Writing For Social Change, WRPR/WAGS 0201A, Spring, 2011, Chateau 3
Ms. Catharine Wright, Assistant Director of Writing
Office Hours: 12:30-2 pm Tues & Thurs; my office is in library 225G (CTLR)
Contact info: cwwright@middlebury.edu or 443-2568
Peer Writing Tutor: Xian Chiang-Waren
E-reserve password: 4231cw

Syllabus

I. Race, Ethnicity, Color, Power and Privilege

Feb. 8:

Read: "Of the Sons of Master and Man," from The Souls of Black Folk, W.E.B. Du Bois (e-reserve)
Read on writing: “Why I Write,” by George Orwell (hand-out)
Write: Class Journal notes on readings (bring journal to class to reference in discussion)

Feb. 10:

Read: "Shooting An Elephant," George Orwell (e-reserve)
Read: "Coming to See Correspondences: White Privilege," by Peggy McIntosh (e-reserve)
Read: "Defining Racism" by Beverly Tatum (e-reserve)
Listen to: http://www.timwise.org/2010/11/the-difference-between-guilt-and-responsibility-video-clip-10610/ (If you’re interested in a combination of stories, statistics and current political affairs pertaining to race, this is a good site to explore)
Write: Class Journal notes on readings (bring journal to class)

II. Sexuality, Socioeconomic Class, Gender, Dis/Ability (and Race)

Feb. 15:

Read: "Here Be Dragons" by James Baldwin (e-reserve)
Read: "A Question of Class" by Dorothy Allison (e-reserve)
Write: Class Journal notes on readings (bring journal to class)

Feb. 17:

Read: “A Continuous Nonverbal Communication,” and “It’s Your Gender, Stupid!” by Riki Wilchins (hand-out and e-reserve)
Read: “the mountain,” by Eli Claire (e-reserve)
Read on writing: “Why I Write,” by Joan Didion (e-reserve)
Optional Readings: bell hooks on feminism—historical overview; Michael Kimmel on masculinity, gender construction; Milani Trask—indigenous critique of feminism (on e-reserve or available as hand-outs on request)
Write: Class Journal notes on readings

Write: one exploratory draft on an aspect of your identity or an intersection of identities by Tuesday (Winter Carnival 3-day Weekend)

III. More on Identity/Development, Language and Place

Feb. 21:

Read: “Twenty Passings,” by Stacey Montgomery (e-reserve)
Read: "Complexity of Identity," by Beverly Tatum (hand-out)
Write: Class Journal notes on readings

Feb. 24:

Sign up in class for individual writing conferences with Ms. Wright
Read: Leslie Marmon Silko’s “Landscape, History and the Pueblo Imagination” (e-reserve)
Read on writing: "Mother Tongue," by Amy Tan (e-reserve)
Read on writing: "The Situation and The Story," by Vivian Gornick (on e-reserve)
Optional Reading: "How to write about Africa" by Binyavanga Wainaina (http://www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1)
Write: Class Journal notes on readings

Write: second exploratory draft on an aspect of your identity or an intersection of identities (informal, about 3 pages, typed, double spaced)

**Please turn in a hard copy of your exploratory draft(s) and your writer’s notebook at least 24 hours before your individual writing conference with me (these can be brought to class or left by my office door). Make sure you know exactly when you’re meeting me and arrive on time.
IV. Religion and the Environment (Spirit and Nature)

March 1:

Read: “Islam and the Environmental Crisis,” by Seyyed Hossein Nasr (Spirit and Nature)
Write: Class Journal notes on readings

March 3:

Read: "A Tibetan Buddhist Perspective on Spirit in Nature," by His Holiness the 14th Dalai Lama (Spirit and Nature)
Read: “A Square in the Quilt: One Theologian’s Contribution to the Planetary Agenda,” by Sallie McFague (Spirit and Nature)
Read on writing: Barry Lopez’s “Landscape and Narrative” (e-reserve)
Write: one more exploratory draft on aspect of your identity (perhaps in relation to place)

V. Sustainability

March 8:

Read: “No Future Without Forgiveness,” by Desmund Tutu (hand out or e-reserve)
Read: “Sustained Endeavor,” from Time and Responsibility, by Steward Brand (hand-out)
Write: Class Journal notes on readings

March 10:

Sign up for Individual Writing Conferences in class
Read: pp. 8-17, The Green Collar Economy: How One Solution Can Fix Our Two Biggest Problems, by Van Jones (e-reserve or hand-out); Future of Environmental Essay, by Lauret Savoy (online)
Read on writing: "Peace is War," by Arundhati Roy (e-reserve or I’ll email pdf)
Plan/begin to Draft: Essay #1
VI. Hope

March 15:

Read: Excerpts from Rebecca Solnit’s *Hope in the Dark* (e-reserve or hand-out)
Prepare for Writing Workshop

March 17:

Read: selections from *Blessed Unrest*, by Paul Hawken (hand-out)
Prepare for Writing Workshop
Write: Class Journal notes on readings
Revise Essay #1

VII. Writing Workshop

March 22:

Prepare for Writing Workshop

March 24:

Polish/Edit Essay #1

Due Friday, March 25: Revised hard copy draft of Essay #1 at my office by 4 pm

****Spring Break****

April 5:

NO CLASS Today

Write: in your writer’s notebook identify 3 strategies King employs as a writer

Write: Mid-semester self-evaluation and reflections; goals for next half of course (1-3 pages informal writing, typed)

April 7:
Informal Self-Evaluation due in class
Service Work/Letter Writing/Research Workshop in class
From here on in your work goals will be independent

April 12: Discussion and/or Workshop

April 14: Discussion and/or Workshop

April 19: Discussion and/or Workshop

April 21: Project work/Presentations

April 26: Project work/Presentations

April 28: Project work/Presentations

May 3: Project work/Presentations

May 5: Last Class

Friday, May 13: Final Projects, Portfolio, and Writer’s Notebooks Due by 4 pm at my office

Tuesday, May 17: End of Semester Self-Evaluation due by email by 4 pm