

Dr. Buckman

**Humanities and Religious Studies 16103 (MW):
Multicultural America (GE AREA C3)**

Spring 2007

Office: 2020 Mendocino Hall

Office Phone: 278-5335

Office Hours: MW 11-12; TR 1:30-2:30

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and by appointment

Required Texts:

Beatty and Hunter, *New Worlds of Literature*, 2nd ed.

Koppelman and Goodhart, *Understanding Human Differences*

Morrison, Toni. *The Bluest Eye*

Course packet available at University Copy. This will also be available in library on reserve for those of you who do not wish to purchase the course packet. There are additional (required) readings within this packet, and there is also a glossary, study aids, and sample student essays.

Other materials:

2 scantron sheets (886E -- multiple choice plus essay)

In addition, there will be materials presented in class for which you will be responsible.

SaLink account for WebCT (additional class materials will be available on WebCT)

Course Description and Expectations:

Catalog Description: Topically structured, interdisciplinary introduction to the cultural experiences of historically under-represented groups. Historical and contemporary events, values, and beliefs in American culture are examined through various artistic expressions, such as music, painting and literature.

This is an upper-level, interdisciplinary exploration of multicultural America and the ways individuals and groups within America are and have been culturally defined. This exploration will occur through analysis of class texts (including literary and visual arts) and our own worldviews, mythologies, and personal experiences. The ways in which texts reveal American self-consciousness, introspection, and definitions of the self and Others within this multicultural framework are the central concerns of this class. Multicultural America includes a wide variety of groupings of people – by ‘race,’ ethnicity, class, sexuality, and gender, to name a few. Central to the class as well is a willingness to contribute actively to the class and to explore diverse viewpoints respectfully. It is a 3-credit course and is structured as such.

Learning Goals:

Upon completion of HRS 161, 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 of the United States
- Demonstrate visual literacy
- Apply the techniques of formal analysis to various works of literary and visual arts
- Demonstrate an appreciation of the diversity of American culture
- Recognize and value the contributions of various individuals and groups to the richness of the American experience, both past and present
- Communicate effectively in both oral and written formats

Class Policies and Procedures:

Classroom Etiquette: Tardiness is frowned upon, since it disrupts both students and professor; in addition, you are likely to miss important information for which you are responsible. Repeated tardiness may affect your grade. Cell phones should be turned off (or turned to vibrate if you are an emergency professional). Students should not leave class early unless they have a compelling reason and should, if at all possible, notify the instructor prior to class and sit near the door. In addition, private discussions with the instructor should occur during office hours.

Coursework:

Your grade will consist of participation, in-class assignments, exams, and one paper. Should quizzes be given, they will be combined with the grade for in-class assignments. Quizzes may be announced or unannounced. Late assignments will not be accepted. Late essays will receive appropriate deductions as per below.

Academic Integrity (The “P” word): Please turn in work that is solely your own. Appropriate credit must be given to the work of other authors used; this includes the proper use of paraphrasing and quoting as well as citation within and at the end of the paper. If you are unsure about what this means, please come and speak with me. Plagiarism has serious consequences and will result in *failure of the assignment*; other possible consequences include *failure of the course, and/or expulsion from the college*. It is not an option -- no rewrites will be allowed.

Formatting of Essays: Essays should be typed, double-spaced, and have 1" margins. The font and its size should be normal, generally Courier or Times New Roman 10 or 12 if you are using a word processor. Please staple your essays. Don't bother with plastic or cardboard covers. At the top of the first page, single-spaced, include a descriptive title for your paper in addition to tagging information (your name/the date/essay #). *Any papers turned in to the HRS office should have my name on it as well as your own. Do NOT slip papers under my door.*

Participation: This class depends upon the full engagement of students with the material and the class itself. Students should participate in discussions on a regular and informed basis. *Simply being in attendance does not qualify as participating in the class.* You CAN receive a failing participation grade even if you attend every class. Disruptive behavior and poor attitudes work against you in your participation grade. This is a classroom that emphasizes mutual respect.

Attendance: Absences affect your ability to participate and turn in assignments. There will be assignments completed and/or assigned during class as well as other opportunities for participation. Late assignments will not be accepted. If you miss class, it is YOUR responsibility to get notes from a classmate and any assignments that you missed. Peers should be your first resource for getting missed information – be sure to make the acquaintance of at least one person in the class. Quizzes and assignments may not be made up.

