

English 3345/5345 • Fall 2010
Southwestern Studies I: Defining the Region
Section 001: Tu/Th 11:00-12:20, Flowers Hall 130

Instructors:	Twister Marquiss	Paul Hart
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Texts & Materials:

- *The Narrative of Cabeza de Vaca* by Álvar Núñez Cabeza de Vaca, available free online through the Wittliff Collections: <http://alkek.library.txstate.edu/swwc/cdv/index.html>
- *Mountain Islands and Desert Seas: A Natural History of the U.S.-Mexican Borderlands* by Frederick R. Gehlbach (Texas A&M University Press, 1993)
- *Social Change in the Southwest, 1350-1880* by Thomas D. Hall (University Press of Kansas, 1989)
- *Caprock Canyonlands: Journeys into the Heart of the Southern Plains*, 20th anniversary edition, by Dan Flores (Texas A&M University Press, 2010)
- *Desert Solitaire* by Edward Abbey (Ballentine, 1985)
- *Anglos and Mexicans in the Making of Texas, 1836-1986* by David Montejano (University of Texas Press, 1987)
- *What Wildness Is This: Women Write about the Southwest* edited by Susan Wittig Albert, Susan Hanson, Jan Epton Seale, and Paula Stallings Yost (University of Texas Press, 2007)
- *Yellow Woman and a Beauty of the Spirit* by Leslie Marmon Silko (Simon & Schuster, 1997)

Course Description:

This course is the first in a two-course sequence leading to a minor in Southwestern Studies, designed to examine the richness and diversity of the Southwestern United States and Northern Mexico and focus on multicultural studies by exploring the region's people, institutions, history, and physical and cultural ecology. An intercultural and interdisciplinary approach increases awareness of and sensitivity to the diversity of ethnic and cultural traditions in the area. Students will discover what distinguishes the Southwest from other regions of the United States, as well as its similarities, physically and culturally. The images, myths, and perceptions of the region will be examined in light of historic records.

Course Objectives:

After completing English 3345/5345, you should be able to demonstrate the ability to

- understand and analyze a variety of texts;
- quote, paraphrase, and summarize print and/or online sources to support your ideas;
- use standard procedures of citation and documentation;

- discuss in detail various definitions of the American Southwest (and northern Mexico) as a specific, unique region
- address the themes and qualities of the region as expressed in cultural documents; and
- explain how an interdisciplinary understanding is necessary in examining regional issues.

Because **English 3345** (undergraduate level) is a writing-intensive course, students should also demonstrate the ability to

- formulate a thesis (central idea/argument);
- develop that thesis in an orderly way;
- form clear and effective paragraphs and sentences;
- use an appropriate vocabulary;
- apply the grammatical and mechanical conventions of written English; and
- apply critical reading skills to your own writing and to the writing of others.

Additionally, students in **English 5345**, a graduate-level course, should demonstrate the ability to produce a graduate-level paper of 15-20 pages that uses research to demonstrate mastery of regional issues. MFA students may select a creative option with instructor approval.

Requirements:

- Undergraduate students will take two regular exams and a final exam, totaling 60% of the overall course grade; write a major paper (30%); and take quizzes throughout the semester (10%).
- Graduate students will take two regular exams and a final exam, totaling 50% of the overall course grade; write a major paper (40%); and meet in seminar/conference with instructors for discussions (10%, participation). Additionally, graduate students may be asked to guide undergraduate students in class activities.

NOTE: You cannot pass this class unless you submit all papers and take the final.

Learning Outcomes:

The Department of English has adopted student learning outcomes for general education courses in writing and literature and for degree programs in English. These outcomes are available for your review at <http://www.english.txstate.edu/resources/learning.html>

Attendance Policy:

Regular attendance is essential. We expect you to attend every class meeting. By not attending, or by showing up tardy, you are wasting both my time and yours. If you cannot attend a class meeting, you need to contact the instructor(s) *before* that particular class so that you can obtain information to keep up. If you accumulate more than four unexcused absences, your final grade will be lowered accordingly. If you accumulate eight unexcused absences, *you cannot pass this course* (eight absences account for four weeks of missed Tu/Th classes).

