

**Colloquy
Sino-Global Grade 10
Fall/Spring 2024-2025
Course Syllabus**

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Course Description:

Colloquy is a writing-intensive class focused on challenging student's assumptions about their everyday lives and relating social concepts. The guiding question of the course is "Who Am I?"

Students explore this question by going through 6 units: Social Class, Gender, Race, Belief Systems, Art, and the Self. Colloquy is a course that emphasizes skills development. By the end of the course, students will be able to do academic research, high-level academic writing, analytical reading of texts, and engage in a variety different kinds of discussion by the end of the Colloquy course.

Course Goals:

- Identify how the themes of the course impact the students' perceptions of themselves.
- Express educated opinions and arguments in an objective way, both in written and oral form, integrating perspectives gained throughout the year.
- Effectively use evidence in spoken and written argumentation that connects personal and philosophical ideas to the real world.
- Write argumentative papers that synthesize both the academic and personal in a compelling way.
- Understand and explain the meaning of complex content of a philosophical and sociological nature.
- Ask relevant and thought-provoking questions by interacting intellectually with media material, including textbook texts, philosophical texts, and various digital media like film and online videos.
- Critically analyze expressions and contexts of culture with the aim of developing original opinions.

Values:

The values I hope to inspire in my class are integrity, honesty in self-reflection, and compassion for others. Finally, the most important value that I hope to inspire in you is the belief in your own ability to become a global citizen. With these, you will not only thrive in the classroom, but also the World at large.

Suggested Materials for Class:

This course does not use a single textbook; rather, we use a collection of texts and excerpts from longer anthologies, books, and articles, related to each unit's theme. They have been selected to expand students' familiarity with different perspectives in any given unit. All texts are provided digitally to students, but may not be the exact reading list for the course depending on instructor preferences and specialty. Many units use readings from:

- Marriages, Families, and Relationships: Making Choices in a Diverse Society by Mary Ann Lamanna

- The Foundation of Social Research: Meaning and Perspective in the Research
- Social Problems: Continuity and Change by Steve Barkan, 2013. ISBN: 978-1-4533-4719-5
- The following are primary readings from the units - mostly online articles, academic articles, and book excerpts.

- **Social Class:**

- Principles of Communism by Friedrich Engels (excerpt)
- Atlas Shrugged by Ayn Rand (excerpt)
- Who the Poor Are
- NPR Three Miles

- **Gender:**

- The Second Sex by Simone de Beauvoir (excerpt)
- Gender Outlaw by Kate Bornstein (excerpt)
- A Day in Trans (Video)
- Professions for Women by Virginia Woolf (speech transcript)
- Women in Traditional China by Patricia Ebrey (online article)
- Male Privilege Checklist by Barry Deutsch (article)

- **Race:**

- Growing Up Asian in America by Kesaya Noda (prose)
- The Master's Tools Will Never Dismantle the Master's House by Audre Lorde (speech)
- Affirmative Action in China and the U.S. edited by Minglang Zhou and Ann Maxwell Hill (book excerpt)
 - "What It's Like Coming Out as Queer in a Traditional Chinese Family" by Jing Jing Wang (online article)
 - "Ethnic Minorities in China" by Keith Dede (online article)
 - "The origin of the term 'intersectionality'" by Merrill Perlman (online article)
 - Social Problems: Continuity and Change by Steve Barkan (excerpts)
 - 3.2 Meaning of Race and Ethnicity

3.7 Reducing Racial and Ethnic Inequality

*Other materials may be included at the instructor's discretion and is subject to change.

Communication/Expectations/Routines/Procedures:

Email/Dingtalk Announcements are the primary mode of communication in this course. I will use Dingtalk to inform you about anything relevant to our class. The best way for students to contact me is via Dingtalk or in person. **Please set an appointment for office hours via email or Dingtalk.** When contacting me via email, please make sure that you are using appropriate e-mail etiquette (professional greeting, respectful tone, name, contact information, etc.). I will respond to emails typically within 24 hours. If you do not hear from me within 48 hours, please resend your email as there may have been technical difficulties. Additionally, if I am unavailable for an extended time and/or response time will be delayed, I will notify students via Dingtalk. **I DO NOT RESPOND TO MESSAGES ON THE WEEKENDS.**

It is expected that students will arrive on time to class and be fully prepared to engage in the lesson.

This means participating in all class discussions (talking), and group related activities, in addition to assigned readings. It is advised that students plan accordingly to avoid being overwhelmed throughout the semester. Students are expected to always do their best work.

Due to the nature of this course, many topics considered by some to be controversial will be covered. Therefore, it is expected that students approach these topics with an open mind, with the expectation that their beliefs and assumptions will be challenged. This is a good thing, as I believe all ideas that are worthy of merit should be able to withstand criticism. With that said, we should approach these topics with care since many will come from different walks of life. It is expected that students will speak freely for the sake of exploration. However, honesty must be balanced with responsibility to create a safe learning environment for all. **There is a ZERO TOLERANCE policy for bullying.** The instructor maintains discretion over what is considered bullying. For reference, we will use the Multicultural Ground Rules for Class adapted from the University of Michigan developed by Dr. Ruby Beale. By attending this course, you agree to these ground rules as well as other policies contained within this syllabus.

