

ENGLISH 284 – Introduction to Ethnic Literature of the United States

Spring 2023

Meeting Times:	Tues./Thurs. 11AM-12:15PM in CBB 261
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LAND AND WATER RECOGNITION

As we learn together throughout this course, we shall acknowledge the history of the lands and waters that are home to the University of Wisconsin-Stevens Point. We honor the Mamaceqtawak (The People), known today as [the Menominee](#), whose lands and waters UWSP occupies. We honor the Hoocągra (People of the Sacred Voice), known today as [the Ho-Chunk Nation](#) of Wisconsin and [the Winnebago Tribe](#) of Nebraska, whose lands and waters UWSP occupies. We honor the Anishinaabeg (True People), known today as the [Ojibwe or Chippewa](#), whose ancestors have ties to this place. We honor the Bodwe'wadmi (Keepers of the Fire), known today as the [Potawatomi](#), whose ancestors have ties to this place.

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. However, closer examination of current and historical events illustrates that America has, from its founding, been a site of conflict, struggle, and resistance 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, Latino/a, 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. If you are interested in comprehensive examinations of specific ethnic literature traditions, I encourage you to seek out our 200-level survey courses, including ENGL 278: Asian American Literature, ENGL 279: Chicano and Chicana Literature, ENGL 280: American Indian Literature, and ENGL 282: Black Literature.

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 ethnic studies and postcolonial studies to help supplement our discussions of these works. Emphasis will be placed on understanding both the historical and cultural contexts from which each of these texts emerged, and each author’s artistic contributions to American literature writ large. 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, dis/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?
- How is ethnic literature typically marketed, taught, and read? What are the ramifications for writers of color?

TEXTS

You are not required to purchase from the University Store. Used copies, photocopies, digital copies, and library copies are 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.*

Note that there are significant changes between various editions of *Love Medicine*. If you are using a different edition than the one available at the University Store, please check that it contains all the assigned pieces.

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

Available on Canvas

"Love and Honor and Pity and Pride and Compassion and Sacrifice" by Nam Le
Secondary readings on the historical and cultural context of each work (these will be uploaded and announced throughout the semester)

TECHNOLOGY

This class will utilize Canvas for distributing reading materials, participating in discussion boards, and submitting assignments. Office hours will be conducted simultaneously in person and via 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](#).

You can get training on Canvas through the [Self-enrolled/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](#).

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

CLASS COMMUNICATIONS

Your UWSP email account is the university's standard method of communication with you, and you should check it daily. **If there are any changes to our schedule, I will notify you by email.**

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-6PM 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.

COURSE POLICIES

COVID-19 MITIGATION

This course will follow the most current COVID-19 policies established by the University of Wisconsin-Stevens Point.

General Guidelines

- Monitor your own health daily.
- **If you have [COVID symptoms](#), do not come to class.** E-mail me, contact Student Health Services (715-346-4646), take an [at-home COVID test](#) and/or register for a [PCR test](#).
- If you test positive for COVID-19, you should self-isolate and mask according to [CDC guidelines](#).
- If you test positive, you should [notify close contacts and the Portage County Health Department](#).
- If you are exposed to someone who has tested positive for COVID-19, you should follow the [Wisconsin Department of Health Services guidelines for quarantine, testing, and masking](#).
- Masks are encouraged, particularly when transmission rates are high.
- Practice good hand hygiene to help prevent spread.
- **COVID-19 related absences will not be penalized, and you will be given opportunities to make up missed in-class work.** However, you will still be expected to keep up with course readings and assignments.

ABSENCE AND LATENESS POLICY

You will be given **three “free” absences for the semester**, which will not impact your grade. You will still be responsible for completing all assignments and readings due during such absences, and you will need to contact a classmate for lecture notes.

Absences beyond those three will impact your participation grade (see pages 10-11 for grading criteria).

That said, some of us may need to miss more than three classes for COVID-related reasons or due to other extenuating circumstances (ex: family crises, physical/mental health crises, other personal crises). **If you find yourself in this situation, reach out to me.** I am willing to excuse such absences if you are in regular communication with me. You will still be responsible for completing all assignments and readings as outlined on the syllabus, and you will need to get notes from a classmate.

Finally, please arrive to class on time. If you know that you will need to arrive late or leave early, let me know in advance. Failure to notify me that you will be late will result

in a tardy, barring extraordinary circumstances. **Three tardies will be considered an absence. If you are more than twenty minutes tardy to class, you will be marked absent.**

RELIGIOUS HOLY DAYS

By UWSP policy, you must notify me of a pending absence due to a religious holy day within the first three weeks of class. If you must miss a class, an examination, an assignment, or a project to observe a religious holy day, I will give you an opportunity to complete the missed work. Such absences will be excused.

