

HONS 120-FR7

Questions and the Spirit of Inquiry

What is Identity?

Honors 120-FR7 (3 credits)
Fall 2022
T/R 12:30 PM-1:15 PM
Peck Hall 1405

Instructor: Jessica A. Hutchins, Ph.D.
Email: jesshut@siue.edu
Office: Lovejoy Library 2105
Office Hours: T/R 10-11 AM & By Appointment

Course Description:

This seminar examines the contested nature of identity and the value and structure of lived experience, providing tools to help us make sense of the contemporary political and cultural moment. We will examine the concept of identity through reading novels that explore the topic from a variety of perspectives, including culture, science, and philosophy. Our inquiry will also include scholarly approaches to understanding identity as well as examinations of our own lived experiences. In this course, we gather as a community of inquiry, with the goal of better understanding our own identities, while at the same time learning how to discuss uncomfortable topics, listen, and converse with those with whom we may disagree.

Learning Outcomes: A student that successfully completes this course:

- Demonstrates the ability to write effectively in analytic or creative situations
- Demonstrates the ability to speak persuasively in one-on-one or group situations
- Applies knowledges and multiple perspectives to problems (alone or in groups) and works out solutions.

Required Texts:

The Buddha of Suburbia by Hanif Kureishi (ISBN 978-0140131680)

Man Walks into a Room by Nicole Krauss (ISBN 978-0385721912)

Louisiana by Erna Brodber (ISBN 978-1578060313)

These books are available from SIUE [Cougar Store](#), or [Bookfinder](#) is a great website for low-cost books.

Additional materials will be made available in [Blackboard](#).

Course Evaluation: You must complete all required work to pass the course

Attendance & Participation	30%
Blackboard Discussion Boards	30%
Discussion Leader Presentation	10%
Journal Article Summary	5%
Course Concept Map	5%
Final Group Project & Presentation	20%
Total	100 %

Readings & Assignments: Due on the dates indicated.

Instructor may announce additional short readings or preparatory assignments in class or through [Blackboard](#).

<p>Week 1: <u>Introduction: Inquiry and Lived Experience</u> T 8/23 In Class: "Borges and I" + "I am From" Activity</p> <p>Unit I: <u>Cultural Identity and Performance in Post-Imperial England</u> R 8/25 Kwame Anthony Appiah, <i>The Lies That Bind</i> p xi- xvi & 6-12</p> <p>Hanif Kureishi, <i>The Buddha of Suburbia</i> p 3-45 (Chapters 1-3)</p> <p>Week 1 Discussion Board</p> <p>Sign up for Discussion Leader Presentation</p> <p>Sat. 8/27 Honors Program Welcome BBQ</p>
<p>Week 2: T 8/30 Kureishi, <i>The Buddha of Suburbia</i> p 46-109 (Chapters 4-7)</p> <p>R 9/1 Kureishi, <i>The Buddha of Suburbia</i> p 110-166 (Chapters 8-10)</p> <p>Week 2 Discussion Board</p>
<p>Week 3: T 9/6 Kureishi, <i>The Buddha of Suburbia</i> p 167-218 (Chapters 11-14)</p> <p>R 9/8 Kureishi, <i>The Buddha of Suburbia</i> p 218-284 (Chapters 15-18)</p> <p>Week 3 Discussion Board</p>
<p>Week 4: T 9/13 Maria Mackinney-Valentin "The Devil's Playground: Fashion And Subcultural Identity," from <i>Fashioning Identity: Status Ambivalence in Contemporary Fashion</i> (2014) p 1-10</p> <p>Unit II: <u>Our Bodies, Our Minds, Our Selves? Biology, Memory, and Identity</u> R 9/15 <i>This American Life</i> episode 291, Act 2: "If By Chance We Meet Again" (21 minutes)</p> <p>Kevin Moffat, "Biological Identity" from <i>Reconstructing Identity: A Transdisciplinary Approach</i> (2017) p 61-78</p> <p>Week 4 Discussion Board</p>
<p>Week 5: T 9/20 Nicole Krauss, <i>Man Walks into a Room</i> p 1-57</p> <p>R 9/22 Krauss, <i>Man Walks into a Room</i> p 58-112</p> <p>Week 5 Discussion Board</p>

