

Syllabus for: ENGL 1A Analytical Reading & Writing	
Semester & Year:	SPRING 2014
Course ID and Section Number:	SECTION #E5596
Number of Credits/Units:	4
Day/Time:	TTHF 1: 15-2:30pm (main campus)
Location:	
Instructor's Name:	Sara Obenauer
Contact Information:	Office location: AT 100 (Associate Faculty Workspace) Phone: to be determined Email: sara-obenauer@redwoods.edu
Course Description: A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required.	
Student Learning Outcomes:	
<ol style="list-style-type: none"> 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 4. Revise and edit for sentence structure and mechanics. 	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at: http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

COURSE NAME: English 1A: Analytical Reading & Writing

SEMESTER: SPRING 2014

COURSE ID: #E5596

DAYS & TIME: TTHF 1:15-2:30pm in LRC 105

Note: This syllabus is *subject to change*.

Instructor: Ms. Sara Obenauer

Office: AT 100

Phone: To be determined

Office Hours: by appt

email: sara-obenauer@redwoods.edu

Required Texts & Course Materials:

- 1) *Incidents in The Life of A Slave Girl*, NORTON CRITICAL EDITION ONLY, Harriet Jacobs
- 2) *Are Prisons Obsolete?* Prof. Angela Davis
- 3) *They Say, I Say: The Moves That Matter in Academic Writing*, SECOND EDITION ONLY, Gerald Graff & Cathy Birkenstein
- 4) *America Is In The Heart*, Carlos Bulosan
- 5) Our ENGL 1A Course Reader
- 6) A composition notebook
- 7) Access to the Internet
- 8) Access to word processing and printing
- 9) Flash drive storage device

Recommended & Suggested Texts (NOT REQUIRED):

American Holocaust: The Conquest of The New World, David Stannard

Orientalism, Edward Said

The New Jim Crow, Michelle Alexander

How Free Is Free? Leon Litwak

Mankiller: A Chief and Her People, Wilma Mankiller

Her Wild American Self, Evelina Galang

Conquest: Sexual Violence and American Indian Genocide, Andrea Smith

Course Description and Goals: Welcome! English 1A Analytical Reading and Writing is a transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required. Throughout the semester we will examine the origins of the American Dream, how the American Dream has informed and continues to inform American popular culture today. We will carefully analyze an array of writers from diverse historical, political, social, cultural and economic backgrounds and disciplines. We will connect, compare and contrast their experiences as “Others” in “mass” or

mainstream American culture. We will then respond, discuss and write on their claims and issues in a critical and strategic manner. Throughout the semester we will strive to develop skills that should help you in future reading and inquiry. The skills you develop to read, think and write critically will be particularly helpful as you continue your studies at College of the Redwoods and in your future education. You will also be reflecting on and exploring your unique experiences in and with America and your relationship to the American Dream. What is *your* American Dream? It is my hope that the materials I have chosen for this course will promote an awareness that will inspire positive thoughts and positive actions towards a collective community and national healing.

Prerequisites: Satisfactory Completion of English 150 (or equivalent) with a C or better, or assessment recommendation for English 1A.

Student Learning Outcomes: By the end of the term, if you have successfully completed the class you should be able to:

- 1) Analyze argumentative claims.
- 2) Respond to arguments with persuasive critical essay.
- 3) Locate, synthesize, and document sources for use in response to arguments.
- 4) Revise and edit for sentence structure and mechanics.

Reading Actively: I have selected texts that I believe should stimulate your minds. These texts should provide important insights into critical thinking. I will be asking a good deal of you in your reading. You will need to engage our texts with a spirit of discovery *and* skepticism. You will also need to be ready to engage in useful discussions and group activities about our readings and the ideas we encounter. **I recommend that each of you purchase a separate “course readings” notebook in which you keep notes, thoughts, and ideas for the purpose of preparing for in-class writings and discussion and keeping track of material and ideas you encounter as you engage in research.** If you read actively and participate strongly in our discussions and in your individual groups, you will see that the selected texts complement and speak to one another. The central question I will be asking each of you to answer is this: What do these writings, ideas, class discussions, and group presentations lead me to believe? **As long as you are actively pursuing your own understanding of the difficult issues we take up, you should have no problem remaining engaged in our class.**

Writing Thoughtfully: As for the mechanics and grammar of your writing, since some of you will have excellent skills and others fair to good skills, those of you who have problems will need to spend extra time learning to identify and correct them. This course is not primarily a course in grammar, punctuation, and mechanics. We will focus specifically on questions of style and eloquence, but we will also focus on inquiry and argument.

