Multiethnic Literature of the United States

Catalog Description: (3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in rhetoric. A survey of the literature of various minority groups such as Native American, Asian American, African American, and Latina/o. Designed for nonmajors.

Course Description: This survey course will introduce you to major works by Native American and Chicana writers and examine the role of race in the American experience. Particular attention will be paid to how these writers have manipulated language and literary genres as they construct alternative notions of American identity and write themselves back into history. More importantly, this course will emphasize the importance of the political, cultural and socio-historical context of all readings. We will also critically examine the systematic historical exclusion of writers of color within American literary history and the canon of American literature.

Course Objectives

• Provide students the opportunity to effectively write well thought out reading responses and give oral presentations on required readings
• Provide students the opportunity to develop significant interpretations of a wide variety of literary texts by writers
• Provide students the opportunity to effectively gather information and critically analyze social, political, economic and historical aspects of American Indian and Chicano culture

Required Texts

• Zitkala-Sa -- American Indian Stories
• Gloria Anzaldúa -- Borderlands/La Frontera
• Sandra Cisneros -- The House on Mango Street
• Joy Harjo – poetry excerpts
• Electronic Articles: some required readings/articles will be available on Blackboard under Library E-reserves.

Course Requirements and Grading Criteria

No late assignments accepted! You will be given a zero for all late assignments.

Attendance: You are required to attend class regularly and will be graded accordingly. More than two unexcused absences will result in your grade being lowered by 15 points, for each absence thereafter. You are responsible for knowing what was discussed in class. It is your responsibility to ensure that I receive advance notification of excused absences. Please see “UTSA Handbook of Operating Procedures” for a more detailed outline of approved excused absences.
absences and the process for proper notification to the instructor.
http://www.utsa.edu/hop/chapter5/5-9.cfm

**Blackboard:** We will be using Blackboard **frequently** throughout this course, so please become familiar with the basic tools (i.e. Discussion Board, Assignments, Announcements, Assessments, Mail, Course Content, Calendar, Weblinks, etc.). The following link has tutorials on various aspects of BB. https://elearning.utsa.edu/Tutorials/BB/Index.aspx

**In-Class & Blackboard Discussions:** Active participation in class discussions is required. For each class you should be prepared to discuss the material and address the comments/questions of your peers. You should also come to class with at least two prepared questions to address to the class. Your participation on BB and face to face is key to creating a more dynamic class, one that allows us to learn from each other. I expect everyone to be respectful of their fellow peers and come to class with open minds that will allow for constructive debate and discussions about the material presented in class, especially during student presentations. I encourage you to continue your in-class discussions online through Blackboard. In order for me to maintain a record of your participation, I will grade your weekly discussion posts based on a combination of your in-class and online participation.

I will ask that you turn in a portfolio of your BB comments/questions during midterms and at the end of the semester.

My criteria for grading discussions will be based partly, but not exclusively on the following:

- Your ability to critically analyze another student’s comments and give critical feedback
- Your ability to engage in meaningful and substantial dialogue with your peers that focuses on the readings
- Your ability to bring in examples of lived experience that are relevant to the main topic of discussion
- Your ability to ask questions that engage your peers to think critically about a particular work
- Your ability to introduce new material (e.g. websites, new articles, current events, other journal articles, books, etc.) to the discussion group
- BB discussions grades will be based not only on the number of entries you make, but your interactive participation with peers and relevant responses to their comments/questions; this grade will also be based on how well you critically examine the readings beyond simple summary; these online discussions should not be treated as informal “chats” (please pay close attention to your grammar, mechanics, etc.)

**Note:** All responses and dialogue that occur on BB are not to be treated as informal “chats.” Please see the following website for universal practices of online “netiquette”: http://www.csustan.edu/Blackboard/Netiquette.html

**Reading Responses** (2p): All responses are to be turned in electronically (blackboard) and in person. Examples of what to include in your reading response are: 1) close reading of a passage(s) that discusses the major themes, characters, setting, etc. 2) respond to one or two of the main themes/ideas of the documentary, film, novel, essay, poem, or short story 3) discuss the narrative style and techniques of the writer 3) respond to the article/creative work by relating it to your own lived experience and/or knowledge of the subject matter 4) respond by asking questions and critically engage in dialogue with the main ideas of the texts/films 5) compare creative works/essays/documentaries to other readings and or secondary sources. **(Note: Remember NOT**
to simply summarize the readings, but rather engage in critical analysis and commentary! My criteria for grading reading responses will be based partly but not exclusively on the following:

