HRS/HIST 168: Images of America  
Section 1: MW 7:30-8:45  
Spring 2011

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Catalog Description: Interdisciplinary survey of the major events, trends and figures in American history viewed through the lenses of American literature, visual arts, architecture and music. The arts in America are studied in relation to major ideas, significant personalities, and important events from the period of the early republic to the present.

Section Description: Using literature (both fiction and non-fiction), elite, folk, and popular visual arts and artifacts, this course is meant to introduce students to American expressive culture. Students are expected to read, write, and think about what it means to be an American, what values and assumptions Americans may hold in common, and whether American experiences reflect the existence of a distinct national character.

Learning Goals:  
Successful students in HRS/HIST 168 will demonstrate:

- the ability to recognize, explain and analyze American values, beliefs and behaviors  
- an understanding and appreciation of the diversity of American experiences  
- the ability to compare and contrast various artistic expressions  
- the ability to think creatively and critically about the relationships of artistic expressions to their historical and cultural contexts  
- the ability to use information from multiple disciplines analytically  
- the ability to write clear, correct and informed prose
TEXTS:

*Pearson Custom Library of American Literature (PCL)*

Pohl. *Framing America* 2nd edition (FA)

**Available through the Hornet Bookstore rental program as well as for sale**

Student’s choice of one work from HRS/HIST 168 reading list (see attached)

EVALUATION:

- 2 tests/100 points apiece= 200 points

- writing assignments (totaling AT LEAST 5000 words):
  - paper 1 (4-6 pages): 100 points
  - paper 2 (4-6 pages): 100 points
  - paper 3 (4-6 pages): 100 points
  - paper 4 (4-6 pages): 100 points

  **Students who meet the 5000 word minimum after completing paper 3 need not write paper 4 and will have their grades calculated on a 600 point scale.**

  **You may revise any of the first three papers for an improved grade. Revisions are due no later than one week after the papers are returned. The first version of the paper (with my comments) must be attached to the revision**

- participation: 100 points---positive contributions to class discussion, homework assignments, etc.

700-630 points/A  **600-540/A**
629-555 points/B  539-475/B
554-485 points/C  474—410/C
484-415 points/D  409-330/D
Below 415 points/F  Below 330/F

PROFESSORIAL QUIRKS:

- The classroom door will be closed 5 minutes after the class period begins and NO ONE WILL BE ADMITTED ONCE THE DOOR IS “CLOSED.”

- It is departmental policy that a maximum of one week of absences is allowable without penalty. You can not be successful in this class if you are unable to attend regularly.

- ALL assignments are due at the start of the class meeting. Any work offered after the first 5 minutes will be considered “late” and the penalty for late work is 10 points/day (even if turned in late on the due date).

  - TESTS: the tests will have take-home essay sections due at the start of the in-class test period. No make-up tests will be offered without a verified excuse. All make-ups are administered by the Testing Center for a fee.
CALENDAR

WEEK 1/January 24 and 26: Opening remarks: art and culture

WEEK 2/January 31 and February 2: FIRST ENCOUNTERS
Read: FA: pp. 18-20, 27-40
PCL: pp. 1-2

WEEK 3/February 7 and 9 FEELING COLONIAL
Read: FA: pp. 58-60, 62-69, 74-78
PCL: pp. 3-45

WEEK 4/February 14 and 16: THE EARLY REPUBLIC
READ: FA: pp. 82-86, 91-95, 101-109, 116-125
PCL: pp. 54-64

WEEK 5/February 21 and 23: 19TH CENTURY LANDSCAPES
READ: FA: pp. 144-176
READING LIST book
**Paper 1 due at start of the class meeting on February 21 **

WEEK 6/February 28 and March 2: DEFINING OURSELVES: IMAGES OF DEMOCRACY
READ: FA: 176-188, 198-203
PCL: pp. 46-53, 66-90
READING LIST book
**Test 1 take-home essay handed out in class on March 2**

WEEK 7/March 7 and 9: catch up, review and test 1
**Test 1: March 9: Take-home essay due at start of test period**

WEEK 8/March 14 and 16: THE IDEA OF THE “REALLY” REAL and THE “DARK SIDE”
READING LIST book

WEEK 9/March 21 and 23: NO CLASS!! SPRING BREAK

WEEK 10/March 28 and 30: THE GILDED AGE and TURNING THE CENTURY
READ: FA: pp. 274-294, 302-314
PCL: pp. 220-233
READING LIST book
**Paper 2 due at the start of class meeting on March 28**
WEEK 11/April 4 and 6: THE RISE OF MODERNISM IN AMERICA
   PCL: 156, 234-235,
   READING LIST book

WEEK 12/April 11 and 13: MODERN AMERICA
READ: FA: pp. 370-379
   PCL: 236-243
**Paper 3 due at the start of the class meeting on April 13**

