

AI 223 LITERATURE OF RESISTANCE

General Information

Winter Term 2008-2009

Faculty: Emily Hooper Lansana
Email

emhldepaul@yahoo.com

ehooperlansana7539@wowway.com

Phone: 773-960-4707

Location: Oak Forest Campus

Dates: Wednesdays 1/7-3/11

Time: 6:30-9:30PM

Competencies: H-5, A-1-X, H-1-X, A-3-X

Emily Hooper Lansana is the Theater and Literary Arts Curriculum Supervisor in the Office of Arts Education of the Chicago Public Schools. Emily has served as the Arts-in-Education consultant for eta Creative Arts Foundation and has taught at Columbia College, Chicago State University, the University of Chicago, and DePaul University. She has also worked as Director of Education at New York's Lincoln Center Theater. Emily served on the Board of Directors of the National Association of Black Storytellers and as Past President of the Chicago Association of Black Storytellers. She received her BA in Theater Studies with a certificate in Teacher Preparation/Education from Yale University and an MA in Performance Studies from Northwestern University.

COURSE DESCRIPTION

LITERATURE OF RESISTANCE

The pen is mightier than the sword. Why do authors take the time to write down their objections to society's conflicting ideas about life? What impact can words, rather than arms, actually have? In this course, students will examine the work of various authors who have felt the need to express their opposition in writing. As well as the work of those who have emerged as leaders because of their historical opposition to the status quo. What has inspired resistance movements?

Much has been written about independence movements of the early to middle Twentieth Century, their significance in providing both spark and fodder for resistance movements all over the globe, including the Black Power Movement and the Feminist/Womanist Movement here in the United States. Now that the 21st Century is here, what does resistance mean and how do people empower themselves for the current and pending moments when identity politics, poverty and racism are as prevalent as ever.

This course will offer students the basic knowledge and tools to understand the historical contexts for many political, economic, and social justice issues affecting people, especially women in the Twenty-First Century. Students will be able to identify and distinguish various forms of political resistance and societal oppression, and will acquire the vocabulary to discuss these moments and their impact on contemporary politics.

H5: Can analyze issues and problems from a global perspective.

A1X: Can analyze writers' representations of human experience.

H1X: Can examine historical events from the perspective of political resistance, and can explain the historical provenance of resistance movements.

A3X A-3-A: Can interpret experience in relationship to the perspective of a significant thinkers on political resistance.

Learning Activities and Demonstrating Competence

Readings:

Required Texts

Manifesto: Three Classic Essays on How to Change the World by Ernesto Che Guevara, Karl Marx, and Friedrich Engels, Rosa Luxemburg. Ocean Press 2005

Women Writing Resistance: Essays on Latin America and the Caribbean ed. by Jennifer Browdy de Hernandez. South End Press 2005.

Additional articles will be supplied by instructor

Classroom Participation: Attendance is required. Presence means more than attendance. It is expected that students will come to class prepared, attentive, and will contribute to classroom discussion

Writing/Projects:

Students will complete the following written assignments:

Mid-Term

- Students will choose a piece of literature that is representative of a resistance movement. Students will analyze the piece of literature regarding the impact and influence of the work. Students may choose from the class texts or suggested list from instructor.
Example: Look at a piece of Dr. Martin Luther King Jr.'s writing and note how it was influenced by the work of Gandhi. (4-5pp.)

Group projects

- Students will work in a group to analyze a piece of literature that demonstrates their competencies. **GROUPS WILL RECEIVE CLASS TIME TO DEVELOP PRESENTATIONS.** Instructor will offer support to this process. Groups will present their findings to the class. Each group will submit documentation of this presentation. Students will choose the most effective method of documentation (PowerPoint, short paper, outline, scrapbook or other approved documentation will be accepted.)
- Final papers
Students will prepare a final paper that evidences learning in each competency area (3 pp.) Students should demonstrate the significance of a piece of resistance literature as it relates to specific competencies.

Additional short 1-2 page response writing assignments may be added at the discretion of the instructor.

Essential Questions

How have specific resistance movements been influenced by literature? How do pieces of literature reflect resistance movements? What happens when writing is used as a tool of resistance?

Assessment and Grading

Grading:

Class Participation 25 %

Mid-Term paper 25 %

Group project 25 %

Final Paper 25 %

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Academic Integrity

Plagiarism is a violation of academic code and carries severe penalties. Please refer to The DePaul University Student Handbook (or see www.depaul.edu) for the full text and implications of this policy).

Assessment and Vincentian Values

As your instructor at DePaul University, I am committed to providing you with feedback, responses and guidance that embody the four Vincentian teaching principles: clarity, empathy, flexibility and integrity.