

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2581
Course Title Introduction to U.S. Ethnic Literatures and Cultures
Transcript Abbreviation USEthnicLit&Cuture
Course Description This course provides a broad survey of literature produced by and about the major racial groups in the United States, examining how social movements of the 1960s and 70s led to the emergence of ethnic studies in higher education and how the literature addresses a wide range of historical events and political processes that have constructed racial differences and hierarchies in the U.S.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: English 1110
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Race, Ethnic and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Students reflect on their own assumptions about racial groups, consider why and how they believe what they believe and examine prior knowledge of race and ethnicity to inform attitudes about interpersonal interactions and cultural representations.

Content Topic List

- The social constructions of race, ethnicity, and gender viewed through state policies, interpersonal interactions, and cultural representations.
- How structural systems influence the perceptions, lived experiences, and life chances of racialized and racially gendered peoples.
- How the meanings of race and ethnicity (and their intersections with gender and other social differences) are formed through comparatively in relation to whiteness and other people of color
- How race, ethnicity, and gender intersect with other social categories (such as class, sexuality, and location) to shape conditions of oppression and privilege.
- How racialized images and policies have surfaced and been put to political use in specific historical and economic contexts.
- How the meanings ascribed to particular racial groups have changed over time and in particular circumstances.
- How the literature has represented and mediated—through a variety of formal and aesthetic mechanisms—the lived experiences and viewpoints of racialized peoples.

Sought Concurrence

No

Attachments

- English 2581- Introduction to U.S. Ethnic Literatures and Cultures.pdf: Proposal and Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- GE Submission Form Intro to US Ethnic Literatures and Cultures ge-foundations-submission.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry, Debra Susan)

Comments

COURSE REQUEST
2581 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/16/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/15/2021 02:40 PM	Submitted for Approval
Approved	Winstead, Karen Anne	03/15/2021 02:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/16/2021 04:59 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/16/2021 04:59 PM	ASCCAO Approval

Joe Ponce
Course Proposal
English 2581: Introduction to U.S. Ethnic Literatures and Cultures
GE category: Foundations: Race, Ethnic and Gender Diversity

Course description

This course provides students with a broad survey of literature produced by and about the major racial groups in the United States. We will begin by examining how the social movements of the 1960s and 70s led to the emergence of ethnic studies in higher education and how those struggles have shaped the analytical approaches used in this interdisciplinary field of study. Drawing on that history and the key concepts that have been developed in the field, we will then consider how the literature addresses a wide range of historical events and political processes that have constructed racial differences and hierarchies in the United States, such as chattel slavery, settler colonialism, overseas war and imperialism, labor recruitment and exploitation, immigration exclusion, segregation, incarceration, and policing. Throughout the course, we will bear in mind the following questions: How have African American, American Indian, Arab American, Asian American, and Chicanx/Latinx writers critically and creatively engaged with practices of racial, class, and gender subordination and territorial dispossession? What kinds of historical, cultural, and experiential knowledges—often obscured, forgotten, or disavowed—do they demand that readers acknowledge, remember, and reckon with? What sorts of literary forms have they used and invented to claim cultures and communities of survival, renewal, and transformation? Most broadly, how have U.S. ethnic literatures challenged, revised, and reimagined the realities, ideals, and possibilities of “America”?

1. How the course fits into the relevant GE theme

Foundations: Race, Ethnic and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes

Successful students are able to:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Through readings of literature (fiction, autobiography, poetry, drama), viewings of visual texts, in-class discussions, informal and formal writing assignments, and exams, students will be given ample opportunities to examine the social constructions of race, ethnicity, and gender through state policies, interpersonal interactions, and cultural representations; how those structural systems influence the perceptions, lived experiences, and life chances of racialized and racially gendered peoples; and how race, ethnicity, and gender intersect with other social categories (such as class, sexuality, and location) to shape conditions of oppression and privilege. Finally, pre- and post-test questions regarding students' knowledge of race, ethnicity, and gender will be used to assess their understandings of why studying these categories of social difference is ethically and politically important.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes

Successful students are able to:

- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

By reading literature by and about the major racial groups in the United States, students will be able to examine how the meanings of race and ethnicity in the United States (and their intersections with gender and other social differences) are formed through *comparative* and relational practices of racialization. Through class discussions and writing exercises, students will be able to reflect critically on how their assumptions about racial groups are informed by the dominant society's stereotypes, how those racialized images have surfaced and been put to political use in specific historical and economic contexts, and how the literature has represented and mediated—through a variety of formal and aesthetic mechanisms—the lived experiences and viewpoints of racialized peoples.

