

**ENGL 2363 WORLD LITERATURE SINCE THE
RENAISSANCE:
AMERICAN IMMIGRANT LITERATURE
Spring 2023**



CONTACT INFORMATION

Instructor Natalia Menkina Snider
E-mail nmenkina@uttyler.edu
Office CAS 241
Phone 903-566-6316
Office Hours T/Th 9:30 a.m. - 10:45 a.m.; 12:30
p.m. – 1:00 p.m.; or by appointment
(Zoom appointments are available as well)
Section info 001/D001 – T/Th 8:00 a.m. – 9:20 a.m. CAS 258
002 – T/Th 11:00 a.m. – 12:20 p.m. RBN 212

COURSE DESCRIPTION

The course includes texts written by multigenerational authors with multiethnic backgrounds that include Eastern and Western Europe, the continent of Asia, Africa, and Latin America readings primarily from the late 19th through the end of 20th centuries range from a graphic novel to memoirs, autobiography, poetry, and prose fiction to explore the few of the immigrant voices from around the world that have contributed so much to unique American literature and identity.

COURSE OBJECTIVES

As the semester progresses, the successful students will be able to:

- broaden their knowledge about and apply analysis to the rich multicultural tradition of American literature and to the world around them
- implement effective literary techniques to analyze a piece of literature across various genres in discussions and writing assignments
- identify and compare and contrast the ways writers express ideas and themes related to immigration from different periods and countries
- value difference among people and express an appreciation of cultures (language, religion, philosophy, family and community structures, and material culture)
- refine research and digital skills presenting contexts related to immigration

REQUIRED TEXTBOOKS

- *The Buddha in the Attic* by Julie Otsuka (ISBN: 978-0-307-74442-5)
- *Maus I: A Survivor's Tale: My Father Bleeds History* by Art Spiegelman (ISBN: 0394747232)
- *Maus II: A Survivor's Tale: And Here My Troubles Began* by Art Spiegelman (ISBN: 0679729771)
- *Growing Up Ethnic in America*, ed. Maria Mazziotti (ISBN: 0140280634)
- Selected works (accessible via Canvas)

Note: *Maus* by Spiegelman can be purchased as a single volume: *The Complete Maus, 25th Anniversary Edition* (ISBN: 0679406417)

GRADING/PERCENTAGES

Participation (Class Discussion + Group Work)	10%
Short Assignments	15%
Presentation	15%
Unit Tests	60% (3 at 20% each)

	100%

GRADING SCALE

90-100	A	demonstrates <i>exceptional</i> competence
80- 89	B	demonstrates competence
70- 79	C	demonstrates promise of competence
60- 69	D	demonstrates probability of incompetence
< 60	F	demonstrates incompetence

COMMUNICATION WITH INSTRUCTOR

Throughout the semester, I will hold office hours and I will be available for Zoom appointments during and outside of those hours. Whether individually or in a small group, please do not hesitate to reach out to discuss any aspect of the class. Even short chats can go a long way to alleviating anxiety. Other than in the class room and during office hours, the best (and fastest) way to contact me is via email.

Very important: All students must follow UT Tyler email policy which stipulates that "the Patriot Email account serves as the communication source for all UT-Tyler learning management systems." In other words, all students must use their **patriot account**. Any personal account emails will not be answered. The same policy is applied to **Zoom meetings/office hours**. While you can use any device (iPad, computer, or your phone), **you must use your UT- Tyler credentials/patriots account**. Students who do not use their UT-Tyler credentials will be unable to join Zoom office hours. If you are not familiar with Zoom, you can use Canvas 101 which offers Zoom tutorials and guidelines on how to use Canvas.

Also, be sure that every email related to the course has "ENGL 2363.001/002" and your full name in the subject line. This applies especially if your email address does not include your name. Although I check my email regularly even on weekends, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning before 8:00 a.m.). If an issue legitimately requires immediate attention, please mark it "URGENT" in the subject line (along with "ENGL 2363.001/0002").

Finally, emails should be written in a somewhat formal style and tone—full sentences, reasonably correct grammar, and a succinct overview of the topic. So, less formal than the style you would use in a paper and more formal than the style you would use in a text to your friends. **I will not respond to emails without a proper professional address.**

WEEKLY SCHEDULE OF EVENTS

You will be provided a calendar with major due dates. Any changes to the weekly schedule will be offered in a timely manner in at least two of the three following formats: class announcement, Canvas announcement, and Patriot email. I strongly advise checking Canvas announcements and/or your Patriot email by 8:00 a.m. each class day for updates on matters such as an emergency class cancellation, change of classroom location, or other unforeseen event. Any alteration of class assignments will be announced at least 48 hours prior to class time.

