

Dickinson College
Fall 2023

FIRST YEAR SEMINAR:

I Am Not Who You Think I Am: Fictions of Self, Identity, and Difference

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class Meeting <u>Bosler 214</u> 11:30 A.M. - 12:20 P.M.		Class Meeting <u>Bosler 214</u> 11:30 A.M. - 12:20 P.M.		Class Meeting <u>Bosler 214</u> 11:30 A.M. - 12:20 P.M.

Professor Amaury Leopoldo Sosa, Ph.D.

Email: sosaa@dickinson.edu / Phone: 717-254-8161

Office Hours: Monday, Wednesday, Friday, 10:30 – 11:20 AM (Bosler 112)
By appointment (Zoom)

Writing Associate: Christian Winter (**email:** winterch@dickinson.edu)

Library Liaison: Jess Howard (**email:** howardj@dickinson.edu)

Communication:

Office hours: I encourage you to meet with me throughout the semester. I am available to clarify questions and/or concerns about the course, including your work and progress.

Email: I cannot guarantee an immediate response. In some cases, I may require 24 hours to reply.



Left to right: *La mala educación/Bad Education* (2004); *Paris is Burning* (1990), *Get Out* (2017); *The Rachel Divide* (2018)

Course Description:

How do we embrace, fashion, and embody our identities and differences? Can others imitate and falsify our unique personal experiences? If so, what does this appropriation say about our authentic sense of self? Through readings of literary, cinematic, and pop culture narratives, we will closely analyze how individuals and groups accept, resignify, or reject their social categorizations, and we will unpack how they perform and negotiate these subject positions. Through academic, creative, and personal dialogues, activities, and assignments, we will examine and contextualize key ideas such as self-fashioning, cross-dressing, passing, stereotyping, assimilation, code-switching, and disidentification. Through observations of the Dickinson College community, conversations with its members, and explorations of our present and future place and journey in and beyond the institution, we will articulate what it means to belong, fit in, be included.

Learning Outcomes:

The First-Year Seminar (FYS) introduces students to Dickinson as a “**community of inquiry**” by developing habits of mind essential to liberal learning. Through the study of the material described above, we will:

- critically analyze information and ideas in the texts we discuss;
- examine issues from multiple perspectives;
- recognize the multiple identities that shape our interactions with one another;
- develop skills to engage in effective dialogue with others who have different perspectives;
- learn to find, evaluate, and correctly incorporate outside sources so as to avoid plagiarism;
- discuss, debate and defend ideas, including one’s own views, with clarity and reason;
- create clear academic writing.

If you successfully complete this course, you will have deepened your knowledge of and ability to perform these specific skills.

Course Methodology:

While I will provide guidance for in-class and homework assignments, facilitate discussions, and grade your work, we will approach the articulation and production of ideas as a collaborative process in which all are required to contribute by way of the following:

- *Preparation:* You should **complete all homework activities** before coming to the class in which they will be discussed. You will want to reference Moodle every day so that you know what is expected of you for each class.
- *Participation:* In order for our meetings to be successful, it will be important for you to do the following (*Peer Instruction for Astronomy*, by Paul J. Green, p. 29):
 1. **READ.** Come to class prepared to discuss the material.
 2. **RISK.** Be open with your opinions and your questions. Listen to and encourage everyone’s ideas so they can take risks too.
 3. **RELAX.** Don’t take criticism of your own ideas personally. Change your mind when the evidence shows that you should.
 4. **RESPECT.** Act toward your peers as you would have them act towards you.
 5. **REASON.** Play the skeptic, but be critical of reasoning, ideas, and data -- not of people.
 6. **RESTATE.** Try to paraphrase another’s explanation in a way that makes sense. Focus on coming to the best possible answer.
- *Dialogue:* Every week, we will dedicate homework and class time to use one of the activities developed by Dickinson’s Dialogue Across Difference (DXD) initiative. Through these, we will practice effective dialogue strategies in order to discuss difficult and polarizing topics, engage differing perspectives, and build community, three key

elements of our seminar, college life, and society. Some of these activities include:

