

Hacettepe University
Faculty of Letters
Department of English Language and Literature

Syllabus

Title of the Course: IKA 605 Multiculturalism

Instructor: Prof. Dr. A. Deniz Bozer

Year and Term: 2012-2013, Autumn

Class Hours: Thursday 9:00-12:45, Seminar Room

Office Hours: By appointment

Aim and Contents: The objective of this course is to analyse multiculturalism within the context of cultural theory and to illustrate its domestic, social, political and literary representations in Britain in the twentieth and twenty-first centuries through representative articles, short stories, novels, plays, poems and feature films. Hence, the course aims at developing an understanding of cultural diversity and multiculturalism and its impact on British literature, ultimately enhancing the students' critical skills in this field. With reference to Asian, Afro-Caribbean, African and West Indian minorities living in Britain issues such as race, identity, hybridity, class, ethnicity, politics, religion and women's rights will be examined. The course aims to highlight certain terms such as assimilation, integration, acculturation and transculturation with regard to these minorities. Furthermore, concepts such as melting pot, salad bowl, cultural mosaic, plurality will be discussed within the framework of multiculturalism.

Course Outline:

Week 1: Introductory remarks on multiculturalism, its discourse and multiculturalism in Britain.

Week 2: Response papers on:

Willett, C. *Theorising Multiculturalism: A Guide to the Current Debate*, 1998.

Gordon, C. *Multiculturalism, Difference and Postmodernism*, 1993.

Joppke, C. *Multicultural Questions*, 1999.

Modood, T. *Ethnic Minorities in Britain: Diversity and Disadvantage*, 1997.

Week 3: Response papers on:

Nemoianu, V. *Postmodern and Cultural Identities: Conflicts and Coexistence*, 2010.

Baumann, G. *Contesting Culture: Discourses of Identity in Multi-ethnic London*, 1996.

Rogers, F.M. *Multicultural Experiences and Theories*, 1996.

Hiro, D. *Black British White British*, 1973.

Week 4: Bayram Holiday 25 Oct. 2012

Week 5: Multicultural Representations in the Short Story:

Paul Bowles: "You have left your lotus pods on the bus"

Graham Greene: "The Invisible Japanese Gentlemen"

Week 6: Multicultural Representations in Movies:

Bend It Like Beckham

Discussion and in-class response paper

Week 7: Response papers on:

Werbner, P. *Debating Cultural Hybridity: Multicultural Identities and the Politics of Antiracism*, 1997.

Mohissi, H. *Muslim Diaspora: Gender, Culture, Identity*, 2006.

Okin, S.M. *Is Multiculturalism Bad for Women?* 1999.

Davey, F. *Cultural Mischief: A Practical Guide to Multiculturalism*, 1966.

Week 8: Multicultural Representations in Poetry:
Jackie Kay “So you Think I’m a Mule”
Carol Ann Duffy “Comprehensive”
Linton Kwesi Johnson “Inglan is a Bitch”
Fred D’Aguiar from “Letter from Mama Dot”

Week 9: Multicultural Representations in the Novel:
Sam Selvon: *The Lonely Londoners* (1956)
Buchi Emecheta: *Second Class Citizen* (1974)

Week 10: Response papers on:
Eddy,R. *Reflections of Multiculturalism*, 1996.
Gordon, A. *Mapping Multiculturalism*, 1996. E1
Goldberg, D.T. *Multiculturalism: A Critical Reader*, 1994.
Trotman, C.J. *Multiculturalism: Roots and Realities*, 2002.

Week 11: Multicultural Representations in drama/film:
Hanif Kureishi: *My Beautiful Laundrette* (1986)
Discussion and in-class response paper

Week 12: Multicultural Representations in the Novel:
Timothy Mo: *Sour Sweet* (1982)
Hanif Kureishi: *The Buddha of Suburbia* (1990)

Week 13: Multicultural Representations in Drama:
Hanif Kureishi: *Birds of Passage* (1983)

Week 14: Overall discussion

Methodology: Relevant critical and/or literary reading material will be assigned prior to each class meeting and discussed in class. Lessons will be conducted in seminars and class discussions.

Textbooks: Students are expected to provide all the reading material at the beginning of the semestre from libraries or bookstores.

Requirements: 1. Attendance is obligatory; more than 11 hours of absence will result in an F1. 2. Students are expected to come to class on time. 3. As this course is reading intensive students **MUST** come to class having read the assigned material. 4. Students are also expected to do considerable reading outside the classroom. 5. Students should come to class prepared and ready to take active part in discussions.

Assessment: Students are expected to present 3 formal papers supporting their argument with relevant theoretical work. Students are expected to hand in their term-papers written in the MLA format **a week after** their presentation, having corrected mistakes, extended their research and added material and revised short comings should these be necessary. Absence on the day of the paper presentation will lead to an F3 for that particular work. Plagiarism **will result** in an F3. Students will also be expected to present 3 informal critical response papers on the works listed in the course outline. These papers should not merely be summaries of the work in question but a critical commentary on the issues raised in the works. Students should present questions in order to initiate discussion. In the grading of all written and oral work 25% will be taken off for English mistakes.

Formal papers: 30% , 10 points each
Response papers: 30% , 10 points each
Participation in Class Discussions: 10%
In –Class Final Exam: 30%

GOOD LUCK