Regarding seminars, there may be circumstances that prevent you from attending all seminars throughout the semester. In cases where seminars are missed, there will be select times to make up a seminar in person. The instructor will inform you of when these make up seminars will take place. Beyond this, the instructor will assign make-up for students on a case-by-case basis. You must speak with the instructor to be eligible for a make-up seminar. **Do not send me a written response via Dingtalk as they will not be accepted.**

In our class, unauthorized use of technology is strictly prohibited. Devices such as laptops, tablets, and other electronic tools should only be used when explicitly instructed by the teacher. This policy ensures that we maintain a focused and productive learning environment, where technology enhances rather than distracts from our educational goals.

Grading Categories and Weights:

<i>Category</i>	<i>Percent</i>
<i>Essays</i>	<i>40%</i>
<i>In-Class activities & Coursework</i>	<i>20%</i>
<i>Seminar Discussions</i>	<i>30%</i>
<i>Participation</i>	<i>10%</i>

Lateness Policy:

Unexcused late work will result in an automatic 20% grade reduction. To be considered for possible special arrangement, please speak to me in advance, or in case of emergency (hospitalization, accident, death in family) send me an email explaining the circumstance and provide documentation. You will have until the next major assignment to submit late work.

S1 Units and Assessment Plan:

<i>Assessment Unit and Type</i>	<i>Date</i>
<i>Social class essay</i>	<i>2024/10/11</i>
<i>Gender Project</i>	<i>TBD</i>
<i>Gender essay</i>	<i>2024/11/22</i>
<i>Race essay</i>	<i>2024/12/27</i>

Academic Integrity Policy:

Academic integrity is a core value of this class and plays an important role in every assignment we complete. I expect each student not to lie, intentionally mislead, steal, or cheat on any materials produced for this course. Any cases of academic dishonesty found on any assignment is subject to the school's Academic Integrity Policy. By attending this course, you agree to create your own work in an ethical manner. Academic dishonesty examples include:

- Allowing the work of one person to be academically assessed as the work of another.
- Allowing academic credit to be assigned to work that was not performed.
- Unauthorized possession of resources
- Any evidence of academic dishonesty will be reported through the proper channels.

The instructor has a zero-tolerance policy when it comes to plagiarism. The first instance in this class will result in the complete loss of points for the plagiarized assignment. The second instance will be reported to the Institution for further discipline.

Artificial Intelligence (AI) Policy:

The following will apply to the GIP Department's AI Usage:

1. RESPONSIBLE USE OF AI

a) **First and foremost, AI usage must be teacher sanctioned.**

b) Any use of AI is subject to WLSA Academic Integrity Policies, and AI use with/without teacher permission will be subject to those Academic Integrity Policies.

c) Student Work

i. The teachers will aim to make more use of Peer Review and Reflection during learning points, asking students to **reflect and correct**, rather than just producing essays or multiple-choice answers. This will help to mitigate the unsupported use of AI, especially copy-pasting.

ii. Citations must be made without AI assistance.

iii. Any evidence gathered from AI should be used as if it is an unsourced, unverified, and non-reviewed material. That is, AI generation is, as of the writing of this document, untrustworthy and must be verified by the student using appropriate sourcing.

iv. Any use of AI **MUST BE CITED** according to MLA standards.

2. ORIGINALITY OF IDEAS

a) Students should not use AI on graded materials, nor on work that requires their personal opinion. If it is used, it should be documented and approved

b) Students should do their best to provide their own insights during GIP courses, as AI does not develop critical and creative thinking.

3. EVIDENCE OF DEVELOPMENT

i. The teachers will benchmark Student progress using written checks (graded or

ungraded) throughout the school year. This will not only help form an idea on actual student ability, but more importantly tests them on production of desired skills.

- ii. We as a department want to pass on skills and knowledge to help students excel in university, and to excel as human beings as they continue to learn and grow. As such, the teacher will focus on the use of specific tools or techniques to facilitate student growth, including but not limited to the following categories:
 - a) Discussion
 - b) Critical and Analytical Writing
 - c) Presentation
 - d) Argumentation using well-sourced Evidence

