

**ED 2221: DIVERSITY AND IDENTITY IN LITERATURE AND FILM**  
**10:00-11:40 AM TUESDAY/THURSDAY, MRC 205**  
**SPRING 2012**

**Instructor:**

**Michelle Page** Office: Education Bldg., room 108 Phone: 589-6405 E-mail: [pagem@morris.umn.edu](mailto:pagem@morris.umn.edu)

**Office Hours:**

Since, historically, students have never used my office hours, I have no set office hours this semester. Each week I will post several opportunities for an appointment on my calendar. Sign up for an appointment slot 24 hours in advance via my web page: <http://personal.morris.umn.edu/~pagem> . If the available appointment slots do not work for you, look at my calendar to see when I am free and email me for an appointment.

**Required Texts:**

All required texts except for the Final Project Books are available at the UMM Bookstore. Final Project Books must be individually ordered or purchased after discussing them in class.

**Required Texts:**

Alexie, Sherman. (1993/2005). *Reservation Blues*. Grove Press.  
Allison, Dorothy. (1996/2005) *Bastard out of Carolina*. Plume.  
Mansbach, Adam. (2005) *Angry Black White Boy*. Three Rivers Press.  
Okada, John. (1978) *No-No Boy*. University of Washington Press.  
Sanchez, Alex. (2009). *The God Box*. Simon and Schuster Books for Young Readers.  
Senna, Danzy. (1999). *Caucasia*. Riverhead Trade.  
Yang, Gene Luen. (2008). *American Born Chinese*. Square Fish.

**Additional Resources:**

Online learning activities and course materials can be found on the course Moodle site. Go to <https://moodle2.umn.edu> and log in with your University of Minnesota user ID and password.

**Course Description and Objectives:**

This course is centered on a survey of key concepts in diversity research (including power, prejudice, social justice, institutionalized discrimination, tolerance) as well as identity representation in literary and film texts. Additionally, students analyze power relationships and how they impact and are impacted by such institutions as schooling and the media. This course is a new course offering, designed to meet a general education designator of HDiv (Human Diversity). It is designed to be a stand-alone course, not required by teacher education programs or other majors. The hybrid format of the course (traditional class meetings combined with internet activities) allows students the opportunity to explore online learning and literacy 2.0 tools while still experiencing the support of a face-to-face classroom environment.

**Student Support:**

**Students with Disabilities:**

The University of Minnesota is committed to providing all students equal access to learning opportunities.

Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are

invited to contact Disability Services for a confidential discussion at 320-589-6163. Additional information is available at the DS web site at [www.morris.umn.edu/services/dsoaac/dso](http://www.morris.umn.edu/services/dsoaac/dso).

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

#### Additional Resources:

If you have any special needs or requirements to help you succeed in the class, come and talk to me as soon as possible, or visit the appropriate University service. Some resources include:

[The Academic Assistance Center](http://www.morris.umn.edu/services/dsoaac/aac/) [www.morris.umn.edu/services/dsoaac/aac/](http://www.morris.umn.edu/services/dsoaac/aac/)  
[Student Counseling](http://www.morris.umn.edu/services/counseling/) [www.morris.umn.edu/services/counseling/](http://www.morris.umn.edu/services/counseling/)  
[Disability Services](http://www.morris.umn.edu/services/dsoaac/dso) [www.morris.umn.edu/services/dsoaac/dso](http://www.morris.umn.edu/services/dsoaac/dso)  
[Multi-Ethnic Student Program](http://www.morris.umn.edu/services/msp/) [www.morris.umn.edu/services/msp/](http://www.morris.umn.edu/services/msp/)

#### Class Structure:

This class is a hybrid course. As such, we will meet face to face (abbreviated as F2F in the calendar of learning events) most often but will occasionally substitute face to face class time with “meeting” and “discussing” online (abbreviated OL in the calendar). Approximately **50%** of our class time will occur in the online environment.

#### Expectations:

- Be in class on time. It is distracting and it is discourteous to me and to your classmates to enter class late.
- Attend all classes. Discussion and processing of materials as a group are a large part of this course and these activities cannot be replicated outside of class.
- Cooperation is vital to your future success, whatever path you take. I encourage cooperation amongst students wherever possible, but the act of copying or other forms of cheating will not be tolerated. Academic dishonesty in any portion of the academic work for a course is grounds for awarding a grade of F or N for the entire course. Any act of plagiarism that is detected will result in a mark of zero **on the entire assignment**. If you are in any way unclear about what constitutes academic dishonesty, please come and talk to me if you have any questions. UMM's Academic Integrity policy and procedures can be found at [www.morris.umn.edu/Scholastic/AcademicIntegrity/](http://www.morris.umn.edu/Scholastic/AcademicIntegrity/).
- Do not submit late work. Unexcused late assignments will only earn a **maximum** of 80% of the total points you otherwise would have earned. Work with your instructor in emergency situations. I highly value communication and am most often willing to provide accommodations IF you have communicated your needs to me.
- I do not negotiate grades, nor do I give extra credit at the end of semester for the purpose of grade augmentation. Any extra credit opportunities will be announced in class.
- Maintain a professional demeanor. While we can engage in disagreements and animated discussions in class, any type of harassment or bullying of me or your classmates will not be tolerated (see below).
- All activities in the University, including this course, are governed by the University of Minnesota Student Conduct Code. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration cancelled).

