EN366 SP2024

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##  “I would prefer not to.” -- Bartleby, the Scrivener

The United States is a nation famously founded on the power of dissent. What can American literature tell us about protest and power, about the path from narration to positive social transformation? This semester we’ll explore expressions and depictions of this American impulse, tracing its contradictions and complexities and reflecting on its implications for U.S. society today. Some topics explored include: abolition, feminism, Indigenous rights, Asian American immigration, and workers’ rights.

**Learning Aims: Upon successful completion of EN366 you’ll have:**

* Developed a basic knowledge of literary history, including an understanding of how authors write with an awareness of those who have written before them and how works of literature affect and reflect the cultural environments in which they are written
* Recognized that texts can be approached in multiple ways
* Learned to talk and write about literature with precision, depth, and clarity, especially by structuring cogent and persuasive written arguments using the skills necessary to both primary textual analysis and academic literary research
* Learned to read critically:

Critical reading is a civic act; it’s the kind of reading that asks you to be both sharp and vulnerable to both the world of the book and the world the book emerges from; the kind of reading that asks you to bear witness to the things in a book that speak low and deep to some low and deep part of you, which might not always say easy or comforting things. Critical reading returns you to your life with renewed eyes; it deepens the world for you inasmuch as it deepens you for the world. And it’s the things we do with the tools that reading gives to us that have not just world-building, but what we might call world-remaking force.

SOURCE: Castillo, Elaine. Forward to *America is in the Heart* by Carlos Bulosan. Penguin: NY, 2019. xi.

This course is a Diversity Justice Designated course, fulfilling your Diversity Justice Course requirement for graduation

* Diversity Justice Designated courses increase students’ awareness and critical understanding of human diversity, contributing to the university mission “to inspire students to learn, lead, and serve, in a diverse and changing world.”
* This course specifically focuses on domestic (United States) diversity. Though the course cannot address the experience of all minority and traditionally underrepresented groups in the nation, through the texts that I’ve chosen, you’ll gain an understanding of the workings of discrimination, and a conceptual understanding of difference that you can apply to other settings.

**Diversity Justice Learning Aims:**

* Provides students with a meaningful understanding of the histories and perspectives of non-dominant cultures and minority groups in the U.S. Specific groups and cultures explored include African American, Native American, Asian American, and women.
* Students develop a competency in discerning the ways in which factors such as power, place, and privilege shape the lives of historically underrepresented groups. Anti-racist academic terminology is introduced and utilized throughout discussions. Key concepts discussed include the social construction of race, gender, sexuality, and social class, essentialism/anti-essentialism, intersectionality, and settler-colonialism.

**Classroom Community Standards:** This course is, by nature, collaborative. It will focus on challenging issues that have no easy or “right” answers and instead provide opportunities to advance thinking, through dialogue, together. This kind of classroom will work when a diversity of opinions and interpretations circulate freely but can fail when a small number of voices (including the professor’s) dominate the discussion. Much of the work required for this course encourages this balance of voices. Committing to this course involves a personal commitment to engaging in careful listening, respectful response, and critical reflection each time we meet. Understanding and committing to the community guidelines (written by the class during the first week) and the Course Agreement (below)is crucial to this process.

COURSE AGREEMENT

The content and discussion in this course will necessarily engage with the prejudice and violence that is part of American history.  Many of our course texts contain potentially offensive or disturbing material, including explicit discussions of sexuality, use of profane language, frank discussions of racism and violence with use of racist language, misogyny, and depictions of sexual and other forms of abuse.

When we come across offensive language in a course text, we will not speak it. Instead, we will speak only the first letter of the word or leave a silence. In this way, we can think about the writer’s choice to use the word and the impact that it had, without allowing the word to do violence in our classroom.

This class will be free of hate speech regarding sexual orientation, gender expression, race, ability, and socio-economic status or background. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. The professor and the students will strive to make remarks that are informed by our material and the history that surrounds it, while recognizing that all we can do is our best.

While parts of the texts we’ll explore may be disturbing, we should develop responses about how these elements are reflecting, replicating, and /or resisting the social norms of the time period in which they were written and read. We will keep in mind that analyzing and engaging with a perspective expressed in literature is not the same as endorsing that perspective.  We’ll approach all our texts in the spirit of academic inquiry. However, if you become uncomfortable or have concerns about our discussion for any reason, I invite you to come see me as soon as you can. I’ve modified my teaching practices in the past and I expect to continue to do so each semester.

