

## **ENGL 469/569: Place-based Identities**

T/Th, 10-11:20am, Allen 140  
Winter 2016

### **Course Description**

Environmentalists often emphasize a sense of place as key to environmental stewardship. Yet, what does it mean to have a sense of place? How does place shape individual and community identity? How does our relationship to place shape our identities? How do contemporary mobility and transnational migration shape our relationship to place? Does a sense of place create environmental awareness? What might it mean to develop a sense of planet? This course considers these questions through an examination of contemporary multi-ethnic U.S. literature and culture.

### **Course Goals**

1. Contextualize space and place as key terms in environmental studies, cultural geography, and ethnic studies.
2. Introduce a spatial analysis of literature.
3. Develop students' understanding of space and place as produced rather than static or inherent.
4. Explore the relationship of space and place to race and gender in Ethnic American novels.
5. Increase students' abilities to understand and evaluate scholarly articles.

### **Learning Outcomes: (Students will be able to...)**

1. Provide working definitions of space and place.
2. Analyze the production of space and place in Ethnic American novels and provide textual evidence to support their analyses.
3. Summarize and evaluate the central arguments of scholarly articles about space and place.
4. Apply the central arguments of scholarly articles about space and place to Ethnic American literature.
5. Apply the central arguments of scholarly articles about space and place to his/her own experiences of space and place.

### **Required Texts** (Available at UO bookstore and on reserve in Knight Library)

- Helena Maria Viramontes's *Their Dogs Came with Them*
- Karen Tei Yamashita, *Tropic of Orange*
- Timothy Cresswell, *Place: A Short Introduction* (Second Edition) (online access)
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### **Course Assessment**

- Attendance (Required)
  - Attendance is required for this course. You may miss two classes without penalty; thereafter final grades will be lowered one-third letter grade for each absence. For example, with three absences, a B would become a B-. With four absences, a B would become a C+.

- Participation, 10%
  - To receive an A, you should attend almost every class, arrive on time, bring a copy of the readings, and contribute thoughtfully to the discussion. Contributing thoughtfully means that you pose questions and provide answers that reflect your careful reading of the material, including directly referencing passages in the reading. In responding to your peers' observations, questions, and interpretations, you engage with the substance of their ideas and model respectful disagreement. In your questions, comments, and critiques, you show a willingness to take intellectual risks. You remain focused and fully engage with any work (including group work) assigned during class. Your contributions develop bridges between different class sessions, contributing to a conversation that spans the quarter.
- Book Review, 10%
  - A reference list is provided at the end of each chapter of Timothy Cresswell's *Place: An Introduction*. Additional bibliographies are provided in the final chapter of the book. Select one of the books from one of these bibliographies to read. This book will be the subject of your book review. Your selection must be approved by Professor Wald. Make sure you leave enough time to receive the book from Summit or ILL if the Knight Library does not have a copy readily available. Your book review should be 600-800 words long. The book review is due F, 2/5 at 5pm on Canvas.
  - **Graduate Students** enrolled in 569 are required to complete 2 book reviews. One is due on Friday, 2/5 at 5pm. The second book report is due at 5pm on Friday, 2/19. Each book report will be worth 10% of your grade.
- Discussion Questions, 10%
  - Twice during the quarter, you will be required to post two discussion questions based on the readings to the class discussion board. These questions must be posted 24 hours before class begins. You will be signing up for your discussion question dates in class on Thursday, 1/7 so make sure you review the syllabus before then and come prepared with your topic choices. Each set of questions will be worth 5% of your grade.
  - Everyone: Make sure you read the discussion questions your peers post to the class discussion board prior to coming to class.
- Short Response Papers, 30%
  - There will be a prompt posted for every Thursday's reading. Prompts will be posted at least a week in advance. You must complete 3 of the 10 weekly responses. Each weekly response is worth 10% of your final grade. These assignments will be due on Canvas prior to the start of class. The first assignment must be completed by the end of Week 3 (selecting from weeks 1-3). The second assignment must be completed by the end of Week 7 (selecting from weeks 4-7). The final assignment must be completed by the end of Week 10 (selecting from weeks 8-10). You may not complete an assignment the dates you are assigned to write discussion questions.
  - **Graduate Students** need to complete 2 of the 10 responses for 10% of your grade. These assignments may be completed at any point during the quarter except from the dates you are assigned discussion questions. Post your response to Short Response 1 and Short Response 2. Ignore that Canvas will tell you the assignment is late.
- Final Paper, 40%
  - Option One: Write a 6-8 page paper applying 3-4 readings from the class to better understand an issue or topic you studied in another course. This may include a literary text.

- Option Two: Write an 6-8 page paper comparing place-based identities in Helena Maria Viramontes's *Under the Feet of Jesus* and Karen Tei Yamashita's *Tropic of Orange*.
- Option Three: Write a 6-8 page essay exploring your own place-based drawing from at least 3-4 readings about place in the class.
- **Graduate Student Option:** Write an 8-10 page paper on a topic related to the course. Please get approval for this topic by the end of week four.
- **Deadlines:** You will need to discuss your topic with Professor Wald by the end of week 4 (Friday, 1/28) and turn in draft of your paper by the end of week 9 (Friday, 3/4). Your final paper is due to Canvas on Monday, 3/14 @ 5pm.

