

EN 305-90-01—Multicultural Literature Online  
Chaminade University Fall Day 2022



Chaminade  
University  
OF HONOLULU



**Office:** Henry Hall 206E

**Office hours:** by appointment

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**Required Texts:**

Douglas, Frederick

Anaya, Rudolfo

Butler, Octavia

**Film:**

*Narrative of the Life of Frederick Douglass* (any edition)

*Bless Me, Ultima*

*Kindred*

*Bless Me, Ultima* dir. Carl Franklin (2013)

**Online Course Readers:**

eJournal USA

**Becoming American: Beyond the Melting Pot**

<http://photos.state.gov/libraries/amgov/30145/publications-english/EJ-immigration0110.pdf>

**Multicultural Literature in the United States Today:**

<http://iipdigital.usembassy.gov/st/english/publication/2011/05/20110504095435su0.1574169.html#axzz2d6QGfmx>

**My Town: Writers on American Cities**

<https://static.america.gov/uploads/sites/8/2016/07/My-Town-Writers-on-American-Cities-English-508.pdf>

**Requirements:**

1 Short paper (3-5 pages)

1 Midterm

1 Literary Map (Group Project)

1 Final Essay Exam (1500 words)

1 Final bibliography/prospectus

Quizzes/Discussions

This reading-intensive survey course will examine multicultural literature in the United States written by, or about diverse ethnic groups in the twentieth and twenty-first centuries. This is a fluid course that will change with current events and class interests. Through class discussions and critical analysis, we will determine how historical, contemporary, ethnic literature approach themes like ethno-cultural conflicts, politics, racism, social concerns, and gender relations. In

addition, you will continue to develop and perfect your research and writing skills when we effectively apply the fundamentals of critical theory to the texts we read.

**Meet and Greet Your Professor During Temporary Office Hours Week 1 (206E Henry Hall): Monday and Wednesday mornings until noon. Alternatively, you could use my CUH email, or arrange an appointment on Zoom. We will meet briefly for 3-5 minutes to ensure you have online access and understand the guidelines.**

### **General Education Outcome**

Global Awareness: Students will examine what it means to be a global citizen in a just society, through the critique of multicultural perspectives in literature, and by executing an effective argument in an academic paper.

### **Course Learning Outcomes**

Upon the successful completion of this course, students will

1. Develop critical reading and analytical skills introduced in EN 101 and EN 102
2. Identify and define various literary approaches and apply them to given texts
3. Develop skills necessary to deliver in-class presentations on literary subjects
4. Demonstrate proficiency in writing execute a 1500-word academic paper through the lens of global awareness
5. Use writing to participate creatively, collaboratively, and critically in global, literary communities

### **Marianist Characteristics**

**Chaminade University of Honolulu is a Marianist Institution and uses the following characteristics and values as a guide:**

1. Educate for Formation in Faith
2. Integral Quality Education
3. Educate in the Family Spirit
4. Service, Justice, and Peace and the Integrity of Creation
5. Adaptation and Change

**Papers:** Your papers must be created by you alone and turned in on time. **All papers must be typed and double-spaced**, including your final essay which will be a take-home essay. **When requested, your papers will be turned in on time via Canvas. Late papers will not be accepted after the due date! Papers turned in a day late will not be graded.** Please remember to save all your assignments under accessible folders and labels: **yourlastname.EN305essay1**. **Remember, all your work must be your own! Any plagiarized papers or assignments (papers copied from someone else, a text, or the Internet) will receive an 'F' grade, and you will fail the course.**

**Plagiarism** is presenting the work or another as your own. The guidelines for plagiarism are in the General Catalog (online). They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgment.

3. Submitting as one's own original work an original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual, no matter if the documents were freely given, or purchased.

**Grading Scale:**

- A** Outstanding scholarship and an unusual degree of intellectual initiative
- B** Superior work done in a consistent and intellectual manner
- C** Average grade indicating competent grasp of subject matter
- D** Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F** Failed to grasp minimum subject matter; no credit given

**Writing Standards** [from General Catalog]

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

**External Drives/Cloud:** You will preserve all your written assignments on an external flash drive, in your Cloud, or Google Docs. This will facilitate your ability to locate essays and assignments. Please remember to save all your assignments under accessible folders and labels (i.e. yourlastname.EN256..essay1).

**Personal Conferences:** Personal conferences, whether face-to-face, or on Zoom, offer you an opportunity to discuss your progress in this course with me. In the first conference we will assess your writing technique, and focus on essay structure and thesis development. The second, optional conference will assess your work as we near the end of the term. Do not limit yourself to these two conferences. Feel free to see me during my office hours if you have any issues you wish to discuss outside of class.

