ENGLISH 2383
SYLLABUS: Fall 2011
Instructor: Rose M. Rodriguez-Rabin
Office Hours: MWF 11:30-12:30
TR 9:30-10:30 am
Or by appointment.
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COURSE DESCRIPTION:
Completion of the Core Curriculum requirement in literature. Comparative study of a specific genre or theme in the literatures of various ethnic groups in the United States such as African American, Asian American, Native American, and/or U.S. Latino/a. May be repeated for credit when topics vary.

Conceptual Framework:
The population that has made up the nation state of the United States of America has evolved into a diverse and complex society. The literature of the indigenous peoples as well as the various ethnic groups that have settled in the U.S. reflects the concerns and issues that have shaped the society. The novels from writers of the four ethnic minority groups explore issues of identity formation, of living within a nation state where one is the “other,” and of survival and maintenance of the root culture. Participants will become familiar with the four major “minority” groups (Native American, Latino/a, African American, and Asian American) in the United States by reading novels that deal with identity. Since the United States has many diverse cultures, the issue of American identity is complex.

Goals and Objectives:
In this course we will not only analyze characterization, symbolism, and the author’s purpose for writing ethnic literature but we will also study the impact race, ethnic identification, class and gender play in shaping lives in the U.S. We will also analyze the socio-cultural constructions of gender identity and cultural identity and how that socio-cultural construction affects cultural identity. Beginning with a historical look at the relationship between the “Other” and Amer-European society, the class will explore a series of subjects including kinship, religion, and colonialism as they relate to women and men in American society.

Instructional Activities:
- Lectures will introduce each of the units: Native American, Chicano/a, African American, Asian American and U.S. Latino/a.
- During the class, participants will engage in collaborative learning activities and will experience a variety of pedagogical approaches.
- Participants will engage in various readings, web sites, and videos as assigned.
- Presentations on novels outside of the general reading list will enhance the participants’ exposure to the literatures.
- Post tests will be administered at the conclusion of each unit.
- Mid-term and Final examinations will be administered as noted in the Schedule.
- Participants will attend scheduled lectures by various speakers.

Required Readings:
Wells, H.G. The Time Machine
Hughes, Langston. The Ways of White Folks.
Hurston, Zora Neale. Their Eyes Were Watching God.
Alexie, Sherman. Flight.
Deloria, Ella Cara. Waterlily.
Cao, Lan. Monkey Bridge.
Chin, Frank. Donald Duk.
---Class Policy Statement---
You are responsible for Knowing and Following these Class Policies:

Grading and other Policies
Cellular phones will be turned off during class and no texting is allowed during class time. All laptop usage will take place in front of the classroom and not at the back. No late papers or presentations will be accepted without prior approval of the professor.

Blackboard instructions: Each student is responsible for knowing and abiding by information on our blackboard site: Print out, read, and keep all assignments located on our class site. Check the site DAILY for updates and instructions.

Electronic Devices (e.g. iPods, cell phones, etc.) must be turned off and put away during class.

Writing Assignment Format: 12-point Tahoma, black print, double-spaced, 1” margins on all sides.

The heading for your paper will be MLA format. I don’t accept assignments that aren’t stapled in the top left hand corner. All Assignments other than in-class must be typed and doubled-spaced.

Grading: Grades will be contingent on the completion of the various competencies at the usual level (90-100% = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 or below = F).

- Annotated bibliography, to be turned in Friday, Sept. 30th, before 2 pm, (10%)
- One midterm, to be held Monday, Oct. 3rd (20%)
- One Research proposal, to be turned in Friday, Oct. 14th, before 2 pm, (10%)
- Final Paper, to be turned in Wednesday, Dec. 7, before 2 pm, (10-12 pages): (25%)
- One final exam, to be held Wednesday, Dec. 14th, 7:30 – 10 am (25%)
- Intelligent class participation, in class and on-line (10%)

Assignment Sequence:

- In this course I expect you to keep up with your readings and come prepared to class for discussion.

