

English 4WS: Critical Reading and Writing with Service Learning The Body in Literature

Instructor: Angelina Del Balzo

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Mailbox location: Humanities 149, English Department main office

Class Time: Mondays and Wednesdays, 10:00am-11:50am

Class Location: Bunche 3164

Office: Humanities A94 (Desk 21)

Office Hours: Mondays and Wednesdays 12:00pm-1:00pm

Course Description

This course considers the relationship between literature and the body. How do different genres of literature (poetry, drama, prose) represent bodies and spaces? How do different spaces welcome or discourage interactions between people with different kinds of bodies, in terms of race, gender, sexuality, ability, and/or age? In what ways can storytelling (and the arts/humanities more generally) reach spaces outside the university? Explore these questions while collaborating with community organizations that work to break down gender stereotypes and empower individuals and communities.

Required Texts

Jane Austen, *Persuasion* (ISBN 9780141439686)

David Henry Hwang, *M. Butterfly* (ISBN 9780452272590)

Caryl Phillips, *Crossing the River* (ISBN 9780679757948)

William Shakespeare, *Othello* (ISBN 9780451526854)

All other readings will be posted on CCLE.

Course Requirements

Participation: 15%

Service blog: 25% (300 words each)

Presentation: 15% (5 minutes)

Paper 1: 20% (3 pages)

Paper 2: 25% (5 pages)

Service Learning

Service learning is a pedagogical approach that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This class operates on the premise that you will learn more about the issues that inform our study of the body (knowledge, sexuality, power, access to resources) by collaborating with local community groups that deal with these issues than you would by exploring the body from a purely theoretical perspective in a UCLA classroom. Thus, each week you will apply your academic skills to support the work of one of our community partners and simultaneously share what you learn from

our partners with your classmates, enriching our seminar experience with the knowledge you gain from the Los Angeles community. On the second day of class, you will meet our community partners and choose a project to work on. Our community partners /co-educators are:

- Los Angeles Gay and Lesbian Center: Since 1971 the L.A. Gay & Lesbian Center has been enriching the lives of lesbian, gay, bisexual, and transgender (LGBT) people by offering a variety of services from healthcare to advocacy. The LAGLC offers lesbian, gay, bisexual, transgender, and questioning youth (14 to 24 years old) tools for self-empowerment through its Children, Youth & Family Services Department. LAGLC believes that all youth have the right to a safe, secure, and nurturing living environment. Whether taking steps toward independent living through its Transitional Living Program or simply getting a hot and shower at its Youth Center on Highland, LAGLC provides LGBTQ youth the resources they need to reach their full potential.
 - *Available Times and Projects*: Service learning students can serve as tutors and mentors for the LAGLC’s GED/Education program, which gives young people the opportunity to complete their high school education and receive a recognized diploma. Opportunities are also be available to work in the LAGLC’s job center assisting with the job search process, mock interviews, and other activities. GED tutoring takes place M-F from 9 am to 1 pm. Service learning students may be able to arrive early or stay late to assist with other projects, particularly if you are working to build resources to support college applicants and job searchers.
 - **NOTE: A Live Scan background check is required for all service learning students.** The Center for Community Learning will cover the cost of the Live Scan. Instructions will be provided.
 - *Locations and Transportation*: 1220 N Highland Ave. 90038. Take the Metro 2 Bus from UCLA and get off at Sunset and Highland. Or carpool with classmates.
 - *Contact*: Renee Bever at rbever@lalgbtcenter.org or 323-860-3677.
 - *Website*: <http://www.lalgbtcenter.org/>

