

**Course Objectives/Course Outline**  
**Spokane Community College**

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**Course Title:** American Multicultural Literature  
**Prefix and Course Number:** ENGL 247

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**Course Learning Outcomes:**

**By the end of this course, a student should be able to:**

- Using the language and techniques of literary criticism, demonstrate an understanding of the racial and cultural diversity of the United States as expressed in fiction, poetry, and drama
- Demonstrate an appreciation of the skill and creativity of diverse authors of American literature, including those who write from the position of historically marginalized groups
- Demonstrate awareness of literary texts' multiple cultural influences in terms of race, ethnicity, class, gender, sexual orientation, religion, and other relevant contexts
- Describe ways in which literary texts both reflect and challenge cultural values, attitudes, and stereotypes
- Identify ways in which one's understanding of a literary text is enhanced by awareness of cultural context
- Locate, and demonstrate an understanding of, relevant critical or scholarly findings about relevant works of American literature, and use these findings to advance insights about primary texts

**Course Outline:**

*(Note: Authors and titles are meant to be illustrative, not exhaustive.)*

I. Course Introduction

- A. Introduction to American Multicultural Literature
- B. Overview of Syllabus/Reading List
- C. We are all multicultural
  - 1. What is "culture"?
  - 2. Participation in multiple cultures
  - 3. Embracing cultural identity while avoiding stereotypes
- D. Issues in Literary Criticism: Where does meaning come from?
  - 1. Is meaning personal or cultural? Or both?
  - 2. Pluralism, disagreement, and the literary canon

II. Precursors and Origins (beginnings to 1960s)

- A. Early narratives from non-dominant cultural groups
- B. Black aesthetics and the rise of multi-cultural values
- C. Retrospective assessment of foundational texts

III. Voices of Social Change (1960-1975)

- A. Introduction to Historical Time Period 1. Social and Political Forces
  - 2. The Writers' Responses and the Role of the Writer
- B. Influences from the Past

IV. ME! ME! ME! (1976-1989)

- A. The Effects of the "Me" Generation
- B. Coming Out of the Closet
- C. Connecting the Arts
- V. Unlimited Possibilities (1990s)
  - A. The Door to Diversity
  - B. The Driving Forces
    - 1. Economics
    - 2. Technology
    - 3. The Privileged and Underprivileged
- VI. The New Millennium
  - A. What Has Changed? Equality Revisited
  - B. Politics and the "Homeland"
  - C. Reflecting on the Generations