Course Map

<p>Week 1 (September 1-2): [Introduction]</p> <ul style="list-style-type: none"> • <i>Course Introduction</i> • Syllabus, Technology, Assign Essays, Projects, and Readings • GOAL - Core Question of "Who Am I", Expectations of Seminar, Notetaking, and Reading Difficult Texts
<p>Week 2 (September 9-13) *: [Social Class]</p> <ul style="list-style-type: none"> • <i>Introduction to Social Class</i> • MLA, Reading, Student Claims • GOAL - <i>SPCC Poverty</i> (Focus on Student perspectives on wealth) + Structural Inequality Slides
<p>Week 3 (September 16-20) *: [Social Class]</p> <ul style="list-style-type: none"> • <i>Structural Inequality and Social Mobility</i> • Writing Workshop, Outline • GOAL - Produce Outline and Essay Structure using Reading (Rand or Communism)
<p>Week 4 (September 23-27): [Social Class]</p> <ul style="list-style-type: none"> • <i>Communism and Objectivism</i> • Paragraph 1 & 2, Seminar 1 • GOAL - Write Paragraph 1 and 2 (2 periods), Grapple with Core Question "Who Am I" using Seminar PoG and Readings
<p>Week 5 (September 30-October 4) *: National Holiday</p> <ul style="list-style-type: none"> • Paragraph 3 & 4, • GOAL - Write Paragraph 3 and 4 (2 periods),
<p>Week 6 (October 7- 11): [Social Class]</p> <ul style="list-style-type: none"> • <i>Economic Privilege and Education</i> • Introduction and Thesis, Writing Workshop, Essay Due • GOAL - 3 Miles High Podcast + Mini Group Seminar 2
<p>Week 7 (October 14-18) *: [Gender]</p> <ul style="list-style-type: none"> • <i>Gender Stereotypes and Traditional Gender Ideals</i> • Assign Essays, Projects, and Readings • GOAL - "Women in Traditional China" Reading, Gender Project Intro, Essay Intro
<p>Week 8 (October 21-25): [Gender]</p> <ul style="list-style-type: none"> • <i>Advertising and Gender, Reinforced Gender Norms, and Gender Performativity</i> • Reading, Outline • GOAL - <i>Jigsaw of "Second Sex" and "Gender Outlaw", Outline</i>
<p>Week 9 (October 28-November 1): [Gender]</p> <ul style="list-style-type: none"> • <i>Transgender identities, Sexuality as a Break of Gender Binarism</i> • Writing Workshop • GOAL - Watch "Day of Trans", Discuss marginalized lived experiences. Previous Essay Teacher Guided Revision and Peer Review
<p>Week 10 (November 4 -8) *: Midterms</p> <ul style="list-style-type: none"> • <i>Feminism and the Pride Movements</i> • Paragraph 1 & 2, Seminar 3 • GOAL - Write Paragraph 1 & 2, Read "SPCC Gender" + Seminar
<p>Week 11 (November 11-15): [Gender]</p> <ul style="list-style-type: none"> • <i>Effects of Equality Movements, Feminism and the Pride Movements</i> • Paragraph 3 & 4, Seminar 4 • GOAL - Write Paragraph 3 & 4; Wave 1, 2, and 3 Femininity Reading + Seminar
<p>Week 12 (November 18-22) *: [Gender]</p> <ul style="list-style-type: none"> • <i>Ideals of Masculinity, Chinese Masculinity</i> • Introduction and Thesis, Writing Workshop, Essay Due • GOAL - Observation Chart, Reading, Write Intro and Thesis
<p>Week 13 (November 25-29) *: [Race]</p> <ul style="list-style-type: none"> • <i>Race, Ethnicity, and Nationality</i> • Assign Essays, Projects, and Readings • GOAL - 3.2 Meaning of Race and Ethnicity

Week 14 (December 2-6): [Race]

- *Ethnic Majorities and Chinese Identities*
- Reading, Outline
- **GOAL - Teacher Specified Reading, Write Essay Outline**

Week 15 (December 9-13): [Race]

- *Intersectionality*
- Writing Workshop,
- **GOAL - "Origin of the Term Intersectionality" Reading, Previous Essay Teacher Guided Revision and Peer Review**

Week 16 (December 16-20): [Race]

- *Effects of Racism*
- Paragraph 1 & 2, Seminar 5
- **GOAL - Write Paragraph 1&2, Read "Reducing Racial and Ethnic Inequality" and "Dual Consciousness" Readings + Seminar**

Week 17 (December 23-27) *: [Race]

- Introduction and Thesis, Paragraph 3 & 4, Essay Due
- **GOAL - Write Everything with Teacher Guidance**

Week 18 (December 30-January 3): [Race]

- *Affirmative Action Programs, Cultural Differences on Solutions of Inequality*
- Seminar 6
- **GOAL - Read "Affirmative Action in China and US" + Seminar**

Week 19 (January 6-10) *: Final Exams Jan 6-8

MULTICULTURAL GROUND RULES FOR CLASS

Adapted from The Program on Intergroup Relations, University of Michigan

Dr. Ruby Beale, Hampton University, devised the following guidelines while at the University of Michigan. We will use these Ground Rules to guide discussions in the course.

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations, and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups (this is true for both dominant and dominated group members). The same is true about elitism and other forms of prejudice or bias -we are taught misinformation about others and ourselves.
4. We will try not to blame people for the misinformation we have learned, but we hold each other responsible for repeating misinformation or offensive behavior after we have learned otherwise.
5. Victims should not be blamed for their oppression.
6. We will assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.
7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.
8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.
11. We will challenge the idea or the practice, but not the person.
12. We will listen attentively and respectfully.
13. We will make an effort to get to know each other by name.

14. We will speak our discomfort.