Dr. Mindie Dieu
Location: Language and Literature 407
Office Hours: Monday, 1-3 p.m. and by appointment
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Texts
All readings are posted to Canvas. You must print them and bring them to class with you.
Other Materials: Creativity, Writing Notebook, Favorite Writing Implement

Course Content
This is an introductory course in multicultural American literature.
The context for our literary study is an understanding of the multicultural nature of America
society from the time of the native peoples to the ever-growing diversity in our time.

Course Objectives
To learn about multicultural America through the literary and cultural expressions that are part
and parcel of American history and society.

Outcomes
Demonstrate knowledge of literary works that are expressive of the multifaceted American
cultures and experiences, especially of minority groups.
Develop understanding of the historical and cultural contexts that gave rise to the minority
traditions of American literature.
Identify and write about the literary features and concepts in those traditions.
Identify and write about the ideological differences in as well as the thematic commonalities
and connections among the various constituents of American literature and culture.

Grading Policy
Essay on a Global Cultural Topic or on a Campus Event ........20%
Class Participation/Quizzes ..................................20%
Interpretive Papers (3 @ 900-1,000 words each).....................30%
Group Presentation ........................................ 10%
Final Paper ................15%
Final Exam.........5%
Grading Scale
90-100 = A
80-89 = B
70-79 = C
60-69 = D
50- below = F

Expectations
A sophomore level English class carries certain expectations regarding your ability and willingness to read, write and participate thoughtfully. This is particularly important in a class which meets four days per week. We will have readings and writings both daily and weekly. You will be expected to do homework and come to class on time, prepared to discuss the daily readings and to write clearly, using MLA format. There is also an expectation of tolerance, consideration and openness. As the content is often uncomfortable or controversial, it is important that we respect opinions and speak our truth with kindness. Those who are disrespectful will be asked to leave.

Attendance Policy
I expect you to be in class every day. It is important not only for your own education, but for the benefit of those around you that each person comes to class prepared and on time. You may miss three class periods and I will not question you. However, regardless of the reason, your 4th absence will lower your grade in the class. For example, if you had an “A”, you would then be assigned a “B”. Your 5th absence will earn you an “F” in the course. If you miss a class period, please see your fellow students for notes. Make friends; take phone numbers. Ask someone to make an audio recording. Read the schedule. Use my office hours or make an appointment. Be prepared for next time. Please do not send me an email ten minutes before the next class asking if you missed anything.

Late Papers
Assignments are due by the start of the class period. If you are finalizing your paper moments before class, it is better to attend class than finish during class. Therefore, as long as you come to class on time, explain your situation, and submit your paper to the English department secretary on the due date by 4 pm, I’ll accept the paper. I may revoke this privilege if you abuse it. Make sure to get a date stamp from the secretary. You have one class period after the deadline to submit a paper for a late penalty of 10%. No papers are accepted after that. Special Note: The grade you get on the final draft of your paper is your grade. There is no “revise and resubmit” option. I require your best work on the date that it is due.

ADA Statement
Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Student Disability Services to discuss a range of options to removing barriers in the course, including accommodations. Student Disability Services is located in Bouillon 140. Call (509) 963-1202 or email ds@cwu.edu for more information.

Plagiarism
The use of someone else’s work without citations or quotation marks is plagiarism and results
in a zero. Regardless of your awareness of the problem, plagiarism is still plagiarism, and an answer of “I did not know” will not suffice. Always cite your sources, even if you think you might be citing incorrectly. I would rather have a good attempt than a plagiarist. Plagiarism usually results from a) Unintentional ignorance, b) Desperation, or c) Laziness. If I perceive intentional plagiarism in student work, I will charge that student with such through Academic Affairs.

**Explanation of Assigned Work**

**Essay on Global Cultural Topic or Campus Event (Due Week 8):** You will select an event on campus and attend. After doing so and taking a flyer or program home with you to attach to your essay, you will use **MLA format** to give a summary of the event, some background and history and a rationale of why this event occurred. You may interview any people directly involved with the event and quote them in your paper. For example, if you go to an event sponsored by the Center for Diversity and Social Justice (which is highly encouraged), you may talk to either the performers, actors, or speakers and/or the organizers in the office. You will also use a **credible** outside source or two (think CWU Library) to help you understand the culture and actions behind this event. All information must be properly attributed so as to avoid plagiarism. You will then give a short evaluative commentary, relating this event to the class, literature, or multiculturalism. Three pages minimum, 4 maximum. The works cited page does not count.

**Class Participation/Quizzes:** You will have many, many opportunities to demonstrate class participation. We will often discuss literature in large and small groups so that everyone has time to voice their opinions. In small group discussions, do not stray too far from the topic at hand. I’m glad the Wildcats are having a winning season and that *The Walking Dead* is coming back in February, but class time is not the time or place for those discussions. However, if you were to relate a certain popular song to what we’ve read for that day, this is permissible. It’s a fine line. Do know that I am listening to conversations and will do so for the duration of the quarter. Quizzes will be random and will merely check to see that you have done your reading. There will be multiple ones and they will be unannounced. Do your reading.

