



LIT-280: ETHNIC AMERICAN LITERATURE

Also listed as: ETHS-280 / ETHS-280H / LIT-280H

Effective Term

Fall 2026

BOT Approval Date

05/15/2025

Discipline

LIT - Literature

Course Number

280

Course Title

Ethnic American Literature

Short Title

Ethnic American Lit

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

ETHS-280

C-ID (Admin Only)

CB 00

CCC000624937

Course Title

Ethnic American Literature

Honors / Non-honors

ETHS-280H



C-ID (Admin Only)

CB 00

CCC000624938

Course Title

Honors Ethnic American Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area**C-ID (Admin Only)**

CB 00

CCC000600833

Course Title

Honors Ethnic American Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area**Catalog Description**

This course surveys, interprets, and compares the variety of texts written by Asian Americans, African Americans, American Indians, and Chicanx/Latinx authors, exploring the experiences of the various ethnic cultures. Readings, discussions, lectures, and presentations will allow students to understand the cultural and historical aspects of the various cultures as well as the way the cultures themselves differ in literature.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

ENGL-C1000 (with a grade of C or better).

Codes**TOP Code (CB 03)**

1501.00 - English

CIP Code

23.1499 - Literature, Other.

Repeatability Code

No

**Grading Option**

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
English (Masters Required)	Or
Ethnic Studies (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS C - Humanities

AA/AS F - Ethnic Studies

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Learning Objectives**Learning Objectives**

Learning Objective
1. Analyze texts written by and about ethnic Americans, including four major ethnic literatures (African American, Asian American, American Indian, and Latinx/Chicanx) to recognize and compare cultural uniqueness and similarities presented in literature;
2. Evaluate the dynamic notion of ethnic literature and ethnicity: how individuals and ethnic groups struggle to define themselves against values of the dominant cultural group and within their own cultural group, and how authors position and identify themselves in their own cultures and that which represents their culture;
3. Examine the extent to which the cultural context of specific authors is central to interpreting the authors' works;
4. Assess the influence of specific historical events, cultural and religious values, and beliefs on various ethnic American literary traditions to decode individual and social experiences found in the texts;
5. Analyze the complexity of language choice (dialect, formal, dual language, code-switching) in addressing different audiences and in reflecting ethnic identity and compare the way strong oral traditions get translated into literary forms;
6. Compare the way writers demonstrate the lived experiences of ethnic American communities and cultures to share struggles social struggles with an emphasis on agency and group affirmation;
7. Examine the intersectionality of race, sex and gender identity, and class within the various ethnic groups and their literature.
8. Develop new perspectives and notions about race, ethnicity, migration, immigration, assimilation, acculturation, appropriation, and discrimination as presented in the texts;
9. Assess and compare the cost of assimilation, acculturation, and accommodation on individuals and ethnic groups as presented in the literature;
10. Analyze the literary genres for their form, content, range of attitudes, including accommodation, protest, and affirmation as well as contextualize the work to current issues;
11. Analyze how ethnic American authors, through literature, engage with anti-racist and anti-colonial issues and movements in American Indian, African American, Asian American, and Latinx/Chicanx communities to build a just and equitable society.
12. Compose critical analyses covering each of the four ethnic literatures.

Honors Objectives

1. Examine literary theories, criticisms, and/or cultural and historical texts to develop a more nuanced theoretical understanding of texts and genres during a given time of a particular ethnic group.
2. Consider a wide breadth of literature by ethnic writers from various time periods and genres.
3. Apply literary theory to texts through written work and/or oral discussion.

4. Compose analytical writing that demonstrates advanced and more nuanced arguments and knowledge of multiethnic literature, society, history, and the various cultures represented in the literature.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Students will apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Students will critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Students will critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Students will describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Content

Course Lecture Content

This course will cover 4 ethnic American literatures (Asian American, American Indian, African American, and Latinx American/Chicanx) proportionately, including a variety and breadth of texts, including at least one substantive text (novel, memoir, book of poems, play, etc.) and one formative assessment for each. While this should be the primary focus, additional ethnic American literatures can be included, such as Jewish American, Arab American, etc. Given the wide and diverse nature of the subject matter of the course, the authors and works listed below represent only one of many possible approaches; instructors may use separate texts or may choose selections included in literature anthologies to construct their own preferred theme and assignments for the course.