- **A word about technology**—I welcome the use of technology in the course FOR LEARNING PURPOSES. I am NOT tolerant, however, of students who text during class, surf the internet, IM, or engage in other personal, non-learning-oriented activities. You are welcome to use your laptop or other device to assist you in class but be aware that if you are using your technology in a way that detracts from focusing on the course activities you will receive one request to desist. If the behavior continues you will be asked to leave the class so as to not distract others.

## Assignments and Grading:

### Research Presentation 15%

The reading and viewing experiences in which we engage this semester will be enriched by ensuring that we as a class have a certain amount of background or contextual understanding of various topics. You will sign up for a short research presentation during the semester (sign-up sheet to be distributed in class) on a topic related to one of our readings or viewings. You will submit PowerPoint slides or other visual aids on the Moodle site as well as present information in class. The presentation should be approximately 15 minutes and you should include a slide or handout with all sources. You should utilize at least 5 sources not including Wikipedia. The majority of these sources should be considered scholarly sources. You may work individually or with a partner. Partners must each be involved in the presentation (not just the research itself). **Due: Ongoing**

### Reading and Viewing Log and Discussion 20%

A large part of this course is reflecting on the reading and viewing. We will spend a large amount of time in our face to face (F2F) and online (OL) activities discussing the texts we are reading and viewing. Participation in these discussions is expected and comprises part of this grade. To feed discussion and paper assignments as well as deepen your reflections, you will complete a reading and viewing log. For each reading and viewing assignment you should prepare (in writing) 4 (or more) questions. One question may concern vocabulary, one question may ask for clarification of a specific section or provide commentary on a particular quotation. The other questions should be open-ended questions that you might pose in discussion. You may hand write or type your reading log but it will be submitted on the Moodle site (so, for hand-written logs you will need to scan and upload these). **Due: Ongoing; Logs are required to be submitted on Thursday, February 9; Thursday, April 5; and Tuesday, May 3**

### Aesthetic Response 15%

Often in high school and university we spend a great amount of time analyzing literature and sometimes we forget to really enjoy it. We spend time approaching literature cerebrally but not aesthetically or creatively. This assignment is meant to help fill that gap. Choose a novel or film that impacted you somehow and create an aesthetic response to that work. You will post your aesthetic response in Moodle and peers will respond or, if your response is a performance that would be better conveyed in person we will make time for that in face to face class sessions—convey your need for face to face time to your instructor. There are virtually limitless options for an aesthetic response—the sky is the limit! Some choices might include a musical montage/collage, creating a video related to the work, writing a poem or song and performing it, engaging in the visual arts, creating your own magazine or graphic novel type work, and the list goes on. Some technological tools and web sites that might help you are listed in our Moodle site. If you are unsure if your project idea is suitable, consult with the instructor. **Due: Ongoing; post anytime throughout the course but at the latest, this is due Tuesday May 8.**

### Identity Paper 15%

In the Charlotte Zolotow lecture (linked in Moodle site), Gene Luen Yang discusses 3 pairs of words that describe his identity. Each pair is somehow disparate or at odds but also consonant and cohesive. In this paper, explore your own identity through the same mechanism of 3 pairs of seemingly contrary words and discuss how these

relate to your identity and how they are both contrary and consonant. Length guideline: 5 double spaced pages. **Due: Tuesday, January 31**

#### Reflection Paper—Compare and Connect 15%

This paper is about analyzing texts through the mechanism of “compare, contrast, and connect”. Using concepts discussed in the course (identity, representation, prejudice, etc.) discuss two texts. These may be two novels we have read, one novel and one film, or two films. Compare, contrast, and draw connections between these two texts with course concepts as the centerpiece and using evidence from the texts to support your statements. Length guideline: 5 double spaced pages. **Due Thursday, March 8**