 --some material adapted from Dr. Koritha Mitchell (<http://www.korithamitchell.com/teaching-and-the-n-word/>)

**Required Texts**

* **EN366 COURSE READER (prepared by Dr. Guttman, available from the Loyola Bookstore for about $20)**
* ***There, There.* Tommy Orange (available from any bookseller, $9.00)**

**Requirements: The short essay and the final project/exam must be completed to pass the course**

1. Daily Preparation and Participation 15%
	* + Blog posts and comments, reading quizzes, class participation/engagement, extra-credit points
2. Short Essay: Critical Analysis (6 pp.) 20%
	* Apply your critical reading skills to a text under the Abolition theme. Explore how terms from Critical Race Theory can help you understand how the fictional world of text is shaped by forces of power, place, and privilege.
3. Teaching Group 15%
	* Each group illuminates their unique perspective on the day’s reading, collaborates to advance the understanding of the classroom learning community, and connects classroom discussion of historical literature to contemporary lived experience.
4. Midterm exam 18%
	* Synthesize your understanding of the Abolition and Intersectionality sections of the course. Apply historical and theoretical terms from anti-racist pedagogy and CRT to literary texts.
5. Blog Post Portfolio (choose your three best and submit by the last day of classes) 10%
6. Final comprehensive exam or writing project 20%
	* Show your comprehensive understanding of how literature not only reflects the resistance of marginalized and underrepresented groups in the U.S. but also empowers these groups and strengthens the nation.
7. Course Reflection 2%
	* How has the class fulfilled the course and D & J learning aims?

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| **Assignments** | **Due Dates** |
| **Blog Post Group A** | 1/18, 2/1, 2/15, 3/14, 4/2, 4/18 |
| **Blog Post Group B** | 1/23, 2/8, 3/26, 4/9, 3/15, 4/25 |
| **Short Essay** | 6pp.minimum, due Friday, 2/17 @ midnight |
| **Midterm Exam** | 2/29 in class |
| **Final Choice: Exam or Writing Project?** | Choice by 4/26  |
| **Final Exam** | TBA |

**REQUIREMENTS EXPLAINED**

**1. DAILY PREPARATION AND PARTICIPATION: Points are given in the following areas:**

a. **Attitude and Involvement:** 1) Texts are brought to class.  2) Your contributions are knowledgeable and thoughtful. 3) You are actively engaged in discussion and dialogue and follow classroom community standards (pg.2)

b.  **Class Blog Posts and comments:** see blog post/comment guidelines document for details

**c. Quizzes**: Multiple-choice pop quizzes can occur at any time but are more likely on days when a Teaching Group is leading the class. Each quiz has three questions; two of three correct answers is a pass. Quiz questions will cover basic elements from the readings.   There are *no make-up quizzes*.

* + Students with excused absences are excused from the quiz.

d. **Extra-Credit**: Assignments will be announced in class and details will be available through the Moodle.  Extra credit assignments will *not* be accepted after the due date

**2.** TEACHING GROUP: Once during the semester, you’ll team up with two other class members to teach the day’s reading at the beginning of your scheduled class (see the reading schedule and Choices activity in the Start Here folder for dates and choices).

* GOALS:
	+ Generate lively and intellectually challenging class discussion
	+ Experience leading a timely discussion that poses significant questions
	+ Apply your knowledge by using key terms, making connections between readings, and reflecting on your texts’ relevance to contemporary American society.
	+ Successfully collaborate on the above goals to help build and foster the classroom community
* REQUIREMENTS
1. 20-30 minutes long
2. Planning and participation:
	* Each group member needs to take part in the planning and all voices must be heard during the lesson. Your group must meet in person together at least once, prior to teaching
	* Be creative! There is no set format for the lesson. Remember, the first goal is to generate lively and intellectually challenging discussion.
	* Each lesson includes the following parts, which can be arranged in any order and be combined in any way:
		+ Factual and historical. Spend just a few minutes presenting the information you’ve gathered. The information can include biographical facts or social context and should be from scholarly/authoritative sources. In your lesson, address why this information is relevant to the ideas you’ll be discussing in your lesson.
			- Submit your Works Cited for this part of your project (along with slides, if you have any, by 9:00am the day of your lesson)
		+ Pose question**s** that reveal central ideas in the text
			- Your questions can be posed for a large class discussion or as part of an activity.
		+ Focus on important passages in the reading using **terms** we’ve discussed in class
		+ Make a connection to another text we’ve studied
		+ Make a connection to a recent/current event. Provide documentation (newspaper article, link, video clip, etc. from an authoritative source)
	* Electronic presentations are optional. If you do use slides, these must be submitted to me by 9:00am, the day of your lesson, along with your Works Cited page.
3. Complete a Peer Evaluation form after your lesson. The guidelines for this is in the Start Here folder.

