

## AMST 492: Research Methods in American Studies & Ethnicity

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Fall 2023

Lecture 10442D

M 2-4:50PM

KAP 165

Professor: Lanita Jacobs

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Office Hours: M 1-1:50PM; W 3-3:50PM; also available by appointment.

**Required Texts** (I've requested e-copies of all books from the USC Library; if available, e-copies and/or hard copies of these texts will be freely accessible in Ares Reserves or Leavey Library reserve desk, respectively):

1. AMST 492 Reader (Freely available in Blackboard under "Content" [then click on "Course Resources"])
2. Castillo, Elaine. 2022. *How to Read Now: Essays*. New York: Viking. (\$25 softcover/\$15 Kindle)
3. Gannon, Kevin M. 2020. *Radical Hope: A Teaching Manifesto*. Morgantown: West Virginia University Press. (\$20 softcover/\$15 Kindle)
4. García Peña, Lorgia. 2022. *Community as Rebellion: A Syllabus for Surviving Academia as a Woman of Color*. Chicago, IL: Haymarket Books. (\$15 softcover/\$12 Kindle)
5. Germano, William. 2021. *On Revision: The Only Writing That Counts*. Chicago: The University of Chicago Press. (\$20 softcover/\$15 eTextbook)
6. Germano, William and Kit Nicholls. 2020. *Syllabus: The Remarkable, Unremarkable Document That Changes Everything*. Princeton: Princeton University Press. (\$20 softcover/\$10 Kindle)
7. Zinsser, William. 2013. *Writing to Learn*. New York: Harper Perennial. (\$10 softcover/\$8.50 Kindle)

### Highly Recommended Texts:

8. Jacobs, Lanita. 2022. *To Be Real: Truth and Racial Authenticity in African American Standup Comedy*. Oxford: Oxford University Press.
9. Zinsser, William. 2016. *On Writing Well: The Classic Guide to Writing Nonfiction, 30<sup>th</sup> Anniversary Edition*. New York: Harper Collins. (\$16 softcover/\$14 Kindle)

**Course Description:** Welcome to the first leg of *American Studies & Ethnicity's* (AMST) optional two-part capstone seminar! This year's iteration of AMST 492 privileges the fact that, as advanced juniors or graduating seniors, you already know a thing or two about the theories, methods, and provocations undergirding American Studies and Ethnicity; you've also likely gained considerable competency in writing. As such, this seminar asks you to remember+activate what you already know by critically revisiting well-known concepts in double-down fashion. Specifically, I'm wanting you (or us, together) to plumb the depths of what it means to *read*, stay *curious*, take a *stance*, and tell a *good story*; additionally, by encouraging us to "double-down," I am inviting us all to pursue the aforementioned opportunities with fresh eyes, an open heart, and a subject so compelling, it keeps us up at night.<sup>1</sup> To coax our collective excitement about reading, curiosity,

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<sup>1</sup> What kept me up at night last year was Evelyn Champagne King's (1977) disco hit, "[Shame](#)." Why? Because it bespeaks a concept I've been ruminating on for the past several years: *groove imperative* – which is to say, the song, sung full-grown by a then 14-year-old King, is so welcoming and infectious that it makes groove imperative: while listening to it, you must move! You gotta dance! Why, though? *Why?* That is but one of the questions that stokes my curiosity and moves my pen as of late.

stance-taking, and writing, this seminar encompasses various readings and in-class practicums that reinforce the following truths:

- Reading about various subjects in AMST can encompass texts that include essays, films, music, and scholarly texts especially when the author/creative holds no punches and remains curious
- Reading about writing and teaching can actually coax one's curiosity and move one's pen
- Reading and investigating a passion can ignite teachable lessons, including ones that can be codified and shared in all sorts of ways, be it a syllabus, critical essay(s), annotated bibliography, etc.