1. Defining ethnic American literature
 - a. What is "ethnic literature"?
 - b. Is it defined by the ethnicity of the author or by subject matter?
 - c. When does an immigrant become "American"?
 - d. What is "literature"?
 - e. Autobiography/memoir
 - f. Songs
 - g. Diaries
 - h. Video/Film/Multimedia/Documentary
 - i. Historical text
 - j. "Traditional" genres of literature
 - i. Fiction
 - ii. Poetry
 - iii. Drama
 - iv. Film
2. Relevant Theories and Literary Criticisms
 - a. Critical Race Theory
 - b. Gender/Queer Theory
 - c. Ethnic Studies and Post-Colonial Criticism
 - d. Cultural Studies
3. Terminology of ethnic literature and the problems inherent in it
 - a. Oriental vs. Asian
 - b. Native American vs American Indian
 - c. African American vs Black

- d. Chicana vs. Mexican American vs Hispanic vs Latina
- e. Assimilation vs accommodation vs adaptation vs acculturation
4. Asian American literature
 - a. What constitutes "Asian American" literature?
 - b. Stereotypes of Asian Americans
 - c. Significant historical events
 - d. Asian American literary history
 - e. Asian American literary tradition
 - i. multiple presences
 - ii. ambivalent stories
 - iii. circular, fluid narratives
 - iv. mixing biography and fiction and its relation to identity discourse
 - v. place of silence in raced and gendered relations
 - vi. use of native language
 - vii. trickster characters
 - viii. shifting emphasis from demonstrating successful Westernization to privileging ethnic identity
 - f. Common course texts may include but are not limited to the following:
 - i. Short works: "Two Kinds" and "Mother Tongue" by Amy Tan, "In the Land of the Free" by Sui Sin Far, "When Mr. Prizada Came to Dine" and "Hell Heaven" by Jhumpa Lahiri, "No Name Woman" by Maxine Hong Kingston, "Mother Tongue" by Nora Cobb Keller
 - ii. Poems by: Ocean Vuong, Franny Choi, John Yau, Marilyn Chin, Ai Ogawa, Fatimah Asghar, Janet Wong
 - iii. Substantive Texts: *When the Emperor Was Divine* by Julie Otsuka, *On Earth We're Briefly Gorgeous* by Ocean Vuong, *Crying in H Mart* by Michelle Zauner, *Native Speaker* by Chang-Rae Lee, *No-No Boy* by John Okada, *The Namesake* by Jhumpa Lahiri, *M. Butterfly* by David Henry Hwang, *Dear America: Notes of an Undocumented Citizen* by Jose Antonio Vargas
 - iv. Critical Texts: *Keywords for Asian American Studies* edited by Cathy J. Schlund-Vials et. al., *Masking Selves, Making Subjects: Japanese American Women, Identity, and the Body* by Taise Yamamoto; *Asian American Literature: An Introduction to their Writing and the Social Contexts* by Elaine Kim "Can the Subaltern Speak?" By Gayatri Chakravorty Spivak, *Racial Melancholia, Racial Dissociation: On the Social and Psychic Lives of Asian Americans* by David Eng.
5. American Indian literature
 - a. What constitutes "American Indian" literature
 - b. Stereotypes of American Indians
 - c. Significant historical events
 - d. American Indian literary history
 - e. American Indian literary tradition
 - i. Circular structures
 - ii. Accretive structures
 - iii. Ambiguity
 - iv. Shifting/multiple points of view/shifts in time
 - v. Significance of oral traditions and storytelling styles
 - vi. Trickster stories/characters
 - f. Common course texts may include but are not limited to the following
 - i. Short works: "Yellow Woman" by Leslie Marmon Silko, "The School Days of an Indian Girl" by Zitkala-Sa, "The State" by Tommy Orange, "Adventures of an Indian Princess" by Patricia Riley, "Welcome to Your Authentic Indian Experience" by Rebecca Roanhorse, "The Red Convertible" by Louise Erdrich
 - ii. Poems by: Layli Long Soldier, Linda Hogan, Esther Belin, Chrystos, Natalie Diaz, Joy Harjo, Qwo-Li Driskill
 - iii. Substantive Texts: *There There* by Tommy Orange, *Tracks* and *The Roundhouse* by Louise Erdrich, *Whereas* by Layli Long Soldier, *Ceremony* by Leslie Marmon Silko, *The Removed* by Brandon Hobson
 - iv. Critical Texts: *The Heartbeat of Wounded Knee* by David Treuer, *An Indigenous Peoples' History of the United States (Revisioning History)* by Roxanne Dunbar-Ortiz, "Native American Novels: Homing In" by William Bevis, "Indian Humor" by Vine Deloria, Jr., *The Sacred Hoop: Recoreing the Feminine in American Indian Traditions* by Paula Gunn Allen
6. African American literature
 - a. What constitutes "African American" literature
 - b. Stereotypes of African Americans
 - c. Significant historical events
 - d. African American literary history
 - e. African American literary traditions