- Community Agreement
- Meditation
- Connecting before Content
- Reflective Writing
- Questions of Understanding
- Reflective Structure Dialogue ([Essential Partners](#))
- *The Writing Process*: For each paper, you will prewrite, draft, give and receive feedback, revise, and edit. As you develop more sophisticated writing behaviors, you will come to see that this process is recursive, not linear. For each paper, you will write a thoughtful first version and then revise after receiving feedback on the draft. All papers (drafts and final versions) must be word-processed and follow **standard formatting**: double-spaced; 12-point font; right hand corner numbering; and title, name, and date on first page. Throughout the paper, the citations and documentation style should be consistent according to MLA style.
 - We will be using a system of **flexible deadlines** for the **final drafts** of each essay. You may turn in your essay within two (2) days of the target due date with no penalty. For example,
 - If final version of the first essay were due on Friday, September 10 by midnight.
 - You may turn in the essay anytime between Friday Sept. 10 and Monday Sept. 13 by midnight.

Required texts:

The following texts are available for purchase through the College Bookstore (also at any other online store. Make sure to find the correct edition). Other texts will be posted on Moodle.

- Anonymous, *Lazarillo de Tormes*
- Erauso, Catalina de, *Lieutenant Nun*
- Calderón de la Barca, Pedro, *Life is a Dream*
- Larsen, Nella, *Passing*
- Rosenwasser, D., Stephen, J., *Writing analytically*

I encourage you to bring hard copies of these and other texts to class. If you choose to read on your computer or laptop, download the file so that you may take notes. Please note that the use of electronic devices is for reading purposes only.

Evaluation, Project Description, Final Course Grading Scale:

You are responsible for keeping track of all assignments and deadlines ([see Course Calendar](#)). Below is a general description of each task. All other accompanying material is on Moodle: prompts, rubrics, etc. If you are concerned about your assignments or grades, please come see me.

Waiting until the day an assignment is due, not contacting me about questions regarding my feedback, or leaving these concerns until the end of the semester does not allow for remediation.

- *Grade breakdown:*
 - **20%: Participation:**
 - 10%: Attendance
 - 05%: Preparation
 - 05%: Engagement
 - **10%: Critical Reflections**
 - 01%: each (there are 12, you may skip 2)
 - **15%: Information Literacy Assignments:**
 - 2%: First Activity, Library Scavenger Hunt
 - 5%: Second Activity, Comparing Resource Types
 - 8%: Third Activity, Annotated Bibliography
 - **55%: Essays:**
 - 10%: Essay 1: Close Reading (“The Method”)
 - *Peer Review* (1%); *First Draft* (3%);
 - *Revision Plan* (1%); *Final Version* (5%)
 - 10%: Essay 2: Close Reading (“The Lense”)
 - *Peer Review* (1%); *First Draft* (3%);
 - *Revision Plan* (1%); *Final Version* (5%)
 - 25%: Essay 3: Comparative Analysis (“Comparison/Contrast”)
 - *Peer Review* (2%); *First Draft* (6%);
 - *Revision Plan* (2%); *Final Version* (10%)
 - 10%: Essay 4: Course/Self Reflection (“Personal Response”)
 - *Peer Review* (1%); *Presentation* (1 %); *Final Version* (8%)
- *Final scores and letter grades:*

A 100-93	B+ 89-87	C+ 79-77	D+ 69-67	F 59-0
A- 92-90	B 86-83	C 76-73	D 66-63	
	B- 82-80	C- 72-70	D- 62-60	

Please contact me as soon as possible if you note any errors in calculation. These will be corrected.

