

LATINX LITERATURE

This class will consider a variety of Latinx texts both for their narrative content and their historical context. The term “Latino” (often used interchangeably with “Hispanic”) has come to connote a particular American experience for peoples descended from Spanish speaking countries and territories (and sometimes Brazil, depending on who you ask). As you can imagine, this makes the category itself quite broad, with its borders fuzzy and fluctuating. Focusing on work published in the last 50 years, we will examine how each author struggles with their own sense of cultural identity while locating themselves in a fraught U.S. racial landscape. We will closely examine the narrative content of each text, as well as consider how the role of genre shapes each story. Furthermore, we will also consider the role of the specific national histories and their incumbent relationships to gender, race, class, religion, war, and diaspora for each individual text. In doing so, we will keep an eye out for how these texts overlap and diverge along these vectors, always considering what, exactly, is Latinx literature.

COURSE TEXTS

We have five required texts:

1. Rudolfo A. Anaya, *Bless Me, Ultima*. Warner Books, 1972. ISBN: 9780446675369
2. Julia Alvarez, *In the Time of the Butterflies*. Algonquin Books, 1994. ISBN: 9781565129764
3. Lila Quintero Weaver, *Darkroom: A Memoir in Black and White*. University of Alabama Press, 2012. ISBN: 9780817357146
4. Elizabeth Acevedo, *The Poet X*. HarperCollins, 2018. ISBN: 9780062662804
5. Erika L. Sánchez, *I Am Not Your Perfect Mexican Daughter*. Penguin Random House, 2019. ISBN: 9781524700515

You can use any publisher or edition of these texts. You're also welcome to engage with our texts in whatever format works best for you (e.g., audiobook, paperback, eBook, etc.), so long as you actively question as you read and are prepared to discuss how its format influences the way you read it.

If you are unable to afford course materials, please [reach out to Financial Aid](#) or request books via [the Holy Cross Lending Library](#), where they may be able to help. Books can be purchased through the [Holy Cross Bookstore](#) or other retailers. Pro tip: You can search for books on [bookfinder.com](#) to see the varied prices and places you can buy copies. You can also borrow books through your local library via [the OverDrive app](#).

ENGL 367-01 | FALL 2020

Dr. Hayley Stefan (she/her/hers)



hstefan@holycross.edu



[Our Zoom Classroom](#)

M/W/F 10:30-11:20 AM (EST)



[My Zoom Office Hours](#)

• Mon./Weds. 3:30-5:30 PM

• Tues. 10:00-11:00 AM

And by appointment



Have a question the whole class might benefit from or know? Ask on [our Discord channel](#).

LEARNING GOALS

In this course, students will

- Explore how literature reflects & subverts ideas about Latinx identity;
- Strengthen their critical reading & academic writing skills;
- Engage with literature intersectionally, examining texts in conversation with multiple identity categories, including race, gender, sexuality, disability, & class; and
- Reflect on the role of literature within larger cultural studies.

ACCESSIBILITY & REQUESTS FOR ACCOMMODATIONS

I know that we each learn through diverse methods, and my goal is to make our course as accessible as possible. This means we will work with methods and documents that prioritize how we process information, following the guidelines of the Universal Design for Learning. Please approach me as soon as possible with your individual learning needs so that I can adjust the course as needed. I assume that our daily life directly affects how we engage in our education; please contact me so that we can discuss possible adjustments or alternative arrangements, as needed for homework, exams, or class.

Students with disabilities may request academic accommodations, housing and dining accommodations, modifications to College policies, procedures, and rules; environmental adjustments, and auxiliary aids and services. Additional policies and procedures regarding accommodations can be found on the Office of Accessibility Services webpages at <https://www.holycross.edu/health-wellness-and-access/office-accessibility-services>.

Students should submit all accommodation requests to the Office of Accessibility Services.

