ENG 2383-Multiethnic Literatures of US
Summer ‘12

Instructor: Dr. Margaret E. Cantú-Sánchez
Class Time and Location: MTWRF (9:15-10:45 am) MB 1.124
Office Hours: By appointment
Email: Margaret.Cantu@utsa.edu

Course Description: This course will serve as an introduction to literature by US Latina, African American and Native American writers. We will pay particular attention to how identity is represented and understood by the writers and protagonists of such works. Especially important is how identity is constructed in relation to Latinas and Native American’s education and cultural experiences. We will engage in critical analyses of the impact that the US school system has on Latinas and Native Americans, as well as the connections that are severed or maintained between themselves and their cultural communities.

Course Objectives:
• To develop the critical reading, writing, and analytical skills necessary to engage in literary analyses.
• To engage in critical analysis and reading of literature.
• To improve his/her writing skills, especially being able to develop a thesis-driven paper and engage in research.
• To improve his/her critical proficiency in oral and visual communication.
• To demonstrate both oral and writing competency in constructing valid arguments and critiquing arguments.
• To demonstrate the ability to engage in cooperative learning (group work) activities both inside/outside the classroom in an effective and productive manner.

Required Texts:
Borderlands/La Frontera: The New Mestiza, Gloria Anzaldúa
Golondrina, Why Did You Leave Me? Barbara Renaud González
Ceremony, Leslie Marmon Silko
Their Eyes Were Watching God, Zora Neale Hurston
American Indian Stories, Zitkala-Sa

*I will also be supplementing these texts with articles that will be available via Blackboard—you are responsible for bringing them to class.

Evaluation:
Discussion Participation 10%
Blackboard Posts (10 posts) 20%
Presentation/Reflection Paper 20%
Proposal/Annotated Bibliography 15%
Research Paper 35%
Classroom Policies:

A Respectful and Inviting Environment
Occasionally we may deal with a variety of issues that may evoke strong opinions from yourself and your colleagues; I ask that everyone please maintain a respectful decorum. It is especially important that respect be maintained when we are engaged in class, group, and one on one discussion. Please provide your full attention to the individual or individuals speaking without interruption. In addition, respect also includes turning your cell phone off during class, refraining from texting, and utilizing your computer solely for classroom purposes.

Attendance
Since this is a summer course and we have limited time available, students may be absent up to 4 days of class. For every day missed after the allotted 4 days, the student’s grade will be dropped by one letter grade. Therefore, if you miss 5 days of class your grade will drop from an A to a B. I also do not distinguish between excused and unexcused absences, unless you are engaged in official University business or have spoken to me regarding the reason for the absence. Attendance also includes showing up to class on time and remaining in class for the full time period. Those students who are more than 10 minutes late are considered tardy. Every 2 tardies (this includes leaving early from class) received are equal to one absence. In other words, if you are tardy 4 times, it is considered 2 absences.

Extra Credit-You may attend cultural events that take place throughout the city including plays, lectures, film screenings, etc. To receive credit for these events, you must submit a 2 page response discussing how the event relates to our course and provide evidence of your attendance (ticket stub, picture, and program). A maximum of 1 extra credit paper will be accepted, which may be added to your lowest BB post grade.

- **There is a NO LATE WORK policy which includes BB Posts, papers, and presentations.** This means that no late work will be accepted after the indicated due date. Nevertheless, there are always exceptions to the rule; I ask that if you foresee a conflict with a due date you speak to me beforehand.
  If you are absent when an assignment is due, you are expected to turn in that assignment the day you return to class.

- I ask that you please look over your graded papers for at least 24 hours before you attempt to make an appointment to speak to me regarding grades or questions. This allows you time to look over my suggestions and understand why they have been made.
Note: Though quizzes are currently included on this syllabus, I reserve the right to begin giving them if it appears that the majority of the class is not keeping up or doing the readings.

UTSA Policy on Academic Dishonesty:
The University of Texas at San Antonio expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offense which includes, but is not limited to, cheating on a test of other class work, plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own work) and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for this class may initiate disciplinary proceedings against the student.

Students With Disabilities:
Students who have disabilities are encouraged to contact the Disability Services here on campus as soon as possible so appropriate accommodations can be put in place. Please see their web site (http://www.utsa.edu/disability/students.htm) for more information.

The Writing Center: The WRC is here for students. Paid tutors with BA degrees in English and some Writing Program professors serve as tutors. You are strongly encouraged to visit the center (HSS 3.03.08) for assistance with your writing. The tutors will not grade or edit your work, so come prepared. The Writing Center tutors are there to assist with your writing, organization, and development. You are certainly able to ask questions about mechanics and grammar. The tutor room is located in HSS 2.02.22. Check the Writing Center website for scheduling and appointments: http://www.utsa.edu/twc.

The Tomás Rivera Center: The TRC is a great place for students to receive academic coaching or to attend workshops that can help you become a more productive and organized student. I encourage you to set up an appointment with an academic coach or to attend their many workshops throughout the semester. For more information visit http://www.utsa.edu/trcss/

Requirements:
• Discussion participation includes engaging in class and group discussions, coming to class prepared with the necessary materials, and conducting assignments by the due date. It is also important for everyone to engage in a critical discussion of the texts and ideas presented throughout the semester.
• Blackboard Discussion Posts- Twice a week (Tuesday and Thursday) before we meet for class, you will be asked to critically reflect on the assigned readings.
1. Your post should consist of two parts: the first part is one critical response; the second part is a response to someone else's post and/or question.
2. Your post should critically engage the texts and theories, while also posing questions and offering critiques of the information presented.
3. Your post should be between **200-300 words (please include a word count at the end of your post)** and should pertain to the assigned readings. I also welcome you to bring in your own experiences, knowledge, or other information from other materials covered in class to make connections.
4. Your response should be **100-200 words and include a word count at the end.** With your response, you should offer your reactions, insights, comments, and questions.