Plagiarism:

Plagiarism is copying the words and/or ideas of another person (published or not) and submitting them as your own. When you plagiarize, you do not comprehend the course material, and you do not learn. If you are accused of plagiarism, there will be an academic conduct hearing, and potential consequences include an F for the assignment, required withdrawal from the course with a penalty grade of F, stayed suspension, suspension from the college, expulsion, or revocation and withholding of diploma. Cheating includes re-purposing a paper that you wrote for another course or turning in one paper for two courses without the permission of both professors. If you are confused about the complicated rules regarding documenting research, please ask me. I can help. Enrollment at Dickinson represents a commitment to abide by the College’s principles of academic integrity. Please read Dickinson’s plagiarism and academic integrity policy, available at:

http://lis.dickinson.edu/library/documents/Academic_Integrity_Info.pdf

All incoming Dickinson students are required to complete the **Academic Integrity Tutorial** posted on Moodle. As per college policy, students who do not complete this tutorial will not be able to request spring classes during the registration period in October. All questions must be completed to get credit for the tutorial.

Students receive credit only after completing the entire tutorial, answering all questions, and clicking the “Finish attempt” button, followed by “Submit all and finish”. *The “Submit all and Finish” button must be clicked at the end of the tutorial in order for students to receive credit for completing the tutorial.*

- *NOTE ON GENERATIVE ARTIFICIAL INTELLIGENCE:* Students must be aware of the potential benefits and limitations of using AI as a tool for learning and research. While AI systems can provide helpful information or suggestions, they are not always reliable or accurate. In this course, the use of generative AI tools as a substitute for your own work constitutes plagiarism and will be treated as such. In addition to being an academic integrity violation, using AI in this way undermines your ability to develop the essential skills for your success within and beyond this course, from your ability to communicate effectively, to the critical thinking and writing skills necessary for academic and professional success.

Where You Can Go for Support:

- *The Writing Center:* Writers of all levels and abilities need feedback in order to develop their ideas and grow as writers. In our course, we have a dedicated Writing Associate, Krista Dionne, who is able to provide this kind of feedback. However, for other courses, or if you would like additional help in this course, Dickinson’s trained writing tutors can help you generate ideas, begin drafting, revise a rough draft, figure out your professor’s preferred documentation style, understand and respond to professor feedback, edit your writing – among other things. You can walk in, or call and make an appointment at: https://www.dickinson.edu/info/20158/writing_program/677/appointments.
- *Office Hours:* I believe a lot of learning takes places during informal conferences, so I gladly welcome and am happy to work with those motivated to improve their reading and writing skills. Feel free to make use of my office hours, which are listed above. You may also send me an email if you would like to make an appointment with me at a different time.
- *Reference Librarians:* The library employs several reference librarians, trained professionals who help library users find information. Whether it be for this course or any other over the next four years, you need never become frustrated by your research. Instead, you can ask a reference librarian to help you find sources related to your topic. They can help you find information (books, articles and more), choose the most relevant databases, improve your research strategy, critically evaluate information, and cite sources properly. **Jess Howard** is the liaison librarian for our course, and there are reference librarians who can work with every major in the college. If you start at the Writing Center, their offices are on the parallel wall. The reference librarian on duty has a little red flag hanging from the top of the door.

- *The Writing Associate:* Your Writing Associate will be **Christian Winter**. Christian will support you as you make your transition to college writing. He will facilitate peer review, offer feedback to you on drafts, and attend several classes to assist with writing instruction. He will report to me about your progress and let me know if you attended peer review sessions, if you brought a complete rough draft, and if you participated in the sessions you attended. Lastly, Christian's goal is to help you develop the good writing habits of effective writers, which will then serve as a strong foundation for your entire academic experience.

Accommodating Students with Disabilities:

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical condition – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Executive Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717)245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you've already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, be sure to enter all test dates into your Access Plan in advance of our meeting.

SOAR: Academic Success Support and More:

Students can find a wealth of strategic guidance by going to www.dickinson.edu/SOAR. This website for SOAR: Strategies, Organization, and Achievement Resources, includes apps, tips, and other resources related to time management, study skills, memory strategies, note-taking, test-taking, and more. You'll also find guidance aimed to help students "SOAR Through Remote Learning," as well as a schedule of academic success workshops offered through Academic Advising. If you'd like to request one-on-one assistance with developing a strategy for a manageable and academically successful semester, email SOAR@dickinson.edu.

Tentative Course Calendar:

The following calendar is an overview of what we will do this semester. You should follow the amplified version on Moodle. It contains specific tasks for all homework assignments, pertinent readings, and necessary live links. The readings, activities, and/or assignments should be prepared before the date on which they are listed.