WEEK 13/April 18 and 20: THE ’30S AND WWII
READ: FA: pp. 388-40, 429-433

WEEK 14/April 25 and 27: THE POST-WAR WORLD
READ: FA: pp. 456-471, 498-510
   PCL: 244-260

WEEK 15/May 2 and 4: FROM POST WAR TO POST-MODERN
READ: FA: pp. 515-520, 523-546, 555-559
   PCL: pp. 261-273
**take-take home essay for test 2 handed out in class on May 4**

WEEK 16/May 9 and 11: catch up, review and test 2
**Test 2: May 11/take-home essay due at beginning of exam period**

!!! Paper 4 due by 9 am on Monday, May 16—MND 2030
HRS/HIST 168
Images of America
Reading List
Students must choose one work from this list as an additional required text for the course. Begin reading your choice as soon as possible. PAPER 3 WILL DEFINITELY BE THE BOOK YOU CHOSE. You may also want to use the book you choose in paper 4 and as part of your test 2 take-home essay. YOU MAY CHOOSE A BOOK THAT IS NOT ON EITHER OF THE LISTS---JUST CHECK WITH ME FIRST.

Books published before 1918
ADAMS. The Education of Henry Adams
ALCOTT. Little Women
BROWN. Wieland
CHOPIN. The Awakening
COOPER. Last of the Mohicans
CRANE. The Red Badge of Courage
DOUGLASS. The Autobiography of Frederick Douglass
DREISER. Sister Carrie
FRANKLIN. Autobiography of Benjamin Franklin
GILMAN. Herland
HAWTHORNE. The House of Seven Gables or Scarlet Letter
JACOBS. Incidents in the Life of a Slave Girl
JACKSON. Ramona
JEWETT. The Country of Pointed Firs
MELVILLE. Moby Dick
STOWE. Uncle Tom’s Cabin
THOREAU. Walden
TWAIN. The Adventures of Huckleberry Finn OR Roughing It OR The Innocents Abroad
WHARTON. House of Mirth

Books published after WWI
ALEXIE. The Lone Ranger and Tonto
ANAYA. Bless Me, Ultima
ANDERSON. Winesberg, Ohio
BALDWIN. Tell Me how Long the Train’s Been Gone
BARTHELME. Snow White
BELLOW. Herzog
BULOSAN. America is in the Heart (non fiction)
CATHER. Death Comes for the Archbishop
CHANDLER. Farewell My Lovely
CLEAVER. Soul on Ice (non fiction)
DIDION. Run River
DOCTOROW. Ragtime OR The Book of Daniel
DUBOIS. The Souls of Black Folks (non-fiction)
ELLISON. Invisible Man
FITZGERALD. The Great Gatsby
HELLER. Catch 22
HEMINGWAY. For Whom . .
HESS. Dispatches
KEROUAC. On the Road
KINGSTON. Woman Warrior
LESEUR. The Girl
MAILER. The Executioner’s Song
O’CONNOR. Wise Blood
OKADA. NoNo Boy
RODRIGUEZ. Hunger of Memory
STEGNER. Angle of Repose
MORRISON. The Bluest Eye
STEINBECK. Grapes of Wrath
TAN. Joy Luck Club
UPDIKE. Couples
YEZIERSKA. The Bread Givers
Write this essay on any work of visual art you find in Francis Pohl’s *Framing America* (you don’t have to choose a work we’ve discussed in class.)

Begin your essay with a section titled “OBSERVATION.” An observation is a statement that can be verified by consideration of specific evidence in the work of art under consideration. In this portion of your essay begin by asking yourself, “what do I see?” What details attract your attention? You should begin this section with sentences that begin, “I notice that. . . .” Include information about:

- Your first impression of the work. What is memorable or convincing about the work?
- Additional details you notice—in particular, you might describe the textures, colors, shapes that stand out the most to you. Why did you notice them, why/how did they capture your attention? Where does your eye linger as you view the image?
- What is the work’s subject or function?
- Is there an organizing motif or theme in the work? What has been included/what has been left out?

The second section of your essay should be titled “REFLECTIONS,” “INFERENCES,” or “INTERPRETATIONS”. In this part of your essay, ask yourself, “what can I reasonably infer from what I noticed about the work of art?” Remember to restrict your inferences/reflective ideas to what you observe. Write about:

- What response do you have to the work, and what elements cause that response?
- What do you think the maker/artist intended?
- What messages about class, gender, society, race, history, etc. does the work seem to send? Choose one as your focus.
- For whom was this work of art intended (who made up the potential/intended audience?)
- Anything else you think of that helps you explain the “power” and meaningfulness of the work of art you chose.

The final section of your essay should be entitled “CONCLUSIONS.” In the conclusion of your essay, explain why you think the work of art you chose is important to understanding (something about) American history and culture.

