

## HUM 3320-0001: CONTEMPORARY MULTICULTURAL STUDIES

T&TH: 9:00AM–10:15AM  
Zoom/Class Meeting ID: 969 1322 4065  
Zoom/Class Meeting Passcode: 3r230h  
Spring 2021

Instructor: Dr. Christian Ravela  
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Zoom/Office Meeting ID: 959 5521 9579  
Zoom/Office Passcode: 5m912h  
Office Hours: Wednesday 9:30-10:30am or by appointment

### COURSE DESCRIPTION:

Rather than taking for granted multiculturalism as either a simple descriptive term or a contemporary civic virtue, the course examines multiculturalism itself as a multiple and contested (racial) discourse from the late 20<sup>th</sup> century. For contemporary audiences, multiculturalism likely invokes anodyne images of cross racial ‘super friends’ or celebration of global cultural traditions. Yet, in the 1980s and 1990s, multiculturalism was hotly debated. For conservatives, it was a threat to the tradition of Western Civilization and thus a harbinger to a dis-unifying America. For liberals, it was the answer to thorny questions about race in contrast to colorblind conservatism. While, for radicals, it masked racial inequalities of power and money under the glow of consumer and managerial diversity.

To explore these issues, the course will examine novels by writers of color at the time. The course turns to literature as a relatively autonomous site from explicit political discourse and punditry on multiculturalism at the time. Indeed, it finds in literature a distinct cultural register of writing and thought that simultaneously indexes and negotiates the contradictions of multiculturalism’s discursive multiplicity and material unevenness. Our inquiry will pay particular attention to the mediation of residual and inherited narrative form and modalities that writers of color take up. For instance, how does the narrative conventions and tropes of speculative fiction open spaces of critical thought on multiculturalism? How does African-American literary satire enable critiques on the contradictions of multiculturalism? The course will pursue these questions (and many others) through 3 units: Mapping US Multiculturalism, Historicizing US Multiculturalism, and Representing US Multiculturalism. Taken together, these units aim to detail the history, strictures, and creative opportunities that US multiculturalism established and continue to this day.

### STUDENT LEARNING GOALS

- Interpret and analyze the meanings of an artwork, performance, or text in diverse aesthetic, historical and cultural contexts.
- Identify and deepen appreciation of common themes and formal features in cultural representations of multiculturalism
- Learn to think critically and historically about multiculturalism.
- Evaluate the differences and similarities between different representations of multiculturalism and their aesthetic, historical, sociological, and political reason

### REQUIRED TEXTS & MATERIALS:

- Course Readings (online)
  - Avery Gordon and Christopher Newfield – Selection from *Mapping Multiculturalism*

- Michael Omi and Howard Winant – Selection from *Racial Formation in the United States: From the 1960s to the 1990s*
- James Kyung-Jin Lee – Selection from *Urban Triage: Race and the Fictions of Multiculturalism*
- M.H. Abrams – Selection from *A Glossary of Literary Terms*
- Karen Tei Yamashita – *Tropic of Orange* (1997)
- Paul Beatty – *The White Boy Shuffle* (1996)
- Chang Rae-Lee – *Native Speaker* (1995)
- Octavia Butler – *Parable of the Sower* (1993)
- Gish Jen – *Mona in the Promised Land* (1996)
- Paul Haggis – *Crash* (2004)

\* I ordered Sesshu Foster's *City Terrace: Field Manual* in the bookstore. Please do not purchase it or return it if you bought it already. We will not be reading it for the class. Of course, it is a great book of poetry and I welcome you to read it on your own.

## **REQUIRED WORK & GRADING**

### **University Required Work (0%)**

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will not be graded instead you will just need to complete the quiz on time to receive credit.

### **Discussion Board (30%)**

To focus your reading and prepare for class discussion, you will be doing a weekly discussion board that requires both an initial post and a reply post. For the initial post, you must both address the week's discussion prompt and pose a discussion question of your own. For the reply post, you will need to respond to a classmate's post on the week's discussion prompt or the classmate's discussion question. The schedule for posting on the discussion board will be exactly the same each week—the initial post must be completed by 11:59pm every Tuesday while the reply post must be completed by 11:59pm every Wednesday.

