

**Fulfills GE AREA C3 and the race and ethnicity requirements.**

*God hath made of one blood all nations of men. **The Bible**, "Old Testament," Acts, XVII, 26*

*I believe our Heavenly Father invented man because he was disappointed in the monkey; Mark Twain in Eruption*

*The human race, in its intellectual life, is organized like the bees: the masculine soul is a worker, sexually atrophied, and essentially dedicated to impersonal and universal arts; the feminine is a queen, infinitely fertile, omnipresent in its brooding industry, but passive and abounding in intuitions without method and passions without justice. **George Santayana**, *The Life of Reason, II, Reason in Society**

*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.*

**Catalogue Description:** HRS 161: Topically structured, interdisciplinary introduction to the cultural experiences of underrepresented groups. Historical and contemporary events, as well as values and beliefs in American culture are examined through various artistic expressions, such as music, painting and literature. 3 units.

**LEARNING GOALS:** Upon completion of this class, successful students will be able to:

§ Identify, explain and analyze American ideologies as presented in course materials;

§ Compare and contrast the basic values and behaviors of various cultures in the United States;

§ Demonstrate visual literacy;

§ Apply the techniques of formal analysis to works of literary and visual art;

§ Demonstrate a deepened appreciation of the diversity of American culture;

§ Recognize and value the contributions of various individuals and groups, past and present, to the richness of the American experience;

§ Communicate effectively both orally and in written format.

1. **Required Reading Materials:** (Copies on reserve under HRS 161/162, Cassinelli)

*Almanac of the Dead*, Leslie Marmon Silko

*Are Women Human? Penetrating, Sensible and Witty Essays on the Role of Women in Society*, Dorothy Sayers

*Bloods, An Oral History of the Vietnam War by Black Veterans*, Wallace Terry

*China Boy*, Gus Lee

*The Conquest of America*, Tzvetan Todorov, trans., Richard Howard

*Pocho*, Jose Antonio Villareal

*The Saga of Chief Joseph*

2. Reading 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 or will be placed on Reserve as we transit the semester. You will be notified when this occurs and their availability will be set at a two-hour checkout.

Handouts from the Instructor as required.

Much of what we take for granted in our very much smaller but complex world today derives from the ideas and concepts of previous ages. Included in this are our beliefs about the other, whether black, brown, yellow, red, female, male, homosexual, transgender, transsexual, etc. While the sciences and

the resulting technology, especially today, undoubtedly shape the surface of our lives, the humanities (the study of human beings) probes into the deeper questions of existence: Who and what are we? What is the "Purpose of Life?" What is the reality of our existence? Each past era and culture has found answers of one sort or another. Some of these "great" ideas were only briefly valid; others seem as valid today as when first conceived and continue to influence our thoughts, values and judgments.

To function intelligently in our complex society, we need to find our own answers, but we should not have to re-invent the wheel to do this. In examining the ideas and concepts of the past, we develop measuring rods by which we evaluate our own concepts and begin to see or imagine where they might lead us. Is this important? Socrates would have answered, "The unexamined life is not worth living."

Over our time together we will examine the arts (painting, sculpting, composing, singing, acting, designing, etc.) and the ideas (philosophy, history, social studies, politics, science, etc.) behind their creation as our shared cultural experience has manifested itself during the existence of this particular social construct we know as "America." We will draw on the totality of the "American" cultural milieu, i.e., Native American, African American, Asian American, Anglo-American, Latino-American, etc., as a means of understanding and coming to terms with various aspects of the issues which we have and are faced, i.e., "racism," issues of equity, class and gender, etc., particularly as these inform, influence and reflect our values. The principal focus will be on "historically under-represented groups" and their impact, small and large, on how we have come to consider ourselves "Americans."

#### **Grades will be based on the following criteria:**

- **Participation:** Being in class (see "Attendance Policy," below) is the first requirement; paying attention, 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 will be **one-fourth of your grade**. BE INVOLVED! **Note:** Miss any two (2) class sessions 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.
- **Papers:** Topics for the 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. A Sample Paper in the required format is part of the Reading Packet. Essays are due at the beginning of the class date required. No fancy fonts (I prefer Helvetica or Arial for their cleanliness of line; however, Times New Roman will be accepted, grudgingly.) in a size neither larger than 12 nor smaller than 11. These papers will be **one-half of your grade**. Rewrites are always a possibility; but they will be due the next class period after being returned to you. Late papers will not be accepted, no exceptions; have someone deliver it for you; that is why NO LATER THAN dates are shown. **Plagiarism will not be tolerated.**
- **Mid-Term/Final Examinations:** Will be comprehensive, will be inclusive of text and lecture material, and will consist of one or two essay questions. These will constitute **one-fourth of your grade**. Blue books, large format, are required for the Mid-Term (bring two).

