**Course Description:** Multicultural America is a topically structured, interdisciplinary approach to the cultural experience of underrepresented ethnic/racial groups. Multicultural America is an ongoing experiment to see if people of different races, ethnicities, cultures, religions, expectations and class can live fully and fairly together. We will look at how different groups within American society seek justice in the areas of religion, culture, education, the arts, gender, immigration, and the law.

**Course Objectives:**
1. To identify, explain and analyze the ideological perspectives of the course material, especially in the required reading text.
2. To compare and contrast basic values and behaviors of various American minority cultures.
3. To think critically about the diversity of American culture.
4. To recognize the contributions to the richness of the American experience, both past and present, made by underrepresented groups.
5. To contribute your “expertise” from your background to our understanding of Multicultural America.

**Course Requirements:**
5/6 ASSIGNMENTS@100 Points
Total Points = 500

**Grades:**
A= 451-500  B= 401-500  C= 351-400  D= 301-350
A (+) OR (-) IS ADDED WHEN YOU ARE 10 POINTS WITHIN THE NEXT HIGHEST OR LOWEST GRADE.
EXTRA CREDIT is NOT GIVEN FOR ATTENDANCE.

**Required Book:**
*American Dreams*, Juchartz, Stolarek, and Rishoi
Pearson Education Inc.

**Dr. Satterlee’s Contact Information:**
e-mail: dogsoup@saclink.csus.edu
Office Phone: 278-4580  Office: BENICIA 1042
Office Hours: Tu Thurs: 7:15-8:30 AM, TUES 12:00-1:00

**An Editorial: THE BATTLE TO BE A GOOD STUDENT**
Some of you are already disciplined, curious students. Good for you. Some of you are not. High school and college may not have been pleasant experiences for you—so far. My view is that a good student comes to class every day on time. Every day a good student reads for at least one hour. A good student does assignments in an organized and timely fashion. A good student participates in class by taking notes and by asking questions. A good student is courteous to one and all. These are all little victories over the Great Enemy: your undisciplined, ignorant self. A mature student realizes he or she is battling against his or her worst tendencies, and it is these tendencies that prevent success. Teachers are referees in this battle that you are having as you develop as a student. Teachers are imperfect, but most of them want you to become curious and disciplined in your pursuit of important ideas. As some of you already know, most of the friction you have or will have in college is caused by two opposed forces: what you should do to learn about the wider world, and what your immature and undisciplined self would prefer to do. Coming late to class, missing class often, not participating in class, being addicted to devices that endlessly distract you, not reading on a daily basis, making excuses for bad choices, and other such immature behavior must be overcome if you want to be a good student. This is not for the sake of the teacher or the college or even your parents and friends. This culture desperately needs curious and disciplined people, and education is what you do to yourself to become such a creative person. A teacher, as a good referee, will point you in the direction of success, which must be worked on every day. Good students take on this responsibility willingly, while others struggle and bitch. They have not yet realized that learning is ultimately a battle within themselves, a battle against ignorance and mental laziness. Recognize the seriousness of this life-long war, and approach it with the enthusiasm it demands. This is a task far bigger than this course or college. It will define your humanity, and that is an awesome and beautiful truth. Learning well is what humans do at their best.
In the Spirit of the Previous Editorial, Please Note Well:

1. Your success is our common goal, and responsible, on time attendance is absolutely essential.
2. Poor attendance or chronic lateness will lower your grade. After 2 absences, you lose 25 points for each absence. Students with excessive absences will not pass the class.
3. Please behave properly during tests and quizzes. YOU WILL BE DOCKED POINTS FOR COMING LATE TO A TEST; AFTER 10 MINUTES YOU WILL NOT BE ABLE TO TAKE THE TEST.
4. Please see me DURING OFFICE HOURS to discuss problems, not at the beginning or end of class.
5. THERE ARE NO RE-DO’S, CHANGES, OR SCHEDULE MODIFICATIONS FOR THE ASSIGNMENTS. Please note that any earned Extra Credit is based on attendance/performance and may be revoked at any time.
6. Please obtain scantrons #882 for quizzes and tests.
7. PLEASE, NO COMPUTERS OR DEVICES IN CLASS; TURN OFF CELLPHONES/COMPUTERS DURING THE ENTIRE CLASS.
8. Email will not excuse you from class or an assignment. Email will be answered during my Office hrs; I am not on call 24/7.
9. Incompletes are only given for extreme reasons which prevent an otherwise fully engaged student from completing the course. Dishonesty will result in an F grade.
10. Do not LEAVE class during class; take care of your business before or after class.
11. Every accommodation possible will be made for students with a learning disability.

