

**HRS 161: MULTICULTURAL AMERICA
FALL 2009
SECTION 2: MONDAY, 5:30-8:20
MENDOCINO HALL, 3011
DR. PHILIP C. DIMARE**

OFFICE: Mendocino Hall 2012

**OFFICE HOURS: Monday, 3:00-4:00; Wednesday, 12:00-1:00, OR BY
APPOINTMENT**

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[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 CATEGORIES:

Typically 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; **because of Furlough mandates, schedule is subject to change.**

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, 1492-Present*

Robert Heilbroner and Aaron Singer: *The Economic Transformation of America Present*

Frances K. Pohl: *Framing America: A Social History of American Art*

John Neihardt: *Black Elk Speaks*

Upton Sinclair: *The Jungle*

Toni Morrison: *The Bluest Eye*

REQUIREMENTS:

1. **This course is reading and writing 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 have three (3) "art exams" based on the material from Pohl's *Framing America*, Zinn's *A People's History*, and Aaron and Singer's *Economic Transformation*. These exams will be comprised of essay questions requiring in-depth responses. Study guides will be distributed at least one week prior to exam date. If you are not staying up with the reading or missing class sessions you will not do well on these exams. These essay exams will be worth 50 points each for a total of 150 points.
3. You will write three (3) take-home essays (2-3 pages) in which you explore themes from the assigned reading material from *Black Elk Speaks*, *The Jungle*, and *The Bluest Eye*. You will be given extensive essay prompts explaining each assignment approximately one week before the assignment is due. Each essay must be submitted to receive a grade for that assignment. If you fail to submit an essay, it will receive a "0," which will be averaged together with your other grades. These take-home essays will be worth 50 points each for a total of 150 points. **Essays are due in class at the beginning of class session and may not be turned into the Department secretary. Late essays must be approved by the instructor and will suffer a one grade penalty.**

4. You will have the option of writing an extra-credit essay at the end of the term, which can be used to replace your lowest score on the three essays you submit during the term.
Extra-credit essays may not be used to replace a “0” score.
5. Essays should be stylistically appropriate and grammatically sound when submitted. You will be given a detailed “criteria” handout explaining what I am looking for on your essays.
6. Although I will not take roll, it is highly recommended that you come to class and participate in class discussions. Further, although I do not have a “participation” requirement, your willingness to discuss the material in class may influence my decision concerning a borderline grade.
7. **Note:** Be sure to check your e-mail account each week for “group e-mails”!!

GRADE BREAKDOWN:

300-285=A

284-270=A-

269-264=B+

263-249=B

248-240=B-

239-234=C+

233-219=C

218-210=C-

209-204=D+

203-189=D

188-180=D-

179-000=F

EXAM AND ESSAY DUE DATES**Black Elk Speaks Essay****Due Date: Monday, October 26****The Jungle Essay****Due Date: Monday, November 9****The Bluest Eye Essay****Date: Monday, December 7****First Art Exam: Monday, October 5****Second Art Exam: Monday, November 23****Third (“Final”) Art Exam: December 14****Art Exams: 150 points****Essays: 150 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/) (<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](http://library.csus.edu/) 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) (<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/) (<http://www.apa.org/>)

[Purdue University Online Writing Lab – OWL](http://owl.english.purdue.edu/) (<http://owl.english.purdue.edu/>)

[Sac State Library](http://library.csus.edu/) (<http://library.csus.edu/>)

[Sac State Research Guides](http://db.lib.csus.edu/guides/) (<http://db.lib.csus.edu/guides/>)

COURSE OUTLINE:**Week One: August 31 Introduction to Course****Topic for discussion: Arriving in America**

- How western Europeans Imagined the “New World”
- Pre-Columbian “Americans”; customs; traditions; mythologies
- West African cultures and kingdoms; customs; traditions; mythologies

Read: *People’s History*

Chapter 1: Columbus, the Indians, and Human Progress

Economic Transformation

Introduction: Economic Transformation as a Theme of History

Chapter 1: Out of the European Cradle

Framing America

Chapter 1: Art and Conquest

Week Two: September 7 (note: no meeting, Labor Day)**Topic for discussion: Old Worlds and New Worlds**

- Western European societies: internal transformations; agriculture and commerce; rise of nation-states; Renaissance and Reformation; Portuguese and Spanish exploration; the “metaphor” of Columbus
- The beginnings of the “racialization of savagery”

Read: *People’s History*

Chapter 2: Drawing the Color Line

Economic Transformation

Chapter 2: The Colonization of America

Week Three: September 14**Topic for discussion: Struggles for Domination and the Formation of the Colonies**

- Major Players in the New World: Spain, France, the Netherlands and England
- Economic visions among the new nation-states: From Spain’s feudal/mercantilism to England’s mercantile/capitalism; the rise of indentured servitude among the western European poor and dispossessed
- Puritanism and the “City Upon a Hill”
- The Glorious Revolution as a “watershed” moment in U.S. history: how “glorious” was it?
- The British Civil War; Oliver Cromwell and his Navigational Acts; James II and Charles II

Read: *People’s History*

Chapter 3: Persons of Mean and Vile Condition

Economic Transformation

Chapter 3: Setting the Economic Stage

Week Four: September 21**Topic for discussion: Colonial Maturation and Conflict**

- Growth in the colonies and geographical differences between the north and south
- The decline and fall of indentured servitude in the colonies
- The Atlantic slave trade; the stain of “slavery for life”
- The seduction of the “free market”
- England’s need for revenue after the wars of King William, Queen Anne, and King George
- The “War for Empire”: French and Indian/Seven Years

