



## **HONORS 20503: Exploring Cultural Contact Zones:**

### **Analyzing Cross-Cultural Conflict, Dialogue and Exchange**

**Meeting Times and Classroom:** Reed 331; 3:30 p.m.-4:50 p.m.

#### **Instructors:**

Dr. Sarah Ruffing Robbins, Lorraine Sherley Professor of Literature

**Office:** Reed 317E      **Phone:** (817) 257-5146

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**Office:** Reed 402      **Office hours:** Tues/TH 11:00-12:00; M 2:00-3:00

**TA Email:** [sarah.zoe.pike@tcu.edu](mailto:sarah.zoe.pike@tcu.edu) (online daily, M-F and on weekends)

#### **Course description as in TCU catalog:**

An interdisciplinary seminar examining sites, social practices, and cross-cultural exchange as experienced and depicted in “contact zones” where individuals and communities from different backgrounds interact. Student projects will demonstrate awareness of how global issues of diversity and inclusiveness are engaged and expressed in a range of localized cross-cultural contexts.

**Purposes:** Address cultural visions goals of Honors Program; advance interdisciplinary learning; address university-wide mission as highlighted: To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

#### **Goals and Related Learning Outcomes:**

**HUM:** Students will be able to analyze representative texts of significance and to practice critical analysis of work at the center of the humanities.

**CV/Honors:** Address aspects of Honors mission statement as indicated with highlights:

The College promotes critical thinking and creative inquiry, an understanding of world cultures, and an appreciation of ideas across disciplines. The College fosters student collaboration and strives to ingrain inquiry as an authentic, integral, and enduring aspect of students’ identities.

#### **Student action steps:**

**HUM:** critically examine and appraise diverse ideas AND explore texts in terms of multiple cultural heritages

**CV/Honors:** demonstrate an understanding of world cultures and a cross-cultural perspective

#### **Grading Scale:**

A+ = 98-100; A = 94-97; A- = 90-93; B+ = 88-89; B = 84-87; B- = 80-83;

C+ = 78-79; C = 74-77; C- = 70-73; D+ = 68-69; D = 64-67;

D- = 60-63; below 60 = failing grade

**Penalty for late work on major assignments: 5 points per class period late**

## Student Projects and Percentage of Each in Final Grade:

Project	Percent
1) 5 online postings on eCollege (with at least two framed as responses to other students)--by <b>February 21</b> ; you may contribute a 6 <sup>th</sup> posting for extra credit, also by Feb 21	20
2) One two-person-prepared mini-report on scholarship related to course themes (from options available across the semester--see green highlights; due by <b>February 12</b> ) 10% oral presentation; 10% your own individual write-up in response to the reading <b>Note: All individual write-ups are due no later than February 19</b> Two “fail-safe” dates (February 17 and 19) provide alternative oral reporting options for students to use only in case of illness on a day they are originally scheduled to present OR by special request.	20
3) Small-group presentation on an immigration narrative: <b>due week 7 (February 24)</b>	20
4) Small-group presentation on a graphic narrative representing cultural differences and efforts to navigate cultural differences within a specific contact zone: <b>due week 14 (April 21)</b>	20
5) Final project in lieu of exam—End-of-Course Portfolio, due <b>May 5</b> : a) Social media analysis project b) Personal reflection-plus-analysis essay responding to multiple course readings and activities [Note: starter draft of item b <b>due April 16</b> for in-class peer response exercise]	20
<b>TOTAL</b>	<b>100</b>

## Books for all to purchase:

**Milton Murayama, *All I Asking For Is My Body***

[http://www.amazon.com/Asking-Body-Kolowalu-Book-Books/dp/0824811720/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1368892598&sr=1-1&keywords=all+i+asking+for+is+my+body](http://www.amazon.com/Asking-Body-Kolowalu-Book-Books/dp/0824811720/ref=sr_1_1?s=books&ie=UTF8&qid=1368892598&sr=1-1&keywords=all+i+asking+for+is+my+body)

**Jennifer Cannino and Ronald Cotton, *Picking Cotton: Our Memoir of Injustice and Redemption***

[http://www.amazon.com/Picking-Cotton-Memoir-Injustice-Redemption/dp/0312599536/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1368895981&sr=1-1&keywords=picking+cotton](http://www.amazon.com/Picking-Cotton-Memoir-Injustice-Redemption/dp/0312599536/ref=sr_1_1?s=books&ie=UTF8&qid=1368895981&sr=1-1&keywords=picking+cotton)