Think of this seminar then as an invitation to get and stay curious about reading, writing, teaching+learning, and even feeling some kind of way about something (i.e., taking a stance). Still, you might wonder: **Wait, what's this about this seminar being the first part of an "optional" two-part series? Can I take this course even if I don't plan to take the follow-up course, AMST 493: Senior Honors Thesis in AMST?** AMST's answer: **sure!** However, if you are graduating seniors intent on pursuing a career in academia, you might appreciate the opportunity to write a senior honors thesis between now and Spring 2024 in AMST 493. Other seminar participants, though, might wish to only take this course (not its optional second-part, AMST 493) if only to produce a rigorous course syllabus, annotated bibliography, or a collection of well-considered essays that bespeak your abiding questions and passions. You get to choose a final project in this seminar that serves you best and nurtures what will hopefully be a lifelong curiosity about the questions, theories, methods, and stakes animating the robust field of American Studies & Ethnicity.

**Grading:** Your grade for this course will be determined by **SIX substantive Discussion Board posts** in Blackboard's *Discussion Board* module. Each of the six Discussion Board posts will be worth *up to 5* points, cumulatively accounting 30% (30 points) of your overall grade. The remaining 70% (70 points) of your grade will be determined by your **class participation** (worth *up to 30% or 30 points*), namely, your *substantive* and *collegial* response(s) to at least ONE of each of your peers' Discussion Board posts before the term ends. This translates into a total of SIX peer responses – again, at least one per peer – worth *up to 5* points each. (You can, of course, respond more than once to any peer!) The remaining 40% (40 points) of your grade will be determined by your **final project**; options include: **(a) an annotated bibliography [single-spaced] of no less than 25 scholarly/other sources, (b) a collection of four critical, three-to-five-page single-spaced essays that have undergone extensive revision, or (c) a rigorous annotated syllabus that can be shared and taught.** Further details are outlined below:

**Discussion Board Post (DBP) Guidelines:** Since you'll have 10 opportunities to post SIX Discussion Board posts in Blackboard's *Discussion Board* module and only one of them is mandatory (i.e., Week 10), you get to choose which five additional weekly lectures topics/texts [out of 10] compel you the most. Each Discussion Board post should respond to a prompt that will be posted in Blackboard's *Discussion Board* and/or noted in a pre-recorded/asynchronous lecture; as such, consult the corresponding Discussion Board prompt and lecture *before* writing your post. Also be sure to carefully review assigned texts in their entirety and write "your heart out" in ways that demonstrate your most rigorous attendance to both the assigned texts and my forthcoming Discussion Board prompts. All Discussion Board posts (DBPs) should be *no more than* 1-2 single-spaced pages, proofread, and include properly formatted citations if relevant. (To expedite my and your peer's online review and commentary, please copy and paste only your best work in Blackboard's *Discussion Board* rubric versus upload it as a Word or PDF attachment.) The deadline for most DBPs will be on Fridays at midnight (consult "Reading & DBP Schedule" below); do note that DBP submission deadlines have been extended to better enable you to submit your *best* work. **Peer comments**

can be posted *anytime* in Blackboard’s *Discussion Board* **before midnight on Wednesday, November 29, 2023**; however, I encourage all students to offer comments at least ONCE to each of their peers within a week after their original post-date so we can best calibrate our investments this semester.

**Final Project:** Each of the final project options will serve students well should they take AMST 492 solely or choose to continue on to *AMST 493: Senior Honors Thesis in AMST* next semester. Again, options include: a **rigorous annotated course syllabus** (including an annotated reading list of assigned readings, films, guest speakers, etc.), **annotated bibliography** of no less than 25 sources (scholarly and otherwise), or a collection of **four multiply-revised 3–5-page single-spaced essays** that address your abiding curiosities. These essays are NOT reflection papers; instead, they should be well-considered and informed essays that reflect your absolute *best* work.

Grading Basis	
6 DBPs (5 points each):	30%
6 Peer Responses (5 points each):	30%
Final Project:	40%

**Grading Scale:**

94-100 = A    87-89 = B+    77-79 = C+    67-69 = D+    ≥ 59 = F  
 90-93 = A-    84-86 = B    74-76 = C    64-66 = D  
                   80-83 = B-    70-73 = C-    60-63 = D-

**Class Resources:** Resources for this course are available through Blackboard. Consult AMST 492 in Blackboard for access to the course syllabus, announcements, lecture provocations, grades, and other helpful information.

