

## A Psychosocial Study of Regina's Curse and Bliss in Susan Choi's 'My Education'

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### ABSTRACT

Susan Choi's *My Education* examines the complex dynamics of identity sexuality and power within a sexualized academic milieu of the 1990s. This paper examines Regina a graduate student and Nicholas Brodeur a contentious lecturer alongside her interactions with his family and her girlfriend Colleen. Choi's narrative marked by poetic precision crafts characters who illuminate psychological and social themes especially through Regina's journey. Regina embodies the human psyche's contradictions oscillating between ambition and self-destruction while Brodeur's allure and manipulation highlight complex power relations. The analysis posits that transcends its context to probe universal themes of love morality and the influence of latent desires on rational decisions. Choi documents Regina's personal evolution and her engagements with others By examining the profound impact of educational and relational encounters on personal growth. This study highlights how the novel engages with the construction of identity against societal constructs of power and sexuality offering a poignant commentary on the human condition. Through examining internal conflicts and external interactions *My Education* is revealed as a reflective work on humanity it emphasizes the enduring influence of academia

and relationships on individual development and self-understanding.

## **1. Introduction**

My Education is a queer American novel by Susan Choi who is an Asian American novelist. This novel is about a young girl's life and journey in college. This girl's name is Regina who is a post-graduate level student. She has been warned about one of the professors whose name is Nicholas Brodeur a very long time before she starts her studying at that college on a high pastoral hill. The novel takes place in the 1990s. There are rumors about the professor's reputation. They say that he lays in a dark corner in his office and young undergraduates visit him in order to read poems to him. With the days passing, Regina's life drastically changes and becomes full of drama. The novel revolves around Regina's life in a shockingly sexualized environment of the modern academia that she studies in. The novel begins with Regina's first year in a graduate school. She was previously a very successful English major. The novel follows Regina as she starts to lead her relationships with the professor Brodeur, his wife, and their daughter, as well as her own boyfriend, who is also a graduate student in the same place who is named Colleen. Throughout the novel, Regina has a lot of struggles. She deals with questions of identity, morality, and the nature of love and sexuality and compares her real-life experience in her unconscious mind with her previous knowledge and ideas about them.

Choi's writing can be described both as poetic and precise. That is due to the fact that she has the ability to create complex and flashing characters like the protagonist, Regina. Regina, in particular, is a very debatable protagonist as she is a character who can be described as both sympathetic and full of flaws as well. She is a very smart, ambitious, and passionate person. While she is impulsive and self-destructive too. Brodeur is also a highly complicated character. That is because he is charming, charismatic, and manipulative at the same time. The novel cannot be excluded from exploring the power dynamics in Regina and Brodeur's relationship. Choi does an excellent job of showing the ways in which desire and ambition are able to manipulate

and alter one's judgment and views. That show invites the analysts to another segment of analysis which is self-discovery.

## **2. Identity Formation and Self-Discovery**

Choi presents the idea of identity formation while the main character, Regina, discovers both of her personal and academic life. Her thoughtful journey leads to the revealing of the influence of psychosocial factors that affected her. The factors include family background, cultural expectations, and personal ambitions. The protagonist's Korean-American origin as well as the societal pressure that affect her to follow cultural norms, highly move her vision of self and her connections.

Coup de foudre; perhaps it was real. One went from believing, when twenty, that it was the one kind of love that was real, to believing, once closer to forty, that it was not only fragile but false--the inferior, infantile, doomed love of twenty-year-olds. Somewhere between, the norms of one culture of love were discarded, and those of the other assumed. When did it happen, at midnight of one's thirty-first birthday? On the variable day that, while browsing a grocery-store aisle with a man, the repeating refrain of the rest of one's life for the first time resounds in one's ear? (Choi 23)

Choi reveals power dynamics within the novel by highlighting the ways that they frame the characters' behaviors as well as relations. The power dynamics between the academic members and even within romantic relations, are chiefly of importance (Archer 73). The protagonist's exposure with her professor and his wife shows the complicatedness and the imbalances that occur within power. Also, it shows how they affect psychosocial statuses.

The discovery of desire and passion in *My Education* demonstrates the interaction that happens due to or affects psychosocial factors and intimate connections. Choi portrays the protagonist's development of desires and passions. At the same time, she shows the consequences that follow. Choi reaches that goal by demonstrating the very rich and deep influence of personal yearnings on the formation of identity (Archer 74). The character's way of discovering her own desires and the consequences

that occur after, reflect the multifaceted connections that exist between personal growth and interpersonal subtleties.

