Ethnic Studies 399  
CRN: 35527  
Caribbean Migrations in the Literary Imagination  
T R 10:00AM-11:20 AM  
30 Pacific

Prof. Reyes-Santos  
Office Hours: T 3:30 PM-5:00 PM/ R 12:00PM-1:30PM at McKenzie 364, and by appointment  
Email: irmary@uoregon.edu  
Office phone: 346-1768

---------------------------------------------------------------------------------------------------------------------

Course Description
This course examines literary texts engaged in the representation of Caribbean migrations within the region itself, and to/from the United States. In our classroom discussions we examine the following questions: Which are the common tropes of these narratives? What are the aesthetic concerns at play in representations of migration (language, metaphors, time and spatiality, character development)? How do these narratives intersect with Caribbean anticolonial, anti-imperialist, and nationalist political traditions? How does literature on migration complicate racial and ethnic paradigms? How are migrants imagined as gendered subjects? During the quarter, you must strive to learn how to think critically, ask pertinent questions, engage in productive conversations with your peers, read academic and cultural texts, define and apply concepts, and contribute to our conversations as a scholar in the field of Ethnic Studies.

Required Texts
- Drown, Junot Díaz
- The Dew Breaker, Edwidge Danticat
- Green Cane and Juicy Flotsam, Carmen C. Esteves and Lizabeth Paravisini-Gebert
- Spirit of Haiti, Myriam Chancy
- Where a Nickel Costs a Dime, Willie Perdomo
- Reserve readings – You can access these readings through the library’s electronic course reserves (E-reserves) or copy the originals found in the Ethnic Studies office. To access the library website use spring07 as username and rainy as password. If you have any difficulties obtaining the readings (for financial or technological reasons) please speak with the instructor and the necessary arrangements will be made.

You MUST bring a hard copy of the assigned readings for every lecture. Read the assigned texts before lecture.

Course Policies
Creating a safe learning environment:  
The student is responsible for attending every lecture, keeping up with all assigned readings, and participating actively in conversations in the classroom. The readings and lecture are only a small part of the learning experience. You must confront the challenge of the course by engaging
with your teachers and classmates. Listen carefully and support your comments through references to the readings, sections, and lecture. In your comments and body language, you MUST show RESPECT for your instructor and peers. When someone is speaking, everyone listens. I reserve the right to ask you to leave the room, and/or drop the course, if you have disrupted classroom dynamics or disrespected your teachers and/or classmates. I must ensure that the classroom is a safe space for all. For this reason, you will have a strictly PROFESSIONAL relationship with the instructor.

See campus policy on these matters at http://aaeo.uoregon.edu and http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_004.html

For campus regulations regarding academic dishonesty, classroom disruption, alcohol and drug violations, theft, physical assault, and sexual misconduct, see the Office of Student Judicial Affairs website: http://studentlife.edu/programs/student_judi_affairs/index.htm.

Also see attached campus policy on affirmative action and equal opportunity.

The Lecture:
You should approach the lectures as models for understanding the texts. You should be prepared to articulate the analytical frameworks presented in lecture in your assignments. I request that you avoid using your personal computers in lecture, unless it is necessary. They tend to be a distraction to you as well as your classmates. If you take notes on your laptop, you must sit in the first row of the classroom. If you arrive late, you must do the same. If you miss a lecture, or section, it is your responsibility to get notes from classmates and know the material. You can also come to see me during office hours to discuss material you have missed. Lecture notes will not be available by email or e-reserves.

Office hours:
The classroom and office hours are the spaces and time-slots allocated to meet your intellectual needs. We can schedule appointments, if necessary. I encourage you to come to my office at least once in the quarter to talk about the readings, the lecture or assignments. When an assignment is due or an exam approaching, I may decide to set strict time-slots for individual students during my office hours. Therefore, if you have any questions, concerns, or just need to discuss anything at length with me, you should plan to meet before high demand periods. I strongly encourage you to seek my feedback on your work. When you come to office hours, be open to constructive comments on your work.

