

Overholt – Diversity in Literature Course Syllabus 2012-13

ESSENTIAL QUESTIONS FOR THE SEMESTER:

- ☑ How did the social construction of difference come about?
- ☑ Am I an essentialist or a constructionist?
- ☑ What's in an –ism?
- ☑ How does our sense of “otherness” affect who we are?
- ☑ Is there a hierarchy of oppression or is it all equal?
- ☑ Is there an interconnectedness between different forms of oppression?
- ☑ What can I do about my own privileged status?
- ☑ Is it really my problem? Do we have an obligation to break the “cycle of socialization” – Institutionally? Culturally? Individually?

WEEKS 1-2: CONCEPTUAL FRAMEWORKS: CONSTRUCTING THE SELF – Course Overview, Class Expectations, Team Building Exercises, Socratic Seminar Introductions, & Rubric Review

Essential Questions:

- How is my identity formed?
- Who has influenced me and impacted my choices?
- Who am I?
- Do I see difference?
- Am I actively or passively involved in the social construction of difference?
- Who's to blame?

Essay Readings (Required):

- 📖 Tatum's “The Complexity of Identity: ‘Who Am I?’”
- 📖 Kirk/Okazawa-Rey's “Identities & Social Locations: Who Am I? Who Are My People?”
- 📖 Johnson's “The Social Construction of Difference”
- 📖 Harro's “Cycle of Socialization”
- 📁 End of Unit Reading Quiz

Novel Reading (Required):

- 📖 Kingston's *The Woman Warrior*: Chapter 1 “No Name Woman”
- 📁 Socratic Seminar Small Group Presentation Introduction

WEEKS 3-4: RACISM –

Essential Questions:

- How has my racial identity been formed?
- What is racism?
- What does it look like?
- Am I privileged?
- Am I color-blind?
- What am I holding in?

Contextual Essays (Required):

- 📖 Tatum's “Defining Racism: Can We Talk?”

- 📖 Takaki's "A Different Mirror"
- 📖 McIntosh's "White Privilege: Unpacking the Invisible Knapsack"
- 📖 Osajima's "Internalized Racism"
- 📖 Bona-Silva's "Color-Blind Racism"
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz

Personal Voice Essays (Select One):

- 📖 Chung's "Finding My Eye-identity"
- 📖 Gansworth's "Identification Pleas"
- 📖 Fayad's "The Arab Woman and I"
- 📖 Yalowitz's "Billy Yalowitz"
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Kingston's *The Woman Warrior*: Chapter 2 "White Tigers"
- 📁 Socratic Seminar Small Group Presentation: Group #1 "White Tigers"

Media/Film Exploration (Suggested):

- 📺 *The Karate Kid* (1984), *The Color Purple* (1985), *La Bamba* (1987), *Dances With Wolves* (1990), *Boyz N the Hood* (1991), *The Joy Luck Club* (1993), *Waiting to Exhale* (1995), *My Family/Mi Familia* (1995), *Pleasantville* (1998), ***Bamboozled*** (2000), *The New World* (2005), *Fast Food Nation* (2006)

WEEKS 5-6: SEXISM –

Essential Questions:

- How has my sexual identity been formed?
- What is sexism?
- What does it look like?
- What's the difference between sex and gender?
- Am I a feminist?
- Am I sexist?
- How should I look and act as a male/female? According to whom?
- What am I holding in?

