ENGL 2133
Multicultural Literature

Course Description:
3 Credits 3 Class Hours
A survey of American authors and poets of various ethnic backgrounds. Topics include biography, essays, poetry, and short fiction by African Americans, Asian Americans, Hispanic Americans, and Native Americans. Prerequisites: ENGL 1010 and ENGL 1020. Note: ENGL 2133 meets the requirement for a Humanities elective. This course is part of the general education core.

Course Credits: 3

Course Objectives:

Once students successfully complete this course, they should be able to:

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<td>1</td>
<td>Analyze significant primary texts of ethnic American authors and poets as forms of cultural and creative expression.</td>
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<td>Formulate a context to critically assess the ideas, forces, and values that have created ethnic American culture.</td>
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<td>Recognize the ways in which both change and continuity have affected ethnic-American experience.</td>
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<td>4</td>
<td>Develop an interpretation of a literary text, collect research from appropriate sources, support the interpretation with evidence, and cite the source material.</td>
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Texts and Materials:

   Estimated price: $13:00
Estimated price: $85.00

3. Standard college level dictionary

   Paper Text, 512 pgs.
   Estimated U.S. Price: $58.95

ADA: Nashville State Community College complies with the Americans with Disabilities Act. If you wish to request any accommodations for this Course, please notify the Disabilities Office of NSCC at 615-353-3721

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**ZERO TOLERANCE POLICY FOR DISRUPTIVE CONDUCT IN THE CLASSROOM**

- The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.
- He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College.
- Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as:
  - Offensive language;
  - Harassment of students or professors;
  - Repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught;
  - Failure to cooperate in maintaining classroom decorum; and
  - Continued use of any electronic or other noise or light emitting device which disturbs others: beepers, cell phones, palm pilots, lap-top computers, games, etc.
- Students who are removed from class for disruptive behavior will not be allowed to return until the issue is resolved and may be administratively withdrawn from the course or the college.

**ACADEMIC INTEGRITY STATEMENT**

- Students guilty of academic dishonesty, either directly or indirectly through participation or assistance, are responsible to the instructor of the class. Academic
dishonesty is defined as but not limited to plagiarism, cheating, misrepresenting one’s work, and forging documentation.

• Possible disciplinary sanctions may be imposed through the regular institutional procedures as a result of academic misconduct.

The instructor has the authority to assign an “F” or “zero” for the exercise or examination, or to assign an “F” for the course.

Grades: Each instructor will provide students with a rubric for assessment of work and stated grading standards for the course.

Grading scale: Each instructor will provide students with letter grades and/or points.

Attendance and Tardiness Policies:
Each instructor will provide information regarding his/her attendance policy. Failure to attend class will result in a final course grade of “FA” or “FN” (see explanation below), depending on the individual instructor’s course policy.

FA= failure, attendance-related (unofficial withdrawal) Last recorded date of attendance required
FN= failure, never attended class (unofficial withdrawal)

Late Work Policy: Each instructor will provide students with policy.

Plagiarism/Cheating Policy: At the discretion of the instructor, students who cheat or steal work from another source will either (1) be dismissed from class with a grade of “F” or (2) receive a grade of “F” for the assignment/test. Some examples of plagiarism and cheating are using undocumented sources, copying work verbatim from the Internet, using someone else’s work, recycling work from another class, using unauthorized notes during an exam, and/or looking on a classmate’s test/paper.
Instructors may further define honor code violations on the syllabus. Many instructors use Turnitin, a software program that detects and documents plagiarized work.

Testing, Papers, Course Work: Each instructor will provide students with course information.

Weekly Schedule
This syllabus is always open to revision and last minute changes. Be sure to keep up with the changes.

Week 1
Class orientation/ Syllabus handout
Study groups
Homework reading assignment:
Preface (x-xiii)
Chapter 1 “Points of Entry Points of Departure” (2-10)
Emma Lazarus “The New Colossus” (10)
Joseph Bruchac (11)
“Ellis Island” (12)
James Truslow Adams (13)
From “The Epic of America” (13-19)
Greg Sarris (34)
“Battling Illegitimacy” (35-40)
Eva Hoffman (41)
From “Lost in Translation” (41-49)
Francis Fukuyama (50)
“Immigrants and Family values” (50-61)
Overview of the course /research paper guidelines and possible topics
Brief MLA documentation guidelines, and D2L/NS online.
Film Destination America (52 minutes)

Week 2

Film Destination America (continued).
Class discussion and lecture on Chapter 1
Library orientation