I maintain the right to alter this course calendar and adjust the content of the course whenever necessary; changes will be announced via email and I will update these on Moodle. Please be mindful that all potential modifications will be made to benefit you and your progress.

WEEK 1: August 21 – August 27	
Thursday	<u>Introductions</u> ; <u>Community Agreement</u> ; <u>Review</u> : course syllabus, calendar, Moodle.
Saturday	<u>Read</u> : Adler, “ How to Mark a Book ” (pp.1-4) <u>Read</u> : Steele, “ An Introduction: At the Root of Identity ” (pp. 1-5) <u>Read</u> : Kafka, “ Before the Law ” (pp. 3-4) <u>Complete</u> : Library Tutorials (Lessons 1-3)
WEEK 2: August 28 – September 3	
Monday	<u>Read</u> : Rosenwasser and Stephen, “ The Five Analytical Moves ” (pp. 2-37) <u>Read</u> : First Essay Prompt (“The Method”) DUE: Academic Integrity Tutorial
Wednesday	<u>Read</u> : <i>Lazarillo de Tormes</i> , “Prologue” through “Chapter 2” (odd pp. 3-49) DUE: Critical Reflection # 1
Friday	<u>Read</u> : <i>Lazarillo de Tormes</i> , “Chapter 3,” “Chapter 4,” “Chapter 5,” “Chapter 6,” “Chapter 7” (odd pp. 49-103)
WEEK 3: September 4 - 10	
Monday	<u>Writing Workshop</u> : Christian Winter , Writing Associate DUE: Information Literacy Activity # 1
Wednesday	<u>Watch</u> : Almodóvar, <i>La mala educación/Bad Education</i> DUE: Critical Reflection # 2
Friday	<u>Review</u> selected scenes: Almodóvar, <i>La mala educación/Bad Education</i>
WEEK 4: September 11 - 17	
Monday	<u>Read</u> : Rosenwasser and Stephen, “ Reading Analytically ” (pp. 38-69) <u>Read</u> : Second Essay Prompt (“Using a Reading Lens”) DUE: First Essay (Complete Draft)
Wednesday	<u>Read</u> : Erauso, <i>Lieutenant-Nun</i> , “Chapter 1” through “Chapter 7” (pp. 3-29) DUE: Critical Reflection # 3
Friday	<u>Read</u> : Erauso, <i>Lieutenant-Nun</i> , “Chapter 8” through “Chapter 17” (pp. 30-51)

WEEK 5: September 18 - 24	
Monday	<u>Read</u> : Erauso, <i>Lieutenant-Nun</i> , “Chapter 18” through “Chapter 26” (pp. 52-80)
Wednesday	<u>Watch</u> : Livingston, <i>Paris is Burning</i> DUE: Critical Reflection # 4
Friday	<u>Review</u> selected scenes: Livingston, <i>Paris is Burning</i> DUE: First Essay (Final Draft) and Revision Plan
WEEK 6: September 25 – October 1	
Monday	<u>Read</u> : Rosenwasser and Stephen, “ Finding, Evaluating, and Citing Sources ” (pp. 242-263) <u>Complete</u> : Library Tutorials (Lessons 5 and 6) <u>Class Visit</u> : Jess Howard , Library Liaison (<i>Meet in the Library, Alden Room</i>)
Wednesday	<u>Read</u> : Padilla Peralta, Undocumented (Brief Selection) DUE: Critical Reflection # 5
Thursday	Clarke Forum Event: Prof. Dan-El Padilla, “Bodega Poetics: Classics and Caribbean Diaspora,” 7 P.M., Stern Center
Friday	<u>Clarke Forum Conversation</u> : Dan-el Padilla Peralta , Associate Prof., Princeton University (<i>Meet in Althouse 106</i>) DUE: Information Literacy Activity # 2
WEEK 7: October 2 - 8	
Monday	<u>Read</u> : Rosenwasser and Stephen, “ Interpretation: Moving from Observation to Implication ” (pp. 70-97) <u>Read</u> : Third Essay Prompt (“Comparison/Contrast”) <u>Writing Workshop</u> : Christian Winter , Writing Associate DUE: Second Essay (Complete Draft)
Wednesday	<u>Read</u> : Calderón de la Barca, <i>Life is a Dream</i> , “Act One” (odd pp. 2-57) DUE: Critical Reflection # 6
Friday	<u>Read</u> : Calderón de la Barca, <i>Life is a Dream</i> , “Act Two” (odd pp. 58-123)
WEEK 8: October 9 - 15	
Monday	<u>Read</u> : Calderón de la Barca, <i>Life is a Dream</i> , “Act Three” (odd pp. 124-185)
Wednesday	<u>Watch</u> : Peele, <i>Get Out</i> DUE: Critical Reflection # 7

