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ENG 3705-001: Multicultural American Literature

Robin Murray
Eastern Illinois University

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English 3705, Multicultural American Literature

Dr. Robin L. Murray

Office: CH 3351

Office Hours: MW 1:00-3:00; TR 1-2 & by appointment

Spring 2015: TR 2:00-3:45

Phone: 549-0199 before 10

Course Description:

Scholars define multicultural American literature in various ways, but most would agree that multiculturalism counters the “melting pot” ideology prevalent before World War II. This section of English 3705 will provide opportunities to examine post-World War II American multicultural texts and writers in relation to class, gender, and sexuality.

Course Objectives:

Students will

- a. identify and interpret major works from the canon of American multicultural literature.
- b. analyze and apply diverse philosophic and aesthetic points of view.
- c. identify, analyze, and critique how different multicultural literary texts portray such cultural issues as race, ethnicity, class, gender, and sexuality.
- d. write analytically and effectively about multicultural literature in relation to its historical and cultural contexts.
- e. prepare, deliver, and critically evaluate a presentation analyzing and evaluating multicultural literatures in context.

EIU Learning Goals:**I. Critical Thinking**

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Objectives “a,” “b,” and “c” above.

II. Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

Objective “d” above.

III. Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.
- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

Objective “e” above.

IV. Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Objectives “a,” “b,” and “c” above.

Course Texts:

Bambara, Ed. *The Black Woman: An Anthology* (excerpts).

Wilson. *Fences*. (or)

Grooms. *Bombingham*.

Hogan. *Solar Storms* (or)

Butler. *Kindred*.

Cisneros. *The House on Mango Street*. (or)

Alvarez. *How the Garcia Girls Lost their Accents*.

Keene. *Modern Japanese Literature: From 1868 to the Present Day* (excerpts)

Murakami. *Norwegian Wood*

Thomas. *Down These Mean Streets* (or)

Lorde. *Zami: A New Spelling of My Name*

Films and D2L Texts TBA

Course Requirements:

1. **Entrance Card Discussion:** Once or twice a week you will complete an **entrance card** answering a question about the text read for that class. These will be discussion starters.
2. **Midterm:** This exam will provide an opportunity to internalize material all students read for class and to carefully read the films in the class till midterm.
3. **Group Presentations:** Members of groups of four or five will provide a context for a particular multicultural literature and period. Your group’s presentation should also provide a visual presentation of your group’s work.

4. **Final Exam:** This exam will not be cumulative. It will provide an opportunity to internalize material read for class as a group and as a class from Midterm forward and carefully to read the last works discussed in the class.
5. **Two Papers:** You will also write **two papers**, one due at midterm and one due by the final class session:
 - The first paper will give you the opportunity to examine one work read for class or one film on the course calendar through a short paper of approximately 1500 words.
 - The second paper will allow you to look beyond works read and films screened for class to examine a particular author, culture, and/or historical period in a paper of approximately 2000 words.
6. **Film Analysis Sheets:** These sheets will offer a place for you to write brief responses to the films we watch for class. These should be informal and completed on the film analysis worksheets.

Grades: Grades will be determined as follows for a total of 100%:

Entrance Cards -----	15%
Midterm-----	15%
Group Presentation-----	15%
Final Exam-----	15%
Paper I-----	10%
Final Paper-----	20%
Film Analysis Worksheets-----	10%

Grading of Entrance Cards, Presentations, and Papers:

Discussion Entrance Card grades will be based on analytical complexity and completed criteria.

Paper grades will be based on the following areas: Audience awareness, organization, development, sentence structure, word choice, grammar/usage/mechanics. The first three areas will be weighted more heavily than the second three (60% vs. 40%). I will also distribute the English Department's grade analysis in class and a paper rubric in class and on D2L.

Presentations will be evaluated according to a rubric I will distribute in class and on D2L. Groups should also turn in any class handouts or visuals.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Electronic Writing Portfolio: This class is a writing intensive class, so you may submit your paper as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.

Writing Center: Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

Please Note: Students seeking Teacher Certification in English Language Arts should provide each of their English department professors with the yellow form, "Application for English department Approval to Student Teach." These are available on a rack outside the office of Dr. Donna Binns (CH 3851).

Also Note: You must complete all major assignments to complete this course.

