

**ENGL 2303-003**

**Representing Childhood and Children**

**Spring 2017**

**Tuesday and Thursday 3:30 – 4:50**

**PH 110**

**Instructor: Dr. Jennifer Miller**

**Email: [jennifermiller@uta.edu](mailto:jennifermiller@uta.edu)**

**Office: Carlisle Hall 417**

**Office Hours: Monday and Wednesday 10 – 11, Tuesday and Thursday 2 – 3, by appointment**

**ENGL 2303 TOPICS IN LITERATURE** (3-0). Focus on a particular genre, theme, or issue, to enable comparison and analysis of several texts; emphasis on critical thinking, reading, and writing. Course topics might include literature of the Cold War, working-class literature, Shakespeare, environmental literature and film, or the Gothic as cultural text. May be repeated for credit when course content changes.

This section of ENGL 2303 explores representations of children and childhood in a variety of cultural texts with an emphasis on literature. Students are introduced to key terms and theories to develop a deeper understanding of representational practices, the cultural construction of children and childhood, and social issues related to children and childhood.

### **COURSE OBJECTIVES**

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the "Signature Assignment" (see below).

### **COURSE OUTCOMES**

- Development of critical thinking skills
- Effective written and oral communication skills
- Improved reading comprehension
- Ability to identify and analyze important social issues across a variety of texts

### **UNIVERSITY AND COURSE POLICIES**

**Late Assignments.** Exams must be taken on the scheduled exam day. The only acceptable excuses for missing an exam are documented emergencies or excused absences (official university activities, military service, and/or religious holidays). Students must inform the instructor in writing at least one week in advance of an excused absence. If a student fails to notify the instructor the absence will not be excused. The final paper is due on the university scheduled exam day and may not be submitted late. There are no exceptions

**Paper Reuse Policy.** You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

**Participation Policy.** Students will not be evaluated based on attendance, but class work comprises 10% of the final grade and cannot be made up if absent.

**Attendance.** As the instructor of this section, I will take attendance sporadically and you will neither be penalized nor rewarded for attending class. UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Classroom Behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other

students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

**Classroom Visitors.** Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

**Academic Integrity.** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

**Disability Accommodations.** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to

discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy.** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Title IX Policy.** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Drop Policy.** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Electronic Communication Policy. I will respond to student emails within 24 during the workweek and within 48 hours on weekends and holidays.** All students must have access to a computer with Internet capabilities. Students should check email daily for

course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Campus Carry.** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey.** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week.** For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Conferences and Questions.** I have four regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days.

**Emergency Exit Procedures.** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [ ]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services.** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The English Writing Center (411LIBR).** The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

## **MAJOR ASSIGNMENTS/FINAL GRADE**

Signature Assignment	30%
Exam 1: Monstrous Children	20%
Exam 2: Graphic Memoirs	20%
Exam 3: Dreams of a Different Life	20%
Class Work (Writing/Quizzes)	10%

## **DESCRIPTIONS OF MAJOR ASSIGNMENTS**

### **Signature Assignment**

*Overview*

The signature assignment addresses all four of the course objectives. **Personal responsibility**: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the **social responsibility** outcome.

### *Specific Requirements*

Write a well-organized, effectively developed, 4-5 page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims. Papers must be formatted according to MLA guidelines and should include a Works Cited page.

### *Possible Areas of Focus*

Race; class and/or economic oppression; war; cultural difference and/or cultural discrimination; national identity controversies; sexual orientation; disability; globalization; the way the work of literature itself can be seen as a rhetorical attempt to engage effectively in significant regional, national, or global issues.

### *Responsible Integration of Sources*

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.

Here is a list of credible sources:

- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper's*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)
- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International

- Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
- Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
  - Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

## **Exams**

The three in class exams test basic knowledge of literary terms as well as knowledge of the texts through multiple-choice questions. Additionally, the exams test students’ interpretive and writing skills as they develop through the semester through short answer and essay questions.

Exam One                      February 28

Exam Two                      April 6

Exam Three                    May 5

## **Class Work**

Students will complete brief quizzes and in class writing assignments throughout the semester. These assignments cannot be made up due to unexcused absences. If your absence is excused contact me one week prior to your absence about making up class assignments.

## **REQUIRED READING**

These books are available in the bookstore. You are expected to bring them to class when assigned.

