

INTS 101: Narratives of Identity
SYLLABUS AND CLASS SCHEDULE, FALL 2016
MONDAY (10:30-1:20), WEDNESDAY (10:30-1:20)

NCLC 101 FACULTY, STAFF, and RESOURCES

Name	Classroom	Office Enterprise Hall	Telephone	Email
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COURSE DESCRIPTION AND OBJECTIVES

Narratives of Identity in the School of Integrative Studies (SIS), explores how individual and cultural identities are shaped and communicated. Encounters with seminal literary works in a variety of genres and media provide the socio-historical context for our study of identity as well as offer students an opportunity to analyze, write, and discuss the aesthetic, cultural, and political aspects of literature. Course activities are enriched by field trips, guest presenters, and innovative projects. The learning community addresses key concepts through sustained engagement with questions such as: What is identity? How does literature inform our understanding and expression of identity? What are the socio-historical, cultural and political influences on identity? The course conveys 3 credits each in oral communication and literature.

Learning Objectives and Goals

1. Deepen awareness and strengthen understanding of identity and its relationship to narrative through critical analysis of a variety of texts.
2. Become acquainted with narratives and texts in a variety of genres, reading for comprehension, detail, and nuance.
3. Analyze the ways specific literary devices contribute to the meaning of a text.
4. Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced.
5. Improve oral and written communication skills.
6. Engage in key elements of the scholarly process, including developing and refining a thesis, gathering appropriate evidence, and evaluating the credibility of evidence.

Competency Development and Student Learning Outcomes

- Students gain fluency in **critical thinking** and effective **communication** (writing, speaking, and listening) through analyzing and composing texts. More specifically, students will think creatively and critically using reason and experience to form considered judgments and to synthesize ideas from multiple sources and diverse ways of knowing.
- Students increase their **global understanding** as they consider various constructions of identity and gain more informed understandings of various communities and the value of multiple perspectives in civic life. Students will also be able to articulate, support, and apply their own values through reflective practice while appreciating the diverse values of others.

- Students gain experience with **group collaboration** as they work together, prepare group presentations, and engage in peer teaching in the writing and revision process.

REQUIRED MATERIALS

Texts and Assigned Readings

- Flight* by Sherman Alexie, 2007.
- Rereading America*, 10th edition, by Gary Colombo, Robert Cullen and Bonnie Lisle, 2016.
- American Born Chinese* by Gene Luen Yang, 2006.
- Additional readings will be assigned throughout the course and you will need to print off (and bring to class) hard copies of these readings.

Metro Fare—You are responsible for metro fare for all field trips.

COURSE REQUIREMENTS AND GRADING (TOTAL = 100 POINTS)

Points	Letter		Points	Letter		Points	Letter		Points	Letter
98 — 100	A+		87 — 89	B+		77 — 79	C+		60 — 69	D
94 — 97	A		84 — 86	B		74 — 76	C		< 60	F
90 — 93	A-		80 — 83	B-		70 — 73	C-			

Point Distribution

Writing and Participation 25

Museum Comparison Paper (10 points) – **due date: 9/25**

Group Discussion, In-Class Writing and Activities (15 points)

Conference 20

Group abstract (5 points) – **due date: 11/30**

Presentation (15 points) – **due date: 12/5**

Considering Lenses Assignments 55

Synthesis of Research (10 points) – **due date: 10/9**

Digital Story (15 points) – **due date: 10/30**

Textual Analysis Outline (10 points) – **due date: 11/20**

Textual Analysis (20 points) – **due date: 12/11**

Total Points **100**

ACADEMIC POLICIES AND INFORMATION

Participation and Attendance: Important responsibilities come with participation in this learning community including: completing readings and assignments on time, actively engaging course materials, coming to class regularly and on time, and listening attentively to comments made in class. Membership in this community also entails representing School of Integrative Studies and George Mason University well during your experiential-learning work. Unexcused absences will adversely affect your final grade. An absence is excused when due to serious illness, religious observance, participation in University activities at the request of University authorities, or compelling circumstances beyond your control. To claim an excused absence, you must provide a signed letter by a person in a position to make an authoritative determination as to the validity of the cause of the absence within three calendar days of your return from that absence. In cases where you know you will be missing class, please let your instructor know as

soon as possible. You are responsible for all announcements, assignments, materials and date changes covered or made in class while you are absent.