ACADEMIC INTEGRITY

Developing your ideas is the basis of our class. Make sure that your work authentically represents your ideas and credits others for theirs. Submitting others' ideas as your own without crediting them is plagiarism, even if it is unintentional. All work in our class should be formatted and cited according to MLA 8th edition guidelines. The Purdue Online Writing Lab has a guided [overview of MLA's formatting and citation requirements here](#). You can view the Holy Cross English Department's [statement on "Academic Honesty" here](#).

STUDENT ATTENDANCE & EXCUSED ABSENCE POLICY

Our class will largely run synchronously via Zoom and other platforms, and your presence in class is crucial to learning and engaging with your classmates' ideas. Your classmates and I will depend on you to be in class. If you are unable to attend a session for any reason, please send me an email to let me know and reach out to your classmates to get a sense of what you missed. [See Holy Cross's policies here.](#)

REMOTE ACCESS & RECORDING OF CLASS SESSIONS

Lectures may be recorded and made available to students registered for this class using Panopto. Duplication or redistribution of video capture recordings by any other party without the consent of the course instructor is prohibited.

RESOURCES FOR STUDENTS

Holy Cross offers a variety of resources to help you learn and succeed.

- Students can access academic support, guides, and various learning workshops through [Academic Services & Learning Resources](#).
- Any student can meet with writing consultants at the Writer's Workshop for support at any stage of the writing process – whether brainstorming, building ideas, revising, or otherwise. You can [make an appointment with a Writer's Workshop consultant here](#).
- Self-care is critical, especially during this global pandemic. Please familiarize yourself with the [support offered by the Counseling Center](#) and know that they are there to support you.

BASIC NEEDS

We will be learning a lot this semester, but your wellbeing remains the most important. If you are having difficulty affording groceries or accessing sufficient food to eat every day, or if you lack a safe and stable place to live, please talk with me (if you are comfortable doing so), so that I can put you in touch with resources to help you.

COURSE COMPONENTS

ENGAGEMENT/PARTICIPATION – 20 %

Our course will take place entirely online, so we will be trying new ways to stay engaged and discuss reading and writing together. Students will participate in and help lead class and small group discussions via video and chat, annotate texts together, and actively read and question course texts. We will read a lot in this class, so I encourage you to take active notes while reading, preview texts before beginning them, and come to class with ideas and questions. We will practice these skills together, too.

CRITICAL ANALYSIS – 40 %

Over the semester you will practice literary analysis by researching one concept in Latinx Studies and then applying what you learned as a theoretical framework to analyze one literary text. We will break this up into two parts.

REVIEW OF THE FIELD – 20 %

Students will choose one concept, issue, or theory to explore more deeply. Using multiple pieces of literary scholarship, students will write an essay that explains how literary and Latinx studies scholars define the issue, what concerns their research focuses on, and why it matters.

TEXT ANALYSIS – 20 %

Using their research from the Review Essay, students will analyze the role of their chosen concept/issue in one literary text.

CLASS CULTURAL ARCHIVE – 30 %

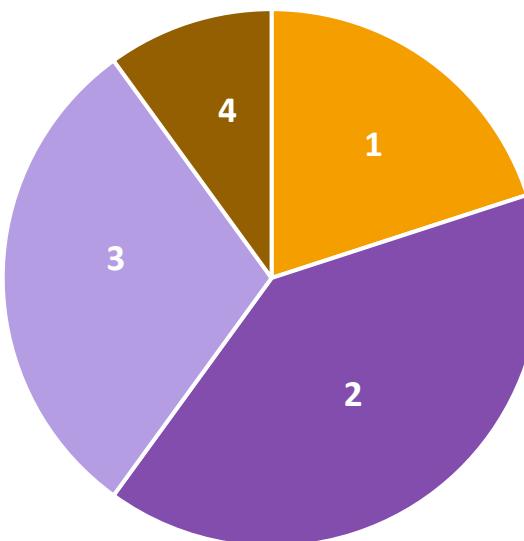
To better demonstrate how literature critiques and celebrates the world, we will be building a class archive together. Students will contribute to the archive twice over the semester by writing short entries that add to our course understanding of Latinx literary & cultural studies.

