

The Art of Resistance ENG 5370  
Days: Tuesdays  
Class Time: 5:30 – 8:15  
Room: Madla 207  
Class meets from January 21 through May 13

**Instructor:** Sonya Barrera Eddy, PhD (Dr. Eddy) Pronouns: She/her/ella  
**Office:** CH 222  
**Office Hours:** Tuesday 4-5 pm, 8:15-8:45 pm, and by appointment  
**Email:** sonya.eddy@tamusa.edu (Please allow 24-hour response time on email)  
**Cell Phone:** 210-848-3403 (text preferred – Please allow 2 to 8 hours response time)  
**Office Phone:** 210-784-2806 (leave a message and I will return you call)

### **Important Dates**

January 20 Monday Martin Luther King, Jr. Day - No classes  
January 21 Tuesday First class day  
**March 17-March 22 Monday-Saturday Spring Break**  
April 18 Friday Study Day - No classes  
April 21 Monday Last day to drop with an automatic grade of "W"  
April 28 Monday Last day to withdraw from the university  
May 5 Monday Last day of scheduled classes for weekday classes  
May 6 Tuesday Study Day - No classes  
May 7-May 13 Wednesday-Tuesday Final examinations  
May 13 Tuesday End of term  
May 16 Friday All grades due by noon  
May 19 Monday Grades available in JagWire  
May 20 Tuesday Commencement

### **Course Description**

The Art of Resistance: Restive Rhetoric and the Role of Art in Public Deliberation

In this course, we will look at the intersection of Art and Politics. We will begin by looking at resistive literature, visual art, and performance art created by marginalized people to resist dominant cultural norms/expectations. We will define some basic resistive rhetorical terms and then examine how marginalized populations can use art to resist dominant rhetoric. We then expand our reading to artifacts beyond literary works in music, dance, and beyond and examine them through different resistive lenses. The class will culminate in a research project where each student will select an artifact, or performance from a favorite artist, writer, or performer and examine how it resists dominant narratives and creates deliberation in the public sphere.

### **ENGL 5370 Course Goals**

We will work with you this semester to

- understand how can embody resistance
- types of resistance and rhetoric of resistance
- Look at different frameworks for art as resistance
- Identify artists and artwork that may be resistive
- Define what is being resisted and how the piece works to resist.

- examine the ethical responsibilities of art and artists
- conduct a research project about a chosen art piece or artist
- create resistive art
- write about resistive art

### **Major Assignments**

- reflection1 race and resistance
- Reading/Discussion Notes 1
- Reflection 2 preferred frameworks for art as resistance
- Reading/Discussion Notes 2
- Reflection 3 Reflection on one artists and artwork that may be resistive
  - Define what is being resisted and how the piece works to resist.
- Short Essay : what are the ethical responsibilities of art and artists
- conduct a research project about a chosen art piece or artist (short article, essay, poster, graphic)
  - draft
  - peer review
  - peer review letter
  - revision plan
  - revised product
- create resistive art
  - optional

### **Required Course Material**

All materials needed for this course are available through Open Education Resources and links will be provided on Blackboard. I encourage you to look through these resources because there might be topics you are interested in learning about that we do not cover in class. Reading assignments will also be made available as pdf copies on blackboard before the assigned dates.

### **Supplies:**

- A composition book/journal – writer’s notebook. This will be used not only for note taking, but for writing during class, recording ideas, song lyrics, drawing pictures, and reading and writing analysis. Keeping a writer’s notebook is part of your grade for this class.
- Access to a computer and reliable internet – computer labs are available on campus. Loaner computer are available in the library and can be checked out.

### **Reading List**

Ferguson, Jeffrey B., and George Hutchinson. *Race and the Rhetoric of Resistance*. Edited by Werner Sollors, Rutgers University Press, 2021, <https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2553847>.

Goméz, Sara Alonso, et al. *NO Rhetoric(s) Versions and Subversions of Resistance in Contemporary Global Art*. Diaphanes, 2023,  
<https://doi.org/10.4472/9783035804263>.

Habermas, Jürgen, et al. *The Structural Transformation of the Public Sphere an Inquiry into a Category of Bourgeois Society*. MIT Press, 1991.

