[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 READINGS:
Howard Zinn: *A People’s History of the United States*
Robert Heilbroner and Aaron Singer: *The Economic Transformation of America: 1600 to the Present*
Frances Pohl: *Framing America: A Social History of American Art*
Teresa Bergman: *Exhibiting Patriotism*

REQUIREMENTS:
1. **This course is reading 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 five (5) pop quizzes covering the material in *A People’s History of the United States, Economic Transformation, Framing America, and Exhibiting Patriotism*. *(You should bring your Framing America book to class every session)* These quizzes will be comprised of a single essay question requiring a short response (30 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 20 points each, for a total of 100 points.
3. 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. This assignment should be stylistically appropriate and grammatically sound when submitted.
4. You will have a participation requirement—if you are unwilling to discuss material in class, I will be forced to entice you to do so. This participation requirement will be worth 100 points.
5. **Note:** Be sure to check your SacCT and e-mail account(s) each week for “group e-mails.” I will not hand out either syllabi or assignment sheets in class.
Course Syllabus

GRADE BREAKDOWN:
300-279 = A
278-270 = A-
269-261 = B+
260-249 = B
248-240 = B-
239-231 = C+
230-219 = C
218-210 = C-
209-201 = D+
200-189 = D
188-180 = D-
179-000 = F

DUE DATES
Final Assignment: December 15

Participation: 100 points
Quizzes: 100 points
Final Paper: 100 points
300 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 SSWG 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 swwd@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 Five: September 1 – October 5
Read:  People’s History
  Chapter 1: Columbus, the Indians, and Human Progress
  Chapter 2: Drawing the Color Line
  Chapter 3: Persons of Mean and Vile Condition
  Chapter 4: Tyranny Is Tyranny
  Chapter 5: A Kind of Revolution
Economic Transformation
Introduction: Economic Transformation as a Theme of History
  Chapters 1-4
Framing America
  Chapter 1: pp. 18-41, 59-78
Exhibiting Patriotism
  Introduction and Chapters 4 and 5
Course Syllabus

Week Six through Week Ten: October 6 – November 9
Read:  *People’s History*
  Chapter 5: A Kind of Revolution
  Chapter 6: The Intimately Oppressed
  Chapter 7: As Long as Grass Grows
  Chapter 8: We Take Nothing by Conquest, Thank God
  Chapter 9: Slavery Without Submission, Emancipation Without Freedom
  Chapter 10: The Other Civil War
  Chapter 11: Robber Barons and Rebels
  Chapter 12: The Empire and the People
  Chapter 13: The Socialist Challenge

*Economic Transformation*
  Chapters 5-11

*Framing America*
  Chapters 2 and 3: 82-96, 102-105, 113-126, 144-176

Week Eleven through Week Fifteen: November 10 – December 8
Read:  *People’s History*
  Chapter 14: War Is the Health of the State
  Chapter 15: Self-Help in Hard Times
  Chapter 16: A People’s War?
  Chapter 17: “Or Does It Explode?”
  Chapter 18: The Impossible Victory: Vietnam
  Chapter 19: Surprises
  Chapter 20: The Seventies: Under Control?
  Chapter 21: Carter-Reagan-Bush: The Bipartisan Consensus

*Economic Transformation*
  Chapters 12-14

*Framing America*
  Chapters 4 and 5: 198-203, 209-223, 236-250, 254-266, 296-320
  Chapter 5, 6, 7: 324-349, 373-381, 390-403, 407-456 Chapter 8: 460-475, 492-498, 505-527, 530-545, 555-57

*Exhibiting Patriotism*
  Chapters 1, 2 and 3 and Conclusion

Week Sixteen: Finals Week, December 15
Final Assignment Due: Monday, December 15