Assignments: Please pay close attention to the **Course Schedule** in order to keep track of when readings should be done and when writings are due. **You will be quizzed on the readings nearly every Friday, starting on WEEK 3.** Sometimes we will spend more than one class discussing assigned readings for a specific day, or to finish an in-class activity; therefore **The Course Schedule is subject to change.** **It is more important that everyone understands the readings and has a chance to fully participate in the in-class activities and discussions, rather than charging ahead for the**

sake of keeping to the specified schedule.

Note: All reading assignments must be done before the start of the class listed. All writing assignments are due at the beginning of class on the day listed. Be sure to come to class prepared for discussion. Brief descriptions of the graded writing assignments follow.

Note: Do not expect to pass this class without handing in all of the major writing assignments. Also, make sure you never give me the only copy of an assignment—it is your responsibility to keep electronic and/or paper backup copies).

Writing Assignments: You will be working on different kinds of writing projects this semester. I will also ask you to write in class frequently. There will be a **Group Project Report** and an **Individual Research Project Essay**. **The Individual Research Project Essay is divided into THREE parts.** **There will also be 3 In-Class Writings.** The due dates for these writings follows:

***NOTE: THESE DATES ARE SUBJECT TO CHANGE.**

IN CLASS WRITINGS:

In-class Writing #1 – TUES 2/11

In-class Writing #2 –TUES 3/11

In-class Writing #3 – TUES 4/15

GROUP PROJECT REPORT:

Group Project Report – FRI 3/28

Group Project Presentations – TUES 4/1, THURS 4/3, FRI 4/4

INDIVIDUAL RESEARCH PROJECT ESSAY:

Individual Research Essay PART I (4+ pages) – THURS 3/13

Individual Research Essay PART II (4+ pages) –THURS 4/17

Individual Research Final Essay (8+ pages) – FINAL EXAM DAY: THURS 5/15 at 1-3pm

Late Paper Policy: If an **emergency** arises and you cannot turn in your Group Project Report, Individual Research Project PART I or PART II on time, **you must let me know within 24 hours of its due date** to arrange a time to submit the paper.

***I WILL NOT accept any late papers unless you contact me within the time specified.**

DO NOT miss class or come to class late because you were finishing your paper. Papers are considered late if turned in after the first 10 minutes of class.

***Late papers will be marked down half a grade from the original due date for each class day that you do not turn your paper in.**

***I WILL NOT accept work via email or attachment.**

***In-class writing exercises will only take place on the day listed in the schedule. No make-ups,**

regardless of the reason for your absence.

Grading: The breakdown for course grades is as follows:

- **Participation (weekly quizzes, group work, in-class activities and class discussion):**

20%=80 points

- **3 In-class Writings:**

20% = 80 points (27 points each)

- **Group Project:**

Group Project Report=40 points

Group Project Presentation=40 points

Group Project Peer Evaluation Questions=10 points

30%= 90 points

- **Individual Research Project:**

Individual Research Essay PART I=20 points

Individual Research Essay PART II=20 points

Final Essay=30 points

Individual Research Project Presentation=20 points

30%= 90 points

- **Total=100%=340 points**

- **Grades will be assigned on the basis of this scale:** 93-100=A / 90-92=A- / 88-89=B+ / 83-87=B / 80-82=B- / 70 -77=C / 78-79=C+ / 60 – 69=D/59 and below=F

- **Extra Credit:** There will be 3 opportunities to earn extra credit this semester. These opportunities, both on and off campus, will be announced in class and on MYCR.
- **Attendance & Participation:** The main purpose of this class is to bring us all together and engage one another in the process of discovering ideas, reasons, opinions and beliefs. Each of you needs to be in the classroom on time, ready to think, speak, read, and write. Participating by listening and trying out one's ideas and thoughts during class is ***crucial***.
- **I have set the following participation policy: Students who miss more than 4 classes within the first 4 weeks of the course will be dropped. If there are good reasons why you need to miss class or can't make it to class on time, you need to email me and let me know before class meets.** If you do not notify me before class meets, I will assume that you don't care . If you are consistently late and consistently absent, I will assume that you don't care about your participation grade or disrupting our class. Poor attendance and being consistently late or

leaving class early on a regular basis means missing significant in-class work. This will lower your participation grade and may cause you to fail. Coming in late and leaving early is also disruptive. **It is disrespectful and unfair to your colleagues who are on time and prepared for class.**

