

FYS 047 (CRN 6982) – The Other Side of the Wall: The Americanization of Mexico

Instructor : Jody Swilky

MW 12:30pm-1:45pm

Office: 324 Howard Telephone: 2853

Office Hours: M, 2-3 pm , W , 2:00- 4:00 pm, and by appointment

(class meets in CS 308)

Course objectives

This course asks you to examine the impact of U. S. culture on Mexico, beginning with the period directly after World War II and continuing until the present. You will study the ways in which the U. S. has and has not affected trade, immigration, industrial development, the environment, and culture. Through reading, discussion, research and writing, we will identify the degree to which U.S. culture is present or absent, examine the consequences of such influence, and discuss how those consequences can be addressed/changed to enhance life in Mexico and between the U.S. and its neighbor.

Learning goals

- 1) To gain new understanding of the history and consequences of U.S.-Mexico relations as well as to gain critical awareness of concepts such as borders, global citizen, migration, national identity and international relations.
- 2) Study cultural and ethnic differences to gain critical understanding of the consequences of such differences.
- 3) Consider how U. S.-Mexico relations can be changed in areas such as immigration, trade, and industrial development, and what cultural exchanges must occur to improve each country's role in fostering healthy political and economic relations.
- 5) Engage in weekly writing assignments to develop new knowledge of subjects; perform group research assignments to learn about cultures through studying places, cultural influence, and cultural differences; and produce individual projects to pursue your interests while developing fundamental strategies for doing scholarly and creative work.

General objectives of First Year Seminars

- Helps integrate first-year students into academic culture.
 - Sharpens students' writing, critical thinking, verbal communication and information literacy.
 - Focuses on a topic, approach or theme.
 - Encourages active participation by students in class.
 - Focuses on ways of knowing as well as content.
 - Invites connections among several areas of study or disciplines.
 - Aims to establish a sense of community among members
-
- The First Year Seminar should offer a writing-intensive experience for students. Typically, this will involve a series of short writing assignments beginning early in the term and totaling at least 20 pages in length. The instructor should provide substantive

feedback and students should be allowed an opportunity for correction and revision on at least some assignments.

○ CLASSROOM ACTIVITIES

- **1) Quizzes (only if I think we are not reading the assigned readings)**
- Each time a new text is assigned, there may be a short quiz at the beginning of the first day we discuss that text. The purpose of these quizzes is to try to impress upon you the importance of keeping up with the assigned readings.
-
- **2) Working in pairs**
-
- **a) Bring a computer and a hard copy of your paper to class the day an assignment is due/two copies of your Blackboard post to class on days identified by the syllabus.**
-
- **Step 1 .** Find a partner who is a member of your blackboard group and exchange writing. (See below, **WRITING ASSIGNMENTS**, for information concerning the writing you are required to do for Blackboard.) Begin by reading your partner's post, once from beginning to end. Then write one question for your partner at the end of the paper designed to help your partner expand or rethink what he or she has written. Finally, go back and underline parts of your partner's writing that you believe pertain to your question and can be expanded or rethought to eliminate your question. **Try to complete this work in five or six minutes .**
-
- **b) After completing Step 1 ,** exchange writing so you have your work. Take **two minutes** to read the question your partner has written, and to read the parts of your writing that have been underlined or marked. Take an additional **minute or two** to ask each other questions, if you have any, for clarification of what your partner has written.
-
- **c) Now ,** take a **minute or two** to write any notes that will help you rethink what you have written—for future writing on blackboard and short papers.
-
- **d) Before you move to work with your entire Blackboard group,** take **two minutes** to write a question that you still have that you can work on with your group
-
- **3) Participating in groups and large class discussions** The purpose of this work is to give you a chance to work with others to extend or reformulate the thinking you did for blackboard and while you worked in pairs. Groups will choose one or two questions from those group-members have written, and the group will rotate whose questions get discussed each week so everyone gets equal attention. The ultimate goal of the group work is to formulate a question for the large class discussion. Each question should be a query that the group did not come to complete agreement on, **a question that honestly deserves more attention**, so you might work with a larger group to further explore an issue and thereby revise your thinking or reformulate your view on it.

