

## ENC1145 – The Racialized Other, Sec #3318 , 13322, & Fall 2020

**Instructor Name: La-Toya Scott**

**Course meeting times & locations:** Online through Zoom synchronous sessions with exception to days indicated on the course schedule

**MWF Period 2 (8:30am-9:20am)**

**Office Location and Hours:** Zoom (Tuesdays 4pm-5pm)

**Course website:** Canvas

**Instructor Email:** Latoyascott@ufl.edu

**Course Description:** Race in America has traditionally been contextualized within a white-Black binary. However, more recently within the age of Trump the conversation of race has been expanded to highlight the oppression of Latin and Asian people under a dominant hegemonic structure. As marginalized groups begin to speak against these structures common themes arise amongst them.

This comparative race course looks at the lives of Black, Latin, and Asian people in literary texts and media. We will turn to analyze contemporary theories of race beyond a Black and white binary in order to reconsider what race looks like on an inter-minority level. The course will map reoccurring themes that place these racialized groups in conversation with one another. We will consider how race is constructed institutionally and what impact the constructed identity has on the actual people. This course will promote analytic and interpretive dialogue on identity construction on a relational level. It shall be questioned: What does it mean to inhabit an identity that is problematic, dynamic, and political? Do these constructed identities across racial borders exhibit a pattern and/or feed off one another? What does it mean when these constructed identities are claimed or abandoned? And what does resistance look like cross racially? This class will also examine and bring into conversation current popular shows such as *On My Block* , *Fresh Off the Boat*, and *Snowfall*. Texts will include *Girl in Translation* by Jean Kwok, *The House on Mango Street* by Sandra Cisneros, and *Native Son* by Richard Wright.

This course satisfies the General Education requirement for (W) and either (C) or (H). Thus, students will be expected to meet the 6,000 word writing requirement.

**COVID Statement:** Due to the current state of the pandemic this course will be online for the entire semester. Our class sessions will be synchronous EXCEPT on Media Mapping Discussion post days which will be asynchronous. Become familiar with Zoom and establish a stable internet connection and place in which to sit for class before sessions. Even though we may not be in a classroom please conduct yourself with the same decorum as if you were in one. Participation will be noted for each class, thus come prepared to engage. Our Zoom class link as well as my office hours link will be posted on Canvas. If COVID begins to impact you individually in a way that affects your performance in class, please reach out to see what kind of aid is available.

**General Education Objectives:**

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- This course confers General Education credit for Composition (C), and also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

### **General Education Learning Outcomes:**

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

### **Required Texts:**

- *Native Son* by Richard Wright (Perennial Classics version) (ISBN 978-0-06-083756-3)
- *Girl in Translation* by Jean Kwok (ISBN 978-1-59448-515-2)
- *The House on Mango Street* by Sandra Cisneros (978-0-679-73477-2)
- *Drown by Junot Diaz* (ISBN 978-1-57322-606-6)
- *There There* by Tommy Orange (978-0525436140)

\*In week 7 you have three shows assigned to watch. Please make sure to have the required subscriptions in order to access the shows. Hulu and Netflix.

### **Assignments** (see below for Grading Rubric):

- 4 Media Mapping Discussion Board post- 500 Words each for initial post  
1 Response for each Media Mapping Discussion Board Post (4 total)- 250 words
- 2 Point (s) for discussion short essay (PFD's) – 750 words each/1500 words total

- Final essay – 1500 words

Media Mapping Discussion Board Post (240 points/60 points each): Connect the material we have read with what has been shown in recent media in connection with the specified demographic of people we have discussed for this segment. This includes but is not limited to social media platforms (Facebook, Instagram, Twitter, TikTok, YouTube), TV, Radio, and Podcasts. Are there themes that arise in these outlets that resonate with the ones we've explored in the literary or theory-based text we've analyzed thus far? When making the connection pinpoint particular characters, passages, and quotes from the text.

Response to Media Mapping Discussion Board Post (120 points total/ 30 points each): Responses must be thoughtful and offer a constructive critique or an additional point of analysis.

Point for Discussion Short Essays (200 points total/ 100 points each): Each person must have at least 2 points of discussion prepared for **each** class meeting on the text (examples shall be provided beforehand). Points of discussion can be a particular quote, passage, or scene that stood out to you the most. Of the meetings we have you will be assigned 2 meetings in which to lead the discussion based off your points that shall be in the form of a short essay. One short essay for each meeting. Will be assigned the first week.

Final Essay (400 points): Take at least 2 texts reviewed in class and write a comparative analysis essay addressing one or more of the big picture questions in the course description.

**= 1000 points total**

#### **Course Policies:**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:*

attendance policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue **six** absences. You will earn a lowered course grade if you accrue **three** absences. 3 Tardies = 1 absence. Tardy= more than 10 minutes late.

