

Dr. Rhonda Knight

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Course Description

ENG 232 Spectrum of the Rainbow: Literature of Diversity and Identity (3SH)

Students will read literature from a variety of periods and cultures that considers aspects of human diversity and the fashioning of identity. How do authors negotiate differences between the writing self and the written self or the relationship between writer and audience? Making use of primary literary texts (novels, short stories, poetry, etc.) as well as secondary materials (film, TV, non-fiction), students will gain a better understanding of how literature explores and reveals diversity in America and the wider world. Possible topics include: African-American Literature, Stories of Displacement, Women's Lives, and Gay and Lesbian Literature. Prerequisite: ENG 111 or placement credit.

This course's specific topic is **Intersectionality in Fantasy and Science Fiction**. Each person views and are viewed as multiple identities based on how we look and how we present ourselves. In 1989, Kimberlé Williams Crenshaw, a lawyer and civil rights activist, coined the term intersectionality, which means that the intersection of a person's identities (for example: race, ethnicity, sex, gender, neurodiversity) influences how he or she can be empowered or oppressed. The fantasy and science fiction genres are places where authors can easily explore the possibilities of identity without being constrained by realism. In the last ten years or so, more and more authors, who have intersectional identities themselves, have started writing fantasy and science fiction and winning some of the most important awards in these genres. This class will look at several texts written by intersectional authors that explore human diversity and the fashioning of identity and the ways authors negotiate differences between the writing self and the written self or the relationship between writer and audience.

This course is a part of Coker University's Respect Pillar in the General Education Program. Courses in this pillar examine ways we can respect the rights, property, culture, and beliefs of others. The focus of this pillar is to cultivate an appreciation toward the unique characteristics of individuals, discover different ways of knowing and understanding the world, and practice critical listening skills. This pillar introduces students to professional and interpersonal practices in which respect is performed, challenged, and practiced. These practices include forms of verbal and nonverbal communication, deep listening, and recognizing the dignity of others different from the self.

Learning Outcomes

Students will be able to

- Recognize terms relating to diversity and intersectionality
- Analyze the ways that authors and characters express intersectional identities
- Articulate how the rights of the individual are weighed against the needs of society in different cultures, including their own

Course Books (I suggest purchasing the Kindle editions of these texts. The group can be purchased for under \$25)

- Seanan McGuire, *Every Heart a Doorway*, tordotcom publishing, ASIN: B00XHHV3YK, ISBN-10: 0765385503
- Rivers Solomon, *The Deep*, Saga Press, ASIN: B07MKDLSLZ, ISBN-10: 1534439870
- Nghi Vo, *The Empress of Salt and Fortune*, tordotcom publishing, ASIN : B07VH6Y4JD, ISBN-10: 125075030X
- Nnedi Okorafor, *Binti*, tordotcom publishing, ASIN: B00Y7RWXHU, ISBN-10: 0765385252

Grades

Graded Assignments in this class will include reading quizzes, discussion posts, response papers and a final exam.

Course Policies:

Communication: The most efficient way to contact me is by email (rknight@coker.edu). When you email, please be sure to give sufficient information so that I can answer your question. Begin your email with an address (Dear Dr. Knight); ask your question clearly and in detail; close by reminding me who you are and how to contact you. I will get back to you within 24 hours. The more you can tell me about your question or issue in your email, the better I will be able to help. Because this is an online class, you should also check your email regularly. I will send an email as well as putting up an announcement in the case of any changes to our schedule, but I will also communicate with you individually through email. Be on the lookout!

Attendance Policies: This course is designed to maximize your learning of the subject matter and advance your understanding through a variety of ways; therefore, attendance (in person or online, depending on the type of course) is vital for supporting your educational goals. The University is required to verify academic participation to remain in compliance with federal financial aid regulations. Those dates are **FILL IN**.
For this reason:

- Students who have not “attended” in seat or online by the end of the attendance verification period will be dropped from the course roster. For this online class attendance means that you have completed at least one weekly assignment for and you have responded to the Introduction post. Unavoidable absence for these activities should be discussed in writing in advance with the instructor.
- Students who stop attending a course after the verification period has ended and later seek to withdraw from the course should be aware that Coker is required to verify their last day of attendance or academic participation in the course and use that date as the withdrawal date. This could lead to federal financial aid penalties.
- Students who stop attending a course after the verification period has ended without officially withdrawing from the course and receive a grade of F should be aware that their last date of attendance or academic participation in the course is recorded and this could lead to federal financial aid penalties.
- Students will probably have a few “normal” absences this semester. They might get a little behind because of a minor sickness or another commitment. These are normal. I will not make any extraordinary accommodations for these one-off situations.
- The most important thing is for students to communicate clearly about their situation so that we can determine the best course of action.

Assignment Formatting: In this class all papers should be double-spaced with one-inch margins. The font should be set at Times New Roman 12 pt. All paragraphs should be indented. You should reset the “before” and “after” settings in the “Line Spacing” options to “0” to avoid gaps after paragraphs. Paper titles should be centered above the first paragraph and should be in the same font as the rest of the paper. Headings should be single-spaced and should include the following information: your name, my name, assignment title, date. All papers should also include page numbers on each page. All papers should be proofread and spell-checked. These are two different processes; don’t rely on spell-check to eliminate all types of writing errors.

Assignment Submission/Late Work: I will accept late work only up to one week after the due date, but you will lose 10% of the total points for every day that you take beyond the original deadline. Please note that some assignments depend on timely participation; if you haven’t done your work, then you make it harder for others to do their work.

Reading and Preparation: Be prepared to read selections more than once. You should read carefully and take notes on each assignment. Look up unfamiliar words or words whose meaning doesn't make sense in the context. Keep a list of questions. If you have questions, ask, on the discussion board, by email, or during office hours. If you need information, please use a reputable source like Credo Reference. In no case will I be more interested in what any outside source has to say about the author or essay than in your thoughts. Read the assignments. Carefully. Multiple times. Then think about them. You should do this before trying to complete the assignments. I'm glad to help (this is a good kind of question to bring to office hours or an appointment), but I will be of more assistance if you've taken the time to read carefully and figure out where the author lost you.