

ENC 1145 – Writing About Migration (Class # 14021), Spring 19

Instructor Name: Romy Rajan

Course Meetings Times and Locations: MWF Period 7 (1:55 PM - 2:45 PM)

Office Location and Hours: TUR 4339, Monday and Wednesday, Period 8

Course Website: Canvas

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Course Description:

Narratives about migration form an important part of contemporary literature, since people are often required to leave their homes in large numbers, and often. Such migration is often the result of increased job opportunities in other nations; it sometimes involves journeys undertaken as representatives of the state (as in the cases of soldiers and diplomats). This course looks at fictional and autobiographical narratives of people's movement across nations and continents, and the cultural contact and conflict that ensues. Relating experiences of migration is a means of critiquing the forces that cause it, but it is also a way in which writers and communities come to terms with altered life circumstances. The period of transit, the creation of a new individual residence and collective enclaves, is topical given the increased movement of workers due to globalization. While economic concerns necessitate migration, the effects are often cultural and negotiated through cultural productions such as literature, music and film.

During this course, students will learn how to –

1. Engage with works of literature that attempt to make sense of changes in geographical and cultural locations brought about by migration.
2. Construct coherent arguments about texts by completing assignments of different kinds.
3. Participate in productive discussions with other members of the class and formulate responses to new ideas as they are introduced in class.

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).
- *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:

Achebe, Chinua. *No Longer at Ease*. Publisher: Penguin (ISBN: 978-0385474559)

Conrad, Joseph. *Heart of Darkness*. Publisher: Dover (ISBN: 978-0486264646)

Salih, Tayeb. *Season of Migration to the North*. Publisher: NYRB Classics (ISBN: 9781590173022)

Smith, Zadie. *White Teeth*. Publisher: Vintage (ISBN: 978-0375703867)

Assignments:

Quizzes (100 points)

There will be ten quizzes conducted over the course of the semester to assess students' knowledge of the reading material. Quizzes will cover the reading material assigned for that day.

Critical Response Papers (1200 words, 100 points)

Students will need to submit four response papers over the course of the semester. Each response will consist of a 300 - word paper responding to a question provided by the instructor. The question will be based on reading material that is under discussion and responses will be factored into the class discussion.

Class Participation (100 points)

Your active participation is necessary for the class to be productive. This requires you to raise points in class while also being attentive to those shared by your classmates. Classroom discussions will be successful only when you contribute to questions that are introduced by your classmates. Ensure that you have read the course material prescribed for each class beforehand – preparation for class forms an important part of class participation.

Close Reading (500 words, 100 points)

This assignment will require students to select a short passage that focuses on the central theme of the course, migration. The passage will need to be from a text that has already been discussed and engages with a character's experience of a new space and the conflicts that emerge because of this experience. The assignment will require students to analyze features of a text such as rhetorical devices, cultural and historical references, and narrative patterns within the text.

Class Presentation (500 words, 100 points)

Students will select a text at the beginning of the semester for this assignment. Each student will present a 500-word paper based on this text in the class in which it is discussed. The presentation will focus on a single theme from the text, using textual evidence to substantiate an argument. Students are encouraged to use audiovisual components and maintain an interactive approach. The presentation will be submitted after completing revisions based on feedback received from peers and the instructor.

Writing an Editorial (1000 words, 100 points)

This assignment will require students to write an editorial that states a clear position with regard to an issue discussed in one of the texts. You may position yourself in the historical context of the work or use a contemporary issue for this assignment. Your work will be evaluated on the basis of its persuasive abilities and historical correctness.

Prospectus (300 words, 50 points)

This assignment comprises a summary of the argument that you will elaborate upon in the final paper. For this, you will select a text or a genre and state your primary argument. This requires you to use skills of close-reading and context-analysis in order to create a thesis regarding the text that you choose to analyze.

Annotated Bibliography (500 words, 50 points)

You will need to use four secondary sources (the primary texts themselves do not count towards this number) for the final paper. In this assignment, you will provide a list of the sources that you will be using for the final research paper. Provide an annotation for each source which explains its primary argument and its relevance to your work.