<u>Week 6:</u>	
T 9/27	Krauss, <i>Man Walks into a Room</i> p 113-159
R 9/29	Krauss, <i>Man Walks into a Room</i> p 161-210
Week 6 Discussion Board	
<u>Week 7:</u>	
T 10/4	Krauss, <i>Man Walks into a Room</i> p 211-248
R 10/6	Guest Instructor: Mr. Ian Toberman, Honors Program Assistant Director Kolligan & Sternberg, "Perceived Fraudulence in Young Adults: Is There an 'Impostor Syndrome'"
Week 7 Discussion Board	
<u>Unit III: Spirit Voices: Culture and Consciousness in the African Diaspora</u>	
<u>Week 8:</u>	
T 10/11	Erna Brodber, <i>Louisiana</i> p 3-53
R 10/13	Brodber, <i>Louisiana</i> p 55-93
Week 8 Discussion Board	
<u>Week 9:</u>	
T 10/18	Brodber, <i>Louisiana</i> p 95-125
R 10/20	Brodber, <i>Louisiana</i> p 127-166
Week 9 Discussion Board	
<u>Unit IV: Synthesis – Library Research & Digital Class Anthology</u>	
<u>Week 10:</u>	
T 10/25	Library Introduction
R 10/27	Workshop: Print 1-2 journal articles that look interesting to you and bring them to class
Week 10 Discussion Board	
<u>Week 11:</u>	
T 11/1	Discuss Journal Articles Final Project Assigned
R 11/3	No Class – Dr. Hutchins travelling Journal Article Summary Due on Blackboard
Week 11 Discussion Board	
<u>Week 12:</u>	
T 11/8	No Class – Election Day
R 11/10	Concept Maps Due – Joint Session with Honors 121
Week 12 Discussion Board	

<u>Week 13:</u>	
T 11/15	Finalize Anthology Categories – Joint Session with Honors 121 Form Groups
R 11/17	Bring 1-2 possible final project options to class & why they belong in the anthology
<u>Week 14:</u>	
T 11/22	No Class – Thanksgiving Break
R 11/24	No Class – Thanksgiving Break
<u>Week 15:</u>	
T 11/29	Anthology Final Project Work
R 12/1	Anthology Final Project Work
<u>Week 16:</u>	
T 12/6	Anthology Group Presentations – Joint Session with Honors 121
R 12/8	Anthology Group Presentations – Joint Session with Honors 121
	Anthology Due

Course Requirements:

Attendance & Participation: In this seminar, we come together in a community of inquiry to explore the question “What is identity?” As such, we are all responsible for the success of this course. We have to come here prepared: having read the material, reflected on it, done some writing about it, and prepared to ask questions, listen, and speak to others in the seminar. We have to acknowledge what we don’t understand, ask critical questions of each other, and own the limits of our knowledge. We must also, and all times, respect the differences in knowledge and experience that each person brings to the community of inquiry. Identity is an expansive topic; it is permissible to talk about it in so far as it touches on any domain of our lives and experiences. That said, we will tether our conversation to the material we are collectively reading. Therefore, you must always bring the assigned text to class, annotated, and ready to discuss. In addition to readings, daily homework assignments will include writing exercises, short answer questions, brainstorming activities, etc.

Blackboard Discussion Boards: The process of inquiry requires us to think critically and creatively between class meetings, as well as during class. During weeks 1-12, use the weekly discussion boards in Blackboard to reflect on the readings and class discussions, ask questions, and respond to one another. This will serve as a place to synthesize topics, compare differing points-of-view, and both follow up on past in-class discussions and prepare for future in-class discussion.

Instructions:

- 1) **By Friday at Noon:** Post a question or analytical reflection on the assigned reading or topic. This should be something you are curious about or would like to discuss further in class.
- 2) **By Monday at Noon:** Respond to two (2) other students’ posts.