**N. Scott Momaday, *Three Plays* (for reading *Indolent Boys* only)**

<http://www.amazon.com/Three-Plays-Indolent-Children-Storytellers/dp/0806138289>

**Ngugi wa'Thiong'o, *In the House of the Interpreter***

<http://www.amazon.com/In-House-Interpreter-Memoir-ebook/dp/B0082XLQW8>

**Jeanne Houston, *Farewell to Manzanar***

<http://www.amazon.com/Farewell-Manzanar-Jeanne-Houston/dp/0307976076>

**Eric Greitens, *The Heart and the Fist***

[http://www.amazon.com/Heart-Fist-education-humanitarian-making/dp/B008SLWOSY/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1384352831&sr=1-1&keywords=heart+and+fist](http://www.amazon.com/Heart-Fist-education-humanitarian-making/dp/B008SLWOSY/ref=sr_1_1?s=books&ie=UTF8&qid=1384352831&sr=1-1&keywords=heart+and+fist)

**Book choices for two group presentations: Note: WAIT to purchase these after class meets.]**

**One from this list for small-group presentation #1, immigration narratives:**

**Student presentations prepared in small groups, based on each group's choosing a different option from the recommended texts below:**

Anzia Yezierska, *Breadgivers*

Francisco Jimenez, *The Circuit*

Moshin Hamid, *The Reluctant Fundamentalist*

Warren St. John, *Outcasts United: An American Town, a Refugee Team, and One Woman's Quest to Make a Difference*

Ann Fadiman, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*

Lan Cao, *Monkey Bridge*

Junot Díaz, *The Brief, Wondrous Life of Oscar Rao*

Jhumpa Lahiri, *The Namesake*

**One from this list for small-group presentation #2, graphic novels and contact zones:**

**Student presentations prepared in small groups, based on each group's choosing a different option from the recommended texts below:**

MK Reed, *Americus*

Gene Yang, *American Born Chinese*

Derf Beckderf, *My Friend Dahmer*

Lila Quintero Weaver, *Darkroom: A Memoir in Black and White*

Toufic El Rassi, *Arab in America*

Alison Bechdel, *Fun Home: A Family Tragicomic*

Marjane Satrapi, *Persepolis*

## **Tentative Schedule for Course Sessions:**

Key for highlights below: **Yellow = date alert; green = date when a major project/assignment is due for all students; blue = due date for some** students doing work on sign-up basis

### **I. Contact Zones—What are they? Challenge and Possibility—Week 1**

#### **Session One: January 13**



**BEFORE CLASS, please read two short essays on Doctors without Borders (two personal accounts)—available on e-College and also via email from Dr. Robbins as PDFs.**

Thiedke, C. Carolyn. "Volunteering with Doctors Without Borders/Medecin Sans Frontieres." *Family Medicine* 41.5 (May 2009): 364-65.

Spieker, John. "An Anesthesiologist in Liberia: My Experience with Doctors Without Borders." *Proceedings of Baylor University Medical Center* 20.1 (January 2007): 41-48.

Also before our first meeting, you should **download and bring to class a paper or digital copy of Mary Louise Pratt's seminal article** on the concept she coined—the "**contact zone**"—which will be one of the core topics for our course. Reading the essay before class is not necessary.

Mary Louise Pratt, "Arts of the Contact Zone." *Profession*, (1991), pp. 33-40 [Available through "Frog Scholar" or via the link below. Download the essay and bring a digital or paper copy to class.]

