

Ethnicity in American Literature Section 01

ENGL 169

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/21/2023

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

Participation: while there may be lectures, the course will be organized as a single continuous discussion requiring everyone to voice their opinion. I allow for two excused absences before reducing 2.5% off one's overall final grade.

The quality of your class participation will be judged through the following: your effort at completing short assignments and, as necessary, sharing them; the effort you put into responding to the text, and reflections of your peers and your willingness to share your thoughts with the class as a whole; and the effort you bring to reading critically.

All required readings, whether online or in our books, must be brought to class.

In class, you are being asked to respond to each other and to questions raised in class: I WILL NOT TOLERATE ANY DISRESPECTFUL CONVERSATION OF ANY MANNER WHETHER IN CLASS OR ONLINE.

Participation is essential to this course: we will work both in large and small groups.

Analysis Presentation: during the semester you will pair up with a colleague to present some opening thoughts on the day's reading. Both of you must speak/present. Both of you will receive the same grade. A good discussion will include the following:

1. Introduction to the Author—Biography, Important Notes, Etc.
2. CONCISE Summary of the day's reading.
3. This should be a close reading that pays attention to a SPECIFIC passage of text and explicates the writing for significance of language, imagery, tone, etc. A close reading is not a summary of the day's reading, it opens up into the unspoken significance of the text and employs critical reading methods taught and employed in our class.
4. A class discussion of the text's significance, with special attention to the deeper questions within the text: you will engage the class with guiding questions that will deepen their critical engagement with the assigned reading.

You must prepare a visual aid for this presentation. You may make a Power point presentation. I will be evaluating these Presentations for their depth and sophistication, your abilities to engage the class, your speaking dynamics—volume, clarity, rate, etc., and your overall professionalism.

- 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 (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

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>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Course Goals

Upon successful completion of this course, students will be able to:

CLO 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.

CLO 2. Show familiarity with major literary works, genres, and critical approaches to ethnic 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.

CLO 3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

CLO 4. Develop and carry out New Media research projects, and locate, evaluate, organize, and incorporate information effectively as a team.

CLO 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.

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

- **American Born Chinese** by Yan, Gene Luen; Edition: 21; Publisher: Mac Higher; ISBN 13: 9781250811899
- **People of Paper** by Plascencia, Salvador; Edition: 05; Publisher: Harp Pub; ISBN 13: 9780156032117
- A Physical Journal/Daybook
- Course Readings: on Canvas as PDFs or Links.

Course Requirements and Assignments

Important Dates

- **Sept 14:** Short Paper #1
- **Sept 19:** Group January Presents
- **Sept 26:** Group February Presents
- **Oct 3:** Short Paper #2 Due (As ASCO Presentation)
 - Group March Presents
- **Oct 5:** Group April Presents
- **Oct 10:** Group May Presents
- **Oct 12:** Group June Presents
- **Nov 2:** Group July Presents
- **Nov 16:** Group August Presents
- **Finals Week:** Final Paper Due by 5pm

Grading Information

Short Papers:

You'll be required to write two short response papers on the work. The two papers will comprise 30% of your grade. A detailed rubric will be provided.

Presentation:

I'm going to ask each of you to get into groups, and to present on one of our assigned readings (to be done during the latter half of the semester). This will comprise 15% of your grade.

Final Paper:

We are going to have a final seven-to-ten-page paper in our class that will account for 25% of your final grade. A detailed rubric about this project will be distributed during the final month of the semester.

Grading:

Short Papers: 40%

Presentation	15%
Participation:	15% (including attendance, class discussion, etc.)
Final Paper:	30%

Grades given conform to the English Department and university grading policy. The Department of English is committed to the differential grading scale as defined in the official 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.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

English 169 Ethnicity in American Literature, Fall 2023

(As the course progresses, we may get off schedule--this is natural—as such, our daily assignments may be revised as necessary with fair notice given by email or in class).

Please be sure to have completed the assigned reading **before** that day's class.

WEEK ONE: Aug. 22 & 24	Tuesday : First Day of Class: Course Overview, Introductions, Objectives <ul style="list-style-type: none">• Analysis and discussion of “Water”
	Thursday Read: (Canvas) What do we mean when we talk about “Ethnic American Modern and Contemporary Literature” <ul style="list-style-type: none">• PDF: “Old and New Identities, Old and New Ethnicities,” Stuart Hall.

<p>Week TWO: Aug. 29 & 31</p>	<p>Tuesday</p> <p>Read:</p> <ul style="list-style-type: none"> • Langston Hughes: PDFs • Run DMC: "My Adidas" <https://www.youtube.com/watch?v=virlWcB_G-E>
	<p>Thursday</p> <p>Read:</p> <ul style="list-style-type: none"> • Sojourner Truth: "Ain't I a Woman"; PDF • Aretha Franklin "(You make me feel like) A Natural Woman."
<p>Week THREE: Sept. 5 & 7</p>	<p>Tuesday</p> <p>Read:</p> <ul style="list-style-type: none"> • "At Last: Etta James, Poetry, Hip Hop," <i>Black Resonance</i>, Emily Lordi: PDF
	<p>Thursday</p> <p>Read: Racial Indigestion: Race and Food</p> <ul style="list-style-type: none"> • (PDF Selections from <i>Racial Indigestion: Eating Bodies in the 19th Century</i> by Kyla Tompkins). • "What's De Use Talking 'Bout Dem 'Mendments?" –Day One
<p>Week FOUR: Sept. 12 & 14</p>	<p>Tuesday</p> <p>Read:</p> <ul style="list-style-type: none"> • "What's De Use Talking 'Bout Dem 'Mendments?" –Day Two