- Santa Monica Boys and Girls Club: The Boys & Girls Clubs of Santa Monica is a 501(c)3 non-profit organization dedicated to providing youth a safe and productive place to go when they need it most: after school and on non-school days. Branch locations offer a variety of programs and services designed to meet the needs of young people in our community. Programs and activities strive to provide “fun with a purpose.” They address issues that affect today’s youth and give them the tools needed to face the daily challenges of growing up. Club members participating in our programs build confidence, gain useful skills, and most importantly, enjoy themselves on a daily basis.
 - *Available Times and Projects*: SMBGC provides programing Monday through Saturday at its main branch and at several satellite centers linked with low-income housing facilities and schools in Santa Monica and West LA. Service learning students typically support after-school programming

(Monday-Friday from 2:30-8:00pm at the main branch and ending slightly earlier at most satellite branches around 6 or 7pm). SMBGC is especially eager for service learning students to provide one-on-one homework help for students during “Power Hour” from 3-4pm each afternoon. Tutoring continues throughout the afternoon and evening alongside a number of other activity programs which can use assistance. Service learning students will work with the site supervisor to identify the branch location where they will work, the day of the week they plan to come in, and the age group of students they would like to support.

- **NOTE: SMBGC requires a background check through Verified Persons for all new service learning students.** The Center for Community Learning will cover the cost of the background check. Paperwork and instructions will be provided in class but all students will need to fill out an application packet and scan it into a PDF to email back to the site supervisor before service learning can begin (scanning can be done for free at Powell Library or with the smartphone app CamScanner). All service learners will receive a Boys & Girls Club t-shirt, which must be worn at all times while at the club. Plan to leave your timesheet at the front desk so that you can sign in and out each week.
 - *Location and Transportation:* Service learners often work at the SMBGC Main Branch located at 1238 Lincoln Blvd, Santa Monica, CA 90401 (take Big Blue Bus 2 to Wilshire and Lincoln Blvd). Other branch locations may also need assistance, particularly the John Adams Middle School Branch located at 2441 16th St, Santa Monica, CA 90405 (take Big Blue Bus 8 to Olympic and 17th St).
 - A complete list of Santa Monica branch locations is available here: <http://www.smbgc.org/locations/>
 - *Contact:* SMBGC Learning Center Director, Charnelle Ruff – charnelle@smbgc.org or (310) 394-2582.
 - *Website:* <http://www.smbgc.org/>
- YWCA Santa Monica/Westside: Founded in 1939, the YWCA Santa Monica / Westside is one of 316 YWCAs operating across the United States, and part of the world organization of YWCAs that spans 112 countries. The YWCA Santa Monica / Westside is committed to empowering women and girls and promoting racial justice, peace, freedom and dignity for all people. Its mission is: Strengthened by diversity, the YWCA empowers women and girls by creating opportunities for growth and leadership. The organization offers two types of programs for women, girls and community members who live and/or work in the West Los Angeles/Santa Monica area: programs for women and girls that are driven by the YWCA Mission and fill a vital community need (such as the Girls Central after school program and the Transitional Housing and Education Program for emancipated and former foster youth); and classes, lectures, workshops and fitness programs in which our members enroll and pay to attend (such as fitness classes).

- *Available Times and Duties:* Service learning students will work as small groups to support the Girls Central after school program by developing life skills workshops during after school hours for middle and high school students (topics TBD by students but may include strategies for handling cyber safety, healthy body image, bullying, etc). Limited opportunities may be available to work on research to support other programs at the YWCA, and to support two new programs for Girls Central that are currently in development: 1) a sports program called Girl Fit, and 2) a community service program for high school students. Monday (7th/8th Grade, 3:30-5:30pm); Tuesday (6th Grade, 3:30-5:50pm); Wednesday (High School, 4-6pm); Friday (new program in development: Girl Fit sports program).
- **NOTE: The mentorship model employed by the YWCA is best suited for female service learners.** Male students interested in supporting the program should consult with the site supervisors first.
- *Location and Transportation:* YWCA Santa Monica Westside at 2019 14th Street, Santa Monica, CA 90405 AND John Adams Middle School at 2425 16th Street Santa Monica, CA 90405. From Westwood and Weyburn, take Big Blue Bus 12 or Rapid 12 and transfer at Westwood and Pico Blvd to the Big Blue Bus heading West. Get off at Pico and 14th Street. (Other bus combinations will also work)
- *Contact:* Angela Walton (awalton@smywca.org or 310-452-3881 x123)
- *Website:* <http://www.smywca.org>

