

ENGLISH 284 – Introduction to Ethnic Literature of the United States

Spring 2021

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COURSE DESCRIPTION

Most of us are probably familiar with the maxim that “America is a melting pot,” a place where peoples from across the globe come together to coexist and blend peacefully. While this vision of multiculturalism makes us feel good, it is perhaps overly simplistic. Closer examination of current and historical events illustrates that America has, from its founding, been a site of conflict and struggle for groups perceived as “Other.” Likewise, a critical examination of the American literary canon illustrates that certain writers—women, writers of color, immigrant writers, LGBTQIA+ writers, disabled writers, etc.—have often been ignored, underappreciated, or relegated to “minor” status. In this class, we’ll be reading works of literature by writers who have challenged that canon, including authors from African American, Asian American, Latinx, and Native American communities. To encourage depth of comprehension and analysis, our readings represent a strategic sampling of ethnic literatures rather than an exhaustive survey.

All the writers we’ll read question what it means to be simultaneously “American” and “ethnic.” Throughout the semester, we’ll draw on concepts from critical race theory and postcolonial theory to help supplement our discussions of these works. Emphasis will be placed on understanding the historical and cultural contexts from which each of these texts emerged—particularly the variety of ways in which ethnic communities have become American: voluntary and/or forced migration, colonization, the redrawing of national boundaries, and the Transatlantic Slave Trade. By the end of the course, students should have a clear understanding of the practice of intersectional analysis, as well as of the nuance and variety of American ethnic literatures.

Ongoing questions for consideration will include:

- How does the way that someone becomes American shape his/her American identity?
- How does one define one’s own ethnic identity? How do factors such as class, gender, sexuality, ability, language, and citizenship status affect that process of identity formation?
- How does one live life “on the hyphen,” as both an American and an ethnic minority?
- How have writers of color sought to complicate, undermine, or expand the canon of American literature?
- How can ethnic literatures help us to imagine American multiculturalism in a way that acknowledges both its problems and its possibilities?

TEXTS

You are not required to purchase from the University Store. Used copies, photocopies, digital copies, and library copies are perfectly acceptable, provided that you read the same assigned sections of text as everyone else. If purchasing our required books will cause you insurmountable financial difficulty, please reach out to me so that I can get you access to our readings.

Primary Texts (available at University Store)

The Essential Gwendolyn Brooks, edited by Elizabeth Alexander

Woman Hollering Creek and Other Stories by Sandra Cisneros

Love Medicine by Louise Erdrich

Afterland by Mai Der Vang

Secondary Texts

Secondary readings on the historical and cultural context of each work (these will be uploaded and announced throughout the semester)

COURSE STRUCTURE AND TECHNOLOGY

This class will be delivered asynchronously online through the course management system Canvas and the videoconferencing platform Zoom. If you have not activated your UWSP e-mail account, please visit the [Manage Your Account](#) page to do so. You will use your UWSP account to login to the course from the [Canvas Login Page](#), and you will use it to activate your [UWSP Zoom account](#).

If you would like, you can get training on Canvas through the [Self-enrolling/paced Canvas training course](#). Zoom also offers [live trainings](#) every day, as well as [video tutorials](#).

View this website to see [minimum recommended computer and internet configurations for Canvas](#). View this website to see [minimum recommended computer and internet configurations for Zoom](#).

You will also need access to the following tools to participate in this course. If you do not have access to these items, please let me know ASAP.

- Webcam (optional)
- Microphone for Zoom meetings
- Laptop or desktop computer (some Canvas features aren't accessible on tablets or mobile devices)
- A stable internet connection (don't rely on cellular)
- A smartphone, digital camera, or scanner for digitizing/photographing handwritten documents for upload to Canvas

TECH SUPPORT**UWSP Technology Support**

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#)
- IT Service Desk Phone: 715-346-4357 (HELP)

- IT Service Desk Email: techhelp@uwsp.edu

Canvas Support


Click on the  button in the global (left) navigation menu and note the options that appear:

Table 1: Canvas Support Options

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .

All options are available 24/7; however, if you opt for “ask your instructor a question,” I may not be available immediately.

Zoom Support

Zoom operates a [24/7 Support Center](#) with video tutorials and a virtual assistant.

CLASS COMMUNICATIONS

Your UWSP email account is the university’s standard method of communication with you, and you should check it daily.

At the beginning of each week, I will send a preview message explaining what you need to accomplish for that week. At the end of each week, I will send a wrap-up message with reminders about upcoming deadlines. **Please read these messages thoroughly and reach out with any questions. Do not wait until the last minute to ask for**

clarification on assignments.

