



## Syllabus | ENGL 2363:

### World Lit Since Renaissance

Course/Section: ENGL 2363-D070/091/001

Class Dates: January 12, 2026-May 1, 2026

Format: Hybrid/Distance/Zoom

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### Instructor Information

Name: Karen Buckland, M.A, M.Ed.

Email: kbuckland@uttyler.edu

Phone: 903-724-9502

Office Hours: by appointment only

Dual Credit Coordinator: Dr. Miriam Rountree

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### Course Overview

The course includes texts written by multigenerational authors with a variety of backgrounds that include Eastern and Western Europe, the continent of Asia, Africa, and Latin America, and readings come primarily from the late 19th century through the end of the 20th century. Readings range from a graphic novel to memoirs, autobiographies, poetry, and prose fiction to explore themes central to American literature.

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### Course Learning Outcomes

Students will

- Analyze a variety of American literature
- develop skills in discussion, literary analysis, and written response
- identify the ways authors express ideas and themes related to immigration
- examine how authors depict cultural customs and traditions within narratives

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### Required Text(s) and Materials

*The Buddha in the Attic* by Julie Otsuka (ISBN: 978-0-307-74442-5)

*Maus I: A Survivor's Tale: My Father Bleeds History* by Art Spiegelman (ISBN: 0394747232)

*Maus II: A Survivor's Tale: And Here My Troubles Began* by Art Spiegelman (ISBN: 0679729771)

*Growing Up Ethnic in America*, ed. Maria Mazziotti (ISBN: 0140280634)

Selected works (accessible via Canvas)

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### Important Dates

First Class Day: **Tuesday, January 13**

Census Date/Last Day to Drop without Record: **January 26**

Mid-Term Grades Due: **March 9**

Last Day to Drop a Course: **March 30**

Last Class Day: **April 28**

Final Exam: **Due by midnight April 28**

Final Grades due: **May 5**

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## Assignments Overview

Assignments	Percentage
Unit 1 Essay Exam	25%
Unit 2 Essay Exam	25%
Unit 3 Essay Exam	25%
Engagement (DB posts/discussions/other assignments)	25%
<b>Total</b>	<b>100%</b>

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## Grading Scale

A = 90 - 100

B = 80 - 89

C = 70 -79

D = 60 - 69

F = 59 and below

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## Instructor's Course Policies

**Late Work:** All assignments are due on the published due date. Late work is NOT accepted. Extensions are only granted in advance and for documented reasons that meet my approval. Technology issues and procrastination are NOT valid reasons.

**Canvas:** All your assignments will be submitted to Canvas. If you cannot log into Canvas, contact the Office of Digital Learning via phone at **903-566-6200** or via e-mail at [canvas@uttyler.edu](mailto:canvas@uttyler.edu).

**E-mail:** E-mail is my preferred method of communication. Generally, I reply to email within 24 hours, unless you email during the weekend or holidays. Please check your Canvas regularly, as I send out updates and information on the Announcements feature.

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## Use of Artificial Intelligence

### Purpose

Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and other text-generation or editing software can be useful for learning and writing development. They can even aid in your understanding of the content and literary analysis. However, it is important to use them **responsibly and ethically** in a way that upholds the standards of higher learning and academic rigor. **This policy outlines how AI tools may and may not be used for assignments in this course.**

### Appropriate Use

Students may use AI tools for the following:

- Generating ideas and brainstorming topics.
- Improving grammar and style in their own writing. The Turnitin AI Checker does not flag grammar/spelling editing done by Grammarly. It will flag the re-writing done by Grammarly.
- Understanding difficult concepts through explanations and summaries.
- Outlining and organizing essays (with proper critical thinking and revision). Several students have shared that having AI software generate a bulleted list of outline has been incredibly helpful to their writing and analysis process.

### Inappropriate and Prohibited Uses

Students **may not** use AI tools for the following:

- Submitting AI-generated work as their own (all submissions must be original and written by the student).
- Using AI to bypass critical thinking or analytical writing assignments.
- Generating summaries or analyses without engaging with the original text.
- Using AI to complete exams, quizzes, or other assessments unless explicitly allowed.
- Misrepresenting AI-assisted work as entirely their own without disclosure.