PRIVACY OF STUDENT RECORDS AND THE USE OF AUDIO RECORDED LECTURES

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of the authorized sharing of personal notes with designated students with disabilities. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies governing student academic and non-academic misconduct.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and verification from the [Disability Resource 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 Resource Center and the Assistive Technology Lab are in CCC 108. The DRC can be contacted by phone at (715) 346-3365 or via email at drc@uwsp.edu. The Assistive Technology Lab can be contacted by phone at (715)346-4980 or by via email

at assisttech@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 using AI-generated work, 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 the [statement on communal rights and responsibilities](#) in the University Handbook. **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 written work to me privately, stepping out of the classroom as needed, 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

In telling their stories, some of the writers we'll read 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 not replicate offensive language in lectures, discussion, or written course materials. If I must reference an offensive term, I will do so elliptically—for example, saying “n-word” in place of the slur. **I ask that you do the same during class discussions. Additionally, if your written work quotes a section of text that includes an offensive term, use dashes or asterisks rather than writing out the word (ex: n----- or r*dsk*n). If you are uncertain whether a term is offensive, email me to ask.** If 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.

Some of our readings are historical. As such, they make use of archaic terms when referring to specific minority groups. I will provide advance notice when this is the case, and I will use contemporary terminology in all lectures, discussions, and course materials. **I ask that you do the same in class discussions. Additionally, if your written work quotes a section of text that uses an archaic term, please replace it with contemporary vocabulary using brackets--for example [African American] or [Native American]. If you are unsure of the correct terminology, please email me to ask.** 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 the future, and/or ask the student to resubmit written work after replacing the term in question.

PERSONAL EMERGENCIES

Any student facing challenges that affect their academic performance should contact the [Dean of Students](#) for support. Such challenges may include but are not limited to the following: mental or physical health crises, addiction, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. If you feel comfortable, you may also notify me of your situation. In such cases, **I can provide flexibility on assignment deadlines and attendance, offer an incomplete in the course, or approve withdrawal from the course.**

Be advised that **I am a mandatory reporter. I can promise privacy, but not confidentiality.** I must inform the university if a student shares that they've experienced or witnessed certain events: sexual assault/harassment, incidents of hate/bias, criminal activity, thoughts of or attempts to self-harm, thoughts of or attempts to harm others, or abuse/neglect of minors. Think carefully about whether you would like to make a report to the university before disclosing such information 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.

Finally, 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.

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 attend class regularly and participate to the best of your ability. Class activities will include discussion and workshops. See pages 10-11 for grading criteria.

Reading Responses: Reading responses will be informal, low stakes writing assignments. They're intended to help you reflect on readings, hone close reading skills, and explore ideas. Prompts for these will be posted on Canvas.

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 class. The rough draft and final draft of each essay should be submitted to Canvas. **All essays must go through the peer review process. I will not accept work that hasn't been peer reviewed.**

Peer review: Peer reviews will be graded assignments; each one is worth 4% of your overall score for the class. The quality of your feedback to classmates will determine your grade. Minimal comments, vague comments, unhelpful comments, or rude comments will result in a poor score. Offer your classmates thorough, constructive, and encouraging advice about how to improve their writing.

If you submit your rough draft late, you need to contact me so that I can partner you with a classmate. If you fail to submit a rough draft, you will not be assigned peer reviews and will receive a zero on the assignment. **You cannot complete missing peer reviews once revised drafts have been submitted.**

Equity, Diversity, and Inclusivity Statement: As part of the School of Humanities and Global Studies' efforts to incorporate career preparedness into our curriculum, you will be required to complete a rough draft of an EDI statement. Such statements are commonly required for graduate school applications and are increasingly required in non-academic career fields. Instructions for this assignment will be posted on Canvas

and explained in class. Your EDI statement should be submitted to Canvas.

Revision: You will have the opportunity to revise your short essay. Your original grade and your revision grade will be averaged 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:

Reading Responses	10%
Exam	20%
Short Essay	20%
Research Essay	30%
Peer Review	8%
EDI Statement	2%
Participation	10%

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

	Ideal	Satisfactory	Unsatisfactory
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 85% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 15% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on or quizzed.	Gives evidence of preparation when called on or quizzed at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).

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.
Classroom Community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect.

Extra Credit Opportunities

I will keep an eye out for relevant events that you may attend for extra credit points. If you opt to attend an event, you will need to write a one-page, double-spaced response that you email to me. Each response is worth two points applied toward your reading responses.

SUBMISSION REQUIREMENTS AND LATE WORK

Acceptable Submission Formats

All work for the class **must be submitted as either a Word document or a PDF**. Canvas cannot read files from other word processing software, and URLs for Google Docs are not always accessible.