HRS 161, FALL 2015, DR. SATTERLEE,
TUESDAY THURSDAY

PART 1: NATIVE AMERICANS, JUSTICE AND RELIGION IN MULTICULTURAL AMERICA

WEEK 1: 9/1-3
READING: CH 1, DREAMS
TUES: COURSE INTRODUCTION
NATIVE AMERICANS AND MULTICULTURALISM
THURS: NUMBERS AND BLOCKS TO MULTICULTURALISM

WEEK 2: 9/8-10
READING: CH 1, DREAMS
TUES: REVIEW
NATIVE AMERICAN RELIGIONS
THURS: RELIGIONS IN MULTICULTURAL AMERICA

WEEK 3: 9/15-17
READING: CH 2, DREAMS
TUES: NATIVE AMERICANS IN THE 20TH CENTURY: THE STRUGGLE FOR JUSTICE
THURS: REVIEW/ TEST PREP
WEEK 4  9/22-24
READING: REVIEW CHAPTERS 1 AND 2
TUES: TEST 1: COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE TEST. @ Scantron #882

THURS: QUIZ 1: DREAMS, CH’S 1 AND 2; YOU MUST BRING YOUR BOOK; NO BOOK, NO QUIZ @ Scantron #882
COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE QUIZ

PART 2: AFRICAN AMERICANS, CREATIVITY AND JUSTICE IN MULTICULTURAL AMERICA

WEEK 5:  9/29-10/1
READING: CH 3, DREAMS
TUES: SLAVERY versus THE PHILOSOPHY OF JUSTICE AND FREEDOM
THURS: AFRICAN AMERICANS AND MULTICULTURALISM

WEEK 6:  10/6-8
READING: CH 3
TUES: THE STRUGGLE FOR JUSTICE MULTICULTURALISM AND CREATIVITY
THURS: HARLEM RENAISSANCE
EXTRA CREDIT ASSIGNMENT 1 DUE, START OF CLASS, LAST NAME A-L

WEEK 7  10/13-15
READING: CH 4
TUES: THE STRUGGLE OF THE DISABLED FOR JUSTICE
THURS: SPORTS AND THE STRUGGLE FOR JUSTICE
EXTRA CREDIT ASSIGNMENT 1 DUE, START OF CLASS, LAST NAME M-Z

WEEK 8  10/20-22
READING: CH 4
TUES: MUSIC AND ART IN THE STRUGGLE FOR JUSTICE IN THE 20TH CENTURY
THURS: REVIEW/TEST PREP

WEEK 9  10/27-29
READING: REVIEW CHAPTERS 3 AND 4
TUES:
TEST 2: COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE TEST. @ Scantron #882

THURS:
QUIZ 2: DREAMS, CH 3+4; YOU MUST BRING YOUR BOOK; NO BOOK, NO QUIZ
COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES, YOU CANNOT TAKE THE QUIZ
@ Scantron #882

PART 3: GENDER, IMMIGRANTS, WORK AND JUSTICE, THE FUTURE IN MULTICULTURAL AMERICA

WEEK 10  11/3-5
READING: REVIEW CH 1
TUES: GENDER AND JUSTICE
THURS: GAY RIGHTS AND HUMAN RIGHTS
EXTRA CREDIT ASSIGNMENT 2 DUE, START OF CLASS, LAST NAME A-L
WEEK 11  11/10-12
READING: REVIEW CH 2
TUES: IMMIGRANTS AND THE STRUGGLE FOR JUSTICE
THURS: WE ARE ALL ALIENS
EXTRA CREDIT ASSIGNMENT 2 IS DUE, START OF CLASS, LAST NAME M-Z