If you have a question about the course or about an assignment that isn't confidential or personal in nature, please post it in the Course Q & A Discussion forum. I will post answers there so that all students can view them. Students are encouraged to respond to each other's questions, too.

INSTRUCTOR RESPONSE TIMES

If you want to reach me, **it is best to do so by email**, as I do not always see Canvas messages in a timely fashion. **Be advised that I only read and respond to email messages between 7AM-7PM Monday through Friday.** If you contact me outside of those hours, don't expect an immediate response.

I will respond to student emails within 24 hours of receiving them, except on weekends. If you contact me during the weekend, I will respond within 48 hours. If you haven't heard from me within the above time frames, please re-send your message.

STUDENT EXPECTATIONS AND NETIQUETTE

Tasks

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete internet and library database searches
- download course materials from the LMS
- read documents online
- view online videos
- participate in online discussions
- complete peer reviews in Canvas
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions (optional)

Time Management

In asynchronous courses like ours, it's very common for students to struggle with time management. You're creating your own schedule, and the only person holding you to it is you. For those of us with a tendency to procrastinate, this can quickly become a problem that spirals out of control.

On average, for every credit hour of a college course, you should expect to spend 2-3 hours on reading and homework. **That means you should spend 6 to 9 hours of your week working on this class.** In other words, **do not wait until the end of the week to start your reading/assignments. Budget a little time each day.** Procrastination will result in A) stress and burn-out, and B) less than stellar work.

Netiquette

You will be expected to abide by basic netiquette. **Netiquette is a set of rules for behaving properly online.** Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Upload a photo of yourself to both your Canvas and Zoom profiles so that we can put a face to your name.
- Do not dominate any discussion.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or ☹ can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Share tips with other students.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Use proper salutations and sign-offs in email messages (ex: “Dear Professor Gantz” and “Sincerely, Bob”).
- If using virtual backgrounds in Zoom, make sure they’re appropriate.
- If not using virtual backgrounds in Zoom, make sure that there is nothing in your environment that is inappropriate or would make others uncomfortable.
- Dress appropriately if you plan to be on camera during a Zoom meeting (in other words, please wear clothing that would be okay for going out in public).
- Mute your microphone when you are not speaking in Zoom.
- If you live with others, be respectful of their privacy and consider disabling your camera if they are home during a Zoom session.

COURSE POLICIES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

STATEMENT ON ACADEMIC HONESTY

Some of the assignments in this class will require the use of sources. When you use sources, you must cite them. In this course, we will exclusively use MLA citation. The use of an unacknowledged source will result, *at minimum*, in your being required to redo the assignment for reduced credit. Depending on the nature and extent of the misuse, such behavior may result in a zero for the assignment or an F for the course. If you are unsure how to cite a source properly, please ask me. Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, etc., will also result in a major course penalty, including possible failure of the course. A report may also be submitted to the Dean of Students. For more information about UWSP's policies regarding academic misconduct, see the [Academic Integrity Brochure](#).

SAFE SPACE POLICY

We're all required to be respectful of each other's identities and opinions. There will be zero tolerance for slurs, derogatory language, harassment, belittlement of ideas, or belittlement of others' work. If you need clarification, please refer to [UWSP's Community Rights and Responsibilities Handbook](#). As a general rule, use common sense and treat others as you wish to be treated. If you feel unsafe in any class discussion, please speak to me immediately so that we can resolve the problem.

Some of the material that we cover may be triggering (i.e. produce an overwhelmingly negative physical and/or emotional response). I will always offer content warnings for such readings and/or viewings. If you suspect that a particular assignment will be triggering to you, then contact me so that you and I can discuss how you would like to approach the material. I am happy to offer options including: submitting that week's discussion post to me privately, skipping certain sections of the reading, or completing an alternative assignment.

If you have any concerns about the class or the material, please come and talk to me so we can try to work out a solution as quickly as possible.

GUIDELINES FOR OFFENSIVE AND/OR ARCHAIC TERMINOLOGY

Throughout this class, we'll read texts by authors from minority communities. In telling their stories, some of these writers use offensive slurs. **I will always provide you with advance warning when this is the case. If such terms are triggering to you, please let me know so that we can decide how to proceed.**

I will refrain from replicating offensive language in my video lectures, discussion posts, and written course materials. If I must reference an offensive term in speech or in writing, I will do so elliptically--for example: n-word, f-word, etc. I ask that you do the same in your discussions and in your written work. **If, in a written assignment, you are quoting from a section of our reading that makes use of an offensive term, please**

use dashes or asterisks rather than writing out the word (ex: n----- or f). If you are uncertain whether or not a term is offensive, please email me to ask.** If by chance someone accidentally replicates such a term, I will correct the error and ask them to avoid using it in the future, and/or ask the student to resubmit written work after deleting the term in question.

