

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 220 02 SURVEY OF MULTICULTURAL LITERATURE (Section 02)

Professor: Brian Derico
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3 Semester Credit Hours

Semester: Spring 2019
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Meeting Times: TH 1:30-2:45

Course Description

An introduction to literary analysis using a survey of contemporary literature from different cultural settings. Attention is given both to literary forms and to social, philosophical, and religious meaning in the texts. Prerequisites: ENGL 110, ENGL 111 or their equivalents.

Course Rationale

Survey of Multicultural Literature uses literature, dialogue, writing, and research to increase our understanding of the diverse cultural perspectives of the world—including our own. In Survey of Multicultural Literature we practice reading, interpreting, and discussing poetry and short fiction, and we begin developing a pattern of metacognition about our acts of interpretation. Survey of Multicultural Literature gives students opportunities to use ideas from across the curriculum in the context of an ongoing dialogue about literature, theology, and social responsibility. Survey of Multicultural Literature is an explicitly multicultural element of the CCU Arts & Sciences curriculum, and it gives students opportunities to think about the relationship between meaning and context.

Arts & Sciences Outcomes

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Course Objectives

Students who satisfactorily complete this course will have made progress in their ability to do the following:

1. Engage in metacognitive analysis of the assigned course texts (supports A&S 4)
2. Participate in a generous dialogue about literature, theology, and social responsibility using ideas from across the curriculum (supports A&S 1, A&S 3, and A&S 5)

3. Conform to the expectations associated with writing about literature in the English discipline (supports A&S 1 and A&S 2)
4. Articulate a greater understanding of culture with particular reference to the relationship of meaning and context (supports A&S 3, A&S 4, and A&S 5)

Course Texts

One World of Literature, Lim and Spencer (original or CCU custom)
 Supplementary Readings (Canvas)

Recommended Texts

They Say, I Say by Graff and Birkenstein, Fourth Edition

Assignment Values

- Discussion Board Posts 10%
- Article Analysis 1 15%
- Article Analysis 2 15%
- Essay 1 15%
- Essay 2 15%
- Presentation 10%
- Exam 10%
- Class Participation 10%

Course Agenda

All dates are approximate and subject to change without notice. Required reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date.

January	22	Introduction to Survey of Multicultural Literature Required: "Accommodations," "Academic Integrity," "Class Participation," "Reading," "Exam," "Extra Credit," "Late Work," "Revisions," "Participating in Class Discussions," "Class Participation as Interview," "MLA Style," "Canvas Feedback" (Course Notes)
	24	Introduction to Presentation Assignment Required: Presentation Assignment Description (Canvas Assignment Page) Required: Humanitarian Service Organizations (Course Notes) Introduce Article Analysis Assignment Required: Article Analysis Assignment Description (Canvas Assignment Page) Required: "Example Article Analysis" (Canvas Files) Required: "Reader and Text: Literary Theory and Teaching of Literature" (Canvas Files) Required: "Close Reading," "Dialog Based Course," "Participating in Class Discussions," "Praxis," "Take the Log Out of Your Own Eye" (Course Notes)
	29	Required: "A Small Incident," Xün (209-210; custom 85-87)

Required: "Changing Our Minds (Course Notes)
Optional: Luke 10:25-37 (Canvas Files)
Optional: "On Being a Good Neighbor" (Canvas Files)

31 Required: "The Cooboo," Prichard (381-384; custom 161-164)
Optional: "Edward Said" (Canvas Files)
Optional: "Restorative Justice: The Concept" (Canvas Files)
Optional: "Postpartum Depression" (Canvas Files)
Optional: "The Entry of Aboriginal Workers into the Cattle Industry" AA (Canvas Files)

February 05 Required: "Spring Storm," Yōko (337-343; custom 141-147)
Required: "Interpretation" (Course Notes)
Optional: "Gender Role Attitudes, Troubles Talk, and Marital Satisfaction" AA (Canvas Files)
Optional: "Women Empowerment in Japan" AA (Canvas Files)

07 Required: "Death in a Plane," de Andrade (779-783; custom 275-279)
Required: "Mindful Compassion" (Course Notes)
Optional: "Christian Mindfulness" AA (Canvas Files)

