

San José State University
Department of English & Comparative Literature
English 169, Fall 2015

Course and Contact Information

Instructor:	Professor Persis Karim
Office Location:	Faculty Office Building 216
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Email:	persis.karim@sjsu.edu
Office Hours:	Tuesday, Thursdays 3-4
Class Days/Time:	Tuesday/Thursday 12-1:15 pm
Classroom:	Sweeney Hall 413
Prerequisites:	WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W
GE/SJSU Studies Category:	Area S, “Self, Society, and Equality in the U.S.”

Course Description

Designed in compliance with the “General Education Guidelines for English 169: Ethnicity in American Literature” approved by the SJSU Board of General Studies, this course fulfills SJSU Studies requirements Area S and concentrates on the study of ethnicity as represented and constructed in American literature in relation to the formation of the concept of self, the place of self in society, and issues of equality and structured inequality in the United States. It addresses issues of race, culture, history, politics, economics, etc., that arise as contexts relevant to the study of literature by and/or about Americans (including immigrants) with Indigenous, African, European, Latino(a)/Hispanic and Asian backgrounds. Substantial reading and writing assignments, collaborative projects, library research, tests, written exams, and other relevant activities used to help students gain knowledge and understanding of the ethnic contexts of American culture and the literature it has produced; to acquire skills of reading, explicating, discussing, analyzing, interpreting, debating and writing about texts pertaining to ethnicity in American literature; and to develop an appreciation for the significance of diversity in American culture.

WRITING/EXPECTATIONS

The amount of writing required is 5000 + words, distributed across two short essays, and a longer final essay. There will also be a midterm and final exam. Students are expected to participate actively in course discussions, participate in group discussions, do presentations to the whole class, and engage in research. Quizzes and class participation are part of your course grade. GE Learning Outcomes (GELO) (Delete if not applicable)

Course Goals and Student Learning Objectives

SJSU Studies Area S Student Learning Objectives (SLO)/GE Learning Outcomes (GELO)

a. The GE writing requirement will be met in this class by means of 3 written assignments with an aggregate work count of 5000 + words, as follows:

- 1) Analytical/Critical Essay #1=1250 Words**
- 2) Analytical/Critical Essay #2=1250 Words (part of mid-term)**
- 3) Final Essay with research=2500+ words**

b. The general Education Learning Outcomes that are fulfilled by the course and the class activities and assignments linked to those outcomes are described below:

GELO/SLO 1: Students will be able to describe how identities (i.e., religious , gender, ethnic, racial, class, sexual orientation, disability and or age) are shaped by cultural, historical and societal influences within the context of equality/inequality.

This SLO will be met as students read and study a variety of literary representations of the self from different historical periods (mainly, the texts assigned) and examine their cultural and social context. Student success in achieving this goal will be assessed by means of specific questions included on exams.

GELO/SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

This SLO will be met as students conduct research, give presentations, and engage in discussion on these processes when studying and writing about these texts in their assignments. Student success in achieving this goal will be assessed by means of specific questions included on exams.

GELO/SLO 3: Students will be able to describe social movements, events, and historical moments that have contributed to greater equality and social justice in the U.S.

This SLO will be met as students conduct research, give presentations, and engage in discussion about these movements and events when they study and write about these texts in their assignments. Student success will also be assessed by means of specific questions included on exams.

GELO/SLO 4: Students will be able to recognize and appreciate interactions between people from different cultural, racial and ethnic groups within the U.S.

This SLO will be met as students conduct research, give presentations, and engage in discussion on these interactions when they study and write about these texts in their assignments. Student success in achieving this goal will be assessed by means of specific questions included on the exams.

Course Learning Outcomes (CLO)

Consistent with the goals of courses approved for Advanced GE in Area S, “English 169: Ethnicity in American Literature” focuses on literary expressions of ethnic American authors in order to:

- 1) Help students appreciate literature as a form of human expression and understand how that expression has developed over time in different cultures;
- 2) Increase students’ understanding of how diverse cultural traditions have informed, shaped, and influenced American history, society, and politics as a whole, and how ethnic cultures in general both develop distinctive features and dynamically interact with one another;
- 3) Introduce and appreciate how social movements for justice and equality have contributed to U.S. society.

