

ENG 232: Multicultural Speculative Fiction  
Syllabus  
[Semester Year]  
3 credit hours

Kristin Bovaird--

Add/Drop Deadlines, Withdrawal Deadlines  
Major Holidays  
Finals Week Information  
Assignment 1 due end of Week 5  
Assignment 2 due end of Week 10  
Assignment 3 due during Finals Week

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3.0 credit hours of the Arts & Humanities: Literature & Humanities category and the U.S. Multicultural Studies category. The Colorado Commission on Higher Education has approved ENG 232 **PENDING** for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH2 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Arts & Humanities: Literature & Humanities are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH2. This includes CDHE competencies and student learning outcomes in Critical Thinking and Written Communication.

	Class discussion, in-class group work
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***Students should be able to:***



As part of a Liberal Arts Curriculum, the U.S. Multicultural Studies (MS) competency refers to students' ability to recognize the perspectives of individuals and groups with a range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) in terms of the greater "American Experience." Courses designated MS introduce students to concepts, theories, and histories of marginalization and inequity and systemic impacts on individuals, groups, and events. By building an awareness of the possibilities and challenges of diversity and inclusivity, courses with the MS designation reveal to students their historically rooted roles in communities and their potential as agents of change.

MS SLO #	RELEVANT TEXTS/READINGS	ASSESSMENT/S
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<p>cultural appropriation, equity, privilege, inclusion, intersectionality, structural inequality, institutional racism, systemic racism, etc.)</p>	<p>an incarcerated person of color in order to highlight the structural inequality and systemic racism. Other texts such as Tasha Suri's <i>Empire of Sand</i> or Naomi Novik's <i>Spinning Silver</i> focus on marginalized groups (for example, Novik's protagonist is Jewish in an Eastern European setting).</p>	
<p>SLO 4. Explain theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future.</p>	<p>N.K. Jemisin's "Emergency Skin" imagines what would happen to the Earth--ecologically as well as politically and socially--if extremist groups (esp. white supremacists) were to leave the Earth to live elsewhere--and offers a critique of the privileged place of Roman and Greek civilization within Western Civilization's concept of self and history. Nnedi Okorafor's "Mother of Invention" decentralizes America, privileging Africa as the place where ecological answers to current environmental crises will be found--thus offering a more global perspective of how to combat climate change.</p>	<p>Class discussion, in-class group work</p> <p>Illustrated Quotations</p>
<p>SLO 5. Identify and analyze systems and structures (historical, organizational, political, global) of power that create and/or perpetuate oppression, privilege, or marginalization, and describe how these systems present barriers to equity and inclusion.</p>	<p>Naomi Novik's <i>Spinning Silver</i> uses the experience of a female</p>	

traditionally excluded communities.	reshape (literally, in the case of <i>The Fifth Season</i> ) the world to allow them to live more fully and freely. Novels such as these also highlight the ways in which marginalized societies contribute productively and essentially to society.	
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SLO 7. Assess one's own role in systems of oppression, privilege, and/o

Your illustrated quotation may be hand-drawn, they may be collages of images, etc.  
I want to see thoughtfulness and creativity in these pages!  
You will also need to write a paragraph (minimum of 4-





consideration. We learn better as part of a community where everyone has the opportunity to participate and engage.

Also, to avoid disrupting your classmates, please keep all cell phones turned off and out of sight during class. If you have electronic copies of course texts, use either a laptop computer or a tablet--NOT a cell phone--to access texts during class sessions.

I want each of you to participate, speaking up in class and offering your own interpretations of the texts, so that you all can learn from each other! In listening to your peers, you will hear many different ways of interpreting and applying class material, and thus you are better able to integrate many examples of how to use the information. My expectations are high, and you should demand the same from me, and especially from one another: if you come to class prepared to fully engage with the material, you should expect the same from everyone in the room.

Also, class time is YOUR time to practice the critical analytical skills that will be used throughout your time in university and beyond. Think of it this way: an athlete must get out on the field and practice regularly; although the role of a coach is important to provide guidance (and occasionally correction), they cannot help the athlete improve unless the athlete is willing to (1) listen and (2) get out on the practice field.

I strongly encourage you to express your pleasure in as well as your frustration with the readings because this will stimulate and inspire discussion in the classroom.

How can students participate in class?

- Offer interpretations of characters, passages, etc.

- Compare story with previous assigned readings

- Bring in relevant material from other classes to shed light on readings

- Ask questions—of instructor as well as each other (i.e., “I’m not quite sure why you’ve interpreted this story in this way; can you elaborate on how you’ve reached this conclusion?”)