Research Paper (2000 words, 250 points)

In this assignment, you will synthesize the skills that you have acquired during this course to create a well-researched argument about a text that you choose to analyze. Your argument will center on the topic of migration and how the text engages with the process of migration and its aftermath. Your claims will need to be supported by reasons and evidence from primary and secondary sources.

Course Policies:

1. You must complete *all assignments* to receive credit for this course.
2. Attendance: Attendance is mandatory and will be taken daily. Use allotted absences wisely, (for emergencies, major illness) as you would for any job. Students will lose 10 points for a fourth absence and 30 for a fifth. A total of six absences results in a failure of the course. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's twelve-day rule
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class and for completing the missed assignments. Students are responsible for all work covered in class, all announcements, and all changes to the syllabus made in class.
3. Students are required to arrive to class on time as late arrivals disrupt the flow of the lecture and interrupt discussions. Three late arrivals to class will count as an absence. Arriving later than 15 minutes will count as a complete absence. Latecomers are responsible for informing the instructor of their presence following the class.
4. Paper Format & Submission: You will need to submit all papers through canvas, as word documents. Submission in any other format will receive a reduced grade.
5. Late Papers/Assignments: Late submissions will not be accepted except under extenuating circumstances. These will be penalized 10% of the overall grade for every day that the assignment is late.
6. Paper Maintenance Responsibilities. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. Academic Honesty and Definition of Plagiarism. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the

Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

8. Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor early in the semester.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. 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). Grade appeals may result in a higher, unchanged, or lower final grade.
11. Course Evaluations. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
13. Classroom behavior: Diverse opinions on the text under discussion are vital to lively classroom discussions. Intolerant remarks about peers' comments are not allowed. Disrespectful behavior towards your peers or the instructor will result in dismissal, and accordingly absence, from the class. Students are responsible for the maintenance of the decorum of the classroom and maintaining an atmosphere conducive to productive discussions.
Cell phone and Laptop policy: Students must turn cell phones to silent mode before coming to class. Cell phones cannot be used in class. Laptops, e-readers, or tablets can be used only to view material that is pertinent to the texts under discussion. If I find you visibly distracted while using these devices, I will assume that you are using them for purposes not related to the class and you will receive a reduced grade for class participation.
14. UF's policy on Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equitydiversity/resources/harassment/>
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.)

Syllabus:

Wk-1	Reading	Assignment due
1/7	Introduction and Syllabus Overview	
1/9	Anzaldua, Gloria. Excerpts from <i>Borderlands</i>	
1/11	Conrad, Joseph. <i>Heart of Darkness</i> , Section I (pgs. 1-27)	

Wk-2	Reading	Assignment due
1/14	Conrad, Joseph. <i>Heart of Darkness</i> , Section II (pgs. 27-50), Brief Workshop: Writing short responses	
1/16	Conrad, Joseph. <i>Heart of Darkness</i> , Section III (pgs. 50-72)	
1/18	"The New Empire Within," <i>Imaginary Homelands</i> (Available on Canvas)	First Response Paper

Wk-3	Reading	Assignment due
1/21	Martin Luther King Jr. Day, No Class	
1/23	Salih, Tayeb. <i>Season of Migration to the North</i> – Sections 1-4	
1/25	Salih, Tayeb. <i>Season of Migration to the North</i> – Sections 5-7	

Wk-4	Reading	Assignment due
1/28	Salih, Tayeb. <i>Season of Migration to the North</i> – Sections 8-10	Second Response Paper
1/30	Jean Comaroff and John L. Comaroff. "Naturing the Nation: Aliens, Apocalypse and the Postcolonial State"	
2/1	Workshop: Research Papers	

Wk-5	Reading	Assignment due
2/4	Achebe, Chinua. <i>No Longer at Ease</i> , Chapters 1-6	

