

Ethnicity in American Literature Section 80

ENGL 169

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/20/2023

Contact Information

Email:	colton.saylor@sjsu.edu
Office Hours:	Mondays and Wednesdays, 10:00AM-11:00AM (or by appointment if necessary)

Course Description and Requisites

Study of expressions of ethnic and racial identity in American literature, with close attention to strategies of representation and resistance. Selected texts primarily arise out of the lived experiences of people of color, including Native Americans, Black Americans, Asian Americans, and Latinx Americans. GE Area: S

Prerequisite(s): Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Note(s): All of SJSU Studies courses require completion of the WST and upper division standing.

Letter Graded

* Classroom Protocols

Extension Policy

I will grant extensions (no questions asked) for the following assignments. Extensions can be requested at any point EXCEPT not on the day that the assignment is due:

Essay # 1 (Close Reading)

Proposal/Annotated Bibliography

Essay # 2 (Final Paper)

All other assignments must be submitted by the times listed on this syllabus and Canvas.

Peer Review Workshops: The revision process is central to this class, so you will be responsible for writing a rough draft for each major essay. While only the final draft will be graded, not completing a rough draft and participating in peer review workshops will result in a deduction of one letter grade to the paper's final grade.

Late papers for Major Essays will be docked half a letter grade each day they are late.

Late papers for credit/half credit/no credit assignments (all responses, activities, etc.) will receive half credit if submitted late.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](#).

English Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Course Learning Outcomes (CLOs)

GE Area S: Self, Society, and Equality in the U.S.

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

GE Area S Learning Outcomes

Upon successful completion of an Area S course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

Course Materials

Required Texts

Available for Purchase through [Canvas page](#)

If He Hollers Let Him Go, Chester Himes, ISBN-10: 1560254459

ISBN-13: 978-1560254454

Mapping the Interior, Stephen Graham Jones ISBN-10: 076539510X

ISBN-13: 978-0765395108

Passing, Nella Larsen ISBN-10: 0593437845

ISBN-13: 978-0593437841

Other required readings/films can be found either linked in the syllabus or as PDFs in Canvas.

Course Requirements and Assignments

ENGL 169 Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals	Final Grade %
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Essay # 1 (Close Reading)*	500-750	GE 1, 2, 3, 4; E 1, 2, 3	15
Essay # 2 (Final Paper)*	1,250-1,500	GE 1, 2, 3, 4; E 1, 2, 3, 4	20
<i>Legends From Camp</i> Group Presentations	-	GE 1, 2, 3, 4; E 1, 2, 3, 4	10
Forum Posts (5 required posts/replies)	150-200 (for each post, not counting reply)	GE 1, 2, 3, 4; E 1, 2, 3, 4	25 (5% for each post)
Proposal/Annotated Bibliography	500	GE 1; E 1, 2, 3, 4	10
Final Exam	-	GE 1, 2, 3, 4; E 1, 2, 3, 4	20

* - assignment requires rough draft and final draft

Bolded – letter-grade assignments

All other assignments are Credit/Half Credit/No Credit

Paper Proposal and Annotated Bibliography: Your proposal should describe the question you hope to answer, listing five library resources (academic books or journal articles) in an annotated bibliography.

Forum Posts: You will be required to post 5 times to our Canvas Forum throughout the semester. The due dates for these posts are listed on our Course Schedule below. Along with each post, you must reply to one other colleague’s post. Not replying to another post will result in receiving half credit. Each response should describe what your reaction to that particular reading (including any evidence from the text that supports your reading), complete with ways you think the reading contributes to course themes or other on-going class discussions.

The Close Reading, Group Presentation, and Final Paper prompts will be discussed in class.

✓ Grading Information

About Grades

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: argument (this includes maturity and sophistication of thought), organization, and analysis.

An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	Zoom Session: Introduction On Canvas: Explore Canvas, Review Syllabus
2	1/31	Read: " Everyone's Protest Novel ," (https://faculty.gordonstate.edu/lsanders-senu/Everybody%27s%20Protest%20Novel%20by%20James%20Baldwin.pdf) James Baldwin Zoom Session: Discuss reading
2	2/2	Unit 1: Formulating Subjectivity Read: " Of Our Spiritual Strivings ," (https://etc.usf.edu/lit2go/203/the-souls-of-black-folk/4428/chapter-1-of-our-spiritual-strivings/) W.E.B. Du Bois Zoom Session: Discuss reading On Canvas: Forum Post #1 + 1 Reply Due 2/4, 11:59PM
3	2/7	Read: " Leaves from the Mental Portfolio of aa Eurasian ," (http://essays.quotidiana.org/far/leaves_mental_portfolio/) Sui Sin Far Zoom Session: Discuss reading
3	2/9	Unit 2: Abolition and Empathy Read: The History of Mary Prince, A West Indian (https://docsouth.unc.edu/neh/prince/prince.html) <i>Slave</i> , (https://docsouth.unc.edu/neh/prince/prince.html) Mary Prince Zoom Session: Discuss reading On Canvas: Forum Post #2 + 1 Reply Due 2/11, 11:59PM
4	2/14	Read: Narrative of the Life of Frederick Douglass , Frederick Douglass (Preface-Chapter III) (https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf) Zoom Session: Discuss reading
4	2/16	Read: " Introduction " from Scenes of Subjection , Saidiya Hartman Zoom Session: Discuss reading

