WRITING 100K: Social Justice and the Search for Freedom from Oppression
Instructor: Sharon A. Brown
T/R, 2:20-3:30 ZINZENDORF 102
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Office Hours Mondays, Fridays 1-2, or by appointment

Course Description:
In our society individuals have found their freedom in writing about their discontent with social injustices, oppression, and inequality. For many writers their pen and paper has been the vehicles to free them from feeling powerless. Through reading, dialogue, reflection, and writing students will examine issues related to oppression and justice and gain a deeper awareness of the struggle involved in living in a “just” society.

By the end of this course you should have obtained the following:

- Tools to analyze social issues from different perspectives
- A comprehensive review of Writing and language skills
- An ability to communicate using several voices through written and oral means

Required Texts:


Additional reading materials will be assigned and placed on reserve in the library.

Course Requirements:
CLASS PARTICIPATION

This grade will be based on the following:

- Individual meetings with instructor at least two during the semester. Missed appointments will be considered the same as missing a class.
• Class attendance and participation (with all assignments on time): no more than 3 excused absences; 5 total. Each absence after 3 will be reflected in your final grade (2 points for each day)
• Active involvement in class writing workshops (see below for details)
• Your willingness to provide helpful (oral and written) feedback to your peers as you evaluate their work in class
• AT LEAST ONE session with a writing center tutor and extra credit for two.

WRITING WORKSHOP PROCESS

You will be a member of a group with two other students who will serve as your peer mentors and reviewers throughout the semester. Every Tuesday or Thursday following a paper’s draft deadline will be used to workshop this written material. Therefore every student must have his/her draft ready to exchange with a member of his/her group by class time on its due date. Each reader will prepare comments and HELPFUL critiques to be shared individually with the writer during the workshop (see evaluation guidelines). Remember, writing is a process. Please be respectful and helpful. Sharing work is a very vulnerable thing to do. Please inform me immediately of any concerns that arise from this process. Collegiality will also be reflected in the overall course grade. Drafts will not receive a letter grade (but your hard work will be reflected in your final writing assignment grade).

WRITING ASSIGNMENTS

• Personal Voice Paper: (2-3 page paper double spaced)

Each student will be required to write a personal reflection paper about what it means to live in a “just” society.

• Reaction paper to the Emmett Till documentary or lecture by Keith Beauchamp (2-3 pages double spaced)

• News article about Naomi Tutu’s visit to Moravian College (1-2 pages double spaced)

• Reaction paper to Human Rights panel discussion (1-2 pages double spaced)
CREATIVE WRITING GROUP PROJECT AND PRESENTATION

• A small group of 2-3 will select lyrics from a popular song that reflects the course and create your own interpretation of its message through an essay, poem, or short book for kids. Your creations will be presented in class at a designated time. Feel free to be creative (must be tastefully done)! The group will be graded as a whole.

RESEARCH PAPER  (10-12 pages double spaced)

You will be required to write a research paper that focuses on a major theme related to your readings and or issue raised in the Human Rights series (see handout). Your paper should reflect an issue you are concerned about and want to explore. All topics must be approved by me prior to the start of your research.

Expectations for all research papers:

• A clear thesis statement that lays out the primary issue including the position that will be argued throughout the paper.
• Support for this position through a good integration of primary and secondary source material (articles, books).
• A well written paper with careful attention to grammar, sentence structure, flow of argument, use of footnotes and bibliographical notation.

EVALUATION:

Bedford exercises, all drafts, pre-writing exercises (research notes, ideas), should be placed in a notebook or folder. All of these will receive credit but not a letter grade. The same is true for the following: Students who regularly attend class, who actively provide constructive feedback to their peers, who participate in class discussions, attend scheduled meetings with the professor, and who meet with the writing tutor at least once will meet the minimum credit for this course. Each student will provide in their folder a peer evaluation (not graded) for each member of his or her peer group including him or herself.

