




Deadline Dates	Readings, Videos	Activities
Jan. 19		Introduce yourself to your classmates discussion post
Jan. 23	Articles on immigrants in Texas from <i>The Texas Observer</i> and <i>The Texas Monthly</i>	Respond to your classmates introduction discussion posts Discussion post on the articles on immigrants
Jan. 26		Respond to 6 of your classmates discussion posts on the articles on immigrants
Jan. 30	Read two short stories from Viet Thanh Nguyen's <i>The Refugees</i> Watch the video "Viet Thanh Nguyen on The Refugees" and one other video featuring him.	Write a response to the posts of your classmates to your original thread on the articles over immigration. Write a post over the videos and stories on <i>The Refugees</i>
Feb. 2		Respond to 6 of your classmates discussion posts on <i>The Refugees</i>
Feb. 6	Read 2 other short stories from Viet Thanh Nguyen's <i>The Refugees</i>	Write a response to the posts of your classmates to your original thread on <i>The Refugees</i> . Write a post over the stories on <i>The Refugees</i>
Feb. 9		Wiki post on the organization you contacted for your community engagement project. You must do it by this date. You may do it earlier. Respond to 6 of your classmates discussion posts on <i>The Refugees</i>
Deadline Dates	Readings, Videos	Activities
Feb. 13	Selected poems by Borzutzky, Chen, and Shire Videos of the poets reading their works	Write a response to the posts of your classmates to your original thread on the second discussion board on <i>The Refugees</i> Discussion post on the poets' work
Feb. 16		Write a response to each of your classmates' posts

Feb. 20	<i>The Book of Unknown Americans</i> chapters 1-14 Video of Cristina Henríquez	Discussion post on <i>The Book of Unknown Americans</i> chapters 1-14. This post may be your multimedia post.
Feb. 23		Respond to 6 of your classmates' post on <i>The Book of Unknown Americans</i> chapters 1-14 Post on the class community engagement wiki the project you plan to do with your organization. You must do this by this date. You may do it earlier.
Feb. 27	<i>The Book of Unknown Americans</i> chapters 15-28 Video of Cristina Henríquez	Write a response to your classmates' posts on your thread on <i>The Book of Unknown Americans</i> chapters 1-14 Discussion post on <i>The Book of Unknown Americans</i> chapters 15-28. This post may be your multimedia post.

Deadline Dates	Readings, Videos	Activities
March 2		Respond to 6 of your classmates' posts on <i>The Book of Unknown Americans</i> chapters 15-28 First journal entry about your community engagement project. You must submit a journal entry by this date, but you may do it earlier.
March 6	Selected poems of your choice by Borzutzky, Chen, and Shire Videos of the poets reading their works	Write a response to your classmates' posts on your thread on <i>The Book of Unknown Americans</i> Discussion post on the poets' work

March 9		Respond to all of your classmates posts on the poetry
Spring Break March 11-16		
March 20	Selected story from <i>Interpreter of Maladies</i> Video of Jhumpa Lahiri	<b>Paper over poetry due</b> Discussion post on the story from <i>Interpreter of Maladies</i> . This post may be your multimedia post. Sign up for a video conference on your research paper.

Deadline Dates	Readings, Videos	Activities
March 23		Respond to 6 of your classmates' posts on <i>Interpreter of Maladies</i> Second journal entry about your community engagement project. You must submit your second journal entry by this date, but you may do it earlier.
March 27	<i>The Leavers</i> Chapters 1-8 Video with Lisa Ko	Post a question on the discussion board that you would like to ask Lisa Ko when she is at SHSU. You may revise the question after you finish the book.
March 27-29		Video conference with Dr. Dowdey over the topic of your research project.
March 30		
April 3	<i>The Leavers</i> Chapters 9-21 Video with Lisa Ko	Discussion post on <i>The Leavers</i> . This post may be your multimedia post.