12 Required: "The Key," Phiên (364-369; custom 154-160)
Optional: "Understanding Mental Health Needs of Southeast Asian Refugees: Historical, Cultural, and Contextual Challenges" AA (Canvas Files)

14 Introduce Essay 1
Required: Essay 1 Assignment Description & Rubric (Canvas Assignment Page)
Required: Essay 1 Examples (Canvas Files)
Required: "MLA Style," "They Say, I Say" (Course Notes)
Required: "Style and Format Expectations" (Canvas Files)

19 Required: "Civil Peace," Achebe (128-133; custom 28-33)
Due: Article Analysis 1

21 Required: "The Guest," Camus (530-540; custom 222-232)
Optional: "Rooted and Rootless, Exiled and Belonging" AA (Canvas Files)

26 Required: "The Return," Thiong'o (91-96; custom 21-26)
Required: "Postcolonial Theory and Related Terms/Concepts" (Course Notes)
Optional: "The Black Family in the Age of Mass Incarceration" AA (Canvas Files)
Optional: "Systematic Inequality" AA (Canvas Files)

28 Due: Essay 1

March 05 Required: "Identity Card," Darwish (134-136; custom 34-36)
Optional: "A Dream Deferred," Hughes (Canvas Files)
Optional: "Colored Identity" AA (Canvas Files)

07 Required: "Jerusalem," Amichai (75-76; custom 17-18)
Optional: "Mending Wall" (Canvas Files)

- 12 Spring Recess
- 14 Spring Recess
- 19 Required: "The Land of Sad Oranges," Kanafani (137-141; custom 37-41)
Optional: "Israeli-Palestinian Conflict Map: Losing Ground" (Canvas Files)
- 21 Required: "Inem," Toer (288-297; custom 126-135)
Required: "Problem Posing Education" (Course Notes)
Optional: "Marrying Too Young: End Child Marriage" (Canvas Files)
- 26 Required: "His First Ball," Ihimaera (451-460; custom 205-214)
Optional: "Her First Ball" (Canvas Files)
Optional: "White Privilege and Male Privilege" AA (Canvas Files)
Optional: "The Nature of Contemporary Prejudice" AA (Canvas Files)
Optional: "What We Get Wrong About Closing the Racial Wealth Gap" AA (Canvas Files)
- 28 Required: "Mercedes Benz 220 SL," Ferré (874-882; custom 342-350)
Optional: "Gaslighting Definition, Techniques and Being Gaslighted" (Canvas Files)
Optional: "Why Do People Stay in Abusive Relationships" (Canvas Files)
Optional: "Feminism, Adaptive Preferences, and Social Contract Theory" (Canvas Files)
- April 02 Required: "The Falling Girl," Buzzati (624-627; custom 260-263)
Optional: "Capitalism and the Oppression of Women" AA (Canvas Files)
Optional: *Autonomy, Oppression, and Gender*: "Introduction" AA (Canvas Files)
- 04 Required: "The Balek Scales," Böll (554-561; custom 236-243)
Optional: "Repairing Harm from Racial Injustice" AA (Canvas Files)
- 09 Required: "And So I Go," Grace (447-451; custom 199-203)
Required: "Miscellaneous Ideas about Culture" (Course Notes)
Optional: "Invisibility is an Unnatural Disaster" AA (Canvas Files)
- 11 Community Service Day
- 16 Introduce Essay 2
Required: Essay 2 Assignment Description & Rubric (Canvas Assignment Page)
Required: Essay 2 Example (Canvas Files)
- 18 Required: "Naema—Whereabouts Unknown," Dib (15-24; custom 1-10)
Optional: "A Practical Christian Pacifism" AA (Canvas Files)
Optional: "Alexander Campbell: Address on War" AA (Canvas Files)
Due: Article Analysis 2
- 23 Required: "Call Me Not a Man," Matshoba (177-185; custom 73-81)
Optional: "Investigation of the Ferguson Police Department" (Canvas Files)

