

INGL 3300-066--“**Post-Apocalyptic Literature and Film**” (UPRM, Fall 2015)
Assignment #2—Critical Response #1 (Draft due Th Sept 18; final version due Sept 23)

Format/requirements. Use at least two quotes from the text. Cite by Chapter/page number. Length: 300 words; 3-4 paragraphs: *1 ½ -2 double-spaced page*. Times New Roman 12 font, 1” margins. Bring a full draft to class **Th Sept. 18** for peer review. The revised **final draft** is due **Tu, Sept. 23**, 2015 at the beginning of class.

TOPICS (choose one)

1. What is the novel’s overall message about the power of memory to change or shape/re-shape individuals, and human societies? Compare the potential of memory both to liberate, to “enslave,” or destroy. **Suggested source:** Hanson, Carter. “The Utopian Function of Memory in Lois Lowry’s *The Giver*.” *Extrapolation* 50.1 (2009): 45-60.

2. Develop an argument about *infantilization* in *The Giver*. Address it to readers who believe that taking away many choices is a necessary *utilitarian* philosophy. Take seriously the agreement between Jonas and The Giver that “We really have to protect people from wrong choices” (Ch 13, p. 124), and Jonas’ feeling at the end that “when he had had a choice, he had made the wrong one” (Ch 22, p. 217). **Suggested reading:** Greg Lukianoff & Jonathan Haidt, “The [Coddling of the American Mind](#),” *The Atlantic* (Sept. 2015).

3. Compare how these two sacrificial figures enable the utopia of their societies. (The Receiver of Memory in *The Giver*, and the child in “The Ones Who Walk Away from Omelas” by Ursula Le Guin). I.E., analyze why these figures are metaphors for how the “good life” is always lived at the expense of an “other.” **Suggested source:**

Varsamopoulou, Maria. “Flawed Utopias: Ursula Le Guin's 'The Ones who Walk away from Omelas' and Lois Lowry's *The Giver*.” Chapter Six of *Before Utopia--The Function of Sacrifice in Dystopian Narratives*. PhD dissertation, University of Nottingham, 2010, pp. 187-199.

Le Guin’s comments: “The central idea of this psychomyth [is] the scapegoat. When I read it in James’ [The Moral Philosopher and the Moral Life](#),’ it was with a shock of recognition.”

4. Discuss the impact of infanticide on Jonas’ decision to resist the norms of his community. You may also compare the role of infanticide in *The Giver* to other treatments of infanticide or abandonment in Young Adult Literature, or post-apocalyptic literature and film.

Suggested source: Gross, Melissa. “*The Giver* and *Shade’s Children*: Future Views of Child Abandonment and Murder.” *Children’s Literature in Education* 30 (1999): 103–17.