These posts will be evaluated for the timeliness, thoroughness, and thoughtfulness of the post on a 5-point scale. However, posts can potentially receive a 6 point score if it clearly excels in thoroughness and thoughtfulness. A descriptive rubric will be provided.

### **Understanding and Historicizing US Multiculturalism – (20%)**

For this first writing assignment, you are asked to synthesize historiography and debates about multiculturalism. In particular, I would like you focus on the following questions: What were the debates about multiculturalism in the late 20<sup>th</sup> century? How do these debates fit into the history of US racial formation in the late 20<sup>th</sup> century? At minimum, this brief essay must be at least 750 words and use only the texts from the class.

### **Short Analysis Essay – (20%)**

For this short analysis essay, you will need to analyze either Paul Beatty's *The White Boy Shuffle* or Gish Jen's *Mona in the Promised Land*. In particular, I would like you to focus on the following questions: What does the novel tell us about multiculturalism? How does its narrative form, mode, and style express such an argument? This essay must be, at minimum, 750 words. A prompt will be provided, which will detail more thoroughly my expectations and guidelines.

### **Final Long Analytical and Comparative Essay – (25%)**

For the final essay, you will need to historically situate and analyze together two different novels. Your comparative analysis will need to focus on one of the following questions: What do the novels tell us about multiculturalism in the late 20<sup>th</sup> century? How does their narrative form, mode, and style express such an argument?

Of course, I expect you to draw substantially from both of your prior essays. However, they must be revised considering the uniqueness of the prompt. At minimum, the essay must be 1900 words. A prompt will be provided, which will detail more thoroughly my expectations and guidelines.

Also, in preparation for the final long analytical and comparative essay, you will need to submit an initial draft for peer review. The peer review will be guided and will require you to write a letter to your peer about their draft. This letter will be both submitted to me on webcourses and emailed directly to your peer. If you do not complete the initial draft, your final paper will be docked a full letter grade and you will be unable to complete the peer review assignment.

### **Peer Review - (5%)**

A central component of academic publishing is double-blind peer review in which scholarly experts anonymously evaluate the strength and merits of a manuscript and make recommendations for improvement and publish. Thus, you, too, will go through this process, though not anonymously. This will entail:

1. Completing a draft of the research paper.
2. Writing a Peer Review Letter that summarizes a manuscript's arguments, evaluates the manuscript's strengths and weakness, and poses recommendations for revision based on evaluations;
3. Writing a Revision Letter that responds to criticism and explains how the manuscript has been revised to address criticism and recommendations

You will be given a formal prompt that will elaborate the assignment and provide further guidance.

### **GRADING SCALE**

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

***Disclaimer:*** This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after rounding up the grade to 80%, you will be assigned a B- rather than a B.

### **ASSIGNMENT POLICIES**

#### **Paper Format:**

All submitted papers, except for the final research paper, must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type in the upper right-hand corner of the first page (single spaced, please).

#### **Late Work and Commenting Policy:**

The two short essays (e.g. Understanding & Historicizing Multiculturalism and Short Analysis Paper) will receive formal written comments while the others will not. Discussion posts cannot be submitted late while the rest can be (e.g. Understanding & Historicizing Multiculturalism, Short Analysis Paper, Long Analytical

and Comparative Essay). If an assignment is submitted late, then it will be docked a full letter grade for every day it is late. However, after the fifth day (including weekends), the assignment will no longer be accepted. Also, I will not provide written comments on any late assignments or incomplete assignments. However, you may come to my office hours for verbal feedback. Of course, exceptions will be made under extraordinary circumstances with written documentation.

### **Revision Policy:**

For this class, you are given the option to revise both short essays for a higher grade. However, you lose the right to revise these papers if they were submitted late or if they were incomplete at time of submission. These revised papers may be submitted to me at any time until the final day of instruction (04/23). If you do not submit a revision at that point, you forfeit your right to do so.

To submit a revised paper, you will also need to perform two other tasks on top of revisions. First, your revised draft must highlight all parts of the paper that have been changed from the previous one. Second, and most important, you will also need to draft a letter addressed to me that both identifies the revisions that you have made and explains how these revisions addresses the issues that I raise in my comments to your original paper. Without accomplishing these other tasks, I will not accept any revised submissions. These revised assignments can be submitted to me directly through email.