- **Note:** If your work, school, bus or day care/children's school schedule(s) prevents you from being on time to class, or makes it necessary to leave class early, **YOU MUST NOTIFY ME AT THE BEGINNING OF THE SEMESTER.** Otherwise, I will assume what I mentioned above.
- **Cell phones & Laptops: During these times of cell phones, IPODS, IPADS and texting, it is crucial that we are respectful and aware of others. Turn your phone on silent or vibrate before the beginning of class. It is disruptive to everyone when cell phones go off as someone is speaking or during movie screenings.** If an urgent matter arises and an immediate response is necessary, please leave the room quietly. **Laptop use during class is not allowed.** If you need to use your laptop to take or reference your notes or readings, please speak with me.
- **Working Online: Be sure to check MYCR on a daily basis for announcements, updates, and course materials.** It is your responsibility. We will also use MyCR to set up communications when you do your Group Projects. You can access the site at the CR homepage under MyCR.
- **Focusing on Problems and Questions at Issue:** In this class we will spend the majority of our time trying to solve problems. We will start the problem-solving process by asking questions. In academic work, discovering what is at issue often leads into deeper understanding and is one of the first steps in actively researching ideas in order to arrive at reasoned conclusions.
- **In-class Writing:** You should always come to class with pen and paper or your “course readings notebook” and be ready to write. I will usually ask you to write during class. **You should definitely take notes** on our discussions and any lectures. Sometimes the writings will be free-writes to generate ideas for the longer out-of-class inquiries and essays. At other times I will ask you to practice concepts of style and sentence construction, or academic form such as quoting, or paraphrasing. You will always need to be prepared to read what you write, so don't feel self-conscious about your ideas. One of the most important aspects of learning to write and reason is learning a sense of audience. Since the members of our class will be your audience and your community, you need to be prepared to address that audience and community. Good luck!

Learning Disabilities: Students who have special needs due to physical or learning disabilities should let me know at the very beginning of the course (**I mean during this first week**) so that I can arrange appropriate accommodations.

Plagiarism: The final research project essay must be posted to **Turnitin.com**. I will explain the procedure during the semester. Plagiarism, the act of claiming another writer's words or ideas as your own without citing them as a source, is a serious breach of academic conduct and will result in failure of the assignment and possible failure for the course. If you aren't sure whether you're about to plagiarize or not, ask me about it.

COURSE SCHEDULE FOR MS.Obenauer's ENGL 1A

NOTE: COURSE SCHEDULE IS SUBJECT TO CHANGE.

WEEK 1 - T 1/21, Th 1/23, F 1/24

TUES 1/21

- 1) Course Introduction: The American Dream
- 2) Review syllabus
- 3) Icebreaker activity in pairs: What do you think of when you think of the American Dream?
- 4) Introductions

READING FOR TH 1/23:

- 1) **COURSE PACK:**
Patrick Henry, "Give Me Liberty or Give Me Death".
Phyllis Wheatley, "Background".
Phyllis Wheatley, "Upon Being Brought from Africa to America".
- 2) **HANDOUTS:** Martin Luther King, Jr., "I Have a Dream" speech.
Barack Obama, "Acceptance Speech from November 4, 2008".

THURS 1/23

- 1) Finish Introductions, if necessary
- 2) Finish reviewing syllabus, if necessary
- 3) In-class activity on readings: view "I Have a Dream Speech" Barack Obama's "Acceptance Speech".

READING FOR F 1/24:

- 1) **COURSE PACK:** "The Declaration of Independence".
- 2) **ARE PRISONS OBSOLETE?** Introduction/Chapter 1.
- 3) **INCIDENTS IN THE LIFE OF A SLAVE GIRL**, Introduction.

FRI 1/24

- 1) Freewrite on readings
- 2) Finish in-class activity, if necessary
- 3) Power point presentation on Jacobs/Davis
- 4) Open class discussion of readings

READING FOR TUES 1/28:

- 1) *ARE PRISONS OBSOLETE?* Chapter 2.
- 2) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*: Preface by the Author, Introduction by the Editor, Chapters 1 THRU 4 (Childhood, The New Master and Mistress, The Slaves' New Year's Day, The Slave Who Dared to Feel Like A Man).

WEEK 2 - Tues 1/28, Th 1/30, Fri 1/31**TUES 1/28**

- 1) Freewrite on readings
- 2) Finish class discussion of readings from F 1/24, if necessary
- 3) Class discussion on readings

READING FOR TH 1/30:

- 1) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*: CHAPTERS 5 THRU 8 (The Trials of Girlhood, The Jealous Mistress, The Lover, What Slaves are Taught to Think of The North).
- 2) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*: "Spiritual Purity and Sexual Shame: Religious Themes in the Writings of Harriet Jacobs" by Ann Taves, pp. 209-222.

THURS 1/30

- 1) Freewrite on readings
- 2) In-class activity on readings: Davis/Goodman interview on Democracy Now! Wanted/Reward posters/work in small groups
- 3) Class discussion on readings

READINGS FOR F 1/31:

- 1) *ARE PRISONS OBSOLETE?* Chapter 3.
- 2) **HANDOUT**: "Slaves and Free Persons of Color. An Act Concerning Slaves and Free Persons of Color: Electronic Edition". Copyright: The University of North Carolina at Chapel Hill.