48-Hour Grace Period and Extensions for Major Assignments

I offer students a **48-hour grace period on deadlines for the following assignments: take-home exams, essay drafts, revised essays**. If you submit no more than two days after the stated deadline, your grade will not be penalized. **After that grace period ends, assignments will lose 3% for each calendar day—not each class day—they're late.**

If you anticipate needing time beyond the 48-hour grace period, extensions are negotiable. **To request an extension, email me no later than the assignment's due date.** Together, we'll set a new deadline that will keep you on track with the course.

Note that I will accept all major assignments for at least half credit until their expiration date (explained below).

Low-Stakes Assignments

I will not apply late penalties to low-stakes assignments like reading responses, but they will have expiration dates. Note that allowing these assignments to pile up becomes a slippery slope; missing reading responses are one of the primary reasons students do poorly in this class.

Expiration Dates for Missing Work

Major assignments and low-stakes assignments “expire” one month after their due date.

Given their time-sensitive nature, **peer reviews expire 24 hours before the revised draft of the essay under review is due.**

After an assignment’s expiration date has passed, **I will no longer accept it.** If you are dealing with extenuating circumstances that you think warrant an exception to this policy, please reach out to me ASAP.

OTHER USEFUL INFORMATION

The [Tutoring-Learning Center](#), located in CCC 234, 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*

DATE	COURSE CONTENT AND READINGS
TUESDAY, 1/24	Introduction to the Course Important Terms and Concepts
THURSDAY, 1/26	Considering Ethnic Literature as Concept/Label Watch video lecture on Nam Le and Context for “Love and Honor” Nam Le, “Love and Honor and Pity and Pride and Compassion and Sacrifice” (Canvas) – content warning for graphic violence READING RESPONSE #1 DUE BY MIDNIGHT MON. 1/30

TUESDAY, 1/31	<p>Refresher/Crash Course: Close Reading Prose Watch video lecture on Cisneros and Chicano/a Literary Tradition (Canvas) <i>Woman Hollering Creek</i>, “Mericans” Nabokov, “Good Readers and Good Writers” (Canvas)</p>
THURSDAY, 2/2	<p>Context: Folk Culture and Femininity <i>Woman Hollering Creek</i>, “Woman Hollering Creek” – content warning for domestic violence and suicidal ideation Domino Perez, “A Five Hundred Year History: Traditional La Llorona Tales” (Canvas) READING RESPONSE #2 DUE BY MIDNIGHT MON. 2/6</p>
TUESDAY, 2/7	<p>Introduction of Short Essay Prompts Context: Texas History, Chicano/a Identities, and Jotería <i>Woman Hollering Creek</i>, “Remember the Alamo” – content warning for homophobic and misogynist slurs Xamuel Bañales, “Jotería as Decolonizing Project” – content warning for homophobic slurs Watch video lecture on the Alamo (Canvas)</p>
THURSDAY, 2/9	<p>Context: Chicano/a Identities <i>Woman Hollering Creek</i>, “<u>Bien</u> Pretty” Watch video lecture on Mesoamerican cultures (Canvas) ESSAY TOPIC PROPOSAL DUE BY MIDNIGHT, MON. 2/13</p>
TUESDAY, 2/14	<p>Writing Workshop: Crafting Strong Thesis Statements and Body Paragraphs for Literary Analysis Example Student Essays (PDFs on Canvas)</p>
THURSDAY, 2/16	<p>ROUGH DRAFT OF SHORT ESSAY DUE Peer Review Procedures and Tips for Good Feedback Revision Workshop PEER REVIEW DUE BY MIDNIGHT, MON. 2/20</p>
TUESDAY, 2/21	<p>INDIVIDUAL PAPER CONFERENCES</p>
THURSDAY, 2/23	<p>INDIVIDUAL PAPER CONFERENCES</p>