You are encouraged to contact me regarding absences/lateness/questions via telephone: **(916) 486-3566**; and/or e-mail: **rjcas@infostations.com**, or leave a message at **(916) 278-6261, Ext. 2**. With prior arrangement, a conference outside my normal office hours can be held at a mutually agreed location.

**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 TTh 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.

**Office Hours:** Monday: 4 – 5:00 PM, Room 610, Sierra College Gateway Center Campus  
Wednesday: 4 – 5:00 PM, Room, Mendocino MND 2030

**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.

**DATE                      TOPIC**

26 Jan 09                      Introductions; Discussion of syllabus and course goals; from the Reading Packet: Discussion of grading policy and standards; paper rubric and guidelines; to be read: “Glossary of Terms;” Timeline: “Explorers of America;” “Cultural Etiquette: A Guide;” “1491” Final discussion will focus on the question: Where would you have preferred to live in 1491? Why? All are in the Reading Packet; **video:** *People Like Us: Social Class in America*.

02 Feb 09                      Our perspectives of the “other.” *Conquest of America* Chs. 1, 3, 4 are required reading. *Almanac of the Dead* by Leslie Silko is to be read concurrently with the other required readings. There are six parts, comprising 18 total “Books” in Silko’s work; you should be reading more than a book per week. This novel figures prominently in your final exam; **video:** *Understanding Race*. Essay topic provided; Essay #1 prompt provided.

**Essay due: 09 February 09, a handout will be provided.**

09 Feb 09                      The “Native” experience, *Saga of Chief Joseph*, **ALL**; **video:** *The Primal Mind*; Study Guide for film; N. Scott Momaday biographical statement; “Flight on the Wind” from *House Made of Dawn*, all in the Reading Packet. Group meetings.

16 Feb 09                      The “Native” experience continued, *Chief Joseph*; from the Reading Packet, Jack G. Shaheen’s, “The Media’s Image of Arab;” **video:** *The TV Arab*, Group meetings

**16 Feb 09                      Group presentations**

23 Feb 09                      Are Women Human? Dorothy Sayers’s *Are Women Human?*, **ALL**; On Reserve under HRS 162, Cassinelli: Sharon Lamb, *The Secret Lives of Girls; What Good Girls Really Do – Sex Play, Aggression, and Their Guilt*, Chs. 1 – 4 and 15 – 18. Essay topic provided.

02 Mar 09                      Women ARE Human; On Reserve under HRS 162, Cassinelli: Sharon Lamb, *The Secret Lives of Girls; What Good Girls Really Do – Sex Play, Aggression, and Their Guilt*, Chs. 1 – 4 and 15 – 18; from the Reading Packet: “V. Renaissance Woman;” “1917 in this country;” “Fertile finding: Women dress up while ovulating;” Essay #2 prompt provided

**Essay due: 09 March 09, a handout will be provided.**

09 Mar 09                    The Latino-American and *la Malinche*; *Pocho*, **ALL**

**Mid-term Examination: 16 March 09, Two (2) LARGE SIZE blue books required.**

**16 Mar 08      Mid-Term Examination**

23 Mar 09                    *la Malinche* and *Machismo*; *Pocho*; **video**: *Tough Guise*; Group meetings

**30 Mar – 04 Apr 09      SPRING BREAK**

06 Apr 09                    What is it to be Asian-American and meet everybody's expectations? *China Boy*, Chs. 1 – 15.

**06 Apr 09                    Group Presentations**

13 Apr 09                    Asian-Americans never fail or do they? *China Boy*, Chs. 16 – Epilogue; 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; **video**: *The Celluloid Closet*. Essay #3 prompt provided

**Essay due, 20 Apr 09, a handout will be provided.**

20 Apr 09                    Homosexuals/Transsexuals/Transgenders and an identity crisis, a discussion

27 Apr 09                    The African-American Diaspora: *Bloods*, **ALL**; **video**: *Ethnic Notions*

04 May 09                    The African-American, post-*Brown v. Board of Education*, *Bloods* and the post-'Nam experience; **video**: *I am a Man: Black Masculinity in America*; Final Exam prompt provided.

**11 May 09                    Final Exam Due, topic will be provided. Huge Hint: Silko's novel, *Almanac of the Dead* figures prominently in the Final Examination Topic!**