Grading:

Exam I	20%	Essay 30%
Exam II	20%	Assignments/Quizzes 5%
Exam III	20%	Participation 5%

Due Dates:

Paper due dates will be staggered according to one's surname alphabetically, although papers may be turned in by anyone as early as 3/21 (i.e., your papers may be turned in earlier – but not later – than they are due). Papers are due *at the beginning of class*; papers turned in after the beginning of class are subject to a 5 point deduction for tardiness. Late papers will be penalized 5 points for every day thereafter (including weekends -- 10 points). If you have problems completing an assignment, please talk to me BEFORE it is due. If you fail to complete the paper on time, you should still talk to me about it.

Tests: Tests are scheduled as indicated on the class calendar. *Make-ups are not permitted unless a compelling and verifiable emergency interferes – this does not include family vacations.* Make-ups are given at the convenience of the test giver, generally at the testing center. Quizzes and assignments may not be made up.

Assignments: Work assigned for completion outside of class must be turned in at the beginning of the class in which it is due.

Schedule of Readings (may change at discretion of instructor)

NB: unless otherwise stated, videos will be watched in class on day scheduled.

CULTURE AND VALUES

1/29 Introduction; Attitude Inventory 351+; view *Primal Mind*

1/31 **WebCT:** Whitman, Walt, "I Sing America"; Langston Hughes, "America Never Was America To Me"; *New Worlds of Literature* (NWL) 417+ (Revard "Discovery of the New World"); **WebCT or Packet (P):** Kessler-Harris "Cultural Locations: Positioning American Studies in the Great Debate"

2/5 **WebCT or Packet (P):** Emerson, "Self-Reliance"; Franklin, "The Way to Wealth"; Winthrop, "A Modell of Christian Charity"

2/7 *Understanding Human Differences* (UHD) 290-304, 322-325, 1-22; view *Wilderness and the West* in class (also avl in library)

2/12 **WebCT:** Frederick Jackson Turner's frontier thesis

PowerPoints for this section: American Identity, American Myths, Wilderness and the West

RELIGION

2/14 *The Jesus Factor* (avl in library); UHD 126-148 (I will be in Albuquerque for the SW/TX PCA/ACA Conference on this date)

2/19 PowerPoint: Religion in American Culture

MEDIA:

2/21 NWL 422+ (Shaheen "The Media's Image of Arabs"); UHD 328-330

2/26 view *The Electronic Storyteller* (also avl in library)

PowerPoints: Electronic Storyteller: Media; Stereotypes and Images in American Media

2/28 TBA

3/5 **Exam I**

ETHNICITY AND 'RACE'

3/7 view *Understanding Race* (avl in library); UHD 84-125

3/12 NWL 519+ (Okita "In Response..."); NWL 10+ (Tan "A Pair of Tickets"); **P:** Bordewich (intro and chapter 1), Churchill

3/14 *Ethnic Notions* in class (also avl in library); UHD 170-194

3/19 **P** Lamberth, Williams, McIntosh; NWL 406+ (Olds "On the Subway")

IMMIGRATION

3/21 UHD 318-322, 325-328; NWL 706+ (Watts “Not Black, Not White...”); NWL 152+ (Muñoz “Little Sister...”); NWL 764 (Mora “Immigrants”)

3/26-3/28 Spring Break

4/2 NWL 26+ (Dokey “Sanchez”); NWL 326+ (Rodriguez “Aria: A Memoir...”); UHD 44-83; UHD 149-169; NWL 650+ (Bruchac “Ellis Island”)

PowerPoints: Constructing Categories of Difference; Ethnic Notions; White Privilege; Ethnicity and Immigration

4/4 **TBA**

4/9 **Exam II**

SOCIOECONOMIC CLASS:

4/11 view *People Like Us: Social Class in America* in class (**not** avl in library); UHD 240-267

4/16 **P:** Mantsios, Krugman; **A-C papers due**

PowerPoints: Class and Multicultural America

GENDER AND SEXUALITY

4/18 *Dreamworlds II* ; UHD 195-216; **D-F papers due**

4/23 **P:** Lorber, Johnson; **WebCT:** Atwood and Piercy (“Siren Song” and “Barbie Doll”); Pharr;

G-I papers

4/25 *Tough Guise*; **J-L papers**

4/30 **P** Katz, Ettelbrick, Kimmel; **M-O papers due**

5/2 Moraga; UHD 217-239; **P-R papers**

5/7 Discuss *The Bluest Eye*

5/9 view *The Celluloid Closet* in class (also avl in library); NWL 647+ (Lassell “How to Watch Your Brother Die”); **S-U papers due**

5/14 NWL 402+ (Brass “I Think the New Teacher’s A Queer”); NWL 170+ (Johnson “The Limitless Heart”); **V-Z Papers**

PowerPoints: Dreamworlds II; Biological Sex, Gender, and Sexuality; The Closet: Celluloid and History

5/16 **TBA**; Attitude Inventory 351+

Paper Assignment: Choose one of the following assignments for your paper. (4-6 pages). Papers may be turned in as early as 3/21 (i.e. your paper may be turned in earlier than your due date).