April 6		Respond to 6 of your classmates posts on <i>The Leavers</i> Third journal entry about your community engagement project. You must submit your third journal entry by this date, but you may do it earlier.
Deadline Dates	Readings, Videos	Activities
April 10	Selected stories from <i>This Is How You Leave Her</i> Video with Junot Díaz	Write a response to your classmates' posts on your thread on <i>The Leavers</i> Discussion post over selected stories. This post may be your multimedia post.
April 13		Respond to 6 of your classmates posts on <i>This Is How You Leave Her</i>
April 17	<i>The Dreamers</i> Chapters 1-29 Video of Imbolo Mbue	Discussion post over <i>The Dreamers</i> . This post may be your multimedia post.
April 20		Respond to 6 of your classmates' posts over <i>The Dreamers</i> Fourth journal entry about your community engagement project. You must submit your third journal entry by this date, but you may do it earlier.
April 24	<i>The Dreamers</i> Chapters 30-the end	Discussion post over <i>The Dreamers</i> . This post may be your multimedia post.
April 27		Respond to 6 of your classmates' posts over <i>The Dreamers</i>
May 1		Community engagement reflection posted in journal. You may submit this as soon as you have completed your nine hour project.

Deadline Dates	Readings, Videos	Activities
May 4		Research paper. You may submit this as soon as you complete it.

*There will be no final exam for the course.*

**Caveat: This syllabus and schedule are subject to change.** Your continued enrollment implies agreement with and adherence to the requirements of the course.

### **ENGL 3338: Studies in Multicultural Literature Spring 2018**



*Instructor:* Dr. Diane Dowdey

*Contact:* 936-294-4217 (office phone) 936-544-0833 (cell phone)

dowdey@shsu.edu

*Online 3 credit hours*

#### **Course Description**

This course is centered on the theme of the migrant or immigrant. Salman Rushdie, in a BBC interview stated: "To migrate is to experience deep changes and wrenches in the soul, but the migrant is not simply transformed by his act, he also transforms the new world. Migrants might well become mutants, but it is out of such hybridization that newness can emerge." Most literature concerns the theme of how do people become, how do they develop an identity. To that end, immigrant literature deals with one of the most important literary themes. Also in the 21<sup>st</sup> century dealing with the aftermath of European and American colonialism is one of the important challenges of the world. Writers dealing with the post-colonial experience are making a case for the significance of literature as a way of making order and sense of the world.

In *Borderlands*, Gloria Anzaldua writes:

It is not a comfortable place to live in, this place of contradictions. However, there have been compensations and certain joys. Living on borders and in margins, keeping in touch with one's

shifting and multiple identity and integrity, is like trying to swim in a new element, an “alien” element.

Each of these works explores these themes. The works differ in genre: novel, short story, and poetry, which will provide fruitful comparisons of literary techniques.

Some of the works on the syllabus will be read and discussed by the entire class. Some of the works on the syllabus will be read individually, and you will be expected to summarize the work and what you learned from it and how it relates to ideas in a class discussion forum. You will also be expected to take knowledge you gain beyond the classroom and work in the community with issues of immigration. This course is aimed at undergraduate students who have completed freshman composition courses and are interested in exploring literature dealing with themes of culture and identity. **Prerequisite:** [ENGL 1301](#), [ENGL 1302](#) and either [ENGL 2332](#) or [ENGL 2333](#).

### **Course Objectives:**

Students will demonstrate their ability to summarize texts and relate them to larger issues and themes

Students will organize a community engagement project, where they take ideas from the class into their community

Students will discuss with others the significance of the works of literature and their themes

Students will integrate research related to the class in class discussions and a course paper

Students will analyze and interpret works of literature

Students will develop skills in writing and speaking about literature.

### **Course Requirements:**

Students will read, reflect, and write on the texts assigned in the course.

Students will regularly post on discussion boards, presenting their own interpretation of works and commenting on the posts of others. Some of the posts will be video discussions.