A student’s final grade will be determined by the level of commitment he or she has to the writing process and points earned. Grades will be assigned based on completion of the requirements and in accordance with the agreed upon policies. The total possible points awarded for the course will be 100. The following scale will be used:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>40 (each paper will be worth 10 points)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
</tr>
<tr>
<td>Group Project &amp; Presentation</td>
<td>20</td>
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</tbody>
</table>
Important:

- Please inform me of any special learning needs that you might have so that I can accommodate you.
- I understand that emergencies crop up making it difficult to meet deadlines. I want to be sensitive to your needs, but also wish to remind you that deadlines exist to enhance the learning process in the classroom. Late projects will be penalized unless an emergency, or illness occurs in your life (and I will need confirmation from your advisor, the Learning Center and/or the health center).

- Cheating, plagiarism, disruptive classroom behavior and all that other ugly stuff.

- I encourage you to study in groups with other students, as well as to do additional research on your own.

- There is a wealth of material available about oppression, intolerance, and injustice. You may use any books, websites, and other resources to facilitate your learning. However, all work you turn in must be your own. When citing someone else’s idea, please use proper documentation (see Bedford Handbook). Please consult the student handbook for more information concerning what constitutes plagiarism. There are severe consequences for such activities.

- All grades are assigned at the discretion of the instructor.

As religious beliefs are often at the core of one’s values and outlook on life, some of the topics dealt with in class may be sensitive issues to you or your classmates and may evoke strong opinions. We will most likely encounter a wide range of differences of viewpoints. Questioning and disagreeing is fine, but hostile behavior and intolerance is not. It is essential, therefore, for us to respect the opinions and viewpoints of one another. Anyone who is disrespectful and disrupts the learning process will not be tolerated and may incur disciplinary action and/or removal from class.
WRITIING 100K COURSE SCHEDULE

JANUARY

11th and 13th
Introductions
Review of Course and Expectations
Readings: King and Tate, 15-48

18th and 20th
Video- In Whose Honor
Readings: King and Tate, 48-74

Homework - Bedford tutorials 1, 2, 4
Bedford, Part 1,2

25th and 27th
Draft 1 of Personal Voice paper due (25th)
Draft 2 (27th)
Readings: King and Tate 75-107
Bedford, Part 3

25th
Attend Human Rights/MLK lecture
7:30 p.m. Prosser Auditorium
Patricia J. Williams, PhD

FEBRUARY

1st and 3
Draft 3 due (Personal Voice Paper)
Video- The Shadow of Hate
Readings: King and Tate, 111-140
Cameron article “You Don’t Seem Like
An Indian from the Reservation”

8th
No Class (Individual Meetings) Final Draft due #1
10th
No Class (Individual Meetings)
Attend Keith Beauchamp Program (Emmett Till)
4:00 p.m. Documentary or
7:30 p.m. Lecture
(extra 2 points if you attend both)
15th and 17th
Draft 1 of Reaction Paper due (15th)
Draft 2 due (17th)
Creative Writing Group Session
Readings: Audre Lorde, “An Open Letter to Mary Daly”
Rosario Morales, “We’re all in the Same Boat”

22nd and 24th
Draft 3 Reflection Paper due (22nd)
Creative Writing Group Session
Draft 1 due (22nd)
Draft 2 due (24th)

March

1st and 3rd
Final Draft of Reaction Paper due
Creative Writing Group Presentations

15th and 17th
Attend Naomi Tutu lecture (15TH)
7:30, Prosser
Research Paper- Tips
Reading: Desmond Tutu, “No Future Without Forgiveness”
Outline of Research Paper due (15th)

22nd
Library Orientation for Research Paper
(meet Dorothy Glew at reference desk)

24th
Draft 1 of News Article due
Writing Workshop Groups

29th
No Class
Draft 2 of News Article due (meet w/writing group)
Jane Lazarre Lecture (author) 1:00 or 4:00
(extra credit 2 points)

31st
Draft 3 due
Readings: King and Tate, 182-217
Bowman and Burford, “Weak Power”
Writing Workshop Groups
April

5th and 7th

Final Draft of News Article due (5th)
Readings: Michael S. Kimmel, “Maculinty as Homophobia: Fear, Shame, and Silence in the Construction of Identity”
Shawn Lin, “Dragon Ladies, Snow Queens, and Asian American Dykes: Reflections on Race and Sexuality”
Draft 1 of Research Paper due (12th)

12th and 14th

No Class!!! Individual Meetings

19th

Draft 2 of Research Paper due

21st

Final Draft of Research Paper due
Research Paper Presentations

26th

Research Paper Presentations

28th

Last Class