

**Bergen Community College  
Division of Humanities  
Department of English**

**LIT 218: Race and Ethnicity in American Literature  
Course Syllabus**

**Semester and year  
Section Number  
Meeting Times  
Location**

**Instructor:**  
**Office Location:**  
**Phone:**  
**E-mail:**  
**Office Hours:**

This course examines the literature of North America's ethnic groups. The course draws upon significant works of fiction, poetry, drama, and autobiography written by representatives of such groups as Native Americans, Hispanics, Irish, Jews, Asians, Blacks, Italians. 3 credits. General Education course. Diversity course. Prerequisite: None.

<b>Student Learning Outcomes</b>	<b>Means of Assessment</b>
1. Identify major works and themes of Ethnic American literature.	Discussion, Writing, Multimodal Presentation
2. Recognize the historical contributions of various ethnic groups to American culture, and how an appreciation of this diversity can enrich our common life.	Discussion, Writing, Multimodal Presentation
3. Cultivate a knowledge of the diversity of literary voices in American literature.	Discussion, Writing

4. Recognize the historical contributions of various ethnic groups to American culture, and how an appreciation of this diversity can enrich our common life.	Discussion, Writing
5. Produce a properly formatted written evaluation of literary works; demonstrate competency in both research methodologies and textual analysis.	Discussion, Writing, Multimodal Presentation.

### Essential Learning Outcomes

SLOs:	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11
1.	x	x							x		
2.	x	x							x		
3.	x	x							x		
4.	x	x							x	x	
5.	x	x			x				x		

EL1-Effective Speaking  
 EL2-Effective Writing  
 EL3-Mathematical Reasoning  
 EL4-Scientific Reasoning  
 EL5-Technological Competency  
 EL6-Information Literacy  
 EL7-Social-Behavioral Analysis

EL8-Historical Analysis  
 EL9-Humanistic Analysis  
 EL10-Intercultural Awareness  
 EL11-Moral Literacy

### Signature Assignment

Researched Analysis: Students will write a 7-10 paged analysis, using secondary sources, of a primary source text introduced in the course.

### Course Requirements

Students will be required to do the following:

1. Write 10-15 pages or 3000-3750 words for the course. This includes a major paper as well as discussions and reading responses, quizzes, and in-class essays if appropriate. All formal papers must use MLA style and

demonstrate effective proofreading and editing. (Meets student learning objectives 1-6.)

2. Read, interpret, discuss, and analyze numerous literary works from the assigned texts. (Meets student learning objectives 1-5.)
3. Learn and apply various literary terms to texts. (Meets student learning objectives 1, 2, 4, and 5.)
4. Write at least one analytic 5-page paper that demonstrates effective proofreading, editing and MLA style. (**Signature Assignment** 1-6.)
5. Participate in conferences to discuss your work, course progress, and any other concerns you may have. (Meets student learning objectives 1-6.)
6. Check Canvas at least twice a week for class announcements, assignments and supplemental material. (Meets student learning objectives 1-6.)

### Sample Required Texts

Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. New York: Grove, 2005. ISBN: 0-8021-4167-6

Baldwin, James. *Going to Meet the Man: Stories*. New York: Vintage, 1995. ISBN: 0679761799

Cahan, Abraham. *Yekly and the Imported Bridegroom and Other Stories of Yiddish New York*. New York: Dover, 1970. ISBN: 0-486-22427-9

Kaldas, Pauline & Mattawa, Khaled Eds. *Dinarzad's Children: An Anthology of Contemporary Arab American Fiction*. Fayetteville: University of Arkansas Press, 2004. ISBN: 1- 55728-781-3

Morrison, Toni. *The Bluest Eye*. New York: Plume, 1994. ISBN: 0-452-28219-5

Quinonez, Ernesto. *Bodega Dreams*. New York, Vintage: 2000. ISBN: 0-375-70589-9

Roth, Philip. *Goodbye, Columbus and Five Short Stories*. New York: Vintage, 1993. ISBN: 0- 679-74826-1

Viramontes, Helena Maria. *Under the Feet of Jesus*. New York, Plume, 1996. ISBN: 0452273870

### Student Assessment

Journals	25%
Assignments	25%
Final	25%
Class Participation	25%

### Grading Scale

Please refer to the following grading scale. Note that in order to receive the higher grade, a .5 and above is necessary. For example, an 89.4 is still a B+; only an 89.5 and above is equal to a 90, A.