TUESDAY, 2/28	REVISED DRAFT OF SHORT ESSAY DUE Refresher/Crash Course: Close Reading Poetry <i>The Essential Gwendolyn Brooks</i> , “kitchenette building” and “a song in the front yard”
THURSDAY, 3/2	Brooks’s Early Career <i>The Essential Gwendolyn Brooks</i> , “Notes from the Childhood and the Girlhood” Watch video lecture on Brooks and African American Literature (Canvas) READING RESPONSE #3 DUE BY MIDNIGHT, MON. 3/6
TUESDAY, 3/7	Context: Emmett Till and Carolyn Bryant <i>The Essential Gwendolyn Brooks</i> , “A Bronzeville Mother Loiters in Mississippi. Meanwhile, a Mississippi Mother Burns Bacon” – content warning for depiction of a hate crime “Getting Away with Murder” (Canvas)
THURSDAY, 3/9	Context: The Black Arts Movement <i>The Essential Gwendolyn Brooks</i> , “We Real Cool” and “A Primer for Blacks” – content warning for racial slurs and archaic language Listen to Brooks reading “We Real Cool” (link on Canvas) READING RESPONSE #4 DUE BY MIDNIGHT, MON. 3/13
TUESDAY, 3/14	REVIEW FOR MIDTERM EXAM
THURSDAY, 3/16	MIDTERM EXAM
MARCH 18-26	SPRING BREAK
TUESDAY, 3/28	Introduction to Louise Erdrich <i>Love Medicine</i> , “World’s Greatest Fisherman” and “The Beads” – content warning for self-harm and domestic violence Read list of terminology specific to Native American studies Watch video lecture on Erdrich and Native American literature (Canvas)
THURSDAY, 3/30	Context: The Story Cycle/Composite Novel <i>Love Medicine</i> , “Saint Marie” and “Wild Geese” – content warning for child abuse and sexual consent issues

	<p>Watch video lecture on story cycles/composite novels (Canvas)</p> <p>READING RESPONSE #5 DUE BY MIDNIGHT, MON. 4/3</p>
TUESDAY, 4/4	<p>Context: The Myth of the Vanishing Indian</p> <p><i>Love Medicine</i>, “The Plunge of the Brave”</p> <p>Thomas King, “You’re Not the Indian I Had in Mind” (PDF on Canvas)</p> <p>Video Lecture on the “Literary Indian”</p>
THURSDAY, 4/6	<p>Context: Anishinaabe Culture/History</p> <p><i>Love Medicine</i>, “The Island” and “Love Medicine”</p> <p>Watch video lecture on Anishinaabe history and spirituality (Canvas)</p> <p>READING RESPONSE #6 DUE BY MIDNIGHT, MON. 4/10</p>
TUESDAY, 4/11	<p>Context: Multiple Editions of <i>Love Medicine</i></p> <p><i>Love Medicine</i>, “Crown of Thorns” and “Flesh and Blood” – content warning for addiction and domestic violence</p> <p>Watch video lecture on variations between editions (Canvas)</p>
THURSDAY, 4/13	<p><i>Love Medicine</i>, “The Good Tears” and “Crossing the Water” – content warning for domestic violence</p> <p>READING RESPONSE #7 DUE BY MIDNIGHT, MON. 4/17</p>
TUESDAY, 4/18	<p>Introduction to Mai Der Vang</p> <p><i>Afterland</i>, “Dear Soldier of the Secret War” and “Final Dispatch from Laos” – content warning for graphic violence</p> <p>Mai Neng Moua, Introduction from <i>Bamboo among the Oaks</i> (Canvas)</p> <p>Watch video lecture on Hmong History and Spirituality (Canvas)</p>
THURSDAY, 4/20	<p>Context: Hmong Spirituality</p> <p><i>Afterland</i>, “Transmigration” and “Dear Exile” – content warning for graphic violence</p> <p>Religions in Minnesota, “Hmong Shamanism” (Canvas)</p> <p>Watch video lecture on Mai Der Vang and Asian American Literature (Canvas)</p> <p>READING RESPONSE #8 DUE BY MIDNIGHT, MON. 4/24</p>
TUESDAY, 4/25	<p>Prompts for Research Paper</p> <p>Context: Refugitude/Refugeetude</p>

	<p><i>Afterland</i>, “Your Mountain Lies Down with You” and “Sojourn with Snow” Viet Thanh Nguyen, “On Being a Refugee, an American— and a Human Being” (PDF on Canvas) Watch video lecture on Refugitude/Refugeetude (Canvas)</p>
THURSDAY, 4/27	<p>TOPIC PROPOSAL DUE FOR RESEARCH PAPER Context: Hmong and Hmong American Writing <i>Afterland</i>, “Cipher Song” and “Original Bones” Watch video lecture on Hmong Writing (Canvas)</p>
TUESDAY, 5/2	<p>LIBRARY INSTRUCTION SESSION</p>
THURSDAY, 5/4	<p>WRITING DAY/CONFERENCE DAY</p>
TUESDAY, 5/9	<p>ROUGH DRAFT OF RESEARCH PAPER DUE Prompt for Equity, Diversity, Inclusivity Statement Revision Workshop</p>
THURSDAY, 5/11	<p>PEER REVIEW DUE Strategies for Writing EDI Statements</p>
<p>FINALS WEEK EVERYTHING DUE BY 10AM ON 5/17</p>	<p>REVISED DRAFT OF RESEARCH PAPER DUE EDI STATEMENT DUE OPTIONAL REVISION OF SHORT ESSAY DUE</p>