**English** **197 C Intermediate Interdisciplinary Writing-Humanities**

**Course Syllabus**

Autumn 2021

### Important Information

Instructor: Norman Wacker Office Location: Padelford A14

Class Time: TTh 8:30 – 9:50 Office Hours: TTh 3-4, by appointment

Classroom: MEB 251 Contact: nwacker@uw.edu

### Course Objectives:

The primary objective of this course is to establish an interactive online community to look closely at the ways in which modernist writers engage, document, and analyze the sorrows and wonders of a period the author and statesman Ivo Andric described as “The Unrest of the Century,” that is, a historical era rooted in the massive exploitation and disruption of the non-European world by European colonial powers and the colonial wars for hegemony conducted among those powers deep into the historical present, often fueled by exponential advances in their technological and economic development at the expense, for much of the era, of the peoples of their former colonies.

What emerges in this body of work are innovative uses of narrative technique, experiments in language and pensive documentaries of the human and material legacies of industrialization, global warfare among the great powers, exploitation of indigenous populations, and a WW II holocaust waged against minority communities as great powers, pushed to the margins by their global warfare, enslaved, impoverished and conducted a war of terror on non-combatant populations, with a fury that mirrored the weapons and methods of mass destruction employed against cities, at sea and in the air, waves of destruction visited on non-combatants with the same means employed against warring armies.

Words and new ways of employing them, it will turn out, often prove a medium capable of documenting and speaking the unspeakable and constructing both soulful, ironic and effective humanitarian rejoinders (even persuasive denunciations) of the institutions, ideologies and practices that perpetrated and rationalized decades of 20th century wars and their decades long aftermaths. They can also memorialize and invoke forms of civility, grace, tradition, invention, survival and eloquence that accompanied the era and remain ready standards for articulating liberating forms of opposition, memorialization and accountability.

## Course Overview:

The Eurocentrism of the passages above may not have escaped you. There is an enormous body of slanted literature, history and memoir employed in every culture, often with the objective of justifying, and preserving, heritage, material resources, ideology and language.

Particularly since the 19th century, stories from many societies and times have become increasingly globalized and plural, coexisting with a circulating, many-cultured, international body of memoir, through print and translation. The short story in particular, and short story collections, offer windows on culture, sensibility and modes of personal conduct. Along the way the craft of organizing and reflecting on human experience through fiction has surged in influence, as print media, popular literacy, the magazine and book trades created mass and sometimes global readerships.  The short story, serialized stories, and novels began to be freely available, inexpensive and popular. In the process, these media became mirrors which readers held up to themselves and their own times, even as they engaged the times and places of others. It is a small sampling of these mirrors and their documentation of a century of unrest and innovation that our class will engage throughout our course.

We will have 3 major themes that will be engaged over the course of the quarter: 1) the connection between short fiction and *Intercultural Communication (Major Essay 1 and 2 ); 2) The immediacy and impact with which poetry can articulate and access the human and the humane both in and against the grain of disturbance and loss ( Major Essay3 ), and 3) Classics into Graphics (*Major Essay 4).

## Key Questions Raised by Our Course:

1. Based on your personal experience, and study of 19th and 20th century literature what would you identify as some of the impacts of the craft and innovation of these media on readers, including their sensibility, their sense of moral and ethical practice, personal life or public conduct?
2. How would you argue these writers and their approach to character, point-of-view, social convention, plot, narration, and dialogue, interact with the reader’s larger perspective on his or her personal or social context?
3. How would you argue particular writers and their texts effectively contest or shape the reader’s understandings of and perspectives on the communities they address?

We will consistently link these fundamental questions, with our own formal and informal writing about our reading experience, and share in discussion and discussion board posts our fine-grained formal analysis of the way our writers construct our experience as readers--in particular the sense of perspective, that accompanies the narrative exposition of events and their meaning, documenting in the process our experience as readers, and the significance we have come to attribute to that experience.

