**English 335: Multicultural American Literature**

**Fall 2023**

**Dr. Mackas**

**Course Time: TT 11 a.m.-12:15 p.m.**

**Classroom:** **Lawson - SCARB**

**Office Location: Lawson 124-E**

**Email: maria.mackas@reinhardt.edu**

**Office Hours: TT 12:30-1:45 and by appointment**

**Required Reading**

***Primary Texts***

*The Guava Tree,* Andrew Diaz Winkelmann

*Americanah,* Chimamanda Ngozi Adichie

*The Atlas of Reds and Blues,* Devi S. Laskar

*My Ántonia,* Willa Cather

***Secondary Texts***

*The Good Immigrant,* Nikesh Shukla and Chimene Suleyman, eds.

Miscellaneous handouts

**Course Objectives and Learning Outcomes**

By the end of the course, students should be able to:

* Identify the major themes of multicultural American literature
* Articulate how language impacts multicultural American literature
* Define significant terms related to multicultural American literature
* Discuss how cultural traditions such as religion, music, and food are reflected in multicultural American literature

**Program Objective 1:** **Writing Skills**

To ensure that students master sound writing skills, including the ability to craft correct and readable prose and to sustain a logical argument (College Objective 1: Communication)

Learning Outcome 1: Shows knowledge of and skills in the use of the English language

Learning Outcome 2: Shows facility with expository and argumentative writing

**Means of assessment:** Responses; family history project; research paper

**Program Objective 2:** **Reading Skills**

To prepare students to read, comprehend, and study independently (College Objective 2: Critical Thinking and Inquiry)

Learning Outcome 3: Demonstrates a close reading of the text(s) under discussion

Learning Outcome 4:  Exercises independent thought in the analysis and interpretation of texts

**Means of assessment:** Responses, family history project, research paper, class participation

**Program Objective 3: Research Skills**

To equip students with solid research skills, including the ability to use and cite both print and electronic primary and secondary sources (College Objective 2: Critical Thinking and Inquiry and College Objective 4: Values and Ethics)

Learning Outcome 5: Uses appropriate secondary sources to advance an argument

Learning Outcome 6: Integrates quoted and paraphrased material into essays

Learning Outcome 7: Demonstrates integrity and ethics in the attribution and citation of source material

Learning Outcome 8: Applies MLA style sheet to citations and Works Cited Page

**Means of assessment:** Research paper

**Program Objective 4: Literary and Historical Context**

To develop in students good interpretative skills in each of the major genres: poetry, fiction, and drama (College Objective 3: Society and Culture)

Learning Outcome 9: Understands the concept of genre and uses this knowledge in an effective analysis

Learning Outcome 10: Shows a sense of the cultural, biographical, and literary history of Western literature

Learning Outcome 11: Shows an understanding of the impact of diverse cultural backgrounds upon literature

**Means of assessment:** Responses, family history project, research paper, class participation

**Program Objective 5: Literary Terms and Theory**

To familiarize students with the terms and tools of literary analysis (College Objective 2: Critical Thinking and Inquiry)

Learning Outcome 12: Applies literary terms to the analysis of literary texts

Learning Outcome 13: Applies literary theory to the analysis of literary texts

**Means of assessment:** Responses, research paper, class participation

**Assignments and Grading**

1. Six reading responses (2 double-spaced pages each). You will respond to a question or concept I’ll provide – 30%
2. Class participation – 10%
3. Family history project (oral interview/podcast) – 10%
4. Proposal for research paper, including description of topic, summary of scholarship on the topic, and list of sources, 3-4 pages – 10%
5. Final research essay, 10-12 double-spaced pages – 30%
6. Final exam: In-class Essay – 10%

**Attendance and Tardiness Policy**

Each student is allowed to miss three class meetings, no questions asked.    However, serious personal or family illness should be the only reason a student would miss more than three class meetings.   There is no way that a student who misses more than three class meetings could absorb the content of the course, and students with more than four absences may be administratively withdrawn from the class.

Everyone is occasionally late to class.  However, it is discourteous to be late all of the time.   If you are repeatedly late, I will call you into my office to discuss the problem, and your participation grade will be a C or lower.

**Academic Dishonesty Policy**

If you cheat on a post, paper or exam, I will fail you for the class, and I may choose to refer you to Judicial for punishment. Plagiarism is defined as presenting as your own any work that is not your own, whether it is work written by another student or parent or work copied from a written source or the Internet. DO NOT USE AI SOFTWARE TO DO YOUR WORK. I will know. If you use it for research, cite it – MLA now has a format to follow for it.