2. Who would be willing and able to staff the course

Faculty members who have agreed to teach this course include Leke Adeeko, Ryan Friedman (if available, given his other teaching commitments), Jared Gardner, Beth Hewitt, Pranav Jani, and Joe Ponce.

3. How the course complements existing courses already offered by the department or under development

With the exception of 2281: Introduction to African-American Literature and Culture, all of our U.S. ethnic literature courses are at the 4000-level:

- 4581: Special Topics in U.S. Ethnic Literature and Culture
- 4582: Special Topics in African-American Literature and Culture
- 4586: Studies in American Indian Literature and Culture
- 4587: Studies in Asian American Literature and Culture
- 4588: Studies in Latino/a Literature and Culture

As a result, the students enrolling in any of these courses are most likely English majors seeking to fulfill their “Diversity” requirement. The consequences of this situation are several. Most of the students will typically have had little prior experience with studying race and ethnicity. Those who take any of the classes besides 4581 will end up learning about the literature of only one racial group. And, most important, because the 4000-level signals that these courses are meant primarily for English majors, non-majors are less likely to enroll in them. Thus, the demographics of the classes tend to reflect the demographics of the English major more generally, which skews toward white. In turn, the experiential knowledge that a “diverse” classroom is supposed to bring to the material and to the discussions is limited. (And as one student noted at the teach-in last December, 2019, having few students of color in the room can place an undue burden on them to speak up, correct misimpressions, and/or be the most politically aware.)

There are a number of benefits, therefore, of adding the 2000-level U.S. ethnic literatures course to the curriculum. First, it can prepare English students early on with what the study of race and ethnicity, and its intersections with other social categories, entails, not only for literary studies but for other adjacent humanities and social science fields. Second, it can serve as a gateway course to bring in students with interests in these areas to the English major and minor. Third, doing so may also help to alter perceptions of “English studies” (and perhaps our department) as indifferent to race and ethnic studies. Fourth, in light of the ongoing calls for racial justice in local communities and on college campuses, this broad survey of U.S. ethnic *literatures* would signal to students that writers of color have been engaging with these issues for a long time and that Comparative Studies, History, Education, Social Work, Sociology, Women’s, Gender and Sexuality Studies, and the like, are not the only departments focusing on these themes. Finally, having this course at the 2000-level would mean that graduate students could teach it. Graduate students pursuing U.S. ethnic literatures (besides those fortunate enough to teach 2281) have had to incorporate such material into their writing courses or look outside of English for opportunities to hone their pedagogical skills in these fields.

English 2581: Introduction to U.S. Ethnic Literatures and Cultures

Martin Joseph Ponce
Associate Professor, English
The Ohio State University
ponce.8@osu.edu
Semester

Time:
Location:
Class #:
Office: 545 Denney Hall
Office hours:

This course provides students with a broad survey of literature produced by and about the major racial groups in the United States. We will begin by examining how the social movements of the 1960s and 70s led to the emergence of ethnic studies in higher education and how those struggles have shaped the analytical approaches used in this interdisciplinary field of study. Drawing on that history and the key concepts that have been developed in the field, we will then consider how the literature addresses a wide range of historical events and political processes that have constructed racial differences and hierarchies in the United States, such as chattel slavery, settler colonialism, overseas war and imperialism, labor recruitment and exploitation, immigration exclusion, segregation, incarceration, and policing. Throughout the course, we will bear in mind the following questions: How have African American, American Indian, Asian American, and Chicanx/Latinx writers critically and creatively engaged with practices of racial, class, and gender subordination and territorial dispossession? What kinds of historical, cultural, and experiential knowledges—often obscured, forgotten, or disavowed—do they demand that readers acknowledge, remember, and reckon with? What sorts of literary forms have they used and invented to claim cultures and communities of survival, renewal, and transformation? Most broadly, how have U.S. ethnic literatures challenged, revised, and reimagined the realities, ideals, and possibilities of “America”?

GE: Foundations: Race, Ethnic and Gender Diversity

This course fulfills the “Foundations: Race, Ethnic and Gender Diversity” GE requirement.