- Your ability to critically analyze and interpret the readings
- Your ability to properly explicate and evaluate socio-historical essays and creative works
- Your ability to NOT simply summarize the articles/readings, but rather, discuss your own ideas and interpretations of a particular text
- Your ability to write well-thought responses and/or questions that are coherent and illustrate proper use of grammar, mechanics, and style (e.g. basic elements of language use; clear, effective, correct sentence structures, word choice, tone, voice)

**Presentations:** (10-15 min) Everyone will be responsible for presenting on one of the weekly assigned readings in order to facilitate class discussion. Although it is not required you can utilize any of the following multi-media formats to aid in your presentations: film/documentary clips, visual slides, PowerPoints, material objects, music, visual art, youtube clips, and current news events that relate to the course readings. As a presenter you may synthesize the main points of the day’s reading and evaluate the author’s main arguments or narrative style, theme, etc. You may also provide historical background, biographical information of the author, or review current literary/historical criticism of the works. Please e-mail or meet with me before your presentation. Remember that your presentation must include questions that you present to the class.

**Quizzes:** There will be several quizzes to be taken on Blackboard under the assessments link. These quizzes will be “open book” and timed.

**Documentary Screenings:** Throughout the semester we will screen documentaries/films, in class. All documentaries will also be available through video streaming on Blackboard and/or placed on library reserves.

**Reflection Essay:** (1p) This essay should be a well thought out reflection of the course and its major objectives.

**Point Distribution**

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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>25pts</td>
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<tr>
<td>Quizzes</td>
<td>45pts</td>
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<tr>
<td>Discussion/Portfolio</td>
<td>30pts</td>
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<tr>
<td>Reading Response</td>
<td>30pts</td>
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<tr>
<td>Reflection Essay</td>
<td>20pts</td>
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<td>Total Points</td>
<td>300pts</td>
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**Final Grading Scale**

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<th>Grade</th>
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<tr>
<td>A</td>
<td>276-300</td>
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<tr>
<td>A-</td>
<td>264-275</td>
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<tr>
<td>B+</td>
<td>258-263</td>
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<tr>
<td>B</td>
<td>246-257</td>
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<tr>
<td>B-</td>
<td>234-245</td>
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<tr>
<td>C</td>
<td>216-227</td>
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<tr>
<td>C-</td>
<td>204-215</td>
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<td>D+</td>
<td>198-203</td>
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<tr>
<td>D</td>
<td>186-197</td>
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<tr>
<td>D-</td>
<td>180-185</td>
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Students with Disabilities

The University of Texas at San Antonio is committed to providing students, faculty, staff, and visitors access to all university programs, activities, and facilities in accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. The university prohibits discrimination against persons with disabilities in all programs, services and activities. Disability Services (DS) coordinates support services, accommodations, and equipment for students with disabilities. DS certifies eligibility for services, determines reasonable accommodations, and develops plans for the implementation of accommodations. The DS director also assists students in the informal resolution of complaints. Information regarding support services, accommodations and equipment for students may be found at the website: (http://www.utsa.edu/disability/students.htm) The Americans with Disabilities Act (ADA) coordinator assists faculty, staff, and visitors in the certification process and in the informal and formal resolution of complaints related to accommodation requests. The Human Resources Department serves as liaison for faculty and staff with disabilities in ensuring reasonable accommodation by the university. The procedure to request an accommodation under this policy can be found at: http://www.utsa.edu/hr/EmployeeRelations/ada.cfm

Tomás Rivera Center

I encourage you to utilize the Tomás Rivera Center’s (TRC) academic support services for assistance in study strategies and course content. These services are available to you at no additional cost. For more information regarding these services, please visit the TRC web site at www.utsa.edu/trcss.

• **Supplemental Instruction (SI)** offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the TRC web site or check with your class SI Leader for details. You can call the SI office if you have questions or for more information at (210) 458-7251.

• **Tutoring Services** provides walk-in tutoring in a variety of subjects with several locations to choose from and the Math Assistance Program (MAP) for assistance in College Algebra and Pre-Calculus. Call (210) 458-6783 for more information or visit the TRC web site for tutoring schedules.