READING QUIZZES – 10 %

We will have regular brief quizzes that will offer examples of productive questions to ask while you are reading, meant to help you reflect on the texts and challenge your ideas.

GRADE DISTRIBUTION

- 1. Engagement
- 2. Critical Analysis
- 3. Class Cultural Archive
- 4. Reading Quizzes



A	96
A-	92
B+	89
B	86
B-	82
C+	79
C	76
C-	72

CLASS SCHEDULE

Below is a tentative class schedule outlining what we will be focusing on in each class. **Homework assignments are marked in bold font after the class overview.** Unless otherwise specified, homework is due the next class after it is assigned.

	Overview of Latinx Literature. Sign up for Hypothesis & Discord accounts by next class.
Weds., 9/2	Read María R. Scharrón-del Río & Alan A. Aja's "The Case FOR 'Latinx': Why Intersectionality Is Not a Choice" and Yara Simón's "Hispanic vs. Latino vs. Latinx: A Brief History of How These Words Originated."
Fri., 9/4	Why "Latinx"?
Mon., 9/7	Discussing Anaya. Read Anaya's <i>Bless Me, Ultima</i> chp. 1-5 and Gloria Anzaldúa's "How to Tame a Wild Tongue."
Weds., 9/9	Discussing Anaya & Anzaldúa. Read Anaya's <i>Bless Me, Ultima</i> chp. 6-11.
Fri., 9/11	Latinx activism I: The Chicano Movement/El Movimiento. Discussing Anaya. Read Anaya's <i>Bless Me, Ultima</i> chp. 12-16.
Mon., 9/14	Reading quiz. Discussing Anaya. Finish reading Anaya's <i>Bless Me, Ultima</i> chp. 17-22.
Weds., 9/16	Discussing Anaya's <i>Bless Me, Ultima</i> . Fill out poll for a remote watch party of the film. Continued discussion of Anaya's <i>Bless Me, Ultima</i> . Latinx activism II: El Trujillato.
Fri., 9/18	Previewing Julia Alvarez's <i>In the Time of the Butterflies</i> . Read Alvarez's <i>In the Time of the Butterflies</i>, part I, chp. 1-4. Read Alvarez's <i>In the Time of the Butterflies</i>, part II, chp. 5-6.
Mon., 9/21	Reading quiz. Read Alvarez's <i>In the Time of the Butterflies</i>, part II, chp. 5-6.
Weds., 9/23	Read Alvarez's <i>In the Time of the Butterflies</i>, part II, chp. 7-8.
Fri., 9/25	Read Alvarez's <i>In the Time of the Butterflies</i>, part III, chp. 9-11.
Mon., 9/28	Finish Alvarez's <i>In the Time of the Butterflies</i>, part III, chp. 12, epilogue, & "A Postscript."
Weds., 9/30	No class. Enjoy your day!
Fri., 10/2	Reading quiz. Discussing Alvarez's <i>In the Time of the Butterflies</i> .
Mon., 10/5	Gender & Sexuality I. Read excerpts from Cherríe Moraga and Gloria Anzaldúa.
Weds., 10/7	Discussing Moraga & Anzaldúa. Read Sandra Cisneros.
Fri., 10/9	Xicanisma & Chicana Poetry. Read Erika L. Sánchez's <i>I Am Not Your Perfect Mexican Daughter</i>.