Read: *People's History*

Chapter 4: Tyranny Is Tyranny

Framing America

Chapter 2: Defining America

Week Five: September 28**Topic for discussion: The Beginnings of the “American Experiment”**

- Rethinking the relationship between England and the colonies; markets and goods; attempting to “legislate” obedience
- The Stamp Act Crisis; Townsend Duty Crisis; the Boston Tea Massacre and problems with tea
- The first Continental Congress; Lexington and Concord
- George Washington, Valley Forge, and the descent of the “exuberance of war” into despair: hunger, taxes, desertion
- The French Alliance
- The difficulty of becoming a “united states” of America; the Articles of Confederation and “states rights”
- Constitutional Congress
- Independence

Read: *People's History*

Chapter 5: A Kind of Revolution

Economic Transformation

Chapter 4: The Declaration of Economic Independence

Week Six: October 5**Topic for discussion: Gendered Oppression**

- Women in the New Republic
- Establishing a “Women’s Movement”

Read: *People's History*

Chapter 6: The Intimately Oppressed

First Exam: Monday, October 5**Week Seven: October 12****Topic for discussion: America’s New Nationalism**

- What to do about the “problem” of Natives in an expanding Republic
- The Mexican “Cession”
- Manifest Destiny: bringing together the religious with the nationalistic
- The encounter with the Mexican “other”
- Making slavery illegal in Texas; Americans as “illegal aliens” in Mexico
- The myth of the Alamo
- Political ambiguities; what kind of nation will we become?

Read: *People's History*

Chapter 7: As Long as Grass Grows

Chapter 8: We Take Nothing by Conquest, Thank God

Economic Transformation

Chapter 5: Preparations for the Age of Manufacture

Framing America

Chapter 3: Nature and Nation

Chapter 4: A Nation at War

Black Elk Speaks

Week Eight: October 19**Topics for discussion: A “Great Civil War” and “Reconstruction”**

- The Election of 1860; how did Lincoln understand slavery?
- Death, despair, hopelessness: Stalemate on the Battlefield
- Financing the War and economic consequences of the War
- 1863: Emancipation transforms the War, although it does not end it
- Lincoln’s First Inaugural Address
- The Emancipation Proclamation
- Reconstructing America

Read: *People’s History*

Chapter 9: Slavery Without Submission, Emancipation Without Freedom

Chapter 10: The Other Civil War

Economic Transformation

Chapter 6: The Structural Transformation

Framing America

Chapter 4: A Nation at War

*Black Elk Speaks***Week Nine: October 26****Topics for discussion: The “Gilded Age” and “Progressive Reform”**

- Building the infrastructure; who pays, who benefits?
- Industrial beginnings; immigration; urbanization
- The end of the slave trade but not of slavery
- The Voice of the Other: women’s rights
- Colonizing Beyond Our Borders: A New Imperialism

Read: *People’s History*

Chapter 11: Robber Barons and Rebels

Chapter 12: The Empire and the People

Chapter 13: The Socialist Challenge

Economic Transformation

Chapter 7: The Age of the Businessman

Chapter 8: The Technology of Industrialization

Chapter 9: From Trust to Antitrust

Framing America

Chapter 5: Word and Art Redefined

Essay Due: *Black Elk Speaks***Week Ten: November 2****Topics for discussion: Modernism, War, and Civilization’s Discontents**

- The Tragedy of the “Machine Age”
- The Horror of War
- Industrializing the “Common Life”
- The Fear of the “Other”

Read: *People's History*

Chapter 14: War Is the Health of the State

Economic Transformation

Chapter 10: Workers and Work

Chapter 11: Industrialization Rubs Off on Life

Framing America

Chapter 6: The Machine, the Primitive, and the Modern

*The Jungle***Week Eleven: November 9****Topic for discussion: Review****Essay Due: *The Jungle*****Week Twelve: November 16****Topics for discussion: Post-War America and the Slide Toward Depression**

- The Rise of the Soviet Union
- Racism in America
- A Renewal of the Fight for Women's Rights
- An Economy in Crisis

Read: *People's History*Chapter 15: *Self-Help in Hard Times**Economic Transformation*

Chapter 12: The Great Depression

Framing America

Chapter 7: Art for the People, Art Against Fascism

Week Thirteen: November 23**Topics for discussion: A New Deal and a "People's War"**

- Roosevelt's New Deal
- Liberal Politics
- Fighting for Freedom
- Artistic Influences from Abroad

Read: *People's History*

Chapter 16: A People's War?

Economic Transformation

Chapter 13: The New Deal

Second Exam: Monday, November 23**Week Fourteen: November 30****Topic for discussion: Post-War Rebellions**

- The Communist Threat and "Containment"
- The Fair Deal
- The "Affluent Society"
- The Growth of the Suburban Family
- "Black is Beautiful"
- Women React to 50s Oppression

Read: *People's History*

Chapter 17: "Or Does It Explode?"

Economic Transformation

Chapter 14: From Postwar Boom to Postwar Inflation

Framing America

Chapter 8: From Cold War to Culture Wars

The Bluest Eye

Week Fifteen: December 7

Topics for Discussion: Vietnam and the Sixties

- The War in Southeast Asia
- Voices Raised in Protest and Revolt

Read: *People's History*

Chapter 18: The Impossible Victory: Vietnam

Essay Due: *The Bluest Eye*

Week Sixteen: Finals Week, December 14-18

Third "Final" Exam: Monday, December 14: 5:15-7:15