

**HRS 161: MULTICULTURAL AMERICA  
SPRING 2008  
SECTION 6: MONDAY, 6:00-8:50  
GATEWAY FACILITY-ROSEVILLE  
DR. PHILIP C. DIMARE**

**OFFICE: BENICIA HALL 1011 (TBA IN ROSEVILLE)**

**OFFICE HOURS: TUESDAY-4:00-5:30; WEDNESDAY-10:45-11:45;**

**FRIDAY-10:00-11:00; OR BY APPOINTMENT (IN ROSEVILLE: MONDAY-5:00-6:00)**

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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:**

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:

Angela L. Miller, et. al:	<i>American Encounters: Art, History, and Cultural Identity</i>
Paul Spickard:	<i>Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity</i>
John Neihardt:	<i>Black Elk Speaks</i>
Upton Sinclair:	<i>The Jungle</i>
Toni Morrison:	<i>The Bluest Eye</i>

### 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 Spickard's *Almost All Aliens*. 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 Miller's *American Encounters*. 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: Monday, February 4	Black Elk Speaks Essay
383-360=A-	Quiz 2: Monday, February 11	Due Date: April 7
359-352=B+	Quiz 3: Monday, February 18	
351-332=B	Quiz 4: Monday, February 25	The Jungle Essay
331-320=B-	Quiz 5: Monday, March 3	Due Date: April 28
319-312=C+	Quiz 6: Monday, March 17	
311-292=C	Quiz 7: Monday, March 24	The Bluest Eye Essay
291-280=C-	Quiz 8: Monday, April 14	Due Date: May 12
279-272=D+	Quiz 9: Monday, April 28	
271-252=D	Quiz 10: Monday, May 5	
251-240=D-		
239-0= F	First Art Exam: Monday, March 10	
	Second Art Exam: Monday, April 21	
	Third Art Exam: Monday, May 19	

### **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.

**Course outline:****Weeks 1-2: January 28 and February 4**

Introduction to Course

**Read:** *American Encounters*

Chapter 1: The Art of Indigenous Americans

Chapter 2: The Old World and the New: First Phases of Encounter, 1492-1750

Chapter 3: Early Colonial Art, 1632-1734

Chapter 4: Late Colonial Encounters: The New World, Africa, Asia, and Europe, 1735-1797

*Almost All Aliens*

Chapter 1: Immigration, Race, Ethnicity, Colonialism

Chapter 2: Colliding Peoples in Eastern North America, 1600-1780

**Quiz 1: Monday, February 4****Weeks 3-4: February 11 and February 18****Read:** *American Encounters*

Chapter 5: Art, Revolution, and The New Nation, 1776-1828

*Almost All Aliens:*

Chapter 3: An Anglo-American Republic? Racial Citizenship, 1760-1860

**Quiz 2: Monday, February 11****Quiz 3: Monday, February 18****Weeks 5-7: February 25, March 3, March 10****Read:** *American Encounters*

Chapter 6: The Body Politic, 1828-1865

Chapter 7: Native and European Arts at the Boundaries of Culture: The Frontier West and Pacific Northwest, 1820s-1850s

Chapter 8: Nature's Nation 1820-1865

(weeks 5-7, cont.)

*Almost All Aliens*

Chapter 3: An Anglo-American Republic? Racial Citizenship, 1760-1860

**Quiz 4: Monday, February 25**

**Quiz 5: Monday, March 3**

**First Art Exam: Monday, March 10**

**Weeks 8-9: March 17 and March 24**

**Read:** *American Encounters*

Chapter 9: Post-War Challenges: Reconstruction, the Centennial Years, and Beyond, 1865-1900

Chapter 10: A New Internationalism: The Arts in An Expanding World, 1876-1900

Chapter 11: Exploration and Retrenchment: The Arts in Unsettling Times, 1890-1900

*Almost All Aliens*

Chapter 4: The Border Crossed Us: Euro-Americans Take the Continent, 1830-1900

*Black Elk Speaks* (entire text)

**Quiz 6: Monday, March 17**

**Quiz 7: Monday, March 24**

**Spring Recess: March 31-April 6, no classes**

**Weeks 10-12: April 7, April 14, April 21**

**Read:** *American Encounters*

Chapter 12: The Arts Confront the New Century: Renewal and Continuity, 1900-1920

Chapter 13: Transnational Exchanges: Modernism and Modernity Beyond Borders, 1913-1940

Chapter 14: The Arts and the City, 1913-1940

Chapter 15: Searching for Roots, 1918-1940

Chapter 16: The Arts in the Depression Years, 1929-1941

*Almost All Aliens*

Chapter 5: The Great Wave, 1870-1930

Chapter 6: Cementing Hierarchy: Issues and Interpretations, 1870-1930

*The Jungle* (entire text)

**Black Elk Essay Due: Monday, April 7**

**Quiz 8: Monday, April 14**

**Second Art Exam: Monday, April 21**

**Weeks 13-15: April 28, May 5, May 12****Read:** *American Encounters*

Chapter 17: Cold War and the Age of the Atom: Consensus and Anxiety, 1945-1960

Chapter 18: Art into Life, 1960-1980

Chapter 19: American Art in Flux, 1980-Present

*Almost All Aliens*

Chapter 7: White People's America, 1924-1965

Chapter 8: New Migrants from New Places Since 1965

Chapter 9: Redefining Membership Amid Multiplicity Since 1965

Chapter 10: Epilogue: Future Uncertain, Race, Ethnicity, and Immigration at the Dawn of the Twenty-First Century

*The Bluest Eye* (entire text)

***The Jungle* Essay Due: Monday, April 28**

**Quiz 9: Monday, April 28**

**Quiz 10: Monday, May 5**

***The Bluest Eye* Essay Due: May 12**

**Week Sixteen: Finals Week, May 19-23**

**Third Art Exam: Monday, May 19**