ATTENDANCE AND PARTICIPATION

Attendance involves:

- arriving on time
- remaining the entire class period
- staying mentally alert

Participation involves:

- completing assigned readings, worksheets, and quizzes on or before their due dates
- contributing substantive information to class and group discussions
- listening attentively to the contributions of others (the instructor's and classmates)
- taking notes during class lectures/discussions

A word to students who hesitate to speak in class: you can earn participation points by using Q & A Form (Home page in Canvas) to share your thoughts and offer interesting ideas.

Absences:

Information concerning University-sanctioned absences is available online: <http://www.uttler.edu/cas/absences.htm>

Regular attendance and active participation are baseline expectations for this course. If the number of unexcused absences **exceeds 4**, it will result in a deduction from a student's final average as follows: **5 absences** will result in **"F"** for participation grade; **8 or more absences** will result in **"0"** for participation grade.

Unexcused absences include but are not limited to missing class due to doctor's appointment, personal business, car trouble, milestone events such as weddings and christenings, personal travel, and most family matters.

Negotiable absences include but are not limited to serious personal illness, such as COVID, critical illness or death of an immediate family relative, accidents requiring urgent professional medical attention during regularly scheduled class time, and natural catastrophes. Please note that it is the professor's prerogative to determine whether or not an absence can be excused, and **all excused absences must be properly documented.**

Tardiness:

15 minutes after class has started, I ask no late students enter the class. You can see me after class and get notes from a classmate.

LEARNING DURING THE PANDEMIC

Should you be exposed or become sick, please let me know immediately. While you will eventually need to make up the work, there will be no penalty for missing class or turning in work late. Here's what you should do:

Hit Pause. If it seems possible that you will need to pause your work in the class for a week or more, make a list of:

- the assignment(s) that you are working on
- where you are with those assignments
- what your next steps would be
- any other information that will help you remember where you were when you hit pause

Catch Up. When you can resume:

- email me to let me know that you are resuming the class
- refer to the list you made when you hit pause
- read the prompts for any assignments that you missed or had to suspend
- review the materials (readings, videos, in-class activity charts, PPTs) that you missed and that will refresh your memory
- make a list of assignments that you need to complete to be caught up
- make a list of questions you have on assignments, videos, announcements, and/or emails sent by the instructor

When you have your lists of assignments and questions, schedule a Zoom meeting with me so that we can discuss your lists and develop a timeline for you to catch up.

GROUND RULES FOR PRODUCTIVE DISCUSSION & CLASSROOM CONDUCT

Technological Distractions:

Please refrain from any unauthorized usages of technology during class. “Unauthorized” means unrelated to the tangible learning activities taking place during the class. Egregious and/or repeat offenders may be considered disruptive and asked to leave the class.

- Arrive to class on time and prepared with the assigned work.
- Stay for the duration of the class until the instructor dismisses you. If you need to arrive late or leave early, notify the instructor in advance.
- Be respectful of other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues.
- Avoid disruptive behavior (phones, small groups chats, class passes, sleeping, etc)
- Follow assignment guidelines and submit work on time. If you miss a class, you should still submit the work on its due date. If you have questions about an assignment or are unable to submit the work on time, contact the instructor in advance.
- Contact two or three classmates to ask what work you missed when you are absent. If they are unsure, then you should reach out to the instructor.

Note on Diversity:

Be respectful of other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues. It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age. We all come with different perspectives, so please be respectful and resist the urge to tell anyone they are wrong. In other words, it is okay to disagree, just make sure to acknowledge their right to have their own perspective. Understand that your peers might have different life experiences and all of our world views are simply different.

COURSE ACTIVITIES

1) Worksheets

Once a week you will be asked to complete a worksheet. A worksheet is a set of questions based on assigned reading(s). This type of activity helps you focus on readings and teaches you to summarize, synthesize, and analyze a piece of literature. It allows you to express your thoughts and ideas in writing, which, in turn, develops your critical thinking skills - one of the main goals of this course. It also prepares you for the 3 unit tests that include essays. Additionally, it serves as a template for our class discussions and, therefore, allows you to increase your participation grade. You should complete a worksheet for each Monday class and submit it **by start of class. Late worksheets will not be accepted.** At the end of the semester, **2 worksheets with the lowest score will be dropped.**

If you are not able to attend class, you still can earn points by submitting your worksheet in Canvas by start of class. Make sure to save all your worksheets, it is your best reference for preparing for the exams.