Choi highly addresses societal expectations and gender roles throughout the novel. She does that by showing the protagonist's struggles to create a balance between her personal desires with the existing societal expectations. This shows an internal conflict that frames her relationships and sense of self (Charles 5). By demonstrating societal norms and their influence on characters' choices, Choi provokes profounder reflections on the psychosocial aspects of identity and individual experience. (Regina) states "At the moment, I think we each genuinely believed ourselves to be the protagonist, and the other a naive and pardonable walk-on whose role might even have a tragic end. Still, it was good to trade compassion in that large and chilly room, regardless if one of us, or perhaps both of us, would turn out to be mistaken". (Choi 56)

All in all, through the psychosocial analysis of identity, power, desire, and societal expectations, Susan Choi's *My Education* provides readers with a highly captivating discovery of the complications of human relationships and personal growth (Brown and Levinson 105). By digging into the protagonist's experiences, Choi rods her readers to reflect their own psychosocial development and the complicated interaction of internal and external impacts.

Erik Erikson's psychosocial theory can provide a lens through which one can analyze the protagonist's development in Susan Choi's novel. Regina Gottlieb's journey perfectly aligns with Erikson's stages. That is by illustrating the interplay between social interactions and psychological growth (Stewart and Katz 139).

Regina's entrance to her graduate school represents Erikson's stage of identity versus role confusion. She deals with societal expectations and her desires, especially in her relationships with Martha and Nicholas. This conflict emphasizes the importance of establishing a coherent sense of self which in the Regina's situation is absent.

As Regina progresses, she moves into Erikson's phase of intimacy versus isolation. Her relationship with Martha is an example of the challenges and rewards of intimacy, which highlights the need to balance closeness with personal growth (Higgins-D'Alessandro and Fredrickson 35).

Regina's interactions with Professor Nicholas shows the stage of generativity versus stagnation. Through this relationship, she experiences power dynamics and ethical dilemma. This counts as underscoring the significance of contributing to society and forming meaningful connections (Woodward 25) .

*My Education* is a very good example of the application of Erikson's psychosocial theory to Regina's development. The novel focuses on the role of social interactions in shaping individual's identity. Also, the need for balancing intimacy and personal growth. As well as the challenges of generativity and ethical decision-making. This showcases the complexities of human development within the novel (Miller 35). Additionally, Regina's journey in the novel highlights the crucial stages of Erikson's psychosocial theory, illustrating how her interactions with various characters and her own internal conflicts contribute to her identity formation. Through Regina's experiences, readers witness the interplay between social influences and personal growth, emphasizing the importance of navigating relationships while striving for self-actualization. Furthermore, the novel delves into the challenges of generativity and ethical decision-making, mirroring real-life dilemmas that individuals face as they mature. Regina's choices and actions serve as a reflection of the complexities inherent in human development, providing readers with valuable insights into the intricacies of navigating adulthood and fulfilling societal expectations. By examining Regina's journey through the lens of Erikson's psychosocial theory, readers gain a deeper understanding of the nuanced dynamics at play in the novel and the broader implications for individual growth and development.

### **2.1 Queerism in *My Education***

Susan Choi's novel actively shows the theme of queerism and the difficulties that occur because of sexual identity within a university setting. Through the protagonist's experiences and relationships, Choi challenges the social norms and presents a nuanced picture of queer individuals (Halberstam 57). Susan Choi's novel shows a nuanced picture and explores queer characters and their experiences within a university setting. Through their diverse identities and personal journeys, Choi challenges stereotype and provides a multifaceted portrayal of queer individuals.

Diverse queer identities can be embodied as a range of queer characters, each with unique identities and perspectives (Sedgwick 32). The presence of characters identifying as bisexual, lesbian, and questioning showcases the diversity within the LGBTQ+ [lesbian, gay, bisexual, transgender, queer] community. This representation challenges the notion of a colossal queer experience and confirms the multiplicity of identities within queer communities. However, this does not support or defy them. In *My Education*, Choi defies stereotypes typically related with queer characters. She avoids reducing them to one-dimensional characters. Instead, she crafts complex and layered individuals. By doing so, Choi challenges defined ideas about queer identity and shows a more authentic and realistic representation of the LGBTQ+ community and how their queerness has affected their psychosocial statuses.

"Interior lives and personal journeys are also other dimensions which can be described as a social dimension that Choi delves into. This shows the inside lives of her queer characters. For instance, in a poignant scene from the novel, Alex grapples with their identity in a deeply introspective manner. Through Alex's inner monologue and emotional turmoil, Choi allows the readers to closely experience their psychosocial journey of self-discovery. Through thoughtful narratives and vivid descriptions, the characters' struggles, like Alex's confusion and eventual self-acceptance, Regina's self-discoveries, desires, and Martha's psychosocial struggles, the novelist shares a realistic picture of queer individuals. This approach brings to light the reality of queer characters, inviting readers to understand their experiences in a cause-effect picture. Also, it fosters a deeper understanding of their emotional settings as readers witness their psychological evolution in response to various challenges and revelations.

