

HIBBING COMMUNITY COLLEGE COURSE OUTLINE

COURSE NUMBER & TITLE: ENGL 1150 - Multicultural Literature

CREDITS: 3 (3 Lec / 0Lab)

PREREQUISITES: ENGL 1060: Freshman Composition

CATALOG DESCRIPTION:

Multicultural Literature provides the student an opportunity to gain an understanding and an awareness of cultural diversity in America. The study includes the conflicts and motivations, successes and failures, dreams and nightmares of those from different ethnic origins, economic backgrounds, and religious beliefs. This course offers the student an opportunity to further develop both the ability to analyze the readings as works of literature and to write clear and convincing prose. MNTC goal areas: (6)Area C:Literature Course and (7)Human Diversity.

OUTLINE OF MAJOR CONTENT AREAS:

- I. Early European immigrants
 - A. Historical and cultural context
 - B. Elements of prose
 - 1. Point-of-view
 - 2. Characterization
 - 3. Setting
 - 4. Plot and structure
 - 5. Theme
 - C. Stories of immigrant families
 - 1. Italian
 - 2. Norwegian
 - 3. Polish
 - 4. Irish
 - D. Essays on acculturation
 - 1. Jewish immigrants
 - 2. The immigrant woman
- II. Chinese Immigrants
 - A. Historical and cultural context
 - B. The elements of prose
 - 1. Point-of-view
 - 2. Characterization
 - 3. Setting
 - 4. Plot and structure
 - 5. Theme

- C. The elements of poetry
 1. Figurative language
 2. Sound and sight
 3. Structure of verse forms
 - D. Stories, poems, and essays of Chinese immigrant families
- III. Japanese Americans
- A. Historical and cultural context
 - B. The elements of prose
 1. Point-of-view
 2. Characterization
 3. Setting
 4. Plot or structure
 5. Theme
 - C. The elements of poetry
 1. Figurative language
 2. Sound and sight
 3. Structure of verse forms
 - D. Stories, poems, and essays of Japanese Americans
- IV. African Americans: The Harlem Renaissance and the struggle for civil rights
- A. Historical and cultural context
 - B. The elements of prose
 1. Point-of-view
 2. Characterization
 3. Setting
 4. Plot or structure
 5. Theme
 - C. The elements of poetry
 1. Figurative language
 2. Sound and sight
 3. Structure of verse forms
 - D. Stories, poems, and essays of African Americans in the Harlem Renaissance period
 - E. Stories, poems, and essays of African Americans during the civil rights movement
- V. Puerto Ricans
- A. Historical and cultural context
 - B. The elements of prose
 1. Point-of-view
 2. Characterization
 3. Setting
 4. Plot or structure
 5. Theme
 - C. The elements of poetry
 1. Figurative language
 2. Sound and sight

- 3. Structure of verse forms
 - D. Stories, poems, and essays of Puerto Rican immigrants
- VI. Hispanics
 - A. Historical and cultural context
 - B. The elements of prose
 - 1. Point-of-view
 - 2. Characterization
 - 3. Setting
 - 4. Plot or structure
 - 5. Theme
 - C. The elements of poetry
 - 1. Figurative language
 - 2. Sound and sight
 - 3. Structure of verse forms
 - D. Stories, poems, and essays of Chicano immigrants
- VII. American Indians
 - A. Historical and cultural context
 - B. The elements of prose
 - 1. Point-of-view
 - 2. Characterization
 - 3. Setting
 - 4. Plot or structure
 - 5. Theme
 - C. The elements of poetry
 - 1. Figurative language
 - 2. Sound and sight
 - 3. Structure of verse forms
 - D. Stories, poems, and essays of American Indians
- VIII. The new immigrants
 - A. Historical and cultural context
 - B. The elements of prose
 - 1. Point-of-view
 - 2. Characterization
 - 3. Setting
 - 4. Plot or structure
 - 5. Theme
 - C. The elements of poetry
 - 1. Figurative language
 - 2. Sound and sight
 - 3. Structure of verse forms
 - D. Stories, poems, and essays of new immigrants to the United States