**Discussions/Quizzes/Reflections:** Class discussions are vital; therefore, weekly **postings on the discussion board are mandatory**. You will need to post responses to each reading assignment and novel we read between 2-4 times per week. I will require your postings (and responses to other student postings), at least once on Tuesdays, Wednesdays or Thursdays, to allow for lively discussions on the various topics we will examine. **If you post responses less than twice a week, your final grade will be lowered.**

**If you do not post at least two responses to discussion topics on a weekly basis, your final grade will be adversely affected.**

**Quizzes & Journals:** When necessary, you will take timed quizzes or submit reflection paragraphs to ensure you are reading and reviewing the assigned texts. Keeping current with your reading and regular postings on the discussion board will minimize the number of quizzes given. Conversely, inadequate postings and lackluster responses to the weekly readings will increase the number of quizzes and/or reflections.

Making notes as you read will help you form ideas and questions that can be used in our class discussions, your group presentations, and in your papers.

**Literary Map Projects:** Everyone will participate in a group project, which requires analyzing a literary theme based on one of the novels, short stories or poems using a literary map and a brief summary of the writers and their texts. Students will be divided up into small groups, and prepare an outline for the class. You will post your presentation on our discussion board using PowerPoint, Keynote, PictoChart, Canva or another program tool. Your actual presentation should be imaginative and inventive as you critically examine themes and issues relevant to this course.

**Midterm:** You will take a midterm to assess your ability to identify and analyze the works we examine in this course. The midterm will be a mixed format—multiple choice and short essay questions.

**Please exercise confidentiality regarding honesty and integrity when posting and replying online (See *Student Handbook* 47).**

### **INCOMPLETES/WITHDRAWALS**

Chaminade students have the option of withdrawing from this or any course provided they do either before or by the deadline. Your professor is not responsible for providing you with the appropriate forms to apply for a “W,” nor are we able to extend the date if you miss the deadline. Please speak to me as soon as possible if you believe you should withdraw from this course. According to Chaminade University’s general catalog, an incomplete is only issued if a student “Did not complete a small portion of the work or final examination due to circumstances beyond the student's control... Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course.” Incompletes are neither automatically rendered nor encouraged for minor issues.

### **ADA Accommodations**

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center by email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu) for further information.

### **Title IX**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following: Chaminade Counseling Center: (808) 735-4545. And, any priest serving as a sacramental confessor, or any ordained religious leader serving in the sacred confidence role.

### **Diversity Statement**

Chaminade's Core belief statement states: "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faces by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

#### **Assessed Work for EN 305 online:**

<b>Discussion/Reflections/Quizzes:</b>	<b>15% (of final mark)</b>
<b>1<sup>st</sup> Essay:</b>	<b>20% (of final mark)</b>
<b>Literary Map Project:</b>	<b>15% (of final mark)</b>
<b>1 Midterm</b>	<b>20% (of final mark)</b>
<b><u>Final (1500-word paper)</u></b>	<b><u>30 % (of final mark)</u></b>
	<b>100%</b>

**Please note: Scores and percentages on Canvas do not reflect all the assessed work for this course.**

**The passing grade for this class is a "C."**

**EN 305 90 Syllabus** (schedule subject to exciting changes)

<b>Week</b>	<b>Assignment</b>	<b>Dr. Francis</b>
Wk 1—Aug 22	<p><b>Orientation: Discussion Board Introductions</b> Introductions and Familiarity with Canvas platform</p> <p><b>Meet and Greet your Professor this week! 206E Henry Hall Monday and Wednesday until noon</b></p> <p><b>eJournal USA:</b> Marie Arana, “We Are A Nation of Many Voices”; and “Finding Allies in Books,” Bich Minh Nguyen <a href="http://iipdigital.usembassy.gov/st/english/publication/2011/05/20110504095435su0.1574169.html#axzz2d6QGfmxS">http://iipdigital.usembassy.gov/st/english/publication/2011/05/20110504095435su0.1574169.html#axzz2d6QGfmxS</a></p>	
Wk 2—Aug 29	<p><b>Slavery in American Literature</b></p> <p><b>eJournal-Cities:</b> Charles Johnson, “In Seattle, A Northwest Passage” <b>eJournal USA:</b> Gerald Early, “What is African American Literature?” <b>eJournal-Immigration:</b> Reed Ueda, “A Permanently Unfinished Country”</p>	
Wk 3—Sept 5	<p><b>Slavery &amp; Post-Colonialism</b></p> <p><b>Begin text:</b> <i>Narrative of the Life of Frederick Douglass: An American Slave Written by Himself</i> (1845);</p>	
Wk 4-Sept 12	<p><b>Slavery &amp; Post-Colonialism</b></p> <p><b>Finish text:</b> <i>Narrative of the Life of Frederick Douglass: An American Slave Written by Himself</i> (1845); Optional: read Angela Davis’ preface to Douglass’ <i>Narrative</i>, “Pathways to Freedom”</p> <p><b>eJournal USA:</b> “<i>Rwanda to America: Writing as Transformation</i>” (2009) <a href="http://iipdigital.usembassy.gov/st/english/publication/2011/05/20110504095435su0.1574169.html#axzz2d6QGfmxS">http://iipdigital.usembassy.gov/st/english/publication/2011/05/20110504095435su0.1574169.html#axzz2d6QGfmxS</a></p>	
Wk 5— Sept 19	<p><b>Short Stories &amp; Poetry</b></p> <p><b>Read Zora Neale’ Hurston’s short story, “<a href="#">The Gilded Six-Bits</a>”</b> <b>Watch the short adaptation: <a href="#">The Gilded Six-Bits</a> film</b></p> <p><b>eJournal-Cities:</b> David Bottoms, “The Poetry of Bridges”</p> <p><b>Literary Map: Poetic Expressions</b> <b>Poetry:</b> Jack Gladstone, Sin, Gloria Andaluza, Ofelia Zepeda</p> <p><b>First Essay due! Submit on Canvas!</b></p>	