**Statement for Students with Special Needs:** Students requesting academic accommodations based on special needs should register with the Office for Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS when necessary documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible, preferably by or before fifth week. OSAS contact information is as follows: 213-740-0776 (Phone), 213-740-6948 (TDD Only), 213-740-8216 (Fax); Email: [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu); Webpage: <https://osas.usc.edu/about/contact-location-hours/>

**Statement on Academic Integrity:** The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct undermines the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form). Accordingly, this seminar will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity. Other violations of academic misconduct include but are not limited to cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage; this includes the use of ChatGBT and other artificial intelligence (AI) applications. The impact of academic dishonesty is far-reaching and is

considered a serious offense against the university; if found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment, exam, and/or in the course. For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity’s website](#), and university policies on [Research and Scholarship Misconduct](#). Also, if ever you’re unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution, please consult me. Relatedly:

#### **University Policy Regarding the Sharing of Course Materials outside of the Learning Environment**

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13). Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

**Emergency Preparedness/Course Continuity in Crisis:** In the case of an emergency or university-deemed crisis, course materials (e.g., syllabus, course reader) will be posted in Blackboard and lectures will be recorded for online streaming; links to stream lectures (or prompts for your Discussion Board posts) will be sent before class via email. If we are unable to meet in person, opportunities for class dialogue and participation will be afforded weekly via Blackboard’s *Discussion Board* module. Feel free to use this forum to comment on weekly lectures, readings, and films, as well as converse with me and your peers.

**USC Support Systems:** In this season of overlapping pandemics, please know that there are various support systems in place at USC and beyond, including:

#### ***USC Technology Rental Program***

Attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please [apply](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester. Here, too, are several *USC Technology Support Links*:

- [Blackboard Help for Students](#)
- [Software available to USC Campus](#)

## **USC Support Systems (*continued*):**

### ***USC Campus Support and Intervention*** - (213) 821-4710; [campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student. Specific covid-19 related support systems are noted below:

The [Office for Student Basic Needs](#) fund can assist with housing expenses, food insecurity, emergency travel, income loss related to closed workplaces, technology upgrades required for remote instruction, and other unforeseen needs stemming from the current crisis. Students interested in applying for the Student Basic Needs Emergency Grant are encouraged to email the Basic Needs Team at [basicneeds@usc.edu](mailto:basicneeds@usc.edu). The team will evaluate the request and, if needed, schedule a one-on-one consultation to learn more about the student's situation.

The **USC COVID-19 Resource Center** provides information, updates, and support for the USC community. Please consult the website (<https://coronavirus.usc.edu/>) to learn about Spring 2022 COVID-19 Health and Safety protocols. To notify the university of a case, please call their 24/7 COVID-19 hotline at 213-740-6291 or email [covid19@usc.edu](mailto:covid19@usc.edu).

### ***Counseling and Mental Health*** - (213) 740-9355 – 24/7 on call; [studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### ***National Suicide Prevention Lifeline*** - 1 (800) 273-8255 – 24/7 on call; [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

### ***Relationship and Sexual Violence Prevention Services (RSVP)*** - (213) 740-9355(WELL), press "0" after hours – 24/7 on call; [studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

### ***Office of Equity and Diversity (OED)*** - (213) 740-5086 | Title IX – (213) 821-8298;

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### ***Reporting Incidents of Bias or Harassment*** - (213) 740-5086 or (213) 821-8298

[https://usc-advocate.symplicity.com/care\\_report/index.php/pid670872?](https://usc-advocate.symplicity.com/care_report/index.php/pid670872?)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

### ***Diversity at USC*** - (213) 740-2101; [diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

## USC Support Systems (*continued*):

**USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call**

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency precludes travel to campus.

**USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call**

dps.usc.edu

Non-emergency assistance or information.

**Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC); ombuds.usc.edu**

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concerns.