- i. Influence of folk elements (storytelling)
- ii. Influence of music (spirituals, blues, work songs, and gospels)
- iii. Tricksters and masking techniques
- iv. Dual consciousness
- v. Call and response
- vi. Signifying and testifying
- f. Common course texts may include but are not limited to the following:
 - i. Short works: "Roselily" by Alice Walker, "Sonny's Blues" by James Baldwin, "Sweat" by Zora Neale Hurston, "Recitatif" by Toni Morrison
 - ii. Poems by: Langston Hughes, Saeed Jones, Danez Smith, Claudia Rankine, Amanda Gorman, Terrence Hayes, Jericho Brown, Nikki Giovanni, Maya Angelou, Claude McKay, Angela Grimke,
 - iii. Substantive Texts: Fences by August Wilson, Kindred by Octavia Butler, Sula and Beloved by Toni Morrison, Citizen by Claudia Rankine, Passing and Quicksand by Nella Larsen, Invisible Man by Ralph Ellison, Native Son by Richard Wright, Giovanni's Room and Go Tell it on the Mountain by James Baldwin, A Raisin in the Sun by Lorraine Hansberry, The Men We Reaped by Jesmyn Ward, How We Fight for Our Lives by Saeed Jones
 - iv. Critical Texts: "The Master's Tools will not Dismantle the Master's House" and "The Uses of Anger" by Audre Lorde, The Fire Next Time by James Baldwin, Playing in the Dark: Whiteness and the Literary Imagination by Toni Morrison, The New Negro edited by Alain Locke
7. Chicanx/Latinx literature
 - a. What constitutes "Chicanx or Latinx" literature
 - b. Stereotypes of Chicanx and/or Latinx
 - c. Significant historical events
 - d. Chicanx and/or Latinx literary history
 - e. Chicanx and/or Latinx literary traditions
 - i. oral expressive forms, such as corridos
 - ii. code switching and reproduction of language
 - iii. significance and influence of religion and spirituality
 - iv. aesthetics of the border, immigration, migration
 - v. construction of Chicanx/Latinx identity
 - vi. countermythology of California and US as a garden, a paradise
 - vii. folklore
 - viii. magical realism
 - f. Common course texts may include but are not limited to the following:
 - i. Short works: "Everything is Far From Here" by Cristina Henriquez, "First Communion" by Tomas Rivera, Los Vendidos by Luis Valdez,
 - ii. Poems by: Pat Mora, Rodolfo "Corky" Gonzales, Tomas Rivera, Jack Agüeros, Pedro Pietri, Julia Alvarez, Richard Blanco, Yosimar Reyes, Ada Limón, Javier Zamora, Marcelo Hernandez Castillo
 - iii. Substantive Texts: Pocho by Jose Antonio Villareal, "Real Women Have Curves" by Josefina Lopez, Lima :: Limon by Natalie Scenters-Zapico, Dreaming in Cuban by Cristina Garcia, The Brief and Wondrous Life of Oscar Wao by Junot Diaz, We The Animals by Justin Torres,
 - iv. Critical Texts: This Bridge Called My Back: Writings by Radical Women of Color by Cherrie Moraga and Gloria E. Anzaldúa, Borderlands/La Frontera: The New Mestiza by Gloria E. Anzaldúa, Disidentifications and Cruising Utopia and The Brown Commons by José Esteban Muñoz,