- 25 Required: “A Soldier’s Embrace,” Gordimer (149-160; custom 43-54)
Optional: “Faith Communities and Apartheid” (Canvas Files)
Optional: “Challenge to the Church” (Canvas Files)
- 30 Due: Essay 2
- May 02 Required: “The Hajji,” Essop (161-171; custom 55-65)
Required: “Intersectionality” (Course Notes)
Optional: “Key Issues in Postcolonial Feminism” AA (Canvas Files)
Optional: “Gender and the Truth and Reconciliation Commission” (Canvas Files)
Optional: “Skin Bleaching in South Africa” AA (Canvas Files)
- 07 Required: “Migrant’s Lament—a Song,” Qabula (173-175; custom 69-71)
Required: “Structures” (Course Notes)
Optional: “The Origins of Forced Labor in the Witwatersand” AA (Canvas Files)
Optional: “Globalization’s Shifting Economic and Moral Terrain” AA (Canvas Files)
- 09 Required: “About Your Hands and Lies,” Hikmet (186-187; custom 82-84)
Optional: “Pathologizing the Poor” AA (Canvas Files)
Optional: *How Racism Takes Place*: “Introduction: Race, Place, and Power” AA (Canvas Files)
Optional: “Is the World Decentered” AA (Canvas Files)

CCU Semester Examinations May 13-16

Course Policies

Additional policies will be communicated in class meetings, via email, and in other course documents.

Accommodations:

Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at 244-8150.

Academic Integrity

The CCU Policy on Academic Integrity applies to this course.

All essays must be written for this course this semester. You may not submit work submitted for another course. You may not submit work submitted for this course in a previous semester.

Attendance

The attendance regulations listed in the CCU catalog apply to this course.

Assignment Descriptions

The following assignment descriptions will be supplemented by class discussion and assigned reading. The

student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

Discussion Board Posts

- The decorum that I expect of in class discussion is also required in the discussion board forum. Failure to meet my expectations for decorum can lead to disciplinary action, including grade penalties and dismissal from the course. In particular, you must demonstrate respect for the university, for me, for course peers, and each other.
- You must post at least once to each discussion board thread associated with an assigned story or poem from *One World of Literature*. Your post should be your response to the initial prompt.
- In addition to offering the required response to the initial prompt, you may also post a thoughtful response to a course collaborator's post or a new contribution to our discussion.
- In order to receive credit, you must make your posts before class begins on the day the class meeting assigned to the relevant text.
- Posts must fulfill the following requirements:
 - Posts should be a minimum of 150 words.
 - Posts should introduce a clearly articulated idea that is framed as a response to the prompt.
 - Posts should support claims with close readings of the relevant text.
 - Posts should give attention to sentence-level editing.

Article Analyses

Purpose

Article Analyses give you a method for reading scholarly texts that emphasizes their rhetorical nature, a method for taking notes that facilitates contributions to class discussions, and potential material for integration into other writing assignments. The Article/Chapter Analysis assignment is also an opportunity to develop your ability to paraphrase, summarize, quote, and conform to MLA style. Article/Chapter Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

For each Article Analysis you must choose one of the texts marked with AA in the agenda. Article Analyses using a text not marked with AA in the agenda will receive no credit.

This assignment supports Course Objectives 1, 2, 3, 4, and 5.

Procedure

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Term/Concept Description
- Joining the Conversation

Please be careful not to work too closely with peers on Article/Chapter Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will

lead to an inquiry by the CCU Committee on Academic Integrity.

Exigence Descriptions

Exigence Descriptions should describe the problem that motivated the author to write the article or chapter. Typically, an exigence motivating a scholarly article or chapter will be a problem arising from the thinking, action, knowledge, or ability of some category of people. Do not describe your problems with the article or chapter or problems you think readers have when reading it. Do not quote directly. Provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article or chapter in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

Abstracts

Abstracts should describe the work the article or chapter does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article or chapter and how does the article or chapter work to achieve that goal? Your abstract should include summary and descriptions of key concepts. Do not quote directly. Provide page numbers for paraphrases and summaries in parenthetical citations. Your abstract should comprise between 50 and 200 words.