### **Academic Integrity:**

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating:**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student

handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

### **Turnitin:**

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [www.turnitin.com](http://www.turnitin.com).

## **COURSE POLICIES AND EXPECTATIONS**

### **Communication:**

In this class, our official mode of communication is through email. Please include the course and section number in the subject line of all email communications. All communication between student and instructor and between student and student should be respectful and professional. At minimum, this means that you need some sort of salutation with my name (e.g. Dear Dr. Ravela) and a valediction with your name (e.g. Sincerely, Dr. Ravela). As of 2009, Knightmail is the only official student email at UCF. Class rosters list Knightmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightmail addresses. Students are responsible for checking their Knightmail accounts regularly

### **Email Response:**

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hours or during our zoom sessions.

### **Zoom Etiquette:**

Many of the "rules of the road" that apply to conversations also apply to the use of interactive tools used in this course. Use the following conventions when interacting with the instructor and fellow students:

1. While using synchronous tools, such as Conferences or Zoom, situate yourself in a quiet, private environment. This will help you stay clear of disturbances.
2. If you want to send a personal message to the instructor or to another student, use Conversations rather than the Discussions.
3. Be patient. Don't expect an immediate response when you post to a discussion or send a message.
4. Respect each other's ideas, feelings, and experience.
5. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
6. Explore disagreements and support assertions with data and evidence.

### **Being Prepared for Class:**

This class expects students to be far more proactive than in prior course. Class relies almost exclusively on class discussion while professor lectures will be significantly minimized. Thus, it is especially important for you have the assigned readings done before class so that you are prepared to participate in discussions.

**Regarding COVID-19:**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

**COVID-19 and Illness Notification:**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness:**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

**Diversity and Inclusion:**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## **COURSE HARDWARE AND SOFTWARE REQUIREMENTS**

### **Zoom:**

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through [Webcourses@UCF](mailto:Webcourses@UCF) and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#)[Links to an external site.](#) [<https://cdl.ucf.edu/support/webcourses/zoom/>]. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF](mailto:Webcourses@UCF)[Support](#)[Links to an external site.](#) [<https://cdl.ucf.edu/support/webcourses/>] if you have any technical issues accessing Zoom.

### **Microsoft Word:**

While you can get a lot of different softwares through UCF, since you will be turning your assignments in as Word documents for this class, you will want to make sure to have Word downloaded on your computer.

All UCF students get Microsoft Office for free by following these steps:

1. Visit the [Microsoft Office Student \(Links to an external site.\)](#) website and type in your UCF Knights email address.
2. Once you have created your account, visit your [Office 365 Home Page \(Links to an external site.\)](#) and select "Install Office" in the top right corner.
3. From the dropdown menu, select "Other Install Options."
4. Here, verify that you are downloading the correct version for either a Mac or a PC, and select "Install."
5. Follow all on-screen prompts.

You can also download Microsoft Word for free and see some step-by-step directions here -

> <https://it.ucf.edu/ucf-apps/Links to an external site.>

You will need:

- Your NID (what you log in to Webcourses with)
- Your NID Password
- To download the Citrix Workspace (automatically launched when you click to Login to UCF Apps)

## ACCOMMODATIONS

**Accessibility Accommodations**, Ferrell Commons 185, 407-823-2371, [sas@ucf.edu](mailto:sas@ucf.edu)

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4401.2MakeUpAssignmentsorAuthUnivEven>>

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/docu>>

## RESOURCES AND OPPORTUNITIES

**University Writing Center, Trevor** Colbourn Hall 109, 407-823-2197, [uwc@ucf.edu](mailto:uwc@ucf.edu)

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

**Student Academic Resource Center**, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand

to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **CALENDAR**

\* This calendar is subject to revisions, additions, and removal at my discretion, which is based on my assessment of the class throughout the semester.