Service Learning Hours: On the first day of class, we will discuss service learning in general as well as methods for documenting your hours. On the second day of class, you will learn about the specific project options and be placed with a community partner who will provide additional training at the site. Weekly service with your community partner is just as integral to your ability to participate actively in this seminar as the homework you do outside of class. Therefore, **you MUST complete at least 20 hours of service learning by Week 9 in order to pass this course.** Be sure that the available times (above) do not conflict with other classes or activities because completion of the course requirements is contingent upon your participation during the specified hours. Missed hours may be made up during Week 10, if your service partner is available. Your successful completion of 20 service hours will be reflected in your graded assignments (above) and will be verified through a mid-quarter check-in with your site supervisor and a signed time sheet submitted at the end of the quarter. Signed time sheets are **due by 5pm on Friday of Week 10.** You may submit your time sheet in hard copy to my box in Humanities 149 or electronically via email.

Policies

Assignments: Papers are due **via my email AND hard copy to my mailbox by 5pm** on the day indicated on the syllabus. Hard copies must include both the student's name and my name on the front and be time-stamped by the front office. Late papers are docked a third of a letter grade for each day they are late (e.g. B+ to B). The English Department's

policy is that all work that is more than one week late automatically receives an “F.” In order to pass the class, students must complete all requirements. The assignments are as follows:

Presentation (15%): This is a **five-minute** presentation, with a close-reading on what of the texts during the quarter. The presentation must also include **two analytical questions** for the class to discuss.

Service blog (25%): Each student will keep a blog synthesizing the course material and the service component. **Three entries** of approximately **300 words** each will be expected, written in response to a prompt. Students will also be expected to make **three comments** on other students' blog posts.

Paper 1 (20%): Paper 1 will be a **three-page** expository paper on one of the works from the poetry unit.

Paper 2 (25%): Paper 2 will be a **five-page** research paper on one of the works from the drama or fiction unit. In your analysis, you will engage with at least **one secondary source**, and your bibliography must cite an additional **two secondary sources**.

Attendance and Participation: Participation is 15% of your final grade, which means you are expected to regularly attend section, having done all the reading, and contribute to class discussion. **You must bring your readings to class in order to fully participate. If you do not bring the reading, you are not present.** Just coming to class does not count as participation; you must complete all assignments and add to the discussion. You are allowed two absences (no questions asked); any additional absences will affect your participation grade. If you are absent, it is your responsibility to get notes or a debriefing from a classmate. If I feel that students are not doing the required reading, I will institute pop quizzes that will contribute towards your participation grade.

Communications: The best way to discuss your writing or course materials is to come to my office hours, which are **Mondays and Wednesdays from 12-1pm and by appointment**. You can make an appointment to come to my office hours via the Excel spreadsheet on CCLE. Drop-ins are also welcome, but priority goes to those who have signed up online. As a policy, I will read and offer feedback on outlines or writing up to a paragraph, but I will not read full drafts. You can also reach me via email. However, I will not respond to emails sent the day before a major assignment is due or the day after assignments are returned.

Learning Accommodations: If you wish to request an accommodation due to a suspected or documented disability, please contact the Office for Students with Disabilities as soon as possible. I cannot make any accommodations myself, and accommodations cannot be applied retroactively.

Technology: Laptops and e-readers are not allowed in section, with the exception of OSD accommodations. Cell phones should be silenced and put away.