Honors Content

The topics included in the honors component of the course, Ethnic American Literature, are generally the same as those covered in the LIT/ETHS 280 course as a whole; however, in the honors section, honors students will select additional topics and/or primary texts to read and share throughout the semester. Students will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and accuracy. Students may also be required to read and apply literary criticism and literary theory to the texts covered in the regular section and/or additional texts assigned in the honors section to deepen their understanding of the literature and the diverse experiences represented in the literature. Additionally, instructors will guide students by providing additional instruction in literary research methods and providing students with resources and texts that will facilitate a greater understanding of the topics covered in the LIT/ETHS 280 course. For example, additional topics or assignments, in addition to those already assigned in the regular section, include but are not limited to:

- The impact of printing press and publishing field for multiethnic writers and their contribution to the literary canon.
- The marginalization of LGBTQ voices and how they are represented in the literature or lack representation during particular time periods.

- Examine theme of intersectionality.
- Critical race theory and how it appears in the works of writers. Etc.

Methods of Instruction

Method

Discussion

Integration

Discussion (both large and small group) to build on material presented in lecture with regard to historical and cultural contexts of specific texts and to discuss and analyze literary texts. Discussions can apply theory and knowledge of American Indian, African American, Asian American, and/or Latinx American/Chicanx authors to literature that deals with the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of individuals within these communities.

DE Adaptations for MOI

Classroom discussion can be facilitated using the course management system's (CMS) discussion board feature. This will be instructor initiated and monitored. All materials will be accessible.

Method

Film/video Viewing and Discussion

Integration

Videos, films, slides, and/or podcasts will be used in class. Instructors will ensure all media meets accessibility guidelines. Instructor will provide instructor-guided interpretation, analysis, and comparison questions. Topics may include how struggle, resistance, racial and social justice, solidarity, and liberation, are depicted in the literature.

DE Adaptations for MOI

All media will be made available and accessible in the CMS. Discussions on these materials will take place on the discussion board feature on the CMS.

Method

Lecture

Integration

Lecture to highlight the historical and cultural context of the writing and to explain aspects of ethnic literary tradition. Lecture topics will include concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism in the context of ethnic American literature.

DE Adaptations for MOI

Lecture will be communicated through the CMS. Lecture can occur via instructor developed Power Point presentations, Closed-Captioned video lectures, and sites appropriate to the course. All content will be captioned to meet accessibility requirements.

Method

Reading

Integration

Reading to analyze how literature can help to understand struggles, resistance, racial and social justice, solidarity, and liberation of ethnic American individuals and communities as well as current political issues such as immigration, reparations, sovereignty and colonialism, antiracism, the justice system, and systemic racism.

DE Adaptations for MOI

All readings will be either provided through the MSJC bookstore, via Open Educational Resources, or provided on the CMS in ways that meet accessibility and copyright guidelines.

Additional Methods of Instruction for Honors

Instructor-Student Meetings: Students will be required to meet with instructor individually or in small groups to discuss research projects, research papers, and other relevant course information. Students will be required to meet at least 3 times throughout the duration of the course.

Methods of Evaluation**Method**

Class Participation

Integration

Students' contribution to class discussions will demonstrate knowledge of assigned texts applying theory and knowledge to ethnic American literature with an emphasis on critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups and their agency and group-affirmation. Students will be evaluated on their sensitivity to the experiences of these ethnic American characters and communities, as well as their ability to apply cultural/historical contexts and course concepts to literary texts.

DE Adaptations for MOE

Students will participate in discussion boards or in small groups through the CMS. Feedback will be provided to individuals, to groups as a whole through discussion board feedback or through feedback given in the grading program. Feedback may be provided to the class as a whole through the CMS announcements or course pages within one to two weeks.