FRI 1/31

- 1) Freewrite on readings
- 2) Finish in-class activity, if necessary
- 3) View Billie Holiday, "Strange Fruit", Diana Ross, "Strange Fruit" (from the film *Lady Sings The Blues*), Kanye West, "Blood on The Leaves."
- 4) Open class discussion on videos/lyrics and readings

READINGS FOR TUES 2/4:

- 1) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, Chapters 9 THRU 12 (Sketches of Neighboring Slaveholders, A Perilous Passage in The Slave Girl's Life, The New Tie To Life, Fear of Insurrection.)
- 2) **HANDOUTS:** Kristian Williams, "Caging Race & Gender".

Patrick Elliot Alexander, "Serving the Educationally-Underserved in Prison: Toward the Re-visioning of Community in University-Community Engagement Initiatives".

WEEK 3 - Tues 2/4, Th 2/6, Fri 2/7**TUES 2/4**

- 1) Freewrite on readings
- 2) Introduce Individual Research Project AND PART I.
- 3) Class discussion of readings and "Strange Fruit" video clips

READINGS FOR TH 2/6:

- 1) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, Chapters 13 THRU 16 (The Church and Slavery, Another Link To Life, Continued Persecutions, Scenes at The Plantation)
- 2) **HANDOUTS:** Read the Jim Crow Laws.

Browse through Ferris State University's *Jim Crow Museum of Racist Memorabilia* at: <http://www.ferris.edu/jimcrow/what.htm>.

- 3) View video on website: "Jump Jim Crow"
- 4) **COURSE PACK:** The Bill of Rights.

THURS 2/6

- 1) Freewrite on readings, website and "Jump Jim Crow"
- 2) Film screening: *Ethnic Notions*, selected scenes from *The Help*
- 3) If we have time, we'll do an in-class activity on the films and readings.

READINGS FOR FRI 2/7:

- 1) *ARE PRISONS OBSOLETE?* Chapter 4.
- 2) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, CHAPTERS 17 THRU 20 (The Flight, Months of Peril, The Children Sold, New Perils)
- 3) *THEY SAY, I SAY*, "Preface: Demystifying Academic Conversation" **AND THE Introduction ONLY.**
- 4) **HANDOUT:** Huffington Post, "Kanye West Blasted For Confederate Flag On Tour Clothing," posted 11/12/13.
- 5) * Watch **PART 3 ONLY** of West's interview, "Kanye West on Co-Opting the Confederate Flag" on <http://www.radio.com> (97.1 AMP radio).

FRI 2/7

- 1) Quiz on readings for Weeks 2 and 3
- 2) If necessary, finish in-class activity on film and readings
- 3) open class discussion on readings

READINGS FOR TUES 2/11:

***NOTE: THERE WILL BE IN-CLASS WRITING #1 ON TUES 2/11 BASED ON THE FOLLOWING READINGS, SO MAKE SURE YOU READ THEM! YOU WILL HAVE A TOTAL OF THREE IN-CLASS WRITINGS THIS SEMESTER, AND, IN TOTAL, THEY WILL BE WORTH 20% OF YOUR COURSE GRADE.**

- 1) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, Chapters 21 THRU 24 (The Loophole of Retreat, Christmas Festivities, Still in Prison, The Candidate For Congress)
- 2) **HANDOUTS:** Incarcerated Flavors, “Author Shows Compelling Connection: Companies that Promote Violent Music Also Own Private Prisons” 5/28/13.

WEEK 4 - Tues 2/11, Thurs 2/13, Fri 2/14 (Lincoln's Bday: Campus Closed on 2/14)

TUES 2/11

- 1) In-Class Writing #1 based on readings for 2/11

READINGS FOR THURS 2/13:

- 1) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, Chapters 25 THRU 28 (Competition in Cunning, Important Era In My Brother's Life, New Destination for the Children, Aunt Nancy).
- 2) **HANDOUTS:** The Emancipation Proclamation document, Adam Goodheart, “How Slavery Really Ended in America,” Prof. David Nichols, “The Emancipation Proclamation: Abraham Lincoln's Constitutionally Modest Proposal.”

THURS 2/13

- 1) Quiz on readings for Week 4
- 2) Class discussion of readings from Tues 2/11
- 3) Introduce Group Project prompt, select group topics and groups
- 4) Class discussion on readings for 2/13

READINGS FOR TUES 2/18:

- 1) *ARE PRISONS OBSOLETE?* Chapter 5.
- 2) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, Chapters 29 THRU 32 (Preparations

For *Escape, Northward Bound, Incidents in Philadelphia, The Meeting of Mother and Daughter*).