**Interpretive Papers:** An interpretive response is a brief essay which asks you to give an interpretation of one or more assigned readings. You will use MLA format, at least two direct quotes with in-text citations, and at least two paraphrases with correct citations. Usually, this involves taking a position on an aspect of the literature and discussing why you feel that way.

**Group Presentations:** You will be assigned to a group to give a presentation on an author from the literary canon. The author can be American, though I heavily encourage you to investigate the greater world of literature. I will have lots of suggestions for you, but ultimately the choice is yours. I will give you a basic lesson plan and give you class time in the library with me to do research, come up with your multi-media presentation, and work on your handouts and practice.

**Final Paper:** Your final paper will be a literary analysis. You will take a position relative to a character, a theme, a motif, a plot or subplot line, or the relationship (or comparison) of two characters in one or more of our readings. You will form a coherent thesis and use textual examples to support that thesis.

**Final Exam:** Will be given in class. There will be no exceptions.
Schedule

Week 1 March 31-April 3
Tuesday- Introductions, Syllabus review, storytelling and narrative structure.
Wednesday - Discuss definitions of race, ethnicity, culture, literature, and multicultural. Discuss “Gluskabe and Grandmother Woodchuck” and “The Farm”
Friday- Discuss “This is What It Means to Say, Phoenix Arizona”

Week 2 April 6-10
Monday- Watch “Barking Water”
Tuesday- Finish “Barking Water”. Discuss.
Wednesday- Discuss poetry, “Bad Indians”, “To The Indigenous Woman”, If time allows, we’ll discuss 1491s.
Friday- Introduction to African-American literature, The Oral Tradition and Slavery

Week 3 April 13-17 African-American Literature
Tuesday-Discuss Phillis Wheatley’s poems, and Frederick Douglass’ “How I Learned to Read and Write”
Wednesday- Discuss Bambara’s “The Lesson”. Discuss “Phenomenal Woman”.
Friday- Interpretive Paper 1 Due -Discuss Hughes’ “The Negro Speaks of Rivers”, “Theme for English B”, and Gwendolyn Brooks’ “We Real Cool”.

Week 4 April 20-24 Asian- American Literature
Monday– Discuss “Everyday Use”
Tuesday- Begin Asian-American Literature. Discuss Amy Tan’s “Mother Tongue”
Wednesday–Discuss Maxine Hong Kingston’s “No Name Woman”
Friday- Discuss Chang’s “The Unforgetting”, Discuss Okita’s “In Response to Executive Order 9066”.

Week 5 April 27- May 1
Monday - Discuss Mishima’s “Fountains in the Rain”, and Murakami’s “On Seeing the 100% Perfect Girl One Beautiful April Morning”.
Tuesday - Discuss “The Smells of Home”.
Wednesday - Begin Latino/Latina Literature. Introduction to Latino/a literature, including Caesar Chavez. Discuss Soto’s “Mexicans Begin Jogging”, Espada’s “Frederico’s Ghost”.
Friday - Discuss Cavazos’ “Hoodie Dreaming in the After Life”. If time, watch clips from “A Day Without A Mexican”.

Week 6 May 4-8
Monday - Cisneros’s “Loose Woman”. Watch satirical video by Stephen Colbert.
Tuesday - Interpretive Paper #2 Due Begin War and Violence in Literature. Discuss Tim O’Brien’s “How to Tell a True War Story”.
Wednesday - Discuss “The Red Convertible”.
Friday - Discuss “This Way to the Gas, Ladies and Gentlemen”

Week 7 May 11-15 Begin Women in Literature
Monday – Discuss Tillie Olsen’s “I Stand Here Ironing”. Break into groups for presentations. Discuss presentation (may go into next class period).
Tuesday - Discuss “The Story of an Hour”
Wednesday - Discuss Kate Chopin’s “Desiree’s Baby”.
Friday - Discuss Shirley Jackson’s “The Lottery”.

Week 8 May 18-22
Monday - Discuss Charlotte Perkins Gilman’s “The Yellow Wallpaper”, Essay on Global Topic or Campus Event Due
Tuesday - Begin Mainstream American Literature. Discuss “The Ones Who Walk Away From Omelas”
Wednesday - Discuss “A Rose for Emily”
Friday - Discuss “Arabic Coffee” and “Mending Wall”.