## Grading Scheme

	B + (< 90% - 87%)	C + (< 80% - 77%)	D + (< 70% - 67%)	
A (100% - 94%)	B (< 87% - 84%)	C (< 77% - 74%)	D (< 67% - 64%)	F (< 60%)
A - (< 94% - 90%)	B - (< 84% - 80%)	C - (< 74% - 70%)	D - (< 64% - 60%)	

## Course Policies

**Preferred First Name:** The University of Oregon has a preferred first name policy. According to this policy, a student or employee's preferred first name will be used in university communications and reporting except where the use of the legal name is required for university purposes. If you have reasons to believe your preferred first name may not be listed correctly in the roster or you do not feel comfortable taking advantage of UO's preferred first name policy, please communicate to me the name you wish to use. The preferred first name policy can be accessed here: <http://policies.uoregon.edu/node/216>

**Accessible Education:** The University of Oregon is working to create inclusive learning environments. Please consult with the Professor Wald if aspects of the instruction or course design results in barriers to your participation. Students are also encouraged to contact the Accessible Education Center (AEC) 541-346-1155; <http://aec.uoregon.edu/>. AEC helps provide services including sign language interpreting, computer-based note-taking, classroom relocation, exam modifications, and alternative text conversion. Please request that the Accessible Education Center send Professor Wald a letter outlining your approved accommodations.

**Teaching and Learning Center:** You are encouraged to take advantage of the resources offered by the Teaching and Learning Center. They offer individual and small group tutoring, writing assistance, and a variety of other support programs. <http://tlc.uoregon.edu>, 541-346-3226, 68 PLC

**Late Work:** All work is to be handed in on time. **Incompletes and extensions** will be given only in the event of documented emergencies.

**Academic Integrity:** Students are expected to adhere to University of Oregon's standards of academic integrity. All work should be your own, and all sources should be appropriately acknowledged. Violations of academic integrity include plagiarism, duplicate submission, cheating on examinations, and false citations. Please do not hesitate to speak to me if you have any questions about use of sources or citations. Please read the Academic Misconduct Code in full. It can be accessed at: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>

**Title IX Policy and Reporting Responsibilities:** The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Consequently, all UO employees are required to report to appropriate authorities (supervisor or Office of Affirmative Action and Equal Opportunity) when they have reasonable cause to believe that discrimination, harassment or abuse of any kind has taken, or is taking, place. Students seeking to discuss a situation without talking to a mandatory reporter may call 541-346-SAFE. This 24/7 hotline is staffed by confidential, trained counselors. For confidential help, students may also contact University Health Services (<http://healthcenter.uoregon.edu/>) or Sexual Assault Support Services (<http://sass-lane.org/>).

**Inclement Weather:** In the event of inclement weather, the UO home webpage (<http://www.uoregon.edu/>) will include a banner at the top of the page displaying information about delay, cancellation, or closure decisions for the Eugene campus. Additionally, the UO Alerts blog will be updated with the latest updates and bulletins. Local television and radio stations will also broadcast delay and cancellation information. Classes will not be held if cancelled by the university. Additionally, members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances. Those who believe the road conditions from home are dangerous are urged and even expected to stay there to prevent injury.

**Class Communication:** The primary means of communication outside of class in this course will be through your UO email account and Canvas. Please check your UO email account regularly. You should check Canvas at least once prior to each class session. I am also most readily available through email. I will respond much more rapidly to email than to a telephone call. Generally, you can expect an email response from me within two working days.

**Conventions of Address:** It is appropriate to refer to professors, administrators, staff, and GTFS by their titles. Please address me as Professor Wald or Dr. Wald, rather than Mrs. Wald or Ms. Wald.

**Classroom Electronic Communications Policies:** Use of electronic equipment, including cell phones and laptop computers, is prohibited during this class. Exceptions to the prohibition of laptops may be requested from the instructor and will be granted only for legitimate academic reasons. Use of laptops for academic reasons will be monitored throughout the term, and failure to restrict their use to this function will result in the revocation of any laptop privileges.

### Class Outline and Schedule

Week One

T, 1/5: Introduction to Place & Identity

Th, 1/7: Defining Place

**Reading:** Timothy Cresswell, *Place: An Introduction*, "Introduction: Defining Place," 1-21.

**Weekly Response One Due by 10am to Canvas**

Week Two

T, 1/12: Defining Place

**Reading:** Timothy Cresswell, *Place: An Introduction*, "The Genealogy of Place," 23-62.

Th, 1/14: Bioregionalism

**Reading:** Tom Lynch, Cheryll Glotfelty, and Karla Armbruster, "Introduction," *The Bioregional Imagination* (Athens: University of Georgia, 2012), 1-29.

