

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF GENERAL STUDIES
ENGLISH DEPARTMENT**

Course Title: Caribbean Cities in Spacetime

Course Code: INGL 4003

Credits/Hours: 3 credits per semester/3 class hours weekly

Prerequisite: Advanced Placement in English (score of 4 or more) or completion of first-year English (INGL 3101-3102 or INGL 3103-3104 or INGL 3123-3124 or INGL 3011-3012)

Course Description:

This course is an option for completing the literature requirement of the general education component. It provides an introduction to the emergence of Caribbean cities in the spacetime of narrative-essay, novel, short story, poetry, film, calypso, alongside reports of contraband, piracy, and dubious settlers. It has both content and language objectives. Content- to explore cities in the English-speaking Caribbean through texts, and Language- to enhance oral, listening, reading, and writing competencies in English. Students take a literary voyage from indigenous homes to plantation manors, canoes to sailing vessels, dirt roads to bridges across islands. Through the literature, students discover developing cities, dwellings, architectural features, seascapes and landscapes. The language framework is English for academic purposes (EAC), specifically content-based instruction (CBI).

Learning Objectives:

Consistent with the English Department's general objectives, the student will demonstrate through a variety of form of evaluation and on the basis of the standards for the different levels established by the English Department that they are making progress in their ability to:

- Discover further insight and response to the emergence of Caribbean cities through literary selections.

- Analyze and effectively communicate findings, supported opinions, and feelings through discussion and writing.
- Demonstrate multi-cultural awareness of Caribbean peoples and their cities.
- Critique texts' relevance and validity by connecting to personal experience.
- Value and critically examine aesthetic, ethical, humanistic and cultural values underlying texts.
- Apply by writing a unified and coherent essays and a research paper.
- Demonstrate the ability to use the library and computer technology for research.
- Demonstrate the ability to access and use the needed information effectively, efficiently, ethically and legally.
- Collaborate in the inclusion of students with disabilities into all class activities.

Content Outline and Time Distribution:

Unit I. Background of Caribbean cities and dwellings/language acquisition through content. The hours indicated overlap and are distributed throughout.

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|---|-----------|
| A. Introduction | (3 hours) |
| B. Language acquisition through content | (7 hours) |

Unit II. Caribbean cities through sample literary selections	(Total of 35 hours)
oral and written critical analysis of selected texts	(25 hours)
writing a research paper on literary text(s)	(10 hours)

A. Seascapes and developing cities

The Sea is History (Walcott)

Hymn to the Sea (Collymore, in Brown, 2005)

B. Mobile homes

The Schooner Flight (Walcott)

C. Dwellings and architectural features

1. A house as a symbol of freedom A

House for Mr. Biswas (Naipaul)

2. A house as a symbol of imprisonment

Wide Sargasso Sea (Rhys)

Jane Eyre (Bronte)

3. The great house

A City's Death by Fire (Walcott) *Ruins of a
Great House* (Walcott)

D. Landscapes/Caribbean cities in exile

The Music of Living Landscapes (Harris)

The Light of the World (Walcott)

Kaya (calypso by Bob Marley)

Total Contact Hours: 45 hours

Instructional Techniques:

This course is based upon collaborative discussion among students and professor, therefore oral participation is required. A variety of teaming and assessment experiences are used to create an interactive environment to foment reflection, critical thinking, analysis, and synthesis. Language and interdisciplinary literature are integrated to underscore the power of multiple perspectives in illuminating an object of study. Focus on listening, speaking, and writing skills, as well as the building of vocabulary and structures needed to engage in academic discussion. Students will be engaged in exercises in the use and evaluation of databases and search engines as an introduction to research. The following instructional techniques are recommended: dialogue and debate, individual and group work, and oral and written activities. Assessment activities and strategies are also used to evaluate students' learning, which can include oral presentations and writing rubrics.

Required Student Resources:

Internet and educational technology activities
Textbook and supplementary reading materials
Magazines, journals and newspapers

Computer applications
Film and audio-visual equipment
Linguistic Center/Computer Center/Library Systems
An online educational platform, such as Moodle

Evaluation Strategies:

Class participation	20%
Exams (oral and written essays)	30%
Oral presentations, assignments, quizzes, computer work	30%
Written work (including journal and research)	<u>20%</u>
Total	100%

English Department Attendance Policy:

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence.

Rights of Students with Disabilities:

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination including "The American Disabilities Act" (ADA) and Law # 51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate it to the professor at the beginning of the semester so that appropriate planning and the necessary equipment according to the Disabilities Persons Affairs Office (Oficina de Asuntos para las Personas con Impedimentos (OAPI) from the Student's Deanship office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services DO NOT exempt the student from complying and fulfilling academic and course related requirements and responsibilities.

Academic Integrity:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-1010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person's answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as an enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in

accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Gender and Sexual Identity Discrimination Policy:

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Grading System:

A	100-90
B	89-90
C	79-70
D	69-60
F	59-0

Bibliography:

Content — Caribbean Literature:

Brathwaite, K. (2004). *Words need love too*. Cambridge, UK: Salt Publishing.

(Originally published, 1988).

Bronte, C. (2009). *Jane Eyre*. New York, NY: Penguin Classics. (Originally published, 1847).

Brown, S., & McWatt, M. (Eds.). (2005). *The Oxford book of Caribbean verse*. New York, NY: Oxford University Press.

Brown, S., & Wickham, J. (Eds.). (2001). *The Oxford book of Caribbean short stories*. New York, NY: Oxford University Press.

Brown, T. (2015). *City of islands: Caribbean intellectuals in New York (Caribbean studies series)*. University Press Mississippi.