### Academic Integrity & Citation

- **Any use of AI in assignments must be disclosed.** If you use AI for brainstorming, revising, or other assistance, include a brief note at the end of your assignment or in the submission notes explaining how you used it. Explain what you used and how you used it. Be honest about your process and have the integrity to disclose your use of AI.
- Failure to disclose significant AI use or submitting AI-generated work as your own can result in a grade of 0. Repeated failure to disclose can result in serious consequences.
- **Best Practices for Ethical AI Use**
  - Use AI as a learning tool, not a replacement for critical thinking.
  - Always fact-check AI-generated content, as it may contain errors or biases.
  - Consult with me if you are unsure whether your AI use is appropriate.

Note: UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal,

philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

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## UT Tyler Policies and Information

See "University Policies and Information" in the course Canvas shell.

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## Student Resources

See "Student Resources" in the course Canvas shell.

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## Course Calendar

**Note:** This schedule may change with reasonable advance notice, per university policy.

Week	Topics/Activities	Assignments Due
<b>Unit One: European American Literature</b>		
<b>Week 1</b> Jan 13-18	<ul style="list-style-type: none"><li>• Introduction to Course</li><li>• Review Syllabus</li><li>• Read and discuss <i>Maus</i>, Vol I, chapter 1-6</li></ul>	<b>Due Sunday (Jan. 18)</b> <ul style="list-style-type: none"><li>• Discussion Post: Self Introductions/Course Expectations</li><li>• Syllabus Quiz</li></ul>
<b>Week 2</b> Jan 20-25	<ul style="list-style-type: none"><li>• Read and discuss <i>Maus</i>, Vol II, chapters 1-3</li></ul>	<b>Due Sunday (Jan. 25)</b> <ul style="list-style-type: none"><li>• Discussion Post due Sunday, Jan. 25</li></ul>
<b>Week 3</b> Jan 26- Feb 1	Read and discuss: <ul style="list-style-type: none"><li>• <i>Maus</i>, Vol II</li><li>• Duggin's biography</li><li>• Duggin's "Learning my Father's Language"</li></ul>	<b>Due Sunday (Feb. 1)</b> <ul style="list-style-type: none"><li>• Discussion Post due Sunday, Feb. 1</li></ul>

	<ul style="list-style-type: none"> <li>• Gillan, "Carlton Fredericks and My Mother" (GUE 260-267)</li> <li>• Puzo, "Choosing a Dream"</li> <li>• Gold, "Bananas"</li> <li>• Chaplin, from Charlie's Own Story</li> <li>• Gold and Chaplin biographies</li> </ul>	
<b>Week 4</b> Feb 2-Feb 8	Read and discuss: <ul style="list-style-type: none"> <li>• Rich, "Prospective Immigrants Please Note"</li> <li>• Ferrarelli, "Emigrant/Immigrant I and II"</li> <li>• Rich and Ferrarelli's biography</li> <li>• Papashvily, "The First Day"</li> <li>• Papsashvily's biography</li> <li>• Pupin's, "The Hardships of a Greenhorn"</li> <li>• Pupin's biography</li> </ul>	Nothing due Sunday
<b>Week 5</b> Feb 8-15	Read and discuss: <ul style="list-style-type: none"> <li>• Mary Antin's Selections from <i>The Promised Land</i></li> <li>• Antin's biography</li> <li>• Essay Exam I due Sunday, Feb. 15</li> </ul>	<b>Due Sunday (February 15)</b> <ul style="list-style-type: none"> <li>• Essay Exam I</li> </ul>