To receive full credit, you must complete 1 post + 2 responses per week for 10 weeks (or the equivalent over 12 weeks). Each post is worth 1 point (1% of your semester grade). You may post additional questions and responses for extra credit (maximum 6 extra credit points).

Discussion Leader Presentation: During weeks 2-9, each student will prepare and deliver a presentation to serve as a point-of-departure for class discussion (10 minutes + 10 minutes Q&A). This presentation should do more than summarize the assigned reading. The presentation should:

- provide a brief overview of the assigned reading and offer interpretations,
- connect the reading to our discussion of identity and the wider world (consider the news media, politics, art, and/or culture),
- Pose 2-3 insightful questions and lead the class in a discussion.

This is an opportunity to bring new ideas and perspectives into the course and to introduce topics and questions that are important to you. You will sign up for a presentation date and are strongly encouraged to discuss your proposed presentation topic with the instructor in advance.

Journal Article Summary: In weeks 10 and 11 we will engage directly with peer-reviewed scholarship that helps us answer the question “What is Identity?” After an introduction on how to search and evaluate resources within the Lovejoy Library holdings, you will choose a scholarly journal article to read, summarize, and present to your peers. More information about this assignment forthcoming.

Course Concept Map: Each student will create a concept map that classifies the various ways we examine Identity this semester. Your concept map should: 1) Take the form of both a drawing (a set of branches or an arrangement of “cards” or a table) and some narrative where you describe or analyze the relationships. 2) Arrange the materials discussed in class. 3) Identify 5-7 fundamental concepts that summarize the different ways we have answered the question "What is Identity?" this semester. It can also include concepts that we missed, glossed over, or that merit further exploration. 4) Trace the relationships between these fundamental concepts and texts. It may be hierarchical or free flowing, crisscrossing or intertwined. Use phrases and images to illustrate your concept.

Final Group Project: Our semester together will culminate with a final project that synthesizes our inquiry into “What is Identity” and generates new material for others considering the question. As a final class project in Honors 120 & 121, we will create a digital, online anthology of works that represent the various ways we have come to understand the concept of identity this semester. Our anthology will curate online texts that represent the various ways we understand identity, perhaps creative content that we produce, as well as introductory statements that explain the rationale for the selected texts. By “text” I mean a piece of writing, an image, a video, a song, etc. (preferably something that can be linked to on the internet). If there is interest, we may also include creative texts of our own, produced by individuals, groups, or the full class. Our time after Thanksgiving will be devoted to this project work and in-class presentations of the final projects.

Course Policies & Guidelines:

Absences Due to Illness: We are currently living through a global pandemic; health and wellness must be a priority above all else. If you are sick, do not come to class. Absences due to illness will be excused, provided that you do the following:

- Email me as soon as you are able to let me know you are ill.
- Seek care from [Student Health Services](#) or your medical provider.
- Check Blackboard and email for course announcements.
- Contact a classmate to find out what you missed and get class notes. You are still responsible for learning the materials covered in class.

Academic Integrity: Academic integrity is an essential component of any learning community. I want you to be successful in this course. Achieving grades that do not represent your own work is not true success. Stress, lack of sleep, demands beyond being a student, and completing assignments at the last minute can contribute to poor decision-making. If you find yourself tempted to cross the line, I encourage you to speak with me so we can strategize, discuss ways you can enhance your own learning experiences, and make you truly successful.

Plagiarism is the use of another person's words or ideas without giving credit to the person who created them. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Generally, people plagiarize because they are unaware of academic expectations, leave too little time to complete an assignment properly, or are afraid to ask questions. If you are unsure of what constitutes a violation of the plagiarism policy, or any other issue related to academic integrity, please ask.

Academic Integrity Guidelines For This Course:

- Always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions.
- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.