2/6	Achebe, Chinua. <i>No Longer at Ease</i> , Chapters 7-13	
2/8	Achebe, Chinua. <i>No Longer at Ease</i> , Chapters 14 -19	

Wk-6	Reading	Assignment due
2/11	Carroll, David. "No Longer at Ease" Workshop: How to read an academic article	Close Reading Due
2/13	Herzog, Werner. <i>Aguirre, the Wrath of God</i>	
2/15	Continue discussion of <i>Aguirre, the Wrath of God</i> , Read Achebe, Chinua. "An Image of Africa: Racism in Conrad's 'Heart of Darkness'"	

Wk-7	Reading	Assignment due
2/18	Walcott, Derek. "The Sea is History"	
2/20	Kincaid, Jamaica. "Alien Soil: In the Garden"	
2/22	Eric Walrond, "Tropic Death"	

Wk-8	Reading	Assignment due
2/25	Workshop: Revising Papers	
2/27	O'Brien, Tim. "The Things they Carried", Short workshop on peer review.	
3/1	Continue discussion of "The Things they Carried"	Editorial Due

Wk-9	Reading	Assignment due
3/4	Mid-Semester Break	
3/6	Mid-Semester Break	
3/8	Mid-Semester Break	

Wk-10	Reading	Assignment due
3/11	Smith, Zadie. <i>White Teeth</i> , Section I	
3/13	Smith, Zadie. <i>White Teeth</i> , Section II	Third Response Paper
3/15	Smith, Zadie. <i>White Teeth</i> , Section III	

Wk-11	Reading	Assignment due
3/18	Smith, Zadie. <i>White Teeth</i> , Section IV	
3/20	Rainer Werner Fassbinder, <i>Ali: Fear Eats the Soul</i>	
3/22	Fanon, Frantz. "On Violence"	

Wk-12	Reading	Assignment due
3/25	Tagore, Rabindranath. "Kabuliwala"	
3/27	Rushdie, Salman. "The Ruby Slippers"	
3/29	Workshop: Analyzing Rhetoric https://yale.learningu.org/download/f10e0a0e-1866-4958-9058-11e84f35ad24/H2976_APEngLangGlossary.pdf	Prospectus Due

Wk-13	Reading	Assignment due
4/1	Ghosh, Amitav. <i>The Imam and the Indian</i>	
4/3	Kureishi, Hanif. "My Son the Fanatic"	
4/5	Continue discussion of "My Son the Fanatic"	Fourth Response Paper

Wk-14	Reading	Assignment due

4/8	Wainaina, Binyawanga. "Discovering Home"	
4/10	Continue discussion of "Discovering Home"	
4/12	Aboulela, Leila. "The Museum"	

Wk-15	Reading	Assignment due
4/15	Continue discussion of "The Museum"	Annotated Bibliography Due
4/17	Owuor, Yvonne Adhiambo. "Weight of Whispers"	
4/19	Continue discussion of "Weight of Whispers"	

Wk-16	Reading	Assignment due
4/22	Lahiri, Jhumpa. "When Mr. Pirzada came to Dine"	
4/24	Conclusion, Screening of "Italy's Mediterranean Mass Grave", <i>Europe or Die</i> , https://www.youtube.com/watch?v=opbSFGIAefQ&t=0s&index=6&list=PLw613M86o5o7LtU_jV_0xxxl2obKgXuFg	Final Paper due

Grading Scale:

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Grading Rubric

- A- The paper displays conceptual clarity and is familiar with the text in question. Details from the text and its techniques are skillfully included in order to substantiate the claims made. There are few grammatical or syntactical errors in the paper.
- B- The paper attempts to construct an argument using evidence from the text and secondary sources and is reasonably successful. There are grammatical and syntactical errors that disrupt the flow of the essay.
- C- The paper is confused regarding its argument and is unable to synthesize textual and contextual material well. There are grammatical and syntactical mistakes that affect the accessibility of the argument.
- D - The paper displays little knowledge of the text, its formal elements or the period during which it was produced. It is unable to construct a coherent argument and is replete with grammatical and syntactical errors.