The purpose is to use small and larger group formations to learn—to explore, develop and reformulate your thinking. Questions must engage the assigned readings. Generally, we will put the questions on the board, and as a class determine the order in which we might address them.

- (Because of time constraints, it is likely that we won't be able to address all questions in a single class.)

Assignments

1) Weekly Writing

For the first half of the semester, you will produce writing in response to assigned readings and lectures. I will provide a description of each assignment. The purpose of these writings will be for you to become critically engaged with the major topics and issues we will be studying in this course, most broadly represented by international relations between the U.S. and Mexico, which have manifested themselves in trade legislation and immigration policy, in industrial development and environmental effects, in the influence of media and culture across the borders .These responses will help you develop new understanding of and a critical stance towards culture by identifying the degree to which U.S. culture is present in or absent from Mexico—in physical landscapes, social and economic policies, culture , and industry--, examining the consequences of such influence, and by discussing how those consequences can be changed to enhance life in Mexico. In addition, some of these weekly responses will serve as the foundation of longer papers (see below).

You will post your critical writing , **by 6 pm**, the evening prior to when it is due. **Please upload your work as an attachment, which makes it easier for me to handle the “paperload.”** My objective will be to read as many posts as possible before class, so I have a better understanding of your thinking and you have my initial response to your analysis of texts and issues.

For each of these assignments, you are required to address one or more readings, and if possible, a lecture. Although there will be specific questions for each assignment, we are always looking for you to show critical engagement with and developing awareness of the effects—or lack of them-- of the U. S. on Mexico, and any impact the latter has had on the former.

2) Papers

The papers provide an opportunity for more extended consideration of issues you discuss in the weekly assignments. Descriptions of the requirements for papers can/will be found at [Bb / Content/Writing Assignments/](#)

These assignments encourage you to think carefully and critically about topics and texts. As you present your analysis, you should discuss the relevant course texts directly. It will be particularly important to identify and discuss particular statements and passages from the texts. You also are welcome to refer to other texts and experiences as long as they are introduced in ways that render them pertinent to the concerns of the course

Longer paper 1 (2-3 pages)

Longer paper 2 (3- 4 pages)

Longer paper 3 (5-8 pages)

You are required to visit The Writing Workshop during your writing of papers 2 and 3. Each description of a paper includes directions for scheduling an appointment and attending The Writing Workshop.

3) Presentations on Sites and Places in Mexico

During second half of the course, you will work in groups performing research for a presentation that will be made to the class. Your focus will be a physical site or public space in Mexico, which can be a community, an institution, architectural formation, or a section of a town or city. You will be providing historical analysis of the how the U.S. has or had not impacted the character of the site.

To make your task manageable, I have selected a short list of sites that embody the themes and concerns of the course—immigration/migration, industrialization/pollution, trade and its effects, and so on. (A longer description of the assignment will be distributed and appear in the “Writing Assignment” Folder on Bb.) I will restrict the majority of choices to Guadalajara and its environs, but also include other sites we reference in class such as the borderlands of the U.S. and Mexico and the tourist towns on the Pacific Ocean. . You will have a chance to rank your top three sites.

Your subject does not have to solely reflect the presence of U.S. influence. Instead, it could reflect the influence of both U. S. and Mexican cultures such as the retirement communities along Lake Chapala, outside Guadalajara, which are heavily influenced by the ex-patriate population that has migrated from the U. S and Canada but do not completely represent the general culture of these lakeside communities. Here are some examples:

Or, the borderlands in general between the U.S. and Mexico, or a particular area of this geographical location, that connects the U. S. and Mexico.

Or, it can be a section of a city such as the Corredor Industrial El Salto (El Salto industrial corridor) which includes many well-known U.S. owned companies, including IBM which has been in the area since 1985;

Or , the Andares Shopping Mall and its environs, which definitely reflects U.S. presence but not completely.

Or, the seaside town of Puerto Vallarta, which is informed by Mexican culture but also reflects the influence of the U. S.

Your group will prepare a preliminary outline of your 15- to 20- minute presentation. Several days before your group is scheduled to give its presentation, you will send the class a draft of your script/outline/notes that you will use when giving your presentation. Please include

graphics to illustrate points. I advise against using a PowerPoint that ONLY contains linguistic text. Images and sounds speak many words.