- 3) *INCIDENTS OF THE LIFE OF A SLAVE GIRL*, Accomando, Prof. Christina, "The Laws Were Laid Down to me Anew': Harriet Jacobs and the Reframing of Legal Fictions," pp. 365-386
- 4) *They Say, I Say*, Chapter 1. Do the exercises at the end of Chapter 1 and turn them in to me on Tues 2/18.

REMINDER: WORK ON GROUP PROJECTS.

WEEK 5 - Tues 2/18, Thurs 2/20, Fri 2/21

TUES 2/18

- 1) Collect *They Say, I Say* Chapter 1 exercises
- 2) Freewrite on readings
- 3) View select scenes from *Lincoln*
- 4) class discussion on film and readings

READINGS FOR THURS 2/20:

- 1) *ARE PRISONS OBSOLETE?* Chapter 6.
- 2) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, Chapters 33 THRU 36 (A Home Found, The Old Enemy Again, Prejudice Against Color, The Hairbreadth Escape).
- 3) HANDOUT: Malcolm X's speech "Message to the Grassroots."

THURS 2/20

- 1) Freewrite on readings
- 2) Finish class discussion from 2/18 on readings and *Lincoln*
- 3) In-class activity: view select scenes from *Malcolm X*, *Arrested Development's "Revolution."*
- 4) *Class discussion of readings*

READINGS FOR FRI 2/21:

- 1) *INCIDENTS IN THE LIFE OF A SLAVE GIRL*, Chapters 37 THRU 41 AND Appendix (A Visit to England, Renewed Invitation to Go South, The Confession, The Fugitive Slave Law, Free at Last).

FRI 2/21

- 1) Quiz on readings for week 5
- 2) Return *They Say, I Say* chapter 1 exercises and discuss in small groups
- 2) finish class discussion from Thurs 2/20 in-class activity

- 3) class discussion of readings for F 2/21

READINGS FOR TUES 2/25:

- 1) **CLASS WILL MEET IN LRC 103 ON TUESDAY 2/25.**
- 2) *They Say, I Say*, Chapter 2. Do the exercises at the end of Chapter 2 and submit them to me on Tues 2/25 @ LRC 103.
- 3) **SELECT YOUR INDIVIDUAL RESEARCH TOPIC AND WRITE IT DOWN ON A PIECE OF PAPER. BRING IT TO CLASS ON TUESDAY 2/25.**

REMINDER: WORK ON GROUP PROJECTS.

WEEK 6 - TUES 2/25, THURS 2/27, FRI 2/28

TUES 2/25

- 1) MEET IN LRC 103.
- 2) Collect *They Say, I Say* Chapter 2 exercises.
- 3) RUTH MOON'S PRESENTATION: INTRO TO RESEARCH.
- 4) Work on research for your Individual Research topic.

REMINDER: PART I of your Individual Research Project WILL BE DUE ON THURS 3/13.

READINGS FOR THURS 2/27:

- 1) **COURSE PACK:** David Stannard, from *American Holocaust: The Conquest of The New World*, "Pestilence and Genocide"
"The Letter of Columbus to Luis De Sant Angel Announcing His Discovery."
- 2) **HANDOUT:** Wilma Mankiller, from *Mankiller: A Chief and Her People*, "ASGAYA-DIHI."

THURS 2/27

- 1) Freewrite on readings/course materials weeks 1-5
- 2) Wrap up on the American Dream and African-American experiences
- 3) Power point presentation on Wilma Mankiller
- 4) class discussion of readings for Thurs 2/27

READINGS FOR FRI 2/28:

- 1) **HANDOUT:** Wilma Mankiller, from *Mankiller: A Chief and Her People*, "Origins," "Genesis of Removal."
- 2) **COURSE PACK:** "Treaty of Hopewell with the Cherokees"
Policies on Indian Removal (TO BE DETERMINED).

FRI 2/28

- 1) Quiz on readings for Week 6
- 2) Return *They Say, I Say* Chapter 2 exercises and discuss in small groups.
- 3) Finish class discussion of readings for 2/27, if necessary
- 4) In-class activity: view trailer for *The Cherokee Word for Water*, Mankiller's speech, Inaugural ceremony
- 5) Class discussion of trailer/readings for 2/28

READINGS FOR TUES 3/4/14:

- 1) *They Say, I Say, Chapter 3. Do the exercises at the end of Chapter 3 and submit them to me on Tues 3/4/14.*
- 2) **HANDOUT:** Wilma Mankiller, from *Mankiller: A Chief and Her People*, "Child of the Sixties", "Revolution".
- 3) **COURSE PACK:** Policies: Indian Education, Termination/Relocation Act (TO BE DETERMINED).