Diversity Statement: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

Policy for Late and Missing Assignments: You are responsible for completing assignments on time. All assignments will be submitted on Blackboard unless instructed otherwise. Assignments submitted late will lose one letter grade for each day they are past due, including Fridays, Saturdays, and Sundays. Due dates are clearly indicated throughout the syllabus. Assignments may only be made up if failure to attend class and/or complete required assignments was for an excused absence. (See section above on participation & attendance). In-class activities and field trips may not be made up for any reason, excused or unexcused. Throughout the course, you will have the option of a single **Life Happens** (turn in any assignment one day late without penalty).

Email Policy: In compliance with a University-wide initiative, SIS faculty and staff will correspond electronically with students only through their GMU assigned email accounts. No assignments will be accepted via email unless specifically requested. Please check your email account regularly for updates and important announcements.

Academic Honesty and Collaboration: George Mason University has an Honor Code with clear guidelines regarding academic integrity: 1) all work submitted must be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and 3) when in doubt about citation rules or assignment guidelines, ask your seminar leader for clarification. No grade is important enough to justify academic misconduct. GMU provides a range of services to help with test anxiety, writing and study skills, personal issues, and other concerns.

Using someone else's words or ideas without giving them credit is plagiarism! If you quote directly from any text, you **MUST** use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. You must also follow proper citation rules to indicate that you are quoting directly from a text (e.g. Quotation marks, quote indentation, source identification). If you paraphrase ideas, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format. The re-use of papers, presentations, and other materials from one course in another course is not appropriate. We expect that submitted work has been prepared for this class only.

Format for Assignments: All papers must be typed on paper using 12 point font with 1" margins. Papers and speeches must be documented properly according to a citation manual (e.g. The Chicago Manual of Style, APA, MLA). Keep a copy of all assignments. Failure to follow assignment guidelines may result in a grade deduction.

SELECT GMU RESOURCES

Counseling Services: (703-993-2380; SUB I, Room 3129) provides individual and group sessions for personal development and assistance with a range of emotional and relational issues. In addition, the Learning Services Program (703-993-2999) offers academic skill-building workshops as well as a tutor referral service.

Disability Services: (703-993-2474; SUB I, Suite 2500) assists students with learning or physical conditions affecting learning. If you qualify for accommodation, the Disability Services staff will provide a form to give to your instructor at the beginning of every course.
<http://ds.gmu.edu/>

Student Technology Assistance and Resource (STAR) Lab: Johnson Center 229; 993-8990;
http://doit.gmu.edu/staffSection.asp?page=multimedia_lab

Writing Center: (703-993-1824; Robinson A 114, main office; Enterprise 076) provides, at no charge, tutors who can help you develop ideas and revise papers. The Writing Center is also available online at <http://writingcenter.gmu.edu>.

TENTATIVE SCHEDULE

Week 1: Narrative, Literature, and Identity

Date	Topic	Readings and Assignments Due
M, 8/29	Introduction to INTS 101 Meet at JC Cinema at 10:30 am	In-Class Exercises Introductions Syllabus Review

W, 8/31	Introduction to INTS 101	In-Class Exercises Readings: <ul style="list-style-type: none"> • “Thinking Critically, Challenging Cultural Myths” (pg. 1-15, <i>Rereading America</i>) • Sensoy, Ozlem & DiAngelo, Robin. “Is Everyone Really Equal?” (pdf) • Fu, Victoria. “Stories of We the People” (pdf)
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Week 2: Narrative, Literature, and Identity Continued

M, 9/5		Labor Day – No Class ☺
W, 9/7		Readings: <ul style="list-style-type: none"> • Pagis, Dan. “Five Poems” (pdf) • “Analyzing Text” <i>Norton Field Guide</i> (pdf)

Week 3: Race, Ethnicity, and Identity

M, 9/12	Analyzing Race and Ethnicity in Literature	Readings: <ul style="list-style-type: none"> • “Comparing and Contrasting” <i>Norton Field Guide</i> (pdf) • Linenthal, Edward. “Preserving Memory” (pdf) Assign: <ul style="list-style-type: none"> • Museum comparison paper
W, 9/14		No Class in lieu of fieldtrip
Saturday 9/17	Field Trip United States Holocaust Memorial Museum: MEET @ VIENNA METRO. 10:00 am	Holocaust Museum

Week 4: Race, Ethnicity, and Identity

M, 9/19	Continued Race, Ethnicity, and Identity	Readings: <ul style="list-style-type: none"> • Atalay, Sonya. “No Sense of the Struggle” (pdf) • Lonetree, Amy. “Missed Opportunities” (pdf)
W, 9/21		No Class in lieu of fieldtrip <i>Start reading Flight!</i>
Saturday 9/24	Field Trip National Museum of the American Museum: MEET @ VIENNA METRO. 10:00 am	
Sunday 9/25		DUE: Museum Comparison Paper