[http://writing.colostate.edu/files/classes/6500/File\\_EC147617-ADE5-3D9C-C89FF0384AECA15B.pdf](http://writing.colostate.edu/files/classes/6500/File_EC147617-ADE5-3D9C-C89FF0384AECA15B.pdf)

**During class:** We will view portions of *Triage*, an award-winning documentary focused on James Orbinski's experiences as a leader of Doctors Without Borders/Medecins Sans Frontieres. You may want to preview a trailer on the film here: <http://www.doctorswithoutborders.org/aboutus/page.cfm?id=6002>

## Session Two: January 15

Guest speaker: Dr. Mona Narain, who will describe her book project, *Dialogues of the East and the West: Cross-Cultural Encounters in Indian Narratives and British Fiction 1750-1840*

Whole-class texts to be discussed: critiques of past colonialism and/vs. positive opportunities for cross-cultural collaboration today

Colonialism and anti-colonialism at the turn into the 20<sup>th</sup> century

- a) Rudyard Kipling, "The White Man's Burden" popular poem published in *McClure's Magazine*, Feb. 1899--PDF file on e-college in readings folder—OR go here to read with helpful introductory context: <http://www1.assumption.edu/users/mcclymer/His130/P-H/burden/default.html>
- b) Images from Mark Twain's *King Leopold's Soliloquy* and excerpts from Twain's "To a Person Sitting in Darkness" [PDF on e-College in readings folder; to be viewed in class—no need to preview before class]

## Scholarship available for student reports:

Brantlinger, Patrick. "Kipling's 'The White Man's Burden' and Its Afterlives. *English Literature in Translation*. 50.2 (January 2007): 172-191. [On Frog Scholar]

Hochschild, Adam. "The Great Forgetting" and "Looking Back: A Personal Afterword." *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton Mifflin, 1998. 292-310. [PDF on e-College]

Steger, Manfred. *Globalization: A Very Short Introduction*, these pages: 8-13, 71-83, 98-100, 129-135 [PDF on e-College in secondary readings folder]

## II. Location, Point of View, and Social Power

### A) Travel and Exploration--Week 2

## Session One: January 20—MLK Holiday—no class meeting

**Assignment:** Prepare and post at least one of your contributions to the online discussion board on our e-College website. [See below various readings linked to diverse discussion topics.]

### OPTIONAL reading linked to online prompts you *could* choose:

Gelman, Rita Golden, "The Forests of Borneo" and "The Orangutan Camp" (Chapters 8 and 9). *Tales of a Female Nomad: Living at Large in the World* 111-135. [PDF on e-college]

OR

Excerpt from a senior honors thesis on Starbucks:

<http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1237&context=honors>


(Read pages 1-20 only).

OR

Redfield, Peter. "Doctors, Borders, and Life in Crisis." *Cultural Anthropology* 20.3 (2005): 328-361.

[On Frog Scholar—This is a follow-up reading on Doctors without Borders.]

## Session Two: January 22

	<p>Henry Morton Stanley, <i>How I Found Livingstone: Travels, Adventures, and Discoveries in Central Africa</i> [excerpts to highlight visual rhetoric's role in establishing Stanley's persona] <a href="http://books.google.com/books?id=KWw4AAAAAMAAJ&amp;dq=Henry+Morton+Stanley&amp;printsec=frontcover&amp;source=an&amp;hl=en&amp;ei=l6iGS6SJ5TSM9POlckM&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=12&amp;ved=0CC4Q6AEwCw#v=onepage&amp;q=&amp;f=false">http://books.google.com/books?id=KWw4AAAAAMAAJ&amp;dq=Henry+Morton+Stanley&amp;printsec=frontcover&amp;source=an&amp;hl=en&amp;ei=l6iGS6SJ5TSM9POlckM&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=12&amp;ved=0CC4Q6AEwCw#v=onepage&amp;q=&amp;f=false</a></p> <p><b>Directions:</b> Download the file of Stanley's memoir and save as a PDF. Select two illustrations (other than the cover) depicting cross-cultural contact. Print them out. Prepare brief comments about what is striking to you in the image and why, in terms of our course topics.</p>
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### Take some time to explore the website and blog associated with this book:

Gelman, Rita Golden. *Tales of a Female Nomad: Living at Large in the World*.