Method

Exams/Tests

Integration

Exams, tests, and quizzes that demonstrate analysis of texts and ability to articulate concepts such as racism, eurocentrism, self-determination, decolonization, sovereignty, settler colonialism, and anti-racism in addition to literary theories and concepts.

DE Adaptations for MOE

Exams will be conducted through the CMS, and students will be given feedback through the grading comments as well as providing feedback for the class as a whole through CMS announcements or course pages for concepts on which students as a whole need more clarification. These will be graded within one to two weeks.

Method

Papers

Integration

Written analyses of the literature that depend on a strong thesis as a focal point, a convincing argument, and evidence from primary text(s) and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary text(s) using appropriate MLA documentation will be assessed. Paper(s) will accurately and sensitively present information about the ethnic experience and demonstrate an understanding of the ideas presented in the course, such as anti-racist ideas and cultural/historical contexts, as well as the way authors position and identify themselves and their cultures in the literary texts.

DE Adaptations for MOE

Students will upload papers to the CMS and feedback will be provided through grading tools or feedback tools or uploaded rubric through CMS. These will be graded within two to three weeks.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments.

The honors paper or expansion paper will be assessed according to standards set for written work for LIT/ETHS 280 students; in keeping with these standards, instructors will assess the essay's content, organization and development, facility with language, and mechanics as well as the depth of analysis and insight, the use and appropriateness of outside sources, and the effectiveness of communication, displayed through diction and syntax. Additionally, honors assignments will be assessed for effective integration of additional primary and secondary sources and synthesis of those sources within the work. Specific emphasis will be placed on student's ability to apply literary theories to the analysis and their demonstration of nuanced arguments and strong supporting evidence. Essays should reflect a cultural understanding.

If assigned, the presentation will be assessed for student's ability to understand and communicate clearly the thesis of their work as well as the ability to summarize and paraphrase effectively without plagiarizing. Thus, presentation will be assessed in terms of organization, presentation style, grammar, mechanics, and the integration and citations of all sources. Additionally, presentation will be evaluated for its creativity and originality.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Amy Tan herself often comments on her view of language, emphasizing that language is a central motif in the novel. In small groups, discuss Victoria Chen's views given in "Chinese American Women, Language, and Moving Subjectivity" with respect to the significance of language in *The Joy Luck Club*. Consider the following: (1) whether you agree with Chen's view of language or whether Tan's use of language serves a different purpose in reflecting ethnic identity in the novel, (2) how the language barrier in the novel serves as a reflection of the lived experiences of different generations as well as a way that the different generations position themselves to reflect the social struggles of the two generations as they negotiate individual agency as well as group affirmation, and (3) how the language differences reflect the politics of assimilation, acculturation, and accommodation as reflective of the immigrant Chinese experience as well as the experience of children of immigrants. Group discussions will be graded on the basis of participation, with points awarded for active participation.

How assignment will be adapted in online format

This assignment can be modified into a group assignment on the CMS discussion board feature. Students would have conversations in small groups. Students will receive feedback within one to two weeks via the CMS grading feature.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Fishbowl

In a group of 4-5, you will analyze a poem assigned from Natalie Scenters-Zapico's book *Lima :: Limón*. Your group will prepare discussion questions and key points through in-class discussion to prepare for next class, where we will have a 10 minute fishbowl discussions (each group will take turns discussing the poem as a small group in the center of class while the rest of the class listens actively). The goal of this assignment is to foster lively, small group discussions, allowing the entire class to learn from these groups. Your group should consider key concepts in Latinx/Chicanx studies, such as machismo and marianismo, considering how the poem engages readers to think critically about intersections between Latinx/Chicanx identity and gender. Group discussions will be graded on the basis of participation, with points awarded for active participation.

How assignment will be adapted in online format

This assignment can be done in discussion boards on the CMS through group discussions. Students will receive feedback within one to two weeks via the CMS grading feature.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

For this paper, you will analyze Beyoncé's music video for the song "Formation," considering how the song deals with historical and current struggles while creating a collectivity central to anti-racist and anti-colonial movements. To do this, you should use one or both of Audre Lorde's essays "The Master's Tools Will Never Dismantle the Master's House" and "The Uses of Anger" as a critical lens. This essay should critically review how struggle, resistance, racial and social justice, and solidarity are depicted in the music video. Your paper should include quotations from Lorde's essay(s) and provide significant textual evidence from the song lyrics, as well as analysis of the visual elements. The paper will be graded based on the understanding and integration of course materials, the cogency of analysis, and the use of textual evidence.