Additionally, some of our readings are historical. As such, they will make use of archaic terms when referring to specific minority groups. **I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures, discussion posts, and course materials. I ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If you quote directly from a section of our readings that uses archaic terms, please replace them with contemporary vocabulary using brackets--for example [African American] or [LGBTQIA+].** If by chance someone uses an archaic term during discussion or in written work, I will correct the error and ask them to use the contemporary term in future conversations, and/or ask the student to resubmit written work after replacing the archaic term in question.

PERSONAL EMERGENCIES

Any student facing challenges that may affect their academic performance is encouraged to contact the [Dean of Students](#) for support. Such challenges may include but are not limited to: mental or physical health crises, addiction, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. Furthermore, please notify me of such emergencies if you feel comfortable doing so. That will enable me to provide any resources that I possess, such as offering flexibility on assignment deadlines, offering an incomplete in the course, or approving withdrawal from the course.

Be advised: **I am a mandatory reporter.** If you disclose to me that you have been a victim of sexual assault/harassment, hate/bias, or any crime, **I am required to inform the university.** Likewise, if you disclose to me that you are experiencing thoughts of self-harm, or have engaged in self-harm, **I must inform the university.** Think carefully about whether or not you would like to make a report before disclosing to me, or to any UWSP employee. If you do not want to report, but still want to let me know that you're dealing with a personal issue, you should speak in generalized terms.

If you've experienced any of the aforementioned issues, please check out the Campus and Community Resources page on Canvas. I've compiled a list of organizations and agencies you can turn to for help—both on-campus and off.

ASSESSMENT

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty

members. If you have any questions about the assessment process or concerns about how your work may be used, please come talk with me.

GRADING AND ASSIGNMENTS

Reading: Each week, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, is necessary preparation for you to be able to participate fully in, and benefit from, the class. You should also take notes on your observations and reactions.

Participation: You should visit our Canvas page regularly (ideally several times a week) and complete all required discussion forum posts. Attendance at our optional synchronous meetings will earn you extra participation credit. [See page 10-11 for participation criteria.](#)

Exams: This course will have one exam. I will explain the format in the weeks leading up to the exam date.

Essays: You'll write a short essay (2-3 pgs.) and a final research essay (4-6 pgs.). Details about these assignments, including grading criteria, will be posted on Canvas and explained in instructional videos. The rough draft and final draft of each essay should be submitted to Canvas.

Peer review: All essays must go through the peer review process—I **will not accept projects that haven't been peer reviewed**. If you do not have your draft completed in time for peer review, it is *your responsibility* to find a classmate to review your paper on his/her own time. If you do not have a completed draft by the deadline, you will need to contact me about finding a partner. **You will receive a grade for your peer review based on the quality of your feedback.** Minimal comments, unconstructive comments, and harsh comments will not receive full credit. Take your time and offer your classmates thorough, thoughtful advice about how to improve their work.

Revision: You will have the opportunity to revise your short essay. Your original grade and your revision grade will be averaged in order to determine your final score for that paper. Details about revision expectations and deadlines will be provided on Canvas.

Your grades will be determined using the following rubric:

Exam	20%
Short Essay	25%
Research Essay	30%
Peer Review	10%
Participation	15%

There will be no final exam in this class. I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000

through 83.999.

A = 93-100 A- = 90-92 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63 F = 0-60

Criteria for Participation

Table 2: Criteria for Participation

	Ideal	Satisfactory	Unsatisfactory
Completion	Submits responses to all required discussion forums. If the student must submit a post late, s/he asks permission from the instructor in advance of the deadline. If the student misses a post, s/he has a compelling reason, which is shared with the instructor.	Posts in required discussion forums consistently (at least 85% of the time). Occasional missing/ or late posts are mostly for a valid reason, which is usually shared with the instructor in advance of the assignment deadline.	Misses more than 15% of the required discussion posts or submits late without explanation.
Preparation	Always gives evidence of having done the required readings or pre-writing work needed for discussion posts.	Gives evidence of preparation for discussion posts at least 85% of the time.	Gives evidence of waiting until the last minute to post or failing to complete pre-writing work more than 15% of the time.
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Class Community	Improves the conversation in a significant way. (E.g. helps draw others out, asks good questions, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, treats other students or their ideas with disrespect.)

Extra Credit Opportunities

Attending optional synchronous Zoom sessions and/or replying to more than one classmate's discussion post will earn you one extra credit point each, applied toward either your informal writing grades or your participation grade. I will also keep an eye out for relevant events on campus or online that you may attend for additional extra credit points.

