

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

ENGLISH 215—MULTICULTURALISM IN AMERICAN LITERATURE

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
MAY 2015**

- A. **TITLE:** Multiculturalism in American Literature
- B. **COURSE NUMBER:** ENGL 215
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** Determined by Semester
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Both
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** This course examines multiculturalism in the United States as reflected in its literature of the twentieth and twenty-first centuries. Works will be selected to highlight the diversity of American life including, but not limited to, race/ethnicity, gender, social class, sexual orientation, nationality/immigrant status, religion, and family structure. Students should increase their understanding of the multicultural nature of American society and the existence of cultural traditions and practices that exist independently of those of the dominant American “mainstream” or overculture.
- I. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): ENGL 101 (Expository Writing) or ENGL 102 (Oral and Written Expression)
 b. Co-requisite(s): None.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
 By the end of this course, the student will be able to:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. <i>Define</i> common elements of literary study and <i>demonstrate</i> ability to <i>identify</i> and <i>analyze</i> those elements within works studied;	1. Communication 2. Crit. Thinking
b. <i>Describe</i> the cultural, political, and social contexts that have inspired multicultural literature in the twentieth and twenty-first centuries;	2. Crit. Thinking
c. <i>Explain, compare</i> and <i>contrast</i> cultural perspectives and themes portrayed by authors studied;	1. Communication 2. Crit. Thinking
d. <i>Demonstrate</i> knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.	2. Crit. Thinking

K. TEXTS: (Representative texts; texts chosen by instructor)

Gillan, Maria Mazziotti, and Jennifer Gillan, eds. *Unsettling American: An Anthology of Contemporary Multicultural Poetry*. New York: Penguin, 1994.

Rico, Barbara Roche, and Sandra Mano, eds. *American Mosaic: Multicultural Readings in Context*. 3rd ed. New York: Wadsworth, 2000. Print.

L. REFERENCES: (Representative references; references chosen by instructor)

Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook*. New York: W. W. Norton, 2011. Print.

M. EQUIPMENT: Technology enhanced-classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

I. Theoretical Framework

A. 20th and 21st Century American Literature Overview

B. “Canonical” and “Non-canonical” as Constructs

C. The Concept of Multiculturalism in American Literature

- a. Forms of diversity: racial/ethnic, immigration status, gender, sexuality, class, religion, family structure

D. Intersectionality

E. Perverse Presentism

II. Diversity in 20th and 21st Century American Literature

A. Communities

- a. Early 20th Century Immigrant Literature
- b. African American Literature
- c. Native American Literature
- d. Japanese American Literature
- e. Caribbean American Literature
- f. Chicano Literature
- g. Queer Literature

B. Contexts (Cultural, Political, Social)

C. Cultural Perspectives and Themes

III. Genres of 20th and 21st Century Multicultural American Literature

A. Novel

B. Memoir (Creative Nonfiction)

C. Short Story

D. Poetry

E. Drama

Q. LABORATORY OUTLINE: None.