Submitting Worksheets

To be counted for a grade, your work has to be submitted in the appropriate drop box in Assignments in Canvas and be in **Microsoft Word or PDF**. There is a [free copy of Microsoft Office](#) for all UT-Tyler students. If I cannot open your work, it is late. Please do not zip your files.

2) Quizzes

For each Wednesday class, you will have to complete a quiz based on your understanding of the assigned text(s). Late quizzes will not be accepted. At the end of the semester, **2 lowest score quizzes will be dropped.**

3) In-Class Reflection

At start of each Friday class, you will be asked to reflect on the course reading(s). If you miss class, you will not be able to complete the reflection. We will spend **10 minutes** on this activity, so, be sure to be on time. I will **drop 2 lowest score reflections at the end of the semester.**

4) Participation (In-Class Discussions)

Because this is a discussion-based class (I am not giving lengthy lectures), your active contribution to class discussions is crucial. You will be given participation points after each class period, which will directly affect your participation grade. Students who are shy to speak up in class can use our Q & A Forum to earn participation points by expressing their ideas about the readings we cover. All ideas must be posted before start of class.

5) In-Class Activity Charts

We will use in-class activity charts for each in-class discussion. These charts guide discussions and serve as an effective notes taking opportunity that you can use later to study for the exams. **They are not for your assessment** but rather for your personal use and organization of your thoughts and ideas. All charts are posted in Canvas.

6) Presentation

Throughout the semester you will give **one presentation** based on the theme or/and the context of one of the readings from the course. The purpose of this presentation is to enhance our understanding of the reading that it focuses on. While the presentation should not be long (no longer than 12 minutes), it should be well-organized and informative. An additional handout with further information can be found in Canvas. **Late presentations will not be accepted.**

EXAMS

This course includes **3 exams**, each worth 20% of your final grade, which are given in the end of each Unit. These tests measure not only knowledge and comprehension but also higher level of thinking skills such as analysis and synthesis. Each exam includes 2 parts: 1) a **350-500 words** essay over the texts we cover for the unit; and 2) an essay over the skills you are learning in the course. A thorough study guide for each exam will be offered. Students who miss the exam without prior excuse (and appropriate documentation), will receive **a zero** on the exam. Upon the student's request, it is the professor's prerogative whether or not to permit the unexcused student to take a make-up exam. A student can make-up only **one exam** (except last one). Students **cannot revise and rewrite** any exams.

EXTRA CREDIT

I am not offering any extra credit projects throughout the semester. However, there are 3 extra credit quizzes that students can complete. I strongly encourage students worried about their grades to meet with me personally to discuss their concerns. Addressing concerns early in the semester will allow you time to develop strategies to improve your grade.

UT TYLER RESOURCES FOR STUDENTS

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.565.5746). The 24 hour Crisis Line can be reached by calling 903.566.7254 during regular business hours as well as nights and weekends.

UNIVERSITY POLICIES & PROCEDURES

UT Tyler Honor Code

Every member of the UT-Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link: <http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT-Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT-Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair

advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to:

- copying from another student's test paper; using during a test materials not authorized by the person giving the test;
- failing to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct;
- and misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.

"Plagiarism" includes, but is not limited to:

- the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

"Collusion" includes, but is not limited to:

- the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

"Falsifying academic records" includes, but is not limited to:

- altering or assisting in the altering of any official record of the university or the University of Texas System,
- the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System.
- Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (STE 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Scheduling adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy.

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources.

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance.

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities.

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement.

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation.