- Mon., 10/12 Reading quiz. Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.**
- Weds., 10/14 Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.**
- Fri., 10/16 Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.**
- Mon., 10/19 Latinx Disability Studies I. Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*.
Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.
- Weds., 10/21 Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Finish Sánchez's *I Am Not Your Perfect Mexican Daughter*.**
- Fri., 10/23 Reading quiz. Latinx Disability Studies II. **Review Latinx in Kids Lit website.**
- Mon., 10/26 Representation & Latinx Literary Studies. **Read Myriam Gurba essay.**
- Weds., 10/28 Representation & Latinx Literary Studies.
- Fri., 10/30 Reading quiz. Reading graphic narratives. **Read Lila Quintero Weaver's *Darkroom: A Memoir in Black & White*.**
- Mon., 11/2 **Read Weaver's *Darkroom*.**
- Weds., 11/4 **Read Weaver's *Darkroom*.**
- Fri., 11/6 Reading quiz. **Read Weaver's *Darkroom*.**
- Mon., 11/9 **Finish Weaver's *Darkroom*.**
- Weds., 11/11 Discuss Weaver. **Read Carmen Maria Machado's "Eight Bites."**
- Fri., 11/13 Reading quiz. Discuss Machado's "Eight Bites." **Read Elizabeth Acevedo's *The Poet X*, part I.**
- Mon., 11/16 **Read Acevedo's *The Poet X*, part II, pgs. 92-162.**
- Weds., 11/18 **Read Acevedo's *The Poet X*, part II, pgs. 162-220.**
- Fri., 11/20 Reading quiz. **Finish Acevedo's *The Poet X*.**
- Fall Break! 11/21 – 11/29
- Mon., 11/30 Discussing Acevedo's *The Poet X*.
- Weds., 12/2 Latinx Futurities. **Read excerpt from Lilliam K. Rivera's *Dealing in Dreams*.**
- Fri., 12/4 Reading quiz. Latinx Futurities. **Watch Alex Rivera's *Sleep Dealer*.**
- Mon., 12/7 Latinx Futurities.
- Weds., 12/9 Semester Wrap-up & Final Thoughts.

THIS CLASS IS FOUNDED ON AN ENVIRONMENT OF MUTUAL RESPECT.

In line with respecting others, we will use the names and pronouns that members of this class ask us to use. Please share with me and/or the class (as you feel comfortable) the name(s) & pronouns you would like for us to use for you, if they ever differ from information shared on the first day of class. Throughout the semester, we will read texts that introduce complex, diverse, and even controversial subjects. I want this class to be a space in which we all feel safe and comfortable to share our thoughts, ideas, and opinions. Please remember at all times that your thoughts and ideas as writers and scholars are important and valuable. One of the goals of college is to challenge us to apply pressure about what we know (and all that we don't know). I will never ask you to change your mind, but I will expect it will remain open in this course. That being said, dehumanizing others is antithetical to learning, and students who make implicitly violent remarks will be asked to leave immediately.

CLASS(ROOM?) TECH

In an unintentional parallel to our course theme, we will be trying out alternatives to conventional in-class discussion and lecture.

All of our course materials will be available on Canvas, and all work should be submitted there, unless otherwise noted. Our weekly classes will begin on Zoom, unless otherwise noted. From there, we will use Hypothesis for annotating and viewing short texts together during class time and Discord for small group work. Each of these programs should work within your computer browser or phone (that is, they do not require you to download them). Class announcements and major communications from me will be sent via your Holy Cross email and, when appropriate, posted on Canvas. Email is the best way to reach me outside of class time or office hours. I will do my best to respond to messages within 24 hours.

We will practice using these tools in the first week, and I will be available via Zoom and email for any troubleshooting.

HYPOTHES.IS

We will use the browser extension Hypothesis to analyze and annotate texts together. Make sure you make an account here:

<https://web.hypothes.is/start/>

CANVAS

Class documents are all hosted on Holy Cross's Canvas system. You can [access your Canvas courses here](#).

ZOOM

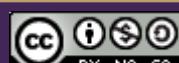
Class will primarily be hosted via Zoom. Make sure you log onto Zoom via your Holy Cross email account. You can [log into our class here](#).

I will also hold office hours on Zoom here: [My Zoom Office](#).

DISCORD

Small group discussions will take place using Discord servers. We will spend time in class practicing this. You can sign up for & access your Discord account here:
<https://discord.com/>

[Click here to access our class channel](#).



