ENGL 3300: Introduction to Literary Studies

“The Practice of Citizenship in Black Print Culture”

MW 12-1:20 p.m. | ONLINE-Synchronous | Spring 2021

Professor DeLisa D. Hawkes

Virtual Office Hours: MW 1:30-2:30 p.m.

Email: ddhawkes@utep.edu

Course Description and Objectives

In this course, we will explore both literary works and schools of literary criticism and theory, but the primary focus of the class will be on the practice of scholarship, criticism, and theory as an English major. Students will become proficient in the close reading of primary literary texts, the identification, evaluation and analysis of secondary scholarly, critical, and theoretical texts in both digital and print contexts, and the synthesis of academic arguments in a literary context.

Course Format

This course will be taught 100% online in a synchronous setting. The course is designed using a modular format—that is, we will meet each Monday and Wednesday from 12-1:20 p.m. MT via Zoom, and course materials will be “packaged” as a single module in one area for a given week. The link to our Zoom meeting space is available on left side of our Blackboard site under “Zoom Classroom.”

Required texts available at the University Bookstore

1. The Marrow of Tradition, Charles Chesnutt, 978039393414-4
2. Overshadowed, Sutton Griggs, 9781987601169
3. The Complete Idiot’s Guide to Literary Theory and Criticism, Steven Venturino, 9781615642410

Note: I prefer that students have hard copies of texts to avoid issues with citation and to ensure active participation during class discussion. Keep in mind that these are not the only required texts that we will examine in this course. Selected chapters, articles, poems, and films will be provided for you on Blackboard and posted under the appropriate module.

Course Requirements

• Attendance and Active Participation (35%)

This course relies on active participation and regular attendance. “Active participation” means making meaningful, thoughtful contributions to class and team discussions. I will divide the class into teams in which students will hold team discussions and complete a number of weekly activities towards a major project. Each student will evaluate their team members for active participation. I will consider what is reported in the evaluations when assigning final grades.
Students must have hard copies of the texts readily available, take notes, prepare questions, respond to in-class questions, and attend at least 1 virtual office hour session. Logon to Zoom prepared to speak about the course materials and, at times, to direct the conversation. Be sure to be logged on to Blackboard and Zoom with your cameras on and mics muted by 12 p.m. MT every Monday and Wednesday.

**Students may miss no more than two classes.** Once a third absence occurs, the student’s grade will be dropped a letter grade at the end of the semester. If a student misses more than three classes not due to university-related excused absences or documented illnesses, then I will drop the student from the course. Students are urged to contact me in advance if they are experiencing extenuating circumstances. Students are responsible for getting notes from a classmate.

Part of the attendance and active participation score requires teams to **post a 1 to 2-paragraph discussion board post every Monday** (20%). Sometimes these posts will be in a space for the entire class to see, and at other times, it will be in the team discussion board space. Students do not need to express a completely developed argument in their discussion board posts. However, the posts should illustrate the student’s thoughts as they engage with the material, discussing how they see it influencing their own research and how they are beginning to think differently about various topics from week to week.

- **2–Close Reading Essays (25%)**  
  In a 4 (full) to 5-page close reading essay, each student will **present their own original argument** that engages with 1 text from our assigned reading list. The paper must demonstrate the student’s familiarity with the literary theory and critical debates that we’ve discussed in class. Students must use proper MLA citation guidelines, including in-text parenthetical citations and a Works Cited page (which does not count towards your page length requirement). You must include close readings of the novel with direct quotes and paraphrased information.

- **Digital Literary Exhibit (25%)**  
  For this assignment, each team will work together to curate a digital literary exhibit focused on one of the novels or short stories that we’ve read in this class. More Information will be given at a later time.

DO NOT MEET IN PERSON. Use Zoom or Blackboard Collaborate to meet with your teammates.

- **Midterm (15%)**  
  Students will have a midterm during the month of March.

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**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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**Course policies**

*I do not accept late work.* Course assignments are turned in through Blackboard. Feel free to turn in assignments early. Assignments and readings are due on the date listed on the syllabus. Pay attention to the due date and time for each assignment. Once an assignment is locked, I will not reopen it.

The best practice is to **try to submit assignments at least 15 minutes before they are due to avoid technical difficulties.** Students should save all work (answers to discussion posts, quizzes, and essays) in a separate
**Word document as a back-up.** If students are experiencing difficulties submitting their work through the course website, please contact the UTEP Help Desk.

**I will not discuss grades until 48 hours have passed after receiving feedback** on an assignment. Additionally, **I will not discuss grades via email or after the assignment has been returned with feedback after two weeks has passed.** Please schedule an appointment with me to discuss my comments on your work during my virtual office hours.