**Reading Notes**:

1. Characterize, highlight, narrate, or mark-up the things that capture your attention as you read.

How would you say how a narrator or a narrative voice shapes the reader’s comprehension and appraisal of the cultural contexts and social behavior she or he narrates?

1. Upon reflection, what are some of the ways the patterns you noticed matter? For example, what contributions to perspective, character, plot development and exposition of ambiguity do you identify with key passages, narrated events and their consequences?
2. What did you learn as you worked with this text about the range of approaches that can be employed in using this genre (short story, poem, critical essay, memoir, or novel)?

## Requirements and Grading Policy

*Class Participation*

Engaged preparation and active participation in each class meeting, including: Canvas HW assignments, sharing informal responses to the assigned reading for each class meeting, informal reading notes, weekly debriefs on new facts about the author, time period, cultural context, and bringing written *work-in-progress* for each of our four major critical papers.

*4 Major Essays*

You will write 4 major essays; three short analytical papers should include : what we *see* and experience when we read a particular text / our sense of the writer’s hand in shaping what we read; and a critical analysis of the way your chosen stories and poems work. As for the last major essay, more details will be provided in Canvas.

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| **Course Component** | **% of Total Grade** |
| Major Essay 1 | 25% |
| Major Essay 2 | 30% |
| Major Essay 3 | 25% |
| Major Essay 4 | 20% |

**Basic Assignment and Major Project Requirements:** 1) Timely completion of all homework and in-class activities, including close reading exercises, discussion postings, outlines, drafts and revisions. 2) Timely completion of final projects. **Deductions for assignments 1 day past due, no-credit for assignments not posted by day two. If you believe you have a valid reason for a missed class or late homework, such as illness or emergency, please notify me in advance of class or the assignment due date.**

Reading List:   
Lydia Davis, “Five Stories”

Anton Chekov, “Lady with the Dog”

Andric, “Letter from 1920”

Bazdulj, “The Other Letter”

Jamaica Kincaid, “On Seeing England for the First Time”

Chimamanda Adiche, “The Danger of a Single Story”

Chimamanda Adiche, “The Thing Around Your Neck”

Octavia Butler, “Speech Sounds”

Octavia Butler, “The Evening and The Morning and The Night”

TS Eliot, “The Wasteland”

Wislawa Szymborska “View with a Grain of Sand” and “Starvation Camp Near Jaslo”

Langston Hughes “Theme for English B”

Richard Wright “Between World and Me”

Duffy – Adaptation of Butler’s Kindred (UW Bookstore)

# Class Policies

### The IWP & Anti-Racist Pedagogy

The Interdisciplinary Writing Program (IWP) is committed to engaging with anti-racist pedagogies. These pedagogies may take various forms, such as curricular attention to voices, communities, and perspectives that have been historically marginalized inside and beyond academic disciplines; inclusive classroom practices; discussions of racism; and consideration of other forms of prejudice and exclusion. We believe that countering the cultures and practices of racism in an academic institution is fundamental to developing a vibrant intellectual community. If you’re interested in how teachers of English as a professional community have taken up anti-racist work, check out the National Council of Teachers of English Statement on Anti-Racism to Support Teaching and Learning at [http://www.ncte.org/positions/statements/antiracisminteaching](http://www.ncte.org/positions/statements/antiracisminteaching%20)

### Attendance Policy

Your regular attendance is required. Communicate with me about your absences as much as possible—I’ll always try to help if I can. **If you miss a class, it is your responsibility to get the assignments, class notes, and course changes from a classmate.** If you miss class on a day that written work is due, you are still expected to turn your work in on time. In-class work cannot be made up.

### Late Policy

Be sure to manage your time wisely and anticipate upcoming deadlines. And always come talk to me if you are struggling to keep up with the fast pace of the class. I’m happy to help in any way I can. **Depending on our course schedule, I sometimes give extensions, but only if you ask me 48 hours before the due date.**

### Technology Policy

I’m a big fan of using technology in the classroom. We’ll be looking at a lot of examples of multimodal work in this class, as well as using Canvas to support our work. To that end, you are encouraged to bring your laptops and other devices to help you access online materials. However, I do ask that you do your best to refrain from using your computer for other purposes while we are in class, whether that’s texting, using social media, or doing work for another class. I do understand that stuff comes up even when you are in class—an urgent phone call, text, or email. In that case, excuse yourself to the hallway to deal with any pressing issues so as not to distract the rest of the class.