- A final exam, which will be in essay format. During the final exam review I will give you a list of possible questions, out of which I will select several for the actual exam. I will also provide resources on writing essay exams. The exam will be comprehensive, covering all the texts we studied during the semester. I will be looking for detailed knowledge of each play, as well as critical thinking about the issues we discussed throughout the semester. Included with the final will be a multiple choice aspect to the exam.

- Class Preparation, Readings, and Syllabus: All reading, homework, and writing assignments are to be completed before class on the date listed on the syllabus. Always bring to class the text(s) listed for that day, your syllabus, and any other work due.

Honor Code: By enrolling in this course, you join a community requiring intellectual integrity. When you write your name on an assignment, you take credit for the work contained. Plagiarism and other forms of academic dishonesty demonstrate disrespect for the community. If guilty of violating this honor code, you could receive an “F” for the semester and be asked to leave the class.

Examples of Troublesome Behavior in the Classroom
Troublesome behavior in your classroom may be classified as anything that disturbs you or your students during the class period. Here are a few examples of troublesome behavior you may have experienced in your classroom:

- Cellular phones, beepers
- Challenges to your authority, demanding special treatment (“I paid for this. . . ” mentality)
- Eating or drinking in the classroom
Excessive tardiness/leaving the lecture early
Making offensive remarks
Adverse reaction to missing deadlines
Prolonged chattering
Sleeping
Talking out of turn
Dominating discussions
Shuffling backpacks and notebooks
Use of electronics for entertainment during class
Departments should establish guidelines for dealing with troublesome/disruptive behavior.

Recommended procedures are:
1st incident – Instructor addresses the behavior immediately and follows up after class or with a scheduled meeting as soon as possible. Document this interaction. If the faculty member believes the incident to be sufficiently serious, he or she should contact the Director of Student Judicial Affairs as soon as possible for consultation.

2nd incident – Instructor should refer the student immediately to the chair/dean. The chair/dean may inform the student that repeated deviations from expected classroom behavior shall result in an immediate referral to the Office of Student Judicial Affairs for disciplinary action. Disciplinary action may be pursued in accordance with the Student Code of Conduct located in the UTSA Information Bulletin.

Attendance:
This class depends on your regular participation; you must be present mentally as well as physically (If you should come to class but fall asleep, it will be counted as an absence). Due to the interactive nature of the course, it will be impossible for you to “make up” a class. Please be in class for every meeting unless you have an emergency. You are allowed one absence to cover such emergencies. You need not inform me if you are going to be absent only once during the semester. After two absences your final grade will go down by a grade for each additional absence unless you have express written permission (received after producing verifiable evidence of the emergency) from Administrative offices in Academic Affairs or the English Department. For those of you involved in sports, drama, outside organizations, etc, who anticipate a number of absences this semester, I highly recommend (of course for your own good) that you take this course at another time when your schedule allows your full participation. I DO NOT ACCEPT LATE WORK. If you have more than four absences, I recommend you withdraw from the course since you will be assigned a failed grade. If you are absent for more than 20% of the time in a fifteen-week semester you cannot claim to have completed the course. Please realize that you are in a university and as such you must take on certain adult responsibilities. One of those responsibilities is your attendance in this class. Know the consequences of your actions. If you are absent, be sure to contact your instructor as soon as possible.

*NOTE* Please recognize the fact that you are all in a university environment. In this particular class it is vital to have intellectual discussions. Whether you agree with the opinions of the instructor, readings, fellow classmates, or disagree, it is important for you, a member of society, to discuss the current events as they relate to the readings. We might discuss issues you do not feel comfortable with, such as racism, homophobia, religion, etc., in this case, do feel free to express why you feel uncomfortable. These discussions are vital for the exchange of ideas and will help you in your writings, thus helping your grade. Most discussions are the basis of communication and more importantly, the writings you will need to produce in class. As a member of society, you will face some of these issues and the university environments is a good place to question, or simply state your reaction and hopefully receive intelligent feedback.