

ENGL 2540.501: Introduction to Chicana/o Literature (Online)

Dr. Natalie Kubasek

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Office Hours: T/TH 10:30 AM – Noon (face to face and virtual)

Course Description

Welcome to English 2540, Introduction to Chicana/o Literature!

This introductory course will examine a variety of literary genres—short fiction, novels, drama and poetry—to explore the historical development of Chicana/o social and literary identity. We'll cover several time periods, beginning with the early twentieth century and concluding with contemporary works, and we'll focus on important issues of race, gender, religion, family, education, language, and the act of writing itself.

We'll examine the way writers represent the complexities of negotiating between Mexican and American cultures, and we'll also consider key literary concepts that shape and define Chicana/o literary production. By the end of the semester, we'll have a comprehensive understanding of the literary and historical formation of Chicana/o identity and the complex experiences that characterize Chicana/o culture.

Course Objectives

1. Read and analyze material: To be successful writers and thinkers, students will consider a number of perspectives, read critically, summarize accurately, and analyze insightfully. These tasks require that students demonstrate an ability to view issues from multiple perspectives as well as analyze, evaluate, and interpret one's own history and position in contemporary society.
2. Engage in critical thinking: Given the range of texts and topics covering Mexican-American identity, students should consider ethics pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion and disability in the U.S. and/or global context.
3. Explore marginalized perspectives: Through class discussions and written assignments, students should demonstrate an understanding of how the treatment of groups by race, ethnicity, disability, religion, sexual orientation, and/or gender inequality is socially constructed and maintained.

Required Texts

- *Autobiography of a Brown Buffalo* by Oscar Zeta Acosta (BB)
- *Bless Me, Ultima* by Rudolfo Anaya (U)
- *So Far From God* by Ana Castillo (SFFG)
- *Infinite Divisions* edited by Tey Diana Rebolledo and Eliana S. Rivero (ID)
- *Hunger for Memory* by Richard Rodriguez (HM)
- *Pocho* by José Antonio Villareal (P)

Instructor Information

I am Dr. Natalie Kubasek, and I look forward to working with each of you this semester. I have a PhD in English from UNM, and I specialize in American Literary Studies with a focus on Chicana/o cultural production. I have taught for 12 years and currently teach ESL in the Global Education Department at UNM-Main Campus, and Composition and Literature courses in the English Department at UNM-VC. I am a second-generation Chicana and speak English and Spanish. My office hours are T/TH, 10:30 AM to Noon in the Academics Office at UNM-VC. You can also make appointments for office visits, or email me between 8:00 am and 5:00 pm on week days. I am not online after 5:00 pm and before 8:00 am. Please give me at least 24 hours to respond, Monday through Friday. I am offline during the weekend.

Tutoring

Please Email Dr. Patricia Gillikin at gillikin@unm.edu for information about free tutoring at the UNM-VC Writing Center.

Attendance Policy and Overall Participation:

- Attendance and overall participation will be measured by weekly work on UNM Blackboard Learn. Students are responsible for submitting weekly assignments by Sunday 11:59 PM, and completing quizzes by Wednesday 11:59 PM. **Students who miss two weeks of work will be dropped.** Two incomplete assignments equal one absence. This means that a student will be dropped from the class after missing 4 assignments.
- An excused absence is granted for documented hospitalization or other documented, unexpected extreme emergencies; if excessive excused absenteeism continues, I reserve the right to drop students from the course. *Please note: doctor's appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.*
- **Students who miss the first assignment and do not contact me in the first week will be dropped.**

Plagiarism

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes the following activities:

- Copying another student's papers or ideas
- Downloading and turning in papers from the Internet
- Copying passages from sources without proper documentation
- Rephrasing an author's ideas and presenting them as your new, original thoughts
- Turning in a paper that you wrote for another class

Plagiarism in this course may result in one or more of the following consequences: 1) failure of the assignment, 2) failure of the course, or 3) disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>.

Email Netiquette Policy

All email correspondence for this course will be made through UNM email, so it is imperative that you make sure you have a working username and password and check your UNM email daily. Please send me *emails via your UNM account ONLY*. In compliance with FERPA regulations, UNM email must be used for all correspondence between faculty, staff and students. If you send me an email from a non-UNM account, I will not read it.

Always feel free to email me with any questions you may have about the course, and I will respond as soon as possible. However, please be advised that I do not usually check email after 5:00 PM on week days; any message received thereafter will be answered the following week day. I also do not usually answer emails during the weekend, so any message received on the weekend will be answered on Monday.