Term or Concept Descriptions

Term or Concept Descriptions define the meaning and function of a term or concept that does substantial work in the article or chapter. Define the meaning of the term or concept as it functions in this article or chapter. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept—simply one that is worthy of consideration during a class discussion of the article or chapter. This section must include an explanation of why we should discuss this term or concept in our class discussion. Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Italicize a word when referring to that word. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

Joining the Conversation

This section should enter into dialog with the article or chapter. That is, you should respond to a clearly articulated idea in the article or chapter with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article or chapter. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea must be developed beyond simple agreement or disagreement. If you agree, you must make a further contribution by providing reasons for your agreement or further development of the idea with which you are agreeing. If you disagree, you must make a further contribution by providing reasons for your disagreement and an alternative idea. This section may include quotations from the article or chapter that is the subject of your Article/Chapter Analysis. This section may also include ideas and language from additional sources. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. This section should comprise between 50 and 200 words.

Format

- Your Article Analysis must include a Work Cited entry for the article or chapter that is the subject of

your analysis. Provide additional corresponding entries in your list of Works Cited if you make reference to additional sources beyond the assigned article or chapter.

- Your Article/Chapter Analysis must conform to MLA style.
 - Double-space all sections of your text.
 - Include a complete identification section on the first page.
 - Include your last name and the page number in a header that appears at the top right of each page.
 - Use headings preceded by Arabic numerals to divide the sections of your Article/Chapter Analysis.
 - Mark the title of the article or chapter with quotation marks.
 - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
 - Mark language integrated from the article or chapter that is the subject of your analysis with quotation marks.
- Identify the title and the full name of the author(s) of the article or chapter in the Exigence Description.
- Your Article/Chapter Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 175-550 words.
- Review the “MLA Style” section in Course Notes.
- Review the “Example Article Analysis” document in Canvas.
- To receive full credit for this assignment you must submit the Article Analysis to the designated assignment section of Canvas before class on the assignment’s due date.

Essay One

Focus: Character Analysis

- Choose a character from a story or poem we have discussed before this assignment’s due date (the narrator in a short story and the speaker in a poem are characters).
- Write an essay of at least 1050 words that supports an assertion about the reasons for or the results of the character’s behavior. That is, either make a claim about why a character does what she does or make a claim about what happens because the character does what she does. Your essay should demonstrate the credibility of your claim with two kinds of evidence. First, you should introduce evidence that demonstrates the credibility of your claim about the character’s behavior. Second, you should introduce evidence that either demonstrates the credibility of your claim about why the character behaves as she does, or that demonstrates the credibility of your claim that something happens because the character behaves as you claim she does.

For example:

Some readers of Lu Xun's "A Small Incident" think that the narrator experiences an epiphany, but I think something different takes place. The word *epiphany* often refers to a moment of sudden insight about the true meaning of one’s experience, but that is not what the narrator in this story experiences. The action of the rickshaw driver destabilizes the false coherence of the narrator's moral vision, but the narrator appears to never regain confidence that he properly understands what is good.

- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Essay 1” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.
- This assignment supports Course Objectives 1 and 3.

Essay Two

Focus: Culture Context

- Choose one of the stories or poems we have discussed before this assignment's due date.
- Write an essay of at least 1750 words that supports an assertion about how understanding a feature of the cultural context of an element of the story or poem is important.
- For example:

Some readers of Alfred Temba Qabula's "Migrant's Lament—a Song" believe the speaker experiences a pattern of bad luck. Context provided in Moitsadi Moeti's article "The Origins of Forced Labor in the Witwatersrand" makes this interpretation less likely. Moeti's article describes a strategic pattern of cultural and economic disruption that created a surplus of cheap migrant labor in colonial South Africa. The misfortune suffered by Qabula's speaker does not reflect a pattern of bad luck. His experience is a symptom of a deliberate strategy of colonial exploitation. This rereading of the poem is important because it reminds us that a proper response to a pattern of injustice is only possible if we recognize that this pattern is produced by social, political, and economic structures that humans create.

