some notable differences. Johnson and Nandrier have different definitions of religion. Johnson was a New England Calvinist, while Nandrier claimed to have more in common with “native American shamans and Irish poets than regular church goers” (16). Johnson insisted women’s freedom lay in obedience to husbands and ministers, while Nandrier argued that freedom is “inner motivated, inner directed and creative” (142). A third difference is over the meaning of justice...

[SIMILARITIES] In spite of these differences, the two authors share many central beliefs about the connection of faith and freedom. Johnson believed that “freedom to go to any church” (15) is essential to a life of liberty, and in her first paragraph Nandrier insisted that religious plurality is the “basis of a truly liberated life” (141)....

[CONCLUSION] As you can see, these two authors, while not agreeing on every point, show how the idea of freedom rooted in a God-given right has been a theme in American culture for more than three centuries.

FOR QUOTES, SIMPLY PUT THE PAGE OF THE QUOTE IN PARENTHESES AT THE END OF THE QUOTE:

Johnson said, “There are many goals possible to people free to choose” (119).