Students will do multimedia book projects on a self-selected reading from the syllabus as a discussion post.

Students will write a researched academic paper on a topic related to the course. It might be a literary analysis of a work, a sociological or psychological examination of one of the themes or ideas in the readings, or a historical examination of a topic relevant to the course. The exact topic will need to be approved by the instructor. The paper will need to be 8-12 pages in length and incorporate a minimum of five scholarly, academic sources.

Students will create a community engagement project and write a reflection on it.

### **Community Engagement Project:**



In this Academic Community Engagement (ACE) course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.

You will find some way to raise awareness of immigrants and refugees in your community. You will be provided a list of organizations; many churches and public libraries offer English language courses and support groups for new immigrants. You may do a combination of activities or a single activity, as long as you spend a total of **nine hours** in community engagement. Here are some ideas of things you can do. You may present other activities for consideration as well:

Volunteer at an organization that supports immigrants and refugees. You will need to present documentation of the time you spend there.

Create a pamphlet, brochure, webpage, or multimedia that an organization needs and can use to explain their mission, give to clients, or give to donors. You will submit this both to the organization and the course.

Fundraise for the organization. You will need to plan and implement, in consultation with the organization, a fundraiser. You will present documentation of your plan and its results.

Sponsor a food drive, clothing drive, blanket drive, personal hygiene items or other things the organization can use. Consult with them about what is needed. You will need to present documentation of your plan and its results.

Present on the issue immigration and refugees to an organization such as your church, your sorority or fraternity, your workplace, or any other organization of which you are a part. Make them aware of community resources to deal with these issues. You will present documentation of your presentation.

Volunteer to be a community spokesman for the agency. Many of them have community awareness tool kits in which volunteers are trained to go out and speak on behalf of the agency. You will document your training and presentation.

A list of organizations you can contact will be provided, although you may propose a different organization. You may work with other class members on this community engagement project. You will explain your project and identify the organization you are working with on a course wiki. In a journal, you will log your hours on the project, include documentation of volunteer hours or other activities. You will also write a reflection about what you have learned from your community engagement and how it has helped you understand the readings of the course.

## Grade Breakdown:

This course is graded on a point system. All points will be added together and your final grade will be based on the percentage of total points you earned. All assignments must be completed to successfully pass the class, regardless of point value.

Discussion board posts and responses	600 total points
Formalist or New Critical interpretation of a poem	100 points
Multimedia book project	100 points
Academic research paper	200 points
Community engagement project	100 points
Community engagement reflection	100 points
Total points	1200 points

A=1200-1070 points, B=1069-940 points, C=939-810, D=809-680, F=679 and below.

## Required Readings:

### Novels

*The Leavers* Lisa Ko Algonquin Books; First Edition hardcover **ISBN-13:** 978-1616206888

*Behold the Dreamers* [Imbolo Imbue](#) Random House Trade Paperbacks **ISBN-13:** 978-0525509714

*The Book of Unknown Americans* Cristina ~~naa~~ Enriquez Vintage **ISBN-13:** 978-038535085

### Stories

*The Refugees* Viet Than Nguyen Grove Press **ISBN-13:** 978-0802127365

*This is How You Lose Her* Junot Diaz Riverhead Books **ISBN-13:** 978-1594631771

*Interpreter of Maladies* Jhumpa Lahiri Mariner Book **ISBN-13:** 978-0395927205

### Poetry

*When I Grow Up I Want to Be a List of Further Possibilities* BOA Editions [Chen Chen](#) **ISBN-13** 978-1942683339

*Teaching My Mother How to Give Birth* Warsan Shire flipped eye publishing **ISBN-13** 978-1905233298

*The Performance of Becoming Human* Daniel ~~Bortz~~tsky Brooklyn Arts Press **ISBN-13** 978-1936767465

I have provided the ISBN for paperback versions of these texts. All of them are available as ebooks, if you prefer that format or need to receive the book quickly.

