

| Session | In class | Homework |
|---------|---|--|
| Date | | |
| 1 | Course overview | Read samples 1 and 2 in the African- |
| | "The Illegal Immigrant" | American reader.(underlining and |
| | Book choosing | reading diary) |
| 2 | African-American Literature: | Read sample 3 |
| | The role of religion | Attention: this is a longer text! |
| | • Langston Hughes, "On the Road" (1) | |
| | • "Salvation"(2) | |
| 3 | The role of music: | Read sample 4 |
| | • Sonny's Blues (3) | 1 |
| | The Weary Blues (poems) | |
| 4 | The role of education: | Read sample 5 |
| • | Maya Angelou, "Graduation"(4) | read sample 3 |
| | • poems | |
| 5 | Invisibility: | Review the different aspects of |
| 3 | , | African-American Literature and |
| | • Ralph Ellison, <i>Invisible Man</i> (Prologue and | prepare your presentation (if you are |
| | chapter 1)(5) | part of the Black-lit group. |
| | • poems Traditions: | part of the Black-IIt group. |
| 6 | | |
| | Alice Walker, "Everyday Use"(6) | |
| | Humor: | |
| | W.E.B. DuBois, "On Being Crazy"(7) | |
| 7 | Presentations of African-American Group | Read sample 1 in the Jewish |
| | | American reader |
| 8 | Jewish American Literature: an intro | Read samples 2 and 3 |
| | Albert Vorspan, Start Worrying (extracts)(1) | |
| 9 | Woody Allen, "No Kaddisch for Weinstein" (2) | Read sample 4 (Portnoy) |
| | Woody Allen, "The Moose" (3) | |
| 10 | Manhatten (Movie extracts) | |
| 11 | Philip Roth, <i>Portnoy's Complaint</i> (extracts)(4) | Review the main themes and aspects |
| | | of Jewish-American lit and prepare |
| | | your presentation if your are in the |
| | | Jew.lit. group |
| 12 | Jew.lit. round-up and presentation of novels | Read "Looking for Work" and |
| | | "Miracle at 8 th and 12 th " |
| 13 | Hispanic and Asian-American Literature | Read "Invisibility Is An Unnatural |
| | Hispanic lit samples | Disaster" and "Two Kinds" |
| 14 | Asian-American Literature samples | Read "Chee's Daughter" |
| 15 | Native American Literature | Read "Wounded Chevy at Wounded |
| | | Knee" |
| 16 | Native American Lit | Review the main themes and aspects |
| | | of Hispanic, Asian and Native |
| | | American writing and prepare your |
| | | presentation if you are in one of |
| | | these groups. |
| 17 | Presentations and round-up of | |
| | Hispanic, Asian and Native American Lit | |
| 18 | Essay presentations and Matura preparation | |
| 19 | Tying up loose ends | |
| | 1 2 2 1 | |

Course Assessment: America, the Melting Pot?

In this course we are going to discuss samples and extracts from well-known American minority writers and see how they have experienced the culture and society around them.

To prepare for the class, please read the text samples carefully (see timetable). Use a pencil and highlighter to mark any interesting passages and keep a regular reading diary.

Reading takes time – therefore we will not have any written papers or homework except for the 10-minute entries into your reading diaries and the presentation + short essay at the end. Please take the reading assignments and response writing very seriously; they are essential to the success of our course.

Look at the following assessment criteria and ask yourself what grade you want to earn. It is your own responsibility to show me how well you have reached the individual goals listed below.

| Regular class participation: Coming to class prepared, having read and annotated the assigned texts, Active participation in discussions and during presentations, Effort and work-attitude, Time-management, Team-spirit | /30 | |
|--|--------|--|
| Reading skills and critical questioning of the sample texts: Regular reading diary (of sample texts) Understanding beyond the plot level (themes, values, attitudes) Finding relevant information/problem solving capacity | /30 | |
| Presenting a Novel: Read one of the novels from our list. Keep a regular reading diary (at least 2 entries) and prepare a 5 minute presentation. For your presentation design an original cover and blurb for your novel. Try to capture the main themes of the book (use pictures, quotes, reader comments) Use your imagination. It might also be interesting to compare your original cover and blurb with some published versions. (Print out sample covers and blurbs from Amazon.com.) In what way is your chosen novel typical of the respective minority group? Present your novel and poster in the relevant session (see timetable). | | |
| Short essay and talk: Choose a topic from the list and write a well-structured essay. (10P) Present your findings in a 5minute talk (10P) | | |
| Other feedback: | Total: | |

Recommended Novels

If you know any other good books by American minority writers, please bring them to class so we can add them to the list.

African-American Writers:

Zora Neale Hurston, Their Eyes were Watching God

Alice Walker, The Color Purple

Alice Walker, By the Light of my Father's Smile

Richard Wright, Uncle Tom's Children

Richard Wright, Black Boy

Richard Wright, Native Son

James Baldwin, Go Tell it on the Mountain

John Howard Griffin, Black Like Me (white author, disguised as black man)

Ralph Ellison, *Invisible Man*

Maya Angelou, I Know Why he Caged Bird Sings

Jewish-American Writers:

Philip Roth, Portnoy's Complaint

Erica Jong, Fear of Flying

Henry Roth, Call it Sleep

Chaim Potok, The Chosen

Pete Hamill, Snow in August

Josef Heller, Catch 22

John Updike, Rabbit Run

Asian-American Writers:

Amy Tan, The Joy Luck Club

Amy Tan, The Kitchen God's Wife

Native American Writers:

Leslie Marmon Silko, Gardens in the Dunes

Mary Crow Dog, LakotaWoman

Ella Cara Deloria, Waterlily

John G. Neihardt, Black Elk Speaks (white author retells life story of Holy Sioux)

Linda Hogan, Mean Spirit

Hispanic- American Writers:

Jesus Colon, A Puerto Rican in New York

Sandra Cisneros, The House on Mango Street

Gary Soto, *Living up the Street*

Ernesto Quinonez, Bodega Dreams

Course Round-up Topics for essays and presentations

Choose one of the topics from this list or suggest a topic of your own. In order to review the whole course in the presentation sessions each topic can only be chosen by one student. You may reserve your favorite topic at any time during the course.

Write a short, well-structured <u>essay</u> about the topic of your choice (1-2 pages, 12pt.) and prepare a <u>5 minute talk</u> where you present your findings to the class. Use visual aids to help your audience concentrate and remember the content of your talk.

| 1. | Melting pot or patchwork quilt? | |
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| | A literary snapshot of U.S. society | |
| 2. | Why aren't we seen? | |
| | The problem of invisibility in American minority literature | |
| 3. | Oh God! | |
| | The role of religion in American minority literature | |
| 4. | "The Key" | |
| | The role of education in American minority literature | |
| 5. | Money makes the world go round | |
| | The role of money in Hispanic American literature | |
| 6. | Who am I? | |
| | Double consciousness and the quest for identity in American | |
| | minority literature | |
| 7. | What a joke! | |
| | Humor as a survival strategy in Black and Jewish American | |
| | literature | |
| 8. | "Lift every voice and sing" | |
| | The role of music in Black American literature | |
| 9. | Mothers and Fathers | |
| | The role of family in American minority literature | |
| 10. | Mother Earth | |
| | The role of nature in Native American literature | |
| 11. | Taco-land California | |
| | The problems of Mexican Immigration to the U.S. | |
| 12. | The jumbled world of Native Americans | |
| | The current situation of Native American society in the U.S. | |
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