## READING AND DISCUSSION BOARD POST (DBP) SCHEDULE

### COURSE INTRODUCTION: WELCOME TO AMST 492!

#### Week 1:

8/21

#### COURSE INTRODUCTION

- Review Course Syllabus and Seminar Expectations

### LET'S REMEMBER ALL THAT READING ENTAILS

#### Week 2:

8/28

#### “THESE TEXTS BE GIVING ME LIFE”<sup>2</sup>: UNPACKING AUTHORS’ “WHY”

- Castillo: Author’s Note, or a Virgo Clarifies Things (*How to Read Now*, pgs. 1-10)
- Gannon: Introduction (*Radical Hope*, pgs. 1-7)
- García Peña: Course Prerequisites & Preface (*Community as Rebellion*, pgs. iv-xvii)
- Germano: Ch. 1: Press Start (*On Revision*, pgs. 1-8)
- Germano & Nicholls: Preface: Reality Check (*Syllabus*, pgs. xv-xxiii)
- Zinsser: Preface (*Writing to Learn*, pgs. vii-x)
- **Film/Clips:** To Be Announced (TBA)

**Discussion Board Post (DBP) Assignment:** Post a Discussion Board post in Blackboard’s “Discussion Board” under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 9/8/23 any time before midnight**

#### Week 3:

9/4 **No Class**

#### NO CLASS (LABOR DAY)

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<sup>2</sup> That’s me (Prof. Jacobs) talking to you.

## LET'S REMEMBER ALL THAT READING ENTAILS

### Week 4

9/11

#### READING'S PROMISE (AND LIMITATIONS)

- Blewett: [Elaine Castillo's Nonfiction Debut Is Required Reading for Book Lovers](#)
- Castillo: Reading Teaches Us Empathy and Other Fictions (*How to Read Now*, pgs. 29-74)
- Castillo: The Limits of White Fantasy<sup>3</sup> (Optional; *How to Read Now*, pgs. 121-144)
- Castillo: Main Character Syndrome (*How to Read Now*, pgs. 145-200)
- Didion: Goodbye to All That (Optional; in RDR)<sup>4</sup>
- **Film/Clips:** [Elaine Castillo presents "How to Read Now" in conversation with Andrew Sean Greer](#) (YouTube, July 27, 2022, 56:36)

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard's "Discussion Board" under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 9/22/23 any time before midnight**

## LET'S REMEMBER TO KEEP CURIOUS

### Week 5:

9/18

#### ACADEMIA'S PROMISE (AND LIMITATIONS)

- Castillo: Reality is All We Have to Love (*How to Read Now*, pgs. 201-233)
- Gannon: Ch. 1: Classrooms of Death (*Radical Hope*, pgs. 9-27)
- García Peña: Ch. 1: Course Objective: On Being "The One" (*Community as Rebellion*, pgs. 1-31)
- Germano & Nicholls: Ch. 8: For Your Eyes Only (*Syllabus*, Optional - pgs. 163-180)
- Mochkofsky: Why Lorgia García Peña Was Denied Tenure at Harvard (in RDR)
- **Film/Clips:** To be announced

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard's "Discussion Board" under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 9/29/23 any time before midnight**

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<sup>3</sup> Spoiler Alert: Castillo's essay entails a bold plot-revealing critique of HBO's (2019) Emmy Awards-winning show, *Watchmen*.

<sup>4</sup> "in RDR" stands for "in [Course] Reader"; to access, click on "Content," then "Course Resources," and, finally, "Course Reader" in *Blackboard*.

## LET'S (ALWAYS) REMEMBER TO KEEP CURIOUS

### Week 6: DECOLONIZING READING AND REPRESENTATION

9/25

- Castillo: Honor the Treaty (*How to Read Now*, Optional - pgs. 75-117)
- Castillo: The Children of Polyphemus (*How to Read Now*, pgs. 285-314)
- Castillo: Autobiography in Asian Film, Or What We Talk About When We Talk about Representation (*How to Read Now*, pgs. 235-283)
- Chow: [Who Is This Writing For?: On Elaine Castillo's "How To Read Now"](#) (in RDR)
- Morrison: Cinderella's Stepsisters ([Commencement Address to Barnard Class of 1979](#); Optional; in RDR)
- **Film/Clips:** To be announced

