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EIU 4114G-001: Lift Every Voice: Identity and Struggles for Freedom in a Postmodern World

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EIU 4114G Senior Seminar
"Lift Every Voice": Identity and Struggles for Freedom in a Postmodern World
Sect. 001, CRN 38133
MWF 11:00-11:50 a.m. in CH 3160
Spring, 2014

Lift ev'ry voice and sing,
 Till earth and heaven ring,
 Ring with the harmonies of Liberty;
 Let our rejoicing rise
 High as the list'ning skies,
 Let it resound loud as the rolling sea.
 Sing a song full of the faith that the dark past has taught us,
 Sing a song full of the hope that the present has brought us;
 Facing the rising sun of our new day begun,
 Let us march on till victory is won.

James Weldon Johnson (1871-1938)

INSTRUCTORS

Dr. Jon Coit

Office: Coleman 3744

Office Hours: MW 9-10:30

Mailbox: History, CH 2744

email: jscoit@eiu.edu

Please use eiu online (D2L) to email both instructors, simultaneously, for course-related questions or concerns whenever possible.

Dr. Jeannie Ludlow

Office: Coleman 3139

Office Hours: MWF 9-10:30, W 1-2:30 + 9-10

Mailbox: English, CH 3155

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Description: This senior seminar examines the complex relationship between identity and contemporary struggles for freedom from oppression. Struggles over identities—enslaved persons and citizens, colonized and colonizer, straight and gay—have been constitutive elements of struggles for freedom. The course explores the multiple perspectives the humanities offer on the question of identity, and asks students creatively and critically to explore the connections between identity and political struggle. It uses Reacting to the Past learning role-playing games to ask students to speak for and about peoples, ideas, and conflicts outside their own experience. Students will engage with in- and out-of-class activities designed to raise awareness about political struggles in the U.S. and globally.

Course Format and Expectations: This is a problem-centered applied-learning course, which by definition means that it is student-centered and student-driven. Each student is responsible for her/his own education; the role of the instructors is to guide and facilitate the learning process. Therefore, it is expected that students will come to class fully prepared to engage in discussions, activities, etc., that revolve around the assigned materials. This section of EIU 4114G is focused on identity politics and political struggle, which means that the course content and teaching are based in a particular political perspective. It is, however, never expected that students will unquestioningly agree with (or even completely understand) materials assigned for class. Critical thinking and articulation of disagreements and difficulties are encouraged and will be rewarded.

Student Learning Objectives—in EIU 4114G, students will:

1. demonstrate an understanding of the problems and advantages of interdisciplinary study;
2. apply the tools and perspectives of two or more humanities disciplines to the examination of the relationship between identity politics and political struggle;
3. demonstrate an understanding of the difference between interdisciplinarity and the discrete methodologies of two or more humanistic fields of study;
4. write analytically and effectively about the relationship between identity politics and political struggle from an interdisciplinary perspective;

5. demonstrate effective verbal communication, from an interdisciplinary perspective, about the relationship between identity politics and political struggle.

Special circumstances: Any student who needs disability accommodations for this course should please speak with the instructors as soon as possible. Please note that the University's Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

GRADES will be earned through the following graded components, which will be assigned whole letter grades:

1. Participation (includes attendance, daily in-class writing and/or quizzes, in-class and on-line activities and discussion, and successful completion of all reading and homework assignments)—must be worth a minimum of 10% of total grade
2. "Defining a Nation" game (including two short papers)—must be worth a minimum of 20% of total grade
3. "Trading Races" game/performance (including one short speech and accompanying script)—must be worth a minimum of 10% of total grade
4. Final paper (proposal, annotated bibliography, draft, final)—must be worth a minimum of 10% of total grade

You will choose how your grade will be earned; 50% has been designated. You may choose to distribute the value among the graded components in any way that suits you. Please take care that your percentages all add up to 100%. Your decision must be registered with the instructional team by the beginning of class on Jan. 22 (no exceptions), or we will assign each of your components 25% (please see the graded components worksheet).