Website and blog: <http://www.ritagoldengelman.com/>

**Topics to consider:** Gelman's self-depictions; her promotion of a "gap" year; her strategies for supporting herself; how she portrays her travels

### Each class member, in addition, will read ONE of these two selections:

Jason Gray, *Glimpses through the Forest: Memories of Gabon* [excerpt; on e-College]

Pages 1-8, 46-51, 72-78, 221-234

Leita Kaldi, *In the Valley of Atibon* [excerpt; on e-College]

Pages 1-5, 8-13, 25-27, 33-35, 76-77, 83-84, 101-103, 210-217, 252-255

### Scholarship available for student reports:

Pratt, Mary Louise. "From the Victoria N'yanza to the Sheraton San Salvador." *Imperial Eyes: Travel Writing and Transculturation*. New York: Routledge, 1992. 201-227. [PDF on e-college]

Susan L. Roberson, "American Women and Travel Writing," in *The Cambridge Companion to American Travel Writing*, eds. Alfred Bendixen and Judith Hamera (Cambridge: Cambridge University Press, 2009), 214-27. [PDF on e-College]

Diamond, Jared. *The World Until Yesterday: What Can We Learn from Traditional Societies?*

Pages 1-9, 49-54, 246-250, 344-351, 369-371, 457-466 [PDF on e-College]

### Guest speaker during class:

Ammie Harrison, TCU Humanities and Theatre Librarian, who will share her research on the travels, career, and celebrity of Dr. David Livingstone

## B) Missionary Impulses and "Native" Responses—Week 3

### Session One: January 27

Eric Greitens, *The Heart and the Fist*

Session One topics and pages--Blending Education and Action:

- 1) Read these pages/sections: 3-26 (Iraq and China); 47-64 (Bosnia); 65-86 (Rwanda)
- 2) Choose ONE of these sections; skim and find a passage of interest to share: 27-44 (Boxing); 87-106 (Bolivia); 107-127 (Oxford)

Guest speaker via SKYPE from Atlanta: Dr. Dan Paraka, former Peace Corps volunteer

### **In-class visual culture analysis:**

“Photo Essay: Militarism and Humanitarianism” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 3.2 (Summer 2012): 217-224. [Text provided in class, but you may preview the images by going to the TCU library page for this issue of the journal and the photo essay: <http://muse.jhu.edu.ezproxy.tcu.edu/journals/humanity/v003/3.2.article.html>.]

### **Scholarship available for student reports:**

Plemmons, Dena and Robert Albro. “Practicing Ethics and Ethical Practice: The Case of Anthropologists and Military Humanitarians.” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 3.2 (Summer 2012): 179-97. [available as PDF on course website or Frog Scholar]

McBride, Keally, and Annick T. R. Wibben. “The Gendering of Counterinsurgency in Afghanistan.” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 3.2 (Summer 2012): 199-215. [available as PDF on course website or Frog Scholar]

Oppenheim, Ben. “Community and Counterinsurgency.” *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 3.2 (Summer 2012): 249-265. [PDF/website or Frog Scholar]

### **Session Two: January 29**

Eric Greitens, *The Heart and the Fist*



Session Two Topics and Pages--From Heart to Heart and Fist

- 1) Read these pages/sections: 144-163 (Seal Training); 213-233 (Afghanistan); 284-297 (Epilogue)
- 2) Choose ONE of these sections to skim; select a passage of interest or a theme or argument from that segment to share: 163-203 (Hell Week); 233-254 (Southeast Asia); 255-284 (Kenya and Iraq)

### **Scholarship available for student reports:**

Chouliaraki, Lilie. “Celebrity.” *The Ironic Spectator: Solidarity in the Age of Post-Humanitarianism*. Cambridge: Polity Press, 2013. 78-105. [on celebrity humanitarians, such as Angelina Jolie—with implications for our study of Greitens—On Frog Scholar]

Barnett, Michael. “Humanitarianism Transformed.” *Perspectives on Politics* 3.4 (December 2005): 723-40. [On Frog Scholar]

Greitens, Eric. “The Treatment of Children during Conflict,” *War and Underdevelopment* 6 Special issue edited by Frances Stewart et. al. (2001): 149-67. [Note: This is a piece of academic writing by Greitens. This material is available as a PDF on e-College in doc sharing.]

### III. (Im)Migration and Diaspora



#### A) Coming to America as Myth and Lived Challenge

##### 1) Finding Language to Represent Immigrants' Passage--Week 4

##### Session One: February 3

Milton Murayama, *All I Asking For Is My Body* (on immigrants working on Hawaii plantations)  
Read at least through chapter 11, page 61 in the paperback print edition.