### **Weekly Response Two Due by 10am to Canvas**

Week Three:

T, 1/19: Thinking Globally

**Reading:** Ursula Heise, "From the Blue Planet to Google Earth," *Sense of Place and Sense of Planet* (New York: Oxford UP, 2008), 17-65.

Th, 1/21: Globalization

**Reading:** Timothy Cresswell, *Place: An Introduction*, "A Global Sense of Place," 88-114; Doreen Massey, "A Global Sense of Place" and "A Place Called Home?" *Space, Place and Gender* (Minneapolis: University of Minnesota Press, 2004), 146-173.

### **Weekly Response Three Due**

Week Four:

T, 1/26: Progressive Place & Gender

**Reading:** Doreen Massey, "The Elusiveness of Place," *For Space* (Los Angeles: Sage, 2005), 130-142; Doreen Massey, "Space, Place, and Gender," *Space, Place and Gender* (Minneapolis: University of Minnesota Press, 2004), 185-190.

Th, 1/28: Creating Place

**Reading:** Timothy Cresswell, *Place: An Introduction*, "Working with Place – Creating Places," 115-164.

### **Weekly Response Four Due**

**PROJECT DEADLINES:** By 1/28, you should have scheduled your first meeting with Prof. Wald to discuss your final project idea. **Undergraduates only:** You may submit a 2 paragraph description of your project idea via email in lieu of an in person meeting. You should also have received approval for your book review text. Approval for both undergraduates and graduate students can be granted over email.

Week Five

T, 2/2: Moving in Place

**Reading:** Zoë Wicomb, "You Can't Get Lost in Cape Town," *You Can't Get Lost in Cape Town* (New York: CUNY, 2000), 63-82; Timothy Cresswell, *Place: An Introduction*, "Place in a Mobile World," 62-87.

Th, 2/4: Out of Place

**Reading:** Jhumpa Lahiri, "Mrs. Sen's" Interpreter of Maladies (New York: Houghton Milton, 1999), 111-135; Timothy Cresswell, *Place: An Introduction*, "Working with Place – Anachronism," 115-164.

## **Weekly Response Five Due**

### **Friday, 2/5 at 5pm: Book Review Due**

Week Six

T, 2/9: Tropic of Orange

Reading: Karen Tei Yamashita, *Tropic of Orange*, Monday, Tuesday, Wednesday.

Th, 2/11: Karen Tei Yamashita, *Tropic of Orange*, Thursday, Friday. Robert Bullard, "The Anatomy of Transportation Racism," 15-31.

## **Weekly Response Six Due**

Week Seven: Tropic of Orange

T, 2/16: Mike Davis. "Fortress L.A." *City of Quartz: Excavating the Future of Los Angeles* (New York: Random House, 1992), 223-263. Jennifer Wolch. "From Global to Local: The Rise of Homelessness in Los Angeles during the 1980s." *The City: Los Angeles and Urban Theory at the End of the Twentieth Century* (Berkeley: U of California P, 1998), 390-425.

Th, 2/18: Karen Tei Yamashita, *Tropic of Orange*, Saturday. Sunday.

## **Weekly Response Seven Due**

**Graduate Students:** Book Review 2 Due 5pm on Friday, 2/19

Week Eight

T, 2/23: Xiojing Zhou, "Mapping the Global City and the 'The Other Scene' of Globalization," *Cities of Others: Reimagining Urban Spaces in Asian American Literature* (Seattle: University of Washington Press, 2014), 258-289; Elisabeth Mermann-Jozwiak, "Yamashita's Post-National Spaces: 'It All Comes Together in Los Angeles'" *Canadian Review of American Studies* 41.1 (2001): 1-24.

Th, 2/25: Raúl Homero Villa, "Creative Destruction" and "From Military-Industrial Complex to Urban-Industrial Complex," *Barrio-Logos: Space and Place in Urban Chicano Literature* (Austin: University of Texas Press, 2000), 19-110.

## **Weekly Response Eight Due**

Week Nine

T, 3/1: Helena Maria Viramontes's *Their Dogs Came with Them*, Part I and II

Th, 3/3: Helena Maria Viramontes's *Their Dogs Came with Them*, Part III

**FINAL PROJECT DEADLINE:** By noon on Friday, 3/5, a draft of your final paper is due. Prof. Wald will provide comments by Friday, 3/8 @ 5pm. Graduate students are expected to turn in complete drafts. Undergraduate papers must be at least half the length of the final paper.

## **Weekly Response Nine Due**

## Week Ten

T, 3/8: Helena Maria Viramontes's *Their Dogs Came with Them*, Part IV-V.

Th, 3/10: Hsuan L. Hsu. "Fatal Contiguities: Metonymy and Environmental Justice." *New Literary History* 42.1 (2011): 147-168; Sarah D. Wald, "Refusing to Halt': Mobility and the Quest for Spatial Justice in Helena Maria Viramontes's *Their Dogs Came with Them* and Karen Tei Yamashita's *Tropic of Orange*." *Western American Literature* 48 1 & 2 (Spring & Summer 2013): 70-89.

**Weekly Response Ten Due**

**Final Paper Due, Monday 3/14 @ 5pm**