WEEK 12  11/17-19
READING: REVIEW CH 3
TUES: WORK AND JUSTICE IN MULTICULTURAL AMERICA
THURS: YOU AND WORK; FILMS AND JUSTICE

WEEK 13:  11/24-26
READING: REVIEW
TUES: JUSTICE LOST: THE NEW SEDUCTIVE, SELF-INFLICTED TYRANNY
THURS: THANKSGIVING, NO ESCUELA

WEEK 14:  12/1-3
READING: REVIEW CH 4
TUES: FILMS FOR A CREATIVE AND JUST MULTICULTURAL AMERICA
REVIEW/TEST PREP
THURS: TEST 3 COME LATE AND GET DOCKED POINTS; IF YOU COME AFTER 10 MINUTES,
YOU CANNOT TAKE THE TEST/QUIZ. @ Scantron #882

WEEK 15  12/8-10
TUES: QUIZ 3; DREAMS, CH'S 1-4; YOU MUST HAVE THE BOOK
THURS: COURSE SUMMARY; MULTICULTURAL LIVING; LAST COMMENTS

THERE IS NO FINAL

Course Requirements:
5/6 ASSIGNMENTS@100
Total Points = 500

Grades:
A= 451-500  B= 401-500  C= 351-400  D= 301-350
A (+) OR (-) IS ADDED WHEN YOU ARE 10 POINTS WITHIN THE NEXT HIGHEST OR LOWEST
GRADE. EXTRA CREDIT IS NOT GIVEN FOR ATTENDANCE.

THE WRITTEN EXTRA CREDIT ASSIGNMENTS
1. You can do 2 extra credit writing assignments. Each one is worth 20 points; it is to be typewritten.
2. Each assignment is done based on your last name; it is to be turned in at the start of class.
3. LATE PAPERS ARE NOT ACCEPTED.
4. It cannot be emailed. These assignments are not returned.
5. YOUR ESSAY IS BASED ON THE EXCERPTS, ONLY THE CONTENTS OF THE EXCERPTS, NOT
THE AUTHOR'S BACKGROUND OR OTHER WRITINGS. INCLUDING ANY OTHER INFO WILL
NEGATE YOUR ESSAY.
6. ALL THE EXCERPTS ARE FROM AMERICAN DREAMS. DO NOT USE THE INTRODUCTIONS TO
THE EXCERPTS IN YOUR ESSAYS.
7. THE EXCERPTS TO BE USED ARE BASED ON YOUR LAST NAME.
8. Read the excerpts first, outline the key points, and then decide whether the 2 excerpts
would make a good contrast essay or a good comparison essay.
THE CLOSER YOU COME TO THESE DIRECTIONS, THE HIGHER YOUR SCORE.

WHAT DO THESE EXCERPTS TELL US ABOUT MULTICULTURAL AMERICA?

1. Using two of the readings, argue that the excerpts are more alike (a Comparison) or have more differences (a Contrast).
2. In your ESSAY, you will write a summary of each excerpt, and then point out what they have in common, and then point out in what ways they differ.
3. A summary points out the five to eight MAIN points of the excerpt—the author discusses what key ideas? Most excerpts discuss key aspects of American life. If the excerpt is narrative (tells a story) who are the main characters, what happens and what are the key ideas?
4. The Differences paragraph highlights those aspects of the excerpts that differ; note the format.
5. The Similarities paragraph points out what the two have in common; note the format;
6. We are looking for IMPORTANT similarities or differences in IDEAS, BELIEFS, AND INSIGHTS. Author A being a man and Author B being a woman is not a big difference. Author A believes women have no rights and Author B believes women have rights; this is an importance difference.

7. The Thesis and conclusion are brief, no more than 3 sentences long.
8. The other paragraphs at least 10 sentences long.
9. The other paragraphs have at least 3-4 quotes; quotes can be direct or indirect, but must be cited.
10. For a quote, use a simple format, Johnson believes “freedom is crucial to artists” (16).