WEEK 7 - TUES 3/4/14, THURS 3/6/14, FRI 3/7/14**TUES 3/4/14**

- 1) Freewrite on readings
- 2) Collect *They Say, I Say* Chapter 3 exercises
- 3) Finish class discussion of activity/readings from Fri 2/28, if necessary
- 4) In-class activity: view select scenes from *Reel Injun*
- 5) Class discussion of activity/readings for 3/4/14

READINGS FOR THURS 3/6/14:

- 1) **HANDOUT:** Wilma Mankiller, from *Mankiller: A Chief and Her People*, "Dancing Along The Edge of The Roof", "The Courage to Change."
- 2) **COURSE PACK:** TO BE DETERMINED

THURS 3/6/14

- 1) Quiz on readings for Week 7
- 2) Return *They Say, I Say* Chapter 3 exercises, discuss in small groups
- 3) Finish prior class discussion on film/readings from 3/4/14
- 4) Class discussion on readings for 3/6/14
- 5) Wrap-up discussion on Wilma Mankiller

FOR FRI 3/7/14:

- 1) **NO READING!!**
- 2) **CLASS WILL MEET IN LRC 103. BRING GROUP PROJECT PROMPT AND**

MATERIALS TO CLASS ON FRI 3/7/14.**FRI 3/7/14 – MEET IN LRC 103.**

- 1) Ruth Moon's PRESENTATION ON RESEARCH, PART II.
- 2) Work on group projects.

READINGS FOR TUES 3/11:

- 1) *They Say, I Say*. Chapter 4. Do exercise #1 ONLY at the end of the chapter and turn it in to me on Tues 3/11/14.
- 2) **NOTE:** There will be an In-Class Writing #2 on Tues 3/11/14, so make sure you do the readings!
- 3) **HANDOUTS:** Prof. Barbara Curiel, “Statement from the author”, “Mexican Jenny” (selected sections), Cherrie Moraga, “Theory in the Flesh”, **TO BE DETERMINED.**

WEEK 8 – Tues 3/11, Thurs 3/13, Fri 3/14**TUES 3/11**

- 1) Collect *They Say, I Say* Chapter 4 exercise
- 2) In-class Writing #2 on Curiel and Moraga writings.

FOR THURS 3/13:

- 1) **NO READING!!**
- 2) Work on Individual Research Project PART I DUE ON THURS 3/13.

THURS 3/13

- 1) Collect Individual Research Projects PART I
- 2) Freewrite on Individual Research Projects
- 3) Discuss readings from In Class Writing #2
- 4) Power point presentation on Cherrie Moraga and Barbara Curiel

READINGS FOR FRI 3/14:

- 1) **HANDOUTS:** Prof. Barbara Curiel, “Immigrants' Pantoum”, Cherrie Moraga, excerpts from *Heroes and Saints*, **TO BE DETERMINED.**

FRI 3/14

- 1) Quiz on readings for Week 8
- 2) Return *They Say, I Say* Chapter 4 exercise, discuss in small groups

- 3) In class activity: view *The Wrath of Grapes*, select scenes from *Heroes and Saints*

WEEK 9 - SPRING BREAK MON 3/17- FRI 3/21. CAMPUS CLOSED.

READING FOR TUES 3/25:

- 1) *They Say, I Say*, Chapter 5. Do BOTH exercises at the end of the chapter and turn them in on TUES 3/25.
- 2) WORK ON GROUP PROJECTS. Bring Group Project materials to class on TUES 3/25.

WEEK 10 - TUES 3/25, THURS 3/27, FRI 3/28

TUES 3/25:

- 1) Collect *They Say, I Say*, Chapter 5 exercises
- 2) Determine Group Presentation dates
- 3) Work on Group Projects

READING FOR THURS 3/27:

- 1) HANDOUTS: Review readings from Week 8 and write down any questions or comments you have for Prof. Curiel, **ADDITIONAL HANDOUTS TO BE DETERMINED.**
- 2) NOTE: Prof. Barbara Curiel will visit our class on Fri 3/28, so come to class!!

THURS 3/27

- 1) Freewrite on readings from Week 8
- 2) Return *They Say, I Say*, Chapter 5 exercises and discuss in small groups and as a class
- 3) In-class activity on readings, **TO BE DETERMINED**

FOR FRI 3/28:

- 1) **NO READING!!**
- 2) **WORK ON GROUP PROJECT REPORTS DUE FRI 3/28.**

FRI 3/28

- 1) Collect Group Project Reports
- 2) Quiz on readings for Week 10

- 3) Guest speaker: Barbara Curiel
- 4) Class discussion on readings, guest speaker, wrap-up on the American Dream and experiences of Indigenous women in the Americas

READINGS FOR TUES 4/1:

- 1) *They Say, I Say*, Chapter 6. Do the exercises at the end of chapter 6 and turn them in on TUES 4/1.
- 2) WORK ON GROUP PRESENTATIONS.