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcomes

Successful students are able to:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes

Successful students are able to:

- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Course objectives

We will address the GE goals and Expected Learning Outcomes by:

- examining the social constructions of race, ethnicity, and gender through state policies, interpersonal interactions, and cultural representations
- examining how those structural systems influence the perceptions, lived experiences, and life chances of racialized and racially gendered peoples
- examining how the meanings of race and ethnicity (and their intersections with gender and other social differences) are formed through comparatively in relation to whiteness and other people of color
- examining how race, ethnicity, and gender intersect with other social categories (such as class, sexuality, and location) to shape conditions of oppression and privilege
- examining how racialized images and policies have surfaced and been put to political use in specific historical and economic contexts
- examining how the meanings ascribed to particular racial groups have changed over time and in particular circumstances
- examining how the literature has represented and mediated—through a variety of formal and aesthetic mechanisms—the lived experiences and viewpoints of racialized peoples

In addition, students will be given opportunities:

- To reflect on their own assumptions about racial groups and why and how they believe what they believe
- To reflect on their prior knowledge of race and ethnicity and why and how they have come to know what they know
- To reflect on why studying these categories of social difference is ethically and politically important
- To practice their critical reading, writing, and thinking skills
- To appreciate the literary artistry of and intellectual insights of writers of color

- To recognize significant historical events that have affected racialized peoples in the U.S.
- To acquire a broad understanding of the racialized history of the United States

Required books (available at OSU bookstore and others)

Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

Nella Larsen, *Quicksand* (1928)

N. Scott Momaday, *The Way to Rainy Mountain* (1969)

Toni Morrison, *Beloved* (1987)

Julie Otsuka, *When the Emperor was Divine* (2002)

Claudia Rankine, *Citizen: An American Lyric* (2014)

Tomás Rivera, . . . *y no se lo tragó la tierra / And the Earth Did Not Devour Him* (1971)

Note: These are also on 4-hour reserve at Thompson library.

Required other texts

All other materials are available electronically through the OSU library, on the web, or as pdfs on Carmen. Please bring copies of the written texts to class when we're scheduled to discuss them (as noted below, electronic versions of texts are fine). Films to be viewed at home are accessible online either through the OSU library, Secured Media Library (<https://drm.osu.edu/media/>), or on the web. Note that all material is copyrighted and is strictly for educational use within this course only. All handouts, assignments, quizzes, PowerPoints, etc. are also to be used solely for this course. *Please do not reproduce, post online, or otherwise distribute any of the course materials in any other contexts—including this syllabus—without my permission.*

Fair warning/mutual respect

Some of the material in this course contains portrayals of graphic racial violence, sexually explicit scenes, adult language, and other potentially unsettling elements. If you experience serious discomfort while engaging with the material, please see or contact me. Given the potentially controversial, volatile, and sensitive nature of the texts and topics we will discuss, I ask that you be respectful of your peers' perspectives and ideas. Debate and disagreement are fine and inevitable; personal attacks are not.

Technology in the classroom

Please refrain from using cell phones, tablets, laptops, and other electronic devices during class—with a few exceptions: 1) for engaging with electronic versions of the readings and screenings; 2) for taking notes in class; and 3) for doing internet research when that is part of an in-class assignment. If I notice that you are using an electronic device for non-classroom purposes, I reserve the right to request that you put it away.

E-mail policy

I try to answer emails within 24 hours. This means that if you wish to schedule an appointment with me outside of office hours, you will need to email me at least 48 hours beforehand. In turn, I expect that you *check your OSU email account daily* and make sure that your Carmen settings forward messages to that account. Occasionally, I will send emails to the whole class.

You should read those emails. and respond to them, if necessary. In addition, your emails to me should be written in a professional manner by including an address (e.g., “[Dear] Professor Ponce”), using complete and grammatically coherent sentences, and signing off with a valediction and signature (e.g., “[Sincerely,] your name”). Finally, if you write with a request and I respond, I expect that you acknowledge receipt of my message. Email is a form of professional communication, and you should follow these basic conventions for all of your official OSU correspondence. I will return the courtesy.

Requirements

Attendance and participation. Attendance is mandatory. Please make every effort to come to each class having read (and, when assigned, watched) the materials for that day. Our meetings will involve class discussion, and our goal will be to produce knowledge collaboratively in the classroom.