GRADING

* + Generating a lively, intellectual discussion with significant participation and class involvement
	+ Close reading: pointing out specific passages and analyzing those passages using the terms
	+ Presentation: clear delivery and organization
	+ Handling class responses and questions
	+ Fulfillment of requirements (above)
	+ Individual effort and performance, as measured by peer evaluations and professor’s observation.

**3. Short Essay:**A six page (minimum) critical reading essay. Details TBA. Due Friday 2/18@midnight

**4. Blog Post Portfolio due on the last day of class. Submit your three best blog posts for a grade.**

**5. Midterm Exam, Final Exam: Timed essay questions. All exams take place during class/exam period**

**Academic Integrity:** This course is covered by the Loyola College Honor Code. **All students guilty of plagiarizing or cheating on any assignment will fail the course, regardless of their grades on other assignments or activities.**

The English department regards plagiarism and other forms of cheating as the antithesis of scholarship, learning, collegiality, and responsible citizenship. The department defines plagiarism as any unacknowledged use of another's words or ideas. This definition applies to non-print media, including the Internet, as well as to books, magazines, journals, newspapers, and other print media. This definition also applies to generative AI such as ChatGPT. All sources used in the creation of any work must be cited. Unless individual instructors have specifically assigned the use of generative AI in connection with a course project, the English Department does not permit the use of generative AI.

It is the student's responsibility to understand what constitutes plagiarism and to avoid it in all assignments. Students should familiarize themselves with the *Loyola Undergraduate Catalogue*’sstatement on "Intellectual Honesty," and with the section "Integrating Sources and avoiding Plagiarism" in Lunsford’s *Easy Writer*, the Loyola English Department’s grammar and style handbook. Anyone having questions or uncertainties about plagiarism should consult with the instructor before submitting any assignment. When in doubt, err on the side of safety! Neither ignorance of the definition of plagiarism nor the lack of intention to deceive constitutes an acceptable defense in matters of scholarly dishonesty.

In this course, all graded writing will be uploaded through the Turnitin plagiarism detection system which has features for detecting AI generated text.

* Why? Original interpretation is crucial to the advancement of our field of study and to the integrity of Loyola as an academic institution dedicated to the advancement of knowledge. As a student at Loyola University Maryland you are a “citizen of an academic community that will conduct itself according to an academic code of honor, following the Jesuit ideal of *cura personalis* and in keeping with the school motto, ‘Strong Truths Well Lived’ . . . Students who submit materials that are the products of their own mind demonstrate respect for themselves and the community in which they study.” (LUM Honor Code)

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| **Date** | **Topic/Readings** |  **What's due?**  |
| 1/16 | What is Dissent? Texts & Terms, Course Agreement |  |
| **1/18**  | **Dissent vs. Dissenters*** T. Jefferson, from *Notes on the State of Virginia*
* P. Wheatley, “On Being Brought from Africa to America”
* D. Walker, from “David Walker’s *Appeal*”
* A. Grimké from “Appeal to the Christian Women of the South”
 |  A posts / B comments  |
| **1/23** | **Abolition, poems from *The Black Romantic Revolution***  | B posts / A comments  |
| **1/25****1/30** | * Narrative of the Life of Frederick Douglass
* Narrative of the Life of Frederick Douglass
 | **Teaching Group 1** |
| **2/1****2/6** | * Benito Cereno (Melville)
* Benito Cereno
 | A posts / B comments |
| **2/8** | **Feminism*** The Prologue, The Author to Her Book (Bradstreet)
* On the Equality of the Sexes (Murray)
 | B posts / A comments  |
| **2/13** | **Intersections: Gender and Abolition*** Uncle Tom’s Cabin (Stowe)
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| **2/15****2/20****2/22** | * *Incidents in the Life of a Slave Girl* (Jacobs)
* *Incidents*
* *Incidents*
 | A posts / B comments **Teaching Group 2**B posts / A comments Essay due Friday 2/17@midnight |
| **2/27****2/29** | * Midterm prep
* Midterm (in class)
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|  | SPRING BREAK |  |
| **3/12** | **Invasion of America: Indigenous Dissent*** Indigenous Presence Activity
 | All post on Padlet |
| **3/14** | * Thomas Jefferson to Wm. Henry Harrison
* Delaware Treaty
* From, Chief Logan’s Speech (T. Jefferson)
* To Governor Benjamin Franklin (Cherokee Women)
* An Indian’s Looking Glass for the White Man (Apess)
 | A posts / B comments  |
| **3/19** | * from Impressions of an Indian Childhood, School Days of an Indian Girl (Sá)
* The Splinter, the Thorn and the Rib (LaFlesche)
 | **Teaching Group 3** |
| **3/21** | * The Soft-Hearted Sioux (Sá)
* The Problem of Old Harjo (Okison)
 | **Teaching Group 4** |
| **3/26** | **I Would Prefer Not To*** Resistance to Civil Government (Thoreau)
 | B posts / A comments  |
| **4/2** | * Bartleby the Scrivener (Melville)
 |  **Teaching Group 5** |
| **4/4** | * Critical Race Theory: An Introduction
* Versions of Sojourner Truth’s speech to the Akron Woman’s Right’s Convention
 | A posts / B comments  |
| **4/9** | * Poetry of Angel Island inmates
* In the Land of the Free (Sui Sin Far)
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| **4/11** | * Life in the Iron Mills (Harding Davis)
 | B posts/ A comments  |
| **4/16** | **The Color Line*** From Up from Slavery (Washington)
* from “The Souls of Black Folk” (Du Bois)
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| **4/18** | * Desiree’s Baby (Chopin)
* The Wife of his Youth (Chesnutt)
 | **Teaching Group 6** |
| **4/23****4/25** | **Back to the Future*** *There, Ther*e (Orange)
 | A posts / B commentsB posts/ A comments  |