- There are many ways to phrase and frame your thesis, but it should include these elements. 1. A clear articulation of a reading that is likely because the reader lacks some idea about the cultural setting of the story or poem. 2. A new reading that is possible because you provide some idea about the cultural setting of the story or poem attributed to contextually credible sources. 3. A clearly articulated explanation of why the work this essay does is important.
- **This assignment requires the integration of ideas derived from contextually credible research—properly attributed and documented—into the culture represented in the literature you have chosen.**
- Contextually credible in the context of this assignment means written by credentialed experts for an audience of experts or written by credentialed experts for an audience of informed and knowledgeable laypersons. The sources for ideas integrated into this assignment should derive primarily from sources found via the OhioLINK Central Catalog and the EBSCO databases on the G.M. Elliott Library website.
- You must attribute ideas to contextually credible sources even if the ideas you integrate are common knowledge. Because you lack authority you must borrow authority by integrating testimony from contextually credible sources. You may include ideas from contextually credible reference sources, but you must include sources authored by credentialed experts for an audience of credentialed experts.
- Review the "Style and Format Expectations" document in Canvas.
- Review the "Example Essay 2" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.
- This assignment supports course objectives 1, 3, and 4.

Humanitarian Organization Presentation

- Each student will research an approved humanitarian organization. A list of preapproved organizations follow, but students may seek permission to present on an organization that does not appear on this list. Humanitarian organizations function to save lives and alleviate suffering in circumstances of acute human crisis. Humanitarian organizations generally provide short-term

material assistance and logistical support in response to specific crises (like war or natural disaster), but students may also present on organizations that provide material and logistic support in response to long term conditions like hunger, disability, poverty, or limited access to education.

- **Students must reserve a presentation date and a presentation topic within the first week of class. Students who fail to do so will receive a 10% penalty on this assignment.**
- Each student will develop a highly effective persuasive presentation that supports a specific assertion about the selected humanitarian organization. **Your presentation must have a thesis that is framed as a response to a clearly articulated idea.**
- **The mission of the organization cannot be your thesis.**
- A thesis for this assignment will, ideally, be an assertion about how your audience ought to think or act in relationship to the organization that is the subject of your presentation. You want your audience to do think or act in some manner, and your presentation is an attempt to persuade them to do so.
- The assignment is not a sufficient context for your thesis and presentation. The circumstance of human crisis or suffering to which the organization responds is a necessary context, but not a sufficient context. You must make clear that this presentation and your thesis make a contribution to an ongoing conversation in response to an important idea. People often think or act in some specific manner (or some specific person has made a specific assertion), and your presentation is a response to that manner of thinking or acting.
- **A detailed outline of the presentation—including a compelling introductory paragraph that contextualizes a thesis as a response to a clearly articulated idea—must be submitted before the presentation. Your outline must have a compelling title. Presentation media may not be substituted for the outline.** The outline must include levels of organization marked with numerals and letters.
- Your outline must also include an **annotated bibliography**. Your annotations will present a summary the ideas in your presentation that derive from each listed source. Your annotated bibliography must be formatted in MLA style. **If you derive ideas or information from multiple pages from the same website, each page must have a separate entry with separate annotation.**
- **Presentation grades typically reflect primarily the quality of the outline and annotated bibliography submitted to Canvas rather than the quality of the in-class presentation, but poor in-class presentations can be assigned failing credit even if the outline and annotated bibliography fulfill the requirements of the assignment.**
- Each presentation must last at least ten minutes and may last no longer than twenty minutes.
- **Presentations may only include video if the video has been produced by the presenting student.**
- An opportunity for questions and evaluation will follow each presentation.
- **Please arrive to class early on the day of your presentation in order to prepare your media technology.**
- To receive full credit for this assignment you must submit your outline with annotated bibliography to the designated assignment section of Canvas before class on your presentation date.
- **Students who are not prepared to present on their scheduled date will receive a 30% penalty and will not be given an opportunity to present at a later date. Students who do not submit an outline with annotated bibliography before class on their scheduled presentation date will receive no credit.**
- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Presentation Outline and Annotated Bibliography.”
- This assignment supports course objectives 2, 3, and 4.

Preapproved Humanitarian Organizations

Amnesty International

Cooperative for Assistance and Relief Everywhere (CARE)

Direct Relief International
Doctors Without Borders
Human Rights Watch
International Rescue Committee
MAP International
Oxfam International
PATH (a catalyst for global health)
Refugees International
Save the Children
World Concern
Amos Project
Mercy Corps
Natural Resources Defense Council
AmeriCorps
World Food Programme (WFP)
International Federation of Red Cross and Red Crescent Societies (IFRC)
Action Against Hunger