Writing Empowerment in Ethnic Studies (3rd year) [GWAR]

Syllabus & Assignment Descriptions

Prerequisites: ENG 214, Africana 214, RAZA 214, AAS 214 or equivalent with a grade of C- or better; AAS, AIS, AFRS, or RAZA major, or RRS or AMED minor.

Course Description: Foundations of writing in the disciplines of Ethnic Studies: Africana Studies, American Indian Studies, Arab and Muslim Ethnicities in Diaspora, Asian American Studies, Race and Resistance Studies, Raza Studies. Draws on the behavioral and social sciences, the humanities, and the creative arts to prepare students for advanced work in Ethnic Studies and for careers requiring breadth and depth of knowledge. (ABC/NC grading only.) [GWAR]

Week 1
Readings
Essays on writing by writers of color

Assignment Due
Diagnostic In-Class Essay on writing as power (1)

In Class Writing Instruction
Introduction to Goals and Structure of GWAR Course & Disciplines of Ethnic Studies

In Class Subject Activities

Tues:
- Essays on writing by writers of color

Thurs:
- Diagnostic In-Class Essay on writing as power (1)

Introduction to Theme 1: Historical and Contemporary Incarcerations and Liberations and Theme 2: Educational Equity; Introduction to Assignment Structure

3
James Baldwin, "If Black English Isn't a Language, Then Tell Me, What Is" and “Theme For English B”

Video: "James Baldwin: The Price of the Ticket"

Video: "Langston Hughes: The Dream Keeper"


Janice Mirikitani, "The Power of Poetry"
Reading Journal 1

Tues:
- In Class Revision (Peer Review, Instruction, &/or Revision) RJ 1
- Resume (5)

Thurs:
Writing is Power! Examples of how written expression can effect personal, social and political transformation

2
Audrey Lorde, “Poetry is Not a Luxury”

Mona Oikawa, “My Life is Not Imagined”

Gloria Anzaldua, Selection from Borderlands/La Frontera

Mumia Abu Jamal, radio program

Poetry from Snag Magazine

Eddie Zheng
Writing Journal 1

Tues:

· In Class Revision (Peer Review, Instruction, &/or Revision) WJ 1
· Haiku (2)

Thurs:

· Writing to know vs. writing to show (3)
· 6 word memoir (4)

Writers of Color on Writing: Writing is Power

4
Olaudah Equiano, “The Interesting Narrative of the Life of Olaudah Equiano or Gustavas Vass, the African, Written by Himself” in Call and Response

Genre: Fugitive Slave Narrative
Harriet A. Jacobs, “Incident in the Life of a Slave Girl” in Call and Response

Genre: Poetry
Phyllis Wheatley, “To the Right Honourable William Earl of Dartmouth”

Francis Watkins Harper, “The Slave Auction”
“The Slave Mother”
“Bury Me in a Free Land”
George Moses Horton
“On Liberty and Slavery” (incarceration)

James Weldon Johnson, “The Black National Anthem: Lift Every Voice and Sing”

Genre: Sermons
Richard Allen, “To Those Who Keep Slaves and Approve the Practice

Abaolom Jones, “A Thanksgiving Sermon”

Genre Letter
Benjamin Banneker
“Letter to Thomas Jefferson”
Genre: Spirituals
“You Got a Right”
“There’s a Better Day a Coming”
“Steal Away”
“Wade in nuf Watuh Childum”
da B. Wells-Barnett
“Southern Horrors:Lynch Law in All its Phrases”

Video: “Frederick Douglass: When the Lion Wrote History”

Writing Journal 2

Tues:

• In Class Revision (Peer Review, Instruction, &/or Revision) WJ 2
• Outline (8)
• Summary (9)

Thurs:

• Paraphrase (10)
• Legal Brief (11)

Historical Incarcerations and Liberations
: Slavery, The Underground Railroad and Abolition (Survival with Dignity)
5
Brenda Childs, "Chapter X" in Boarding School Seasons
Phil Klasky and Melissa Nelson, "The Salt Song Trail" essay and video
Winona LaDuke, "Introduction," All Our Relations

Reading Journal 2

Tues:

• In Class Revision (Peer Review, Instruction, &/or Revision) RJ 2
• Letter Home (12)

Thurs:

• Developing a Research Question (13)
• Preview RP Proposal

Historical Incarcerations and Liberations: Relocation/Reservations, American Indian Boarding Schools & "Survivance" (Survival + Resistance through Cultural Revitalization)
6
Video: Carved in Silence
Video: Bontoc Eulogy

Bill Ong Hing, Making and Remaking Asian America Through Immigration Policy, 1850 - 1990
Marlon Hom (trans), Songs from Gold Mountain
Raul Salinas, "Un Trip Thru the Mind Jail"

Writing Journal 3
Research Portfolio Proposal

Tues:

• In Class Revision (Peer Review, Instruction, &/or Revision) WJ 3
• Pantoum (14)

Thurs:

• In Class Revision (Peer Review, Instruction, &/or Revision) RP Proposal
• Free Verse (15)

Historical Incarcerations and Liberations:
Filipinos and the 1904 St. Louis World’s Fair, Immigration (Angel Island)
Page Smith, Democracy on Trial: The Japanese American Evacuation and Relocation in World War II.
Roger Daniels, Prisoners Without Trial.
Mitsuye Yamada, Desert Run.
Brian Komei Dempster, ed. From Our Side of the Fence
Video: “Rabbit in the Moon”
Video: “Caught in the Middle”
Hisaye Yamamoto, “Wilshire Bus”
John Okada, No No Boy

Reading Journal 3

Tues:

• In Class Revision (Peer Review, Instruction, &/or Revision) RJ 3
• Short Fiction (16)
• Lecture Notes (17)

Thurs:

• Teamwork APA/MLA exercise (18)
• Preview RP Annotated Bibliography

Historical Incarcerations and Liberations: Japanese American Internment Camps
Hector Amaya, "Dying Americans or the Violence of Citizenship: Latinos in Iraq" (LSJ) Vo. 5 Issue 1 (Spring 2007)
Adelaida R. Del Castillo, "Illegal Status and Social Citizenship: Thoughts on Mexican Immigrants in a Postnational World.”
Pierette Hondagneu-Sotelo and Ernestine Avila, “I’m Here, but I’m There”: The Meanings of Latina Transnational Motherhood. Both in Women and Migration in the U.S.-Mexico Borderlands: A Reader

Writing Journal 4

Research Portfolio
Annotated Bibliography
Tues:
• In Class Revision (Peer Review, Instruction, &/or Revision) WJ 4
• In Class Revision (Peer Review, Instruction, &/or Revision) RP Annotated Bibliography

Thurs:
• Library Training with Library Liaison

Contemporary Incarcerations and Liberations: The Bracero Program, Operation Wetback, Operation Bootstrap
9

"Lost in the Fray: Cambodian American Youth in Providence, Rhode Island" in Lee and Zhou, Asian American Youth, p 222-231

Reading Journal 4
Tues:
• In Class Revision (Peer Review, Instruction, &/or Revision) RJ 4
• Partner Oral Histories on Educational Equity (19)

Thurs:
• Outline Children’s Book (20)
• Lecture Notes (21)

Contemporary Incarcerations and Liberations: Asian Americans: Not the Model Minority
10

Leonard Peltier's Prison Writings: My Life is My Sun Dance

Leonard Peltier -- Film: "Incident at Oglala" available through AV

America's Cradle to Prison Pipeline: a report of the Children's Defense Fund, Foreward and Part 1 p 1-23

Writing Journal 5
Tues:
• In Class Revision (Peer Review, Instruction, &/or Revision) WJ 5
• Storyboard Children’s Book (22)

Thurs:
• Bill of Rights for Educational Equity (23)

Contemporary Incarcerations and Liberations: Toxic Colonialism: American Indians; Cultural Revitalization -- Music -- "Songscapes of Native America"

Masked Racism: Reflections on the Prison Industrial Complex
by Angela Davis
http://www.thirdworldtraveler.com/Prison_System/Masked_Racism_ADavis.htm
An interview with Angela Davis: "Attacking the "Prison Industrial Complex"
http://www.time.com/time/community/transcripts/chatotr092298.html

Angela Davis on Prison Industrial Complex
http://www.youtube.com/watch?v=Yh8ZrGhzJIM


Salinas and Mendoza, "Raul R Salinas and the Jail machine"

Etheridge Knight
“Hard Rock Returns to Prison from the Hospital for the Criminal Insane”

Jayne Cortez, “Rape”

Marin Luther King, “Letter From a Birmingham Jail”

James Baldwin, “An Open Letter to Mr. Carter”

Gayle Jones, “Ravenna”

Research Portfolio
Essay Rough Draft
Tues:
• In Class Revision (Peer Review, Instruction, &/or Revision) RJ 5
• Free Verse: Voice of RP Subject(s) (24)

Thurs:
• In Class Revision (Peer Review, Instruction, &/or Revision) RP Essay Rough Draft
• Visual Art Critical Essay (25)
• Free Verse (26)

Contemporary Incarcerations and Liberations: Racial Disparities in Sentencing/The Prison Industrial Complex
12
http://books.google.com/books?id=c0RLneh6E1wC&printsec=frontcover&dq=education+equity&ei=hkTGSmsxNSLykwT-upnJAwln Pursuit of Equity in Education by Walo Hutmacher, Douglas Cochrane, Norberto Bottani - Education - 2001 - Chapter 1