##### Scholarship available for student reports:

Morris Young, "Native Claims: Cultural Citizenship, Ethnic Expressions, and the Rhetorics of 'Hawaiianess.'" *College English* 67.1 (September 2004): 83-101. [On Frog Scholar]  
{Considering law school? This is a good option for reading, as it examines a Supreme Court case related to Hawaiian sovereignty.}

Clifford, James. "Diasporas." *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard U Press, 1997. 244-78. [PDF on e-College]

##### Session Two: February 5

Complete your reading of *All I Asking For is My Body*, by Murayama

Sarah Pike will report on one or two stories from Anzia Yezierska's *Hungry Hearts* book on early 20<sup>th</sup>-century immigrants—"The Free Vacation House" and "Soap and Water"

<http://digital.library.upenn.edu/women/yezierska/hearts/hearts.html>

**In-class:** We will view and discuss film clip from *Harvest of Loneliness: The Braceros Program*  
<http://films.com/id/19371/FFHCollections.aspx>

##### Scholarship available for student reports:

Martínez, Rubén. "Prologue." *The New Americans*. New York: The New Press, 2004. 1-24. Note: This book was prepared as a companion piece to a PBS documentary that followed the experiences of a diverse group of immigrant families. For information on the documentary itself, go to this URL:  
<http://www.pbs.org/independentlens/newamericans/newamericans.html> [PDF on e-College]

Mazzolari, Francesca and Neumark. "Immigration and Product Diversity." *Journal of Popular Economics* 25.3 (July 2012):1107–1137. [a business-based analysis—PDF on e-College]

##### 2) Documenting Immigrant Experiences– Week 5

##### Session One: February 10

- 1) In-class work: VIEW film clips from *Harvest of Loneliness*, a documentary on migrant workers involved in the "Braceros" program, and publicity materials for the project

<http://films.com/PreviewClip.aspx?id=19371>

<http://harvestofloneliness.com/englishversion/english.html>

You tube posting (easier to see full-screen):

<http://www.youtube.com/watch?v=hSEjTOopNuQ>

<http://www.neontommy.com/news/2011/04/harvest-loneliness-bracero-story>

<http://www.wortfm.org/harvest-of-loneliness-the-bracero-program-armando-ibarra/>

2) Informal discussion of our own families' immigration experiences

### Scholarship available for student reports:

Roediger, David. "Popular Language, Social Practice, and the Messiness of Race." *Working Toward Whiteness: How America's Immigrants Became White: The Strange Journey from Ellis Island to the Suburbs*. 35-54. [PDF on e-College]

Pfaelzer, Jean. "The Woman's Tale: 'In Case I Should be Kidnapped.'" *Driven Out: The Forgotten War Against Chinese Americans*. New York: Random House, 2007. 89-120. [PDF on e-College]

Ngai, Mae. "Braceros, 'Wetbacks,' and the National Boundaries of Class." *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton U Press, 2005. 127-165.

[This whole text—and thus the chapter—can be accessed as an e-book from the TCU library.]

### Session Two: February 12

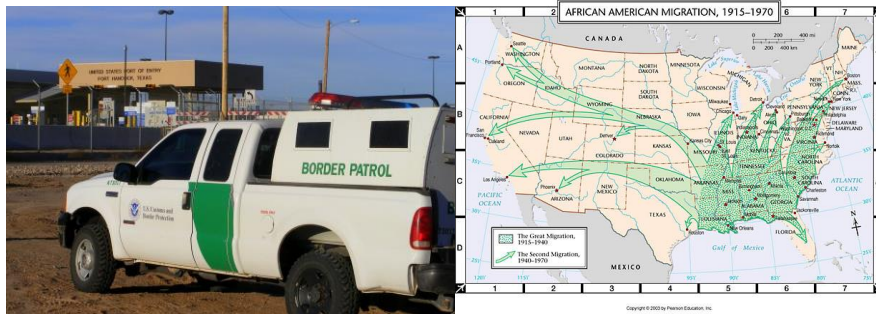
- 1) *Which Way Home* or *The New Americans* (video documentary)
- 2) *The Arrival* (child's "picture book" on an immigrant family--shared in class on DocCam)
- 3) Time in class to begin planning for small-group presentations in Week 7

### Scholarship available for student reports:

Chacon, Jennifer M. "Overcriminalizing Immigration." *The Journal of Criminal Law and Criminology* [Northwestern University School of Law] 102.3 (2012): 613-652. [On Frog Scholar--great choice if you are considering law school later]