#### Media Analysis Paper 20%

Throughout the semester you have been analyzing assigned creative works. For the final Media Analysis Paper, you will be choosing media and independently analyzing and reflecting on the issues of identity, representation, power, etc. contained in this work. Your instructor will supply a list of suggested young adult novels and films; you are free to choose from this list or to find your own media to analyze. You are free to analyze literature, film, television, or music. You will post your paper in the Moodle site. Length guideline: approximately 7 double-spaced pages. **Due Tuesday, May 8 by 4 PM**

#### **GRADING SCALE AND WORK LOAD:**

This course is a four credit course. University of Minnesota policy defines one credit as equivalent to three hours of learning effort per week for 15 weeks for an average student to achieve an average grade in the course. Therefore, 12 hours of learning effort per week are required for this course. We spend approximately 3 hours per week in class; you should expect to put in at least 9 hours of work outside of class to achieve an average grade in this course.

Grades will be assigned based on the following scale, according to University of Minnesota policy:

93-100%	A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90-92	A-	3.67	
87-89	B+	3.33	
84-86	B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements
80-83	B-	2.67	
77-79	C+	2.33	
74-76	C	2.00	Represents achievement that meets the course requirements in every respect
70-73	C-	1.67	
67-69	D+	1.33	
62-66	D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
0-61	F	0.00	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement not worthy of credit or (2) was not completed and there was no agreement between the instructor and student that the student would be awarded an I

**CALENDAR OF LEARNING EVENTS:**

DATE	TOPICS/ACTIVITIES	READINGS/VIEWINGS DUE	ASSIGNMENT DUE
January 17 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Course structure and expectations</li> <li>Discussion ground rules</li> </ul>		
January 19 (Thurs) <b>F2F</b>	<ul style="list-style-type: none"> <li>Background: graphic novel format</li> <li>Definitions: Diversity, Identity</li> </ul>	<ul style="list-style-type: none"> <li><i>American Born Chinese</i>, beginning through p. 52</li> <li>Gene Luen Yang Zolotow Lecture</li> </ul>	
January 24 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Asian American Literature</li> </ul>	<ul style="list-style-type: none"> <li><i>American Born Chinese</i>, pp. 55-160</li> </ul>	
January 26 (Thurs) <b>OL</b>	<ul style="list-style-type: none"> <li>Book discussion</li> </ul>	<ul style="list-style-type: none"> <li><i>American Born Chinese</i>, pp. 163-end</li> </ul>	Identity Paper
January 31 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Prejudice</li> <li>Discrimination</li> <li>Representation</li> </ul>	<ul style="list-style-type: none"> <li><i>No-No Boy</i>, pp. vii-101 (Preface through Ch. 4)</li> </ul>	Research Presentation(s)
February 2 (Thurs) <b>OL</b>	<ul style="list-style-type: none"> <li>Book discussion</li> </ul>	<ul style="list-style-type: none"> <li><i>No-No Boy</i>, pp. 103-171 (Ch. 5-7)</li> </ul>	
February 7 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Microaggressions</li> </ul>	<ul style="list-style-type: none"> <li><i>No-No Boy</i>, pp. 173-end (Ch. 8-end)</li> </ul>	
February 9 (Thurs) <b>OL</b>	<ul style="list-style-type: none"> <li>Book/Film discussion</li> </ul>	<ul style="list-style-type: none"> <li>Film: <i>Snow Falling on Cedars</i></li> </ul>	Submit reading log
February 14 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Social Class</li> <li>Institutional Racism</li> </ul>	<ul style="list-style-type: none"> <li><i>Bastard out of Carolina</i>, pp. 1-103 (up to Ch. 8)</li> </ul>	Research Presentation(s)
February 16 (Thurs) <b>OL</b>	<ul style="list-style-type: none"> <li>Book discussion</li> </ul>	<ul style="list-style-type: none"> <li><i>Bastard out of Carolina</i>, pp. 104-203 (Ch. 8-13)</li> </ul>	
February 21 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Double Consciousness</li> </ul>	<ul style="list-style-type: none"> <li><i>Bastard out of Carolina</i>, pp. 204-309 (Ch. 14 to end)</li> </ul>	
February 23 (Thurs) <b>OL</b>	<ul style="list-style-type: none"> <li>Book/Film discussion</li> </ul>	<ul style="list-style-type: none"> <li>Film: <i>Winter's Bone</i></li> </ul>	
February 28 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Native American Literature</li> <li>Magical Realism</li> <li>Assimilation</li> </ul>	<ul style="list-style-type: none"> <li><i>Reservation Blues</i>, pp. 1-129 (Ch. 1-4)</li> </ul>	Research Presentation(s)
March 1 (Thurs) <b>OL</b>	<ul style="list-style-type: none"> <li>Book discussion</li> </ul>	<ul style="list-style-type: none"> <li><i>Reservation Blues</i>, pp. 131-195 (Ch. 5-6)</li> </ul>	
March 6 (Tues) <b>F2F</b>	<ul style="list-style-type: none"> <li>Book discussion</li> </ul>	<ul style="list-style-type: none"> <li><i>Reservation Blues</i>, pp. 197-306 (Ch. 7-end)</li> </ul>	