Choi's representations of queer relationships in *My Education* challenge societal expectations and show the cons of practicing it. In one chapter, Choi presents a variety of romantic and sexual relationships that queer characters like Regina and Martha and Brodeur engage in. For instance, she depicts the complex and intense connection between Regina and Martha, capturing the depth and richness of queer connections. The characters navigate not only their emotional bonds but also the

societal prejudices they face, shedding light on the hardships they endure due to societal norms. By depicting queer characters engaging in loving, passionate, and complex relationships, Choi challenges heteronormative narratives and contributes to the diversifying of the existence of love and desire in ways that confront conventional notions of relationships.

Choi skillfully explores the intersectionality of queer identity by considering the overlapping dimensions of race, class, and gender. In a pivotal scene, Alex's experience of being queer intersects with their racial identity, influencing their perception of self and the challenges they face. Similarly, Martha's class background and Brodeur's gender identity intersect with their queerness, shaping their individual experiences. By weaving these aspects together, Choi demonstrates the ways in which these intersecting identities shape the characters' experiences and challenges. Through Regina's introspection and interactions with others, the reader gains insight into the multi-layered nature of their identity. By acknowledging the complexity of queer individuals' lives and the intersections of their identities, Choi provides a more holistic representation of queer identity and underscores the importance of intersectional perspectives in LGBTQ+ literature.

The investigation of sexual identity and self-acceptance is a highly personal and transforming journey that individuals go on in order to understand and appreciate their real selves. This section investigates the issue of sexual identity and self-acceptance in a variety of contexts, including literature, personal experiences, and cultural influences. Individuals develop a better grasp of their goals, preferences, and the cultural frameworks that influence their path toward self-acceptance by engaging in this research (Berlant 29).

**The Personal Self-Discovery Journey** The investigation of one's sexual identity begins with a personal voyage of self-discovery (Berlant 29). This path entails challenging one's wants, inclinations, and knowledge of one's own sexuality. Individuals progressively discover their genuine sexual identities via introspection and self-reflection. This process frequently entails dealing with cultural expectations, internalized homophobia or transphobia, and fear of judgment or rejection.

Culture and society have a significant impact on an individual's sense of sexual identity. In *My Education*, Regina's impressions of her desires and attractions were heavily impacted by the strict cultural ideals she was raised with. Regina, raised in a conventional environment, struggled at first to reconcile her feelings for Martha, which violated the heteronormative standards put on her. The pressure to conform to these ideals, as well as the stigmatization of non-binary or non-heterosexual identities, exacerbated Regina's road to self-acceptance. This is consistent with Rich's claim that cultural conventions might be impediments to accepting one's genuine sexual identity (Rich 637).

Likewise, the interplay of culture, religion, and societal expectations shapes Alex's path throughout the story. Alex's religious upbringing established beliefs that ran counter to their developing emotions for Brodeur. The internal conflict between their religious beliefs and genuine wants became a recurring subject in Alex's journey of self-discovery. This emphasizes the need of comprehending how cultural and religious variables influence the intricacies of sexual identity discovery. Martha's experiences in the context of cultural expectations highlight this point even more. Martha had the issue of balancing her public image with her inner aspirations, despite her background of affluence and high cultural rank. The pressure from society to adhere to the image of a "respectable" person conflicted with her non-heterosexual desires. This mismatch between personal identity and public image emphasizes the complex interplay between cultural expectations and sexual identity creation.

Individuals that identify as non-binary, such as Brodeur, confront unique societal challenges. Brodeur's story exemplifies society's stigmatization of non-binary identities. Brodeur's fight for self-acceptance is complicated by a lack of representation and understanding in the larger culture. Rich 637 discusses the significance of overcoming these stereotypes and establishing a more inclusive culture that respects various sexual orientations.

Understanding these societal variables, as exemplified by the characters Regina, Alex, Martha, and Brodeur, is critical for navigating the complexities of sexual identity exploration. The travels of the characters in *My Education* represent the real-world

issues that people confront when wrestling with their sexual identities in the setting of cultural and societal pressures.

One's sexual orientation does not determine one's sexual identity. It is intricately connected with other parts of an individual's identity, such as race, ethnicity, gender, and socioeconomic origin. Intersectionality emphasizes that the experiences of people exploring their sexual identities are shaped by these intersecting elements (Feagin 43).