Absence and late policy. I will take attendance at each class. *More than 2 unexcused absences will detrimentally affect your final grade.* Each absence after the second will result in a 1/3 deduction from your final grade (i.e., B to B-; C+ to C). Consistent lateness to class will constitute one or more absences, depending on the frequency.

Quizzes and reading/discussion questions. Be prepared to encounter occasional short quizzes and worksheets in class. The quizzes are meant to ensure that you are keeping up with the reading and will also be used to jumpstart class discussion. Because we go over the answers immediately afterward, they cannot be made up. You can—and should—complete and submit in-class worksheets, even if they are late.

Discussion posts/presentations. Over the course of the term, you are required to write 2 posts on the appropriate Carmen discussion board thread. Each post should be about a paragraph long (6-7 sentences) and engage with the material for that day’s class by focusing on a significant theme or issue that you find provocative and/or that connects to what we’ve been discussing. Your posts should seek to demonstrate analytical thoughtfulness and reflection. On your assigned day, you will read or paraphrase your post in class as a means of opening up discussion. Both your written post and presentation should pose a question or two for the class to consider. **The posts are due by midnight before your assigned dates.** In order to distribute these evenly across the semester, I will ask you to choose three dates at the start of the semester and then will collate your preferences accordingly. You will be responsible for writing only two posts.

Paper 1. This 3-4 page paper (1000-1200 words) will focus on close analysis of a literary text on the syllabus. You may use one of your discussion posts as the starting point for your paper.

Paper 2. This 4-5 page paper (1300-1500 words) will focus on using secondary sources to analyze a literary text on the syllabus. You may use one of your discussion posts as the starting point for your paper. Depending on how the course goes, I may offer opportunities for alternative projects.

Note: I will provide more specific guidelines about the formal papers as the due dates approach. Points will be deducted for each day a paper is submitted late.

Final exam. The final exam will be comprehensive and cover the course material from the entire semester. It will consist of multiple choice and short answer questions as well as identification and mini-analyses of significant passages from the literature.

Extra credit. You may receive extra credit for attending and writing a brief report about a campus event that revolves around race/ethnicity issues. I will announce these events in class as I learn of them.

Grade breakdown

Participation, quizzes, worksheets: 15%

2 discussions posts/presentations: 15% (7.5% each)

Paper 1: 20%

Paper 2: 25%

Final exam: 25%

Accessibility

Students with documented disabilities who have registered with the Office of Student Life Disability Services will be appropriately accommodated and should inform me as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: <https://slds.osu.edu/>.

The Writing Center

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out our [Individual Writing Support](#) and [Group Writing Support](#) pages for the types of consultations we provide. We also maintain a [Writing Resources](#) page with writing handouts and links to online resources.

Academic misconduct and plagiarism

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever

committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct, a copy of which can be found here: <http://studentaffairs.osu.edu/resources/>.

Mental health services

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's **Counseling and Consultation Service (CCS)** by visiting <https://ccs.osu.edu/> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <https://suicidepreventionlifeline.org/>.

Additional student resources

Here are some additional campus resources should you experience academic, financial, emotional, or other personal difficulties during the semester. You're welcome to talk to me as well, and I will put you in touch with the appropriate office.

- Student Advocacy Center: <http://advocacy.osu.edu/>
- Student Wellness Center: <http://swc.osu.edu/services/>
- Multicultural Center: <http://mcc.osu.edu/>

Class cancellation policy

In the unlikely event of class cancellation due to emergency, I will notify you via email and let you know what will be expected of you for our next class meeting.

Syllabus changes

This syllabus is subject to change. Any alterations will be announced in class and on Carmen. It is your responsibility to keep abreast of any changes to the schedule.

ETHNIC STUDIES AND KEY TERMS

Week 1

Introduction

In-class screening: *San Francisco State: On Strike* (Third World Newsreel, 1969).

Week 2

Evelyn Hu-DeHart, "Ethnic Studies in U.S. Higher Education: The State of the Discipline," in *Color-Line to Borderlands: The Matrix of American Ethnic Studies*, edited by Johnnella Butler, 103-12 (Seattle: University of Washington Press, 2001).

Manning Marable, "The Problematics of Ethnic Studies," in *Color-Line to Borderlands: The Matrix of American Ethnic Studies*, edited by Johnnella Butler, 42-64 (Seattle: University of Washington Press, 2001).