Lyon, Arabella. *Deliberative Acts : Democracy, Rhetoric, and Rights*. Pennsylvania State University Press, 2013,  
<http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=3385084>.

Scott, James C. *Weapons of the Weak : Everyday Forms of Peasant Resistance*. Yale University Press, 2008,  
<https://www.degruyter.com/doi/book/10.12987/9780300153620>.

Taylor, Diana. *Performance*, Translated by Abigail Levine, Duke University Press, 2016.

Taylor, Diana. *¡Presente! : The Politics of Presence*. Duke University Press, 2020,  
<https://doi.org/10.1515/9781478008897>.

## **Blackboard**

This course uses Blackboard extensively; most writings will be submitted as attachments on Learn, as will much of the homework. While some instruction will be provided, it is the student's personal responsibility to learn how to attach files and submit work on Blackboard. There may occasionally be problems submitting work. In that case, try again. Try with a different browser. Contact the help desk. When all else fails, contact me via email and attach your assignment.

## **Grading Overview/Labor Based Assessment**

I treat learning as a recursive and exploratory process involving continual revision, and reflection. I am also committed to affirming linguistic diversity and decolonial practices. For these reasons, I will use a labor-based approach to assessment. Labor-based assessment assesses you on the quality of your labor rather than the quality of your finished product. That is, I will assess your progress this semester based on the amount of work you complete, on your ability to meet deadlines and fulfill expectations, and on the time and effort you put toward achieving course goals. Yes, your colleagues and I will address the quality of your work. We will also expect you to put forward the substantial time and effort it takes to improve upon the quality of your work; that is, we will expect you to demonstrate significant growth and improvement in your reading and writing process over the course of the semester. But you will not be graded on the quality of a single piece of writing, nor will you be assessed using high-stakes testing methods. In short, the more you work, the better your grade—and the better you'll position yourself to learn and grow.

## *Absences*

I will consider you “absent” if you are not physically present for a designated class meeting and you have not communicated with me about the circumstances. If you notify me in advance I am happy to broadcast the class meeting via Zoom and or record the class for you if the class agrees. Please note that I will excuse absences for instances of sickness or hospitalization, including those for whom you are a caregiver; a death in the family; court-related issues; and religious holidays. You must communicate with me about these in advance when possible or when you return to class.

### *Incomplete, Missed, and Ignored Assignments*

I will consider your assignments in this class “incomplete” if you submit them by a given deadline, but they fail to meet labor expectations (e.g., you didn’t meet a minimum word count, you didn’t provide the required information, and so on). Your assignments will be “late” if you submit them within two days (48 hours) of an initial deadline. If you submit an assignment at any point in the semester after 48 hours of the initial deadline, I will consider it “missed.” If you do not submit an assignment, I will consider it “ignored.” Please note that I do not respond to “missed” assignments.

### *Open Revision Policy*

I have an open revision policy. This means that you may revise and resubmit an “incomplete” or any other “graded assignment” for a higher grade. If you turn in a paper and you do not feel like it was your best work, you can request a meeting with me or come to office hours. I will give you suggestions for revision so that you can achieve the type of writing you are aiming for. We will agree on a timeframe for revisions and I will regrade your work after your revisions. NOTE: you cannot revise missed or ignored assignments.

### *Your Grade in Blackboard*

I will assign your grade in blackboard as follows: Every task we undertake is worth 1pt. If you complete 100% of the tasks required of you, then you receive a 100%. If you complete 70% of the tasks required of you, then you receive a 70%

### *Final Grade*

There is a column in blackboard to gives you your course average, this is an estimate of your grade. I will determine your final grade and post it via Banner according to university policy. Your final grade may differ from your grade on blackboard and includes my perception of your effort and engagement. For example you may have only completed 70% of the tasks in blackboard but your grade in the course may be a B because you worked hard and I know you had to work over 40 hours a week this semester. Conversely you may have an 80 in Blackboard but receive a C in the class because you were non-communicative, non-responsive, and I only saw you in 50% of the class meetings.