The exploration of sexual identity and self-acceptance often involves overcoming internal and external obstacles. Internalized homophobia, transphobia, or self-doubt can hinder individuals from fully embracing their authentic selves (Bonilla-Silva 72). External factors, such as discrimination, rejection, or lack of societal acceptance, can also pose challenges on the path towards self-acceptance (Jagose 74). Navigating these obstacles requires courage, resilience, and the support of communities that celebrate diversity. This is vividly reflected through the characters' experiences. Regina's journey to self-acceptance and acceptance of her non-heterosexual desire takes enormous bravery. Despite the restrictions of her conservative upbringing, she discovers the strength inside herself to question society standards and comprehend her genuine aspirations. Regina's path exemplifies the courage required to defy societal norms and follow one's heart. Regina finds a sense of belonging in a diverse community with the help of friends like Alex and Martha. This assistance enables her to break free from the confines of her upbringing and go on a voyage of self-discovery. Alex's tale exemplifies the fortitude needed to manage competing society and religious standards. Their religious views clash with their growing emotions for Brodeur, causing them to confront strongly held convictions. Alex's path is marked by the guts to challenge their upbringing and uncover their actual identity. Alex finds the fortitude to overcome these challenges and seek a feeling of belonging in a community that supports variety via self-reflection and the encouragement of supportive friends like Regina. Martha's story exemplifies the bravery required to reconcile personal wants with cultural norms. As a character from a wealthy upbringing, Martha must reconcile her non-heterosexual desires with the public image she is required to maintain. Her perseverance shines through as she strikes this

delicate balance, eventually finding the fortitude to prioritize her genuine self. In the novel, Martha's contacts with the novel's broad circle of friends, including Regina, Alex, and Brodeur, provide her with the support she needs to accept her identity and cultivate resilience in the face of societal pressures. Brodeur's experience as a non-binary person exemplifies the strength necessary to confront society's lack of recognition and understanding. Their resilience path include speaking for oneself and finding acceptance among groups that may not completely understand their identity. Brodeur's encounters with friends such as Alex and Regina highlight the necessity of finding allies who support and appreciate their differences. Their experience highlights the importance of communities that not only recognize but also celebrate varied sexual orientations. Ha's story exemplifies the guts required to succeed. *My Education* depicts the trials and achievements of negotiating societal hurdles and finding the confidence to embrace one's real self via the lives of these people. The encouragement of varied and tolerant societies is critical in enabling these personalities to overcome obstacles and appreciate their uniqueness.

The novel *My Education* by Susan Choi dives at the complex interaction between intersectionality and the gay experience. Choi puts attention on the damaging impact of intersectionality on the psyche by showing individuals with varied identities and addressing the intersections of race, gender, and sexuality. This section investigates how intersectionality, as described in *My Education*, adds to the psychological problems that LGBT people experience on their road to self-acceptance.

Susan Choi deftly investigates the intersectional queer experience, bringing light on the difficulties of identity creation in the contexts of race, gender, and sexuality (Jagose 74). Choi looks into the numerous ways in which these factors connect and impact individuals' lives via her characters' different identities and backgrounds.

The work explores the psychological challenges that result from internalizing oppressive cultural messages. Characters such as Alex struggle with unfavorable perceptions of their intersecting identities, which leads to fights with self-acceptance and self-identity (Berlant 29). Alex's internalized oppression, which is based on cultural standards, emerges as a poor self-image, low self-worth, and feelings of shame, affecting their overall psychological well-being.

Choi brilliantly depicts the alienation experienced by LGBT people with several stigmatized identities. Characters like Regina struggle to find acceptance and understanding in their societies (Berlant 29). Loneliness and a sense of not genuinely belonging are exacerbated by a lack of support, thus impacting their mental health. Regina's struggle to find her position illustrates the psychological consequences of a lack of community support.

The novel clearly focuses on the stigmatization and persecution faced by LGBTQ+ individuals with many identities. Characters such as Martha and Brodeur experience discrimination because of their sexual orientation, race, and gender (Sedgwick 32). This exacerbated marginalization adds to their psychological suffering, resulting in increased tension, fear, and feelings of inadequacy as they deal with the frequent antagonism they face.

Internal strife and self-doubt are prominent themes throughout the protagonists' travels. Characters like as Brodeur go through significant emotional anguish as they grapple with competing identities while negotiating societal standards (Sedgwick 32). Their attempts to reconcile these characteristics result in increased psychological weight, resulting in internal conflict that intensifies their self-doubt and concerns about their place in the world.

*My Education* by Susan Choi is a compelling discussion of how the intersectionality of the LGBT experience may have a tremendous influence on the psyche. The work depicts the complexities of internalized oppression, social isolation, discrimination, and psychological obstacles experienced by people juggling many identities. Throughout these obstacles, the story emphasizes the significance of empowerment and self-acceptance as methods for overcoming adversity.

Choi's work encourages readers to contemplate the interconnection of the LGBT experience and to strive toward the creation of welcoming and supportive settings. The work invites readers to acknowledge the relevance of intersectionality and its consequences on mental well-being by revealing these problems, eventually driving the quest of empathy, understanding, and positive change.