Tardiness:

Class will begin promptly. Be on time! You will not be granted the opportunity to make up work missed due to tardiness. Two tardy arrivals will be counted as the equivalent of one absence.

Classroom Etiquette:

Ask permission before bringing a laptop computer to class. If you bring a laptop, you should use it only for class work, such as taking notes or working on some stage of an assigned paper. You should not check email, news, social media, or your bank balance; watch videos; chat; play games; or in any other way distract yourself and/or your classmates from class activity. Please turn off your cell phone at the start of class. If an emergency situation requires you to be available by telephone, confer with the instructor(s) in advance about handling this situation.

Late Paper Policy:

We will not accept late work. Exceptions will be made only in cases of documented emergencies or if you make special arrangements with the instructor(s) *in advance*. If you cannot be present in class on the day an assignment is due, get it to the instructor(s) before that class meeting by leaving it at the office (Brazos Hall 220), mailbox (Flowers Hall 374), or give it to a classmate to deliver. Any work done in class cannot be made up at a later date.

Paper Format:

All drafts and papers must be typed. Use standard margins and a 12-point font, double-spaced. Use Modern Language Association (MLA) style for quotations, citations, and works cited listings. Always keep backup copies of your work!

TRACS Site:

Assignments, updates, and announcements for this class will be posted on or through the class TRACS site. Emails sent to the class or instructor(s) through TRACS are delivered to Texas State email addresses; therefore, you should check your Texas State (BobcatMail) account on a regular basis. You should also check the TRACS site itself on a regular basis.

The Writing Center:

The English Department Writing Center (Flowers Hall G09) offers individual counseling for students in English courses. The Center is supported by course fees, and the English Department expects all students to take advantage of its services as a regular part of their work in first-year English. While counselors cannot proofread your papers for you, they can help you during any stage of the writing process—from exploring an idea to polishing a draft. To make an appointment, visit the Center, call 512.245.3018, go online (<http://www.writingcenter.txstate.edu/>), or email nw05@txstate.edu

SLAC:

The Student Learning Assistance Center (SLAC), located on the 4th floor of Alkek Library, also offers free counseling for student writers. Call 512.245.2515 for information, or visit SLAC's online site at <http://www.txstate.edu/slac>

Academic Honesty:

Academic dishonesty includes plagiarism, cheating on tests, collusion, and/or abuse of research materials. Students found guilty of these offenses are subject to disciplinary action. For details, see the official Texas State student handbook. Refer also to the First-Year English Syllabus for definitions and general policies concerning plagiarism and the Texas State University Honor Code. Any cases of verifiable plagiarism, whether deliberate

or accidental, will result in a failing grade on the assignment and may result in a failing grade for the course. If necessary, I will implement the TurnItIn plagiarism software during the semester, requiring students to submit work through the system to verify its originality.

Students with Special Needs:

Students who need special accommodations to succeed in this course must inform the instructor and the Office of Disability Services in the first two weeks of the semester.

Grading Policy:

Grades on objective portions of exams and quizzes will be determined point-scale based on correct/incorrect responses. The grading standards below apply to all essays and written responses produced for English 3345/5345. Consult these standards for partial explanation of paper grades:

C *C* indicates a satisfactory performance. A *C* paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and completely organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.

B The *B* paper surpasses the *C* paper by demonstrating a higher level of effectiveness in the organization and development of a central idea. The *B* paper shows greater complexity of thought and development, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.

A The *A* paper is outstanding work. It is clearly a superior performance according to the criteria of clarity of expression and logical development of a central idea. It shows originality of thought and imaginative competence in the development of material. It engages and holds the reader's attention and invites rereading. The style of the writing is consistently fluent, polished, and distinctive.