Contextual Essays (Required):

- 📖 Lorber's "Night to His Day: The Social Construction of Gender"
- 📖 Johnson's "Patriarchy, the System: An It, Not a He, a Them, or An Us"
- 📖 Hooks' "Feminism: A Movement to End Sexist Oppression"
- 📖 Katz's "Violence Against Women is a Men's Issue"
- 📖 Heldman's "Out-of-Body Image"
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz

Personal Voice Essays (Select One):

- 📖 Chernik's "The Body Politic"
- 📖 Morgan's "Connect: A Web of Words"

- 📖 Kirk & Okazawa-Rey's "He Works, She Works, but What Different Impressions They Make"
- 📖 Fennell's "Girl Hate"
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Kingston's *The Woman Warrior*: Chapter 3 "Shaman"
- 📁 Socratic Seminar Small Group Presentation: Group #2 "Shaman"

Media/Film Exploration (Suggested):

- 🎬 *Nine to Five* (1980), *Tootsie* (1982), *Working Girl* (1988), *Thelma & Louise* (1991), ***The Ballad of Little Joe* (1993)**, *The Virgin Suicides* (1999), *Crouching Tiger, Hidden Dragon* (2000), *Billy Elliot* (2000), *300* (2006), *She's the Man* (2006), *Knocked Up* (2007), *Sex and the City* (2008)

WEEKS 7-8: CLASSISM –

Essential Questions:

- How has my socio-economic identity been formed?
- What is classism?
- What does it look like?
- Am I a classist?
- How much control do I actually have over my class?
- How should I look and act as a poor/middle class/rich? According to whom?
- What am I holding in?

Contextual Essays (Required):

- 📖 Mansios' "Class in America – 2006"
- 📖 Collins & Yeskel's "The Dangerous Consequences of Growing Inequality"
- 📖 Oliver & Shapiro's "Race, Wealth, and Equality"
- 📖 Williams' "What's Debt Got to Do with It?"
- 📖 Garcia, Lardner, & Zeldin's "The Debt-for-Diploma System"
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz

Personal Voice Essays (Select One):

- 📖 Romero's "Bonds of Sisterhood – Bonds of Oppression"
- 📖 Hooks' "White Poverty: The Politics of Invisibility"
- 📖 Saint's "Why Can't Everybody Fear Me like That?"
- 📖 Morgenson's "The Debt Trap: Given a Shovel, Americans Dig Deeper into Debt"
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Kingston's *The Woman Warrior*: Chapter 4 "At the Western Palace"
- 📁 Socratic Seminar Small Group Presentation: Group #3 "At the Western Palace"

Media/Film Exploration (Suggested):

- 🎬 *Rocky* (1976), *Norma Rae* (1979), *Silkwood* (1983), *Hoop Dreams* (1994),

Bulworth (1998), Moulin Rouge (2001), Sunshine State (2002), 8 Mile (2002), Get Rich or Die Tryin (2005), The Blind Side (2009)

WEEKS 9-10: AGEISM –

Essential Questions:

- How has my age identity been formed?
- What is ageism?
- Why do young people want to be old and old people want to be young in our society?
- Am I an ageist?
- How should I look and act as a child/teen/young adult/adult/senior? According to whom?
- What am I holding in?

Contextual Essays (Required):

- 📖 Bell's "Understanding Adulthood: A Key to Developing Positive Youth-Adult Relationships"
- 📖 Dohrn's "Look Out, Kid, It's Something You Did: The Criminalization of Children"
- 📖 Durkin's "Police Make Life Hell for Youth of Color"
- 📖 Butler's "Ageism: Another Form of Bigotry"
- 📖 Center on Aging Studies, University of Missouri – Kansas City "Black Elderly"
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz

Personal Voice Essays (Select One):

- 📖 Huber's "Regardless of What You Were Taught to Believe: 'There Is Nothing Wrong with You: For Teens'"
- 📖 Larabee's "Elder Liberation Draft Policy Statement"
- 📖 Curry's "People of Color over Fifty"
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Kingston's *The Woman Warrior*: Chapter 5 "A Song for a Barbarian Reed Pipe"
- 📁 Socratic Seminar Small Group Presentation: Group #4 "Song for a Barbarian Reed Pipe"

Media/Film Exploration (Suggested):

