

INGL3229-001: Caribbean Experience in Literature

Spring Semester 2021

Professor Francisco Mojica

Class Schedule: Mondays and Wednesdays 10:00 a.m.-11:20 a.m.

Virtual Office Hours: Wednesdays 9:00 a.m. to 12:00 p.m.

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Description: Caribbean Experience is a study of distinctively Caribbean techniques and themes. It is focused mainly on the 20th century, a time where colonization was at an end and a “post-colonial” (some say neo-colonial) era was to begin. However, there are some texts that extend to the 21st century where some complexities continue to preoccupy the mind of Caribbean writers. The reading list of this course spreads itself out in time and in location to obtain a larger picture of what is the Caribbean to the writer and to the reader of these texts. Themes include colonialism, trauma, education, natural spaces, diaspora, and cultural identities.

Due to the current COVID-19 global pandemic, this course will be **completely online**. All work and meetings will be done via internet. This course will use **Google Meet, Google Groups, Microsoft Word, Kindle, Vudu (a streaming service for the assigned film), and the UPR institutional email**. These are the online platforms that will be used for this course. The student should verify if they have access to these platforms as soon as possible. If the student does not, then they should notify the professor, via institutional email, in order to find alternatives.

Google Groups: This platform will be used for biweekly forums and weekly updates.

Google Meet: This will be used to meet once a week with the class. This meeting will take place once a week (mostly on Mondays) from 10:00 a.m.-11:20 a.m. This will be to connect the classroom to discuss topics and assignments. If the student cannot attend a class, they should notify the professor as soon as they can (whether before or after the meeting) via institutional email.

Microsoft Word: This platform will be for writing response papers and the final paper.

Kindle: This platform will be used to read purchased texts from Amazon digitally. This is a free app for both cellphones and desktop use. It allows for immediate reading of purchased texts from Amazon. The student should purchase the kindle version of the required reading specified by the professor and should have access via the app to read from the screen. This is not mandatory but it is **highly** recommended. If the student strongly prefers a physical copy of the texts, then the student is allowed to purchase the required books physically. However, to minimize contact due to the Covid-19 pandemic, all the required texts are available on Kindle (a free app) and each book can be purchased on Amazon for immediate reading. If the student has another preferred platform, they can use it at their own discretion. The professor recommends that the student minimizes contact due to Covid-19. If the student ultimately purchases the book

physically, the professor suggests that they do so as immediate as they can to obtain the book in time for the writing assignments.

Vudu: During the month of April 2021, the professor will assign a film to watch and write about. The film is free (with ads) on Vudu. The choice of service, however, is in the student's hands so long as the assigned film can be accessed by the chosen platform. If this is not possible for the student, then the student should notify the professor, via institutional email, as soon as possible to find an alternative.

UPR Institutional Email: The student should have access to their own institutional email. From this email, the professor will be sending extra reading materials and important information about the course.

Requirements: The first requirement is that the student read. There will be biweekly forums that the student must participate in. Their responses on each forum should range from 5-10 sentences and will be accessed from Google Groups. There are a total of 6 forums each student should participate in during the semester. From there, students are required to write 1-page response papers about texts assigned by the professor. There will be a total of 6 response papers. A guideline for this assignment will be sent. **The response papers are all to be single-spaced, Times New Roman, and font size 12.** Late work will not be accepted unless there is a documented excuse attached. There is a final paper due at the end of the semester with its own guideline. The professor will give more details as the semester develops.

Participation 10%

Due to the Covid-19 pandemic, the in-class discussions will be held on Google Meet. If there is any difficulty in attending, contact the professor to discuss solutions and/or alternatives. Ultimately, the student should keep in contact and show initiative in the course's content.

Forums 30%

On Google Groups, the professor will assign work. The student will be responding to topics and questions that the professor will post. If difficulties arise with the platform, the professor might change how this will be done. This is meant to keep the student engaged outside of Google Meet. These will be brief and more reactionary. Each entry by the student must be from 5 to 10 sentences. This means that the professor will only look to see the student's engagement with the texts and not so much organization or proofreading for evaluation.

Due dates for each forum entry:

Forum #1: January 25

Forum #2: February 8

Forum #3: February 22

Forum #4: March 8

Forum #5: March 24

Forum #6: April 5

Response Papers 30%

Each student has to turn in a one-page, single spaced response paper for every main text assigned (indicated in the calendar below). The student will choose a topic connected to the theme related to the main text. They will then explore that subject in a concise and concentrated paper. This paper should be proofread and organized. There will be a document detailing what the professor expects from each paper. A schedule will also be sent as a reminder for students on which texts they should be writing on. It will also provide a date of when the professor should be receiving the assignment. Due to this, the student should plan ahead of time to work on these assignments. Late work will not be accepted unless there is a doctor's excuse attached. These papers will be evaluated using the A, B, C, D, and F model.