Email policy:
Email is not the primary medium to contact me. The instructor should not be expected to respond to email immediately. Since not all of you have internet access all the time, it would be an unfair advantage for those who do to rely on email for communication. Moreover, the instructor has other responsibilities (preparing class, grading, writing), which are also part of her responsibilities and occupy her time outside the classroom and the office. You can email to set appointments, ask specific questions about the reading or lecture, or send the instructor information about any health-related or personal situation affecting your academic performance.

Email Etiquette:
Please remember that correspondence by email is another way that you participate in the class. Therefore, it is important to ensure that your email interactions with me are professional and
courteous. Please include a subject line. Do not send papers to my email address. Do not email me questions that are already answered by the syllabus. You should always address me as Instructor or Prof. Reyes-Santos by email, and sign your whole name at the end of your message.

**Evaluation:**
Attendance and Participation [including surprise quizzes] 20 %
Weekly critical responses-Research notebook 20 %
Close-reading exercise 10%
Mid-Term [Close-reading and annotated bibliography] 20 %
Final Project [include research notebook, mid-term exam, draft and peer review, paper] 30 %

You will be evaluated on the skills mentioned in the course description (first page).

**Attendance and Participation**
Your grade for attendance and participation requires active participation and doing the homework assigned. If you do not speak for the whole quarter nor go to office hours, do expect to receive a 0 in participation. If you show up to lecture 20 minutes late, it will be counted as an absence. If you arrive late to lecture, just seat yourself quietly and wait until the class is over to ask what you missed. You will be allowed two absences without an official excuse.

**The Research Notebook**
Reserve a notebook exclusively for this course. You need to have an entry for every week. You must bring it to class every day. In the entry, you need to write about each of the assigned texts for a particular week. Your entry per reading must be at least five-sentences long. You should write a response about the readings assigned for the day before coming to class. Your response is not a personal opinion and is not a space to talk about personal experiences. You must engage with the text. For instance, you could choose a quote of interest to you and explain why. How does it relate to the broader topics of the course or other readings? Or, you could provide a brief analysis of the text as a whole. How does it allow us to address the questions posed by the course? You can also annotate your questions about the text. What did you not understand? Use the entry to prepare yourself for class discussion. I can ask for the notebook at any given time to count your response as a surprise quiz. At the end of the course, I will assign a grade for your research notebooks. You must prove that you have done all the reading and thought critically about it.

**The Close-Reading Exercise (one page-long)**
You will be asked to closely analyze a quote from a literary text discussed in class. Your analysis will take into account the content and aesthetic aspects of the quote (development of characters, plot, descriptions, use of language, etc.). You must tell me how the text speaks to some of the concerns of the class.

**The Mid-term Exam**
The mid-term exam consists of a close reading of the text you will be analyzing, and an annotated bibliography (10 items). The abstract is one-paragraph long and presents a preliminary argument about the text under consideration. The close-reading is one-page long and shows how you will proceed to analyze the text. The annotated bibliography should help you prepare your
The Final Project
You will produce a research paper (10-12 pages) at the end of the course. Your paper must analyze one or two cultural texts. It will address questions posed by the course. And it will place your analysis within the field of Ethnic Studies. You will provide an argument, the historical context that frames the cultural analysis, a detailed close-reading of the text(s), and a conclusion. You will be graded on your ability to think critically, analyze cultural texts, write an argumentative essay, and engage with questions pertaining to Ethnic Studies through the study of culture. You will be expected to include in your bibliography at least 10 secondary sources. You may have taken similar courses, but you must fulfill the particular requirements of this particular one.

Late assignments
Late assignments will be marked down one-half letter grade for every day, unless you have a special arrangement with the instructor, which would only be possible under very extenuating circumstances. There are no make-up quizzes or examinations. You will be asked to produce a doctor’s note if an exception is allowed. You cannot drop off late papers at the Ethnic Studies office or my office. You will have to wait until the next lecture.

Late Papers, Grades, Questions
If you did not meet a deadline, avoid emotional outbursts in the Ethnic Studies office, my office, or email. You are responsible for your performance in the course and punctuality. We can always discuss exceptional circumstances.

