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## **ENG 202 – Multi-Ethnic American Literature Spring 2004 Course Syllabus**

### **Required Texts**

- *New Worlds of Literature*. 2<sup>nd</sup> Edition. Jerome Beaty and J. Paul Hunter, eds. (Norton)
- *The Human Stain*. Philip Roth. (Vintage)
- *Philadelphia Fire*. John Edgar Wideman. (Vintage)
- *Zelig*. Woody Allen
- *Do the Right Thing*. Spike Lee.

### **Prerequisites**

ENG 102

### **Catalog Description**

This course is designed to give students knowledge of the ethnic diversity of American literature at the same time that they improve their skills in reading and interpreting literature and in writing. The course covers material from at least three of the following ethnic groups: Native American, African American, Hispanic American, and American Eskimo. Other ethnic groups may also be included.

### **Course Objectives**

What we will do throughout the semester is to read/view a variety of texts that highlight the American multi-ethnic experience. That is quite a large area, especially when the concept of “ethnicity” is viewed through such a broad and diverse prism. This course will not focus only on race or literatures of color; it is designed to explore the wide spectrum of American ethnicity. As such, we will look at literatures from non-European- as well as European-American authors. Most of the course will be devoted to shorter texts—short stories, poems, shorter pieces of drama—but we will also be looking at longer novels as well as films. And since this is a 200-level course, we will also deal with many of the basic formalistic issues that one needs to approach literature effectively. The objectives of this course are to give students an introduction to the vast array of ethnic writing that makes up much of American literature; to provide the opportunity to explore the diverse nature of our literature; to help students develop a deeper understanding of the ever-evolving issues involved in defining the American canon and in the national discourses on both “race” and “ethnicity”; and to encourage the reading of literature with a fine critical understanding and aesthetic appreciation that a sophomore-level course should provide.

## Attendance

Be here! Much of your work will be done in class. Therefore, except in the most extraordinary cases, **you will be required to attend all class sessions**. If you know you have/will have an excused absence from class, please see me about this as soon as you can. You still need to make up the work you may have missed in class. And do arrive to class on time; tardiness can count as an absence. Attendance and class participation will help determine your overall course grade. **More than three unexcused absences can lower your course grade by at least one letter. Also, if you miss more than 15% of the scheduled classes you will automatically receive an F for the course.**

## Evaluation

The course grade is largely determined by performance on major exams, a midterm paper, and a final paper. Class participation will also be graded.

### Grading Scale

A+=99, A=95, A-=90 B+=89, B=85, B-=80 C+=79, C=75, C-=70 D+=69, D=65, D-=60  
F=59-0

The portions are weighted as follows:

4 Exams	75%
Final Paper	20%
Class Participation	5%

Except for legitimate excused absences, **any paper turned in after the due date will result in a zero for the assignment**. Furthermore, unless there is an excellent excuse, the exams cannot be made up, so please make sure you do the readings and don't miss class.

## American Disabilities Act (ADA) Statement

Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Building, Room 303D, 303-886-5835.

## Plagiarism and Cheating

- **Department policy:** The Department of Literature and Languages adheres to the university definition of "plagiarism" by the Council of Writing Program Administrators that can be found at <http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>:

Plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

[...] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

- **Royal's addendum:** To intentionally plagiarize is to steal another's words or ideas as if they were your own. **Any student who blatantly plagiarizes (i.e., intentionally and**

**directly lifting whole or partial material from any electric or printed material) will automatically fail the course and should expect disciplinary action by the college.**

### **Student Conduct and Responsibilities**

- **University policy:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
- **Royal's addendum:** In order for everyone to get the most out of this course, classroom conduct is of the utmost importance. Therefore, you will be required to create and maintain a productive classroom environment with little in the way of disruption. Your overall grade could be put in jeopardy if you demonstrate inappropriate classroom behaviors. This includes the habitual disruption of the class through chit-chatting and talking out of turn, doing outside work during our classroom time, and bringing in active electronic devices (such as cell phones and pagers). Every day you enter the class, please turn off your cell phones and pagers.

### **Schedule**

We will divide our schedule according to the thematic sections found in the Beaty and Hunter collection. Along the way will periodically read one of the novels or devote ourselves to one of the films. (Please note the weeks where assignments are due.)

#### **Week 1: January 12 – 16**

Introduction. "Sandra Street," "Sánchez"

#### **Week 2: January 19 – 23**

Selected "Home" poetry

#### **Week 3: January 26 – 30**

"My Mother's Stories," "Charlie-O," Selected "Family" poetry

**Exam 1**

#### **Week 4: February 2 – 6**

*Philadelphia Fire*

#### **Week 5: February 9 – 13**

"No Name Woman," "Private Property," Selected "Heritage" poetry

#### **Week 6: February 16 – 20**

*Trotsky's Bar Mitzvah*

*Zelig*

#### **Week 7: February 23 – 27**

"Learn! Learn!," "I Am an American," Selected "Language" poetry

**Exam 2**

#### **Week 8: March 1 – 5**

"The Man from Mars," "There Are a Lot of Ways to Die"

**Week 9: March 8 – 12**

Selected “Aliens” poetry

**Week 10: March 15 – 19**

**SPRING BREAK**

**Week 11: March 22 – 26**

“Recitatif,” “What Happened to Red Deer,” *Fences*

**Week 12: March 29 – April 2**

Selected “Crossing” poetry

**Exam 3**

**Week 13: April 5 – 9**

*The Human Stain*

**Week 14: April 12 – 16**

“The Lesson,” “In the American Society”

*Do the Right Thing*

**Week 15: April 19 – 23**

“The Moths,” “Fleur”

**Week 16: April 26 – 30**

Selected “Beliefs” poetry

Course Review

**Final Paper Due**

**Week 15: May 3 – 7**

**Final Exam Week**