

ENGL 5520 American Literature, 1865-1914
“American Nation: Imperials, Migrants, and Nature”
UNT Spring 2016
Professor Ybarra
W 3:30 – 6:20 pm; LANG 315

Email: priscilla.ybarra@unt.edu
Office: LANG 407E
Office Hours: T 2pm – 5pm

Course Description

This course is organized on the topic of US imperialism and the idea of nation in relation to settler colonialism, immigration, and the environment. What can we learn from the late nineteenth and early twentieth century period to help us better understand what is happening in the US and globally today? We will read a major of Latina writers of the late 19C, María Amparo Ruiz de Burton, but we will also discuss canonical writers such as Ambrose Bierce, Mark Twain, José Martí, and Zitkala Sa. Our course themes will be organized around important US legislation as well as military engagements in this period, including Plessy v. Ferguson (1896), Dawes Severalty Act (1887), The Chinese Exclusion Act (1882), and the Spanish American War (1898).

Course Purpose

The course will relate to today’s global political, social, and environmental instabilities, as well as the growing Latina/o demographic in the US. Students will also gain expertise in contemporary decolonial theory as it contextualizes imperialism and definitions of the nation in the late nineteenth and early twentieth century. In pursuing these goals, students will lead at least one class discussion, write weekly responses to readings (presented at the end of the semester as a portfolio), complete a midterm essay/conference presentation, and complete a final research essay of 18-20 pages.

Required Texts:

--check class website regularly: pybarra.weebly.com password: gonzaga

- Ruiz de Burton, María Amparo. *Who Would Have Thought It?*. 1872.
- Ruiz de Burton, María Amparo. *The Squatter and the Don*. 1885.
- Twain, Mark. *The Adventures of Huckleberry Finn*. 1884.
- **Essays and book chapters available on our class website: pybarra.weebly.com; click on tab for 5520**

*****REQUIRED: PRINT PDFs, READ PDFs, AND BRING PDFs TO CLASS*****



Expected Learning Outcomes

- Discuss key issues in the development of American ideas of nationhood
- Integrate a discussion of contemporary immigration and environmental issues with an array of early 20C texts, verbally and in writing
- Identify the varieties of early 20C American voices demonstrated in these works
- Explain the historical context of early 20C literature

These expected learning outcomes will be measured by means of the assignments listed below, including grade percentages for each assignment:

- (20%) Midterm Essay/Conference Presentation (5-7 pages)
- (20%) Weekly Reading Responses (500 words)
- (20%) Regular participation in class discussion; including attendance, asking questions, responding to questions, and responding to other students' comments
- (15%) Leading Class Discussion (at least once)
- (20%) Final Essay (15-20 pages)

Special Notes

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- **ATTENDANCE** Students should attend every class. Roll will be taken at every meeting. Two absences are permitted. I do not accept notes or explanations. Use your absences wisely. After three absences, the student's participation grade will be a "C." **The fourth absence will result in an "F" for the overall course.**
 - **Academic Honesty** Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
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- **ADA STATEMENT** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.
- **The University Writing Lab**, located in Room 105 of the Auditorium Building, was created to serve the needs of the students at the University of North Texas in all aspects of writing. Undergraduate and graduate students consult with the staff of the Writing Lab for help in writing better papers. All services of the Writing Lab are **free of charge** for all University of North Texas students. writinglab.unt.edu Located at Sage Hall 152. HOURS: Monday-Thursday 9 A.M. to 9 P.M. (walk-ins only 5pm – 9pm); Friday 9 A.M. to 4 P.M.