SUBMISSION REQUIREMENTS, LATE WORK, FALLING BEHIND:

Acceptable Submission Formats

All written work for the class must be submitted as either a Word document or a PDF. Canvas cannot read files from other word processing software.

Late Work and Extensions

In order to pass the course, you must complete every assignment. **Late assignments will lose a full letter grade for each calendar day they are late.**

Extensions are negotiable if, knowing your own academic schedule and obligations, you anticipate needing more time for an assignment. **To request an extension, you must contact me at least two calendar days before the assignment is due—meaning Thursday of each week.** Together we will arrive on a later due date that must fit into the syllabus (i.e., the new due date must precede any other due dates for the unit). I will hold you to that new due date and deduct points if you miss it. **Do not e-mail me the night before something is due to ask for an extension; unless you are dealing with unexpected and extraordinary circumstances, I will refuse. Plan ahead.**

You must build in time for possible technological failure ("my computer crashed") or contingency ("my power went out"). **Late work is late, regardless of circumstance.**

Falling Behind

If you find that you have any trouble keeping up with assignments or other aspects of the course, let me know as early as possible. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you find a solution. That said, it is your responsibility to understand when you need to consider dropping the course or requesting an incomplete.

OTHER USEFUL INFORMATION

The [Tutoring-Learning Center](#), located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00am – 8:00pm, Friday 9:00AM – 1:00PM.

The TLC offers both synchronous and asynchronous tutoring through their [Online Writing Lab](#). I strongly encourage you to use their services. Email tlctutor@uwsp.edu to set up an appointment.

COURSE SCHEDULE

**Subject to change at instructor's discretion*

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
WEEK 1 Jan. 25 - 30	<ul style="list-style-type: none"> • Read/view all items in the “Start Here” module on Canvas • Read/view all items in the “Learning Outcomes and Student Expectations” module • Read the “Important Definitions and Notes on Terminology” on Canvas • Read the “Modes of Reading” handout on Canvas • Read “Mericans” from <i>Woman Hollering Creek</i> • Watch the following video lectures: <ul style="list-style-type: none"> ○ Sandra Cisneros Bio ○ Close Reading Practices 	<ul style="list-style-type: none"> • Introduce Yourself Post • Pre-Course Survey • Submit any questions you have about the syllabus or course to the General Q & A board • Discussion board post about “Mericans”
WEEK 2 Jan. 31 – Feb. 6th	<ul style="list-style-type: none"> • Read “Never Marry a Mexican” and “Woman Hollering Creek” (content warning: domestic violence) from <i>Woman Hollering Creek</i> • Watch the following video lectures: <ul style="list-style-type: none"> ○ Chicana Literature ○ Malinche and Llorona 	<ul style="list-style-type: none"> • Discussion board post about readings from <i>Woman Hollering Creek</i>
WEEK 3 Feb. 7 - 13	<ul style="list-style-type: none"> • Read “Eyes of Zapata” (content warning: graphic violence) and 	<ul style="list-style-type: none"> • Discussion board post on readings from

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<p>“<u>Bien</u> Pretty” from <i>Woman Hollering Creek</i></p> <ul style="list-style-type: none"> • Read Ana Castillo’s “Brujas and Curanderas” on Canvas • Read prompts for short essay on Canvas • Watch the following video lectures: <ul style="list-style-type: none"> ○ Explanation of short essay ○ Emiliano Zapata ○ Pre-Conquest Cultures ○ Chicana identities 	<p><i>Woman Hollering Creek</i></p> <ul style="list-style-type: none"> • Topic proposal for short essay
WEEK 4 Feb. 14 - 20	<ul style="list-style-type: none"> • Read examples of short essay • Watch the following video lectures: <ul style="list-style-type: none"> ○ Structuring a thesis statement ○ Structuring a paragraph ○ Successful vs. unsuccessful essays 	<ul style="list-style-type: none"> • Rough draft of short essay
WEEK 5 Feb. 21 - 27	<ul style="list-style-type: none"> • Read instructions and rubric for peer review • Read “kitchenette building,” “a song in the front yard,” and “Notes from the Childhood and the Girlhood” from <i>The Essential Gwendolyn Brooks</i> • Watch the following video lectures: <ul style="list-style-type: none"> ○ Peer Review instructions 	<ul style="list-style-type: none"> • Complete peer review of short essay • Discussion board post on readings from <i>The Essential Gwendolyn Brooks</i>