3. Do NOT talk over or interrupt others while they are talking. Put in the comment box on Zoom that you would like to reply to something said and I will call on you. This is to make sure that everyone is heard and gets an opportunity to speak and share.
4. *UF's policy on Sexual Harassment:* The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual

harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>

5. Electronic submission of all assignments on Canvas.
6. *Late Papers/Assignments:*
  - Initial posts for DBP's will only be accepted up to an hour past the due date for at most half credit. Responses will not be accepted past the date listed for closing of the DBP. (DBP's will have two dates when the initial post is due and when the post closes. You have up until the DB closes to post responses.)
  - Short point of discussion essays will NOT be accepted late
  - Final papers will not be accepted late. However, an extension may be granted upon writing me beforehand.

7. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

8. *Academic Honesty and Definition of Plagiarism.* UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>

UF Student Honor Code:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

9. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give your instructor early in the semester.
10. *Students who are in distress or* who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
12. *Grade Appeals.* In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
13. *Course Evaluations.* Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://evaluations.ufl.edu/evals/Default.aspx>
14. Since we will be hosting classes on Zoom please keep cameras on. Keep mics off while others are speaking to block background noise. Keep setting appropriate (No laying in bed). Do dress appropriately. Hold off on big meals. Send a private message if you have to step away for a moment letting me know.
15. *Policy on environmental sustainability.* Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.

## Course Schedule

Wk	Date	Read/View for Class	DUE
1	8/31	M-Syllabus W-An excerpt from James Baldwin's <i>Notes of a Native Son</i> (pdf) F-Continue discussion of <i>Notes of a Native Son</i> Read: An excerpt from Robin Di Angelo's <i>White Fragility</i> (pdf)	
2	9/7	<b>Monday, September 7th (No Class/Labor Day)</b> W- Complete Book 1 of <i>Native Son</i> (pgs. 1-93) F- Read Book 2 of <i>Native Son</i> (pgs.97-184)	
3	9/14	M – Complete Book 2 of <i>Native Son</i> (pgs.185-270) W- Read Book 3 of <i>Native Son</i> (pgs. 273-363) F- Complete Book 3 of <i>Native Son</i> (pgs. 363-430)	
4	9/21	M- How “Bigger” was born (pgs. 433-462) W- <i>Recitatif</i> by Toni Morrison (Short story pdf) F- <i>Media Mapping</i> (Discussion Board Post) <b>ASYNCHRONOUS</b>	9/25
5	9/28	M- <i>Girl In Translation</i> (Complete chapters 1-4) W- <i>Girl In Translation</i> (Complete chapters 5-8) <b>Friday, October 2nd (No Class/Homecoming)</b>	
6	10/5	M- <i>Girl In Translation</i> (Complete chapters 9-12)  W- <i>Girl In Translation</i> (Complete chapter 13 and Epilogue) Read: “Success Story of one Minority Group in U.S.,” U.S. News & World Report (pdf)  F- Read: <i>Coronavirus: What attacks on Asians reveal about American identity</i> By Helier Cheung & Zhaoyin Feng & Boer Deng BBC News To Watch in class: The Relationship Between the Black & Asian Community   GV Quarantine Edition[U6]  Media Mapping (Discussion Board post) <b>ASYNCHRONOUS</b>	10/9
7	10/12	M-Have watched before class <i>Snowfall</i> season 3 episode 10 W- Have watched before class <i>Fresh Off the Boat</i> F- Have watched before class <i>On My Block</i>	
8	10/19	M- <i>Drown</i> (Complete pgs.1-65) W- <i>Drown</i> (Complete 69-117) F- <i>Drown</i> (Complete 121-160)	
9	10/26	M- <i>Drown</i> (Complete 163-208)	

		W- <i>The House on Mango Street</i> (1-34) F- <i>The House on Mango Street</i> (34-70)	
10	11/2	M- <i>The House on Mango Street</i> (70-110) W- <i>How Trump's Land of the Free Turned into the Home of the Cages for Immigrant Families Seeking Asylum</i> by Christina Mendoza (Article UF Library) F- Media Mapping ( <b>ASYNCHRONOUS</b> )	11/6
11	11/9	M- <i>There There</i> by Tommy Orange (1-100) <b>W-Wednesday, November 11th (No Class/Veterans Day)</b> F- <b>No Class</b>	
12	11/16	M- <i>There There</i> by Tommy Orange (100-200) W- <i>There There</i> by Tommy Orange (201-304) F- "American Indian Permission for Mascots: Resistance or Complicity within Rhetorical Colonialism?" by Danielle Endres (Article UF Library) <i>Choosing the Margin as a Site of Resistance</i> by bell hooks (Article UF Library)	
13	11/23	M- Media Mapping ( <b>ASYNCHRONOUS</b> ) <b>Wednesday, November 25th - Friday, November 28th (No class/ Thanksgiving Holiday)</b>	11/23/20
14	11/30	M- Presentation W-Presentation F-Presentation	
15	12/7	<b>M-TBD</b> <b>Final Paper Due 12/14</b>	

### Grading/Assessment Rubric

A= 970-1000

A- =900-969

B + = 870-899

B = 850- 869

B- = 800-849

C+= 770-799

C= 750-769

C- = 700-749

D+ = 670-699

D = 650-669

D- = 600- 649

F = x < 600

Factors for Assessment of work:

- Strong working thesis
- Clear supporting details
- Reputable evidence
- In depth analysis of evidence
- Consideration of more than one side of an argument
- Call to action
- A detailing of positionality to issue