(Guidelines for the presentation will be distributed during the semester and be posted on Bb)

Schedule of class and assignments (subject to revision)

Week 1 (Aug 27-29)

Introduction to the course

Aug. 27 Freewriting in-class : What is your understanding of an important issue that is part of public debate about current U. S.- Mexico relations? What social, economic or political policies, practices or beliefs affect how dominant voices represent that relation? How might these positions affect the future of relations between the countries?

Aug. 29

Read “The Evolution of U. S. Mexico Relations” by Tzinti Ramirez Reyes

(can be found on Bb : Content/ Readings Folder/ NAFTA and U.S.-Mexico Relations),

Consider what she says about the development of relations between the U. S. and Mexico

Bb assignment no. 1 due , Tuesday, Aug. 28

Today, there is conspicuous public debate about what should be the foundation and principles that inform U. S.-Mexico relations. There is much public disagreement about issues such as trade, immigration, drug traffic, and industrial development across borders. What is your understanding of one of the issues that is important in public debate today? What events and circumstances in the past have affected views held today ? What have been the consequences of these events and circumstances? What is your position on this issue? How does your analysis of past and present relations between these countries affect your belief?

Before writing your response, take notes on the reading, focusing on what Ramirez claims are the events and circumstances in the past that have influenced U.S.- Mexico relations today.

Post your notes in the uploaded file that contains your response/writing. Upload an attachment. When writing your response, use information and arguments you find in Ramirez’s writing that help you develop and support your position.

Pair work, small groups, and large group discussions

Week 2 (Sept 5)

No class on Sept 3

History

Read, “Mexico City 1990, from *The Heart that Bleeds*,“ by Alma Guillmoprieto

(can be found on Bb : Content/ Readings Folder/History Lecture)

Lecture on the history of U.S. Mexico-Relations by Professor Matthew Esposito, Dept. of History, Drake University, author of *Funerals, Festivals, and Cultural Politics in Porfirian Mexico*.

Professor Esposito will provide a historical survey of three eras of U.S. involvement with Mexico, including Era of Endless Possibilities which covers the Bracero Program, post-WWII alignment, and the Alliance for Progress (1945-1967); the Cold War Crises and the PRI (1968-1994); and NAFTA and the New Century (1994- 2018) .

In preparation for the discussion on September 5, you are to read the chapter “Mexico City” from “The Heart that Bleeds, “ by Alma Guillermoprieto, **which can be found in the “History Lecture” folder on Bb**

Learn the pyramidal organization at the dump, and compile a list of three anecdotes or examples of Mexican poverty from the article.

Bb assignment no. 2 due on Friday, Sept. 7

For your previous writing assignment, I asked you to write about an issue that is important, today, in discussion and debate about U.S.-Mexico relations. You have been reading about historical conditions and circumstances that led up to present relations, thereby attaining a better understanding of how the past might be impacting the present.

For this assignment, I want you to return to the assigned readings as well as the lecture by Professor Esposito. Focusing on the issue you previously wrote about, or a different one, use the readings and lecture to develop a rewrite of your previous writing (assignment no. 1) , paying more attention to your analysis of

- What events and circumstances in the past have affected views held today on U.S.-Mexico relations ?
- What have been the consequences of these events and circumstances?
- How is your own view on an issue informed by the history you are analyzing?
- Why does this history influence your current view?

The purpose of this rewrite is for you to develop an historical perspective of U.S.-Mexico relations, so you have a richer understanding of public debate as well as a more informed view of what these relations have been, are today, and what they could be.