All papers should be **double-spaced, typed in 12-point Times New Roman font and include 1-inch margins.** All bibliographic information should adhere to the most recent **MLA citation guidelines.** Students should **upload their assignments as Word documents (.doc or .docx).** Any other format will not be graded. **Students must save their papers using the following format: last name, first initial_course – assignment;** Example: Watson, R_ENGL 5324 – Close Reading 1

Address me as Professor Hawkes.

Lastly, I check my email throughout the day from 7 a.m. to 4 p.m. MT, Monday through Thursday. I do not check my email Friday through Sunday. I will respond to your email during my work schedule.

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**Technology Requirements**

Course content is delivered through Blackboard where I’ve posted the link to our Zoom classroom. Students must ensure that their UTEP e-mail account is working and that they have access to a stable internet connection. Additionally, students will need to have access to a computer/laptop, a webcam, and a microphone.

Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) are available for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](https://www.microsoft.com) and follow the instructions.

Please do not contact me for technical assistance. Rather, contact UTEP’s Help Desk.

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**Netiquette**

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind:

+ **Always consider audience.** This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.
+ **Respect and courtesy must be provided to classmates and to the instructor at all times.** No harassment or inappropriate postings will be tolerated.
+ **When reacting to someone else’s message, address the ideas, not the person.** Post only what anyone would comfortably state in a face-to-face situation.
+ **Blackboard is not a public internet venue; all postings should be considered private and confidential.**
+ **Whatever is posted in these online spaces is intended for your classmates and professor only.** Do not copy documents and paste them to a publicly accessible website, blog, or other space.
Course Session Recordings

Course sessions will be recorded in order to enable students to have access to class lectures, group discussions, and so on in the event they miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. I will not share the recordings outside of course participants, which include students enrolled in the course, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. As such, students may not share recordings outside of this course. Doing so will result in disciplinary action.

Plagiarism Detecting Software

Most course work and assessments will be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help students learn how to properly attribute sources rather than paraphrase.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 Precautions

Student must STAY AT HOME and REPORT if they (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If students know of anyone who should report any of these three criteria, they should encourage them to report. If the individual cannot report, the student can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that students attend campus—for any reason—they must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If students are not feeling well, I encourage them to please let me know as soon as possible. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according
to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Accommodations and Support Services

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Food and Housing Insecurity: If students are experiencing difficulties securing sufficient food or a stable place to live, they can visit the following website for a list of contacts and services available to UTEP students: https://www.utep.edu/student-affairs/dean-of-students-office/emergencyaid/

Military Students: Please visit the following site to connect with the Military Student Success Center: https://www.utep.edu/student-affairs/mssc/

Undocumented Students: Please visit the following site with links to resources on campus to support undocumented students: https://www.utep.edu/student-affairs/dean-of-students-office/daca/index.html

Mental Health Assistance: The Counseling Center is staffed by counseling and clinical psychologists who offer support for personal, interpersonal, and vocational issues. In addition to individual counseling, they offer career counseling services for exploratory students, and academic skills counseling (time management, study skills, test anxiety, etc.). If you want to consult with professionals, call (915) 747-5302 or visit https://www.utep.edu/student-affairs/counsel/counseling-services/

Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.
Diversity and Respect for others

I consider the diversity of my students to be critical to the educational mission of my courses and expect every member of our class to contribute to an inclusive and respectful culture. It is my intent that students from diverse backgrounds, perspectives, and learning needs be well served by this course and that the diversity that students bring to class be viewed as a resource and strength. Dimensions of diversity include intersections of sex, race, age, national origin, ethnicity, gender, sexual orientation, intellectual and physical ability, primary language, faith and non-faith perspectives, income, military service, political affiliation, marital or family status, and education. I aim to present materials and activities that foster a positive learning environment based on open communication, mutual respect, and non-discrimination.

This course will engage with a host of challenging topics, including enslavement, sexual violence, racial slurs, and intersecting forms of political and cultural oppression. I trust that each of you, as emerging scholars and critical thinkers, have much to contribute to this course. For all of these reasons, you should be prepared for conversations and reading material touching upon topics such as these throughout the semester in an academic setting. Remember to be respectful and open-minded to views that you may not agree with.

Course Schedule

* Note: Due dates and readings/videos are subject to change. Check Blackboard daily.