### Confidentiality

Barring an imminent threat, I will not discuss you or your performance in this class with third parties outside the

University of Washington unless you instruct me to do so and sign a consent form. FERPA (the Family Education Rights and Privacy Act) prevents me from legally disclosing student information to third parties without a release signed by you. And even if a third party (a potential employer, a government agency, etc.) contacts me for information about you and has a consent form that you have signed, I will still refrain from providing information unless you have given me a written request (email is fine). So: **if you would like me to respond to queries about you from a potential employer or anyone else, you should do two things:** 1) fill out and sign a release form (one the third party provides or the UW's own, found at <http://www.washington.edu/students/reg/ferpafac.html>); and 2) email me a request to talk with this third party, giving me a sense of the context (recommendation? background check?) and of any information I should be sure to reveal or not reveal.

### Plagiarism

If you do want to use someone else's words, you need to cite them, including an acknowledgement of your source.  You cannot just paste text from online sources (including blogs and/or book reviews), unless they are your own.

If you are feeling unclear at all, review this material:

<https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/>

Let's make sure that your work does not get tarnished by failure to acknowledge sources you consulted and that you have relied on to move your work forward.

The University of Washington has transitioned to SimCheck, a plagiarism detection tool. Most of our assignments will have this tool turned on.

### Covid 19 Face Covering Policy

Students are required to follow the University’s COVID-19 Face Covering Policy at all times when on-site at the University, including any posted requirements in specific buildings or spaces. If a student refuses to comply with the policy, the student can be sent home (to an on or off-campus residence). Student Conduct offices are available for consultations on potential violations of student conduct if needed. University personnel who have concerns that a student or group ofstudents are not complying with this policy should speak with their supervisor, a representative of the academic unit, or report itto the [Environmental Health & Safety Department](https://www.ehs.washington.edu/report-concern-or-injury)*.*

### Other Important Covid 19 Information

This class is conducted in person. Therefore, unless you meet the criteria for an accommodation from Disability Resources for Students (DRS) or other special arrangement approved by the instructor that allows you to take the course remotely you should only register for this class if you can attend in-person.

 Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immune- compromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.

All UW students are expected to complete their [**vaccine attestation**](https://www.washington.edu/coronavirus/vaccination-requirement/) before arriving on campus and to follow the [**campus-wide face-covering policy**](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-requirements) at all times. You are expected to follow [**state**](https://www.doh.wa.gov/Emergencies/COVID19), [**local**](https://kingcounty.gov/depts/health/covid-19.aspx), and [UW COVID-19 policies and recommendations](https://www.washington.edu/coronavirus/). If you feel ill, have been exposed to COVID-19, or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or campus policy, you are responsible for notifying your instructors as soon as possible by email. If you have a known exposure to COVID-19 or receive a positive COVID-19 test result, you must report to campus [**Environmental Health & Safety**](https://www.ehs.washington.edu/covid-19-prevention-and-response/covid-19-health-and-safety-resources) **(EH&S)**.

All UW community members are required to notify EH&S immediately after:

Receiving a positive test for COVID-19

Being told by your doctor that they suspect you have COVID-19

Learning that you have been in close contact with someone who tested positive for COVID-19

### You can notify the COVID-19 Response and Prevention Team by emailing covidehc@uw.edu or calling 206-616-3344.

### Other Requirements

**Post all homework to Canvas by attaching an MS Word file or pasting your text directly into the assignment drop box. No-PDF’s or Pages please!** Use APA formatting, except for line spacing. Please single space your text. The length of your final drafts for each essay should be 2-3 pages.