COURSE GOALS/OBJECTIVES/OUTCOMES:

Students will

1. identify significant historical events in the experience of each cultural group studied and illustrate how these events are represented in the stories, poems, and essays of that group.
2. define acculturation and assimilation and locate them as themes in the stories and essays of each of the cultural groups studied.
3. identify the use of figurative language including symbols, allegories, and metaphors and interpret their relationships to the meaning of specific poems of each of the cultural groups studied.
4. identify verse forms and language and illustrate their relationships to theme in specific poems from each of the cultural groups studied.
5. locate recurring images and symbols and analyze how they provide continuity and address the poets' concerns in specific works from each of the cultural groups studied.
6. identify points of view and analyze them in terms of the concerns of each of the cultural groups studied.
7. identify characters, both individuals and families, and analyze their significance to meaning in the stories and essays of each of the cultural groups studied.
8. describe the setting and analyze its relationship to the plot or structure in stories and essays from each of the cultural groups studied.
9. identify plot development or structure, including conflict and its resolution, in the literature of each of the cultural groups studied.
10. assess how dialect enhances the meaning of the prose and poetry of each the cultural groups studied.
11. analyze the attitudes of each of the cultural groups studied in regard to their plight in America.
12. identify social and political developments in America during two major immigration periods, from 1820 to 1860 and from 1880 to 1902, and associate them with the concerns and purposes of early immigrant writers.
13. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of early European immigrant families.
14. identify the social and political developments in America during a major Chinese immigration period, 1849 to 1870, and associate it with the concerns and purposes of Chinese immigrant writers.
15. synthesize elements in fiction, nonfiction, and poetic works to determine theme and assess it in terms of the concerns of Chinese immigrant families.
16. identify social and political developments in America during the 1880s and during the Harlem Renaissance in the early twentieth century and associate them with the concerns and purposes of African-American writers who migrated to the North.
17. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of African-American families.

18. identify social and political developments in America during the early part of the twentieth century and associate them with the concerns and purposes of Puerto Rican immigrant writers.
19. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of Puerto Rican immigrant families.
20. identify social and political developments in America during the early part of the twentieth century and during World War II and associate them with the concerns and purposes of Japanese-American immigrant writers.
21. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of Japanese-American immigrant families.
22. identify social and political developments in America during the 1950s and 1960s and associate them with the concerns and purposes of African-American writers during the struggle for civil rights.
23. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of African-American families during the struggle for civil rights.
24. identify social and political developments in America during the 1960s and 1970s and associate them with the concerns and purposes of Hispanic immigrant writers.
25. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of Hispanic immigrant families.
26. identify social and political developments in America relating to American Indians and associate them with the concerns and purposes of American Indian writers.
27. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of American Indian families.
28. identify social and political developments in America since World War II and associate them with the concerns and purposes of the new immigrants to the United States.
29. synthesize elements in fiction and nonfiction works to determine theme and assess it in terms of the concerns of recent immigrant families.
30. apply critical reading and writing techniques in order to analyze and understand literature more effectively.
31. apply appropriate rhetorical strategies such as analysis, summary, comparison and contrast, and evaluation in both writing and discussion.
32. gain an appreciation for multicultural literature in poetry, essays, and short fiction; gain an appreciation for multicultural literature and story-telling as a means of preserving one's heritage.

MNTC GOALS AND COMPETENCIES MET

Humanities and Fine Arts Area C
Human Diversity

HCC COMPETENCIES MET:

Working Productively and Cooperatively

ENGL1150

Communicating Clearly and Effectively
Social/Civic Responsibility

STUDENT CONTRIBUTIONS:

The student will participate regularly, participate in class discussion, and complete all assignments including writing assignments and examinations. Assignments must be accomplished in a way that the student meets minimum standards set by the instructor.

**STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS
SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.**

**SPECIAL INFORMATION: (SPECIAL FEES, DIRECTIVES ON HAZARDOUS
MATERIALS, ETC.)**

None

AASC APPROVAL : February 14, 2011

REVIEW DATE : February 2016

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