## Class Policies:

**Attendance:** In a face-to-face class, you are required to be physically present at class meetings; while an online class frees you from that requirement, you still need to be an active class participant. You will do this in the following ways:

- Log onto Blackboard regularly, at least twice a week. **Blackboard works best through the Firefox browser.** Plan to devote time every week to this class. Assignments are due each **MONDAY AND FRIDAY**. You will access course materials and post assignments through Blackboard, so you will need *readily available* internet access, preferably high-speed access.
- Complete all readings and assignments according to the calendar
- Submit all assignments on time



- Participate in discussions and other collaborative activities as required, such as the synchronous conferences through Blackboard Collaborate, which works best in Chrome.  
**Some assignments will only be available for a limited time.**
- You can communicate with me or with classmates via Blackboard. Not all emails sent through Blackboard make it to my inbox, so sending an email directly is often preferable. If you have not heard from me within 12 hours of sending an email, send me a text message. I try to respond promptly to emails and texts.
- Be available to conference with me as required. This may be a phone call, a Skype or Collaborate session, or face to face.
- Should an emergency arise, please inform me so I'm aware of your situation. If you have an extreme or prolonged emergency (such as a serious illness of yourself or a close family member) you should report your situation to the Dean of Students as well; his office will help you complete the required paperwork and inform your professors of your circumstances. You are responsible for keeping up with the material and staying abreast with the class.

### **Legal Matters the University Requires:**

These are policies that cover the University as a whole. For a more detailed discussion of the items below, go to this link: <http://www.shsu.edu/syllabus/>

- **Academic Dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.  
  
In this course, students are encouraged to work together to increase their understanding and insight. However, two particular forms of academic dishonesty will result in a student earning a grade of "F" on the projects involved, possibly an F in the course, and reported to the Dean of Students. These two forms are: (1) cheating on any assignment by taking answers from notes or other students, or having another student complete your work; (2) plagiarism. This involves taking the writing—either words and/or ideas—of another person—fellow student, published author, or paper seller--and passing them off as one's own.
- **Americans with Disabilities Act:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that will affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)) and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Office of Students with Disabilities. All requests for accommodation must be initiated by the student. For the complete policy see: <http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

- **Religious Holidays:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection will not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.
- **Visitors in the Classroom:** As this is an online class, there can be no visitors in the classroom. Of course, you are not allowed to let someone submit work for you.
- **Instructor Evaluation:** You will complete an evaluation of the instructor (IDEA form) online.

[The Writing Center](#)

I encourage you to take advantage of the Academic Success Center's Writing Center, which offers online tutoring.

[Student Advising and Mentoring Center](#)

The SAM Center provides mentoring and study skills help for online students.

[Student Legal Services](#)


Just a reminder that SHSU has an attorney on staff to help you with your legal rights and responsibilities.

[Food Pantry](#)



Just a reminder that SHSU provides a food pantry to help students who struggle with food insecurity.

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Jan. 30	Read two short stories from Viet Thanh Nguyen's <i>The Refugees</i> Watch the video "Viet Thanh Nguyen on The Refugees" and one other video featuring him.	Write a response to the posts of your classmates to your original thread on the articles over immigration. Write a post over the videos and stories on <i>The Refugees</i>
Feb. 2		Respond to 6 of your classmates discussion posts on <i>The Refugees</i>
Feb. 6	Read 2 other short stories from Viet Thanh Nguyen's <i>The Refugees</i>	Write a response to the posts of your classmates to your original thread on <i>The Refugees</i> . Write a post over the stories on <i>The Refugees</i>