Due dates:

February 1: Response paper on "A Tempest" (provided by professor)

February 17: Response paper on *Juletane* (provided by professor)

March 1: Response paper on *Annie John*

March 15: Response paper on poems (provided by professor)

March 29: Response paper on *The Dew Breaker*

April 12: Response paper on *Play the Devil* (film found online for free)

Final Paper 30%

At the end of the semester, as a final grade and final evaluation, the student will produce a research paper on a text and topic of their choice. They will need to add secondary sources to help construct a compelling argument. Details will be given during the month of April along with a guide. The student must also send in an annotated bibliography and their introduction on the dates specified on the calendar. These two assignments will be a part of the final paper's final grade and are mandatory. The text for this final paper will be at the discretion of the student.

Books: The following books will need to be found by the students, but they are not the only texts that will be read for the course. All over bodies of work will be sent by the professor via email:

1. *The Dew Breaker* by Edwidge Danticat

Kindle Version can be found at the following link:

https://www.amazon.com/Dew-Breaker-Vintage-Contemporaries-ebook/dp/B000XUDFUO/ref=sr_1_1?dchild=1&keywords=the+dew+breaker+kindle&qid=1610731691&sr=8-1

2. *Annie John* by Jamaica Kincaid

Kindle Version can be found at the following link:

https://www.amazon.com/Annie-John-Novel-Jamaica-Kincaid-ebook/dp/B00B8S5DU0/ref=sr_1_1?dchild=1&keywords=annie+john+kindle&qid=1610731745&sr=8-1

3. *Play the Devil* by Maria Govan (film)

This film can be found on Vudu free of charge (with ads).

Additional Readings: There will be additional readings that will be sent to the student's institutional email by the professor and/or uploaded to Google Groups. These will usually be in PDF format.

Rules for the class: Students shall respect classmates, the professor, and the course. If not receiving any material via email from the professor, immediately bring up the issue with the professor. Do not wait till the last minute to fix this. The student is encouraged to show their face on Google Meet. This is meant to see the student's engagement and push interactivity in class discussions.

- **Plagiarism: INTERNET PLAGIARISM WILL EARN A FAILING GRADE FOR THE COURSE AND CAN RESULT IN EXPULSION FROM THE ENTIRE UPR SYSTEM.** If you copy anything from the internet while writing, you must cite it properly.

Teaching strategies: Class meetings will consist of analysis and discussion of reading assignments, and conceptual understanding of related issues. The writing assignments are meant to be the rigorous practice of writing skills, and a demonstration of the student's understanding of concepts and subject-matter. Due to Covid-19, classes will be held once a week to not strain synchronous meetings. Most of the activities and assignments must be completed on the student's own time. The synchronous meetings are to clarify concepts and instructions as well as to add a brief social aspect to the course. The asynchronous work is designed to keep the student engaged in practicing writing and reading skills in the course's subject-matter. There will also be **NO** recordings.

- Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el/la profesor/a al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimiento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el/la profesor/a.

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Tentative Calendar: Subject to change!

January 20

Google Meet #1: syllabus discussion and introduction to course. The assigning of “The Tempest” by William Shakespeare followed by “A Tempest” by Aimé Césaire.

January 25

Google Meet #2: discuss Shakespeare’s “The Tempest” and its correlation to the Caribbean. **First forum on Moodle due.**

February 1

Google Meet #3: discuss Césaire’s influence in Caribbean theory and literature. **First response paper on “A Tempest” due (send by email).** The assigning of *Juletane* by Myriam Warner-Vieyra.

February 8

Google Meet #4: introduce Caribbean trauma theory and its generational link to colonialism in the Caribbean. **Second forum on Moodle due.**

February 17

Google Meet #5: Wednesday class due to holiday on Monday, Feb. 15. **Second response paper on *Juletane* due.** The assigning of *Annie John* by Jamaica Kincaid.

February 22

Google Meet #6: introduce the effect of colonized education in the Caribbean in relation to the Caribbean subject. **Third forum on Moodle due.**

March 1

Google Meet #7: **Third response paper on *Annie John* due.** The assigning of poems by a variety of Caribbean poets.

March 8

Google Meet #8: Introduce the importance of natural spaces in Caribbean literature as a space for healing. **Fourth forum on Moodle due.**

March 15

Google Meet #9: **Fourth response paper on poems due.** The assigning of *The Dew Breaker* by Edwidge Danticat.

March 24

Google Meet #10: Wednesday class due to holiday on Monday, March 22. **Fifth forum on Moodle due.** Introduce the importance of diaspora in Caribbean literature in the 21st century.

March 29

Google Meet #11: **Fifth response paper on *The Dew Breaker* due.** The assigning of the film *Play the Devil*.

April 5

Google Meet #12: Introduce the role cultural identity plays in all literary forms. Also discuss homophobia in the Caribbean alongside its hypermasculinity. **Sixth forum on Moodle due (final forum).**

April 12

Google Meet #13: **Sixth response paper due (final response paper).** Assign annotated bibliography.

April 19

Google Meet #14: **Annotated bibliography due.** Go over requirements for Final Paper. Assign introduction for final paper.

April 28

Google Meet #15: Wednesday class due to medical appointment on Monday, April 26. **Introduction for final paper due.** Assign light reading.

May 3

Google Meet #16: Go over questions for final paper. Assign one last reading.

May 10

Google Meet #17: Go over any final questions on the final paper. This is the last class.

May 19

Final Paper due.