D *D* indicates an unsatisfactory performance. A *D* paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.

F *F* indicates an unacceptable performance. An *F* paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

Course Syllabus:

The course will revolve around three related themes reflected in the reading assignments and lectures: 1) **The Physical Southwest**, including the study the natural history and geography of the Southwest, especially the distinct geographical regions of the Southwest and the relationship between geography and culture of a region. 2) **The Historical Southwest**, which includes the story of the early Southwest from the pre-historical Southwest, through pre-Hispanic Mexico, Spanish exploration, and Anglo settlement to the mid-19th century. 3) **The Ethnic Southwest**, focusing on the distinct nature of the primary ethnic cultures of the Southwest: Native American, Mexican American, African American, and Anglo, concentrating of the clash and interaction of the various cultures.

Course Calendar:

This calendar is tentative. Revisions will be posted on TRACS as the instructors adapt instruction and materials to your needs.

NOTE: Reading assignments listed beside each date are due on that date.

Weeks 1 & 2

Aug 26 First meeting: general orientation. Subsequent meetings outlined in
Aug 31 class, including lecture-discussion on "First Contact" and readings from
Sept 02 Álvar Núñez Cabeza de Vaca's *The Narrative of Cabeza de Vaca*
(<http://alkek.library.txstate.edu/swwc/cdv/index.html>).

Week 3

Sept 07 Finish Cabeza de Vaca and "Geology of the Southwest." Reading:
Sept 09 selections announced in class. September 9th, meet at Wittliff
Collections, Alkek Library, 7th floor for introduction to the Collections,
Steve Davis (assistant curator), and Collections staff.

Week 4

Sept 14 Guest lecturer: David Lemke (Biology) on "Ecology of the Southwest."
Sept 16 Reading: selections from Frederick Gehlbach's *Mountain Islands and
Desert Seas*.

Week 5

Sept 21 Reading to be announced in class. **First Exam** in class on Thursday,
Sept 23 September 23rd.

Week 6

Sept 28 Paul Hart (History) on "Southwestern History: An Overview." Reading:
Sept 30 selections from Thomas D. Hall's *Social Change in the Southwest 1350-
1880*.

Weeks 7-10

Oct 05 Twister Marquiss and Paul Hart: "Southwestern Nature Writing."
Oct 07 Readings: Dan Flores' *Caprock Canyonlands: Journeys into the Heart of*
Oct 12 *the Southern Plains*, Edward Abbey's *Desert Solitaire*, Leslie Marmon
Oct 14 Silko's *Yellow Woman and a Beauty of the Spirit*, and the anthology
Oct 19 *What Wildness Is This: Women Write about the Southwest*. Guest
Oct 21 lecturer: Susan Hanson (English).
Oct 26
Oct 28

Week 11

Nov 02 "The Archeology of the Southwest." Film: "The Anasazi." Guest
Nov 04 lecturer: Britt Bousman (Anthropology).

Week 12

Nov 09 November 9th: guest lecturer Dee Lannon on "Music of Texas and the
Nov 11 Southwest." **Second Exam** in class on Thursday, November 11th.

Week 13

Nov 16 "Southwestern Political Systems." Reading: David Montejano's *Anglos*
Nov 18 *and Mexicans in the Making of Texas, 1836-1986*, part one.

Week 14

Nov 23 Guest lecturer: Jim Kimmel (Geography) on "Geographical Studies and
Nov 25* Nature and Heritage Tourism." Reading: to be announced in class.
* Class does not meet Thursday, November 25th (Thanksgiving Break).

Week 15

Nov 30 "Southwestern Political Systems," continued.
Dec 02 **Major Paper due Thursday, December 3rd.**

FINAL EXAM

Dates may be tentative; verify before exam date.

Thursday, December 9th, 11:00 a.m.-1:30 p.m.