**EWRT1A-FY1**

**Spring 2015**

**Indigenous Peoples and Migration**

Instructor: Sherwin Mendoza, mendozasherwin@deanza.edu

Room AT103, 1:30-3:45 Tuesday and Thursday

Office Hours and Location: Tuesdays 11:00-12:00 and by appointment, MCC-14

Course Web Site: http://www.deanza.edu/faculty/mendozasherwin/ewrt1as15/

Course Blog (Journals): http://ewrt1as2015.blogspot.com/

In this class you will consider your relationship to indigenous peoples and to histories of migration. For the purposes of this class we will use the definition of *indigenous peoples* proposed by the United Nations Permanent Forum on Indigenous Issues. Indigenous peoples are groups that meet the following criteria:

* Self- identification as indigenous peoples at the individual level and accepted by the community as their member
* Historical continuity with pre-colonial and/or pre-settler societies
* Strong link to territories and surrounding natural resources
* Distinct social, economic or political systems
* Distinct language, culture and beliefs
* Form non-dominant groups of society
* Resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities. (“Indigenous”)

A characteristic of many indigenous peoples that is not given in this definition is the fact that many indigenous people have been forced to migrate from their homelands. As a class we will learn about indigenous peoples whom we are connected to and the histories that have brought us together.

You will write four essays, two short essays during the first part of the quarter and two long essays in the middle. In the first short essay you will write about your own migration experience or your family’s migration experience in terms of a problem that you or your family attempted to solve through migration. I encourage you to think of this problem as one that forced you or people in your family to leave their home. Your second short essay will be tied to a group presentation in which you will briefly present your relationship to a specific group of indigenous people.

Your third essay will be a research-based argumentative essay in which you will propose a change to a current law, policy, or rule that affects migrants, indigenous peoples, or both. You will address the proposal to people who have power over a government, institution, or organization that can change the law, policy, or rule.

Your fourth essay will be one in which you will analyze a YouTube video. The interpretation itself will not necessarily be tied to the topics of indigenous peoples or migration. However, because most of the students in the class will likely come from migrant families, and because you will share your interpretations with others in the class, you should learn from each other about the ways in which migrants interpret popular culture.

**Class Policies**

Attendance is mandatory. All class time counts and attendance every day is required unless I tell you otherwise. Please contact me before class if you are unable to attend, and we will set up a way for you to make up the missed class time. Please respect my time and the time of your classmates by coming to class on time. Please turn in assignments on time to make it easier for me to track the progress of everyone in the class.

This course will abide by the college-wide policies of De Anza College with respect to academic conduct (honesty, respect for diversity, etc.).

**Working Groups**

The most difficult assignment in this class is the research-based argumentative essay. You will form groups that will present to the class a specific topic or issue related to indigenous peoples. During your presentation you will compare and contrast your own relationships to indigenous peoples with the relationships of other people in your group. Your research should be shared, but all of you will write your own summing up of your research and your own research-based argumentative essay. Hopefully your argumentative essay will build on research that you and your group members will conduct for your group presentation.

**Grammar Workshops**

We will devote the bulk of the class time to organizing your writing and developing your ideas in writing. If you need help with grammar I will ask you to attend grammar workshops that I will conduct outside of class with small groups of your classmates in which you will edit portions of your essays for grammar and mechanics.

**Appointments**

Because this class meets only twice a week I will ask you to make appointments with me either individually or in groups to discuss your writing and your projects. I will hold appointments in MCC-14.

**Writing Process**

One of the main things you should develop for this class is a writing process for producing academic essays. You will substantially develop your ideas before you begin writing the actual text of your essays. For each of your essays I expect you to formulate and submit a thesis statement and an outline for feedback before you begin to work on a first draft. Note that, based on your research, your thesis statement is likely to change. Although it might not always be necessary, you should be prepared to completely rewrite your essay between the first draft and the final draft.

**Class Schedule**

Week of April 6 Course Introduction

Week of April 13 Personal Narrative

 First draft of Essay 1 due April 16

Week of April 20 Personal Narrative, Group Projects

 Final draft of Essay 1 due April 21

Week of April 27 Argumentative Essay

 Group presentations April 30

Week of May 4 Argumentative Essay

 Research, Topic, Thesis Statement, Outline

Week of May 11 Argumentative Essay

 First draft due May 14

Week of May 18 Argumentative Essay

 Final draft due May 21

Week of May 25 Analytical Essay

 Research, Topic, Thesis Statement, Outline

Last day to drop with a “W,” May 29

Week of June 1 Analytical Essay

 First draft due June 4

Week of June 8 Analytical Essay

 Final draft due June 11

Week of June 15 Revisions

Final exam Wednesday, June 24, 1:45-3:45

**Grades**

10% Final Exam

10% Journals

10% Personal Narrative

10% Group Presentation and Short Essay

30% Research-based Argumentative Essay

30% Analytical Essay

I will evaluate your essays according to the essay grading rubric for EWRT1A at De Anza College. For your essays you will receive letter grades for each major part of the rubric: ideas and development, organization, and language use. Your overall grade for each essay will be an average of the three letter grades.

If you do the final exam, the journals, the personal narrative, and the group presentation and short essay then an average of an A- on the two major essays will result in you receiving an A in the course. You will have the opportunity to revise the two major essays several times, and your grade for each essay will be the grade for the final draft.

Works Cited

“Indigenous Peoples, Indigenous Voices.” United Nations Permanent Forum on Indigenous Issues. N.d. Web. April 6, 2015.