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/](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”
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