Latinx Literature

ENGL 367, Fall 2020

Note: This syllabus is formatted to be readable by screen readers. If any parts of it are inaccessible, please do let me know so that I can adjust it.

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Course Details

Dr. Hayley C. Stefan (she/her/hers)

Email: hstefan@holycross.edu

Mondays, Wednesdays, Fridays from 10:30-11:20 AM (EST)

Class will begin on Zoom. Our Zoom classroom link is [link redacted]

I will hold office hours via Zoom on Mondays and Wednesdays from 3:30-5:30 PM and Tuesdays from 10:00-11:00 AM (EST). You can access my Zoom office hours at [link redacted].

Have a question the whole class might benefit from or know? Ask on [link redacted].

Course Inquiry

This class will consider a variety of Latinx texts both for their narrative content and their historical context. The term “Latino” (often used interchangeably with “Hispanic”) has come to connote a particular American experience for peoples descended from Spanish speaking countries and territories (and sometimes Brazil, depending on who you ask). As you can imagine, this makes the category itself quite broad, with its borders fuzzy and fluctuating. Focusing on work published in the last 50 years, we will examine how each author struggles with their own sense of cultural identity while locating themselves in a fraught U.S. racial landscape. We will closely examine the narrative content of each text, as well as consider how the role of genre shapes each story. Furthermore, we will also consider the role of the specific national histories and their incumbent relationships to gender, race, class, religion, war, and diaspora for each individual text. In doing so, we will keep an eye out for how these texts overlap and diverge along these vectors, always considering what, exactly, is Latinx literature.

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https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html. You can view the Holy Cross English Department's statement on "Academic Honesty" here: <https://www.holycross.edu/academics/programs/english/academic-honesty>.

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Remote Access & Recording of Class Sessions

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Resources for students

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- Any student can meet with writing consultants at the Writer's Workshop for support at any stage of the writing process – whether brainstorming, building ideas, revising, or otherwise. You can make an appointment with a Writer's Workshop consultant here: <https://www.holycross.edu/academics/support-and-resources/center-for-writing/writers-workshop/make-appointment>.
- Self-care is critical, especially during this global pandemic. Please familiarize yourself with the support offered by the Counseling Center and know that they are there to support you: <https://www.holycross.edu/health-wellness-and-access/counseling-center>.

Basic Needs

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Course Components

Engagement/Participation – 20 %

Our course will take place entirely online, so we will be trying new ways to stay engaged and discuss reading and writing together. Students will participate in and help lead class and small group discussions via video and chat, annotate texts together, and actively read and question course texts. We will read a lot in this class, so I encourage you to take active notes while reading, preview texts before beginning them, and come to class with ideas and questions. We will practice these skills together, too.

Critical Analysis – 40 %

Over the semester you will practice literary analysis by researching one concept in Latinx Studies and then applying what you learned as a theoretical framework to analyze one literary text. We will break this up into two parts.

Review Essay – 20 %

Students will choose one concept, issue, or theory to explore more deeply. Using multiple pieces of literary scholarship, students will write an essay that explains how literary and Latinx studies scholars define the issue, what concerns their research focuses on, and why it matters.

Text Analysis – 20 %

Using their research from the Review Essay, students will analyze the role of their chosen concept/issue in one literary text.

Reading quizzes – 10 %

We will have regular brief quizzes that will offer examples of productive questions to ask while you are reading, meant to help you reflect on the texts and challenge your ideas.

Class Cultural Archive – 30 %

To better demonstrate how literature critiques and celebrates the world, we will be building a class archive together. Students will contribute to the archive twice over the semester by writing short entries that add to our course understanding of Latinx literary & cultural studies.

Grade Distribution

1. Engagement/Participation is worth 20% of your grade.
2. Critical Analysis Essays are worth a total of 40% of your grade.
3. Your Class Cultural Archive entries are worth a total of 30% of your grade.
4. Reading Quizzes are worth 10% of your grade.