	<p>Thursday</p> <p>Read:</p> <ul style="list-style-type: none"> • Prose: PDF: Whiteness of Different Color—Matthew Frye Jacobson • Paper One Due
<p>Week FIVE:</p> <p>Sept. 19 & 21</p>	<p>Tuesday</p> <p>Read:</p> <ul style="list-style-type: none"> • Poetry: <i>Canvas</i>: <ul style="list-style-type: none"> ◦ Julia Alvarez "Bilingual Sestina" (Link), ◦ Sandra Lim "Pantoum"(Link), ◦ Evie Shockley "Pantoum: landing, 1976" (Link), ◦ Aimee Nezhukumatathil "Red Ghazal" (Link), ◦ Yusef Komunyakaa "Ghazal, After Ferguson"(Link) <p>-----</p> <p>Group "January" PRESENTERS:</p> <p>§</p> <p>§</p>
	<p>Thursday</p> <p>Read:</p> <ul style="list-style-type: none"> • Prose: PDF: Disidentifications <i>selections</i>— by José Esteban Muñoz

<p>Week SIX:</p> <p>Sept. 26 & 28</p>	<p>Tuesday</p> <p>On ASCO <i>CANVAS</i></p> <ul style="list-style-type: none"> • Chon Noriega, <i>Your Art Disgusts Me: Early ASCO 1971-75</i> • Eva Zetterman, <i>The PST Project, Willie Herrón's Street Mural Asco East of No West (2011) and the Mural Remix Tour: Power Relations on the Los Angeles Art Scene</i> • Julia Bryan-Wilson, <i>Orifice Baroque</i> • C. Ondine Chavoya, <i>Pseudographic Cinema: ASCO's No-Movies</i> • ASCO <i>NO</i> Movie Assignment <p>-----</p> <p>Group "February" PRESENTERS:</p> <p>§</p> <p>§</p>
	<p>Thursday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • Prose: <ul style="list-style-type: none"> ◦ PDF: selections from HUNGRY LISTENING ◦ VIDEO: The Artist Sings: Peter Morin in Conversation <ul style="list-style-type: none"> ▪ https://vimeo.com/119944337
<p>Week SEVEN:</p> <p>Oct. 3 & 5</p>	<p>Tuesday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • Book: <i>Black Peculiar</i>, by Khadijah Queen <p>-----</p> <p>Group "March" PRESENTERS:</p> <p>§</p> <p>§</p> <ul style="list-style-type: none"> • ASCO <i>NO MOVIE</i> EXHIBIT as Paper Two Due

	<p>Thursday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • <i>Poem Selections</i> by Khadijah Queen <p>-----</p> <p>Group "April" PRESENTERS:</p> <p>§</p> <p>§</p>
<p>Week EIGHT:</p> <p>Oct. 10 & 12</p>	<p>Tuesday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • PDF Barbara Jane Reyes, DIWATA <p>-----</p> <p>Group "May" PRESENTERS:</p> <p>§</p> <p>§</p>
	<p>Thursday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • PDF Emily Yoon, A CRUELTY SPECIAL TO OUR SPECIES SELECTIONS <p>-----</p> <p>Group "June" PRESENTERS:</p> <p>§</p> <p>§</p>
<p>Week NINE:</p> <p>Oct. 17 & 19</p>	<p>Tuesday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • Darby English. PDF selections, <i>How to See a Work of Art in Total Darkness</i>

	<p>Thursday</p> <ul style="list-style-type: none"> • TBD
<p>Week TEN: Oct. 24 & 26</p>	<p>Tuesday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • Book: <i>The People of Paper</i> by Salvador Placencia
	<p>Thursday</p> <ul style="list-style-type: none"> • NO CLASS
<p>Week ELEVEN: Oct. 31 & Nov. 2</p>	<p>Tuesday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • Book: <i>The People of Paper</i> by Salvador Placencia
	<p>Thursday</p> <p>Read: <i>Canvas</i></p> <ul style="list-style-type: none"> • Book: <i>The People of Paper</i> by Salvador Placencia <p>-----</p> <p>Group "July" PRESENTERS:</p> <p>§</p> <p>§</p>
<p>Week TWELVE: Nov. 7 & 9</p>	<p>Tuesday</p> <ul style="list-style-type: none"> • <i>The People of Paper</i> by Salvador Placencia
	<p>Thursday</p> <ul style="list-style-type: none"> • <i>American Born Chinese</i> by Gene Luen Yang

<p>Week THIRTEEN: Nov. 14 & 16</p>	<p>Tuesday</p> <ul style="list-style-type: none"> • <i>American Born Chinese</i> by Gene Luen Yang
	<p>Thursday</p> <ul style="list-style-type: none"> • <i>American Born Chinese</i> by Gene Luen Yang • Group "August" PRESENTERS: <p>§</p> <p>§</p>
<p>WEEK FOURTEEN: Nov. 21 & 23</p>	<p>Tuesday</p> <ul style="list-style-type: none"> • <i>American Born Chinese</i> by Gene Luen Yang
	<p>Thursday</p> <ul style="list-style-type: none"> • <i>NO CLASS: Thanksgiving Holiday - Campus Closed (T)</i>
<p>Week FIFTEEN: Nov. 28 & 30</p>	<p>Tuesday</p> <ul style="list-style-type: none"> • Paper Conferences
	<p>Thursday</p> <ul style="list-style-type: none"> • Peer Review
<p>Final Day: Dec. 5</p>	<ul style="list-style-type: none"> • Final Meeting
<p>Day of our final</p>	<ul style="list-style-type: none"> • FINAL Paper DUE by 5pm PST