The university owns the anti-cheating software Turn It In, which matches student papers suspected of plagiarism with anything found on the Internet, including websites, term papers for purchase, and published books and articles.  Sometimes people plagiarize inadvertently by using another person’s words too closely without acknowledging the source. This is still considered to be cheating.  Be *extremely* careful to always acknowledge and cite your source in correct MLA format.  If you are using the exact wording of the source, it needs to be a direct quotation.

**Participation**

Participation is an extremely important part of this class and can make or break your grade.   To receive an A or B in participation, you should contribute to the class on a regular basis. But listen as much as you speak; we’re here to learn from each other.

**Class Behavior**

1. Be on time. If you’re repeatedly late, your participation grade will be a C or lower.
2. If you need to miss class, let me know via email. If you miss more than three classes, you may be withdrawn from the class. Stuff happens, and I understand that, but please show up. If you don’t have to miss, don’t!
3. Come prepared with the appropriate books and written assignments.
4. Turn off cellphones and put them away.  No text messaging, checking email, surfing the net.  Be fully present when you’re in class. I will ask you to leave if I see you on your phone.
5. Be courteous and respectful.
6. Don’t eat in class (unless you bring enough for all of us).

*Setting the Stage*

**Week 1:  Multicultural America/Georgia**

**Tues., 8/15:** Introduction to course

**Thurs., 8/17:** Reading: “The Long Answer” by Yann Mounir Demange; “Two Ways to Belong in America” by Bharati Mukherjee; handout of terms/themes

*Who Gets to Tell the Story?*

**Week 2:**

**Tues., 8/22:** Reading: NY Times Bret Stephens article and Kevin Mims article in *The Federalist;* MA (Books 1 & 2); “Luck of the Irish” by Maeve Higgins

**Thurs., 8/24: Response #1 due**

**Week 3:**

**Tues., 8/29:** Reading: MA (Books 3-5); Lee Isaac Chung article; my article

**Thurs., 8/31: Response #2 due**

**Week 4:**

**Tues., 9/5: ORAL INTERVIEW/PODCAST DUE;** Reading: “Return to Macondo” by Susanne Ramirez de Arellano; excerpts from *The Cruel Country* by Judith Ortiz Cofer; New Yorker article about Adichie

**Thurs., 9/7:** Reading: *Americanah* through Chapter 15; watch Adichie video in class (“The Danger of the Single Story”); in class – poems by Trethewey and Robin Coste Lewis

**Week 5:**

**Tues., 9/12:** Reading: *Americanah* through Chapter 35; language considerations in multicultural lit

**Thurs., 9/14: NO CLASS – PLAY TONIGHT (OR FRI OR SAT) AT ALLIANCE.** Reading: “Dispatches from the Language Wars” by Daniel José Older

**Week 6:**

**Tues., 9/19:**; Reading: finish *Americanah*

**Thurs., 9/21: Response #3 due**

**Week 7:**

**Tues., 9/26:** Reading: *Atlas* to Act II

**Thurs., 9/28:** Poem from *Seam.* Reading: Finish *Atlas*

**Week 8:**

**Tues., 10/3: Response #4 due;** watch Laskar video; Reading: *Guava Tree* through Chapter 10

**Thurs., 10/5: NO CLASS – FALL BREAK**

**Week 9:**

**Tues., 10/10:** Reading: *Guava Tree* through Chapter 18

**Thurs., 10/12:** Discuss book

**Week 10:**

**Tues., 10/17:** Reading: Finish *Guava Tree*

**Thurs., 10/19: Response #5 due**

**Week 11:**

**Tues., 10/24:** Reading:“On Loneliness” by Fatimah Asghar; workshop themes

**Thurs., 10/26: Response #6 due**; **Guest Speaker: Andrew Diaz Winkelmann, author of *Guava Tree***

**Week 12:**

**Tues., 10/31: Research Day – no class**

**Thurs., 11/2: Annotated bibliography due**

**Week 13:**

**Tues., 11/7: FOUR-PAGE RESEARCH PAPER PROPOSAL DUE**

**Thurs., 11/9:** Workshop

**Week 14:**

**Tues., 11/14:** Watch *Coco*

**Thurs., 11/16:** Watch *Coco;* Reading: review from *Everyone’s an Author*

**Week 15**

**Tues., 11/21: Last day of class**

**Week 16**

**Final essay due during exam period (TBD); Final Exam: in-class essay**