IN ORDER TO PASS THIS COURSE, YOU MUST COMPLETE FOR GRADING

TWO SHORT PAPERS (FOR DEFINING A NATION), ONE SPEECH SCRIPT (FOR TRADING RACES), AND ALL PARTS OF YOUR FINAL RESEARCH PROJECT (PROPOSAL, FULL DRAFT, REVISED DRAFT).

PUBLIC CLASS ASSIGNMENT: The class performance of the "Trading Races" game will be open to the public; the goal, here, is to present a critical analysis of racial politics to our community (EIU and the larger community) in a way that educates and enlightens without focusing directly on current controversies. Each student will participate fully in the performance. If you are unwilling or unable to participate in a publicly-presented critical analysis of racial politics, you may want to choose a different senior seminar.

ATTENDANCE POLICY: Attendance is crucial to your grade and will be taken every day. In-class graded activities will only be accepted for grading during the class session in which they are done (no make ups for in-class work; no exceptions). In addition, please keep in mind that you will be responsible for everything that is said, viewed, assigned, etc., during any class sessions that you miss. If you miss a class, it is your responsibility to contact a classmate to find out what you missed and to make sure that you get copies of handouts, worksheets, etc., from the instructional team. If you are late to class, it is your job to check in at the end of class to make sure you are marked "not absent."

ACADEMIC INTEGRITY: In this course, we will comply with EIU's academic integrity policy (please see your catalog). We have absolutely no tolerance for plagiarism or cheating. Please note that "plagiarism or cheating" includes (but is not limited to) the following:

1. **quoting** from a source without correctly citing that source and/or without using quotation marks
2. **paraphrasing** from a source without correctly citing that source
3. turning in a paper with an **incorrect or incomplete works cited list**
4. **falsifying** data
5. turning in **someone else's work** as your own—this includes (but is not limited to)
 - a. **copying** another's work from a quiz or assignment
 - b. turning in work that **someone else wrote** for you
 - c. using on-line or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission.

IMPORTANT: This is a senior-level course; you are expected to demonstrate senior-level facility with proper research, writing, and citation conventions. If your paper cites/uses Wikipedia, Yahoo Answers, Wiki Answers, Ask.com, or any other non-academic, non-reliable source, that paper will not pass. If your paper does not use a standard, accepted academic citation style (e.g., MLA, APA, Chicago Manual of Style, ASA, etc.) correctly and consistently, that paper will not pass. If you do not know how to use your citation style correctly, please ask for

help. The best help is found in the instructors' offices, on the Purdue OWL (online writing lab) website (<http://owl.english.purdue.edu/owl/>), and in EIU's Writing Center (<http://castle.eiu.edu/writing/>).

Violations of EIU's academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Standards. For more information, see www.eiu.edu/~judicial.

LATE POLICY: Late work is strongly discouraged. However, late is better than not at all. Work will depreciate in value one letter grade for each school day it is late, beginning at 11:00 a.m. on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

Materials needed:

PLEASE NOTE: You are required to do all assigned reading for this course. Three required texts for this course are available from Textbook Rental. Several required readings will also be available in a course packet and some course materials will be available only via D2L.

REQUIRED TEXTS from TRS

Fanon, Frantz. *Black Skin, White Masks*. 1952. Tr. Richard Philcox. NY: Grove Press, 2008.

Hay, Stephen, ed. *Sources of Indian Tradition, Vol. 2*. NY: Columbia University Press, 1988.

Prabhavanand and Isherwood, translators. *Bhagavad-Gita*. NY: Mentor/Penguin, 1954.

REQUIRED COURSE PACKET FROM PANTHER PRINT AND COPY

Embree and Carnes, *Defining a Nation*. NOTE: this packet will cost approximately \$8. If cost prohibits you from purchasing it, please contact the instructors. We will work something out for you.

STRONGLY RECOMMENDED

3-ring binder for your *Defining a Nation* packet

If you need help with D2L, please let us know. If you cannot find something that is supposed to be there, please let us know that, too, as soon as you can.

