

Fall 201

conversation. **There will be several moments throughout the course where I will instruct a student or students to come prepared to start the class discussion for the next period.**

Critical Briefs: You will have **2** Critical Briefs of 4-5 pages each due throughout various points of the semester. We will discuss the projects individually when starting each new text. For now, the projects should be thought of as "Critical" analysis and should fulfill more requirements than a simple review, evaluation, or response that simply asks for your *feelings* about the reading. You should take a stand on some issue of importance in the reading and be prepared to cite specific examples from the text in support. Use your notes from class as well as any notes you keep while doing the reading as a point of development for these projects—something not necessarily "controversial" but something that gets beyond pointing out a difference or a comparison. Your project should go beyond that and into the area that examines *why* that difference or comparison is significant, etc. The projects are designed to help us learn to read actively and pose meaningful questions about what we have read, leading to more in depth discussion and examination of important topics.

**Each submitted written assignment will adhere to the following guidelines:

1. Times New Roman, 12-point font
2. One inch margins on all sides (the default is often 1.25, so be sure to change this)
3. Pages numbered in the top right corner (no number on the first page)
4. Double spaced (except for the heading, this should be single spaced)
5. Heading on the left should include: Name, Date, Course, Professor's name
6. Title in the center (not underlined, *nor* in quotation marks, *nor* italicized)
7. MLA style in-text parenthetical citation (see *MLA Handbook*, 7th edition)
8. Strict observance of page requirements (e.g. "3-5 pages" means that the minimum is 3 *full* pages of typing)

**Papers will be due at the beginning of class on the day listed on the schedule. Late papers will be penalized a half-letter grade per day.

Exams: You will have **2** Exams this semester, each worth 20% of your overall grade. Each Exam will cover one half of the course; *the Final Exam will NOT be comprehensive*. I will discuss each Exam as we approach them; we will also have time in class for review questions. The Exams will be essay based and contain questions that will ask about multiple authors, stories, themes, etc. You will need to bring an Exam Blue Book and a blue or black pen on the day of each exam.

Participation: This class should feel like an open exchange of students' ideas and suggestions. I expect that you will each be an actively involved member of the small community that our class and small groups will represent. This

COLONIZATION

Tuesday 9/3

Read: "Colonization: 1537-1810" (1-11) and Alvar Núñez Cabeza de Vaca from *Chronicle of the Narváez Expedition* (20-37)

Thursday 9/5

Thursday 10/10

Read: Ramón Saldívar's "Race, Class, and Gender in the Southwest" on Blackboard

Review questions and discussion for Midterm Exam

Tuesday 10/5 MIDTERM EXAM (IN CLASS)

Tuesday 11/6

Read: Esmeralda Santiago From *When I Was Puerto Rican* (1700-14) and Julia Alvarez From *How the García Girls Lost their Accent* (1738-47)

Thursday 11/8 NO CLASS; THANKSGIVING

Tuesday 11/23

Read: Cherríe Moraga *Giving up the Ghost* (1860-95); and Loma Dee Cervantes "Refugee"