Kotin, Stephanie, Grace R. Dyrness, and Clara Irazabal. "Immigration and integration: religious and political activism for/with immigrants in Los Angeles." *Progress in Development Studies* 11.4 (2011): 263-84. [On Frog Scholar--community service and religious activism]

Blake, Michael. "Immigration, Jurisdiction, and Exclusion." *Philosophy and Public Affairs* 41.2 (2013): 103-130. [On Frog Scholar--argues that individual states have the right to exclude immigrants]



### 3) Diaspora within the US: Forced, Chosen, and Complex Blends—Week 6

#### Session One: February 17

##### Readings to do before class:

John Steinbeck, *Harvest Gypsies*. Read article #1 and choose/read one other piece from this website:

<http://newdeal.feri.org/nchs/docs02.htm>

##### In-class viewing:

Going West: <http://www.pbs.org/wgbh/aia/part4/4i3098.html>

YouTube Video from Dorothea Lange Photographs <http://www.youtube.com/watch?v=il849yFmTxw>

We'll use some class time for small-group meetings linked to preparing your upcoming presentations.

#### Scholarship available for (make-up) student reports [Note: not needed in spring 2014]:

Isabel Wilkerson, *The Warmth of Other Suns* [Excerpts: PDF on course website in doc sharing]

Pages 3-7, 213-221, 260-267, 371-384, 385-393, 413-423, 516-525

#### Session Two: February 19

##### Confronting the History of Japanese-Americans' Internment



##### Reading to complete before class: excerpts from *Farewell to Manzanar*

We'll discuss pages 3-64 (Chapters 1-7), 104-116 (Ch. 13) and 125-141 (Chs. 16-17).

We'll explore these supplementary materials during class:

Mine Okubo, *Citizen 13660* [view and discuss images]

<http://www.mission-base.com/manzanar/poetry/poetry.html>

Dwight Okita's poem: <http://www.nps.gov/manz/forteachers/dwight-okita.htm>

Additional in-class time for small-group planning meetings will be provided on this date.

#### Scholarship available for (make-up) student reports [Note: not needed in spring 2014]:

Note: These readings look ahead to themes/topics coming up later in the course.

Clifford, James. "Museums as Contact Zones." *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard U Press, 1997. 188-219.

Zolberg, Vera L. "Contested Remembrance: The Hiroshima Exhibit Controversy." *Theory and Society* 27.4 Special Issue on Interpreting Historical Change (August 1998): 565-90.

#### 4) **Presentations on Immigration Narratives—Week 7**

Student presentations prepared in small groups, based on each group's choosing a different option from the recommended texts below:

Anzia Yezierska, *Breadgivers*

Francisco Jimenez, *The Circuit*

Moshin Hamid, *The Reluctant Fundamentalist*

Warren St. John, *Outcasts United: An American Town, a Refugee Team, and One Woman's Quest to Make a Difference*

Ann Fadiman, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*

Lan Cao, *Monkey Bridge*

Junot Díaz, *The Brief, Wondrous Life of Oscar Rao*

Jhumpa Lahiri, *The Namesake*

#### **Session One: February 24**

Begin student presentations.

#### **Session One: February 26**

Complete student presentations.

### **IV. Assimilationist Movements and Response Strategies**

#### **A. Boarding Schools and “Kill-the-Indian” Teaching in the U.S.**

Scott Momaday, *Three Plays*—Week 8

Read/perform in class from the *Three Plays* collection—*Indolent Boys*

(on enforced assimilationist education in schools for Native American children)

#### **Session One: March 3**

- a) Reading the play in class—opening scenes and additional excerpts
- b) Introduction of final project expectations: Social Media Analysis plus Reflective Essay

#### **Session Two: March 5**

- a) Complete reading of play in class.
- b) “Visit” National Museum of the American Indian online; begin here:  
<http://nmai.si.edu/visit/washington/architecture-landscape/>



**Reading to complete before class:**

Choose ONE text from the list below. These essays will provide helpful context on the NMAI through their reviews of the museum and its exhibits:

- 1) Lonetree, Amy. "Continuing Dialogues: Evolving Views of the National Museum of the American Indian." *Public Historian* 28 (Spring 2006): 57-62;
- 2) Conn, Steven. "Heritage vs. History at the National Museum of the American Indian," in the same issue, 69-74.
- 3) "Our Peoples and Our Lives: Review of an Exhibition." *Exhibit Files: Association of Science Technology Centers*. March 15, 2011. [http://www.exhibitfiles.org/our\\_peoples\\_and\\_our\\_lives](http://www.exhibitfiles.org/our_peoples_and_our_lives).

