

Ethnic and Cultural Diversity in American Literature

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Abstract: American literature has a long history and many forms of expression. However, racial and cultural differences are one of the more important topics. The United States is vast and populated. Different races and cultures merged here to create America's diverse cultural landscape. In this multicultural context, racial issues and cultural diversity in American literature have become important points of comfort. It explores the concrete implementation of the study, which looked at black literature as a starting point. Black literature is one of the most representative literary classes in American literature, and its background is closely related to racial issues. From the time of slavery, black Americans began creating their own literary works to resist white oppression and to raise their voices. This literature depicts the suffering and struggle of blacks based on black culture. Especially in the early 20th century, black literature began to appear on the doors, represented by writers such as Will Tudor and Langston Hughes. These works promote black values and attitudes as the main means of expressing black culture. These works are full of ethnic issues and cultural diversity. For example, Will Tudor's novel *Black and White* tells the story of a black family and a white family. Through the comparison of the two families, whites reflected the status of blacks and the uniqueness of black culture in the next chapter. Langston Hughes's poem "I, Too" expressed the aspirations of blacks for freedom, equality, and democracy. The ethnic issues and cultural diversity of these works became an important representation in American literature.

Keywords: American literature; Black literature; Ethnic issues; Cultural diversity

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1. Review of literature

1.1. Appreciating Will Tudor's novel "Black and White"

Will Tudor's novel *Black and White* explores racial issues and cultural diversity by drawing on the relationship between blacks and whites. Racism and social inequalities, mutual misunderstandings and cultural clashes, and the possibilities of reconciliation and cooperation in the work reflect not only the status of blacks in white society but also the uniqueness and roots of black culture. The novel is not only of literary value but also has important educational significance by providing rich material for exploring social problems.

1.2. Appreciation of “I, Too”

“I, Too” was written in the Harlem Renaissance of 1938, which was an important time in African American literature. As a representative of the time, Langston Hughes, influenced by jazz and blues music, incorporated elements of black culture into poetry^[1]. Hughes is an active social activist, and his works reflect well against social injustice and racial discrimination. When it was published, it drew much attention and debate. Not only did they have strong sympathy with the African American community, but they also encouraged the wider community’s interest and thought on racial issues. This poem is regarded as one of the important works of the Harlem Renaissance period, and it has significant significance in promoting the development of American literature and culture, not only enriching the inclusion of American literature but also providing valuable cultural heritage and spiritual property to its descendants.

2. The multiple constructions of cultural identity

2.1. Theoretical framework: Combined identity theoretical building

2.1.1. Determination of the post-colonial theory

Homi Bhabha’s theory of “opening the third arena” suggests that the hybridity generated by cultural contact breaks the binary opposition between colonists and colonized, creating a dynamic space for negotiations and transformations. For example, the mix of Spaniards and Englishmen into the Chicken roots is not only a sign of cultural oppression but also a weapon of resistance. Paul Gilroy’s “Black Atlantic” concept of cultural practices of African diaspora communities spread as transnational and mobile “anti-cultural modernity”, as symbolized by jazz and blues to Ralph Ellison’s “Invisible Man”^[2].

2.1.2. Changing the feminist and strange theory

Gloria Anzaldua proposed the concept of “new mixed racial awareness” at the border, stressing that American Mexican women at the border develop the wisdom of survival across borders by enduring multiple pressures (race, gender, class). Judith Butler’s sexual expression theory has been expanded into the field of race, including Zhang Lan’s “hunger”, in which the cultural identity of immigrant mothers is expressed through food production.

2.2. Context stair: The evolutionary mixed writing trajectory

2.2.1. Double consciousness in slave tales (19th century)

Frederick Douglass imitated the speech of white liberalism in his autobiography and exposed cultural violence to slavery heritage through “cases closely heard for years again”, forming a double language code.

“Our black folks”, by Harriet Wilson, the first female African American novelist, reveals racial fear after the speech of “blood pollution” through the tragedy of the protagonist of the mixed race^[3].