Week 5: Race, Ethnicity, and Identity

M, 9/26		Readings: <ul style="list-style-type: none"> • Alexie, Sherman. <i>Flight</i>. (2007).
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W, 9/28		Readings: <ul style="list-style-type: none"> McIntosh, Peggy. "Unpacking the Invisible Knapsack" (pdf) McIntosh, Peggy. "White Privilege, Color and Crime: A Personal Account" (pdf) Crosley-Corcoran, Gina. "Explaining White Privilege to a Broke White Person" (pdf)
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Week 6: Race, Ethnicity, and Identity

M, 10/3		Readings: <ul style="list-style-type: none"> X, Malcolm. "Learning to Read" (pg. 161-169, <i>Rereading America</i>) Kozol, Jonathan "Still Separate, Still Unequal" (pg. 170–187, <i>Rereading America</i>) Assign: Synthesis of Research
W, 10/5	Library Workshop Rotation: 10:30-11:50 am: Section A - Prof. Chen (Fenwick Library 1014 A) Section B - Prof. Fuertes (Fenwick Library 1014 B) Section C - Prof. Hassell-Goodman (Seminar Room) Section D - Prof. Mitchell (Seminar Room) 11:50-12:00 pm: Break 12:00-1:20 pm: Section A- Prof. Chen (Seminar Room) Section B- Prof. Fuertes (Seminar Room) Section C- Prof. Hassell-Goodman (Fenwick Library 1014A) Section D- Prof. Mitchell (Fenwick Library 1014B) <i>Bring synthesis of research handout to class.</i>	Readings: <ul style="list-style-type: none"> Fredrickson, George. "Models of American Ethnic relations" (pdf) Lugo-Lugo, Carmen R., "A Prostitute, A Servant, and a Customer-Service Representative: A Latina in Academia" (pg. 188-199, <i>Rereading America</i>) Takai, Ronald. "Asian Americans: The Myth of the Model Minority" (pdf)
Sunday, 10/9		DUE: Synthesis of Research

Week 7: Gender & Politics

M, 10/10	Note: Columbus Day Recess- No Class on 10/12 Monday Classes Meet Tuesday, Oct 11	
T, 10/11	Introduction to Gender, Sex, and Identity	Readings: <ul style="list-style-type: none"> Devor, Aaron. "Becoming Members of Society: Learning Social Meanings of Gender" (pg. 471-480, <i>Rereading America</i>) http://www.achilleseffect.com/2011/03/word-cloud-how-toy-ad-vocabulary-reinforces-gender-stereotypes/ Kilbourne, Jean. "Two Ways a Woman Can Get Hurt" (pg. 488-514, <i>Rereading America</i>). Film: <i>Killing Us Softly IV</i>
W, 10/12	Gender, Media and Social Change	Readings: <ul style="list-style-type: none"> Solnit, Rebecca. "The Longest War" (pg. 522-531, <i>Rereading America</i>). Kimmel, Michael. "Bros Before Hos: The Guy Code" (pg. 540-549, <i>Rereading America</i>) Film: <i>Tough Guise</i>

		<i>Assign: Digital Story</i>
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Week 8: Sexual Orientation/ Identity & Same Sex Marriage

M, 10/17	Sexual Orientation/ Identity <i>Guest Speaker on LGBTQ Meeting at 10:30-11:30 at the HUB</i>	Readings: <ul style="list-style-type: none"> Seidman, Steven. <i>"Theoretical Perspectives"</i> (pdf) Jourian, T.J. <i>"Evolving Nature of Sexual Orientation and Gender Identity"</i> (pdf)
W, 10/19	Same Sex Marriage	Readings: <ul style="list-style-type: none"> Marriage Equality USA. "Prop 8 Hurt my Family—Ask me How" (pdf) Lancaster, Roger. "Marriage is not a Timeless, Unchanging Institution," <i>The Meaning of Matrimony</i>, (pg. 24-39 only) (pdf) Liptak, Adam. "Supreme Court Makes Same-Sex Marriage a Right Nationwide", NYTimes (pdf) Warner, Michael. "Beyond Gay Marriage." <i>The Trouble With Normal</i>. (pdf)

Week 9: Models of Immigration/ Nationality

M, 10/24		Readings: <ul style="list-style-type: none"> Suarez-Orozco, Carola and Marcelo. "How Immigrants Become Other" (pg. 666-682, <i>Rereading America</i>). "Created Equal: The Myth of the Melting Pot" (pg. 567-572, <i>Rereading America</i>). <p>Revisit from Week 1: "Stories of We the People" (Fu) (pdf) Revisit from Week 6: "Models of American Ethnic relations" (Fredrickson) (pdf)</p>
W, 10/26	Immigration, Race and Ethnicity	Readings: <ul style="list-style-type: none"> Luen Yang, Gene. <i>American Born Chinese</i>. (2006).
Sunday, 10/30		Due: Digital Story