Plagiarism: The UCLA plagiarism policy is in effect. Plagiarism is the use of ideas or words of another person without citation, either intentionally or not. This includes instances of academic dishonesty, like turning in papers originally written for another course. Plagiarism will not be tolerated under any circumstances, and I will report all suspected instances of plagiarism to the Dean of Students' Office. More information on the university's policy on academic integrity can be found here:
<http://www.studentgroups.ucla.edu/dos/students/integrity/>

I reserve the right to amend these policies.

Resources

Counselling and Psychological Services (CAPS) (John Wooden Center West) – www.counseling.ucla.edu; walk-in services available
 CARE Counsellor Telephone: 310-825-0768 (Answered 24/7)
 Student Care Managers Mark Veldkamp (310-825-7291) and Karen Minero (310-825-0628) are available to support and advocate for UCLA students who are survivors of sexual assault, intimate partner violence, or stalking.

LGBT Campus Resource Center (Student Activities Center, B36) – Telephone: 310-206-3628; Email: lgbt@lgbt.ucla.edu; Hostile Climate Incidents: www.reportincidents.ucla.edu/

Office for Students with Disabilities (OSD) (Murphy Hall A255) – Telephone: 310-825-1501; 310-206-6083 (telephone device for the deaf); Website: www.osd.ucla.edu

Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/resource/747/01/>
 This is a great online resource for MLA formatting and citation.

Writing Center (Hum A61) – Telephone: 310-206-1320; Email: wcenter@ucla.edu;
 Website: www.wp.ucla.edu

Course Schedule

Week 1: Introduction to Service Learning; Poetry

Mon. March 30

Course introduction; introduction to service learning; Langston Hughes, "Desire"

Wed. April 1

Community partner presentations; Trinidad Sanchez, Jr., "Why am I so brown?"

Week 2: Poetry

Mon. April 6

Natalia Cecire, "Humanities scholarship is incredibly relevant, and that makes people sad"

William Shakespeare, Sonnet 130, Sonnet 20; Claude McKay, "America"

Wed. April 8

Francesco Petrarca, "Voi ch'ascoltate in rime sparse il suono" ("You who hear the sound in scattered rhyme"); Edna St. Vincent Millay, "I being born a woman and distressed;" Gustavo Pérez Firmat, "Bilingual Blues"

Week 3: Poetry

Mon. April 13

Christopher Baswell, "It's only at the Bodleian that I am a cripple"
Jonathan Swift, "The Lady's Dressing-Room;" Anna Swir, "Large Intestine"

Wed. April 15

John Donne, "Elegy XIX To His Mistress Going to Bed;" Patricia Lockwood, "Rape Joke"

Fri. April 17

Blog post 1 due 5pm

Week 4: Drama

Mon. April 20

William Shakespeare, *Othello*, Act I

Wed. April 22

Othello, Act II-III

Paper 1 outline due

Week 5: Drama

Mon. April 27

Othello, Acts IV

Wed. April 29

Othello, Act V

Fri. May 1

Paper 1 due 5pm

Week 6: Drama

Mon. May 4

David Henry Hwang, *M. Butterfly*, Act I

Wed. May 6

M. Butterfly, Act II-III

Week 7: Research

Mon. May 11

Jane Austen, *Persuasion*, Ch. 1-8

Wed. May 13

Persuasion, Ch. 9-16

Fri. May 15

Blog post 2 due 5pm

Week 8: Fiction

Mon. May 18

Persuasion, Ch. 17-24
Wed. May 20
Research introduction

Week 9: Fiction

Mon. May 25
Memorial Day – No class
Wed. May 27
Caryl Phillips, *Crossing the River*, introduction and I. The Pagan Coast
Fri. May 29
Blog post 3 due 5pm

Week 10: Fiction

Mon. June 1
Crossing the River, II. West, III. Crossing the River
Wed. June 3
Crossing the River, IV. Somewhere in England and conclusion
Paper 2 outline due
Fri. June 5
Service timesheets due 5pm

Week 11: Finals Week

Mon. June 8
Paper 2 due 5pm