### **Labor Journals**

You will keep a weekly labor log. It can be in one of the following formats, written, voice recording, graphic, slide, or vlog.

**It is DUE EVERY FRIDAY AT MIDNIGHT.**

Your labor journal will contain the labor you are doing for the week, including the time you are spending on each task. It should include ALL LABOR. For example, you might spend 20 minutes reading a text for English class and 10 minutes talking about it with your friend. You would record both forms of labor. Maybe you spent 30 minutes surfing the internet looking for more information, record that as labor. Maybe you spent 2 hours writing Fan Fic about BTS after we read the K-pop article. Record that, because it is labor. If you must care for others, siblings, parents, or children. Record that because it is labor. If you spend 2 hours cleaning your room so you don't have to study, record it. It is labor. If you couldn't get to English work because you were swamped with your "other job" and had to ask for an extension, record that because it is labor. If you freaked about college, called home, then slept for 2 days before your friend visited and you felt better, record that because it is labor! If you drove to El Paso to help your Tia move, you didn't attend class all week and you had to talk to your teachers to get make-up work, record that because it was labor. I hope you get the idea. Record everything. I will respond to each of these.

### **IMPORTANT POLICIES AND RESOURCES**

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

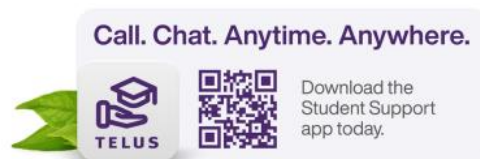
Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns,

support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](https://tamusa.edu/studentcounseling)

*Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher



learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).



Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct

(<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

### *AI Statement*

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

### Class Calendar

Week	Dates	Topic	Tasks	Class Meeting
1	January 21	Metacognition Syllabus Policies Determination of readings	Prior to Class - Read Syllabus <b>Prior to Class - <a href="#">Create a Padlet</a></b> Be ready to introduce yourself in class	Go over policies Set ground rules and norms Intro self and present padlets Determine reading lists for later in the semester <b>Exit Reflection</b>

			Place requested links on the discussion board <b>Labor Journal 1 Due</b>	
2	January 28	Race and Rhetoric of Resistance	Read the assigned chapter(s) of Ferguson <b>Create Reading Notes</b> <b>Answer assigned question</b> <b>Write a short essay about the ethical responsibility of artists</b> <b>Labor Journal 2 Due</b>	Discussion of Ferguson Add to padlets and discuss how race interacts with the artifacts on our padlets <b>Exit Reflection</b>
3	February 4	No rhetorics	Read the Assigned Chapter(s) No Rhetorics <b>Create Reading Notes</b> <b>Answer assigned question</b> <b>Labor Journal 3 Due</b>	Discussion of No Rhetorics In-class Activity Add to your padlet <b>Exit Reflection</b>
4	February 11	Performance and the politics of Presence	Read the Assigned Chapter(s) Diana Taylor <b>Create Reading Notes</b> <b>Answer assigned question</b> <b>Labor Journal 4 Due</b>	Discussion of Taylor's work In class activity Add to your padlets <b>Exit Reflection</b>
5	February 18	Frameworks	Come up with several different frameworks you know for class and reading lists for them <b>Labor Journal 5 Due</b>	Discuss frameworks reading lists for class Break into groups based on frameworks chosen <b>Exit Reflection</b>
Week		Topic	Tasks	Class Meeting
6	February 25	Literature Review	<b>Find a good example of literature review you like</b> Be ready to present it to class, explain the parts and why you think it's a good example of lit review <b>Labor Journal 6 Due</b>	Academic writing book and article structures. The function of literature review <b>Exit Reflection</b>

