

MASTER SYLLABUS

1. Course Information

College of Liberal Arts
History Department
American Diversities
HST 221

GE Area(s): 6. College Component

Writing Intensive: yes

For WI Courses: All sections are WI

Methods of Instruction (will vary by section);

Lecture
Discussion
Web-enhanced
Student Presentations

Includes Lab: NO

Prerequisites: None

2. Objectives

GE Program Objectives:

to develop skills and knowledge that will form the basis for lifelong learning.
sharpen critical thinking, problem solving and communication skills.

GE Area Objectives: VI. College Component

- a. communicate with individuals who are in the student's major, in allied fields, and non-specialists
- b. understand important relationships and interdependencies between the student's major and other academic disciplines and world events
- c. describe and analyze historical-social elements of western culture (2a)

Course Objectives and GE Learning Outcomes:

American Diversities examines the differences that have shaped American life and structured American society as well as the ways in which Americans have responded to diversity. Topics may include ethnicity, race, region, religion, gender, sexual orientation, economic and social class, and political ideology. The course will foster aesthetic awareness and encourage students to recognize the history of diverse aesthetic traditions in American culture. Students will develop greater ethical and moral understanding. The course will present varied cultural dimensions of human experience.

Area Six learning outcomes addressed:

- a. communicate with individuals who are in the student's major, in allied fields, and non-specialists
- b. understand important relationships and interdependencies between the student's major and other academic disciplines and world events
- c. describe and analyze historical-social elements of western culture (2a)

WAC Objectives:

To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

To achieve WAC objectives students will be required to submit several short writing assignments, both in class and out of class, and one longer writing assignment. Assignments will be evaluated and students will be given the opportunity to resubmit in accordance with WAC criteria.

3. Suggested Course Materials

Text

Ronald Takaki, *A Larger Memory: A History of Our Diversity with Voices*
Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, written by Himself*

John Hope Franklin, *The Color Line: Legacy for the Twenty-First Century*

A course reader of selected articles

Media

Selections from "Remembering Slavery" audio documentary

"The Uprising of '34" labor documentary

"A More Perfect Union: Japanese Americans and the Constitution"

Smithsonian online exhibit, <http://americanhistory.si.edu/perfectunion/experience/>

4. Suggested Methods of Evaluation

Participation

Reflective and review in class writing assignments

Midterm and Final Essay Exams
Group Presentations (throughout the quarter; based on reading assignments)
Research Papers

5. Grading Policy

All GE courses are graded A-F
WI Component is graded Pass/Unsatisfactory

6. Suggested Weekly Course Outline Including Typical Assignments

Week 1 Introduction,

Ronald Takaki, *A Larger Memory: A History of Our Diversity with Voices*, 3-55

Week 2 Native Americans meet Native Europeans

Ronald Takaki, *A Larger Memory: A History of Our Diversity with Voices*, 56-78
Gary B. Nash, "The Mixing of Peoples"

Week 3 Race, Slavery, and Slaveholding in America

Research Paper Proposal Due

Ronald Takaki, *A Larger Memory: A History of Our Diversity with Voices*, 79-111

Thomas J. Davis, "The Great Negro Plot in New York"

Week 4 Race, Slavery, and Slaveholding in America (continued)

Frederick Douglass, excerpts from *Narrative of the Life of Frederick Douglass, An American Slave, written by Himself*

George M. Frederickson, "Slavery and Race: The Southern Dilemma"

"Remembering Slavery" audio documentary in class

Weeks 5 Experiences from the American Crucible

Midterm Essay Exam

Ronald Takaki, *A Larger Memory: A History of Our Diversity with Voices*, 112-187

Week 6: Experiences from the American Crucible continued

Draft Research Papers Due

Christine Stansell, "Women, Children, and the Uses of the Streets: Class and Gender Conflict in New York City, 1850-1860"

Sara Evans, "'Maternal Commonwealth' in the Gilded Age, 1865-1890"

Week 7 Experiences from the American Crucible continued

Altina L. Waller, "The Hatfield-McCoy Feud"

Leonard Dinnerstein, "The Leo Frank Murder Case"

Jacquelyn Dowd Hall, et al, "Hard Rules"

Jacqueline Jones, "Harder Times: the Great Depression"

“The Uprising of ‘34” labor documentary in class

Week 8 Diverse Voices and the Search for an American Identity

Sara M. Evans and Harry C. Boyte, “Beyond the Dictates of Prudence”

Ronald Takaki, *A Larger Memory: A History of Our Diversity with Voices*, 214-353

“A More Perfect Union: Japanese Americans and the Constitution”

Smithsonian online exhibit, <http://americanhistory.si.edu/perfectunion/experience/>

Week 9

Research Papers Due

Selected Essays from John Hope Franklin, *The Color Line: Legacy for the Twenty-First Century*

Week 10

Lillian Faderman, “Battles Between Generations”

Lawrence W. Levine, “The Search for American Identity”

Final Exam

7. Other

Syllabus distributed to students must include:

Instructor name, office hours, and contact information

Office of Disability Services Information

Information on how grades will be determined

Attendance Policy

Academic Integrity Statement