Doris Lessing’s *The Fifth Child*

William Golding’s *Lord of the Flies*

Marjane Satrapi’s *Persepolis: The Story of a Childhood*

Alison Bechdel’s *Fun Home*

Toni Morrison’s *The Bluest Eye*

Sandra Cisneros’s *The House on Mango Street*

## **READING AND ASSIGNMENT SCHEDULE**

*The instructor may change the syllabus as the semester progresses. All changes will be made available on Blackboard.*

### **Tuesday January 17**

Introductions  
Syllabus

### **Thursday January 19**

Read Robin Bernstein's "Childhood as Performance" (Available on Blackboard)

### **Monstrous Children, Monstrous Childhoods**

*The texts in this section of the course explore the construction and negotiation of oppositions between childhood and adulthood, civilization and primitivism, nature and nurture, ideals and reality. Additionally, we consider references to famous literary texts in popular culture and expand our understanding of literary terms.*

### **Tuesday January 24**

Read William Golding's *Lord of the Flies* 1 – 31

In class – Simpsons' "Das Bus"  
<https://www.youtube.com/watch?v=PfZILE4PC1c>

### **Thursday January 26**

Read William Golding's *Lord of the Flies* 32 – 57

### **Tuesday January 31**

Read William Golding's *Lord of the Flies* 57 – 75

### **Thursday February 2**

Read William Golding's *Lord of the Flies* 76 – 108

In class – Introduce signature assignment

### **Tuesday February 7**

Read William Golding's *Lord of the Flies* 109 – 144

### **Thursday February 9**

Read William Golding's *Lord of the Flies* 109 – 144

In class – Iron Maiden's "Lord of the Flies"  
[https://www.youtube.com/watch?v=vp\\_E\\_OCN-ss](https://www.youtube.com/watch?v=vp_E_OCN-ss)

**Tuesday February 14**

Read William Golding's *Lord of the Flies* 145 – 202

In class – The Offspring's "You're Gonna Go Far, Kid"

<https://www.youtube.com/watch?v=4JuWIHxRLBk>

**Thursday February 16**

Read Doris Lessing's *The Fifth Child* 1 – 48 and Mervyn Rothstein's "The Painful Nurturing of Doris Lessing's 'Fifth Child'" (Available on Blackboard)

**Tuesday February 21**

Read Doris Lessing's *The Fifth Child* 49 – 86

In class – Ana Castillo's "If Not for the Blessing of a Son"

**Thursday February 23**

Read Doris Lessing's *The Fifth Child* 86 – 133

In class – Workshop: Finding a focus and researching

**Tuesday February 28**

Exam One

**Talking Back: Graphic Memoirs**

*The graphic memoirs that anchor this section of the class explore personal as well as social and political histories through words and images. We will study criticisms of the texts to expand our understanding of literary theory and develop our analytical skills.*

**Thursday March 2**

Read Hillary Chute's "The Texture of Retracing in Marjane Satrapi's *Persepolis*" (Available on Blackboard)

**Tuesday March 7**

Read Marjane Satrapi's *Persepolis: The Story of a Childhood* 3 – 32

**Thursday March 9**

Read Marjane Satrapi's *Persepolis: The Story of a Childhood* 43 – 71

**Tuesday March 14**

No Class

**Thursday March 16**

No Class

**Tuesday March 21**

Read Marjane Satrapi's *Persepolis: The Story of a Childhood* 72 – 153

In class – Workshop: Creating and supporting an interpretive argument.

**Thursday March 23**

Read Alison Bechdel's *Fun Home* 1 – 54

**Tuesday March 28**

Read Alison Bechdel's *Fun Home* 57 – 120

**Thursday March 30**

Read Alison Bechdel's *Fun Home* 123 – 186

**Tuesday April 4**

Read Alison Bechdel's *Fun Home* 186 – 232 and Valerie Rohy's "In the Queer Archive: *Fun Home*" (Available on Blackboard)

**Thursday April 6**

Exam Two

**Dreams of a Different Life**

*The texts featured in this section of the course reflect on race, gender, and class. We will discuss social inequality, dominant cultural ideals, and vulnerability as represented in these texts.*

**Tuesday April 11**

Read Toni Morrison's *The Bluest Eye* 1 – 58

**Thursday April 13**

Read Toni Morrison's *The Bluest Eye* 61 – 93

**Tuesday April 18**

Read Toni Morrison's *The Bluest Eye* 97 – 163

**Thursday April 20**

Read Toni Morrison's *The Bluest Eye* 164 – 215

**Tuesday April 25**

Read Sandra Cisneros's *The House on Mango Street* 1 – 32 and Reuben Sanchez's "Remembering Always to Come Back: The Child's Wished-For Escape and the Adult's Self-Empowered Return in Sandra Cisneros's *House on Mango Street*" (Available on Blackboard)

**Thursday April 27**

Read Sandra Cisneros's *The House on Mango Street* 33 – 75

**Tuesday May 2**

Read Sandra Cisneros's *The House on Mango Street* 76 – 110

**Thursday May 5**

Exam Three

**\*Signature Paper is due by 5pm on university scheduled exam day. Email the paper as a word document to [jennifermiller@uta.edu](mailto:jennifermiller@uta.edu). Also, upload the document to the assignment through Safe Assign on Blackboard.**