How assignment will be adapted in online format

This formal writing assignment can be turned in as an assignment on the CMS. Students will receive feedback within two to three weeks via the CMS grading feature.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Although very different in genre (Octavia Butler's *Kindred* is science fiction that focuses on history, Tommy Orange's *There There* is contemporary realism), the genre itself provides a framework for the ideas both authors want readers to focus on with respect to how different ethnic groups struggle to define themselves against values of the dominant cultural group as well as within their cultural groups. Analyze how the genre serves as a metaphor for a broader cultural conflict and engages with anti-racist and anti-colonial ideas found in each novel. Be sure you consider notions of intersectionality related to race, gender, and class as found in the two novels. The paper will be graded based on the understanding and integration of course materials, the cogency of analysis, and the use of textual evidence.

How assignment will be adapted in online format

This formal writing assignment can be completed and turned in via the assignments feature on the CMS or assigned as timed writing via the quizzes essay question feature. Students will receive feedback within two to three weeks via the CMS grading feature.

Honors Assignments**Assignment**

Students will complete the regular requirements and meet the objectives from the regular course. They will be graded in accordance with the criteria used for the regular section. In addition, to receive honors credit students will do the assignments in areas A and C, and will select one assignment from area B.

Assignment

A. Students will complete the following:

Assignment

Students will be required to meet with the instructor individually or with the instructor and other honors students at least three times during the semester to discuss the reading, research, and paper ideas. Students may be asked to participate in peer-review activities as well part of the individual or group meeting with instructor. Peer reviews will encourage students to share and discuss their projects or papers and will allow students to give constructive feedback about ways to improve their research and work. Students will be expected to bring in copies of their drafts.

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This encourages students to go above and beyond in applying course materials.

Justify how the assignment reflects the Engagement Core Value

This practice will encourage students to engage with each other, their instructor, and with materials with more depth than the standard course.

Assignment

B. Students will also complete an additional assignment or project, such as one of the following:

Assignment

1. Write an additional original and well-developed research paper (at least eight pages, excluding Works Cited page), developing an original, analytical, persuasive argument based on a topic of interest that is not assigned to the class as a whole. For instance, a student may write an argument essay that analyzes how a particular novel reflects important values and literary traditions of a particular culture (such as Julia Alvarez' *In the Time of the Butterflies*). The research paper must include at least 5 secondary sources that the student will collect through library, database, or internet sources. These secondary sources should be used to enhance the student's original argument, supplying historical, cultural, or theoretical concepts in support of the student's view.

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This encourages students to go above and beyond in applying course materials.

Assignment

2. Expand upon a required paper by adding eight additional pages, smoothly integrating information from four secondary sources, not to reiterate established critical views but to argue for a new interpretation based on textual evidence, perhaps in opposition to another scholar's critical perspective or to envision the text through a historical, psychological, sociological, anthropological, political, feminist, linguistic, or other perspective.

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This encourages students to go above and beyond in applying course materials.

Assignment

3. With approval from the instructor, students will write an additional paper of at least eight pages on a more focused subject, such as considering the way trickster characters are represented in several texts or writing a critical response in which they would read a critical book such as Jeanne Rosier Smith's *Writing Tricksters: Mythic Gambols in American Ethnic Literature* and write a paper that explores and compares trickster characters from different ethnicities, considering what the similarities and differences suggest about the different cultures). Students who choose this option must incorporate literature in some way to a thesis-driven research paper with an original argument. There must be a minimum of 6 sources (primary and secondary).

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This encourages students to go above and beyond in applying course materials.

Assignment

C. Students will complete the following:

Assignment

1. Write one scholarly abstract for the honors project of 200 to 250 words, including keywords. This exercise can be seen as preparation for conference proposals.