Plagiarism/Academic Dishonesty
I will not tolerate any kind of academic dishonesty. Familiarize yourself with campus policy with regards to academic dishonesty: http://libweb.uoregon.edu-guides/plagiarism/students/
Punishment could include an F for the assignment, an F or withdrawal from the course, and suspension or expulsion from the university. We actively investigate any sign of academic dishonesty in our grading.

Health Conditions and Disability Services
If you have a documented health condition or experience any physical or emotional difficulties that impede your full participation in the course, please meet me soon. You may be asked to bring a notification letter from Disability Services outlining your approved accommodations.
Course Calendar:

Week 1: Introduction
Key Terms: Whiteness, Privilege, Race, Gender, Sexuality, Social Construction, the Caribbean, U.S. imperialism, Labor

Tuesday Apr. 3:
- Syllabus
- Introduction to the course/Questions/Geography/Historical framework
- Broader significance of Caribbean migrations in the making of the U.S. and the Caribbean
- Oregon?

Thursday Apr. 5:
- Eric Williams, “Economics, not Racism, as the Root of Slavery” (e-reserve)
- Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference” (e-reserve)
- West Side Story

Week 2: Tying the Knots: Migration, Labor, Race, Sex, and Imperialism
Key Terms: Racialization, Cultural Production, Discourse, Transnational communities

Tuesday Apr. 10:
- West Side Story
- Laura Briggs, Reproducing Empire (e-reserves)
- Willie Perdomo, “Dreaming, I Was Only Dreaming”
- Tego Calderón, “Black Pride” (e-reserves)

Thursday Apr. 12:
- Continue discussion

Week 3: To Leave

Tuesday Apr. 17:
- Marie-Thérese Colimon-Hall (Haiti), “A Pottage of Lentils” (Green Cane)
- Aida Cartagena Portalatín (Dominican Republic), “They Called Her Aurora” (Green Cane)
- Lorna Williams, “The Inscription of Sexual Identity in Aida Cartagena’s Escalera para Electra” (Blackboard)

Thursday April 19:
- Continue discussion

Assignment (Close-reading) due on Friday, April 27th by noon (Ethnic Studies Office).

Week 4: Encounters
Tuesday Apr. 24:
  o Maryse Condé (Guadeloupe), “Three Women in Manhattan” (*Green Cane*)
  o Myrta Yáñez (Cuba), “Of Natural Causes” (*Green Cane*)
  o Sara E. Cooper “Irreverent Humor in Postrevolutionary Cuban Fiction”

Thursday Apr. 26:
  o Continue discussion

**Week 5: To Return**

Tuesday May 1:
  o Library Research for Annotated Bibliography

Thursday May 3:
  o Junot Díaz, “Aguantando” (*Drown*)
  o Edwidge Danticat, “The Dew Breaker” (*The Dew Breaker*)

**Mid-Term: Close-reading and Annotated Bibliography due on Friday, May 11 by noon (ES office)**

**Week 6: In-between Spaces**

Tuesday May 8:
  o Continue previous discussion

Thursday May 10:
  o Junot Díaz, “Negocios” (*Drown*)

**Week 7: In-between Spaces**

Tuesday May 15:
  o Edwidge Danticat, “Water Child” (*The Dew Breaker*)
  o “Voices from Hispaniola” (Blackboard)

Thursday May 17:
  o Myriam Chancy, *Spirit of Haiti*

    May 17th, Film *Cruzando el charco*, 7:00 PM, Willamette 100

**Week 8: Continue**

Tuesday May 22:
  o Myriam Chancy, *Spirit of Haiti*

Thursday May 24:
Continue discussion

**Week 9: Writing Workshop**

Tuesday May 29:
  o Meet to share draft of papers

Thursday May 31:
  o Meet to receive and discuss peer reviews

**Week 10: Concluding Remarks**

Tuesday June 5:
  o Willie Perdomo, “Nigger-Reecan Blues” / “Where I’m From”

Thursday June 7:
  o Concluding Remarks

**Final Project (TBA)**