2.2.2. Identity experiments during the modernist era (early 20th century)

Jean Toomer’s *Cane* presents the schizophrenia of black intellectuals through a fragmented style: the clash of poetic dialects and the philosophical process reflects the cultural disintegration of black people who migrated north during the industrialization process^[4].

“America is in the Heart” by Carlos Bulosan is written from the perspective of the Philippine immigrants and writes about colonial trauma in English, creating an “invasion language”^[5].

2.2.3. Exploding the age after minorities (1960–1990)

Tang Tingting's "Female War Five" re-described Mulan's legend, integrating Chinese people's stories into feminist stories, forming a fantasy writing across the Pacific.

Junot Díaz's "The Brief Wondrous Life of Oscar Wao" deconstructs the American dream with the legend of the Dominican curse and combines Spanish colloquialism with scientific fiction to create a distributed aesthetic carnival in the Caribbean ^[6].

2.3. Text strategy: Mixed literary expression

2.3.1. Language change and recreation

A form of "geriatric language wars" changing between English, Spanish, Nahuatl, and border routes was created. For example, using "Nos/otras" instead of "Nosotras" to symbolize fragmented and reorganized identities with diagonal lines.

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie mixes slang with Marvel Comics' tongue until it is like using the "Indian perspective" to imitate the story of superheroes.

2.3.2. Between time and space in history

Amy Tan's "The Joy Luck Club" uses the four-way structure of a mahjong table to gather part of the four-way American Chinese memories on an intergenerational traumatic map, with waste and green all the time forgiven in the kitchen by forming a taste-based identity negotiation ^[7].

Jhumpa Lahiri's "The Namesake" displays the conflict between the Bengal tradition of resentment (Gogol) and American pragmatism (Nikhil) through the ceremony of not changing the name of the protagonist, demonstrating the nature of the reconstructive identity.

2.3.3. Body metaphors

Toni Morrison's "Beloved" presents the signs of "cherry tree" on Seth's back, transforming the violent signs of slavery heritage into a post-modern totem, mixing painful memories with the desire for rebirth ^[8].

Sandra Cisneros's "Mango Street House" describes a Mexican girl whose hair is laid out by her white classmates, transforming her body into a theater into a miniature of cultural asymmetry.

3. Discussion on racial and cultural diversity in American literature

The discussion on racial and cultural diversity in American literature ultimately reflects the complex historical process, the collision of multiple identities, and the dynamic power struggle in American society. This topic is not only a theme in literary creation but also a microcosm of American social change, involving colonial history, waves of immigration, the civil rights movement, and cultural integration in the context of globalization.

3.1. Theme and content

This is a unique theme of a different type of student: works of different types often vary over their history, culture, and social experiences. For example, democratic American letters often touch on personal subjects, such as connection to the land, protection of traditions, and invasion. In some aspects of Africa, focusing on themes such as racism, slavery trauma, and civil rights, U.S. letters are looking for issues such as immigration experience, approval, and cultural conflict.

The speed and width of the theme are the main message flows in the United States: only minority messages can express their themes and enrich them at the same time. For example, in “letters from the US Africa”, the equality of nations shows equality and freedom that is the core of the values of the American community, and encourages us societies to think so closely and not practice on this value.

3.2. Character style and language diversity

Different types of character styles: Different types of character pieces have different attributes in style. The name is often used in the midst of American natural character conferences, symbolism and metaphor, giving people the pleasure of the eyes and the style of simple fog, and the various variations, such as the tradition of the Asian heritage and the modernization of the west, affect American literature, and American literature has its forcible sensitivity and draw ability.

Along with the beauty of language: The diversity of the alphabet in American literature is both integrated and language-innovative. For example, Chinese American writers gave their works a blend of Chinese and expression colors and gave their own cultural power.

3.3. Character values and significance

Establishing the identity of the American cultural heritage: It has contributed to the development of American literature and culture with the identity of the United States of America’s fusion of different cultures. Letters and loan exchanges among different works are common features of different types of groups, so that your American friends agree to respect it and improve the common enjoyment of cultural culture.