WEEK 11 - TUES 4/1, THURS 4/3, FRI 4/4

TUES 4/1

- 1) Collect *They Say, I Say*, Chapter 6 exercises.
- 2) Group Project Presentations.

THURS 4/3

- 1) Group Project Presentations

FRI 4/3

- 1) Group Project Presentations

READINGS FOR TUES 4/8:

- 1) *America Is In The Heart*. Introduction, Chapter 1 AND Chapter 2.
- 2) *They Say, I Say*, Chapter 7. Do **BOTH** exercises at the end of Chapter 7 and turn them in on TUES 4/8.
- 3) **NOTE: FOR EXERCISE #1 AT THE END OF CHAPTER 7, USE ANY OF OUR COURSE READINGS. YOU DON'T HAVE TO FIND NEW TEXTS FOR EXERCISE #1.**
- 4) **REMINDER: EXTRA CREDIT OPPORTUNITY: ATTEND THE BIG TIME ON SAT 4/5 AT HSU. YOU MUST SIGN IN AND SUBMIT THE EXTRA CREDIT ASSIGNMENT TO GET EXTRA CREDIT.**

WEEK 12 - TUES 4/8, THURS 4/10, FRI 4/11

TUES 4/8

- 1) Collect *They Say, I Say* Chapter 7 exercises
- 2) Return *They Say, I Say* Chapter 6 exercises and discuss in small groups
- 3) Freewrite on readings

- 4) Class discussion on readings

READINGS FOR THURS 4/10:

- 1) *America Is In The Heart*. Chapters 3 THRU 6.
- 2) **COURSE PACK**: “Overview of Postcolonial Studies”.
- 3) **HANDOUT**: TO BE DETERMINED

THURS 4/10

- 1) Freewrite on readings
- 2) Presentation on Bulosan
- 3) Class discussion on readings

READINGS FOR FRI 4/11:

- 1) **COURSE PACK**: Edward Said, “Introduction to Orientalism”, p. 1-14.
- 2) *America Is In The Heart*. Chapters 7, 8 AND 9.
- 3) Group Project Peer Evaluation Questions DUE FRI 4/11.
- 4) **FRIENDLY REMINDER**: Individual Research Project PART II DUE THU 4/17.

FRI 4/11

- 1) Collect Group Project Peer Reflection Questions.
- 2) Quiz on readings for Week 12
- 3) Return *They Say, I Say* Chapter 7 exercises and discuss as a class.
- 4) Freewrite on readings
- 5) Presentation on Said
- 6) Class discussion of readings

READINGS FOR TUES 4/15:

- 1) **COURSE PACK**: Edward Said, “Introduction to Orientalism”, pp. 15-28.
- 2) *America Is In The Heart*. Chapters 10, 11 AND 12.
- 3) *They Say, I Say*, Chapter 8. Do **BOTH** exercises at the end of Chapter 8 and turn them in on TUES 4/15.
- 4) **NOTE**: There will be an In-Class Writing #3 on TUES 4/15 SO MAKE SURE YOU DO THE READINGS!!
- 5) **FRIENDLY REMINDER**: WORK ON RESEARCH PROJECTS. INDIVIDUAL RESEARCH PROJECT PART II DUE NEXT THURS 4/17.

WEEK 13 - TUES 4/15, THURS 4/17, FRI 4/18

TUES 4/15

- 1) Collect *They Say, I Say* Chapter 8 exercises

2) In-class Writing #3

Readings for THURS 4/17:

- 1) NO READING!!
- 2) WORK ON INDIVIDUAL RESEARCH PROJECT PART II DUE THURS 4/17.

THURS 4/17

- 1) Collect Individual Research Project PART II.
- 2) Freewrite on readings from In-class Writing #3
- 3) Discuss readings from In-Class Writing #3

READINGS FOR FRI 4/18:

- 1) *America Is In The Heart*. Chapters 13, 14, 15 **AND** 16.
- 2) **COURSE PACK**: Evelina Galang, “The Look Alike Women”.