Spring 2015 English 3705, Multicultural American Literature
Tentative Course Calendar

January

Gendered Experiences of Post-World War II Poetry and Memoir

- 13 Introduction to the class and each other. Read Ralph Ellison, "Flying Home" and Carlos Bulosan, from *America Is in the Heart* pdf on D2L for Thursday and prepare for entrance card.
- 15 Entrance Card. Discuss Ellison and Bulosan's view of America. Read poetry by Gwendolyn Brooks pdf on D2L and poetry from *The Black Woman: An Anthology* (Giovanni, Lindsey, and Lorde).
- 20 Entrance Card. Discuss Poetry. Begin reading either *Down These Mean Streets* or *Zami: A New Spelling of My Name*
- 22 Entrance Card. *Down These Mean Streets* or *Zami: A New Spelling of My Name*
- 27 Entrance Card. *Down These Mean Streets* or *Zami: A New Spelling of My Name*
- 29 Entrance Card. *Down These Mean Streets* or *Zami: A New Spelling of My Name* Conclusion. Assign Paper I.

February

- 3 Film: *The Connection* (dir. Shirley Clarke, 1962) or *The Cool World* (dir. Shirley Clarke, 1963).
- 5 Film: *The Connection* (dir. Shirley Clarke, 1962) or *The Cool World* (dir. Shirley Clarke, 1963). Film Analysis Worksheet. Read either Wilson or Grooms for Monday, February 10.

Masculine and Feminine Experiences of Civil Rights

- 10 Entrance Card. Wilson, *Fences* or Grooms, *Bombingham*.
- 12 Entrance Card. Wilson *Fences* or Grooms, *Bombingham*.
- 17 Film: *Four Little Girls* (dir. Spike Lee, 1997).
- 19 Film: *Four Little Girls* (dir. Spike Lee, 1997). Film Analysis Worksheet. Begin reading D2L poetry and excerpts from *Modern Japanese Literature* for February 24 and complete a draft of Paper I.

Asian American Literature and Film

- 24 Paper I Draft for peer review and conferences. Asian American poetry and *Modern Japanese Literature*. Begin reading Murakami, *Norwegian Wood* for Thursday, February 26.
- 26 Entrance Card. *Norwegian Wood*.

March

- 3 Entrance Card. *Norwegian Wood* conclusion. Prepare for Midterm.
- 5 Midterm
- 10 Film: *Better Luck Tomorrow* (dir. Justin Lin, 2002).
- 12 Film: *Better Luck Tomorrow* (dir. Justin Lin, 2002). Film Analysis Worksheet.
- 16-20 No School: Spring Recess: Begin reading Cisneros, *The House on Mango Street* or Alvarez, *How the Garcia Girls Lost Their Accents* for March 24.

Latina/o Coming of Age Experiences

- 24 Entrance Card. Introduce and discuss Cisneros, *The House on Mango Street* or Alvarez, *How the Garcia Girls Lost Their Accents*.
- 26 Central Illinois Feminist Film Festival Screening on Wednesday, *Mosquita y Mari* (dir. Aurora Guerrero, 2012). Continue reading Cisneros, *The House on Mango Street* or Alvarez, *How the Garcia Girls Lost Their Accents*.
- 31 Entrance Card. Cisneros, *The House on Mango Street* or Alvarez, *How the Garcia Girls Lost Their Accents*. Latina/o Poetry on D2L. Introduce Group Project and Paper II.

April

- 2 Entrance Card. Cisneros, *The House on Mango Street* or Alvarez, *How the Garcia Girls Lost Their Accents* conclusion. Latina/o Poetry on D2L. Introduce and begin reading Hogan, *Solar Storms* or Butler, *Kindred*.

History and Conflict in Genre Fiction and Film

- 7 Entrance Card. Hogan, *Solar Storms* or Butler, *Kindred*.
- 9 Entrance Card. Hogan, *Solar Storms* or Butler, *Kindred*. Native American Poetry on D2L.
- 14 Paper II Draft due. Reflect on your writing. Hogan, *Solar Storms* or Butler, *Kindred*.
- 16 Entrance Card. Hogan, *Solar Storms* or Butler, *Kindred*. Work on Group Presentations.
- 21 Film: *Smoke Signals* (dir. Chris Eyre, 1998).
- 23 Film: *Smoke Signals* (dir. Chris Eyre, 1998). Film Analysis Worksheet. Paper 2 Due.
- 28 Group Presentations.
- 30 Group Presentations. Prepare for Final Exam.

May

- 7 Final Exam: 10:15 a.m.-12:15 p.m.