The United States has promoted social change: Through the clarification of issues such as sexism and social unfairness, the emerging American society is interested in these issues, encourages social representation, and promotes social change and progress. For example, African American literature played an important role in the civil rights movement and contributed to the pursuit of gender equality and civil rights.

Contributing to the “web book”: It enriched the diversity of American culture rich in your world library system. A different type of group work has shown cultural incidents and unique artistic appeal, attracting the audience’s interests and exchanges around the world to promote understanding among different cultures.

3.4. The historical process and modern inquiry

From a historical perspective, the early stage of American literature was dominated by the narratives of European white colonizers, while the voices of minority groups were systematically suppressed. The Harlem Renaissance in the 1920s and 1930s marked the first collective outburst of African American literature, which not only challenged the mainstream white aesthetic standards but also constructed a sense of cultural pride among blacks. In the 1950s and 1970s, the civil rights movement gave rise to a broader awakening of minority literature. Later, there were various cultural literary works, but essentially, it was a struggle for the right to speak about “whose stories are worth telling.” In today’s era of globalization and intensified identity politics, this issue is not only an object of literary study but also a critical methodology — it requires us to maintain an inclusive and vigilant attitude and continuously ask: Whose memories are written? Whose languages are listened to? Whose futures are imagined? Although diversity has become politically correct in the literary world, minority writers still face the risk of being “labeled” — their works are often classified as “ethnic literature” rather than “universal literature.” American literature echoes the entire history of the United States and reflects the richness and perplexity of the

American experience. The confusion of identity, especially those centered on race and gender, enriches 20th-century American literature and diversifies it. These studies not only reflect the richness of American literature but also reveal the profound influence of racial and cultural diversity on American society and literature. How to maintain cultural specificity while transcending the limitations of identity politics will continue to be a challenge for American literature.

4. Literary education and communication

4.1. Background and origin

Multicultural characteristics of American society: The United States is an immigrant country composed of different races, ethnicities, and cultural groups from around the world. Multicultural social structure provides the Earth with the education of multicultural books.

Historical development: Multicultural literary education developed during the Civil Rights Movement in 1960. At the request of equal rights of gender groups, the education sector also began to pay attention to multicultural education.

4.2. Objectives and concepts of cultivation

Cultural consciousness of students: Multicultural literature education to enable students to understand and respect the literary works of different cultures, cultivate their cultural sensibility and inclusiveness. To compare cultural works of different cultures, students can develop and visit cultural and stereotypes in cultural works, thus creating the ability to think independently.

Eradicates the sense of identity of students: Ethnic students can learn their own ethnic literature to help them better understand their cultural roots, improving their cultural security and their identity.

4.3. Teaching train

Course design: In multicultural literature teaching, the course content covers literary works from different ethnic and cultural groups. In addition to traditional European books, American works include non-white groups, such as non-white Americans, Asian Americans, Chinese Americans, and local Americans.

Educational methods: Professors use different methods of arousal as comparative analysis, group discussion, and rules participating in the arousal process, encouraging students to participate actively and investigate cultural and meaningful knowledge in the literary role.

Choosing learning books: Choosing learning books also reflects multicultural features, including traditional textbooks, books, and so on.

4.4. Impact and significance

The positive and meaningful impact on students: Multicultural literacy helps broaden the cultural perspectives of students, take over their multicultural communication capabilities, and put a solid foundation for life and work in a multicultural society.

The positive impact on society: From a social point of view, multicultural literacy helps to promote understanding and response between different cultural groups, to reduce cultural conflicts, and to raise social desire.

Advancement of literary research: The development of multicultural literary education has also promoted

the environments of literary research. This increases the attention to research of literary work and recording of American literary.

In short, the education of many cultural books in American books is very important for the cultural culture of students and for promoting harmony and social development. In investigating ongoing and improved education, multicultural literacy will help American society grow more talents with a global and inclusive perspective on culture.

Disclosure statement

The author declares no conflict of interest.

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