Feb. 9		Wiki post on the organization you contacted for your community engagement project. You must do it by this date. You may do it earlier. Respond to 6 of your classmates discussion posts on <i>The Refugees</i>
Deadline Dates	Readings, Videos	Activities
Feb. 13	Selected poems by Borzutzky, Chen, and Shire Videos of the poets reading their works	Write a response to the posts of your classmates to your original thread on the second discussion board on <i>The Refugees</i> Discussion post on the poets' work
Feb. 16		Write a response to each of your classmates' posts
Feb. 20	<i>The Book of Unknown Americans</i> chapters 1-14 Video of Cristina Henríquez	Discussion post on <i>The Book of Unknown Americans</i> chapters 1-14. This post may be your multimedia post.
Feb. 23		Respond to 6 of your classmates' post on <i>The Book of Unknown Americans</i> chapters 1-14 Post on the class community engagement wiki the project you plan to do with your organization. You must do this by this date. You may do it earlier.
Feb. 27	<i>The Book of Unknown Americans</i> chapters 15-28 Video of Cristina Henríquez	Write a response to your classmates' posts on your thread on <i>The Book of Unknown Americans</i> chapters 1-14 Discussion post on <i>The Book of Unknown Americans</i> chapters 15-28. This post may be your multimedia post.

Deadline Dates	Readings, Videos	Activities
March 2		Respond to 6 of your classmates' posts on <i>The Book of Unknown Americans</i> chapters 15-28 First journal entry about your community engagement project. You must submit a journal entry by this date, but you may do it earlier.
March 6	Selected poems of your choice by Borzutzky, Chen, and Shire Videos of the poets reading their works	Write a response to your classmates' posts on your thread on <i>The Book of Unknown Americans</i> Discussion post on the poets' work
March 9		Respond to all of your classmates posts on the poetry
Spring Break March 11-16		
March 20	Selected story from <i>Interpreter of Maladies</i> Video of Jhumpa Lahiri	<b>Paper over poetry due</b> Discussion post on the story from <i>Interpreter of Maladies</i> . This post may be your multimedia post. Sign up for a video conference on your research paper.

Deadline Dates	Readings, Videos	Activities
March 23		Respond to 6 of your classmates' posts on <i>Interpreter of Maladies</i> Second journal entry about your community engagement project. You must submit your second journal entry by this

		date, but you may do it earlier.
March 27	<i>The Leavers</i> Chapters 1-8 Video with Lisa Ko	Post a question on the discussion board that you would like to ask Lisa Ko when she is at SHSU. You may revise the question after you finish the book.
March 27-29		Video conference with Dr. Dowdey over the topic of your research project.
March 30		
April 3	<i>The Leavers</i> Chapters 9-21 Video with Lisa Ko	Discussion post on <i>The Leavers</i> . This post may be your multimedia post.
April 6		Respond to 6 of your classmates posts on <i>The Leavers</i> Third journal entry about your community engagement project. You must submit your third journal entry by this date, but you may do it earlier.
Deadline Dates	Readings, Videos	Activities
April 10	Selected stories from <i>This Is How You Leave Her</i> Video with Junot Díaz	Write a response to your classmates' posts on your thread on <i>The Leavers</i> Discussion post over selected stories. This post may be your multimedia post.
April 13		Respond to 6 of your classmates posts on <i>This Is How You Leave Her</i>
April 17	<i>The Dreamers</i> Chapters 1-29 Video of Imbolo Mbue	Discussion post over <i>The Dreamers</i> . This post may be your multimedia post.
April 20		Respond to 6 of your classmates' posts over <i>The Dreamers</i> Fourth journal entry about your community engagement

		project. You must submit your third journal entry by this date, but you may do it earlier.
April 24	<i>The Dreamers</i> Chapters 30-the end	Discussion post over <i>The Dreamers</i> . This post may be your multimedia post.
April 27		Respond to 6 of your classmates' posts over <i>The Dreamers</i>
May 1		Community engagement reflection posted in journal. You may submit this as soon as you have completed your nine hour project.

Deadline Dates	Readings, Videos	Activities
May 4		Research paper. You may submit this as soon as you complete it.

*There will be no final exam for the course.*

**Caveat: This syllabus and schedule are subject to change.** Your continued enrollment implies agreement with and adherence to the requirements of the course.