Do’s:Participate! Collaborate! Engage! I have never met a student or a colleague who has not had important perspectives, questions, aspirations or experiences to contribute to their own success or that of fellow classmates and colleagues. Disengagement, such as in person or online silence or opting out can be toxic, undermining our sense that we matter and others matter to us. Please join in and keep in mind that even low key public speaking and presentation are challenging for almost all of us, but among the awards are overcoming the subtle forms of self-censorship we can impose on ourselves in the process. It’s rare for my students to pass the quarter without doing something that either myself or their peers find awesome, so don’t hide!

### Religious Accommodations

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Request](https://registrar.washington.edu/students/religious-accommodations-request/).”

### Feeling welcomed in our class

If you feel excluded or offended by a comment, course content or attitude from me and/or your classmates, please do not hesitate to contact me promptly. I’ll do my best to listen and act based on your feedback. No one should feel excluded or disparaged in our class and I will take any concerns you have of this kind seriously and will work hard to remedy them as constructively as possible.

# University of Washington Resources

## Accommodations

Please let me know if you need accommodation of any sort. I am happy to work with the UW Disability Resources for Students Office (DRS) to provide what you require, and I am very willing to take suggestions specific to this class to meet your needs. This syllabus is available in large print, as are other class materials—just ask. More information on support at UW may be found on the DRS web site at [http://www.washington.edu/students/drs/](http://www.washington.edu/students/drs/%20)

## Writing Centers

Wherever you are in the writing process—whether you are struggling to come up with an idea for an assignment, unsure of how to organize your ideas, or want help fixing awkward sentences and syntax—take advantage of the UW’s writing centers. You will receive feedback and guidance on your writing from me and from your classmates, but it’s also valuable to get the perspective of someone outside the course (especially someone with expertise in producing academic writing). These centers will support you as you undertake increasingly complex inquiry in all academic disciplines and modes of communication. UW’s writing centers are free for students and provide individual attention from trained readers and writing coaches who use these centers themselves.

The Odegaard Writing and Research Center (OWRC) offers free, one-on-one help with all aspects of writing at any stage in the writing process.You can consult with a writing tutor at any stage of the writing process, from the very beginning (when you are planning a paper) to near the end (when you are thinking about how to revise a draft to submit to your instructor). To make the best use of your time there, please bring a copy of your assignment with you and double-space any drafts you want to bring in. While OWRC writing consultants are eager to help you improve your writing, they will not proofread your paper. Available spots are limited, so book your appointments early! Reserve appointments online at <http://depts.washington.edu/owrc/> .

You can also try out the CLUE writing center. CLUE is a first come, first-served writing center located in Mary Gates Hall. To learn more, visit [http://depts.washington.edu/clue/dropintutor\_writing.php](http://depts.washington.edu/clue/dropintutor_writing.php%20)

## Well-Being and Community Resources

There are lots of resources on campus meant to help you thrive, stay safe, and be healthy. Here is a list of several resources, from health and safety resources to financial aid and places to find community:

UW Safe Campus:If you're concerned about your or someone else’s safety, tell someone.

* Always call 911 if you or others may be in danger.
* Call 206-685-SAFE (7233) to report non-urgent threats of violence
* and for referrals to UW counseling and/or safety resources. TTY or VP
* callers, please call through your preferred relay service.
* Don't walk alone. Campus safety guards can walk with you on campus
* after dark. Call Husky NightWalk 206-685-WALK (9255).
* Stay connected in an emergency with UW Alert. Register your mobile
* number to receive instant notification of campus emergencies via text
* and voice messaging. Sign up online at [www.washington.edu/alert](file:///C:\Users\zoric\Downloads\www.washington.edu\alert)
* For more information visit the SafeCampus website at [http://www.washington.edu/safecampus/](http://www.washington.edu/safecampus/%20)

Student Health and Wellness: “The Division of Student Life is committed to the holistic development and support of our students, including the social, emotional, intellectual, physical, financial and the spiritual dimensions of life. The department of Health and Wellness draws from across the Division and beyond to help our students develop strategies that enable them to get the most out of their college experience.” [livewell.uw.edu](https://livewell.uw.edu/)