Week 3 (Sept 10-12)

Trade/NAFTA

Sept. 10

Read “ USA TODAY NAFTA SCORECARD”

“Extracts on NAFTA from Articles “

Ana Partida’s Power Point on NAFTA

(all three can be found on Bb : Content/ Readings Folder/ NAFTA and U.S.-Mexico Relations),

Bb assignment no 3. due Sunday, Sept. 9

Much of public discourse on NAFTA has focused on the benefits and drawbacks of the treaty for the U. S. worker and the national economy. At the same time, there has been much less public discussion in the U. S. concerning how the agreement affects Mexico—its culture, economy and citizens? Based on your analysis of the assigned readings, what is the purpose of NAFTA for those who are part of the trade partnership? What are the positive and negative consequences of NAFTA for the U.S? How has the U.S.'s participation in the treaty impacted Mexico's culture and society ? Based on your analysis of the effects of the treaty, reach some conclusions concerning whether the treaty should be revised in the interest of enhancing life in Mexico? If you think NAFTA should be modified, how and why? If not, why should it remain unchanged?

Before writing your response, take notes on the readings, focusing on the benefits and negative impact of NAFTA on both the U. S and Mexico. **Post your notes in the uploaded file that contains your response/writing.** You can focus on the impact in one area, such as employment . Whatever issue is your focus, consider both the positive and negative impact of NAFTA. When writing your response, use information and arguments you find in the readings to develop and support your analysis.

Pair work, small groups, and large group discussions

Go over long paper due this upcoming weekend, Sunday , Sept. 16.

Sept 12

Read “ A Nasty NAFTA Related Surprise: Mexico’s Soaring Obesity “
(both can be found on Bb : Content/ Readings Folder/ Nafta and U.S.-Mexico Relations),

Lecture, “NAFTA , Agriculture and Health,” by Visiting Professor Carlyn Crowe, School of Journalism and Mass Communications”

In preparation for the discussion on September 12, you are to read “ A Nasty NAFTA Related Surprise: Mexico’s Soaring Obesity ,” and formulate one question concerning how NAFTA has had both negative and positive effects on Mexico and its residents.

Longer paper no. 1 due to members of your group and Swilky by 1 pm Sunday , September 16.

Week 4 (Sept. 17-19)

You are to send a draft of your paper (see Bb/ Content/ Writing Assignments) to me as well as all members of your Blackboard group by **1 pm Sunday, Sept. 16 . You are to respond to the papers you receive from other members of your group, then send your response electronically to the writers by 9 am Monday, Sept. 17.**

Meet in groups and review your papers using questions
SIGN UP FOR A CONFERENCE

Conferences with Swilky 18, 19, 20, 21 (No class Sept. 19)

Rewrite do three days after your conference: i.e., Sept 21, 22, 23, 24

ATTEND IOWA'S LATINO HERITAGE FESTIVAL

(www.latinoheritagefestival.org)

Saturday, September 22nd, 2018 . Meet class at 5:00 PM

Western Gateway Park, 13th and Locust

Week 5 (Sept. 24-26)

Sept. 24

Industrialization

Read "The Long Path to the IBM-Mexico Agreement: An Analysis of the Microcomputer" Investment Negotiations, 1983-86, bottom of p. 577-p.593

(can be found on Bb : Content/ Readings Folder/ IBM in Mexico and Guadalajara)

Bb assignment no. 4 due, Sunday, Sept. 23

Before writing your response, take notes on the reading, particularly the significant developments in negotiations between the Mexican government and IBM concerning the establishments of the company's presence in Mexico. **Post your notes in the uploaded file that contains your response/writing.** When writing your response, use information and arguments you find in the assigned reading that help you develop and support your position.

Post your notes in the uploaded file that contains your response/writing. According to Stephen E. Weiss, IBM did not easily succeed in attaining approval to build micro-computers in Guadalajara (The Long Path...?). In a sense, this case suggests the complications of international relations in terms of inviting external influence on developing an industry that could have both negative and positive consequences for the host country. What were the reasons for Mexico's resistance to this initiative? What were the arguments for allowing IBM to develop computers in Guadalajara? What have been the benefits of this development? What have been the negative consequences? Considering your analysis, what should a host country take into account if it considers allowing external investment? Why should the host country make such considerations?