Week 10: Models of Immigration/ Nationality

M, 10/31	Introduction to Immigration Immigration Panel 10:30 a.m. @ the HUB	Readings: <ul style="list-style-type: none"> Vargas, Jose Antonio. "My Life as an Undocumented Immigrant" (pdf) Vargas, Jose Antonio. "Trapped on the Border" (pdf) Serrano, Luis. "Open Letter to Jose Antonio Vargas" (pdf)
W, 11/2	Film 9500 Liberty Meeting at the HUB 10:30am	Readings: <ul style="list-style-type: none"> Singer, Audrey, Wilson, Jill, & DeRenzi, Brooke. "Immigrants, Politics, and Local Response in Suburban D.C." (Singer & DeRenzi) (pdf) Nwosu, Chiamaka, Batalova, Jeanne, & Auclair, Gregory. "Statistics on Immigrants and Immigration" (pdf) "International Students: Separate by Profitable" <i>Washington Monthly</i> http://washingtonmonthly.com/magazine/septoct-2013/international-students-separate-but-profitable/#.V5_knoeZrig.email

Week 11: Narratives of Meritocracy and Class

M, 11/7	Class and Meritocracy	Readings: <ul style="list-style-type: none"> Mantsios, Gregory. "Class in America—2009" (pg. 377-398, <i>Rereading America</i>) Peck, Don. "Generation R" (pdf) Pressman, Steven. "Defining and Measuring the Middle Class" (pdf)
W, 11/9	Class Meetings at 10:30 at the HUB	Readings: <ul style="list-style-type: none"> Noah, Timothy. "From the Great Divergence: America's Growing Inequality Crisis and What We Can Do About It" (pdf) Ehrenreich, Barbara. "Serving in Florida" (<i>Rereading America</i>, pg. 363-376) Anyon, Jean, "From Social Class and the Hidden Curriculum of Work" (<i>Rereading America</i>, pg. 136-153). <p>Documentary <i>Born Rich</i></p> <p>Assign: Textual Analysis</p>

Week 12: Narratives of Meritocracy and Class

M, 11/14	Class and Meritocracy	Readings: <ul style="list-style-type: none"> Brown, DeNeen. "The High Cost of Poverty" (pdf) http://www.washingtonpost.com/wp-dyn/content/article/2009/05/17/AR2009051702053.html Eighner, Lars. "On Dumpster Diving" (pdf) Brooks, Gwendolyn. "Lovers of the Poor" (pdf)
W, 11/16		No Class in lieu of fieldtrip
Saturday, 11/19	Class & Identity **MEET @ VIENNA METRO. 9:00 a.m. ** Church of the Pilgrims in Washington DC Faces of Homelessness Panel	
Sunday, 11/20		Due: Textual Analysis Outline

Week 13: Intersectionality

M, 11/21		Readings: <ul style="list-style-type: none"> Belkhir, Jean Ait, & McNair Barnett, Bernice "Race, Gender, and Class: Intersectionality" (pdf) "The Combahee River Collective Statement": http://circuitous.org/scraps/combahee.html "Kimberlé Crenshaw: On Intersectionality" http://www.newstatesman.com/lifestyle/2014/04/kimberl-crenshaw-intersectionality-i-wanted-come-everyday-metaphor-anyone-could <p>Assign: Conference/ Group Abstract</p>
W, 11/22		No Class (Happy Thanksgiving!)

Week 14: A Celebration of Learning

M, 11/28		Readings: <ul style="list-style-type: none"> • Lorde, Audre. “The Master’s Tools Will Never Dismantle the Master’s House” (pdf) • Davis, Angela. “Let us All Rise Together” (pdf)
W, 11/30	Review & In Class Self Reflection Prepare for Group Abstract/ Group Conferences Due: Group Abstract	

Week 15: A Celebration of Learning

M, 12/5	INTS 101: Narratives of Identity Conference, 10:30-1:10 Panel #1: 10:30-11:00 Panel #2: 11:05-11:35 Panel #3: 11:40-12:10 Panel #4: 12:15-12:45 Panel #5: 12:50-1:20	
W, 12/7	Celebration! Learning Community Reflection and Course Evaluations Integrative Studies and Cornerstones	
Sunday, 12/11	Due: Textual Analysis Final Project	