### **3. Queerness and Racism as Causes of Social Dysfunction Causes**

The novel digs into the complexity of racism and queerness as societal concerns and their influence on the lives of the protagonists. The novel addresses the convergence of race and sexuality via the experiences of the heroine, Regina, bringing attention on the ways in which these societal concerns lead to social dysfunction. The purpose of this study is to look at how racism and queerness are depicted as societal concerns, their repercussions on the characters, and the consequent social dysfunction in the story.

#### **3.1 Queerism in *My Education***

Through numerous incidents, the tremendous impact of racism on the lives of the protagonists is powerfully shown. Racism's systematic framework, which includes overt discrimination as well as subtler types of intolerance, influences the individuals' paths and ultimately to social breakdown.

Regina's story demonstrates the pervasiveness of racial microaggressions. Through her meetings, the novel emphasizes the impact of preconceptions and prejudiced judgments. These microaggressions contribute to a hostile social environment, creating psychological anguish and a sense of isolation. Regina's story exemplifies how even subtle kinds of racism may have a profound impact on an individual's psychological well-being.

Regina's character eloquently explores the consequences of racism on self-perception and relationships. Constant criticism and prejudice erode her self-image, leading to feelings of inadequacy and low self-esteem (Halberstam 57). Racist beliefs also strain her interpersonal connections, weakening trust and exacerbating societal instability. This portrayal emphasizes how racism may undermine not just an individual's self-worth but also their relationships with others.

The ramifications of systemic racism are also vividly depicted. The story digs into how entrenched inequality limits chances, ultimately leading to social disintegration. Because of institutional restrictions, marginalized persons, such as Regina, have restricted access to key resources like as education and work. These constraints create an unequal environment, promoting societal dysfunction by denying

individuals the opportunity to develop. The novel also explores queerness as a societal problem, diving into the difficulties that LGBTQ+ people confront in a heteronormative culture. The narrative's investigation of social dysfunction is enriched by the discussion of society standards, prejudice, and the yearning for acceptance (Alexander 73).

The psychological agony caused by society conventions is revealed via the personal difficulties of LGBTQ+ characters, particularly internalized homophobia. Regina's rejection anxiety and self-doubt mirror the pernicious consequences of society expectations on LGBT people. Internalized homophobia erects hurdles to healthy relationship development and contributes to social dysfunction.

The difficulties of coming out and finding acceptance in a culture that stigmatizes homosexuality are graphically shown. The story explores LGBTQ+ people's dread of solitude, prejudice, and social ostracism. These cultural obstacles operate as limitations, preventing individuals from expressing their true selves, hence exacerbating social dysfunction.

A key subject is the intertwining of queerness and racial identity. The novel emphasizes the specific issues that people who are both LGBT and racial marginalized encounter. This intersectionality amplifies the prejudice and social dysfunction they face, adding layers of complication to their lives.

Racism and queerness are beautifully intertwined throughout the story of *My Education*, focusing attention on the subtle ways in which cultural norms, prejudice, and structural disparities lead to social breakdown. The story draws attention to these concerns via character experiences and asks readers to consider the enormous impact they have on individuals and communities. As a result, there is social dysfunction.

#### **4. Social Dysfunction**

Within *My Education*, the interweaving strands of racism and queerness as societal problems construct a complicated narrative that accentuates the repercussions of social failure. This complicated web of discrimination causes mental pain, strained relationships, limited possibilities, and a deep loss of real self-expression, all of which contribute to a worn social layer.

One of the most outstanding examples of social dysfunction in the novel can be emotional anguish and unfulfilled relationships. In *My Education*, the intricate weaving of societal constraints and discrimination inflicts a severe emotional toll on its protagonists (Feagin 48). The intersection between racism and the psychological challenges connected with queerness creates a furnace of emotional misery, creating a devastating image of the resulting pervasive sense of loneliness. Regina's journey, which was hampered by the constant sting of racial microaggressions, demonstrates the heartbreaking consequence of these cultural influences. Her experiences, ranging from disparaging remarks to subtle dismissals, chip away at her self-worth, leaving emotional scars behind. Regina's emotional suffering is exacerbated by her inner turmoil as she struggles with her queerness. The ongoing struggle she has with balancing society standards with her own personality causes a whirlwind of unrest and widens the emotional gap she already has. Regina's experience exemplifies how these challenges can profoundly impair her capacity to create meaningful connections. The connections she forms are marred by her mental turmoil. Her interactions with others are hampered by emotional walls she has created as a result of cultural expectations. Similarly, Alex, who suffers from internalized homophobia, navigates the emotional minefield that is their self-identity. Internal distress causes strained relationships, prohibiting them from completely participating in true interactions. Both Regina and Alex's emotional distress resonates profoundly, creating a destabilizing factor that hinders the establishment of the deep ties that are the foundation of a flourishing community. The impact of this emotional anguish permeates every aspect of the interactions in the book, not just those between particular people. Character relationships suffer from the emotional distance created by society norms and discrimination, which erodes trust and understanding. The conflicts that develop between people are a moving illustration of how social failure appears on a local level. Further highlighting the ripple impact of emotional discomfort on the ties that bind people together, when these connections break down, the larger community fragments into a tapestry of isolation and misunderstanding (Bonilla-Silva 72). In the novel, the examination of emotional suffering and unfulfilled relationships powerfully captures the destructive impact of