Wk 6— Sept 26	<p><b>Familial, Cultural and Personal Identities</b></p> <p><b>eJournal-Immigration:</b> Mark Grey, “Immigration as a Two-way Street: Beyond the Melting Pot”  <a href="http://photos.state.gov/libraries/amgov/30145/publications-english/EJ-immigration0110.pdf">http://photos.state.gov/libraries/amgov/30145/publications-english/EJ-immigration0110.pdf</a></p> <p><b>Begin Novel:</b> Rudolfo Anaya’s <i>Bless Me, Ultima</i></p> <p><b>Revision due! End of Wk 6!</b></p>
Wk 7—Oct 3	<p><b>Familial, Cultural and Personal Identities</b></p> <p><b>Complete <i>Bless Me, Ultima</i></b></p> <p><b>Audio Passage and interviews regarding novel:</b>  <a href="http://www.neabigread.org/books/blessmeultima/media/">http://www.neabigread.org/books/blessmeultima/media/</a></p> <p><b>View film:</b> <i>Bless Me, Ultima</i></p> <p><b>Literary Map: <i>Bless Me, Ultima</i>, &amp; Hispanic Culture</b></p>
Wk 8—Oct 10	<p><b>Midterm Review</b></p> <p><b>Midterm! Available from Thursday to Friday!</b></p>
Wk 9—Oct 17	<p><b>Assimilation or Ethnic Identity?</b></p> <p><b>eJournal USA:</b> “Sixty-Nine Cents,” Gary Shteyngart; Persis M. Karim, ”Writing from a Complex Ethnic Perspective”</p> <p><b>Hyperlink:</b> <a href="#">Ari Shapiro, “Murales Rebeldes”</a></p>
Wk 10—Oct 24	<p><b>Cultural Morphing</b></p> <p><b>Begin reading</b> Octavia Butler’s <i>Kindred</i></p>
Wk 11—Oct 31 <b>HAPPY HALLOWEEN</b>	<p><b>Cultural Morphing</b></p> <p><b>Complete <i>Kindred</i></b>  Critical articles</p> <p><b><a href="#">Tanya B. Brown, The Joy (And Fear) Of Making 'Kindred' Into A Graphic Novel</a></b></p> <p><b>Literary Map: Butler, Perception &amp; Fantasy/Sci Fi</b></p>
Wk 12—Nov 7	<p><b>How to Conduct a Research Project</b></p> <p>Choosing a Topic; Library resources  What is a prospectus or proposal?</p> <p><b>Prospectus due end of Wk 12!</b></p>
Wk 13— Nov 14	<p><b>Research Project</b></p> <p>MLA Guidelines; Integrating Sources  Sample student MLA papers</p> <p><b>Bibliography due end of Wk 13!</b></p>

<p>Wk 14—Nov 21  <b>THANKSGIVING  BREAK! 24-25 NOV!</b></p>	<p><b>Research Project</b>  <b>Resources available on</b> The Research Process;” review Sample papers</p> <p>Library Research—traditional and online resources  Guidelines for MLA-formatted research will be posted online under Week 14.</p>
<p>Wk 15—Nov 28-2Dec</p>	<p><b>Research Project</b></p> <p>Review for final research paper (1500 words)</p> <p><b>Optional Draft of Research Paper Due (3-5 pages)!</b></p> <p><b>Final Research paper (1500 word count min) due Finals Week!</b></p>