- 📺 *The Godfather* (1972), *On Golden Pond* (1981), *Cocoon* (1985), *The Breakfast Club* (1985), *Driving Miss Daisy* (1989), *Grumpy Old Men* (1993), *Kids* (1995), *Southpark* (1999), *10 Things I Hate About You* (1999), *Bend it Like Beckham* (2002), *Eurotrip* (2004), *Confessions of a Teenage Drama Queen* (2004), *Mean Girls* (2004), *Sisterhood of the Traveling Pants* (2005), *Juno* (2007), *Diary of a Wimpy Kid* (2010), *Easy A* (2010)
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WEEKS 11-12: HETEROSEXISM –

Essential Questions:

- How has my sexuality been formed?
- What is heterosexism?
- What's the difference between sex and gender?
- Am I homophobic?
- How should I look and act as a male/female? According to whom?
- What am I holding in?

Contextual Essays (Required):

- 📖 Kimmel's "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity"
- 📖 Blumenfeld's "How Homophobia Hurts Everyone"
- 📖 Deihl and Ochs's "Biphobia"
- 📖 Carbado's "Privilege"
- 📖 Griffin's "Sport: Where Men Are Men and Women Are Trespassers"
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz

Personal Voice Essays (Select One):

- 📖 Quinlan's "The Loving Decision"
- 📖 Goodman's "Taking the Gay Insults Personally"
- 📖 Martinez's "Mestiza/o Gender"
- 📖 Snyder's "Sissy"
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Morrison's *The Bluest Eye*: Chapter 1 "Autumn"
- 📁 Socratic Seminar Small Group Presentation: Group #1 "Autumn"

Media/Film Exploration (Suggested):

- 🎬 *The Rocky Horror Picture Show* (1975), *Philadelphia* (1993), *The Celluloid Closet* (1995), *Gods and Monsters* (1998), *But I'm a Cheerleader* (1999), *Boys Don't Cry* (1999), *Hedwig and the Angry Inch* (2001), *Far From Heaven* (2002), *The Hours* (2002), *The Laramie Project* (2002), *Brokeback Mountain* (2005), *Transamerica* (2006)

WEEKS 13-14: ABLEISM –

Essential Questions:

- How has my ability level been formed?
- What is ableism?
- What's the difference between ability and disability?
- Am I an ableist?
- What does a disability look like? According to whom?
- What am I holding in?

Contextual Essays (Required):

- 📖 Bryan's "Struggle for Freedom: Disability Rights Movement"

- 📖 Pliner & Johnson’s “Historical, Theoretical, and Foundational Principles of Universal Instructional Design in Higher Education”
- 📖 Wendell’s “The Social Construction of Disability”
- 📖 Davis’s “Go to the Margins of the Class: Disability and Hate Crimes”
- 📖 Colligan’s “Why the Intersexed Shouldn’t Be Fixed: Insights from Queer Theory and Disability Studies”
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz

Personal Voice Essays (Select One):

- 📖 Clare’s “Gawking, Gaping, Staring”
- 📖 Jones’ “As Much Love as You Can Muster”
- 📖 Kingsley’s “What I’d Tell That Doctor”
- 📖 Pelkey’s “In the LD Bubble”
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Morrison’s *The Bluest Eye*: Chapter 2 “Winter”
- 📁 Socratic Seminar Small Group Presentation: Group #2 “Winter”

Media/Film Exploration (Suggested):

- 🎬 *Mask* (1985), *Children of a Lesser God* (1986), *Rain Man* (1998), *Born on the Fourth of July* (1989), *What’s Eating Gilbert Grape* (1993), *Forrest Gump* 1994), *I Am Sam* (2001), *Big Fish* (2003), *Ray* (2004)

WEEKS 15-16: RELIGIOUS OPPRESSION/ANTI-SEMITISM –

Essential Questions:

- How has my religious identity been formed?
- What is religious oppression/anti-Semitism?
- What’s the difference between sex and gender?
- Am I a feminist?
- Am I sexist?
- How should I look and act as a male/female? According to whom?
- What am I holding in?