English Department Student Learning Objectives as they are evoked in the English 169 Course Goals

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of Ethnicity in American literature.
2. Show familiarity with major literary works, genres, periods, and critical approaches to Asian American Literature, gaining an awareness of the range of cultural experiences and productions that make up American ethnic literary and cultural history, focusing on the self-representations of ethnic authors/groups.
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, strengthening their abilities to engage ethnic American literary text and to analyze both its form and content as well as its social and historical contexts.

Assignments and Grading Policy

Coursework includes reading assignments (see schedule below), two short analytical papers, one midterm, one final exam and final paper, as well as active class participation. Class participation includes in-class discussion, reading quizzes, and brief written assignments either in class or as part of paper. The final exam will be comprised of both essay and short identification questions.

Late paper policy

Keeping in mind the many emergencies and unforeseen events that can occur in the average SJSU student's life, I have a very generous extension policy. As long as you give me the request in writing—print or email— (complete with a new deadline) before the paper is due, most requests for an extension will be granted. If the original deadline is passed by a student who has not received an extension or an extended deadline has been passed, 10% of the total points possible will be taken off for lateness up to one week, **NO PAPER WILL BE ACCEPTED ONCE AN ORIGINAL OR EXTENDED DEADLINE HAS PASSED BY MORE THAN A WEEK.** Extended or late papers will be graded **AFTER** on-time student work.

Note that doing the reading and being able and willing to respond to the comments and questions of both the professor and your fellow students on a daily basis is a requirement of the course. Reading quizzes and other in-class assignments will be given to ensure that students are indeed completing and understanding the readings. These cannot be made up. Due dates for all papers and the times for all exams are listed on the reading and assignment schedule at the end of the syllabus

Required Texts/Readings

James Baldwin, *Go Tell it on the Mountain* (Penguin: ISBN 9780375701870)

Maxine Hong Kingston, *Woman Warrior* (Penguin: ISBN 9780679721888)

Luis Valdez, *Zoot Suit and Other Plays* (Arte Publico Press: 9781558850484)

Sherman Alexie, *The Lone Ranger and Tonto Fistfight in Heaven* (Perseus: 9780802141675)

Claudia Rankine, *Citizen: An American Lyric* (Graywolf Press: 9781555976903)

Course Packet Available from MAPLE PRESS (available after 2nd week of class)

Required Films

“Zoot Suit”

“Smoke Signals”

Library Liaison

Toby Matoush, Ph. 408-808-2096; email: taby.matoush@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for

material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Accordingly , the requirements and assignments for this course are as follows:

Participation (quizzes, discussion, class work)	100 points	SLO 1, 2
Presentation on assigned author/topic	150 points	SLO 2,3
Midterm Exam	150 points	GELO1; SLO 1, 2, 3
Final Exam	150 points	GELO 1; SLO 1, 2, 3
Essay #1	200 points	GELO2; SLO 2,3, 4, 5
Essay #2	250 points	GELO 3; SLO 2,3, 4, 5

Grading Policy

As a student in this class, you will accumulate up to a total of 1000 points for the course, to be converted to a letter grade as follows:

967-1000 A+	934-966 A	867-899 B+	834-866 B	800-833 B-
767-799 C+	700-733 C-	667-699 D+	634-666 D	600-633 D-

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.

In written assignments for English 169, this scale is based on the following criteria: A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight which teaches the reader something new about the subject matter. B [80-82=B-, 83-86=B, 87-89=B+] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay. C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in

grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context. D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements. F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

For upper division courses (R, S, V) include the following paragraph:

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Classroom Protocol

You are required to be courteous and professional to both classmates and the professor. Most people take this as a requirement in their daily lives and this statement does not need to be reiterated here. However, people sometimes forget that the classroom is a professional setting and rules that govern a business meeting apply here. For example, devices such as cell phones need to be turned off; using laptops for email or social media instead of note-taking or coming to class late is unacceptable. If an emergency arises that requires your absence from class, please contact the professor. Simply prioritizing your education behind other time commitments does not constitute such an emergency. Participating in class discussions and listening to and taking notes on class lectures are absolutely necessary for the successful completion of this course. Protocol for written work requires that all quotations must be enclosed in quotation marks or, when more than three lines, put in an indented block. Full citation of the original author and source must also be included. For all papers, review a writing handbook for help with quote integration, formatting & proper citation (most of you will have purchased one for your Freshman comp. classes). **Please turn off your cell phones before class; texting is NOT allowed during class time. You may use a laptop, but if I catch you doing anything other than taking notes, I will prohibit them in the class in the future.**

Also see the University policy on “Academic Integrity” below for help defining and avoiding plagiarism of all kinds. University Policies SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in:

University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Insert your expectations for participation, attendance, arrival times, behavior, safety, cell phone use, etc. here.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 169- Ethnicity in American Literature: Course Schedule

Please note that this schedule is subject to change. It is your responsibility to show up to class to make sure you are aware of any changes to this schedule, and if absent, please inquire from the instructor or a fellow classmate about modifications to schedule. You can email me at persis.karim@sjsu.edu with questions. Please note that you should come to class having already read the assignment for the day it appears on the schedule below.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	Introduction to the class; course expectations, etc.
2	8/25	<i>Go Tell it on the Mountain</i> Part One Presenter(s): _____
2	8/27	<i>Go Tell it on the Mountain</i> Part Two pp. 57-86 Presenter(s): _____
3	9/1	<i>Go Tell in on the Mountain</i> pp. 87-150 Presenter(s): _____
3	9/3	<i>Go Tell it on the Mountain</i> 151-end Presenter(s): _____

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/8	<i>Go Tell it on the Mountain</i> 193-end Presenter (s): _____
4	9/10	<i>Woman Warrior</i> pp. 1-54 Presenter(s): _____
5	9/15	<i>Woman Warrior</i> pp. 55-111 Presenter(s): _____
5	9/17	<i>Woman Warrior</i> pp. 111-160 Presenter(s): _____
6	9/22	<i>Woman Warrior</i> pp.161-End Presenter(s): _____
6	9/24	Course Packet readings on Asian Americans Presenter(s): _____
7	9/29	Course Packet readings on Asian Americans Presenter(s): _____ Paper #1 Due
7	10/1	<i>Zoot Suit</i> and Course Packet Readings Presenter(s): _____
8	10/6	Screening of “Zoot Suit”
8	10/8	Screening of “Zoot Suit” contd.
9	10/13	Discussion of play/film “Zoot Suit” Rough Draft of Paper #2 due Presenter(s): _____
9	10/15	Peer Editing and Exam Review
10	10/20	Midterm Exam and Paper #1 (final draft due)
10	10/22	<i>Lone Ranger and Tonto Fistfight in Heaven</i> pp. 1-53 Presenter(s): _____
11	10/27	<i>Lone Ranger and Tonto Fistfight in Heaven</i> pp. 54-109 Presenter(s): _____
11	10/29	<i>Lone Ranger and Tonto Fistfight in Heaven</i> pp.110-170

Week	Date	Topics, Readings, Assignments, Deadlines
		Presenter(s): _____
12	11/3	<i>Lone Ranger and Tonto Fistfight in Heaven</i> pp.171-End & Screening of “Smoke Signals”
12	11/5	Course Packet Readings – Arab/Muslim Americans Presenter(s): _____
13	11/10	Course Packet Readings – Arab/Iranian Americans Presenter(s): _____
13	11/12	Excerpts from <i>Tremors</i> and Course Packet Presenter(s): _____
14	11/17	Course Packet Reading-TBA Presenter(s): _____
14	11/19	Library Research Day
15	11/24	Claudia Rankine, <i>Citizen</i> pp. 1-73
15	11/26	Thanksgiving Holiday – NO CLASS
16	12/1	<i>Citizen by Claudia Rankine</i> , pp. 74-162 12/2 - Reading with Claudia Rankine
17	12/3	Discussion of <i>Citizen</i>
17	12/8	Rough Draft of Final Paper Due/Peer Editing Session
Final Exam		Friday, Dec. 11 – 9:45 am-12noon In class exam and final paper due