SCHEDULE OF READINGS

Week # & DATE	Theme & Readings
1 W Jan 20	UNIT ONE: DECOLONIAL THEORY & NATION Course overview; brainstorm ideas for Critical Voices 2016; presentation sign-ups
2 W Jan 27	(DECOLONIAL THEORY & NATION) --Goeman, Mishuana. "Introduction: Gendered Geographies and Narrative Markings" and "Remember What You Are": Gendering Citizenship, the Indian Act, and (Re)mapping the Settler Nation-State" from <i>Mark My Words: Native Women Mapping Our Nations</i> (85 pages; online) --selections by E. Pauline Johnson (online) http://digital.library.upenn.edu/women/garvin/poets/johnson.html
3 W Feb 3	NO CLASS (to Hartford, CT for Orion Board of Directors meeting)
4 W Feb 10	UNIT TWO: SETTLER COLONIALISM --"Nation Within a Nation: Lakotas/Dakotas/Nakotas," selections by Palaneapope, Two Moons, Sitting Bull, Red Cloud, Turning Hawk, Captain Sword, Spotted Horse, American Horse, Charles Alexandar Eastman, Gertrude Bonnin (Zitkala-Sa), and ghost dance songs (53 pages; online)
5 W Feb 17	(SETTLER COLONIALISM & U.S. CIVIL WAR) --Ruiz de Burton, María Amparo. <i>Who Would Have Thought It?.</i> 1872.
6 W Feb 24	(SETTLER COLONIALISM & U.S. POLICY) --The Dawes Act (1887) --Selections by Alexander Lawrence Posey (9 pages; online) DUE: Abstract and List of Works Cited for midterm/conference paper; submit to Critical Voices by March 1: untgradenglish@gmail.com (GSEA members free; all other \$35 registration fee)
7 W Mar 2	(SETTLER COLONIALISM & LEGACY OF U.S.-MEXICAN WAR) --Ruiz de Burton, María Amparo. <i>The Squatter and the Don.</i> 1885. --The Treaty of Guadalupe Hidalgo (1848) (online) --The California Land Act (1851) (online) --The California No Fence Law (1874) (online)

8	UNIT FOUR: ENVIRONMENT, NATURE, NATION
W Mar 9	Selections from Marx, Leo. <i>The Machine in the Garden: Technology and the Pastoral Ideal in America</i> . 1964
9 Mar 14 – Mar 18	NONE: SPRING BREAK
10 W Mar 23	(ENVIRONMENT, NATURE, NATION) --Twain, Mark. <i>Adventures of Huckleberry Finn</i> . 1884. (first half) --selection from Lowe, Lisa. <i>The Intimacies of Four Continents</i> . 2015.
11 W Mar 23	(ENVIRONMENT, NATURE, NATION) --Twain, Mark. <i>Adventures of Huckleberry Finn</i> . 1884. (second half) ----selection from Lowe, Lisa. <i>The Intimacies of Four Continents</i> . 2015.
12 M Apr 4	DUE, 9am: Conference papers; read group's papers for feedback session on W Apr 6
W Apr 6	Feedback session on conference papers
F Apr 8-10	Critical Voices 2016: Panel Participation (Midterm Essays/Position Papers)
13 W Apr 13	UNIT FOUR: MIGRANTS, RACE, NATION --"Outside/Inside U.S.A.: Expansion and Immigration" selections by William McKinley, Rudyard Kipling, Anna Manning Comfort, Mark Twain, U.S. Congress, Emma Lazarus, and Thomas Bailey Aldrich. (24 pages; online)
14 W Apr 20	(MIGRANTS, RACE, NATION) --"Redefining the South" selections by Henry W. Grady, Albion W. Tourgée, Ida B. Well-Barnett, U.S. Supreme Court (Plessy v. Ferguson (1896)), Kelly Miller, Ambrose Bierce, George Washington Cable, and Alice Dunbar-Nelson (65 pgs.; online)
15 W Apr 27	(MIGRANTS, RACE, NATION) --selections from Martí, José. <i>Our América</i> . 1891. (online) --selections from Mignolo, Walter. <i>The Darker Side of Western Modernity; Global Futures, Decolonial Options</i> . 2011.
16 W May 4	ANNOTATED BIBLIOGRAPHY OF FINAL PAPERS: PRESENTATIONS
W May 11	FINAL ESSAY DUE 3:30pm; PORTFOLIO OF WEEKLY WRITINGS ALSO DUE