Week 3

Film America Becoming (89 minutes)
Discussion I in class assignment
Homework reading assignment:
Research the meaning of the term “Multicultural Literature”
Chapter 2 “American Indians Reclaiming Cultural Heritage” (74-75)
“Setting the Historical and Cultural Context” (76-83)
D’Arcy McNickle (90)
“Train Time (1936) (91-94)
Leslie Marmon Silko (95)
“Lullaby” (95-102)
Louise Erdrich (104-105)
From Love Medicine
“Lipsha Morrissey” (105-121)
Paula Gunn Allen (122)
“Pocahontas to Her English Husband, John Rolfe” (122-123)
Vine Deloria Jr. and Clifford M. Lytle (131-132)
“A Status Higher than States” (132-144)

Week 4

If we have not completed the last few minutes of the film, (America Becoming) we will do so in this class period.
Paper 1 in class writing assignment -rough draft (Chapter 1)
Film – Capture the Spirit of a Great Nation (60 min)

Week 5

Paper 1 due. Late penalties apply.
American Indians an overview
Lecture on Deconstructing Stereotypes
Class discussion and study group presentations on the assigned readings

**Homework reading assignment:**
Chapter 3 “Early Immigrants In Search of the Land of Milk and Honey” (158-159)
“Setting the Historical and Cultural Context” (160-164)
The Bill of Rights (165-167)
Constantine Panunzo (167)
“In the American Storm” (168-169)
Anzia Yezierska (187)
“The Fat of the Land” (188-203)
Elizabeth Gurley Finn (204-205)
From “I Speak My Own Piece” (205-211)

**Week 6**

Paper 2 handout
Film *In America*
Film *In America*

**Quiz on Chapter 3**
Lecture and class discussion on Chapter 3

**Homework reading assignment: Chapter 4**
“The Lure of the Gold Mountain “(248-249)
“Setting the Historical and Cultural Context” (250-255)
The Chinese Exclusion Act (256-258)
From “The Gold Mountain Poems (259-261)
Sui Sin Far (262)
“In the Land of the Free” (262-269)
Connie Young Fu (298)
The World of Our Grandmothers” (299-315)
Amy Tan (306)
“Inindo Jong: Double Face (3207-315)

**Week 7**

Asian American Writing an overview
Film *The Joy Luck Club*
Paper 2 due
Film *The Joy Luck Club*

**Week 8**

Break no class

**Week 9**

Lecture and class discussion on the assigned readings:

**Homework reading assignment:**
Chapter 5 African Americans “The Migration North and the Journey Towards Civil Rights” (332-333)
“Setting the Historical and Cultural Context” (334-342)
From “The Constitution of South Carolina” (343-344)
From Brown v. The Board of Education of Topeka (345-346)
Langston Hughes (347)
“Theme for English B” (348-349)
Wallace Thurman (349)
From The Blacker the Berry (350-357)
Ernest J. Gaines (372)
From A Lesson Before Dying (372-377)
Gwendolyn Brooks (377)
“The Chicago Defender Sends a Man to Little Rock” (378-379)
Martin Luther King Jr. (389)
“Letter from Birmingham Jail” (389-402)
Malcolm X (403)
From The Autobiography of Malcolm X (403-409)

Mid-term exam mandatory in class writing

Week 10

Lecture on the Harlem Renaissance
Quiz on Chapter 5
Paper 3 handout work on the rough draft in class

Homework reading assignment:
Chapter 8 “Chicanos Negotiating Political and Cultural Boundaries” (552-553)
“Setting the Historical and Cultural Context” (554-559)
Pat Mora (586)
“Elena” (586-587)
Arturo Islas (587)
From Migrant Souls (588-596)
Sandra Cisneros (596)
“Woman Hollering Creek” (597-601)
Ruben Salazar (610)
From “Border Correspondent” (610-618)

Week 11

Film Schindler’s List
Paper 3 due. Late penalties apply
Field Trip- Visit to the Jewish Temple/ if this does not work out then the following schedule stands.
Chicano literature – an overview.

Homework reading assignment:
Chapter 9 “The New Immigrants Reviving, Challenging, and Refashioning the American Dream” (642-643)
“Setting the Historical and Cultural Context” (644-647)
From Immigration and Nationality Act of 1980 (647-648)
Carlos Bulosan (649)
“My Education” (649-654)
Van B. Luu (668)
“The Hardship of Escape for Vietnamese Women” (668-678)
Bharati Mukherjee (681)
“Visitors” (681-690)
Naomi Shihab Nye (694)
“White Coals” (695)
“Broken Clock” (695)
“Speaking Arabic” (696)

**Week 12**

Class discussion on Chapter 9
Film *Schindler’s List*

**Week 13**

Complete viewing *Schindler’s List*
Jewish American literature an overview and discussion on the Holocaust

**Homework reading assignment:**
Complete Elie Wiesel’s *Night*

**Week 14**

Library /internet research
Research Paper- Paper 4 due. No late submissions allowed. Final exam review on Elie Wiesel’s *Night*

**Week 15**

Last day of class
Attendance mandatory
Conferences in my office

Final exam

**Final Exam mandatory**
You will have to write an essay (Paper 5) on Elie Wiesel’s *Night*. 