DATE	TOPICS/ACTIVITIES	READINGS/VIEWINGS DUE	ASSIGNMENT DUE
March 8 (Thurs) <b>OL</b>	▪ Book/Film discussion	▪ Film: <i>Skins</i>	Compare and Connect Paper
March 13 (Tues)	<b>NO CLASS—SPRING BREAK</b>		
March 15 (Thurs)	<b>NO CLASS—SPRING BREAK</b>		
March 20 (Tues) <b>F2F</b>	▪ Historical context ▪ Black Power movement	▪ Article/scholarly reading	Research Presentation(s)
March 22 (Thurs) <b>OL</b>	▪ Book/Film discussion	▪ Film: <i>Black Power Mix Tape</i>	
March 27 (Tues) <b>F2F</b>	▪ Racial Identity models	▪ <i>Caucasia</i> , pp. 1-131 (up to “From Caucasia with Love”)	
March 29 (Thurs) <b>OL</b>	▪ Book discussion	▪ <i>Caucasia</i> , pp. 132-289 (up to “Compared to What?”)	
April 3 (Tues) <b>OL</b>	▪ Book discussion	▪ <i>Caucasia</i> , pp. 293-end	
April 5 (Thurs) <b>OL</b>	▪ Book/Film discussion	▪ Film: <i>Crash</i>	Submit reading log
April 10 (Tues) <b>F2F</b>	▪ Racial identity revisited ▪ Miscegenation	▪ Article/scholarly reading	
April 12 (Thurs) <b>OL</b>	▪ Book/Film discussion	▪ Film: <i>Do the Right Thing</i>	
April 17 (Tues) <b>F2F</b>	▪ Hip-Hop culture	▪ <i>Angry Black White Boy</i> , pp. 1-112 (through end of Book I)	Research Presentation(s)
April 19 (Thurs) <b>OL</b>	▪ Book discussion	▪ <i>Angry Black White Boy</i> , pp. 113-200 (beginning Book II through Ch. 6 Book II)	
April 24 (Tues) <b>OL</b>	▪ Book discussion	▪ <i>Angry Black White Boy</i> , pp. 201-end (Ch. 7 Book II through end Book III)	
April 26 (Thurs) <b>F2F</b>	▪ GLBTQ identity ▪ Coming out	▪ <i>The God Box</i> , pp. 1-81 (Ch. 1-16)	Research Presentation(s)
May 1 (Tues) <b>OL</b>	▪ Book discussion	▪ <i>The God Box</i> , pp. 82-171 (Ch. 17-35)	
May 3 (Thurs) <b>F2F</b>	▪ Book discussion	▪ <i>The God Box</i> , pp. 172-end (Ch. 36-end)	Submit final reading log

DATE	TOPICS/ACTIVITIES	READINGS/VIEWINGS DUE	ASSIGNMENT DUE
May 7-10 <b>F2F</b>	<ul style="list-style-type: none"> <li>▪ FINALS WEEK</li> <li>▪ Our final exam time is scheduled for 4PM on Wednesday; if it is needed we will do final presentation of aesthetic responses at this time. If all aesthetic responses have been presented, there will be no face to face meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Final Projects</li> </ul>	Final Project and Aesthetic Responses posted by May 8 (Tues) 4PM; discussions of aesthetic responses end by May 10 (Thurs) 4PM

## RESEARCH TOPICS AND DATES

DATE	TOPIC	SIGN-UP
Tuesday Jan 31	Issei vs. Nisei culture	
	Anti-Japan WWII propaganda	
	Japanese Internment, loyalty questionnaire	
Tuesday Feb 14	Rural Poverty	
	Causes/Impacts of Sexual Abuse	
	Gospel Music 1950-present	
Tuesday Feb 28	Blues Music, Robert Jones	
	Wounded Knee I and II	
	Current Native American Social and Economic Circumstances	
Tuesday March 20	Black Power Movement	
	CoIntelPro (FBI Counter Intelligence Program)	
	Other Power Movements (AIM, etc.)	
Tuesday April 17	History of Hip-Hop	
	History of Graffiti Art	
	Socially Conscious Rap/Hip-Hop	
Thursday April 26	GLBTQ Youth Issues	
	Coming Out Process	
	Sexual Orientation Remediation Therapy	