A	90-100%
B+	85-89%
B	80-84%

C+	75-79%
C	70-74%
D	64-69%
F	Below 60%

## Attendance Policy

Your presence is vital to our classroom community, so regular attendance is required. You will be permitted four absences after which your grade will be negatively affected. You are expected to come to class every day prepared to discuss assigned texts and to produce written responses both in class and at home.

## Academic Integrity

A note on plagiarism: please give credit where credit is due! Honesty is expected of you. It is expected that the work you hand in will always be your own, and that you will never copy sentences, phrases, paragraphs, or whole essays from any other person's work, for that is plagiarism. If you are ever unclear about how to cite another person or author's ideas, come see me or consult the staff in the writing center.

In order to help you avoid plagiarism and preserve academic integrity, you are required to submit all papers to the Turnitin links embedded in the specific modules of our site. Turnitin alerts you to text that should be put in quotation marks and cited, and/or paraphrased in your own words. **The use of Artificial Intelligence is also plagiarism; it is truly better to think for yourself than ask a computer to think for you.** Papers are flagged for AI use by Turnitin. I will check the originality reports. No paper will be graded unless it has been turned in at the appropriate link. Note that any papers submitted for grading that are determined to be plagiarized will receive a failing grade. If this is the second incident of plagiarism, you may fail the course.

## Accessibility Statement

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or [www.bergen.edu/oss](http://www.bergen.edu/oss). To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

## Student Support Services

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.

BCC's Writing Center is located in L125, and you are encouraged to work with our faculty and professional writing tutors.



### **Sidney Silverman Library Online Resources:**

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

### **Sample Class Schedule**

#### **Week 1**

Read: "Eat, Memory" by David Wong Louie  
 "Education and Assimilation"  
 Media: Eddie Huang on Identity  
 Fresh Off the Boat  
 Assignment: Identity Reflection  
 Discussion Board

#### **Week 2**

Read: "Indian Education" by Sherman Alexie  
 Excerpt from "Take This Man" by Brando Skyhorse  
 Assignment: Memory Essay  
 Discussion Board

#### **Week 3**

Read: "Recitatif" by Toni Morrison  
 Media: The Chappelle Show "The Racial Draft"  
 Assignment: Reflective Journal  
 Discussion Board

#### **Week 4**

Read: "Cho Jeong Min" by Franny Choi  
 "No More Maybe" by Gish Jen  
 Media: Meet the Parents from The Joy Luck Club  
 Assignment: Discussion Board  
 Reflective Journal

### **Week 5**

Read: "What We Talk About When We Talk About Anne Frank"  
 by Nathan Englander  
 Media: Into the Arms of Strangers  
 Assignment: Reflective Journal  
 Into the Arms of Strangers

### **Week 6**

Read: Two Poems by Mohja Kahf  
 Uneasy in Two Worlds  
 How'd Your Parents Die  
 Media: Suheir Hammad on Def Jam Poetry  
 Assignment: Reflective Journal  
 Discussion Board

### **Week 7**

Read: "Wabdin Electrician" by Daniyal Mueenuddin  
 "America" by Fatimah Ashgar  
 "Hitting Budapest" by NoViolet Bulawayo  
 Media: If They Come For Us  
 Assignment: Reflective Journal  
 Long Form Poem

### **Week 8**

Read: "Two Words" by Isabel Allende  
 "Hunger of Memory" by Richard Rodriguez  
 Media: TED Talk by America Ferrera  
 Assignment: Reflective Journal  
 Discussion Board

### **Week 9**

Read: Pgs. 1-43 in *Dear America*  
 "Everything is Far From Here" by Cristina Henriquez  
 Media: Outsourced: The Pilot  
 Assignment: Reflective Journal  
 Discussion Board

### **Week 10**

Read: Pgs. 43-72 in *Dear America*

Media: Dark Girls  
Assignment: Reflective Journal  
Discussion Board

### **Weeks 11 and 12**

Read: Pgs. 72-110 in *Dear America*  
Media: *The Rachel Divide*  
Assignment: Reflective Journal  
Discussion Board

### **Week 13**

Read: Pgs. 110-185 in *Dear America*  
Media: MTV White People  
Assignment: The Master Narrative  
Discussion Board

### **Week 14 and 15**

Read: Finish *Dear America*  
Assignment: Final Paper