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ENGL1301
Multicultural American Literature
Section 11
4 Credits
M/T/TH 800-850 Lind Hall 217
https://moodle.umn.edu/course/view.php?id=2730

Expectations

I firmly believe student-driven discussion will, by and large, produce the best learning experience in a course like ENGL1301. Student-driven means that you must commit to reading the assigned texts before class and sharing your ideas (or uncertainties) about them with others; I will do the same and facilitate our discussions. To say something in class is always a risk; if we all enter our meetings with the understanding that this is a mutual venture—one in which most of us will make some "mistakes"—we can, I hope, have productive discussions. I will ask that you come to class with a willingness to take risks, to suspend closure, and to accept that asking questions is often more important than being "right."

We'll talk a lot, but since this is a writing intensive course, we will also spend time working to improve your ability to write with clarity and power. We will utilize some techniques you surely know—peer workshops, short response papers—and some that are likely less familiar.

Attendance

Keeping up to date with our ongoing conversation is essential. If you miss class, please be in touch—visit my office hours or, at the very least, send an email. It is your responsibility to find out what you missed. Please note: For each absence after your **third**, your grade will decrease; if you miss more than **six** sessions, you will not pass this course.

Office Hours & Communication

I strongly encourage you to visit me early and often during office hours on the third floor of Lind Hall. They are a great opportunity to get direct assistance (remember: the more you tell me about your interests or difficulties, the more I can do to help you succeed); unsurprisingly, students who visit tend to write stronger papers, get higher grades, and go on to lead happier lives.

I will mandate that you meet with me twice—once to talk about your first paper, after you've written it; once to talk about your final paper before you've written it. These will be part of your attendance in the course.

The easiest way to reach me is email, which I check regularly. Please check yours regularly as well, as I will contact you with assignments and updates on occasion. (The U of M email system sometimes blocks messages from senders like Hotmail—please use your U of M account.)

Finally: a place to reach me and the rest of the class is through our "Moodle" page. Along with all the relevant data about reading, meetings, and the like, you can also use the "participants" function to contact the class: https://moodle.umn.edu/course/view.php?id=2730. (If you can't find the moodle, you can always link there from my personal page: http://www.tc.umn.edu/~heng0024/teaching.php.)

WORK

SMALL VALUE: 5% each
LENGTH: 3 pages; DUE: End of Week 3 and Week 14

These are "practice" essays—places for you to develop your ideas. They should be three pages long and "formal" (including citations, standard MLA formatting, etc.). They should make an argument either by applying an idea from one of the texts we read to the real world or through a more literary analysis. I'll require one at the end of the third week, to see where you're at with the material; the second, due at the end of the fourteenth week, will be a working through of the ideas you'll deal with in your final essay.

MEDIUM VALUE: 1st @ 10%; 2nd and 3rd @ 15% each
LENGTH: 4 pages; DUE: End of Week 5, 9, 12

Throughout the middle section of the term, I'll collect these four page papers from you. I'll encourage you to link texts we're reading, viewing, and discussing to one another and to the (multi)culture of the United States. These should be formal (including citations, standard MLA formatting, etc.). Excellent papers may cite more than two sources (that is, the literary text and another: newspapers for current issues; literary criticism about the texts you discuss), but in four pages, there's no need to go crazy on citation.

LARGE VALUE: 35%
LENGTH: (at least) 7 pages; DUE: Finals Week

This is your "major" assignment for the course. As such, it should be a substantial paper examining one or more of the texts we've read and making a claim about multiculturalism in the United States. It's your chance to show me what you've thought about in the class. It should be (at least) seven pages long and "formal" (including citations, standard MLA formatting, etc.). A passing paper will cite multiple sources; excellent papers will cite multiple kinds of sources.

[A note about PAGE LENGTHS: Three pages means three <u>full pages</u>; not two and two lines or two pages and a Works Cited list.]

PARTICIPATION (15%)

Participation is a combination of you showing up in class and sharing your ideas—both in the big group and in small group work—and small "daily" assignments. The most key of these is Questions. <u>We will start every class with your Questions: please write these down as you read and put them on the board when you arrive in class.</u> We won't answer them every day, but seeing what you're thinking about helps me make the class more about your interests and less exclusively about mine. Be aware that I will collect hard copies of your questions from time to time.

MOVIES

We will be watching five movies to augment our understanding of these texts and ideas. I'll be showing them on campus, on the big(ish) screen. Our short sessions don't facilitate movie-watching, so in the first week, we'll find a time that works for everyone. We'll then discuss the films in our subsequent course meetings. Note: The films are all (except <u>Arrowhead</u>) available in the Walter Library Learning Resources Center (204 Walter) for later viewing.

READING OUTLINE

This is just an outline, you will see specific assignments with page numbers, as well as links to material, supplementary texts, etc on Moodle: https://moodle.umn.edu/course/view.php?id=2730

Week	Novel	Stories, Poems, Etc.	Films	Other
1		Cather, "Clemency of the Court"; Immigration and Labor poems; Sandburg poems		
2	Erdrich,Tracks	Ghost Dance songs		
3*	Erdrich,Tracks		Arrowhead	
4	Erdrich,Tracks	Native narratives		Writing Wkshp
5**	Wright, Native Son			
6	Wright, Native Son	Langston Hughes & Claude McKay: poems	In the Heat of the Night	
7	Wright, Native Son			
8	Wright, Native Son	Internment camp poems		
9**		Gwendolyn Brooks & Amiri Baraka: poems	Do The Right Thing	
10		Sherman Alexie: stories & poems	Smoke Signals	
11		Jhumpa Lahiri: stories		Writing Wkshp
12**	Danticat, Breath, Eyes, Memory	Corridos (songs)	Maria Full of Grace	
13	Danticat, Breath, Eyes, Memory			
14*	Danticat, Breath, Eyes, Memory			
15				Writing Wkshp

*Asterisks in the Week column indicate writing is due that Thursday in class.