January 20th – First day of class
- Introduction to the course

January 25th
- Discussion board due by 11:30 a.m.
- Chapters 1-3, *Literary Theory and Criticism*, Venturino
- “This is America,” Childish Gambino (See Blackboard)
- “The Bigger Picture,” Lil Baby (See Blackboard)

January 27th
- Introduction to *The Practice of Citizenship*, Spires (See Blackboard; stop at “Chapter Outlines”)

February 1st
- Discussion board due by 11:30 a.m.
- Chapters 5-6 and 22, *Literary Theory and Criticism*, Venturino
- Selection from “What to the Slave is the Fourth of July,” Douglass (See Blackboard)
- “America,” Whitfield (See Blackboard)
- “Morning on Shinnecock,” Bush-Banks (See Blackboard)

February 3rd
- Chapter 12-13, *Literary Theory and Criticism*, Venturino
- “Womanhood a Vital Element in the Regeneration and Progress of the Race,” Cooper (See Blackboard)
• “Ar’nt I a Woman?” Truth (See Blackboard)

**February 8th**

- Discussion board due by 11:30 a.m.
- Preface–Chapter XII, *Overshadowed*, Griggs
- “Reconstruction: American After the Civil War” – Episode 1 (See Blackboard)

**February 10th**

- Chapters XIII–XXI, *Overshadowed*, Griggs

**February 15th – Team Meeting Day**

- “Reconstruction: American After the Civil War” – Episode 2 (See Blackboard)

**February 17th**

- Chapter XXII–Epilogue, *Overshadowed*, Griggs
- Chapter 15, *Literary Theory and Criticism*, Venturino

**February 22nd**

- Close Reading #1 due by 5 p.m.
- “Reconstruction: American After the Civil War” – Episode 3 (See Blackboard)

**February 24th**

- Chapters 10–11 and 18, *Literary Theory and Criticism*, Venturino
- “The Mulatto,” Sejour (See Blackboard)

**March 1st**

- Discussion board due by 11:30 a.m.
- Chapter 14, *Literary Theory and Criticism*, Venturino
- Selection from *The Souls of Black Folk*, Du Bois (See Blackboard)
- Introduction to *Critical Race Theory*, Delgado and Stefancic (See Blackboard)

**March 3rd**

- Chapter 19, *Literary Theory and Criticism*, Venturino
- Selection from *A Voice from the South*, Cooper (See Blackboard)
- “Criteria of Negro Art,” Du Bois (See Blackboard)

**March 8th**

- Chapters 4 and 16–17, *Literary Theory and Criticism*, Venturino
- Introduction to *Lyrics of Lowly Life*, Howells (See Blackboard)
- Selections from *Lyrics of Lowly Life*, Dunbar (See Blackboard)

**March 10th**

- Midterm due by 1:30 p.m.
- “Reconstruction: American After the Civil War” – Episode 4 (See Blackboard)
March 15–19th – Spring Break (No Class)

March 22nd
- Discussion board due by 11:30 a.m.
- Chapter 20, Literary Theory and Criticism, Venturino
- Introduction – Chapter II, The Marrow of Tradition, Chesnutt

March 24th
- Chapter III-IX, The Marrow of Tradition, Chesnutt

March 29th
- Discussion board due by 11:30 a.m.
- Chapter X-XVII, The Marrow of Tradition, Chesnutt

March 31st
- Chapter XVIII-XXVII, The Marrow of Tradition, Chesnutt

April 5th
- Discussion board due by 11:30 a.m.
- Chapter XXVIII-XXXIV, The Marrow of Tradition, Chesnutt

April 7th – Team Meeting Day
- See Blackboard

April 12th
- Discussion board due by 11:30 a.m.
- Chapter XXXV-End, The Marrow of Tradition, Chesnutt

April 14th
- Follow up on The Marrow of Tradition, Chesnutt

April 19th
- Close Reading #2 due by 5 p.m.
- Review chapters 4, 20, and 16-17, Literary Theory and Criticism, Venturino
- “Rosa Parks,” Giovanni (See Blackboard)
- “Ballad of Birmingham,” Randall (See Blackboard)
- “Fighting Back 1957–1962: Eyes on the Prize – America’s Civil Rights Movement 1954-1985” (See Blackboard)

April 21st
- A Raisin in the Sun, Hansbury (See Blackboard)

April 26th
- Discussion board due by 11:30 a.m.
- Chapter 9, Literary Theory and Criticism, Venturino
- “A Raisin in the Sun. Character Studies Conversations” (See Blackboard)
April 28th - Team Meeting Day
  • See Blackboard

May 3rd
  • Digital Literary Exhibit Presentations (Teams 1-3)

May 5th
  • Digital Literary Exhibit Presentations (Teams 4-6)

May 10th – *Digital Literary Exhibits due by 1:30 p.m.*