A reflects the numerical grade of 96.

A- reflects the numerical grade of 92.

B+ reflects the numerical grade of 89.

B reflects the numerical grade of 86.

B- reflects the numerical grade of 82.

C+ reflects the numerical grade of 79.

C reflects the numerical grade of 76.

C- reflects the numerical grade of 72.

D+ reflects the numerical grade of 69.

Course Schedule

Below is a tentative class schedule outlining what we will be focusing on in each class. **Homework assignments are marked in bold font after the class overview.** Unless otherwise specified, homework is due the next class after it is assigned.

Week One

Weds., September 2: Overview of Latinx Literature. **Homework:** Sign up for Hypothesis & Discord accounts by next class. Read María R. Scharrón-del Río & Alan A. Aja's "The Case FOR 'Latinx': Why Intersectionality Is Not a Choice" and Yara Simón's "Hispanic vs. Latino vs. Latinx: A Brief History of How These Words Originated."

Fri., September 4: Why "Latinx"?

Week Two

Mon., September 7: Discussing Anaya. **Homework:** Read Anaya's *Bless Me, Ultima* chp. 1-5 and Gloria Anzaldúa's "How to Tame a Wild Tongue."

Weds., September 9: Discussing Anaya & Anzaldúa. **Homework:** Read Anaya's *Bless Me, Ultima* chp. 6-11.

Fri., September 11: Latinx activism I: The Chicano Movement/El Movimiento. Discussing Anaya. **Homework:** Read Anaya's *Bless Me, Ultima*, chp. 12-6.

Week Three

Mon., September 14: Reading quiz. Discussing Anaya. **Homework:** Finish reading Anaya's *Bless Me, Ultima* chp. 17-22.

Weds., September 16: Discussing Anaya.

Fri., September 18: Latinx activism II: El Trujillato. Previewing Julia Alvarez's *In the Time of the Butterflies*. **Homework:** Read Alvarez's *In the Time of the Butterflies*, part I, chp. 1-4.

Week Four

Mon., September 21: Reading quiz. **Homework:** Read Alvarez's *In the Time of the Butterflies*, part II, chp. 5-6.

Weds., September 23: **Homework:** Read Alvarez's *In the Time of the Butterflies*, part II, chp. 7-8.

Fri., September 25: **Homework:** Read Alvarez's *In the Time of the Butterflies*, part III, chp. 9-11

Week Five

Mon., September 28: **Homework:** Finish Alvarez's *In the Time of the Butterflies*, part III, chp. 12, epilogue, & "A Postscript."

Weds., September 30: No class. Enjoy your day!

Fri., October 2: Reading quiz. Discussing Alvarez's *In the Time of the Butterflies*.

Week Six

Mon., October 5: Gender & Sexuality I. **Homework:** Read excerpts from Cherrie Moraga and Gloria Anzaldúa.

Weds., October 7: Discussing Moraga & Anzaldúa. **Homework: Read Sandra Cisneros.**

Fri., October 9: Xicanisma & Chicana Poetry. **Homework: Read Erika L. Sánchez's *I Am Not Your Perfect Mexican Daughter*.**

Week Seven

Mon., October 12: Reading quiz. Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*.

Homework: Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.

Weds., October 14: Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Homework: Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.**

Fri., October 16: Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Homework: Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.**

Week Eight

Mon., October 19: Latinx Disability Studies I. Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Homework: Read Sánchez's *I Am Not Your Perfect Mexican Daughter*.**

Weds., October 21: Discussing Sánchez's *I Am Not Your Perfect Mexican Daughter*. **Homework: Finish Sánchez's *I Am Not Your Perfect Mexican Daughter*.**

Fri., October 23: Reading quiz. Latinx Disability Studies II. **Homework: Review Latinx in Kids Lit website.**

Week Nine

Mon., October 26: Representation & Latinx Literary Studies. **Homework: Read Myriam Gurba essay.**

Weds., October 28: Representation & Latinx Literary Studies.