UW Emergency Financial Aid assists students who are experiencing unexpected financial hardships that may disrupt their education or prevent them from earning their UW degree, including:

* Emergency medical/dental costs
* Housing and living expenses
* Family emergencies
* Natural disasters
* Loss of income
* And more…

Emergency Aid may come in a variety of forms, including grants, loans and/or campus and community

resources. [http://www.washington.edu/emergencyaid/](http://www.washington.edu/emergencyaid/%20)

UW Campus Food Pantry allows UW students, staff, and faculty to be supplied with nonperishable groceries and select fresh produce for no cost. Anyone with a Husky ID is eligible to receive support. The Pantry uses a pop-up model with locations in HUB 214 and the Kelly Ethnic Cultural Center and runs once a month at each site.

UW Digital Wellness site from UW Student Life is another resource for you. Check it out if you have any questions or concerns or are just curious about the risks, benefits and opportunities of your life

online. [https://spark.adobe.com/page/HKz3G2gRSohBO](https://spark.adobe.com/page/HKz3G2gRSohBO%20)

UW Career & Internship Center offers career counseling and planning, feedback on resumes and cover letters, job postings, workshops and career fairs and much more: [https://careers.uw.edu/](https://careers.uw.edu/%20)

The Student Activities Office “is one of several units with the HUB department. SAO staff encourage UW students to participate in student activities and student government as an excellent way to experience personal growth, meet new friends, share common interests with other students, faculty and staff. The goal of SAO is to help students develop skills in leadership, event planning and management, decision-making, communication, goal setting, fiscal management, marketing and promotion, and even more importantly, to make life at UW fun and

memorable.” <http://depts.washington.edu/thehub/sao>

The UW Bias Advisory Committee: “At the University of Washington, we value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments and promote access and opportunity. At the same time, our institutional commitment to freedom of expression encourages members of our University community to hold and express sometimes unpopular views…. To help us fulfill our commitment to addressing bias at the individual, institutional and systemic levels, we have established the Bias Incident Advisory Committee to collect information and advise the vice president for Student Life and the vice president for Minority Affairs and Diversity on reports of bias-related incidents that may impact the University of Washington community. Barring unexpected circumstance, reports received through the bias incident report form will be reviewed by a member of this committee within 2-4 business days.” The form and additional information are available at <https://report.bias.washington.edu>

The Q Center: “We facilitate and enhance a brave, affirming, liberatory, and celebratory environment for students, faculty, staff, and alumni of all sexual and gender orientation, identities, and expressions. The University of Washington Q Center is a fierce, primarily student run resource center dedicated to serving anyone with or without a gender or sexuality – UW students, staff, faculty, alum, and community members. We host and support student groups, put on regular programming events, house a lending library, and amplify student voices on our Student Blog. Explore our website for more information or stop by the Husky Union Building, Room 315. [http://depts.washington.edu/qcenter/wordpress](http://depts.washington.edu/qcenter/wordpress%20)

Foundation for International Understanding through Students (FIUTS) is an example of a campus organization that can bring together your social and academic learning “FIUTS is an independent non-profit organization which provides cross-cultural leadership and social programming. FIUTS is local connections and global community. More information at [www.fiuts.org](file:///C:\Users\zoric\Downloads\www.fiuts.org)

The Samuel E. Kelly Ethnic Cultural Center has a wealth of resources and opportunities available to students including student advising, organizational development, personal growth, and referrals to different departments and programs. [http://depts.washington.edu/ecc/](http://depts.washington.edu/ecc/%20)

Leadership Without Borders: “The Leadership Without Borders Center (LWB) works to serve and empower undocumented students at the University of Washington. LWB offers leadership development resources, college success navigators, the Husky Dream Lending Library, a space for community building, and connections to other campus and community resources.” LWB, a part of the Ethnic Cultural Center, is an important resource for DACA students and those who advocate for DACA student rights. [http://depts.washington.edu/ecc/lwb](http://depts.washington.edu/ecc/lwb%20)