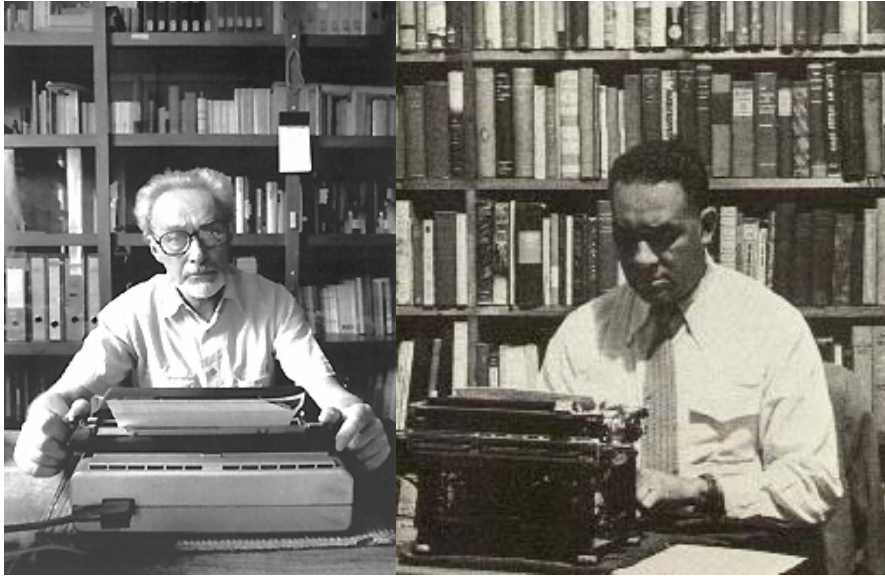


Comparative Ethnic Literature:
African American, Hispanic, and Jewish
Autobiography –
Remembering Difference
Spring 2008
JOE LOCKARD

English 494/598 [SLN 29584/29927]
African and African American
Studies 494/598
[SLN 34568/34569]
TCL Studies 494 [SLN 34668]
MW 4:40-5:55PM
Clg. Design South 143



TEXTS

ANDRE ACIMAN, *Out of Egypt*
(Egypt-United States, 1995)

OSCAR ZETA ACOSTA, *The Autobiography of a
Brown Buffalo*
(United States, 1972)

LINDA ANDERSON, *Autobiography*
(New Critical Idiom Series, 2001)

MAYA ANGELOU, *I Know Why the Caged Bird
Sings*
(United States, 1970)

GLORIA ANZALDUA, *Borderlands / La Frontera:
The New Mestiza*
(United States, 1987)

W.E.B. DU BOIS, *The Souls of Black
Folk*
(United States, 1903)

RUTH KLUGER, *Still Alive*
(Austria-United States, 2003)

PRIMO LEVI, *Survival in Auschwitz*
(Italy, 1958)

ALBERT MEMMI, *The Pillar of Salt*
(Tunisia-France, 1955)

RICHARD WRIGHT, *Black Boy*
(United States, 1945)

COURSE SUMMARY

This course triangulates and interweaves three ethnic literatures, examining how African American, Hispanic and Jewish cultures narrate memories of difference. It begins by exploring memories of place and loss, and then explores the use of mixed-genre autobiographies to create ethnic meta-histories have functioned as cultural staging points. The course proceeds to examine 'survivor autobiographies' of racism and violence. We will conclude with two major American autobiographies that served as literary and social marker points. The course considers mostly twentieth-century autobiographies that voice the redemption of 'valueless bodies' and elaborate processes of social subordination and cultural destruction. Throughout, we shall consider autobiographies as sites of cultural resistance and creation of dissident subjectivities.

DEPARTMENTAL CREDIT

For English department undergraduates with a Literature concentration, this course satisfies requirements for (a) Gender/American Ethnic Literatures/Postcolonial Studies, and (b) Post-1900 Literature. For English graduate students, the course satisfies requirements for (a) Post-1900 Literature, (b) Genre, (c) Ethnic Studies, and (d) Cultural Studies. For African and African American Studies and Transborder Latina/o and Chicana/o Studies students, consult your departments. Satisfies credit for a certificate in Jewish Studies.

COURSE REQUIREMENTS

* Full reading knowledge and discursive command of course texts expressed through discussion participation. Regular participation in online writing groups. [20 percent]

* Undergraduates, one 15-page argumentative paper; graduates, one 25-30 page research paper. [70 percent] All papers in MLA style. Graduate students must meet with the course instructor early in the semester to discuss their paper topics and will lead one class half-session based on their paper research.