A great on-line dictionary site: www.onelook.com

ASSIGNMENTS AND PROTOCOL

PARTICIPATION

At the end of each class session, each student is assigned a letter grade in participation, based on the student's performance in class that day. Participation consists of regular attendance and productive participation in class discussions and in-class activities. Please note that the **bolded** phrases are most important in the descriptions, below.

- A = almost perfect attendance and almost never late; **active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit**, involving obvious critical thought and making connections to other materials or examples; avoidance of "side" conversations in class; leadership role in group activities and discussion; professional interactions with others in class, even when disagreeing strongly, and in all communications with professors; inattention to cell phones and other electronic devices during class
- B = almost perfect attendance and almost never late; **consistent participation in class discussions and activities with some references to assigned materials**, even when confused or struggling with ideas; professional behavior in class (including not carrying on "side" conversations and not being rude) and in all communication with professors; inattention to cell phones and other electronic devices during class
- C = consistent attendance with full preparation of course materials but **little to no verbal participation in discussions** unless required; professional behavior in class and in all communications with professors; consistent "follower" role in group activities; OR consistent **enthusiastic participation in discussions and activities, with no explicit evidence of preparation of course materials**; professional behavior in class and in all communications with professors; inattention to cell phones and other electronic devices during class
- D = frequent lateness or absence; unprofessional, rude, or disruptive behavior in class or in class-related settings (including, but not limited to, doing homework for other classes, reading newspapers in class, occasionally attending to cell phones, "side" conversations, etc.)
- F = absence; disruptive or hostile behavior in class or in class-related settings; frequent attention to cell phones or other electronic devices during class. Please note that every day you are absent is a day with an F in participation.

E-mail guidelines: When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. Also, please give us at least one full school day (24 hours, M – F) to answer any e-mail message. (PLEASE NOTE: these are very good guidelines to follow for all your professors.)

WRITING ASSIGNMENTS

All in-class writing for grade will be hand-written in ink. All out-of-class writing will be typed, double-spaced, in a standard font, with your name and page numbers on every page and submitted to the instructional team via D2L. When you submit papers via D2L, please be sure that all parts of the paper are in one document; never submit the Works Cited as a separate document. Please designate a filename that tells us whose work it is and what it is (e.g., 4114LudlowIndiappr1.doc; CoitSrSemProposal.docx, etc.).

Daily In-Class Writings: On non-RTTP days, we will have very short (4-6 minutes, max), focused in-class writings in response to assigned readings for the day. These work like reading quizzes—rewarding those who keep up with assignments—and are included in your participation grade. If you are absent, you may not make up the in-class writing for that day. If you are late to class, you will either miss the writing altogether or have only a very short time to complete it. You may not have more time to complete the writing if you are late.

Writing/Speaking Assignments for Reacting to the Past: The learning games from Reacting to the Past (RTTP) have built-in writing and speaking assignments, which are topically specific and character-driven. For each of these, you will want to consult secondary sources, supplemental materials, and course materials to write the most convincing argument you can, keeping within the parameters of your character. In other words, if I am writing as a representative of rural India, I want to have a clear sense of the concerns and values of many rural Indians and how these can best be addressed.

India paper #1 (due 1/31, by 6 pm, via D2L)—this paper will be 1200-1800 words in length (approx. 4-6 pp.) and is the basis for your first speech in the game. When you receive your role description, you will also receive guidelines for researching and writing this paper. You will meet with the instructional team to receive feedback on this paper and advice for focusing it for your speech; this conference is required.

India paper #2 (due **Thu., 2/20**, before midnight, via D2L)—this paper will be 900-1500 words in length (approx. 3-5 pp.) and is a response to the proposals you have heard in class, from 2/5/14-2/19/14. This, of course, means that you probably want to be taking notes during the proposal/speech class sessions. This paper will be the basis for a 3-minute speech. You will not receive feedback before making your speech—you are on your own with this one.

Trading Races Speech Script (due Wed., 4/23, by 11 am, via D2L)—this paper will be 600-900 words in length (approx. 2-3 pp.) and is the basis for your speech and your debate strategy in the game. When you receive your role description, you will also receive guidelines for researching and writing this paper.

