Comments for Addison:

1. I really enjoyed the section title “Narrative Theory.” I think your comments about the value readers ascribe to their education is spot-on. In the high school classroom (where I reside) the student’s engagement in the material I present to them is all about how valuable they see it to their own lives, challenging us educators to try and find readings (or, god forbid, we let them choose their own) that apply to all of our students.
2. I really engaged with the section titled “Postmodern Curriculum Development” and found your statements there to be quite thought-provoking. The idea that literature exists in this binary (as either a single story or a counter story) really simplifies the reading selection process. Instead of wrestling about whether my students should read the canonical “classics” or a more contemporary piece, I can come back to this idea and select the story that furthers my students’ progressives beliefs and acceptance of others.
3. My question for you: in your final section, you discuss how Malcolm X “fit his own learning into the narrative of his life.” Is it up to students to derive what they can from assigned readings? Or is the burden on the instructor to provide readings that can transcend gendered, racial, economic, and religious boundaries? (not a trick question—I’d love to know how you would approach this as an educators).