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard's "Discussion Board" under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 10/6/23 any time before midnight**

## LET'S (ALWAYS) REMEMBER TO TAKE A STANCE

### Week 7: STOKING CURIOSITY AND STANCE-TAKING VIA TEACHING AND WRITING

10/2

- García Peña: Ch. 2: Reading List: Complicity with Whiteness Will Not Save You (*Community as Rebellion*, pgs. 32-54)
- García Peña: Ch. 3: Midterm: Teaching as Accompaniment (*Community as Rebellion*, pgs. 55-81)
- García Peña: Ch. 4: Final Exam: Ethnic Studies as Anticolonial Method (*Community as Rebellion*, pgs. 82-98)
- Gannon: Ch. 2: The Things We Tell Our Students (*Radical Hope*, pgs. 28-38)
- Gannon: Ch. 3: Cultivating Transformative Teaching (*Radical Hope*, pgs. 39-51)
- Gannon: Ch. 6: Encouraging Choice, Collaboration, & Agency (*Radical Hope*, pgs. 85-95)
- Germano: Ch. 4: Look for An Argument (*On Revision*, pgs. 81-109)
- **Film/Clips:** Kevin Gannon – A.P.E.X. Speaker on 1/20/21 (*YouTube*, January 28, 2011; Optional - 1:02:16)

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard's "Discussion Board" under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Extended Deadline: MON 10/20/23 any time before midnight**

### Week 8: NO CLASS (STUDY & WELLNESS DAY)

10/9 **No Class**

- Note: this may be a good week to comment on a peer's post in Blackboard's *Discussion Board*



## LET'S (ALWAYS) REMEMBER TO TELL A GOOD (TEACHABLE) STORY

### Week 9: "WRITING TO LEARN": TEACHABLE EXAMPLES

10/16

- Zinsser: Ch. 4: Writing to Learn (*Writing to Learn*, pgs. 42-54)
- Zinsser: Ch. 5: Crotchets and Convictions (*Writing to Learn*, pgs. 55-76)
- Zinsser: Ch. 10: Man, Woman, and Child (*Writing to Learn*, pgs. 168-191)
- Zinsser: Ch. 12: Worlds of Music (*Writing to Learn*, pgs. 211-233)
- Zinsser: On Writing Well (Optional)
- **Film/Clips:** To be announced

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard's "Discussion Board" under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 10/27/23 any time before midnight**

## AMST 492 IN-CLASS PRACTICUMS + INDEPENDENT RESEARCH & PEER FEEDBACK

### Week 10: WHAT ARE YOU CURIOUS ABOUT?: DRAFTING YOUR FINAL PROJECT

10/23

- Readings/Film/Clips: To be announced
- **In-Class Practicum:** All students should come prepared to examine and discuss the intellectual, personal, activist, etc. motivations for your final project

**MANDATORY Discussion Board Post Assignment:** Post a Discussion Board post about your final project for AMST 492 in Blackboard's "Discussion Board" under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 11/3/23 any time before midnight**

### Week 11: GOOD WRITING REQUIRES REVISION, REVISION, REVISION

10/30

- Germano: Ch. 2: Good to Better (*On Revision*, pgs. 9-45)
- Germano: Ch. 4: Look for An Argument (*On Revision*, pgs. 81-109)
- Germano: Ch. 6: Remember the Audience (*On Revision*, pgs. 147-169)
- Germano: Ch. 7: What Writing Wants (*On Revision*, 171-187)
- **In-Class Practicum:** All students, *especially those completing a short essay collection*, should come prepared to write and/or revise a section of your final project and draft a schedule of completion

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard's "Discussion Board" under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 11/10/23 any time before midnight**