Final Research Paper—this is the primary writing assignment for this course, which is a writing intensive course. All writing intensive courses must have a primary writing assignment that is graded twice, the second time after substantial revision. For this assignment, you may choose any topic related to the central themes of the course (identity and its relationship to voice, agency, struggles for liberation/freedom from oppression, etc.). For example, you might choose a particular activist group or political movement, a particular example of oppression, or a particular identity-based group/movement. You will do research about your topic, and write a paper from an interdisciplinary humanities perspective (focusing on history, philosophy, human expressions and interactions, etc.) about it. **NOTE:** you are required to reference and cite correctly at least three required readings from our class. If you have any questions about this requirement, please contact us as soon as possible. Be sure to choose a narrow topic—you only have a few weeks to do this research and writing, so don't propose to do your final paper on the feminist movement. The "feminist movement" spans more than two-and-a-half centuries and several continents. You don't have time to do that. Instead, choose some specific moment, place, action, etc., within the feminist movement.

Proposal (due 3/24, by 6 pm, either on paper or via D2L)—a proposal includes a tentative title, a short (150 words or less) description of your topic, a draft thesis statement (arguable thesis, please), and bibliographic

record and short description of at least two legitimate sources that you might use for your paper—we may require a conference to go over your proposal.

Very Short Presentation of what you are learning (be prepared to present in class on 4/7; order of presentation will be determined by lottery)—you will give a very short (3 minutes or so) in-class presentation of your topic, your thesis-in-progress, and what you are learning doing your research. The purposes of these presentations are for all of us to share information about all the wonderful work people are doing around the world to advance freedom and to get ideas for improvement from your classmates.

Full Draft of Final Research Paper (due 4/16, before midnight, via D2L)—the final paper will be 3600 words in length maximum (approx. 12 pp.), exclusive of foot/endnotes and/or works cited list. In order to pass, this must be a full and complete paper with correct citations and an arguable thesis which follows correct standard American grammar and writing conventions. If you turn in a rough or sloppy draft, you will earn an F on this draft. The instructional team will conference with you to provide feedback for revision. This conference is required.

Revised Draft of Final Research Paper (due 5/6, before noon, via D2L)—before our Final Exam period, you will submit your final, fully-revised draft of your research paper to the instructional team, via D2L. This draft will reflect your full attention to our feedback to your first draft.

The Value Of Your Graded Components—fill this in; then copy your values to the next page and submit to the instructional team.

Graded Component	minimum value	chosen value
Participation	10%	_____
Defining a Nation—two papers	20%	_____
Trading Races—one speech	10%	_____
Final Paper	10%	_____
TOTAL of “chosen value” column		_____

Please check the total of the “chosen value” column—is it 100%? If not, you’ve made a mistake. Please try again, or bring this sheet to your instructors for help.

EXAMPLES:

Let’s say I love doing research, hate making speeches, and am okay at discussing readings and ideas. Then I might choose something that looks like this:

Graded Component	minimum value	chosen value
Participation	10%	__15%__
Defining a Nation—two papers	20%	__25%__
Trading Races—one speech	10%	__10%__
Final Paper	10%	__50%__

Or, let’s say I have a lot of job interviews scheduled for the month of February, when we are doing the Defining a Nation game. Then I might choose something that looks like this:

Graded Component	minimum value	chosen value
Participation	10%	__15%__
Defining a Nation—two papers	20%	__20%__
Trading Races—one speech	10%	__25%__
Final Paper	10%	__40%__

Final Grade Components, EIU 4114G

your name _____

Choose your graded components wisely—you may not change this sheet after you have turned it in. This sheet is due no later than the beginning of class on Jan. 22. Your percentages must add up to 100%, and each percentage must be a multiple of 5 (i.e., 25 or 30 or 35, not 12½ or 37 or 44.2).

On Jan. 22, your graded components will be set at 25% each for all components, unless this sheet is turned in and correct, according to the above criteria.

Graded Component	minimum value	chosen value
Participation	10%	_____
Defining a Nation—two papers	20%	_____
Trading Races—one speech	10%	_____
Final Paper	10%	_____
TOTAL of “chosen value” column		_____