Shawn Ginwright, "Excerpts from Tough Fronts: The Impact of Street Culture on Schooling, by Dance Beyond Resistance"

Lucy Craft Laney, "The Burden of the Educated Woman"

Anna Julia Cooper, "A Voice from the South: The Higher Education of Women"

Fannie Barrier Williams
“The Intellectual Progress of the Colored Women of the United States Since the Emancipation Proclamation”

Langston Hughes, "Mother to Son"
“The Negro Speaks of Rivers”

Dudley Randall, “Booker T. and W.E.B.”
Gwendolyn Brooks, “We Real Cool”

Tues:
- Affirmative Action Pros & Cons Essay (27)
- Op Ed (28)

Thurs:
- Manifesto on Educational Equity (29)
- Ode to Educational Equity (30)

Education Equity and Race and Gender

13
*In Pursuit of Equity in Education* by Walo Hutmacher, Douglas Cochrane, Norberto Bottani - *Education* - 2001 - Chapter II

Video: "Immigrant rights Fear and Learning in Hoover Elementary."

MoveOn's 50 Ways to Love Your Country – pps. 44, 61, 72

Proposition 13

No Child Left Behind

Lorraine Hansberry, “Raisin in the Sun”

Rudolph Fisher, “Miss Cynthie”

James Baldwin, “Sonny's Blues”

Alice Walker, “Everyday Use”

Research Portfolio

Essay Final Draft

Tues:
- In Class Revision (Peer Review, Instruction, &/or Revision) RP Essay Final Draft
- Press Release (31)
- Song Lyrics (32)

Thurs:
- Summary of Proposition 13 or No Child Left Behind Legislation (33)
- Op Ed, Letter to the Editor, letter to elected representative on Educational Equity (34)

Educational Equity: Proposition 13 and No Child Left Behind

14

Malcolm Collier and Daniel Phil Gonzales, "Origins: People, Time, Place, Dreams" in *At 40: Asian American Studies @ San Francisco State*

Africana Studies Department History, http://userwww.sfsu.edu/~afrs/history.html

Video: Speak Out! in Defense of Public Education (& articles on the website (speakout4edu))

Video: "Black Panther"

Video: "San Francisco State: On Strike"
Video: “Chicano! The History of the Mexican American Civil Rights Movement: Taking Back the Schools”
Writing Reflection Essay

Tues:
- In Class Revision (Peer Review, Instruction, &/or Revision) Writing Reflection Essay
- Film Critique (35)

Thurs:
- Film Treatment (36)

Educational Equity: Founding of Ethnic Studies

15


David Hernandez, “Pursuant to Deportation: Latinos and Immigrant Detentions.”

Reading Reflection Essay

Tues:
- In Class Revision (Peer Review, Instruction, &/or Revision) Reading Reflection Essay
- Organizational Analysis Essay (37)

Thurs:
- Lecture Notes (38)

Educational Equity: Now and the Future

16
(instructor returns Research Portfolio Final Essays)

Tues:
- Read over instructor comments on Research Portfolio Final Essays
- Write one page response to instructor comments (39)

Thurs:
- What You Learned (40)
REVISED Research Portfolio Final Essays
Students share findings for Research Portfolio Essay (2 minutes each)

**Assignment Name**

**Assignment Description**

**Pages**

**Points**

Attendance/Participation

Recommended informal in-class creative, academic, and non-academic writing exercises & worksheets (used to take attendance).

1 page each (40 counted)

1 each x 40

Total: 40 points

Writing Portfolio

Five Writing Journals

One Writing Reflection Essay

Writing Journals: 1 page each

Writing Reflection Essay: 5 pages

Writing Journals: 4 points each x 5

Writing Reflection Essay: 20 points

Total: 40 points

Reading Portfolio

Five Reading Journals

One Reading Reflection Essay

Reading Journals: 1 page each
Reading Reflection Essay: 5 pages
Reading Journals: 4 points each x 5

Reading Reflection Essay: 20 points

Total: 40 points

Research Portfolio

RP Proposal (Topic, Research Question, & Thesis development; Abstract; Methodologies)

RP Annotated Bibliography

RP Essay Rough Draft and Outline

RP Essay Final Draft
( Includes Methodologies and Final Works Cited)

RP Essay Mandatory Revision

RP Proposal: 2-3 pages

RP Annotated Bibliography: 1-2 pages (10 sources, summaries, usefulness)

RP Essay Rough Draft (8-10 pages) and Outline (1 page): 9-11 pages

RP Essay Final Draft: 10 pages (not including Final Works Cited)

RP Essay Mandatory Revision: 10 pages (not including Final Works Cited)

RP Proposal: 10 points

RP Annotated Bibliography: 10 points

RP Essay Rough Draft and Outline: 20
RP Essay Final Draft

no points given, only written comments

RP Essay Mandatory Revision: 40 points

Total: 80 points