Week	Date	Reading & Work Due
<b>Unit #1: Introduction &amp; Mapping Multiculturalism</b>		
<b>Week 1</b>	Tuesday – 01/12	<b>Zoom Class Meeting</b> Meet and Greet & Getting to Know Zoom
	Thursday – 01/14	<b>Zoom Class Meeting</b> <b>Read and Discuss:</b> Selection from Avery Gordon's and Christopher Newfield's <i>Mapping Multiculturalism</i> <ul style="list-style-type: none"> <li>• Section of "Introduction"</li> </ul>
	Friday – 01/15	<b>Complete:</b> Syllabus Quiz by 11:59pm
<b>Unit #2: Historicizing US Multiculturalism</b>		
<b>Week 2</b>	Tuesday – 01/19	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Selection from Michael Omi and Howard Winant's <i>Racial Formation in the United State: From the 1960s to the 1990s</i>

		<ul style="list-style-type: none"> <li>• Chapter 7: “Race and Reaction”</li> <li>• Epilogue: “Closing Pandora’s Box—Race and the ‘New Democrats’”</li> </ul> <b>Watch:</b> Racial Formation Theory <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 01/20	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 01/21	<b>Zoom Class Meeting</b>
<b>Week 3</b>	Tuesday – 01/26	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Selection from James Kyung-Jin Lee’s <i>Urban Triage: Race and the Fictions of Multiculturalism</i> <ul style="list-style-type: none"> <li>• Chapter 1: “Mapping Urban Triage and Racial Crisis”</li> </ul> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 01/27	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 01/28	<b>Zoom Class Meeting</b>
	<b>Unit #3: Representing Multiculturalism</b>	
<b>Week 4</b>	Tuesday – 02/02	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Paul Beatty’s <i>The White Boy Shuffle</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 02/03	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 02/04	<b>Zoom Class Meeting</b>
<b>Week 5</b>	Tuesday – 02/09	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Paul Beatty’s <i>The White Boy Shuffle</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 02/10	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 02/11	<b>Zoom Class Meeting</b>
	Friday – 02/12	<b>Submit:</b> Understanding & Historicizing US Multiculturalism Essay
<b>Week 6</b>	Tuesday – 02/16	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Gish Jen’s <i>Mona in the Promised Land</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 02/17	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 02/18	<b>Zoom Class Meeting</b>
<b>Week 7</b>	Tuesday – 02/23	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Gish Jen’s <i>Mona in the Promised Land</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 02/24	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm

	Thursday – 02/25	<b>Zoom Class Meeting</b>
<b>Week 8</b>	Tuesday – 03/02	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Octavia Butler’s <i>Parable of the Sower</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 03/03	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 03/04	<b>Zoom Class Meeting</b>
<b>Week 9</b>	Tuesday – 03/09	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Octavia Butler’s <i>Parable of the Sower</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 03/10	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 03/11	<b>Zoom Class Meeting</b>
<b>Week 10</b>	Tuesday – 03/16	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Chang-Rae Lee’s <i>Native Speaker</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 03/17	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 03/18	<b>Zoom Class Meeting</b>
	Friday – 03/19	<b>Submit:</b> Short Analysis Essay
<b>Week 11</b>	Tuesday – 03/23	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Chang-Rae Lee’s <i>Native Speaker</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 03/24	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 03/25	<b>Zoom Class Meeting</b>
<b>Week 12</b>	Tuesday – 03/30	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Karen Tai Yamashita’s <i>Tropic of Orange</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 03/31	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 04/01	<b>Zoom Class Meeting</b>
<b>Week 13</b>	Tuesday – 04/06	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Read:</b> Karen Tai Yamashita’s <i>Tropic of Orange</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 04/07	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 04/08	<b>Zoom Class Meeting</b>
	Friday – 04/09	<b>Submit:</b> Initial Draft of Long Analytical and Comparative Essay

<b>Week 14</b>	<b>NO CLASS – SPRING BREAK</b>	
<b>Week 15</b>	Tuesday – 04/20	<b>NO Zoom Class Meeting – EXTRA OFFICE HOURS</b> <b>Watch:</b> Paul Haggis's <i>Crash</i> <b>Submit:</b> Initial Post to Discussion Board by 11:59pm
	Wednesday – 04/21	<b>Submit:</b> Reply Post to Discussion Board by 11:59pm
	Thursday – 04/22	<b>Zoom Class Meeting</b>
	Friday – 04/23	<b>Submit:</b> Peer Review Letter
<b>Week 16</b>	<b>Finals Week</b>	
	Friday - 04/30	<b>Submit:</b> Final Draft of Long Analytical and Comparative Essay <b>Submit:</b> Peer Review Response Letter