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> ○ How to give good feedback ○ Close Reading poetry ○ Gwendolyn Brooks Bio 	
WEEK 6 Feb. 28 – Mar. 6	<ul style="list-style-type: none"> • Read peer and instructor feedback on short essay • Watch revision workshop 	<ul style="list-style-type: none"> • Revised draft of short essay
WEEK 7 Mar. 7 - 13	<ul style="list-style-type: none"> • Read “We Real Cool,” “A Bronzeville Mother Loiters,” and “Primer for Blacks” from <i>The Essential Gwendolyn Brooks</i> (content warning: discussion of lynching, use of racial slurs and archaic terminology) • Listen to recording of Brooks reading “We Real Cool” (on Canvas) • Read Exam Review Sheet (on Canvas) • Watch the following video lectures: <ul style="list-style-type: none"> ○ African American Literature ○ Black Arts Movement ○ What to Expect on Exam 	<ul style="list-style-type: none"> • Discussion board post on readings from <i>The Essential Gwendolyn Brooks</i> • Post any questions about exam review sheet
WEEK 8 Mar. 14 – 20	<ul style="list-style-type: none"> • Read instructions for exam 	<ul style="list-style-type: none"> • Exam
WEEK 9 Mar. 28 – April 3	<ul style="list-style-type: none"> • Read “World’s Greatest Fisherman,” “The Beads,” “Saint Marie,” and “Wild Geese” from <i>Love Medicine</i> 	<ul style="list-style-type: none"> • Discussion board post on readings from <i>Love Medicine</i>

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<p>(content warnings: domestic violence, self-harm, child abuse, issues of sexual consent)</p> <ul style="list-style-type: none"> • Watch the following video lectures: <ul style="list-style-type: none"> ○ Louise Erdrich Bio ○ Anishinaabe History/Culture ○ The Story Cycle/Composite Novel 	
<p>WEEK 10 April 4 - 10</p>	<ul style="list-style-type: none"> • Read “Plunge of the Brave,” and “Flesh and Blood,” from <i>Love Medicine</i> (content warning: racial stereotyping) • Read Thomas King’s “You’re Not the Indian I Had in Mind” (on Canvas) • Watch the following video lectures: <ul style="list-style-type: none"> ○ Native Americans in American literature ○ Spiritual Allusions in <i>Love Medicine</i> 	<ul style="list-style-type: none"> • Discussion board post on readings from <i>Love Medicine</i> and King
<p>WEEK 11 April 11 – 17</p>	<ul style="list-style-type: none"> • Read “Crown of Thorns,” “Resurrection,” and “Crossing the Water” from <i>Love Medicine</i> (content warning: addiction, domestic violence, self-harm) 	<ul style="list-style-type: none"> • Discussion board post on readings from <i>Love Medicine</i>

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> • Watch the video lecture on Native American literature 	
WEEK 12 April 18 - 24	<ul style="list-style-type: none"> • Read “Dear Soldier of the Secret War,” and “Transmigration,” from <i>Afterland</i> (content warning: graphic violence) • Read Mai Neng Moua’s introduction from <i>Bamboo among the Oaks</i> (on Canvas) • Read prompts for research essay on Canvas • Watch the following video lectures: <ul style="list-style-type: none"> ○ Explanation of research essay ○ Vang Biography ○ Hmong Refugees and Hmong Spirituality 	<ul style="list-style-type: none"> • Discussion board post on readings from <i>Afterland</i>
WEEK 13 April 25 – May 1	<ul style="list-style-type: none"> • Read “Dear Exile,” “Final Dispatch from Laos,” and “Your Mountain Lies Down with You” from <i>Afterland</i> (content warning: graphic violence) • Watch the following video lectures: <ul style="list-style-type: none"> ○ Asian American literature ○ Library Instruction 	<ul style="list-style-type: none"> • Discussion board post on readings from <i>Afterland</i> • Topic proposal/bibliography for research paper
WEEK 14 May 2 - 8	<ul style="list-style-type: none"> • Read example research papers 	<ul style="list-style-type: none"> • Rough Draft of Research Paper

	TO READ/VIEW	TO DO/SUBMIT BY MIDNIGHT ON SATURDAY
	<ul style="list-style-type: none"> • Watch video lecture discussing successful vs. unsuccessful research papers 	
WEEK 15 May 9 - 15	<ul style="list-style-type: none"> • Review Canvas peer review instructions and rubric • If necessary, re-watch video lecture on peer review procedures 	<ul style="list-style-type: none"> • Complete Peer Review of Research Paper
FINALS WEEK May 16 - 22	<ul style="list-style-type: none"> • Read peer and instructor feedback on research paper rough drafts 	<ul style="list-style-type: none"> • Revised Draft of Research Paper • Optional revision of short essay