- Exquemelin, Alexander Olivier. *The Buccaneers of America*. Trans. Alexis Brown. Mineola, NY: Dover Publications, 1969. (Originally published, 1678).
- Harris, W. (1985). *The Guyana quartet*. London, UK: Faber and Faber. (Originally published, 1960).
- Harris, W. (1993). *The carnival trilogy*. London, UK: Faber and Faber.
- Harris, W. (1999). *Selected essays of Wilson Harris: The unfinished genesis of the imagination*. New York, NY: Routledge.
- McCafferty, K. (2002). *Testimony of an Irish slave girl*. New York, NY: Penguin Books.
- Naipaul, V.S. (2001). *A house for Mr. Biswas*. New York, NY: Vintage International. (Originally published, 1961). ISBN: 0-375-70716-6
- Orderson, J.W. (2002). *Creoleana and the fair Barbadian and faithful Black*. Oxford, UK: Macmillan. (Originally published, 1842).
- Raleigh, W. (1997). *The discovery of the large, rich, and beautiful empire of Guiana*. Norman, OK: University of Oklahoma Press. (Originally published by Sir Walter Raleigh, 1596).
- Rhys, J. (1966). *Wide Sargasso Sea*. New York, NY: W. W. Norton. ISBN: 0-393-30880-4
- Walcott, D. (1986). *Collected poems: 1948-1984*. New York, NY: Farrar, Straus and Giroux.
- Walcott, D. (2007). *Selected poems*. New York, NY: Farrar, Straus and Giroux.
- Yanique, T. (2010). *How to escape from a leper colony: A novella and short stories*. Minneapolis, MN: Graywolf Press.

Content — Urban Studies, Caribbean History:

Benitez-Rojo, A. (1996). *The repeating island: The Caribbean and the postmodern perspective*. (2nd ed.). Durham, NC: Duke University Press.

Coates, N. (2012). *Narrative architecture*. Chichester, West Sussex, UK: John Wiley & Sons, Ltd.

Connors, M. (2009). *Caribbean houses: History, style, and architecture*. New York, NY: Rizzoli.

Fraser, H. (1990). *Treasures of Barbados*. London, England, UK: Macmillan Education.

Gissen, D. (2009). *Subnature: Architecture's other environments*. New York, NY: Princeton Architectural Press.

Gottdiener, M., Budd, L., & Lehtovuori, P. (2016). *Key concepts in urban studies*. (2nd ed.). Thousand Oaks, CA: Sage.

Jaworski, A., & Thurlow, C. (Eds.). (2010). *Semiotic landscapes: Language, image, space*. New York, NY: Continuum International Publishing Group.

Richardson, B. (2004). *Igniting the Caribbean's past: Fire in the British West Indian history*. Chapel Hill, NC: The University of North Carolina Press.

Slesin, S., & Cliff, S. (1985). *Caribbean style*. New York, NY: Clarkson N. Potter. Spim, A.W. (1998). *The language of landscape*. New Haven, CT: Yale University Press.

Thieme, J. (2016). *Postcolonial literary geographies: Out of place*. Norwich, UK: University of East Anglia.

Language — Language Acquisition and Literary Applications:

- Abbot, H. P. (2008). *The Cambridge introduction to narrative*. (2nd ed.).
Cambridge, UK: Cambridge University Press.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.
- Carroll, J., Levinson, S., & Lee, P. (Eds.). (2012). *Language, thought, and reality: Selected writings of Benjamin Lee Wharf* (2nd ed.). Cambridge, MA: MIT Press.
- Charles, M., & Pecorari, D. (2016). *Introducing English for academic purposes*. New York, NY: Routledge.
- Crandall, J., & Kaufman, D. (Eds.). (2002). *Content-based instruction in higher education settings*. Alexandria, VA: TESOL.
- Culler, J. (2011). *Literary theory: A very short introduction*. New York, NY: Oxford University Press.
- Echevarria, J., Vogt, M.E., & Short, D. (2008). *Making content comprehensible for English learners*. 3rd Ed. Boston, MA: Pearson-Allyn and Bacon.
- Griffith, G. (2016). *The BBC and the development of the Anglophone Caribbean literature, 1943-1958*. Albany, NY: Paigrave Macmillan.
- Griffith, K. (2006). *Writing essays about literature: A guide and style sheet*. (7th Ed.). Boston, MA: Thomson Wadsworth.
- Pearson Casanave, C. (2011). *Journal writing in second language education*. University of Michigan Press.

Pike, B. (1981). *The image of the city in modern literature*. Princeton, NJ: Princeton University Press.

Ruetten, M. K. (2004). *Developing Composition Skills*. (2nd ed.). Boston, MA: Heinle & Heinle. Toye, R. (2013). *Rhetoric: A very short introduction*. Oxford, UK: Oxford University Press.

The Merriam-Webster Dictionary. (11th ed.). (2004). Springfield, MA: Merriam-Webster, Inc. Winks, C. (2009). *Symbolic cities in Caribbean literature*. New York, NY: Palgrave Macmillan.

Online Resources:

Research:

Essay exam:

https://owl.purdue.edu/owl/purdue_owl.html

Writing a research paper:

<https://owl.english.purdue.edu/owl/resource/658/01/>

Dictionary:

Dictionary online with pronunciation.

<http://www.merriam-webster.com/>

Resources:

Law - Individuals with Disabilities Education Act. (2004).

<http://idea.ed.gov>

Reading: Derek Walcott-Nobel Lecture.

<https://www.nobelprize.org/prizes/literature/1992/walcott/lecture/>

Journal: Keeping a Nature Journal.

https://vault.sierraclub.org/education/nature_journal.asp

Updated by Brenda Camara, June 2019.
BACW/nmha