5	2/21	Zoom Session: Close Reading Workshop
5	2/23	<p>Unit 3: Troubling the Color Line</p> <p>Read: "https://www.katechopin.org/pdfs/desirees-baby.pdf)<i>Désirée's Baby</i>," Kate Chopin https://www.katechopin.org/pdfs/desirees-baby.pdf)</p> <p>Zoom Session: Discuss reading</p> <p>On Canvas: Forum Post #3 + 1 Reply Due 2/25, 11:59PM</p>
6	2/28	<p>Read: <i>Passing</i>, Nella Larsen (pp. 1-50)</p> <p>Zoom Session: Discuss reading</p>
6	3/2	<p>Read: <i>Passing</i>, Nella Larsen (pp. 51-102)</p> <p>Zoom Session: Discuss reading</p>
7	3/7	<p>Zoom Session: Peer Review Workshop #1</p> <p>On Canvas: Close Reading Paper due 3/16, 11:59PM</p>
7	3/9	<p>Unit 4: Navigating Difference</p> <p>Read: "Everything that Rises Must Converge," https://faculty.weber.edu/jyoung/English%206710/Everything%20that%20Rises%20Must%20Converge.pdf) Flannery O'Connor</p> <p>Zoom Session: Discuss Reading</p>
8	3/14	<p>Read: "Philosophy and the Mirror of Nature," David Foster Wallace (PDF in Files Section)</p> <p>Zoom Session: Discuss reading</p>
8	3/16	<p>Unit 5: Translating History</p> <p>Read: Legends From Camp Excerpts, Lawson Fusao Inada</p> <p>Zoom Session: Assign Group Presentations</p>
9	3/21	Zoom Session: Group Workday
9	3/23	Zoom Session: Group Presentations
10	3/28	SPRING BREAK
10	3/30	SPRING BREAK

11	4/4	<p>Unit 6: Indigenous Identities</p> <p>Read: "Introduction" from <i>Playing Indian</i>, (https://is.cuni.cz/studium/predmety/index.php?do=download&did=76206&kod=JMM654), Philip J. Deloria</p> <p>Zoom Session: Discuss reading</p>
11	4/6	<p>Read: "Indian Camp," Ernest Hemingway (https://americanliterature.com/author/ernest-hemingway/short-story/indian-camp)</p> <p>Zoom Session: Discuss reading</p>
12	4/11	<p>Read: <i>Mapping the Interior</i>, Stephen Graham Jones (pp. 1-55)</p> <p>Zoom Session: Discuss reading</p>
12	4/13	<p>Read: <i>Mapping the Interior</i>, Stephen Graham Jones (pp. 56-112)</p> <p>Zoom Session: Discuss reading</p> <p>On Canvas: Forum Post #4 + 1 Reply Due 4/15, 11:59PM</p>
13	4/18	<p>Zoom Session: Proposal/JSTOR Workshop</p> <p>On Canvas: Proposal/Annotated Bibliography due 4/29, 11:59PM</p>
13	4/20	<p>Unit 7: Race, Sexuality, and Gender</p> <p>Watch before class: <i>Moonlight</i>, (https://www.kanopy.com/en/sjsu/video/5324546) dir. Barry Jenkins (available on Kanopy.com)</p> <p>Zoom Session: discuss film</p>
14	4/25	<p>Zoom Session: finish discussing <i>Moonlight</i></p>
14	4/27	<p>Read: <i>If He Hollers, Let Him Go</i>, Chester Himes (pp. 1-85)</p> <p>Zoom Session: Discuss reading</p>
15	5/2	<p>Read: <i>If He Hollers, Let Him Go</i>, Chester Himes (pp. 86-172)</p> <p>Zoom Session: Discuss reading</p>
15	5/4	<p>Read: <i>If He Hollers, Let Him Go</i>, Chester Himes (pp. 172-256)</p> <p>Zoom Session: Discuss reading</p> <p>On Canvas: Forum Post #5 + 1 Reply Due 5/6, 11:59PM</p>
16	5/9	<p>Zoom Session: Final Review</p>

16	5/11	Zoom Session: Peer Review Workshop #2 On Canvas: Final Paper due 5/17, 11:59PM
Final Exam	5/19	On Canvas: Final Exam, Due 5:00PM