## AMST 492 PRACTICUMS: INDEPENDENT RESEARCH

### Week 12: CREATING AN ANNOTATED SYLLABUS

11/6

- Bullen: The Continued Relevance of ‘Teaching to Transgress: Education as the Practice of Freedom’ (in RDR)
- Gannon: Ch. 7: A Syllabus Worth Reading (*Radical Hope*, pgs. 96-108)
- Gannon: Ch. 8: Pedagogy is Not a Weapon (*Radical Hope*, pgs. 109-121)
- Gannon: Ch. 9: Platforms and Power (*Radical Hope*, pgs. 122-132)
- Gannon: Coda: Radical Hope, Even When it Seems Hopeless (*Radical Hope*, 149-152)
- Germano & Nicholls: *Syllabus* (peruse<sup>5</sup> entire book, especially chapters 1, 4, and 9)
- Stonebanks: (Re)discovering ‘Pedagogy of the Oppressed’ (Optional; in RDR)
- Trifonas: ‘Pedagogy of the Oppressed’: 50 Years (Optional; in RDR)
- **Film/Clips:** [Paulo Freire and the Development of Critical Pedagogy](#) (Holly Hanks Wanta, *YouTube* 4:56), [Paulo Freire Documentary Seeing Through Paulo's Glasses: Political Clarity, Courage and Humility](#) (FreireProject, *YouTube* 16:22); [bell hooks on Freire](#) (posted by Andrea Lira, *YouTube* 2:38); [Why Famed Feminist bell hooks Reads Patriarchal Writing](#) (Lion’s Roar, *YouTube* 1:12);
- **In-Class Practicum:** Come prepared to write and/or revise a section of your annotated syllabus and finalize your schedule of completion for your final project

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard’s “Discussion Board” under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Deadline: FRI 11/17/23 any time before midnight**

### Week 13: ANNOTATED BIBLIOGRAPHIES

11/13

- Strayed: Introduction, *Tiny Beautiful Things: Advice on Love and Life from Dear Sugar* (Optional)
- Daigneault (Métis) et al: Indigenous Comics and Graphic Novels: An Annotated Bibliography (Optional; in RDR)
- Hennessey: Education, Environment, Advocacy, Research, and Tools: An Annotated Bibliography (in RDR)
- McGowan & Ladell: Spanish Language Children’s Books Focusing on Health Literacy: An Annotated Bibliography (Optional; in RDR)
- Stoll & Egner: We Must Do Better: Ableism and Fatphobia in Sociology (in RDR)
- The Editors: The Velvet Light Trap and the 1990s: An Annotated Bibliography (Optional; in RDR)
- **In-Class Practicum:** Come prepared to write and/or revise a section of your annotated bibliography and draft a schedule of completion for your final project

**Discussion Board Post Assignment:** Post a Discussion Board post in Blackboard’s “Discussion Board” under the corresponding weekly theme. Be sure to: type up your *best* response to the DBP prompt in no more than two single-spaced typed pages, and then cut and paste into the Discussion Board (versus attach as a Word or PDF document). **Extended Deadline: FRI 12/1/23 any time before midnight**

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<sup>5</sup> Merriam-Webster online dictionary notes that [peruse](#) is a “contronym,” a word having two meanings that can contradict one another like “dust.” Peruse can mean “to read something in a relaxed way, or skim” and can also mean “to read something carefully or in detail (my emphasis).” I mean the latter.

**Week 14: NO CLASS (THANKSGIVING+WELLNESS+WRITING DAY)**

- 11/20 **No Class** • All students are invited to schedule 30-minute in-person or virtual appointments with Prof. Jacobs to discuss their final projects

**Week 15: NO CLASS: WELLNESS+WRITING DAY**

- 11/27 **No Class** • All students are invited to schedule 30-minute in-person or virtual appointments with Prof. Jacobs to discuss their final projects

**FINAL REMARKS:**

- All **Peer Responses** MUST be posted in Blackboard's *Discussion Board* by **midnight on MON, November 27, 2023, our final day of class**
- **AMST 492 Final Projects** (i.e., annotated syllabus, annotated bibliography, or a collection of FOUR three-to-five-page, single-spaced, and rigorously revised essays) **must be posted in Blackboard's "Discussion Board: Week 15"** by **Friday, December 8, 2023, by 4PM (PST)** per the [final exam schedule](#)

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