

San José State University
Department of English & Comparative Literature ENGL 165: Topics in Ethnic
American Literature, Section 02, Fall 2021

Course and Contact Information

Instructor:	Dr. Colton Saylor
Office Location:	NA
Telephone:	NA
Email:	colton.saylor@sjsu.edu
Office Hours:	Mondays and Wednesdays, 10:00AM-11:00AM (or by appointment if necessary)
Class Days/Time:	Tuesdays and Thursdays, 12:30PM-1:45PM
Classroom:	Zoom
Prerequisites:	English 1A

Course Learning Management and one.SJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through one.SJSU to learn of any updates.

Online Format

Our course will be meeting synchronously during our assigned course meeting time unless otherwise noted by myself. You can access our Zoom sessions via the course Canvas page. On certain days, class will break out early so that you can complete an online assignment. These days are marked on the course schedule at the end of this document. Please contact me immediately if you have any concerns about connecting to Zoom.

ENGL 165 Course Description: The Radical Imagination

In this course, we will explore those imaginaries that marginalized US communities have utilized to resist and unsettle dominant ideology. We will do so with special attention to those imaginative resistances to forms of white supremacy and settler colonialism, with particular attention to the 20th and 21st centuries.

Our understanding of the Radical Imagination will run through Max Haiven and Alex Khasnabish, who argue that “radical ideas, ideologies, or perspectives are informed by the understanding that social, political, economic, and cultural problems are outcomes of deeply rooted and systemic antagonisms, contradictions, power imbalances, and forms of oppression and exploitation” (5). Thus, this class will examine those contributions to radical visions of the future while simultaneously studying how those oppressive forces they seek to resist become “rooted” in the first place.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (3 hours per unit per week) for instruction or preparation/studying or course related activities. Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments.

NOTE: This course includes the following 1-unit enhancement: Increased course content and collateral readings, including additional research and writing.

Course Component	Student Work	Instructor Engagement
Regular 3 units (9 h/wk)	Readings, Forum Posts, Discussion Questions, Cultural Analysis, Studying for Midterm and Final	<ul style="list-style-type: none"> - Class contact hours - Prepare in-class lectures/activities - Evaluate student work and provide specific and actionable feedback - Meet with students during office hours
Activity 1 Unit (3 h/wk)	Research papers (students will choose a novel by an author of color to write an original research paper using at least three library sources (includes proposal/annotated bibliography)	<ul style="list-style-type: none"> - Provide guidance to students with planning and writing research papers - Assist students in finding quality sources - Hold writing workshops outside of class (towards end of semester)

Program Learning Outcomes for the English Major:

Students will demonstrate the ability 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.

How Department Goals are met via English Course Learning Outcomes (CLOs):

Upon successful completion of this course, 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 Ethnic American literature.
2. Show familiarity with major literary works, genres, periods, and critical approaches to Ethnic American Literature, gaining an awareness of the range of cultural experiences and productions that make up Ethnic American literary and cultural history, focusing on the self-representations of communities of color by communities of color.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals	Final Grade %
Cultural Analysis	250-500	PLO 1, 2, 3	5%
Music Analysis	250-500	PLO 1, 2, 3	5%
Argumentative Research Paper	1,500-1,750	PLO 1, 2, 3, 4,	20%
Proposal/Annotated Bibliography	500	PLO 4	10%
Forum Posts (5 required posts + 1 reply to another post)	100-150 (for each post, not counting reply)	PLO 1, 2, 3	25% (5% for each post)
Midterm	-	PLO 1, 2, 3, 4, 5	15%

Final	-	PLO 1, 2, 3, 4, 5	20%
-------	---	-------------------	-----

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.

Research Paper: Your research paper will seeking to answer a question about the book you have read, should be five to seven pages in length, and include a “Works Cited” with at least three library sources (academic books or journal articles). It should be written in clear, correct English with logical paragraph breaks, an introduction that frames your argument, and a conclusion. Appropriate use of textual evidence from the novel and from your research are key to successful research papers.

Reading Responses: 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.

Required Texts

Available for Purchase through Canvas page

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

Grading Policy

Late papers (including drafts) will be docked half a letter grade each day they are late. Students must receive a C- or higher to pass the course

Extension Policy

I will grant extensions (no questions asked) for the following assignments:

Cultural Analysis

Music Analysis

Proposal/Annotated Bibliography

Final Paper

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

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)

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Note on Course Readings and Projects:

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

ENGL 165, Section 01, Topics in Ethnic American Literature, Fall 2021

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	8/19	Introduction
2	8/24	Read: “What is the Radical Imagination?” Max Haiven and Alex Khasnabish (On our Canvas Files tab; just read to end of page 7!); “Black Art,” Amiri Baraka Zoom Session: Introduce the Radical Imagination
2	8/26	<u>Unit 1: Early Rebellions</u> Read: “The Heroic Slave,” Frederick Douglass Parts 1-2 Zoom Session: Discuss Reading Canvas: Discussion Post #1 + 1 Reply Due 8/28, 11:59PM
3	8/31	Read: “The Heroic Slave,” Frederick Douglass Parts 3-4 Zoom Session: Discuss Reading
3	9/2	Read: “Speech to the Osages” Tecumseh ; Zoom Session: Discuss Readings
4	9/7	<u>Unit 2: Radical Feminisms</u> Read: “The Master’s Tools…” Audre Lorde ; “Racism and Women’s Studies,” Barbara Smith Zoom Session: Discuss Readings
4	9/9	Read: Selections from <i>This Bridge Called My Back</i> : “The Bridge Poem,” Donna Kate Rushin ; “La Prieta,” Gloria E. Anzaldua Zoom Session: Discuss Readings Canvas: Discussion Post #2 + 1 Reply Due 9/11, 11:59PM
5	9/14	Read: “Indigenous Feminism Is Our Culture,” Jihan Gearon Zoom Session: Discuss Reading On Canvas: Cultural Analysis due 9/19, 11:59PM

5	9/16	<u>Unit 3: Violent Resistance</u> Read/Watch: <i>Dutchman</i> , Amiri Baraka (Video ; Text) Zoom Session: Discuss Readings
6	9/21	Read: <i>The Spook Who Sat By the Door</i> , Sam Greenlee, pp. 1-84 Zoom Session: Discuss Reading
6	9/23	Read: <i>The Spook Who Sat By the Door</i> , Sam Greenlee, pp. 85-170 Zoom Session: Discuss Reading Canvas: Discussion Post #3 + 1 Reply Due 9/25, 11:59PM
7	9/28	Read: <i>The Spook Who Sat By the Door</i> , Sam Greenlee, pp. 171-256 Zoom Session: Discuss Reading
7	9/30	<u>Unit 4: Race, Capitalism, and the State</u> Read: “For Our Nations to Live, Capitalism Must Die,” Glen Coulthard Zoom Session: Discuss Reading
8	10/5	Read: “Race and Criminalization,” Angela Davis Zoom Session: Discuss Reading
8	10/7	MIDTERM DUE (NO CLASS)
9	10/12	<u>Unit 5: Music and Rebellion</u> Listen to: “Triptych” and “Driva Man” from Max Roach’s <i>We Insist!</i> Zoom Session: Discuss Viewings
9	10/14	Zoom Session: watch <i>This Is the Life</i> , dir. Ava DuVernay (available on Netflix; I’ll stream it for us) Canvas: Music Analysis due 10/16
10	10/19	Zoom Session: Discuss <i>This Is the Life</i>
10	10/21	<u>Unit 6: Radical Bodies</u> Read: <i>Dawn</i> , Octavia Butler, pp. 1-80 Zoom Session: Discuss Reading Canvas: Discussion Post #4 + 1 Reply Due 10/23, 11:59PM
11	10/26	Read: <i>Dawn</i> , Octavia Butler, pp. 81-161 Zoom Session: Discuss Reading
11	10/28	Read: <i>Dawn</i> , Octavia Butler, pp. 161-241 Zoom Session: Discuss Reading
12	11/2	Read: <i>Dawn</i> , Octavia Butler, pp. 242-320 Zoom Session: Discuss Reading

12	11/4	<p><u>Unit 7: Radical Environs</u></p> <p>Read: <i>Blood Run</i>, Allison Adelle Hedge Coke, pp. 5-42</p> <p>Zoom Session: Discuss Reading</p> <p>Canvas: Discussion Post #5 + 1 Reply Due 11/6, 11:59PM</p>
13	11/9	<p>Read: <i>Blood Run</i>, Allison Adelle Hedge Coke, pp. 45-92</p> <p>Zoom Session: Discuss Reading</p>
13	11/11	HOLIDAY-NO CLASS
14	11/16	<p>Zoom: Proposal/JSTOR Workshop</p> <p>Canvas: Proposal/Annotated Bibliography due 11/20, 11:59PM</p>
14	11/18	Zoom Session: watch <i>Bush Mama</i> , dir. Haile Gerima (I'll stream movie in class)
15	11/23	Zoom Session: Discuss <i>Bush Mama</i>
15	11/25	HOLIDAY-NO CLASS
16	11/30	<p><u>Unit 8: Contemporary Rebellions</u></p> <p>Read: "#ResistCapitalism to #FundBlackFutures," David C. Turner III</p> <p>Listen to: "Alright," Kendrick Lamar</p> <p>Zoom Session: Discuss Readings</p>
16	12/2	<p>Zoom Session: Peer Review Workshop</p> <p>Final Paper Due: 12/10, 11:59PM</p>
Final Exam	12/8	Final Exam Due 12/8, 2:30PM