Pair work, small groups, and large group discussions

Sept. 26

Read "Social Entrepreneurship in Mexico: Local Solutions to Global Problems"

(can be found on Bb : Content/ Readings Folder/ Hult Prize)

Group discussion

External investment in Mexico has originated from multiple external sources with objectives that sometimes coincide but often diverge or conflict. Consider the history and impact of IBM in Mexico. Then, think about a global foundation that has served to have impact in Mexico. What is the purpose of each "investor" in Mexico? How has their "investment" in Mexico benefited an area and its residents? What, if any, negative impact has it had? What do you

deem to be the importance of this “investment”? How might it be modified to improve the life of residents of Mexico?

For next week (Oct. 1) watch the documentary *Los Que Se Quedan* (Those Who Remain.)

Week 6 (Oct. 1 -3)

Migration across borders

Sept. 30. Watch *Los Que Se Quedan* (outside class)

Oct. 1 Discuss film within the frame of questions for Bb assignment 5, which is due Wednesday, October 3rd, by 9:00 AM

Bb assignment 5 due on Wednesday , Oct 3

In the documentary *Los Que se Quedan (Those Who Remain)* , you heard many views on why people leave or remain in Mexico. You also have heard about the challenges of becoming part of a new community and country. Consider the stories/ perspectives conveyed in the film that explain why people leave or stay. What are the reasons given for why people remain in Mexico? What are the reasons people emigrate from Mexico? What are the obstacles to remaining in the country? What are the obstacles to leaving? Considering what you are hearing, seeing and learning from the film, what would have to happen to give people more reason to stay?

Take notes as you watch the film that are pertinent to the reasons why people remain or leave Mexico, as well as what forces have caused them to consider leaving their home country. Post your notes in the uploaded file that contains your response/writing. When writing your response, quote what people state in the film –their statements they offer that explain their situation and their perception of the causes of that situation. You can focus on one or multiple families.

Week 7 (Oct. 8 – 10)

Oct. 8

Expats and transnational culture

Read “ Expats in Mexico: A study,” pp. 13-41

(can be found on Bb : Content/ Readings Folder/ Chapala and Ex-patriots)

Due Sunday, Oct. 7 (Just Take notes)

Last week we considered how the issue of immigration, particularly what causes people to leave or stay, and the consequences of such decisions. This week, we are studying what causes ex-patriots to leave their country of residence and settle in Mexico. Who are the North Americans who are leaving their home country? What are the reasons that they become ex-patriots and settle in Mexico? What are the effects of their settling in Mexico-- for themselves and for the communities in which they settle?

How do their reasons for leaving correspond or contrast with the reasons we discussed for Mexicans immigrating to the U. S. ? Are these groups seeking similar or different objectives in their decisions to migrate across borders? Why?

Oct. 10

Culture/ Film industry

Read “The Three Amigos of Cha, Cha. Cha”

(can be found on Bb : Content/ Readings Folder/ Film, Art and Media)

Lecture on U.S. – Mexico film connections/ transnational film industry
by Diego Zavala, Professor of Digital Media and Communications,
Technologico de Monterrey, Guadalajara Campus _____

Week 8 (Oct 17)

Library visit

Bring your computers

Read: Description of Paper 2 (three options) and Guidelines and Deadlines for Group,

both in Content/ Writing Assignments/ Writing Assignments and Presentation Guidelines

Discussion of paper # 2

Also discuss attending The Writing Workshop (WEEK OF OCT. 22-26),

and due date , BETWEEN OCTOBER 26 – 29TH,

THREE DAYS AFTER YOUR VISIT TO THE WRITING WORKSHOP .

Discussion of group project:

Groups select in advance their three top choices for the presentation

One member of group send list of three choices to Swilky by Sunday, Oct. 21.

SEND E-MAIL OF DRAFT OF PAPER # 2 TO SWILKY AND ALL MEMBERS OF YOUR BB GROUP BY 9 am Sunday Oct. 21. SEND RESPONSES TO ALL WRITERS BY 9 AM MONDAY OCTOBER 22

Groups send list of preferred sites for presentation to Swilky by 9:00 AM October 22.

Week 9 (Oct. 22-24)

Oct. 22

IN –CLASS WORK ON PAPER # 2

VISIT THE WRITING WORKSHOP WEEK OF OCTOBER 22-26

DETERMINE SITES FOR PRESENTATIONS

GROUPS SUBMIT TOP THREE CHOICES

Assign groups a site , place, or institution for which they will prepare an oral report and a script of or notes for that report.