* Autobiographical writing exercise, 5 pages. [10 percent]

Regular attendance and completion of all requirements are needed for a passing grade. No post-semester extensions on the seminar paper will be granted without documented health reasons.

If further clarifications are needed concerning course content and requirements, do not hesitate to e-mail the instructor or attend office hours, preferably early in the semester.

OFFICE HOURS AND RESOURCES

Instructor office hours for Spring 2008 will be Wednesday, 9-12, or by appointment. It is always advisable to e-mail or call ahead in order to schedule a meeting, as occasional meetings may interrupt this schedule. I can be contacted via Joe.Lockard@asu.edu. My office telephone is (480) 727-6096; do not leave voice mail. There will also be online office hours each Tuesday evening from 7-9pm. I can be reached via Skype for texting-only at jlockard.

GRADES

Grades are an archaic form of evaluation, and better forms of evaluation can be employed. However, your instructor appreciates having a salary and this course gives honest grades using clear criteria. You have the right to query or challenge any grade given during this course, without concern for making the request. Upon receiving a grade query, the instructor will either raise or confirm the grade and provide an explanation for the decision.

COURSE ELECTRONICS

This course employs a MyASU website that should be visible and can be accessed from your MyASU homepage. The course site contains the syllabus, assignment announcements, supplementary readings, and relevant course materials. Any files placed on the MyASU course site will be announced by e-mail specifying their content and location within the site.

E-mail instructions: All class e-mail from the instructor will be generated from the course site, and MyASU sends e-mail to university addresses. Since e-mail will not be delivered to non-university addresses, please check your university e-mail regularly and correspond with the

instructor from that same address. The instructor cannot accept responsibility for ensuring e-mail receipt at non-university addresses.

ACCOMMODATIONS

If you have a learning variation that makes in-class assignments, including in-class speaking and/or writing, difficult for you, please let me know and we will arrange another method of evaluation. If certain instructional styles work better for you than others, please let me know: e.g., if you need handouts in large print, if certain visual formats are more difficult for you to understand than others, if all printed material needs to be in black and white instead of colors, etc. If you need assistance taking notes, please tell me and I will arrange an accommodation. Further, if you find accommodations necessary because of work or childcare issues, let me know during office hours or by e-mail. Such accommodation requests should be made at the beginning of the semester. Finally, if childcare arrangement lapses would prevent you from attending class, please bring your child to class and we shall be delighted to welcome her/him. The instructor definitely can use the play company.

Reading and Work Schedule

This schedule represents the basic course framework. It is subject to change.

Monday, January 14
Introduction

Wednesday, January 16 –

AUTOBIOGRAPHY THEORY

Anderson, 1-17, 27-59
Autobiography exercise
assigned

Monday, January 21 –
Martin Luther King, Jr. Day
No class

Wednesday, January 23
Anderson, 60-133

Monday, January 28
Autobiography exercise due;
discussion

Wednesday, January 30 –
DISAPPEARED AFRICAN WORLDS
Aciman, 3-102

Monday, February 4
Aciman, 102-214

Wednesday, February 6
Aciman, 217-340

Monday, February 11
Memmi, Prologue, 3-113

Wednesday, February 13
Memmi, 114-236

Monday, February 18
Memmi, 249-342

Wednesday, February 20 –
COLLECTIVE VOICE
Du Bois, entire

Monday, February 25
Du Bois

Wednesday, February 27
Anzaldua, TBA

Monday, March 3
Anzaldua, TBA

Wednesday, March 5
Anzaldua, TBA

March 9-16 -- Spring Break

Monday, March 17 –
SURVIVAL AUTOBIOGRAPHIES
Levi, 1-78 [to the 'Drowned and
the Saved' chapter]
Half-draft due

Wednesday, March 19
Levi, complete

Monday, March 24
Kluger, 15-112

Wednesday, March 26
Kluger, 113-215

Monday, March 31
Wright, 1-170

Wednesday, April 2
Wright, 171-303

Monday, April 7
Wright, 307-453
Full draft paper due;
redrafting begins.

Wednesday, April 9 –
FINDING NEW VOICES
Acosta, 5-104

Monday, April 14
Acosta, 105-204

Wednesday, April 16
Angelou, 1-111

Monday, April 21
Angelou, 112-193

Wednesday, April 23
Angelou, 194-290

Monday, April 28
Final class session; papers due.