[Note: Public Historian is available through Frog Scholar or other digital collections in the TCU library.]

## **SPRING BREAK—MARCH 10 WEEK**

### **B. Assimilationist Education in a Global Context; Cosmopolitanism**

#### **Focus: Ngugi wa'Thiong'o—Weeks 9 and 10**



#### **Session One: March 17**

*In the House of the Interpreter* --Discussion of Chapters 1-40.

#### **Session Two: March 19**

*In the House of the Interpreter* --Discussion of the second half of the memoir (Chapters 41-75).

#### **Session Three: March 24**

Class visit by **Ngugi wa'Thiong'o, distinguished author and social activist**

Reading to complete before class:

Wa'Thiong'o, Ngugi. *Decolonizing the Mind: The Politics of Language in African Literature*. Portsmouth: Heinemann, 2005. Reprint of 1986 edition. 4-12, 26-30, and 87-95. [PDF on e-College]

#### **Session Four: March 26**

1. Debriefing Professor Ngugi's visit
2. Guest speaker: Professor Namsoon Kang, Brite Divinity School, TCU; author of *Way of Faith/ Way of Awakening, Feminist Theology: Gender, Life, Spirituality, A Comparative Study of Life Thought in the Third World Theologies*, and a key article on cosmopolitanism ("Towards a Cosmopolitan Theology: Constructing Public Theology from the Future" in *Planetary loves : Spivak, postcoloniality, and theology*. New York: Fordham University Press, 2010) and a new book manuscript recently submitted for publication on *Diasporic Feminist Theology*

## **V. Internment Today: Confronting Questions of Guilt and Innocence**

Jennifer Thompson-Cannino, Ronald Cotton, Erin Torneo, *Picking Cotton*—**Week 11**

#### **Session One: March 31**

Discussion of *Picking Cotton*, pages 1-178 (through Chapter 10)

## Session Two: April 2

Discussion of *Picking Cotton*, pages 181-287 (Chapter 11-end).

Context for class discussion: Michelle Alexander, *The New Jim Crow* [YouTube interview]

<http://www.youtube.com/watch?v=WX6G0ICwJ1Q>

## VI. Negotiating Difference in “Contact Zones” of Daily Life

### A) New Media Representing and Navigating Difference

#### Journalism, Social Media and Cross-Cultural Action—Week 12

## Session One: April 7

*My Name in Malala*: Read these pages from the PDF excerpt on e-College: **3-14, 80-81, 86-89, 111-116, 135-136, 165-166**



Bring to class ONE journalistic feature story about Malala that you found online. Be prepared to characterize how she is portrayed and to consider why.

## Session Two April 9:

*My Name is Malala*: Read these pages from the PDF excerpt on e-College: **214-216, 227-242**

Choose ONE of these readings:

- 1) The PLoS Medicine Editors (2012) “Digital Humanitarianism: Collective Intelligence Emerging.” *PLoS Med* 9.7 (July 2012): 1-2. [PDF on e-College]

- 2) Baig, Assed. “Malala Yousafzai and the White Saviour Complex”

[http://www.huffingtonpost.co.uk/assed-baig/malala-yousafzai-white-saviour\\_b\\_3592165.html](http://www.huffingtonpost.co.uk/assed-baig/malala-yousafzai-white-saviour_b_3592165.html)

- 3) Kaseem, Salim. “Twitter Revolution: How the Arab Spring Was Helped by Social Media.”

<http://www.policymic.com/articles/10642/twitter-revolution-how-the-arab-spring-was-helped-by-social-media>

**Note and prepare reflections on this comment in the article:** “We use Facebook to schedule the protests” an Arab Spring activist from Egypt announced “and [we use] Twitter to coordinate, and YouTube to tell the world.”

- 4) Hall, Emma. “Year After Arab Spring, Digital and Social Media Shape Region's Rebirth.” *AdAge Global*.

