HRS 161: MULTICULTURAL AMERICA
SPING 2011
SECTION 3: THURSDAY, 5:30-8:20
BRIGHTON HALL, 208
DR. PHILIP C. DIMARE

OFFICE: Mendocino Hall 2012
OFFICE HOURS: Tuesday and Thursday, 3:30-4:30, OR BY
APPOINTMENT
OFFICE PHONE: 278-5040
E-MAIL: dimare@csus.edu

[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 CATAGORIES:
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 READINGS:**
Ronald Takaki: *A Different Mirror: A History of Multicultural America*
Robert Heilbroner and Aaron Singer: *The Economic Transformation of America: 1600 to the Present*
Frances K. Pohl: *Framing America: A Social History of American Art*

**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 be ready to discuss and write about this material.
2. You will have two (2) take-home “essay paper assignments” (2-3 pages) based on the material from Pohl’s *Framing America*, Takaki’s *Different Mirror*, and Aaron and Singer’s *Economic Transformation*. These assignments will be comprised of essay questions requiring in-depth responses. Study guides will be distributed at least one week prior to due date. If you are not staying up with the reading or missing class sessions you will not do well on these exams. These assignments will be worth 50 points each for a total of 100 points.
   **Assignments 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.**
3. You will have (2) two “pop quizzes” at some time during the semester. These will be in-class quizzes focused on Pohl’s *Framing America*, so make sure that you bring to class with every session! These quizzes will be worth 25 points each, for a total of 50 points.
4. You will have a final paper assignment (5 pages) dealing with the material covered in class. This assignment will be worth 100 points. I will distribute a prompt for this assignment two weeks prior to its due date.
5. Assignments should be stylistically appropriate and grammatically sound when submitted.
6. 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.

7. **Note:** Be sure to check your Sac Send e-mail account each week for “group e-mails”!!

**GRADE BREAKDOWN:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-232</td>
<td>A</td>
</tr>
<tr>
<td>231-225</td>
<td>A-</td>
</tr>
<tr>
<td>224-220</td>
<td>B+</td>
</tr>
<tr>
<td>219-207</td>
<td>B</td>
</tr>
<tr>
<td>206-200</td>
<td>B-</td>
</tr>
<tr>
<td>199-195</td>
<td>C+</td>
</tr>
<tr>
<td>194-182</td>
<td>C</td>
</tr>
<tr>
<td>181-175</td>
<td>C-</td>
</tr>
<tr>
<td>174-170</td>
<td>D+</td>
</tr>
<tr>
<td>174-157</td>
<td>D</td>
</tr>
<tr>
<td>156-150</td>
<td>D-</td>
</tr>
<tr>
<td>149-000</td>
<td>F</td>
</tr>
</tbody>
</table>

**DUE DATES**

- First Essay Assignment: March 4
- Second Essay Assignment: April 14
- Final Assignment: May 16

**Assignments:** 100 points  
**Quizzes:** 50 points  
**Final Paper:** 100  
**250 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/). 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.

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 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) for information about locations, hours, and resources available.

SOME HELPFUL WEBSITES:
The APA Website (http://www.apa.org/)
Purdue University Online Writing Lab – OWL (http://owl.english.purdue.edu/)
Sac State Library (http://library.csus.edu/)
Sac State Research Guides (http://db.lib.csus.edu/guides/)

COURSE OUTLINE:
Week One through Week 5: January 27 – February 24
Read: Different Mirror
“A Different Mirror: The Making of Multicultural America”
Part One: Foundations: Chapters 1-3
Part Two: Contradictions: Chapter 4
Economic Transformation
Introduction: Economic Transformation as a Theme of History
Chapters 1-4
Framing America
Chapters 1 and 2
Week Six through Week Ten: March 3 – April 7
Read:  *Different Mirror*
   - Part Two: Contradictions: Chapters 5-8
   - Part Three: Transitions: Chapters 9-13

*Economic Transformation*
   - Chapters 5-11

*Framing America*
   - Chapter 3-6

**First Assignment Due: March 3**

Week Eleven through Week Fifteen: April 14 – May 12 (no classes on March 24-Spring Break and March 31-Cesar Chavez Birthday)
Read:  *Different Mirror*
   - Part 4: Transformations-Chapters 14-17

*Economic Transformation*
   - Chapter 12-14

*Framing America*
   - Chapter 7 and 8

**Second Assignment Due: April 14**

Week Sixteen: Finals Week, May 16-20
**Final Assignment Due: Monday, May 16**