The presentation project :

Your focus will be a physical site or public space in Mexico, which can be a community, an institution, architectural formation, a town and its environs.

Choosing a community does not mean it has to reflect solely the presence of U.S. influence. Instead, it could reflect the influence of both cultures such as the retirement communities along Lake Chapala, outside Guadalajara, some of which are heavily influenced by the expatriate population that has migrated from the U. S and Canada but still are informed by Mexican culture. Your goal is to enhance our previous discussion pertinent to your subject. In other words, you need to add something to our conversation by extending things we said or by offering ideas we did not discuss. You can use any readings in Bb or other sources you find through research. Be sure to integrate graphics and images into your presentation.

(See handout for details about the presentation)

Oct. 24

Each group reviews for 15 minutes possible sources with Swilky for their presentation

ALL GROUPS report to class , then go off to work collaboratively on research, while a group meets with Swilky, then return for meeting with Swilky

Week 10 (Oct. 29- 31)

Oct. 29 Groups meet on their own for final preparation for oral presentation and final drafting of script for presentation
Swilky is out of town.

Your group will prepare a preliminary outline of your 15- to 20- minute presentation. Several days before your group is scheduled to give its presentation, you will send the class a draft of your script/outline/notes that you will use when giving your presentation. Please include graphics to illustrate points. I advise against using a PowerPoint that ONLY contains linguistic text. Images and sounds speak many words.

Oct. 31 Two groups present

(20 minutes/ 15 for questions and feedback)

Before or during class, the two groups give or send Swilky a copy of the script/outline/notes they use to guide them through their presentation.

Week 11 (Nov. 5- 7)

Nov. 5 Two groups present

(20 minutes/ 15 minutes for questions and feedback)

Before or during class, the two groups give or send Swilky a copy of the script/outline/notes they use to guide them through their presentation.

Nov 7. Final group presents

Before or during class, the final group gives or sends Swilky a copy of the script/outline/notes they use to guide them through their presentation.

Discussion of proposal design

Read Mariana Marten's proposal and paper in preparation of her presentation on Nov. 12.

Week 12 (Nov. 12-14)

Nov. 12

Mariana Marten visits class to discuss her proposal and paper.

(can be found on Bb : Content/ Readings Folder/ Student Writing)

Nov. 14

Review two J-term papers

Discussion of guidelines for proposal

Submit proposal to Swilky by 6pm Friday, November 16

Week 13 (Nov. 19)

Read

Review two more examples of papers

Proposal due by 5 PM Friday, Nov. 23

Week 14 (Nov. 26-28)

Conferences/ NO CLASSES

Visit The Writing workshop with draft of final paper from Nov. 28-30, Dec 1-2 before your conference

Conferences on papers in progress Nov. 28,29, 30

Week 15 (Dec 3-5)

Group workshop of papers

PAPER DUE WEDNESDAY, DEC 12

POLICIES

1) All assignments are due on time. I do realize that illness and other circumstances may prevent you from completing an assignment on time, and therefore I will accept late work twice during the course without assessing a penalty. Each additional late assignment can result in your grade being lowered by one-third of a letter grade.

2) Missing classes will affect your performance, and therefore it is imperative that you attend classes. I understand that illness or personal circumstances may cause you to miss a class, but excessive absences will affect your grade.

3) You are expected to respect others and actively help create a productive learning environment. The use of disruptive electronic devices during class, including but not limited to phones and mp3 players, is prohibited. Phones must be off. During specific class times and only when approved by the instructor, you can use laptops to carry out course work—ONLY COURSE WORK.

GRADES (subject to change)

Writing for blackboard (both reading notes and six(6) written responses)	30%
Group PRESENTATION	15%
Papers 1 and 2 (15%/ + 15%)	30 %
Proposal and Paper # 3	25%

(See also institutional documents on website for the course.)

HONOR CODE: DISHONESTY, PLAGIARISM! AND EXTENSIONS

Academic dishonesty is an encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. Plagiarism is the misrepresentation of another's ideas, phrases/ discourse/ or works as one's own; it is not tolerated at Drake University. It is my policy that any instance of conscious plagiarism or academic dishonesty will result in the immediate failure of this course. I do not—and have never—wavered from this policy.