**HOUSEKEEPING:**

- Use the name and maker of your work of art as the title of your essay
- Write 4-6 pages, double space your text with sufficient margins to allow me to write comments
- Highlight or underline your paper’s topic sentence
- End your paper with a word count
- Staple the pages of your paper—no spines or covers, please
Do American works of art made during the same time period "look" the same or reveal the same assumptions and values?

Write a short—4-6 pages—essay in which you support your position by comparing two American works of different kinds (NOT two paintings or two buildings or two works of literature) and discussing their similarities or differences in terms of the relationship of how they look and the messages they send about a single specific American value or behavior.

The easiest way to complete this assignment would be to choose a time period or American value and then find your two works of art.

Your works of art should have been created within 25 years of one another.

HOUSEKEEPING DETAILS:
- Underline or highlight your topic sentence
- Give your essay a title
- Staple the pages of your essay together
- Put a word count at the end of your essay
- Cite any resources you consult
You are disturbed to read in *The Sacramento Bee* that a local branch of the THOUGHT POLICE has targeted your HRS/HIST 168 reading list book as a "subversive, dangerous pieces of filth," and plans to toss all the copies they have confiscated from local school libraries into a bonfire on April 30th to celebrate Rush Limbaugh’s birthday [a small political comment on my part].

You become so upset that you decide to join a lawsuit to stop the bonfire and file a "friend of the court" brief defending the READING LIST book you chose for this class. Your brief should be a 4-6 page essay that builds an organized, focused and logical argument for your book's value to understanding something (—you decide what) about American arts, ideas or cultural behaviors.

**Why should your book be preserved for 21st century readers?**

**BE SURE YOU WRITE ABOUT:**

*Place and Time:* Discuss the physical setting and historical time period of the action in your book. There probably should be some important relationships between time, place, theme, plot and characters that will be relevant to your "save-the book" argument.

*Plot:* What happens in your narrative (don't just list events, search for a pattern of selected, causally related events that contain some sort of identifiable conflict). For example, what is the major conflict in the story; what values/qualities does the author associate with each side of the conflict; how is the conflict organized? How is it resolved?

*Characters:* Who are the main and subsidiary characters in your narrative? What are they like? Do they represent any American stereotypes or ideals?

*Theme:* be sure you understand the difference between subject (topic) and theme. Subject is what the work of art is about—it can be stated in a phrase or word. Theme is what your book "says" about the subject—the theme should apply to the world of people's lives outside of the book. Usually the theme deals with one of four areas of human experience: what human beings are like; the nature of society and social life; the nature of our ethical responsibilities; what humankind's relationship is/should be to the world. NB: As you work on this, you need to keep in mind that there may be more than one theme in your book—just focus on the one you think is most important to your "American" argument and remember that there is NO single "right" way to do this part of the assignment (and that, of course, drives the THOUGHT POLICE crazy.)

You can add additional topics if you think they might strengthen your argument.

If you like, you can consult 2-3 "outside experts" and quote them in your piece as long as you acknowledge them correctly.

**THE USUAL HOUSEKEEPING DETAILS:**

Underline or highlight your topic sentence
End your paper with a word count that includes all three of your papers and your take-home essay for test 1.
Staple the pages of your essay
Choose two works of art, one from column A and one from column B. Write an essay in which you compare (how are they alike?) OR contrast (how are they different?) your choices.

COLUMN A/
- Howl
- The New Colossus
- The Raven
- The Song of Myself
- Susie Asado
- We Wear the Mask
- The Yellow Wallpaper
- your choice from the HRS/HIST 168 reading list
- your choice of a work of American literary art

COLUMN B/
- Allston. Moonlight Landscape
- Bartholdi. The Statue of Liberty
- deKooning. Woman and Bicycle
- Jenny. Home Insurance Building, Chicago
- Lin. Vietnam Veterans Memorial
- Rockwell. Freedom From Want
- Wright. Guggenheim Museum, New York City
- Your choice of a work of American visual art (architecture, sculpture, painting, film)

Include the following in your essay:
- **Identification**: maker, date, genre, taste culture, description/synopsis, history...etc. You may certainly consult “outside” experts (just be sure to cite them)

- **Evaluation**: What ideas do these works of art represent? What is important/meaningful/moving to YOU about these works? How do your choices reveal the value of art as an agent and index to American culture?

- **Analysis**: What, exactly do your materials reveal about American values, stereotypes, social behaviors, attitudes? What is American about these works? If you write about the works’ similarities, what (if any) consistencies in American culture or experiences do they reveal? If you contrast the two works, what do their differences suggest about changes or variations in American culture or experiences? What can we learn about the world in which we live today by have a deeper/“educated” understanding of your choices.

**THE USUAL HOUSEKEEPING DETAILS:**
Underline or highlight your topic sentence
End your paper with a word count
Staple the pages of your essay