Resources

We all need help at some point, right? Loyola has so many resources to help you succeed. Here are just a few:

**The Loyola Writing Center** is open seven days a week for both face-to-face **and** Zoom appointments. The complete schedule of hours is posted on the website: <https://www.loyola.edu/department/writing-center/about/location-hours>. For questions, or help making an appointment, students can email lwc@loyola.edu.

**The Study** is located on the third floor of Jenkins Hall and serves as Loyola University Maryland’s academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring (including ESL tutoring); academic success workshops; academic coaching; and time management and organization coaching. These services are available in person and online, and students can register for them through The Study’s website at [www.loyola.edu/thestudy](http://www.loyola.edu/thestudy).

**The Counseling Center** supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. The Counseling Center provides brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. We are currently providing both in-person and virtual services and this is subject to change in accordance with best health practices and state laws. Relevant updates and more information can be found on our webpage: [www.loyola.edu/counselingcenter](http://www.loyola.edu/counselingcenter) or by calling (410) 617-CARE (2273). To make an appointment, please call (410) 617-CARE (2273). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410)617-5911. Let’s Talk!

**Speakers of Multiple Languages:** If you are a speaker of more than one language or if English is not one of your first languages, there are resources [for **Multilingual Students**](https://www.loyola.edu/department/the-study/multilingual-students) including access to an ESL tutor, faculty who can help you navigate the university, and portals for other academic support. Multilingual students are encouraged to speak with me about their unique needs.

If you are a student registered with **Disability Support Services (DSS)** who needs accommodations for this course, please make sure you ask DSS to send me a *Faculty Notification Email* (FNE). If DSS has already sent me your FNE, please schedule a brief meeting to discuss your accommodations during my office hours. If you are registered with DSS and need accommodations for this course, be sure to contact the DSS office as soon as possible. Students with a physical or mental condition experiencing barriers in this or another course, please go to the [Disability Support Services' website](http://www.loyola.edu/department/dss/register) to learn more about accommodations at Loyola. Also, you can contact DSS at DSS@loyola.edu or (410) 617-5387 to schedule a meeting.

**Title IX:** Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual verbal abuse, sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University’s policy on [Reporting Sexual Misconduct](https://www.loyola.edu/-/media/department/hr/documents/about/policy-manual/student-respondent-sexual-misconduct-grievance-procedure-9-8-2020.ashx?la=en). Because of the University’s obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found in the [Notice Rights and Options for Sexual Misconduct policy](https://www.loyola.edu/-/media/department/hr/documents/about/policy-manual/notice-of-rights-and-options.ashx). For more information about policies and resources or reporting options, please visit [Community Standards](https://www.loyola.edu/-/media/department/student-conduct/documents/community-standards.ashx?la=en), or [Title IX](https://www.loyola.edu/department/title-ix) . Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please visit [(harassment and discrimination policy.)](https://www.loyola.edu/-/media/department/hr/documents/about/policy-manual/harass-and-discrim-policy.ashx?la=en)

 **Food/Housing Insecurity and Textbook Needs:** Any student who has difficulty securing their food, housing, or textbooks is urged to contact Christina Spearman, the Dean of Students, at cjspearman1@loyola.edu or 410-617-5171. Loyola may have resources available to help.