For more information on plagiarism/ visit

<http://www-drake-edu/dos/handbook/academic.html> tf dishonesty
<http://www.drake.edu/artsci/as/governance/handbooks/facpolhndbk-IO.html>^def

After many years of teaching, I'm convinced that most cases of plagiarism are the result of panic, not malice.

If you are having trouble with a paper, please contact me before the due date in order that we may try to work out an extended deadline.

Is This Plagiarism?

Let's assume that you've encountered the following piece of text on the Internet

during the course of your research on Virginia Woolf's novel *The Waves*:

Each of the six characters creates a space for "being" through the exclusion of or/ alternately, the engulfment of the difference that threatens his or her space. Louis carves out a hollow for himself through the practice of rigorous accounting. He becomes the colonizer of difference, a reductive force that dilutes everything to a common denominator of similitude. Neville locates his "I" in its relation to a "you"—a chosen beloved with whom he can "expose" himself to himself. Jinny dances herself into being, pirouetting to the tune of her body, believing exclusively in the presence of flesh as both form and substance for identity. Susan, needing to escape from the rigors and rules of the city and school, plants her self in the country through her function as reproducer, as a mother. Rhoda, who seems to have no coherent personality, nevertheless constructs her self-perception in terms of its possibility, consistently betraying her belief that the others have a solidity that she alone lacks. Lastly, Bernard is the phrase-maker who invests his funds in language, hoping for a fixed ontological return.

In my courses, the following acts are considered to be acts of conscious plagiarism. If you engage in these practices, you will fail the course.

1. Retyping (or cutting and pasting). ANY exact language from another text WITHOUT:

- a. using quotation marks or setting the language apart from your own text through single-spacing and indentation; AND
- b. citing the source parenthetically within the text using MLA style/ AND
- c. including the source in a Works Cited page.

2. Retaining the general order and sentiment of this passage but changing a few words here and there with the help of your brain or a thesaurus. A typical example of this practice would look something like the following with regard to the passage above:

Each of Woolf's six characters makes space for his or her "being" by excluding or swallowing the difference that endangers his or her space- Louis digs a hole for himself through the act of accurate record-keeping- He becomes an imperialist of difference/ a force of subtraction that waters everything down to a common denominator of likeness. Neville finds his "I" in its relation to a "you"—a selected lover with whom he can "expose" himself to himself. Jinny waltzes herself into being/ spinning to the song of her body/ believing only in the presence of skin as both form and matter for identity. Susan; who needs to escape from the difficulties and restrictions of the city and her school/ plants her self in the country by being a mother/ a reproducer. Rhoda/ who appears to lack a consistent personality/ nevertheless builds her self-perception in terms of its possibility/ always informing on her notion that the other characters maintain a solidness that only she lacks. Lastly/ Bernard is the writer who

invests his "money" in language/ hoping for a definite return with regard to belief and being.

THIS IS PLAGIARISM—EVEN IF YOU CITE YOUR SOURCE!

The bottom line: If I can "Google" language from your writing that does not have quotation marks around it (whether cited or not) and find wording and/or reasoning on the Internet akin to wording and/or reasoning in your writing, you will fail my course. The same, of course, holds true with regard to library books and journals-

If I suspect you of plagiarism, I reserve the right to keep your work until my suspicions are verified or proven inaccurate, which is to say that delaying the return of library books from which you've stolen material will not prevent you from being caught.

All cases of plagiarism will be reported to the Dean of the College of Arts and Sciences and the chair of the English Department, both of whom will retain copies of the plagiarized material for their (and your) record.

Syllabus and Honor Code Contract

I, _____, understand and agree to follow the guidelines outlined in this syllabus for FYS 047 (FALL 2018).

I also understand and agree to adhere to the terms of the Honor Code (as stated in this syllabus) for the duration of this Fall semester:

Type Name and Date and Return to Jody Swilky by **WEDNESDAY, AUGUST 29 , 2018**

Name: _____

Date: _____

Please keep a copy of this contract for your records.