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This prepares for conference applications.

Justify how the assignment reflects the Engagement Core Value

This will prepare students to engage outside of the college to share their work with larger academic communities.

Course Materials**Textbooks**

Vuong, Ocean (2022). *Time is a Mother*. ISBN: 978-0593300237.
Orange, Tommy (2024). *Wandering Stars*. ISBN: 0593318250.
Sanchez, Erika (2017). *I Am Not Your Perfect Mexican Daughter*. ISBN 978-1524700515.
Morrison, Toni (2004). *Sula*. ISBN 978-1400033430.

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course was revised to more explicitly address the Cal-GETC Ethnic Studies core competencies to support its cross listing as an Ethnic Studies course. The course focuses on the diversity of cultural and theoretical perspectives among African American, Asian American, American Indian, and Latinx/Chicanx scholars and literatures. In addition, the course emphasizes literary contributions and responses to social justice movements in resistance to colonialism and white supremacy towards liberation, agency, and group affirmation. The course was revised to include additional authors from a variety of gender and gender identities and cultures with an emphasis on the way that ethnic studies concepts can be understood through the lens of literary texts.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Traditionally, this course supported the needs of English majors and students seeking to fulfill their humanities requirement. Now that the course has been cross-listed with Ethnic Studies course, it was revised to support non-majors as well. Formative and summative assignments have been added to support non-majors who may be unfamiliar with literary elements and theories. In addition, assessment has been expanded to include exams, presentations, and projects in addition to traditional literary analysis essays. Student-to-student interaction was also emphasized to support collaborative learning that begins with students' prior knowledge as a scaffold for unfamiliar concepts. Finally, additional examples have been added to support students from all backgrounds in developing an appreciation and empathy for African American, Asian American, American Indian, and Latinx/Chicanx identities, experiences, and perspectives.

Interactions

Explain how the course will incorporate student-to-student interaction.

Small group and whole class discussions encourage students to share and contrast prior knowledge, interpretations of texts, and experiences with class concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. Student-student interactions can build empathy and critical awareness of lived experiences different from one's own, a core concept in ethnic studies. Students enrolled in either face to face or distance education sections will collaborate using the CMS discussion board, Collaborate, or Student Annotation Tools. Individual or small group projects can be managed and evaluated using the CMS and produced using freely available third party platforms such as Google Docs, Zoom, JamBoard, or Padlet. In addition, peer reviews, collaborative quizzes, and poster projects encourage peer learning that supports student engagement.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to- student interaction can be supported by discussion board, announcement, and assignment feedback practices to meet regular effective contact. These may include lecturing or facilitating discussions about literary theory, genre structures, or the sociopolitical contexts of class texts. In distance education sections, instructors can host live post pre recorded lectures and respond to questions posed asynchronously by students. Instructor feedback could support student learning as they move beyond summary and personal response to stronger literary analysis, research methods, and application of Ethnic Studies core competencies to deepen their understanding of ethnic American literatures and theoretical practices.

Explain how the course will incorporate student-to-content interaction.

Students will study a variety of ethnic American Literatures from Asian American, Latinx/Chicanx, African American, and American Indian writers. Texts from a variety of genres to understand the historical, social, and political contexts will be analyzed using contextual and theoretical sources to consider critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation within the literature. These texts will include themes such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white

supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. In addition, book talks or interviews by prominent authors or theorists can provide students with direct engagement with secondary sources to support their analysis of assigned texts. Students can be assigned to engage with library research workshops or recordings to deepen their research skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will engage in reflective writing to process their understanding and responses to ethnic American literature, theories, and experiences. Students will also be encouraged to study the value of emotional intelligence in their personal and professional lives and the ways in which literary study have been demonstrated to increase empathy, cultural understanding, and contribute to anti-racist and anti-colonial practices. This can support the sometimes uncomfortable spaces that Ethnic Studies concepts and practices invite students to engage in. Finally, students can reflect on their developing knowledge in journals, complete self-assessments on their essays prior to submission, and write a summative essay reflecting on their understanding and appreciation of a diverse range of ethnic American literatures.

Key: 2032