Contextual Essays (Required):

- 📖 Eck’s “Afraid of Ourselves/Working it Out”
- 📖 Blumenfeld’s “Christian Privilege and the Promotion of ‘Secular’ and Not-So ‘Secular’ Mainline Christianity in Public Schooling and in the Larger Society”
- 📖 Joshi’s “Religious Oppression of Indian Americans in the Contemporary United States”
- 📖 Gilbert’s “Maps – History of Anti-Semitism”
- 📖 Echo-Hawk’s “Native American Religious Liberty: Five Hundred Years After Columbus”
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz

Personal Voice Essays (Select One):

- 📖 Kaye/Kantrowitz's "Jews in the U.S.: The Rising Costs of Whiteness"
- 📖 Ahmad's "Oral History of Adam Fattah"
- 📖 Zawam's "Oral History of Hagar Omran"
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Morrison's *The Bluest Eye*: Chapter 3 "Spring"
- 📁 Socratic Seminar Small Group Presentation: Group #3 "Spring"

Media/Film Exploration (Suggested):

- 🎬 *The Ten Commandments* (1956), *Ben-Hur* (1959), *Fiddler on the Roof* (1971), *The Life of Brian* (1979), *Malcolm X* (1992), *Little Buddha* (1993), *The Message* (1997), *Prince of Egypt* (1998), *Dogma* (1999), *Practical Magic* (1999), *The Passion of the Christ* (2004), *Saved* (2004), *The Last Jews of Libya* (2007)

WEEKS 17-18: – WORKING FOR SOCIAL JUSTICE: VISIONS & STRATEGIES FOR CHANGE

Essential Questions:

- How does it all fit together?
- What have I learned?
- Do I care enough to make a conscious change?
- What changes can I make internally?
- What changes can I make externally?
- So what?

Contextual Essays (Required):

- 📖 Harro's "Cycle of Liberation"
- 📖 Pharr's "Reflections on Liberation"
- 📖 Love's "Developing a Liberatory Consciousness"
- 📖 Collins' "Toward a New Vision: Race, Class, and Gender"
- 📖 Johnson's "What Can We Do?"
- 📁 Moodle Forum Responses
- 📁 End of Unit Reading Quiz


The Next Step Essays (Select One):

- 📖 Smith's "Social Struggle"
- 📖 Ayvazian's "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change"
- 📖 Zuniga's "Bridging Differences Through Dialogue"
- 📖 Martinez's "Unite and Rebel!: Challenges and Strategies in Building Alliances"
- 📖 McClelland & Rizga's "Top 10 Youth Activism Victories in 2007"
- 📁 500-750 Word Essay Response

Novel Reading (Required):

- 📖 Morrison's *The Bluest Eye*: Chapter 4 "Summer"
- 📁 Socratic Seminar Small Group Presentation: Group #4 "Summer"


Media/Film Exploration (Suggested):

 *Do the Right Thing* (1989), *Shawshank Redemption* (1994), *Dangerous Minds* (1995), *American History X* (1998), *Erin Brokovich* (2000), *X-Men 1-3* (2000-2006), *Bowling for Columbine* (2002), *Inconvenient Truth* (2006), *Sicko* (2007), *Freedom Writers* (2007), *The Dark Knight* (2008)


CAPSTONE PROJECT – “PIECING TOGETHER A LIFE: THE MINI-MEMOIR PROJECT”

Essential Questions:

- Who and/or what defines me?
 - How have I been shaped by the events in my life?
 - What have I learned from these experiences?
 - Where is my life headed?
 - How can I learn from the life stories of others?
 - How can I motivate others to make a change?
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 This book icon on the syllabus denotes a reading assignment. Most of these readings will be done outside of class so that we may spend a majority of our class time discussing what you have read. The readings are meant to increase your knowledge on a particular subject matter. If I notice a lack of participation during our discussions on the assigned readings, I may elect to give short reading check quizzes to ensure that students are keeping up.