societal pressures and discrimination. The book explores the emotional toll queerness and racism exact, showing the consequent isolation and strained relationships via characters like Regina and Alex. These intensely felt emotional hardships reflect the community's subtle divisions as it struggles under the burden of societal dysfunction. There is also marginalization and lack of opportunities as examples of social dysfunction. Regina's story best exemplifies the barriers that systematic racism throws in the way of one's ability to progress personally and professionally. Her experiences, which were tainted by racial bigotry and microaggressions, depict a world in which opportunities are constrained by structural inequities woven into society. The structural hurdles put in place as a result of her race limit her access to a high-quality education and her possibilities for the future as she pursues her academic goals. This exclusion keeps her in a cycle of hardship, deepening inequity and limiting her possibilities for advancement. The narrative of Brodeur is used in the book to demonstrate the cumulative impacts of marginalization. Brodeur struggles with a twin obstacle that limits their chances as a non-binary person experiencing racial discrimination. These identities' intersectionality intensifies the challenges they face and widens the inequality gap. Their limited access to resources, education, and career development due to social restrictions associated with their ethnicity and queerness paints a clear picture of the cycle of marginalization that is sustained by societal dysfunction. The interconnectedness of societal issues is, however, particularly highlighted in Martha's story. Martha is an example of how social dysfunction may appear at different degrees of privilege because she is a privileged character who also experiences prejudice because of her non-heterosexual desires. Despite her advantages, her options are limited and her prospects are dimmed by the effect queerness as a cultural issue has. The restrictions that society and prejudice have set on her turn into roadblocks that prevent her from reaching her potential and perpetuate the cycle of marginalization. The book illustrates via these people how the intersection of racism and queerness may exacerbate the barriers to one's personal and professional development. Systemic barriers that result from social dysfunction make it possible for disadvantaged people to live in an environment where they are unable to thrive. The book serves as a sobering reminder that the cycle of

marginalization that is fueled by these societal issues is not simply an issue that affects one person; it is a problem that affects everyone, weakening the social fabric and hampering development in the community (Bonilla-Silva 72). In addition, there is loss of authentic self-expression which is another example of social dysfunction. Regina's path serves as a powerful illustration of the inner turmoil that develops when social expectations collide with individual sincerity. It is clear that Regina is afraid of realizing her actual self since she is a woman of color struggling with her gay identity. She struggles under the pressure of societal expectations and racial prejudice, which forces her to hide her homosexual identity. Her inability to express her true self is hampered by the clash of these cultural issues. Certainly! Here's a context in which the speaker expresses the sentiment:

During a panel discussion on identity and social justice, the keynote speaker, a renowned activist and author, passionately addresses the audience:

"In a world rife with racial prejudice, people of color often find themselves navigating a complex web of stereotypes and discrimination, which can profoundly affect their sense of self. From the moment we are born, society bombards us with images and narratives that dictate who we should be based on the color of our skin." (Choi 75)

Regina's mental struggle is a stark illustration of the cost people incur when their true selves are suppressed by social dysfunction. The damaging effects of adhering to social norms are further shown by Martha's narrative. As a privileged person who also encounters prejudice because of her non-heterosexual orientation, Martha's attempts to conform to society's expectations lead to internal conflict. She develops a chasm inside herself as a result of suppressing her inner self in order to fit in with cultural conventions, which damages her emotional health. This internal conflict exemplifies how the repression of real self-expression has a domino effect that reverberates across the social and personal interactions, leading to strained relationships and emotional distance. Alex's struggle with internalized homophobia is another chilling example of how self-expression is eroding. Because of internal conflicts brought on by society conventions, Alex hides their genuine identity and sentiments, which contributes to a shattered sense of self. They are unable to connect authentically when their true selves are suppressed, which results in an emotional

loneliness that permeates all of their encounters (DiAngelo 128). Alex's story exemplifies the wide-ranging effects of social dysfunction on both the psychology of the individual and the larger community. The characters' collaborative efforts to fit in with society's expectations result in a splintering of their true identities. By inhibiting true connections and personal development, this repression fosters internal turmoil. Beyond the person, the effects exacerbate divides and amplify the feeling of general social breakdown. Genuine connections are hindered in a setting where people are pressured to disguise their actual selves, thus entrenching the social dysfunction that is fueled by the deterioration of individual authenticity (Bonilla-Silva 72). The novel's story expertly illustrates the complex relationships between societal issues and how they contribute to social breakdown. A fabric of emotional suffering, constrained opportunities, and repressed authenticity is created by the characters' experiences with racism and queerness as they intimately connect. The novel provides a vivid representation of the detrimental effects of society norms, prejudice, and structural disparities on both individual well-being and the welfare of the larger community through various storylines. The piece is a powerful appeal to acknowledge the wide-ranging effects of these worries and work toward a society that is more inclusive, sympathetic, and peaceful.