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails is a skill you need in higher education and all career fields.
- Emails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. For example, "Assignment 1" would be an appropriate subject heading for a question regarding the first assignment.
- Emails should also include a salutation. For example, "Dear Dr. Kubasek" or "Hello Dr. Kubasek" would be an appropriate salutation (please do not refer to me as Miss, Ms. or Mrs.). Part of academic discourse is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are "Sincerely," or "Thank you for your help,".
- Use short paragraphs (in general, 3-4 lines maximum) to make the email easy to read. In addition, be sure to skip lines between paragraphs.
- Be sure to proofread your email for grammatical errors.

Equal Access

Accessibility Services located in Student Services provides academic support to students who have disabilities. If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560.

<http://www.unm.edu/~vcadvise/equalaccess.htm>

NB: In order for me to best accommodate you, please submit the appropriate paperwork to me within the first two weeks of the semester.

Student Privacy

Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNM-VC registrar: (505) 925- 8580 <http://www.unm.edu/~unmvc/Admissions/admiss.htm> **Technical Support**

If you have questions about computer-related problems, call 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.

Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Office of Equal opportunity and Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Required Work and Grading

All formal writing assignments must follow MLA format and be typewritten, double- spaced in a 12pt, Times New Roman font.

• 14 Learn Assignments: 15 points each	210 pts.
• 14 Discussion Posts: 5 points each	70 pts.
• 1 Summary and Reading Question	20 pts.
• 5 Quizzes: 10 points each	50 pts.
• Midterm Essay	100 pts.
• Final Essay	100 pts.

There are 550 points possible. Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (550-495 points); 89-80%= B (494-440); 79-73%= C (439-385 points); 69-60% = D (384-330); and below = F.

Weekly Assignments and Discussion Posts, and Quizzes

Students are responsible for posting responses to discussion questions posted on Learn. These questions are designed to generate class discussion and promote further inquiry into our topics. All assignments and discussion posts are due by 11:59 PM Sunday, and quizzes are due Wednesdays by 11:59 PM; **late work will not be accepted. If you are having trouble submitting your work due to technical difficulties on Learn, you must email me your assignments BEFORE the deadlines.**

All weekly assignments are available at the beginning of the semester; you can work on assignments anytime they are available, but not after the due date; to ensure that you turn in quality and timely work, please don't wait until the last minute. Responses should be well written, thoughtful, and clear. For full credit, respond to all questions, including discussion posts.

Open book quizzes on Blackboard Learn will be available at the beginning of the semester and will shut on the scheduled days according to the syllabus. Quizzes can be completed before the deadlines, but not after. Students have one hour to complete these open-book quizzes. Quizzes cannot be made up.

Summary and Discussion Question

All students will be responsible for summarizing a reading selection and creating a discussion question on one of the weekly assignments. Your summary and question will serve as the week's conversation-starter in the Discussion Boards. Summaries should be 200-300 words long, and the question about that section should be designed to engage class discussion. Please submit your summary and question by clicking on "Submit Your Summary Question Here." The summary and question are due by 11:59 PM on the due date. I will then post these to our weekly discussion boards where the class will answer the questions, and then respond to two other students' posts. You will be submitting the day before I will post your summary and question to the discussion board. For instance, if your summary and question are due on Sunday, 8/25, I will post them on the week's discussion board on Monday, 8/26 and the class will need to post their responses by Sunday, 9/1. On the week that you present, you only need to reply to students' responses.

On Monday of Week 1, I will send a mass email to everyone in the class, asking which week/text you would like to present on. Please respond immediately to the message and click on REPLY TO ALL, so that everyone can see each other's chosen dates. If I do not hear from you by Thursday of Week 1, I will assign you a week/text to present. I will post a schedule of presenters and their assigned week/text on Friday of Week 1. Examples of a successful summary and question are available on our class's home page. Your goal is to ask a compelling question that will invoke engaging responses from your classmates. Please refer to the Reading Question grading rubric under "Grade Forms."

Midterm and Final Essay

All students will submit two 5-8 page essays (including a Work Cited List) at mid and end semester. Both essays will follow the MLA format, and must include direct quotations from the texts we've read in class as well as least two to three academic outside sources. Essays must be submitted to Blackboard Learn as **Word document attachments or PDF attachments.** Essays not submitted in Word or PDF form will be returned to the student and points will be deducted for being late. Essay prompts will be made available on Learn.

Late Policy

Because all assignments, discussions, and quizzes are posted at the beginning of the semester,

I do not accept late assignments or offer “make-up” quizzes. If you are having technical problems, you may email me (assignments or essays only) by the assignment due date. You must email me your assignments as Word or PDF attachments.

Revision Policy:

You have the option to revise assignments and essays on which you receive a 69% or below. These revisions are due by the deadline of the next assignment. Only one revision per assignments and essays 69% or below will be accepted.