7	March 4	TBD	TBD <b>Labor Journal 7 Due</b>	TBD
8	March 11	TBA	TBD <b>Labor Journal 8 Due</b>	TBD <b>Exit Reflection</b>
9	March 18	SPRING BREAK	SPRING BREAK <b>Labor Journal 9 Due</b>	NO CLASS MEETING <b>Exit Reflection</b>
10	March 25	Peer Review	Bring 5 copies of your draft to class <b>Labor Journal 10 Due</b>	<b>First-draft peer reviews</b> <b>Write a peer review letter</b> <b>Annotate a draft</b> <b>Exit Reflection</b>
11	April 8	Revision Plans	Read all copies of annotated drafts, Read all peer-review letters <b>Labor Journal 11 Due</b>	Work in groups to discuss Peer Review Letters <b>Create Revision Plan</b> Some work time <b>Exit Reflection</b>
12	April 15	Revision Day	Bring supplies to work together on <b>Labor Journal 12 Due</b>	<b>Revision notes</b> <b>Exit Reflection</b>
13	April 22		<b>Peer Notes</b>	Presentations Day 1 <b>Exit Reflection</b>
14	April 29		<b>Peer Notes</b>	Presentations Day 2 <b>Exit Reflection</b>
15	May 6	Study Day	No Tasks	No Class Meeting
16	May 13	Final Exam	Final Drafts Due on Blackboard	Off-Campus Class meeting

The following section is assignment sheets for assignments.

☐ Indicates assignment

## Padlet

**Due Date:** Before the First Day of Class Jan 21st

View my padlet: <https://padlet.com/sonyabarreraeddy/engl-5370-the-art-of-resistance-fpotczwwjbra79hy>

1. Create a padlet account (it's free. Use your google credentials)
2. Create a padlet that includes: artifacts, articles, links, videos, and anything you think relates to art and resistance. Include artists, literature, and anything you think you might use. Be prepared to share your padlet with the class and explain why you included what you included. You will share the link with the class.
3. Share the padlet link with the class on the discussion board

## Labor Journals

You will keep a weekly labor log. It can be in one of the following formats, written, voice recording, graphic, slide, or vlog.

**It is DUE EVERY FRIDAY AT MIDNIGHT. (12 Total)**

Your labor journal will contain the labor you are doing for the week, including the time you are spending on each task. It should include ALL LABOR. For example, you might spend 20 minutes reading a text for English class and 10 minutes talking about it with your friend. You would record both forms of labor. Maybe you spent 30 minutes surfing the internet looking for more information, record that as labor. Maybe you spent 2 hours writing Fan Fic about BTS after we read the K-pop article. Record that, because it is labor. If you must care for others, siblings, parents, or children. Record that because it is labor. If you spend 2 hours cleaning your room so you don't have to study, record it. It is labor. If you couldn't get to English work because you were swamped with your "other job" and had to ask for an extension, record that because it is labor. If you freaked about college, called home, then slept for 2 days before your friend visited and you felt better, record that because it is labor! If you drove to El Paso to help your Tia move, you didn't attend class all week and you had to talk to your teachers to get make-up work, record that because it was labor. I hope you get the idea. Record everything. I will respond to each of these.

- Week 1 January 24
- Week 2 January 31
- Week 3 February 7
- Week 4 February 14
- Week 5 February 21
- Week 6 February 28
- Week 7 March 7
- Week 8 March 14
- ~~Week 9 March 21~~ SPRING BREAK
- Week 10 March 28
- Week 11 April 4
- Week 12 April 11

## Exit Reflection

### **Due After Every Class**

I will guide your reflection and give you time to write this reflection in class. It is due on Blackboard. There will be one for every class meeting.

- Week 1 January 21
- Week 2 January 28
- Week 3 February 4
- Week 4 February 11
- Week 5 February 18
- Week 6 February 25
- Week 7 March 4
- Week 8 March 11
- ~~Week 9 March 18~~ SPRING BREAK
- Week 10 March 25
- Week 11 April 1
- Week 12 April 8
- Week 13 April 15
- Week 14 April 22

### **Reading Notes 1**

#### **Due on January 28<sup>th</sup> before class**

Read the assigned Chapter from the Ferguson Book (PDF Chapters will be posted on Blackboard)

Ferguson, Jeffrey B., and George Hutchinson. Race and the Rhetoric of Resistance.

Edited by Werner Sollors, Rutgers University Press, 2021,

<https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2553847>.

Keep track of your reactions, thoughts and questions

Bring a summary of what you think this work is about and at least one topic for discussion for the class.

**Turn in your reading notes on blackboard before class**