Week 9 May 25-29
Monday - No Class- Memorial Day.
Tuesday - Meet in the Library, in the ARC to work on presentation research.
Wednesday - Interpretive Paper #3 Due to Canvas. Outline for presentation due to Canvas.
Friday - Presentations

Week 10 June 1-5
Monday, March 9 - Presentations
Tuesday, March 10 - Presentations
Wednesday, March 11 - Presentations
Friday, March 13 - Presentations

Last Day to Add/Drop is April 6. Uncontested withdrawal deadline is May 15th.
Dr. Dieu

The particulars:

- MLA Format
- At least two direct quotes with in-text citations
- At least two paraphrases with correct citations

In this 900-1,000 word essay, you will make an interpretive statement. Selecting from any of the works we have thus read in class, you will take a position on some aspect of the work and explain your position. I suggest you use a classical argument structure:

- An introduction, which leads to a clear thesis,
- Claim one, backed up by evidence,
- Claim two, back up by evidence (this will be the stronger of your claims)
- A concession. One way ethos (ethical appeal) is maintained is through presenting yourself as a fair and knowledgeable writer. In order to most effectively illustrate this, writers will give a nod or concession to opposing viewpoints. For example, if you were arguing against the death penalty, this may be a place where you recognize legitimate reasons for why one might consider the death penalty. This does not weaken your argument. Rather, it shows you are aware of multi-perspectives on this issue and aren’t afraid or apprehensive to note them because you will also refute them.
- A refutation. In this section, you refute the concession. Even though you concede to an outside perspective, you remind your readers that either a.) there may be some kind of logical error in the other perspective or b.) that, even though this outside perspective may be valid, the harm or benefits do not outweigh those of your perspective. a.Evidence b.Backing for evidence
- A conclusion, wherein you do not summarize, but rather drive home your main claim.

Some ideas:

1. Give an interpretation of how one or more works thus far fit within the rough guidelines of Native American literature. Conversely, you may discuss how something does not fit.
2. Select a character and discuss their evolution/devolution during the course of the story. This includes the movie.
3. Select a larger theme from one, two, or more works and give examples of that theme, as well as what it might mean. You may do the same with motif. You may use a few themes or motifs, but no more than two
4. Give a critique of a piece of writing, discussing the plot, the characters, the setting, or other aspects of your choice. Elucidate these points thoroughly.
5. Give an analysis of one or more poems, including a discussion and interpretation of the conventions of poetry.

These are ideas and pretty good suggestions. You may go out on your own on this.
Option 1: You will select an event on campus and attend. After doing so and taking a flyer or program home with you to attach to your essay, you will use MLA format to give a summary of the event, some background and history and a rationale of why this event occurred. You may interview any people directly involved with the event and quote them in your paper. For example, if you go to an event sponsored by the Center for Diversity and Social Justice (which is highly encouraged), you may talk to either the performers, actors, or speakers and/or the organizers in the office. You will also use a credible outside source or two (think CWU Library) to help you understand the culture and actions behind this event. All information must be properly attributed so as to avoid plagiarism. You will then give a short evaluative commentary, relating this event to the class, literature, or multiculturalism. This is your opinion, so you may use first person in this part. Three pages minimum, 4 maximum. The works cited page does not count.

Option 2: You will select a global cultural topic and research that topic. For example, you might choose the oppression of women as evidenced in female genital mutilation. You might think about the effects of incarceration and compare incarceration rates world-wide. You might consider the death penalty and its implementation world-wide. What about the global effects of climate change and what’s being done to ameliorate the problem? Have you considered human trafficking in the United States and worldwide? Who has the best education system in the world, and why does anyone care? Why does Amnesty International have so much printed on the United States? What are the effects of global deforestation? What about forced migration and/or genocide, which is still going on in the world? Are you at all alarmed that the Fukushima reactor has been dumping radioactive waste into the ocean for the last four years? Whatever topic you choose should have global implications and be researchable. You will use MLA format to give a summary of the topic, background and history. Convince the reader why this is a problem. You will mostly likely use the Library’s impressive academic database to glean information. Do not use sources such as Salon, About.com, or pseudo-legal sounding websites. Furthermore, do not take a wholly biased or one-sided view. Use at least four sources. All information must be properly attributed so as to avoid plagiarism. You will then give a short evaluative commentary, relating this issue to the class, literature, or multiculturalism. Three pages minimum, 4 maximum. The works cited page does not count.
Marvelous Student

Dr. Dieu

English 101

Today’s Date

My Imaginative Title Goes Here

This is a sample of what MLA format looks like. I always indent the first line of a paragraph and remember that first person is only allowed if the professor specifically says so. I also put in my name, then my professor’s name and the class, then the date. It should be close to the due date. Notice that the title of my awesome paper is imaginative and that each word in the title is capitalized. My professor loves a great title— it makes her want to read more. However, the title isn’t ever in bold, italics or underlined. It’s just what it is.

Another thing that I do is make sure that the pages are numbered in the upper right corner of the page, with my last name before that. I only ever use twelve point font and Times New Roman type, along with double spacing to allow my teacher to easily read what I’m writing. My margins are all set to one inch. All of these things are in MLA format. MLA stands for Modern Language Association, and it’s what English teachers and students use as the most convenient format for essays.

If I were a great student, I’d download this particular document from the blackboard site where she keeps it just for me. It is set up correctly, and all I have to do is copy and paste my information into it. In this way, I can easily get the format points on the essay. Now that’s good thinking!