

**HRS 161: MULTICULTURAL AMERICA  
SPRING 2009  
SECTION 2: MW, 3:00-4:15  
CALAVERAS HALL 123  
DR. PHILIP C. DIMARE**

**OFFICE: Mendocino 2012**

**OFFICE HOURS: MW: 1:30-2:30; F: 9:00-11:00;  
or by appointment**

**OFFICE PHONE: 278-5040**

**E-MAIL: [dimare@csus.edu](mailto:dimare@csus.edu)**

**WEBSITE: <http://www.csus.edu/indiv/d/dimarep/>**

[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:**

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 TEXTS:**

Howard Zinn: *A People's History of the United States: 1492-Present*

Howard Zinn/Anthony Arnove: *Voices of a People's History of the United States*

Robert Hughes: *American Visions: The Epic History of Art in America*

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 ten (10) quizzes covering the material in *A People's History of the United States* and *Voices of a People's History of the United States*. These quizzes will be comprised of a single essay question requiring a short response (10-12 minutes). If you are not staying up with the reading or missing class sessions you will not do well on these quizzes. In order to receive credit for the quizzes, students must attend lecture sessions after quizzes. These quizzes will be worth 10 points each, for a total of 100 points.
3. You will have three (3) "art exams" based on the material from Hughes' *American Visions*. 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.

4. 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.**
5. 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.**
6. 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.
7. 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.
8. **Note:** Be sure to check your e-mail account each week for “group e-mails”!!

### **Grade Breakdown: Quiz, Exam and Essay Due Dates**

400-384=A	Quiz 1: Wednesday, February 4	Black Elk Speaks Essay
383-360=A-	Quiz 2: Wednesday, February 11	Due Date: March 25
359-352=B+	Quiz 3: Wednesday, February 18	
351-332=B	Quiz 4: Wednesday, February 25	The Jungle Essay
331-320=B-	Quiz 5: Wednesday, March 4	Due Date: April 15
319-312=C+	Quiz 6: Wednesday, March 18	
311-292=C	Quiz 7: Wednesday, March 25	The Bluest Eye Essay
291-280=C-	Quiz 8: Wednesday, April 15	Due Date: May 13
279-272=D+	Quiz 9: Wednesday, April 29	
271-252=D	Quiz 10: Wednesday, May 6	
251-240=D-		
239-0= F	First Art Exam: Wednesday, March 11	
	Second Art Exam: Wednesday, April 22	
	Third Art Exam: Wednesday, May 20	

Quizzes: 100 points  
 Art Exams: 150 points  
 Essays: 150 points  
**400 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](mailto: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](http://owl.english.purdue.edu/) – OWL (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:****Weeks 1-2: January 26-28 and February 2-4**

Introduction to Course

**Read:** *People's History*

Chapter 1: Columbus, the Indians, and Human Progress

Chapter 2: Drawing the Color Line

*Voices*

Chapter 1: Columbus and Las Casas

Chapter 2: The First Slaves

*American Visions*

Chapter 1: O My America, My New Founde Land

**Quiz 1: Wednesday, February 4****Weeks 3-4: February 9-11 and February 16-18****Read:** *People's History*

Chapter 3: Persons of Mean and Vile Condition

Chapter 4: Tyranny Is Tyranny

*Voices*

Chapter 3: Servitude and Rebellion

Chapter 4: Preparing the Revolution

*American Visions*

Chapter 2: The Republic of Virtue

**Quiz 2: Wednesday, February 11****Quiz 3: Wednesday, February 18****Weeks 5-7: February 23-25, March 2-4, March 9-11****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

*Voices*

Chapter 5: Half a Revolution

Chapter 6: The Early Women's Movement

Chapter 7: Indian Removal

Chapter 8: The War on Mexico

(weeks 5-7, cont.)

*American Visions*

Chapter 3: The Wilderness and the West

Chapter 4: American Renaissance

*Black Elk Speaks* (Entire Text)

**Quiz 4: Wednesday, February 25**

**Quiz 5: Wednesday, March 4**

**First Art Exam: Wednesday, March 11**

**Weeks 8-9: March 16-18 and March 23-25**

**Read:** *People's History*

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

*Voices*

Chapter 9: Slavery and Defiance

Chapter 10: Civil War and Class Conflict

Chapter 11: Strikers and Populists in the Gilded Age

Chapter 12: The Expansion of Empire

Chapter 13: Socialists and Wobblies

*American Visions*

Chapter 5: The Gritty Cities

*The Jungle* (entire text)

**Quiz 6: Wednesday, March 18**

**Quiz 7: Wednesday, March 25**

***Black Elk* Essay Due Wednesday, March 25**

**Spring Recess: March 30-April 5, no classes**

**Weeks 10-12: April 6-8, April 13-15, April 20-22**

**Read:** *People's History*

Chapter 14: War Is the Health of the State

Chapter 15: Self-Help in Hard Times

*Voices*

Chapter 14: Protesting the First World War

Chapter 15: From the Jazz Age to the Uprisings of the 1930s

*American Visions*

Chapter 6: Early Modernism

Chapter 7: Streamlines and Breadlines

**Quiz 8: Wednesday, April 15**

***Jungle* Essay Due: April 15**

**Second Art Exam: Wednesday, April 22**

**Weeks 13-15: April 27-29, May 4-6, May 11-13****Read:** *People's History*

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

*Voices*

Chapter 16: World War II and McCarthyism

Chapter 17: The Black Upsurge Against Racial Segregation

Chapter 18: Vietnam and Beyond: The Historic Resistance

Chapter 19: Woman, Gays, and Other Voices of Resistance

Chapter 20: Losing Control of the Sixties

Chapter 21: The Carter-Reagan-Bush Consensus

*American Visions*

Chapter 8: The Empire of Signs

Chapter 9: The Age of Anxiety

*The Bluest Eye* (entire text)**Quiz 9: Wednesday, April 29****Quiz 10: Wednesday, May 6*****The Bluest Eye* Essay Due: May 13****Week Sixteen: Finals Week, May 18-22**

Third Art Exam: Wednesday, May 20: 3:00-5:00