## Unit 2: Asian American Literature

<b>Week 6</b> Feb 15-22	Read and discuss: <ul style="list-style-type: none"> <li>• Poetry of Angel Island</li> <li>• Sui Sin Far, "In the Land of the Free"</li> <li>• Sui Sin Far's biography</li> <li>• Chinese Exclusion Act</li> <li>• Tan, "Rules of the Game" (GUE 18-31)</li> <li>• Tan's biography</li> <li>• Jen, "What Means Switch" (GUE 175-196)</li> <li>• Jen's biography</li> </ul>	Nothing Due Sunday
<b>Week 7</b> Feb 22-Mar 1	Read and discuss: <ul style="list-style-type: none"> <li>• Lahiri's, "When Mr. Pirzada Came to Dine"</li> <li>• Lahiri's biography</li> <li>• Lahiri "The Third and Final Continent"</li> <li>• Rustomji "Thanksgiving in a Monsoonless Land"</li> </ul>	<b>Due Sunday (March 1)</b> <ul style="list-style-type: none"> <li>• Discussion Post due</li> </ul>

<b>Week 8</b> Mar 2-8  <b>Spring Break is Mar. 9-13</b>	Read and Discuss <ul style="list-style-type: none"> <li>• Banerjee, "Goddess of Learning"</li> <li>• Banerjee's biography</li> <li>• Nye, "Red Velvet Dress"</li> <li>• Ramanathan, "I Worry"</li> <li>• Nye and Ramanathan biographies</li> <li>• Que-Doan-Do "The Rootless Peo"le"</li> <li>• Que-Doan-Do biography</li> </ul>	Nothing due Sunday
<b>Week 9</b> Mar 17-22	Read and Discuss <ul style="list-style-type: none"> <li>• Uchida, "Tears of Autumn"</li> <li>• Uchida's biography</li> <li>• Yamada's, "I Learned to Sew"</li> <li>• Yamada's biography</li> <li>• Otsuka, <i>Buddha in the Attic</i>, "Come Japanese" 3-18, "Whites" 23-54</li> <li>• Otsuka biography</li> </ul>	<b>Due Sunday</b> (March 22) <ul style="list-style-type: none"> <li>• Discussion Board post</li> </ul>
<b>Week 10</b> Mar 23-29	Read and Discuss <ul style="list-style-type: none"> <li>• Otsuka, <i>Buddha in the Attic</i>, "The Children 61-79, "Traitors" 81-104</li> <li>• Otsuka, <i>Buddha in the Attic</i>, "Last Day" 105-114, "A Disappearance" 115-129</li> </ul>	<b>Due Sunday</b> (March 29)  Essay Exam II
Unit 3:	Latin, Native, and African American Literature	
<b>Week 11</b> Mar 30- Apr 5	Read and Discuss <ul style="list-style-type: none"> <li>• Introduction to the unit</li> <li>• Zitkala-Sa, from <i>American Indian Stories</i></li> <li>• Zitkala-Sa biography <i>Excerpt-A Narrative of the life of Mrs. Mary Jemison</i></li> </ul>	Nothing due Sunday
<b>Week 12</b> Apr 6-12	Read and Discuss <ul style="list-style-type: none"> <li>• Perez, "Remembering my Spanish"</li> <li>• Gutierrez, "Spainglish"</li> <li>• Perez and Gutierrez biography</li> <li>• Rodriguez, from <i>Hunger of Memory</i></li> <li>• Rodriguez biography</li> <li>• Dorfman, "Breaking Down the Glass Walls of Language"</li> </ul>	<b>Due Sunday</b> (April 12) <ul style="list-style-type: none"> <li>• Discussion Post</li> </ul>

	<ul style="list-style-type: none"> <li>• Cofer, "Arrival"</li> <li>• Dorfman and Cofer biographies</li> </ul>	
<b>Week 13</b> Apr 13-19	<p>Read and Discuss:</p> <ul style="list-style-type: none"> <li>• Cofer, "American History"</li> <li>• Mhute, "What's in a Name?"</li> <li>• Dumas, "The F Word"</li> <li>• Azuzah, "Learning to Walk on Black Ice"</li> <li>• Mhute, Damas, Azuzah biographies</li> </ul>	<p><b>Due Sunday (April 19)</b></p> <ul style="list-style-type: none"> <li>• Discussion Board Post</li> </ul>
<b>Week 14</b> Apr 20-28	<ul style="list-style-type: none"> <li>• Unit 3 Essay Exam</li> </ul>	<p><b>Due Tuesday, April 28</b></p> <ul style="list-style-type: none"> <li>• Unit 3 Essay Exam</li> <li>• Course Evaluation</li> </ul>