## **5. Conclusion**

Susan Choi's *My Education* portrays racism and queerness as societal concerns that lead to social breakdown in the tale. The novel draws attention on the emotional toll, limited options, and loss of real self-expression suffered by marginalized persons through its investigation of racial microaggressions, internalized homophobia, and the interconnectedness of these identities. Choi challenges readers to consider the repercussions of societal dysfunction created by racism and queerness by diving into these topics, pushing society to strive for tolerance, acceptance, and social justice. The story serves as a reminder of how critical it is to solve these societal concerns in order to create a more equal and empathic environment for everybody.

In general, Racism, queerness, and social dysfunction are interconnected themes in Susan Choi's novel *My Education*, shaping the characters' lives and providing a deep

analysis of society dynamics. The work digs into the difficulties of identity creation, the quest for acceptance, and the repercussions of societal dysfunction via the interaction of these factors. This expanded synopsis delves deeper on these ideas and their implications.

Racism is important in *My Education* because it serves as a catalyst for identity construction. The protagonists must deal with the consequences of racial microaggressions such as stereotyping, marginalization, and prejudice. These subtle types of racism foster a hostile social environment, resulting in mental discomfort and a sense of alienation. The narrative focuses on how these microaggressions influence the protagonists' self-perception and interactions with others. Regina, as a biracial woman, must navigate racial identities while harmonizing her sense of self in the face of cultural prejudices.

Another important theme tackled in the story is the internalization of racism. Individuals from marginalized ethnic groups who accept and embrace racial stereotypes and prejudices are said to have internalized racism. In *My Education*, internalized racism reveals itself as a struggle with self-esteem and self-worth. Internalized signals of inadequacy, reinforced by society conventions, weaken the characters' confidence and contribute to social dysfunction. As a result of internalized racism, Regina, for example, struggles with feelings of inadequacy and self-doubt. This internal conflict affects her capacity to create healthy connections and her own progress.

Queerness is another societal problem that is deeply weaved into the story of *My Education*. The story delves at the difficulties that LGBTQ+ people encounter in a heteronormative culture. It goes into LGBT characters' internalized homophobia, which is the absorption of cultural prejudices and negative messages about homosexuality. Internalized homophobia leads to rejection anxiety and self-doubt, which has a substantial influence on the characters' sense of self and capacity to create meaningful connections. Regina's path of coming to terms with her queerness and negotiating social expectations exemplifies the challenges of queer identity construction in a heteronormative setting.

The societal shame associated with queerness exacerbates the protagonists' hardships. In *My Education*, the protagonists' capacity to express their genuine selves is hampered by their fear of society judgment, rejection, and solitude. This dread limits their ability to connect emotionally authentically and leads to strained interpersonal connections. Characters are frequently conflicted between complying to cultural norms and expressing their actual aspirations and identities. As the characters try to manage their relationships and achieve fulfillment, these difficulties contribute to social disintegration.

The complicated interaction of racism, queerness, and the individuals' psychological problems results in social breakdown. This dysfunction manifests as emotional upheaval, strained relationships, and a loss of real self-expression. To handle these hurdles, the individuals in *My Education* use a variety of coping techniques, such as avoidance, suppression, or participating in destructive relationships. While these coping mechanisms may provide momentary relief, they might worsen social dysfunction and impede personal growth and fulfillment (Pager 56).

The narrative also highlights the larger societal environment in which these challenges arise. It emphasizes the structural element of racism, highlighting that social dysfunction is caused by institutional barriers that perpetuate inequality as well as individual biases (Pager 55). The difficulties of the protagonists in a society defined by structural racism and heteronormativity shed light on the necessity for social change and the deconstruction of repressive institutions. The novel emphasizes the significance of LGBT activism and resistance in promoting inclusion, acceptance, and equal rights.

Finally, Susan Choi's *My Education* dives into the complex relationships of racism, queerness, and societal breakdown. The novel delivers a thorough investigation of social dysfunction through its exploration of identity creation, the quest for acceptance, and the repercussions of social dysfunction.