- Offer further evidence to support a classmate’s theory

- Offer opposing/alternative viewpoints to those offered in class

If you will be late or need to leave early for some legitimate reason, please sit near the exit. In addition, please do not get up and leave the classroom while class is in session (unless there is an emergency, of course!); coming and going during class is distracting to your peers.

The reading quizzes are designed to get you to complete each assigned reading in a timely fashion, and ideally, to revisit the text multiple times. If you have your book open or your reading notes at hand while you're taking the quiz, no problem. You are still reviewing the text!

There's lots of research out there on the efficacy of reading quizzes, but I won't overwhelm you with all of it. Let me just briefly cite two scholars and their findings:

As Elizabeth Tropman notes, reading quizzes "can also provide immediate feedback on how well one has read the material" ("In Defense of Reading Quizzes," 2014).

Félix E. Mezzanotte finds that reading quizzes "helped students to better prepare for and understand the lectures"--or in our case, discussions ("Use of 'reading quizzes' to foster learning: evidence from teaching company law in business programmes," 2016).

Students are allowed to use laptops or other electronic devices during class, but I ask that if you choose to do so, to please be respectful and courteous in your use of such devices (for example, the screen stays consistently on the material being discussed in class and does not, say, accidentally stray over to Facebook, you're not working on homework for another class, etc.).

[Language borrowed from "5 Things You Should Never Say To Your Professor,"  
<http://www.usatodayeducate.com/staging/index.php/campuslife/5-things-you-should-never-say-to-your-professor>]

Please allow a 24-hour response rate for all e-mails during the work week. I do not respond to e-mails over the weekend (5:00 pm Friday - 8:00 am Monday).

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade (C) in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on class-related activities (such as reading/viewing—and rereading/reviewing—assignments, drafting/revising assessments, etc.) outside the classroom on average. If you wish to earn a high grade for the course, however, you may need to devote substantially more time than this minimum to the class.

A (90% or higher) -

We embrace diversity of gender, gender expression, sex, sexual orientation, race, ethnicity, national origin, age, religion, disability status, family status, socioeconomic background, and other visible and non-visible categories. I do not tolerate discrimination.

Currently, the university does not have a formal policy on children in the classroom. The policy described here reflects my own beliefs and commitments to student, staff, and faculty parents:

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable;

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met;

Finally I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

(borrowed from Dr. Melissa Cheyney,  
<https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>)

Disabilities are not a reflection of your intelligence or who you are, but how your brain or body works.

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit <http://www.unco.edu/bear-pantry> for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-





Monday *New Suns*: E. Lily Yu, "Three Variations on a Theme of Imperial Attire," pg. 123-133; Karin Lowachee, "Blood and Bells," pg. 135-157

Wednesday *New Suns*: Silvia Moreno-Garcia, "Give Me Your Black Wings Oh Sister," pg. 159-163; Indrapramit Das, "The Shadow We Cast Through Time," pg. 165-182

Friday *New Suns*: Anil Menon, "The Robots of Eden," pg. 183-199; Andrea Hairston, "Dumb House," pg. 201-223

  

Monday *New Suns*: Hiromi Goto, "One Easy Trick," pg. 225-244; Rebecca Roanhorse, "Harvest," pg. 245-254

Wednesday *New Suns*: Darcie Little Badger, "Kelsey and the Burdened Breath," pg. 255-271

Friday Ted Chiang, "The Merchant and the Alchemist's Gate" (Canvas); "Dacey's Patent Automatic Nanny" (Canvas)

  

M-W Ted Chiang, "The Lifecycle of Software Objects" (Canvas)

Friday C.L. Clark, "You Perfect, Broken Thing" (Canvas); Hannu Rajamiemi, "Vaccine Season" (Canvas)

  

M-F Silvia Moreno-Garcia, *Gods of Jade and Shadow*

  

M-F Naomi Novik, *Spinning Silver*

  

Monday Naomi Novik, *Spinning Silver*

Wednesday Michael Cunningham, "Little Man" (Canvas); R.F. Kuang, "The Nine Curves River" (Canvas)

Friday N.K. Jemisin, "Emergency Skin" (Canvas)

  

M-F Tasha Suri, *Empire of Sand*

  

Monday Ken Liu, "The Paper Menagerie" (Canvas); Richie Narvaez, "Room for Rent" (Canvas)

Wednesday Silvia Moreno-Garcia, "On the Lonely Shore" (Canvas)

Friday Nnedi Okorafor, "Mother of Invention" (Canvas)

  

M-F Rebecca Roanhorse, *Black Sun*

  

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M-F Tochi Onyebuchi, *Riot Baby*

M-F N. K. Jemisin, *The Fifth Season*

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Finals Week