Choice One: Choose a work of art (film, book, painting, music, TV, etc.) and write an essay in which you explore the way in which this piece WORKS within culture. Does it subvert, sustain, or subvert AND sustain hegemonic culture? You must answer the question: what does this work DO? Choose one particular text to explore – more than this will distort your focus and result in less depth than you need. You should narrowly focus on one work – i.e. do NOT analyze an entire genre, such as jazz or rap. Non-fiction texts have not worked yet for this assignment, although they potentially could. See below.

Choice Two: Interview a classmate, friend, or family member about his/her experience of being a member of multicultural America (or use your own experiences as such a member) and discuss the relationship of your subject to hegemony. What do his/her experiences suggest about multicultural America?

For both essays: Either essay must relate to both sides of the course title: multicultural and America. You should use the ideas, images and voices we have explored up until the paper is due in order to unpack your own experiences. Your grade will go down without use of relevant class readings. Feel free to check out your subject with me. In addition, you should look at the syllabus and what topics will be covered and when in deciding how to focus your essay. If you are dealing with socioeconomic class, for instance, and are turning your paper in earlier than those discussion dates, you should talk with me about your paper. Although they may be used, class study aids DO NOT count as class texts for purposes of fulfilling text requirements; only full-length essays, videos, fiction, and non-fiction essays should be used (where appropriate).

Understanding Human Differences and fiction texts (inc. poetry) each may be used once as a source. Part of the purpose of this requirement is to showcase the work you've done in class and your understanding of – and grappling with -- class materials.

For either paper, you must have a thesis – a main point you are making and supporting. I encourage you to talk with me about your paper! There are sample essays available.

Basic parameters for grading of assignment:

An “A”: use of at least 4 class texts (see above) with clear relevance to thesis; analytical use of class texts (ex. not just summary or thrown in to paper) with clear understanding of how they work; strong thesis, focus, and unity; clarity of writing and purpose; well written grammatically and mechanically; clearly fits with class materials.

A “B”: use of 4 class texts (see above) with clear relevance to thesis; strong thesis, focus, and unity; clarity of writing and purpose; clear relevance to class materials; clear understanding and some analytical use of class texts.

A “C”: use of 3 texts (see above); thesis and essay are clearly relevant to class materials; class texts are clearly used and reveal understanding of them.

A “D”: use of 2 or less class texts (see above); connection to class materials; some problems with writing

An “F”: lack of connection to class materials; poorly written, including lack of focus, unity, and clarity; lack of use of class texts.

Course Contract

As members of a learning community, we all have certain rights and expectations.

Students have a right to expect:

- A complete syllabus on the first day of class with clearly stated assignments, due dates, course objectives, and a fair grading policy
- A course that starts and ends on time
- Opportunities to discuss the course outside of class with the professor
- The opportunity to have drafts of papers reviewed by the professor if submitted well in advance of the due date
- The return of papers within two weeks provided they were submitted on time
- Reevaluations of any work that a student thinks may have been graded unfairly

The professor has the right to expect that students will:

- Arrive on time prepared for class and stay for the entire class unless extenuating circumstances interfere
- Be actively involved in creating a successful course experience
- Ask for clarification or assistance when needed
- Share any concerns about the class in a timely fashion
- Turn in assignments on time
- Inform the professor of any extenuating circumstances affecting attendance
- Observe codes of academic honesty in the completion of all course work

Human Rights and Responsibilities (mutual expectations):

- I will listen to others respectfully and not speak while others are talking (this includes talking to other students around oneself while others are talking)
- When I disagree with someone, I will critique his or her ideas in a respectful and constructive manner.
- I will try to understand such critique as constructive and enabling critical thinking rather than taking it as a personal attack
- I will try to understand other people's behavior and perspectives rather than simply criticizing them
- I will avoid stereotypes and humor that are disparaging of others
- I will intervene politely if I notice people are being disrespectful or unfair to others