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

IMPORTANT DATES OF THE SEMESTER

- JANUARY 9 - CLASSES BEGIN
- JANUARY 16 – MARTIN LUTHER KING, JR., HOLIDAY
- JANUARY 23 – CENSUS DATE
- MARCH 13-18 – SPRING BREAK
- MARCH 23 - LAST DAY TO WITHDRAW FROM ONE OR MORE CLASSES
- APRIL 24-29 – FINALS

COURSE CALENDAR

Week	Dates	Tuesday	Thursday
<u>1</u>	Jan 10-12	<ul style="list-style-type: none"> • Introduction to the course • Syllabus 	<ul style="list-style-type: none"> • Spiegelman, <i>Maus</i>, Vol. 1, Ch. 1-2 • Reading quiz
<u>2</u>	Jan 17-19	<ul style="list-style-type: none"> • Spiegelman, <i>Maus</i>, Vol. 1, Ch. 3-6 • Worksheet 	<ul style="list-style-type: none"> • Spiegelman, <i>Maus</i>, Vol. 2, Ch. 1-3 • Reading quiz
<u>3</u>	Jan 24-26	<ul style="list-style-type: none"> • Spiegelman, <i>Maus</i>, Vol. 2, Ch. 4-5 • Worksheet 	<ul style="list-style-type: none"> • Duggin, “Learning My Father’s Language” • Reading quiz
<u>4</u>	Jan 31-Feb 2	<ul style="list-style-type: none"> • Gillan, “Carlton Fredericks and My Mother” • Puzo, “Choosing a Dream” • Worksheet 	<ul style="list-style-type: none"> • Gold, “Bananas” • Antin, from <i>The Promised Land</i> • Reading quiz
<u>5</u>	Feb 7-9	<ul style="list-style-type: none"> • Rich, “Prospective Immigrants Please Note” • Ferarrelli, “Emigrant/Immigrant I/ II” • Worksheet 	<ul style="list-style-type: none"> • Papashvily, “The First Day” • Pupin, “The Hardships of a Greenhorn” • Reading quiz
<u>6</u>	Feb 14-16	<ul style="list-style-type: none"> • Unit 1 Exam 	<ul style="list-style-type: none"> • Poetry of Angel Island • Sui Sin Far, “In the Land of the Free” • Reading quiz

<u>7</u>	Feb 21-23	<ul style="list-style-type: none"> Tan, "Rules of the Game" Jen, "What Means Switch" Worksheet 	<ul style="list-style-type: none"> Nye, "Red Velvet Dress" Ramanathan, "I Worry" Reading quiz
<u>8</u>	Feb 28-Mar 2	<ul style="list-style-type: none"> Lahiri, "When Mr. Pirzada Came to Dine" Lahiti, "The Third and Final Continent" Worksheet 	<ul style="list-style-type: none"> Que-Doan-Do, "The Rootless People" Perez, "Off-Island Chamorros" Reading quiz
<u>9</u>	Mar 7-9	<ul style="list-style-type: none"> Rustomji, "Thanksgiving in a Monsoonless Land" Banerjee, "Goddess of Learning" Worksheet 	<ul style="list-style-type: none"> Uchida, "Tears of Autumn" Yamada, "I Learned to Sew" Reading quiz
<u>10</u>	Mar 14-16	SPRING BREAK	
<u>11</u>	Mar 21-23	<ul style="list-style-type: none"> Otsuka, <i>The Buddha in the Attic</i> ("Come, Japanese!" – "The Children") Worksheet 	<ul style="list-style-type: none"> Otsuka, <i>The Buddha in the Attic</i> ("Traitors" – "A Disappearance") Reading quiz
<u>12</u>	Mar 28-30	<ul style="list-style-type: none"> Unit 2 Exam 	CEA Conference in San Antonio <ul style="list-style-type: none"> Bruchac, "Ellis Island" Crawford, "Grandfather" Chief Seattle, "This We Know" Discussion Board
<u>13</u>	Apr 4-6	<ul style="list-style-type: none"> Zitkala-Sa, from American Indian Stories From <i>A Narrative of the Life of Mrs. Mary Jemison</i> Worksheet 	<ul style="list-style-type: none"> Hughes, "The Negro Speaks of Rivers" Siagatonu, "Ethnic Studies" Reading quiz
<u>14</u>	Apr 11-13	<ul style="list-style-type: none"> Perez, "Remembering My Spanish" Gutierrez, "Spanglish, Rodriguez, from <i>Hunger of Memory</i> Worksheet 	<ul style="list-style-type: none"> Cofer, "Arrival" Cofer, "American History" Reading quiz
<u>15</u>	Apr 18-20	<ul style="list-style-type: none"> Mhute, "What's in a Name" Dumas, "The F Word" Worksheet 	<ul style="list-style-type: none"> Azuah, "Learning to Walk on Black Ice" Wesley, "My American Reality" Reading quiz
<u>16</u>	Apr 25-27	<ul style="list-style-type: none"> Unit 3 Exam 	