• **Learning Assistance** provides one-on-one study skills assistance through Academic Coaching and group study skills assistance through our Expert Learner Series Workshops. Call the office to schedule an Academic Coaching appointment at (210) 458-4694, visit the TRC web site for the Expert Learner Series schedule, or stop by MS 1.02.02.

• If you are taking classes at the DT Campus, the **TRC Downtown** offers a variety of services to assist you. Stop by the TRC at the Downtown Campus in DB 2.114 or call (210) 458-2838.

Scholastic Dishonesty (Plagiarism)

You will automatically receive a “0” for any assignment that has been plagiarized. The Office of Student Judicial Affairs or faculty may initiate disciplinary proceedings against any student accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to,
cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. For a more detailed overview please see the student code of conduct bulletin: http://www.utsa.edu/infoguide/appendices/b.html

Refer to following websites for avoiding plagiarism and read “plagiarism handouts thoroughly”:

http://owl.english.purdue.edu/owl/resource/589/01/
http://cambridge.cic.tsinghua.edu.cn/reading/plagiarism.html
http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AvoidDishonesty.html
http://www.utexas.edu/lbj/students/writing/plagiarism.pdf

Student Code of Conduct

Please Note: This course will foster an environment that instills dignity, respect, tolerance, appreciation of diversity and positive regard for all members of our college community. It will nurture an atmosphere free from racism, religious intolerance, sexism, ageism, homophobia, harassment, discrimination against those with disabling conditions, or discrimination based upon an individual’s political views or beliefs. Hate speech of any type in class or online (i.e. Blackboard, e-mail correspondence, etc.) will not be tolerated.

By enrolling at The University of Texas at San Antonio, a student neither loses the rights nor escapes the responsibilities of citizenship. All students are expected to obey federal, state, and local laws, the Rules and Regulations of the Board of Regents of The University of Texas System, the rules and regulations of The University of Texas at San Antonio, and directives issued by an administrative official in the course of his or her duties. A student who enrolls at the University is charged with the obligation to conduct himself or herself in a manner compatible with the University’s function as an educational institution; consequently, conduct which interferes with the use or utilization of University facilities by other persons may be punished regardless of whether such conduct is specifically proscribed by the provisions of the Student Code of Conduct.

According to the UTSA “Information Bulletin” section regarding student code of conduct, Sec. 202. Specific Conduct Proscribed, disciplinary proceedings may be initiated against any student for acts or violations including, but not limited to the following: advocacy, either oral or written, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action; engaging in conduct, either alone or in concert with other people, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any scheduled class, etc. For more details of this university policy please see: http://www.utsa.edu/infoguide/appendices/b.html

Violations of these guidelines will result in a significant lowering of the student’s class participation grade at the instructor’s discretion, and may lead to other sanctions, including administrative removal from the class if necessary.
**The Roadrunner Creed**

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner,

I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

**The University of Texas at San Antonio Academic Honor Code**

A. **Preamble**

The University of Texas at San Antonio community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. **Honor Pledge**

In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: “As a UTSA Roadrunner I live with honor and integrity.”

C. **Shared responsibility**

The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.