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## رېجينا له نيوان نه فرهت و خوښي خوښنده كيدا: توږينه وهيه كي دهر ووني كومه لايه تي بو كويريزم په گه زيه رستي له روماني خوښنده كي من ي چوي دا

پوخته:

رېجينا خوښنده كي من ي چوي داينه ميكيه ټيكل و ئالوزه كاني پيناسي خود و په گه ز و ده سلا ت ه لده س نځينيت له هه گهي سالاني ١٩٩٠ ي به سيكسكراو. ئه م توږينه وهيه له رېجينا و په يوه نديه كاني به ماموستا برودور و خيزانه كي ده كولايت ه وه. گيړانه وهه كي چوي كار ه كت ه ر ه كان له په هه نده دهر ووني و كومه لايه تيه كان ده خاته روو له ريگي چيروكي رېجينا وه. رېجينا دهر ووني مروڤ و كيشه كاني به رجه سته ده كات. رېجينا ململاني ئاره زوو و خود ټيكلشان ده خاته روو. راكيشان و چه واشه كاريه كاني برودوريش ټيشك ده خاته سهر په يوه نديه ئالوزه كاني ده سلا ت. شيكر د نه وهه كي پيشيني ئه وه ده كات كه "په روه رده ي من" له چوارچيوه ي خويدا تيده په ريت بو ليكولينه وه له بابته جيهانيه كاني رهوشتي خو شه ويستي و كاريگري ئاره زوو ه شار او ه كان له سهر برپاره عه قليب ه كان. چوي په ره سندندي تايبه تي رېجينا و په يوه نديه كاني له گه ل كه ساني ديكه به دوكيومينت ده كات به ليكولينه وه له كاريگه ريبه قووله كاني روو به روو بوونه وه ي په روه رده ي و په يوه نديه كاني له سهر گه شه ي كه سي. ئه م ليكولينه وه تيشك ده خاته سهر ئه وه ي كه رومان ه كه چون ټيكل ده بيت له گه ل بنياتاني ناسنامه له دزي بنياتنه راني كومه لايه تي ده سلا ت و سيكسي، كه ليدوانيكي توند له سهر بارودوخي مروڤ پيشكهش ده كات. له رپي ليكولينه وه له ناكوكيه ناوخوييه كان و كارليكه دهره كييه كانه وه "په روه رده ي من" وهك كاريكي په نځانده وه له سهر مروڤايه تي ئاشكرا ده بيت و جهخت ده كاته وه له سهر كاريگري به رده وامي ئه كاديميا و په يوه نديه كاني له سهر گه شه ي تاكه كه س و خو ټيگه يشتن.

## **ريجينا بين لعنة ونعمة تعليمها: دراسة نفسية اجتماعية حول المثلية والعنصرية**

### **الملخص:**

تقدم رواية "تعليمي" لسوزان تشوي نسيجاً غنياً للتحليل النفسي الاجتماعي من خلال استكشافها للهوية، والجنسانية، وديناميكيات القوة داخل الأجواء الأكاديمية المشحونة في تسعينيات القرن الماضي. يخصص هذا البحث في العلاقة المعقدة بين ريجينا، طالبة الدراسات العليا، ونيكولاس برودور، أستاذ ذو سمعة مثيرة للجدل، في خلفية بيئة أكاديمية شديدة الجنسية. من خلال فحص تنقل البطلة ريجينا عبر علاقات شخصية ومهنية مكثفة، بما في ذلك تلك مع برودور، وعائلته، وشريكها كولين، يسلط هذا الدراسة الضوء على الصورة المعقدة التي تقدمها الرواية لرغبات الإنسان، وعبوبه، وسعيه لتعريف الذات.

تتميز تقنية السرد لدى تشوي بدقتها الشعرية، وتصوغ شخصيات متعددة الأوجه تعمل كقنوات لفهم أعمق للموضوعات النفسية الاجتماعية. تجسد ريجينا، التي تُصوّر على أنها متعاطفة وعميقة العيوب، التناقضات الكامنة في النفس البشرية، متأرجحة بين الطموح والتدمير الذاتي. بالمثل، يُبرز تصوير برودور كشخصية جذابة ولكن متلاعبة الديناميكيات القوية المعقدة القائمة. يجادل البحث بأن "تعليمي" يتجاوز إعداده لاستجواب التعقيدات العالمية للحب، والأخلاق، وتأثير الرغبات اللاواعية على القرارات الواعية. من خلال منظور نفسي اجتماعي، يكشف هذا التحليل كيف تنقل تشوي بمهارة التفاعل بين تكوين الهوية الفردية والهياكل الاجتماعية الأوسع للقوة والجنسانية. من خلال إبراز الصراعات الداخلية للأبطال وتفاعلاتهم الخارجية، يقترح البحث أن "تعليمي" يقدم تعليقاً مؤثراً على الحالة الإنسانية، مؤكداً على التأثير الدائم لتجارب التعليم والعلاقات على النمو والفهم الشخصي.