Unit Schedules

Unit I: Female Identity and Coming of Age

Readings: *Infinite Divisions (ID)*; *Pocho (P)*; *Bless Me Ultima (U)*

Note: page numbers may vary across editions

WEEK	TASKS	DUE DATES
Week 1 August 19 th – August 25 th	Discussion Board #1 (Introductions) Assignment #1	Sunday, August 25 th
WEEK 2 August 26 th – September 1 st	Read <i>ID</i> pp. 1-33 Read <i>P</i> Chapters 1 & 2, pp. 1-60 Assignment #2 Discussion Board #2	Sunday, September 1 st
WEEK 3 September 2 nd – September 8 th	Read “Foremothers” in <i>ID</i> pp. 35-74 Read <i>P</i> Chapters 3-7, pp. 60-132 Assignment #3 Discussion Board #3	Sunday, September 8 th
WEEK 4 September 9 th – September 15 th	Read “Self and Identity” in <i>ID</i> pp. 75-107 Read <i>P</i> Chapters 8-11, pp. 132-187 Quiz #1 Assignment #4 Discussion Board #4	Wednesday, September 11 th (Quiz) Sunday, September 15 th (Assignment and Discussion Board)
WEEK 5 September 16 th – September 22 nd	Read “Spaces” in <i>ID</i> pp. 157-188 Read <i>U</i> Chapters Uno-Nueve, pp. 1-86 Assignment #5 Discussion Board #5	Sunday, September 22 nd
WEEK 6 September 23 rd – September 29 th	Read “Growing Up” in <i>ID</i> pp. 307-337 Read <i>U</i> Chapters Diez-Catorce, pp. 86-184 Assignment #6 Discussion Board #6	Sunday, September 29 th
WEEK 7 September 30 th – October 6 th	Read “Celebrations” in <i>ID</i> pp. 343-368 Read <i>U</i> Chapters Quince-Vientidós, pp. 184-285	Wednesday, October 2 nd (Quiz) Sunday, October 6 th (Assignment and Discussion Board)

	Quiz #2 Assignment #7 Discussion Board #7	
Week 8 October 7 th – October 13 th	Midterm Essay	Sunday, October 13 th

Unit II: The Chicana/o Movement and the Experience of Education

Readings: *Autobiography of a Brown Buffalo (BB)* and *Hunger for Memory (HM)*

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WEEK	TASKS	DUE DATES
Week 9 October 14 th – October 20 th	Read <i>BB</i> Chapters 1-7, pp. 1-95 Assignment #8 Discussion Board #8	Sunday, October 20 th
WEEK 10 October 21 st – October 27 th	Read <i>BB</i> Chapters 8-16, pp. 97-199 Quiz #3 Assignment #9 Discussion Board #9	Wednesday, October 23 rd (Quiz) Sunday, October 27 th (Assignment and Discussion Board)
WEEK 11 October 28 th – November 3 rd	Read <i>HM</i> “Middle Class Pastoral” through “The Achievement of Desire,” pp. 1-73 Assignment #10 Discussion Board #10	Sunday, November 3 rd
WEEK 12 November 4 th – November 10 th	Read <i>HM</i> “Credo” through “Mr. Secrets,” pp. 77-195 Assignment #11 Discussion Board #11	Sunday, November 10 th

Unit III: Chicana Mythology and Archetypes

Readings: *So Far From God (SFFG)*

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WEEK	TASKS	DUE DATES
Week 13 November 11 th – November 17 th	Read “Myths and Archetypes” in <i>ID</i> , pp. 195-268 Read <i>SFFG</i> , Chapter 1, pp. 1-42 Quiz #4 Assignment #12 Discussion Board #12	Wednesday, November 13 th (Quiz) Sunday, November 17 th (Assignment and Discussion Board)
WEEK 14 November 18 th – November 24 th	Read <i>SFFG</i> , Chapters 2-9, pp. 43-149 Assignment #13 Discussion Board #13	Sunday, November 24 th
WEEK 15 November 25 th – December 1 st	Read <i>SFFG</i> , Chapters 10-16 pp. 150-251 Assignment #14	Sunday, December 1 st

	Discussion Board #14	
WEEK 16 December 2 nd – December 8 th	Quiz #5 Final Essay	Wednesday, December 4 th (Quiz) Sunday, December 8 th (Final Essay)

Additional Important Dates

Monday, August 19 th	First day of classes
Friday, August 30 th	Last day to Add or Change Sections
Friday, September 6 th	Last Day to Drop without “W” grade and 100% tuition refund on LoboWeb
Thursday, October 10- Friday, October 11	Fall Break - no classes
Thursday, November 28- Sunday, December 1 st	Thanksgiving Break
Monday, December 9 th - December 14 th	Finals Week