**Detailed Course Schedule**

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<thead>
<tr>
<th>Day</th>
<th>Weekly Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Jan 18</td>
<td>• Introductions&lt;br&gt;• Review Syllabus&lt;br&gt;• Sign Up for Presentations&lt;br&gt;• Questions/Clarifications&lt;br&gt;• Video: “Native Voices” from <em>American Passages Series</em>&lt;br&gt;• Submit/Upload an essay/report, etc. from your prior ENG/AMS/WMST class to SAMPLE Assignment! (Blackboard)</td>
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<tr>
<td>Date</td>
<td>Events</td>
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| Jan 23  | • Continue Video: “Native American Voices” (discussion)  
|         | • Blackboard Review (assessments, discussion, streaming videos, etc.)  
|         | • from A People’s History of the United States “Columbus, The Indians and Human Progress 1492-1992” by Howard Zinn (p.1-22)  
| Jan 25  | • “The Man Made of Words” by N. Scott Momaday (p. 36-46)  
| Jan 27  | Creative Writing Series  
|         | Jessica Helen Lopez (poet)  
| Jan 30  | • Video: “Leslie Silko” (screen on Blackboard before class)  
|         | • From Yellow Woman and a Beauty of the Spirit: Essays on Native American Life Today  
|         | by Leslie Marmon Silko “Interior and Exterior Landscapes: The Pueblo Migration Stories” (p. 25-47) and “Language and Literature from a Pueblo Indian Perspective” (p.48-59)  
|         | • Reading Response #1 Due  
| Feb 1   | • QUIZ #1 (on blackboard)  
| Feb 6   | • Video: “In the White Man’s Image”  
|         | • Video: “Our Spirits Don’t Speak English”  
| Feb 8   | • “Genocide by Any Other Name” by Ward Churchill (p. 1-24 and p. 44-60)  
| Feb 13  | • American Indian Stories by Zitkala-Sa “Impressions of an Indian Childhood”  
|         | Sections 1-7  
| Feb 15  | • American Indian Stories by Zitkala-Sa “The School Days of an Indian Girl”  
|         | Sections 1-7  
| Feb 17  | Creative Writing Series  
|         | John Phillip Santos (poet)  
| Feb 20  | • American Indian Stories by Zitkala-Sa “An Indian Teacher Among Indians”  
|         | Sections 1-4  
| Feb 22  | • QUIZ #2 (on blackboard)  
| Feb 27  | • Multiple articles and poems by Dr. Linda Sue Warner  
| Feb 29  | • NO CLASS (required attendance at WHM Keynote Speaker)  
| Mar 1 (TH) | Keynote Speaker for Women’s History Month  
|         | Dr. Linda Sue Warner (Comanche)  
|         | Special Assistant to the President on Tribal Affairs  
|         | Northeastern Oklahoma College, Miami, Oklahoma  
| Mar 5   | • How We Became Human: New and Selected Poems1975-2001 by Joy Harjo (excerpts)  
| Mar 7   | • How We Became Human: New and Selected Poems1975-2001 by Joy Harjo (excerpts)  
|         | • Midterm Discussion Portfolios Due  
| Mar 12-17 | • Spring Break  
| Mar 19  | Women’s History Month  

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Mar 26</td>
<td><strong>Women’s History Month</strong></td>
<td><strong>Guest Speaker Misty Thomas (Santee)</strong></td>
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<td><strong>Director of Social Services at Santee Sioux Nation</strong></td>
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<td>Mar 28</td>
<td>• “Mexican Americans After the Mexican War, 1848-1860” (p. 135-140)</td>
<td>• <em>Infinite Divisions</em> “Introduction” (p. 1-33)</td>
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<td></td>
<td>• <em>Recovering the U.S. Hispanic Literary Tradition</em> (p. 13-25)</td>
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<tr>
<td>April (TBA)</td>
<td><strong>Women’s History Month</strong></td>
<td><strong>Joy Harjo (Muscogee Creek)</strong></td>
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<td><strong>Keynote Speaker for Graduate Student English Conference</strong></td>
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<tr>
<td>Apr 2</td>
<td>• <em>Borderlands/La Frontera</em> by Gloria Anzaldúa (Chps. 1, 2)</td>
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<td>Apr 4</td>
<td>• <em>Borderlands/La Frontera</em> by Gloria Anzaldúa (Chps. 5)</td>
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<td>Apr 9</td>
<td>• <em>Borderlands/La Frontera</em> by Gloria Anzaldúa (Chps. 7)</td>
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<td>Apr 11</td>
<td>• <strong>Reading Response #2 Due</strong></td>
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<td>Apr 16</td>
<td>• <em>The House on Mango Street</em> by Sandra Cisneros* (p. 1-40)</td>
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<tr>
<td>Apr 18</td>
<td>• <em>The House on Mango Street</em> by Sandra Cisneros* (p. 41-80)</td>
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<tr>
<td>Apr 23</td>
<td>• <em>The House on Mango Street</em> by Sandra Cisneros* (p. 81-110)</td>
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<tr>
<td>Apr 25</td>
<td>• <strong>QUIZ #3 (on blackboard)</strong></td>
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<tr>
<td>Apr 30</td>
<td>• Class Reflections</td>
<td>• <strong>Final Discussion Portfolios Due</strong></td>
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<td>May 7</td>
<td>Final Exam</td>
<td>Reflection Essays Due</td>
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