Attendance: Attendance is mandatory and unexcused absences can result in a failing grade. Please email with me if you know you have to miss a seminar meeting. Please arrive on time out of respect for your classmates and myself; please email me in advance if you know you will be late.

Communication Statement: The best way to contact me is by email (jesshut@siue.edu). Please allow 48 hours for a response (more time over weekends).

Inclusive Learning Environment: The best learning environment is one in which all members feel respected while being productively challenged. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

Technology Policies:

- **In-Class Technology:** You are invited to use laptop computers and electronic devices for normal and appropriate classroom activities. These include writing, note-taking, reading, and instructor-directed active-learning activities. Inappropriate uses include texting, social media, shopping, keeping up with the Kardashians, and anything that distracts from class content and objectives. Inappropriate use of technology in class can hinder learning for both the technology user and other students in the class (Sana, Weston, & Cepeda, 2013).
- **Digital Etiquette:** You are expected to uphold the highest standards of professionalism and collegiality both in-person and in digital interactions through Blackboard, email, in-class polling, and all other forms of communication with classmates, peer mentors, and instructors.

University Resources:

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Bias Reporting: The [Bias Incident Response Protocol](#) (BIRT) has been established to provide assistance and support to the victims of bias incidents. If you feel that you have been subject to a verbal, written, physical, or psychological threat on the basis of race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status, report the incident to a member of BIRT: <https://www.siue.edu/misc/birt/index.shtml>

Cougar Care: Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Disability Resources: ACCESS: Students needing accommodations because of medical diagnosis or major life impairments will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office at myaccess@siue.edu or 618.650.3726. For additional information, see <https://www.siue.edu/access/>.

Diversity, Equity, Inclusion and Antiracism (DEIA): Robust diversity, equity, inclusion and antiracism (DEIA) initiatives have expanded and increased across the University. Educational programming is available through a variety of institutional units and welcomes participation from students, faculty, staff, and the external community. More information: <https://www.siue.edu/about/announcements/anti-racism/programs/index.shtml>.

Student Success Coaches: [Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support: We will be using Blackboard and WordPress in this course. You are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Honors Program Resources:

Honors Advising: The Honors Program provides academic and co-curricular advising to guide students in formulating educational plans and to assist students in achieving their academic, career-related and personal goals at the University. The Honors Assistant Director and Advisor are here to help you succeed. Stop by the Honors Office in Lovejoy Library 2100 or visit our website: siue.edu/honors.

Honors Service Requirement: Honors students are required to perform, report, and reflect on 50 hours of service during their time in the program. The service requirement is described at length here: <https://www.siue.edu/provost/honors/engagement/service.shtml>. If you have questions or concerns, contact the Honors Program service coordinator, Dr. Zachary Riebeling, at zriebel@siue.edu or stop by his office at 2014 Lovejoy Library.

Honors Student Association (HSA): HSA provides many opportunities for students of the honors community to grow as a community and work together to accomplish goals around campus and the community. Built on the pillars of harmony, selflessness, and advancement, we have many committees to help you get involved. More information: <https://getinvolved.siue.edu/organization/honors>

COVID-19 Pandemic Policies Related to Classroom Instruction:

Health and Safety: The measures outlined below are required and any student who does not comply may be in violation of the COVID-19 People-Focused Health and Safety Policy, as well as the University's Student Code of Conduct.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces: Under current University policy, SIUE will only require masking in campus healthcare settings. More information: <https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Face masks are optional in our classroom space. This means that you may choose to wear a mask or go unmasked in class.

The pandemic is fluid and I encourage you to take COVID precautions like getting vaccinated and boosted, [getting tested for COVID](#), social distancing and wearing face masks where appropriate. Since we are unable to practice social distancing in class, you may choose to wear a mask in the classroom.

General Health Measures: Students and employees are expected to review the [SIUE coronavirus website](#) to understand prevention strategies and safety expectations:

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
 - Fever (100.4 degrees or above) or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

Potential for Changes in Course Schedule or Modality: As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hybrid-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

Disclaimer: The instructor reserves the right to make modifications to this syllabus at any time.