Selections from *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler, 2nd ed. (New York: New York University Press, 2014). [Online: <https://keywords.nyupress.org/american-cultural-studies/>]

- Shelley Streeby, "Empire"
- Henry Yu, "Ethnicity"
- Donald E. Pease, "Exceptionalism"
- Judith Halberstam, "Gender"
- Roderick A. Ferguson, "Race"

RE-MEMBERING SLAVERY

Week 3

Toni Morrison, *Beloved* (1987)

Week 4

Toni Morrison, *Beloved*

Supplemental reading:

Toni Morrison, "The Site of Memory" (1987), in *Inventing the Truth: The Art and Craft of Memoir*, edited by William Zinsser, 85-102, 2nd ed. (Boston: Houghton Mifflin, 1995).

**NAVIGATING COLOR-LINES:
LABOR MIGRATIONS, EXCLUSION, EDUCATION, INCARCERATION UNDER U.S. EMPIRE**

Week 5

W. E. B. Du Bois, "The Forethought," "Of Our Spiritual Strivings," "Of the Coming of John," in *The Souls of Black Folk* (1903; Amherst and Boston: UMass Amherst Libraries and University of Massachusetts Press, 2018), v-vi, 1-12, 220-40.

Langston Hughes, "The Negro Speaks of Rivers," "Mother to Son," "Danse Africaine," "Jazzonia," "Dream Variations," "The Weary Blues," "I, Too," "Jazz Band in a Parisian Cabaret," in *The Weary Blues* (1926)

Zora Neale Hurston, "How It Feels to Be Colored Me" (1928), in *Folklore, Memoirs and Other Writings* (New York, NY: Library of America, 1995), 826-29.

Zitkala-Ša (Gertrude Bonnin), from "The School Days of an American Indian Girl," in *American Indian Stories* (Washington: Hayworth Publishing House, 1921), 47-80.

Him Mark Lai, Genny Lim, and Judy Yung, eds., from *Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940* (Seattle: University of Washington Press, 1980).

Supplemental viewing:

"Discovering Angel Island: The Story Behind the Poems," February 8, 2010, KQED, <https://www.youtube.com/watch?v=fEQY-0ThOM>.

Carlos Bulosan, "As Long as the Grass Shall Grow" and "My Education," in *On Becoming Filipino: Selected Writings of Carlos Bulosan*, ed. E. San Juan, Jr. (Philadelphia: Temple University Press, 1995), 77-84, 113-120.

Week 6

Nella Larsen, *Quicksand* (1928)

Week 7

Tomás Rivera, . . . *y no se lo tragó la tierra / And the Earth Did Not Devour Him* (1971)

Week 8

Julie Otsuka, *When the Emperor was Divine* (2002)

Paper 1 due by Friday of week 8

MOVEMENTS FOR CIVIL RIGHTS AND SELF-DETERMINATION

Week 9

Martin Luther King, Jr., "Letter from Birmingham Jail" (1964)

James Baldwin, "Going to Meet the Man" (1965), in *Going to Meet the Man* (New York: Dell, 1965), 198-218.

Amiri Baraka, "Black Art," in *Black Magic: Collected Poetry, 1961-1967* (Indianapolis: Bobbs-Merrill, 1969), 116-17.

Rodolfo Gonzales, *I Am Joaquin* (1967; n.p.: R. Gonzales, 1991).

Vine Deloria, Jr., "Indians Today, The Real and the Unreal" (1969), in *Custer Died for Your Sins: An Indian Manifesto* (Norman: University of Oklahoma Press, 1988), 1-27.

Supplemental reading:

Larry Neal, "The Black Arts Movement" (1968), in *SOS—Calling All Black People: A Black Arts Movement Reader*, edited by John H. Bracey Jr., Sonia Sanchez, and James Smethurst, 55-66 (Amherst: University of Massachusetts Press, 2014).

Amy Uyematsu, "The Emergence of Yellow Power" (1969), in *"Takin' it to the Streets": A Sixties Reader*, edited by Alexander Bloom and Wini Breines, 146-48 (Oxford: Oxford University Press, 2011).

Week 10

N. Scott Momaday, *The Way to Rainy Mountain* (1969)

Supplemental reading:

N. Scott Momaday, "The Man Made of Words," in *Indian Voices: The First Convocation of American Indian Scholars* (San Francisco: Indian Historian Press, 1970), 49-84.