*Just as our physical classroom is a safe, inviting environment, I ask you to extend the same courtesies online. Please refrain from posting any negative, hostile, or disrespectful remarks.

**Discussions post’s due dates will be indicated via the syllabus**

- **Presentation/Reflection Paper**
  At the end of the semester you will have the opportunity to present what I am calling an Identity/Creativity project. Each person will be responsible for a 10-15 minute presentation in which they reveal characteristics of their identity to the class. Students may choose whatever format they wish to convey their identities: artwork (painting, sculpture, stories, poems), poster, video, prezi, glogster, etc. The only format that is banned is PowerPoint. It is also necessary to work in one or more of the identity conflicts, ideas, etc. revealed in our discussions and/or texts. In addition to the presentation, you will also be responsible for writing a **1-2 page reflection paper** revealing your creative thought process.

- **Proposal/Annotated Bibliography**
  Throughout the semester you should contemplate possible topics for a research paper pertaining to one or more of themes presented in one or more of our texts. In order to prepare for such a project, you will provide a proposal with a working thesis, work schedule, and at least 5 annotations of possible resources you may use.

- **Research Paper**
  You will be responsible for developing a (10-15 page) thesis-driven paper in which you engage in a critical analysis of one or more of the texts presented in class. A detailed paper description and rubric will be handed out.

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This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.
Schedule:

Week 1:

**Monday 6/4:** Introduction to Syllabus and Course **HW:** Read “Boarding School Abuses and the Case for Reparations” and BB Post 1

**Tuesday 6/5: In Class:** Intro. to *American Indian Stories* and article **HW:** Read AIS p. 7-64

**Wednesday 6/6: In Class:** *American Indian Stories* **HW:** Read AIS p. 65-123 and BB Post 2

**Thursday 6/7: In Class:** *American Indian Stories* **HW:** Read AIS p. 124-182

**Friday 6/8:** In Class: *American Indian Stories* **HW:** Read *Borderlands* Introduction

Week 2:

**Monday 6/11: In Class:** Intro. to *Borderlands* **HW:** Read *Borderlands* p. 23- 45 and BB Post 3

**Tuesday 6/12: In Class:** *Borderlands* **HW:** Read *Borderlands* p. 46-68 and “Metaphors”

**Wednesday 6/13: In Class:** *Borderlands* and article **HW:** Read *Borderlands* p. 69-86 and BB Post 4

**Thursday 6/14: In Class:** *Borderlands* **HW:** Read *Borderlands* p. 87-113

**Friday 6/15:** In Class: *Borderlands* **HW:** Read *Ceremony* p. 1-48

Week 3:

**Monday 6/18:** In Class: Intro. to *Ceremony* **HW:** Read *Ceremony* p.49-97 and BB Post 5

**Tuesday 6/19:** In Class: *Ceremony* **HW:** Read *Ceremony* p. 98-146 and “Between Two Darknesses”

**Wednesday 6/20:** In Class: *Ceremony* and article **HW:** Read *Ceremony* p. 147-194 and BB Post 6

**Thursday 6/21:** In Class: *Ceremony* **HW:** Read *Ceremony* p. 195-244

**Friday 6/22:** In Class: *Ceremony* **HW:** Read *Golondrina* p. 1-48 and work on proposals/annotated bibliographies.
Week 4:

**Monday 6/25:** In Class: Proposal and Annotated Bib. Due. Intro. to Golondrina  
**HW:** Read *Golondrina* p. 49-97 and BB Post 7

**Tuesday 6/26:** In Class: *Golondrina*  
**HW:** Read *Golondrina* p. 98-146 and “Sexing the Colonial Imaginary”

**Wednesday 6/27:** In Class: *Golondrina* and article  
**HW:** Read *Golondrina* p. 147-195 and BB post 8

**Thursday 6/28:** In Class: *Golondrina*  
**HW:** Read *Golondrina* p. 196-242

**Friday 6/29:** In Class: *Golondrina*  
**HW:** Read *Their Eyes* p. 1-48

Week 5:

**Monday 7/2:** In Class: Intro. to *Their Eyes Were Watching God*  
**HW:** Read *Their Eyes* p. 49-97 and BB Post 9

**Tuesday 7/3:** In Class: *Their Eyes Were Watching God*  
**HW:** Read *Their Eyes* p. 98-146 and “Feminist Fantasies”

**Wednesday 7/4:** No Class  
**HW:** Read *Their Eyes* p. 147-193 and BB Post 10

**Thursday 7/5:** In Class: *Their Eyes Were Watching God* and article  
**HW:** Work on Presentations

**Friday 7/6:** Presentations/Reflection Ppr. Due.  
**HW:** Work on Presentations

Week 6:

**Monday 7/9:** Presentations/Reflection Ppr. Due.  
**HW:** Conferences next class.

**Tuesday 7/10:** Conferences  
**HW:** Papers due next class.

**Wednesday 7/11:** Final Exam 7:30-10am  
**Research Paper due**