<http://adage.com/article/global-news/year-arab-spring-digital-social-media-shape-region-s-rebirth/235259/>

- 5) Pietruccia, Pamela. “‘Poetic Publics’: Agency and X of Netroots Activism in Post-Earthquake L’Acquila.” <http://ci-journal.net/index.php/ciej/article/view/733/609>

## Optional extra credit readings to support your social media project:

Eslen-Ziya, Hande. “Social Media and Turkish Feminism: New Resources For Social Activism.” *Feminist Media Studies* 13.5 (2013): 860-870.

Explore this website. Write out some observations and questions about ways it might exemplify a “contact zone” in action: <http://awwproject.org/>

## B) Addressing Contact Zones in Contemporary Life

### 1. Intersections: Social Class, Race, and Gender in Our Lived Experiences –Week 13

#### Session One: April 14

Guest lecture:

Rachel Causey, soon-to-graduate senior honors student at TCU, will present an overview on her honors thesis, “Sex Trafficking Through the Survivors' Eyes: The Power of Memoir”

Synthesis readings on social action possibilities and challenges

Ideas for applying Pratt’s “contact zone” concept in varying contexts:

<http://www.studentpulse.com/articles/168/deception-delusion-and-division-in-american-politics-fruits-of-the-contact-zone>

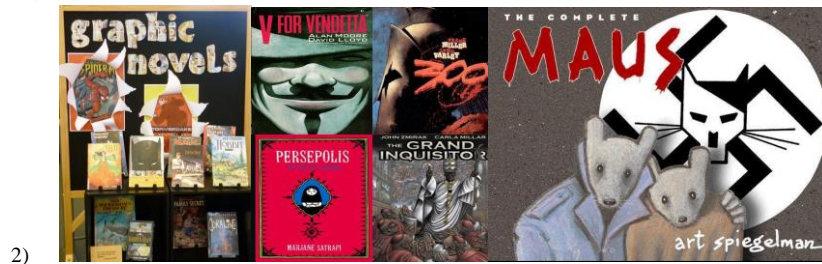
AND

<http://threegoldbees.com/otherarticlea/17-contactzones>

Time in class to revisit the online discussion board and the syllabus and your personal notes for artifacts for your personal reflection—and to freewrite toward your reflection

#### Session Two: April 16

##### 1) Overview of graphic novel genre—mini-lecture by instructor



2)

##### 3) Focus on your writing:

###### a) In-class peer review exercise:

**Bring a starter draft for the reflection piece that will be part of your end-of-course portfolio.**

And: b) time to work on your portfolio and/or social media project in the computer classroom

### 2. Graphic Novels on Social Identity and Contact Zones Week 14

#### Session One: April 21

**Small-Group meetings to prepare class presentations—books for presentations:**

MK Reed, *Americus*

Gene Yang, *American Born Chinese*

Derf Beckderf, *My Friend Dahmer*

Lila Quintero Weaver, *Darkroom: A Memoir in Black and White*

Toufic El Rassi, *Arab in America*

Alison Bechdel, *Fun Home: A Family Tragicomic*

Marjane Satrapi, *Persepolis*

#### Session Two: April 23

##### Group Presentations on graphic novels

## VII. Cultural Brokers and Intercultural Translation

### A) Sites of Action, Strategies for Progress—Week 15

#### Session One: April 28

- 1) **Status check on student social media projects:** brief, informal presentations and conversational feedback for and from other members of the classroom community
- 2) Excerpt from Kwame Anthony Appiah, *The Ethics of Identity*  
Pages 114-131 and 213-220 to top page break [PDF on e-college]  
Excerpts from Kwame Anthony Appiah, *Cosmopolitanism: Ethics in a World of Strangers* (100-112)
- 3) In-class viewing and discussion: Kwame Appiah You Tube videos
  - a) The Examined Life: <http://www.youtube.com/watch?v=VjMnyP142b8>
  - b) Cosmopolitanism: [http://www.youtube.com/watch?v=inylq\\_tfm8jc](http://www.youtube.com/watch?v=inylq_tfm8jc)



#### Session Two: April 30

Potential guest speaker: Michael Childs

Workshopping your projects

### B) Student presentations on projects—EXAM—Week 16: May 5

Monday, May 5, 3:00-5:00 p.m.—Note special registrar-assigned exam time/day.