WOMEN OF COLOR FEMINIST INTERVENTIONS

Week 11

Audre Lorde, "Coal" (1976), "Power" (1976), "A Litany for Survival" (1978), in *The Collected Poems of Audre Lorde* (New York: W. W. Norton, 1997), 163, 215-16, 255-56.

Audre Lorde, "Poetry Is Not a Luxury" (1977), in *Sister Outsider: Essays and Speeches* (Trumansburg, NY: Crossing Press, 1984), 36-39.

Maxine Hong Kingston, "White Tigers" (1976), in *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* (New York: Vintage International, 1989), 19-53.

Leslie Marmon Silko, from *Storyteller* (New York: Arcade, 1981).

Cherríe Moraga, "A Long Line of Vendidas" (1983), in *Loving in the War Years: Lo Que Nunca Pasó por Sus Labios*, expanded ed. (Cambridge, MA: South End Press, 2000), 82-133.

Gloria Anzaldúa, "Preface to the First Edition," "The Homeland, Aztlán," "Movimientos de rebeldía y las culturas que traicionan" (1987), in *Borderlands / La Frontera: The New Mestiza* (San Francisco: Aunt Lute Books, 1999), 19-20, 23-35, 37-45.

Supplemental reading:

Combahee River Collective, "A Black Feminist Statement," in *Capitalist Patriarchy and the Case for Socialist Feminism*, edited by Zillah R. Eisenstein, 362-72 (New York: Monthly Review Press, 1979).

POST-1965 IMMIGRATION: REFUGEES, THE UNDOCUMENTED, MODEL MINORITIES, FUNDAMENTALISTS

Week 12

Viet Thanh Nguyen, "Black-Eyed Women," in *The Refugees* (New York: Grove Press, 2017).

Jhumpa Lahiri, "The Third and Final Continent," in *Interpreter of Maladies* (Boston: Houghton Mifflin, 1999), 173-98.

Javier Zamora, from *Unaccompanied* (Port Townsend, WA: Copper Canyon Press, 2017).

Valeria Luiselli, from *Tell Me How It Ends: An Essay in 40 Questions* (Minneapolis: Coffee House Press, 2017).

Supplemental reading:

Jose Antonio Vargas, "My Life as an Undocumented Immigrant," *New York Times*, June 26, 2011.

Madeline Y. Hsu, "Conclusion," in *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton: Princeton University Press, 2015), 236-49.

Week 13

Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

Supplemental reading:

Arun Kundnani and Deepa Kumar, "Race, Surveillance, and Empire,"
International Socialist Review no. 96 (2015),
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POETRY OF THE RACIAL PRESENTWeek 14

Claudia Rankine, *Citizen: An American Lyric* (2014)

Supplemental reading:

"Blackness as the Second Person: Meara Sharma interviews Claudia Rankine,"
Guernica, November 14, 2014,
<https://www.guernicamag.com/interviews/blackness-as-the-second-person/>.

Claudia Rankine, "The Condition of Black Life is One of Mourning," *New York Times Magazine*, June 22, 2015,
http://www.nytimes.com/2015/06/22/magazine/the-condition-of-black-life-is-one-of-mourning.html?_r=0.

Evie Shockley, "a-lyrical ballad (or, how america reminds us of the value of family),"
"keep your eye on," in *semiautomatic* (Middletown, CT: Wesleyan University Press, 2017), 43-45, 46-49.

Danez Smith, "Everyday Is a Funeral & a Miracle," in *Don't Call Us Dead* (Minneapolis: Graywolf Press, 2017), 64-66.

Layli Long Soldier, excerpts from *Whereas* (Minneapolis: Graywolf Press, 2017), 66, 74, 75-6, 80, 84. [Online at *Pen America*, November 20, 2013, <https://pen.org/from-whereas/>.]

Tommy Pico, excerpt from *Nature Poem* (Portland, OR, and Brooklyn, NY: Tin House Books, 2017), 55-58. [Online at "Tommy Pico, Poetry," *Paris Review*, March 21, 2018, <https://www.theparisreview.org/blog/2018/03/21/2018-whiting-awards-tommy-pico-poetry/>.]

Paper 2 due: Friday of the last week of class

Final exam: TBA