A COMPARISON FORMAT
Paragraph 1. THESIS: THE TWO ARE GENERALLY SIMILAR; BRIEF AND TO THE POINT; 2-3 SENTENCES LONG.
Paragraph 2. EXCERPT 1, SUMMARY; (10 sentences long; specific details; 3-4 quotes)
Paragraph 3. EXCERPT 2, SUMMARY; (10 sentences long; specific details; 3-4 quotes)
Paragraph 4. DIFFERENCES BETWEEN THE TWO EXCERPTS,
   (10 sentences long; specific details; 3-4 quotes)
Paragraph 5. SIMILARITIES BETWEEN THE TWO EXCERPTS (10 sentences long; specific details; 3-4 quotes)
Paragraph 6. CONCLUSION (1-3 sentences long; remind the reader of your thesis.)

A CONTRAST FORMAT
Paragraph 1. THESIS: 2-3 SENTENCES LONG; THE TWO ARE GENERALLY DISSIMILAR; AND TO THE POINT; 2-3 SENTENCES LONG;
Paragraph 2. EXCERPT 1, SUMMARY; (10 sentences long; specific details; 3-4 quotes)
Paragraph 3. EXCERPT 2, SUMMARY; (10 sentences long; specific details; 3-4 quotes)
Paragraph 4. SIMILARITIES BETWEEN THE TWO EXCERPTS (10 sentences long; specific details; 3-4 quotes)
Paragraph 5. DIFFERENCES BETWEEN THE TWO EXCERPTS,
   (10 sentences long; specific details; 3-4 quotes)
Paragraph 6. CONCLUSION (1-3 sentences long; remind the reader of your thesis.)

SAMPLE ESSAY: A Comparison
(Don’t copy my wording)

In their respective excerpts, Franklin Johnson and Leslie Nandrier show a great similarity in how they argue that freedom is a God-given right. Naturally, there are differences in how they describe freedom, but the authors recognize a common source of freedom.

[EXCERPT 1, Summary] Franklin Johnson, writing in the 18th century, described the origin of freedom in Biblical terms. He began by telling how “the entire book of Genesis is a tale of how sinful mankind is nevertheless able to be free thanks to God’s plan” (16). Moreover, he insisted that “freedom to sin is required for the blessed . . . freedom to be saved” (17). A third main point of Johnson’s was that religion, to be free, “must accept other religions” (17)....
[a college level paragraph, 10 sentences long, full of specific details and 3-4 quotes].

[EXCERPT 2, Summary] Leslie Nandrier, a modern feminist, made a similar argument in
the 1960’s to Johnson’s argument: human freedom is “rooted in Divine dictates” (142).
Nandrier’s first key point was to suggest how to use this doctrine of “God-given rights to
advance the cause of women’s rights”(143). Her second main point was that “the patriarchal
contempt for women must be opposed” (146) . . . . [a college level paragraph, 10 sentences
long, full of specific details and 3-4 quotes].

[DIFFERENCES] Though Johnson and Nandrier are generally similar, they do have some
notable differences. Johnson and Nandrier have different definitions of religion. Johnson was a
New England Calvinist, while Nandrier claimed to have more in common with “native American
shamans and Irish poets than regular church goers” (16). Johnson insisted women’s freedom lay
in obedience to husbands and ministers, while Nandrier argued that freedom is “inner motivated,
inner directed and creative” (142). A third difference is over the meaning of justice...

[SIMILARITIES] In spite of these differences, the two authors share many central beliefs
about the connection of faith and freedom. Johnson believed that “freedom to go to any
church” (15) is essential to a life of liberty, and in her first paragraph Nandrier insisted that
religious plurality is the “basis of a truly liberated life” (141)....

[CONCLUSION] As you can see, these two authors, while not agreeing on every point,
show how the idea of freedom rooted in a God-given right has been a theme in American culture
for more than three centuries.

FOR QUOTES, SIMPLY PUT THE PAGE OF THE QUOTE IN PARENTHESES AT THE END OF THE
QUOTE:

Johnson said, “There are many goals possible to people free to choose” (119).