Friday	<u>Review</u> selected scenes: Peele, <i>Get Out</i> DUE: Second Essay (Final Draft) and Revision Plan
WEEK 9: October 16 - 22	
Monday	Mid-Term Pause: No class Meeting!
Wednesday	<u>Activity: Group Advising Session</u> DUE: Critical Reflection # 8
Friday	<u>Read:</u> Rosenwasser and Stephen, “ Chapter 6: Reasoning from Evidence to Claims ” (pp. 266-298)
WEEK 10: October 23 - 29	
Monday	<u>Read:</u> Larsen, <i>Passing</i> , “Part One: Encounter” (pp. 9-48)
Wednesday	<u>Read:</u> Larsen, <i>Passing</i> , “Part Two: Re-Encounter” (pp. 51-84) DUE: Critical Reflection # 9
Friday	<u>Read:</u> Larsen, <i>Passing</i> , “Part Three: Finale” (pp. 87-120)
WEEK 11: October 30 – November 5	
Monday	<u>Watch:</u> Brownson, <i>The Rachel Divide</i>
Wednesday	<u>Review</u> selected scenes: Brownson, <i>The Rachel Divide</i> DUE: Critical Reflection # 10
Friday	<u>Read:</u> Allyson Hobbs, “Prologue: To Live Life Elsewhere” (pp. 1-27)
WEEK 12: November 6 - 12	
Monday	<u>Read:</u> Rosenwasser and Stephen, “ Conversing with Sources: Writing the Research Paper ” (pp. 266-298) <u>Complete:</u> Library Tutorials (Lessons 7 and 8) <u>Class Visit:</u> Jess Howard , Library Liaison (Meet in the Library, Classroom 2) DUE: Third Essay (Draft)
Wednesday	<u>Read:</u> Max, “Magic Realism: The Novelist H.G. Carrillo’s Inventions Went Too Far” (pp. 30-39) DUE: Critical Reflection # 11
Friday	<u>Read:</u> Ramírez, “Indians and Negroes in Spite of Themselves” (pp. 29-53) DUE: Information Literacy Activity # 3

WEEK 13: November 13 - 19	
Monday	<u>Read</u> : Rosenwasser and Stephen, “ Finding and Evolving a Thesis ” (pp. 178-212) <u>Read</u> : Fourth Essay Prompt (“Personal Response”) <u>Writing Workshop</u> : Christian Winter , Writing Associate
Wednesday	<u>Read</u> : Anzaldúa, “Movimientos de rebeldía y las culturas que traicionan” (pp. 37-45) DUE: Critical Reflection # 12
Friday	<u>Read</u> : Alvarez, “I Want to Be Miss America” (pp. 37-44) <u>Read</u> : Gay, “I Once Was Miss America” (pp. 61-70) DUE: Third Essay (Final) and Revision Plan
WEEK 14: November 20 - 26	
Monday	To Be Determined
Wednesday	Thanksgiving break: No Class Meeting!
Friday	Thanksgiving break: No Class Meeting!
WEEK 15: November 27 – December 3	
Monday	<u>Writing Workshop</u> : Christian Winter , Writing Associate
Wednesday	<u>In-Class Presentations</u> : Fourth Essay
Friday	<u>In-Class Presentations</u> : Fourth Essay DUE: Fourth Essay (Final)