The readings are divided into three types and each corresponds to a particular type of assignment explained in detail below.

 This folder icon on the syllabus denotes an assignment that you must complete and turn in. See below for more details.

 **Contextual Essays:**

These essays will be available online via our class Moodle page prior to the beginning of each unit so that you have plenty of time to peruse them. It is suggested that you print off copies of the assigned readings so that you can take notes and annotate directly on the text. I have found that students are much more engaged during class discussion when they have taken the time to interact with the text. Remember, annotation requires more interaction with the text than just highlighting.

The expectation is that you will read each unit’s Contextual Essays. Since you have a week to complete these readings, I suggest you develop a plan of action around your schedule so that you do not fall behind. You may elect to read one a day if you’d like, or you might elect to know them all out in one sitting. Regardless of the choice you make, it is important that you complete your two required forum posts (see below for a detailed description of this requirement).

 **Forum Posts:**

You will complete *a minimum of two* forum posts for each of our units (every two weeks). You are welcome to complete more, but must at least adhere to the following guidelines:

1. **Instructor Response Post** – I will pose an initial question for each of our Contextual Essays at the beginning of the week. You must *thoughtfully* respond to one of these five questions. Try to pick one that hasn't already been picked by a majority of your peers so that we receive a range of responses.
2. **Student Response Post** – You will each be responsible for posting an additional question *or* response to a question each week. You will be able to sign up for a particular essay of interest well in advance, and will then be responsible for posting a question that pertains to the reading. It will be their responsibility to respond to one of the five student-posed questions each unit.

Personal Voice Essays:

These essays will be available online via our class Moodle page prior to the beginning of each unit so that you have plenty of time to peruse them. Like with the contextual essays, you are encouraged to print off a copy of your selected reading so that you can take notes and annotate directly on the text. It is important that you thoughtfully complete the response essay assignment that goes along with these readings (see below for a detailed description of this requirement).

Response Essay:

Each unit (racism, sexism, classism, etc.) will consist of three to four of these short essay readings (usually 1-3 pages in length). Unlike with the Contextual Essays, you will only be responsible for selecting one of these essays to read. Each reading will take the form of a personal narrative style essay and explore a particular area of interest to that writer. You are responsible for completing a 500-750 word typed response to the reading. You will find a specific outline of items to include in this essay on our Moodle page, along with several student samples to help guide you.

Novel :

These readings will be taken from the two novels we will read this semester:


- 1st Quarter – Maxine Hong-Kingston's *The Woman Warrior* (obtained via Mr. Overholt)
- 2nd Quarter – Toni Morrison's *The Bluest Eye* (obtained via the LHS Bookroom)

These readings will be broken down into manageable sections (due every two weeks) throughout the semester. You are expected to completely read each of the two novels.

Small Group Socratic Seminars: For this assignment, you will again be broken down into groups and asked to become experts for a given section of the book.

Regarding Group Socratic Seminars #1-4: Please Note – Students will be broken up into 4 equally numbered groups. Each group will be responsible for leading a weekly discussion on that week's assigned reading for either Kingston's *The Woman Warrior* or Morrison's *The Bluest Eye*. Students will be provided with grading criteria and suggested areas of focus prior to their presentation, but they must come up with a method to engage their fellow classmates and initiate discussion themselves. They are assigned the role of

“expert” for that particular section of the book. In order to accomplish this task successfully, prep time outside of class (via phone, email, Facebook, in person meetings, etc.) to discuss the assigned reading and individual roles during the presentation will be crucial. Students will be graded with a combination of individual/group performance. The remaining students not part of that week’s discussion will be responsible for their own form of assessment (peer review). Attendance on these days is crucial as it will be very difficult to make up the corresponding assignments.

-  This tape icon denotes suggested digital media to further dialogue and learning outside of the classroom. Please take into consideration MPAA info when considering these selections. Please note, these selections are provided to help further your understanding of the concepts and ideas we discuss in class, but they are not required viewing.