FRI 4/18

- 1) Quiz on on readings for Week 13
- 2) Return *They Say, I Say* Chapter 8 exercises and discuss them in small groups and as a class
- 3) Presentation on Evelina Galang
- 4) In-class activity on Bulosan and Galang's “The Look Alike Women”

READINGS FOR TUES 4/22:

- 1) *America Is In The Heart*. Chapters 17, 18, 19, **AND** 20.
- 2) *They Say, I Say*, Chapter 9. Do **BOTH** exercises at the end of Chapter 9 and turn them in on TUES 4/22.
- 3) **COURSE PACK**: Evelina Galang, “Lectures on How You Never Lived Back Home”.
- 4) **HANDOUTS**: TO BE DETERMINED

WEEK 14 - TUES 4/22, THURS 4/24, FRI 4/25

TUES 4/22

- 1) Collect *They Say, I Say* Chapter 9 exercises.
- 2) Freewrite on readings
- 3) Finish In-class activity and discussion of readings from FRI 4/18, if necessary
- 4) Class discussion on readings for TUES 4/22

READINGS FOR THURS 4/24:

- 1) *America Is In The Heart*. Chapters 21, 22, 23, 24 AND 25.

THURS 4/24

- 1) Freewrite on readings
- 2) In-class activity on Bulosan and Galang's "Lectures on How You Never Lived Back Home": selected scenes from *The Debut*
- 3) Class discussion of activity and readings

READINGS FOR FRI 4/25:

- 1) *America Is In The Heart*. Chapters 26, 27, 28, 29, 30 AND 31.

FRI 4/25

- 1) Quiz on readings for Week 14
- 2) Return *They Say, I Say* Chapter 9 exercises and discuss as a class.
- 3) Finish In-Class activity and class discussion from THURS 4/24
- 4) Class discussion of readings for Fri 4/25

READINGS FOR TUES 4/29:

- 1) *America Is In The Heart*, Chapters 32, 33, 34 AND 35.
- 2) *They Say, I Say*, Chapter 10. Do BOTH exercises at the end of Chapter 10 and turn them in to me on TUES 4/29.
- 3) COURSE PACK: Evelina Galang, "Miss Teenage Sampaguita".

WEEK 15 - TUES 4/29, THURS 5/1, FRI 5/2

TUES 4/29

- 1) Collect *They Say, I Say* Chapter 10 exercises.
- 2) Freewrite on readings
- 3) In-class activity on Bulosan and Galang's "Miss Teenage Sampaguita".
- 4) Class discussion on In-class activity and readings for Tues 4/29.
- 5) Determine schedule for Individual Research Project Presentations.

READINGS FOR THURS 5/1:

- 1) *America Is In The Heart*. Chapters 36, 37, 38, 39, 40 AND 41.

THURS 5/1

- 1) Freewrite on readings
- 2) Finish in-class activity from TUES 4/29 and discussion of readings, if necessary

- 3) class discussion of readings for THURS 5/1

READINGS FOR FRI 5/2:

- 1) *America Is In The Heart*. Chapters 42 THRU CHAPTER 49 (END).

FRI 5/2

- 1) Quiz on readings for Week 15
- 2) Freewrite on readings
- 3) Finish class discussion of readings from THURS 5/1
- 4) Discuss readings for Fri 5/2
- 5) Wrap-up discussion on Bulosan, Galang and Said

FOR TUES 5/6, THURS 5/8 AND FRI 5/9:

- 1) **NO READING!!**
- 2) **PREPARE FOR INDIVIDUAL RESEARCH PROJECT PRESENTATIONS FOR WEEK 16.**
- 3) **WORK ON INDIVIDUAL RESEARCH PROJECT FINAL ESSAY.**

WEEK 16 - TUES 5/6, THURS 5/8 AND FRI 5/9

TUES 5/6

- 1) INDIVIDUAL RESEARCH PROJECT PRESENTATIONS.

FOR THURS 5/8:

- 1) Prepare for Individual Research Project Presentations.
- 2) Work on Final Essays.

THURS 5/8

- 1) INDIVIDUAL RESEARCH PROJECT PRESENTATIONS.

FOR FRI 5/9:

- 1) Prepare for Individual Research Project Presentations.
- 2) Work on Final Essays.

FRI 5/9

- 1) INDIVIDUAL RESEARCH PROJECT PRESENTATIONS
- 2) WRAP UP

WEEK 17 - MON 5/12 - FRI 12/16 (FINALS):

- 1) **WORK ON FINAL ESSAYS.**
- 2) **NOTE: OUR FINAL EXAM TIME IS SCHEDULED ON THURSDAY, MAY 15, FROM 1-3PM IN OUR CLASSROOM.**
- 3) **NOTE: YOUR FINAL ESSAY IS YOUR FINAL EXAM. THERE *WILL NOT BE AN* ACTUAL FINAL EXAM HELD DURING THIS TIME, SO COME BY AND HAND YOUR PAPER TO ME BETWEEN 1-3PM.**

IMPORTANT REMINDER: YOU MUST SUBMIT YOUR PAPER TO TURNITIN.COM BEFORE TURNING IT IN TO ME. I WILL PROVIDE MORE INFORMATION ABOUT THIS PROCESS, INCLUDING AN ACCESS CODE FOR THE CLASS.