Fri., October 30: Reading quiz. Reading graphic narratives. **Homework: Read Lila Quintero Weaver's *Darkroom: A Memoir in Black & White*.**

Week Ten

Mon., November 2: **Homework: Read Weaver's *Darkroom*.**

Weds., November 4: **Homework: Read Weaver's *Darkroom*.**

Fri., November 6: Reading quiz. **Homework: Read Weaver's *Darkroom*.**

Week Eleven

Mon., November 9: **Homework: Finish Weaver's *Darkroom*.**

Weds., November 11: Discuss Weaver. **Homework: Read Carmen Maria Machado's "Eight Bites."**

Fri., November 13: Reading quiz. Discuss Machado's "Eight Bites." **Homework: Read Elizabeth Acevedo's *The Poet X*, part I.**

Week Twelve

Mon., November 16: **Homework: Read Acevedo's *The Poet X*, part II, pgs. 92-162.**

Weds., November 18: **Homework: Read Acevedo's *The Poet X*, part II, pgs. 162-220.**

Fri., November 20: Reading quiz. **Homework: Finish Acevedo's *The Poet X*.**

Week Thirteen

Fall Break, November 21 to November 29

Week Fourteen

Mon., November 30: Discussing Acevedo's *The Poet X*.

Weds., December 2: Latinx Futurities. **Homework: Read excerpt from Lilliam K. Rivera's *Dealing in Dreams*.**

Fri., December 4: Reading quiz. Latinx Futurities. **Homework: Watch Alex Rivera's *Sleep Dealer*.**

Week Fifteen

Mon., December 7: Latinx Futurities.

Weds., December 9: Semester wrap-up and final thoughts.

This Class Is Founded on an Environment of Mutual Respect.

In line with respecting others, we will use the names and pronouns that members of this class ask us to use. Please share with me and/or the class (as you feel comfortable) the name(s) & pronouns you would like for us to use for you, if they ever differ from information shared on the first day of class. Throughout the semester, we will read texts that introduce complex, diverse, and even controversial subjects. I want this class to be a space in which we all feel safe and comfortable to share our thoughts, ideas, and opinions. Please remember at all times that your thoughts and ideas as writers and scholars are important and valuable. One of the goals of college is to challenge us to apply pressure about what we know (and all that we don't know). I will never ask you to change your mind, but I will expect it will remain open in this course. That being said, dehumanizing others is antithetical to learning, and students who make implicitly violent remarks will be asked to leave immediately.

Class(room?) Tech

In an unintentional parallel to our course theme, we will be trying out alternatives to conventional in-class discussion and lecture.

All of our course materials will be available on Canvas, and all work should be submitted there, unless otherwise noted. Our weekly classes will begin on Zoom, unless otherwise noted. From there, we will use Hypothesis for annotating and viewing short texts together during class time and Discord for small group work. Each of these programs should work within your computer browser or phone (that is, they do not require you to download them). Class announcements and major communications from me will be sent via your Holy Cross email and, when appropriate, posted on Canvas. Email is the best way to reach me outside of class time or office hours. I will do my best to respond to messages within 24 hours.

We will practice using these tools in the first week, and I will be available via Zoom and email for any troubleshooting.

Canvas

Class documents are all hosted on Holy Cross's Canvas system. You can access your Canvas courses here: <https://hc.instructure.com/>

Discord

Small group discussions will take place using Discord servers. We will spend time in class practicing this. You can sign up for & access your Discord account here: <https://discord.com/>

Access our class channel here: [link redacted]

Hypothesis

We will use the browser extension Hypothesis to analyze and annotate texts together. Make sure you make an account here: <https://web.hypothes.is/start/>

Zoom

Class will primarily be hosted via Zoom. Make sure you log onto Zoom via your Holy Cross email account. You can log into our class here: [link redacted]

I will also hold office hours on Zoom here: [link redacted].

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