

GS 400 Topics in Global Studies Crossing Borders: Cultures, Identities, and Politics

3 credit hours The University of Alabama in Huntsville Spring 2013	Instructor: Dr. David Johnson Office: Morton Hall 253 (mailbox: Morton Hall 250) Office Phone: 824-6288 Email: david.johnson@uah.edu Office Hours: Mon., Tues., and Thurs., 10-12 or by appt. Website: http://globalstudies.uah.edu
Time: Tuesdays and Thursdays, 3:55-5:15 Location: Morton Hall 126	

Course Description:

Borders are omnipresent and serve a myriad of functions. There are geographical, political, economic, social, cultural, and linguistic borders which can separate people, practices, and ideas. The spaces around such borders can, as a result, often be rife with tension and conflict. Such spaces, however, also provide opportunities for dialogue and exchange. Further, languages, cultures, and identities can transcend borders. In this seminar, we will read representative texts and view key films that examine the variety and dynamic character of border spaces.

Learning Outcomes:

Upon completing this capstone seminar, you will be able to:

- 1) Analyze and understand the complexities involved in interactions across a variety of geographical, political, cultural, and academic borders.
- 2) Evaluate arguments regarding emigration, immigration, integration, and displacements of peoples across borders.
- 3) Explore the roles of social, gender, national, racial, and ethnic identities in a variety of contexts of cultural exchange, social tensions, and political conflicts.
- 4) Investigate topics from multi- and interdisciplinary academic perspectives.
- 5) Improve your ability to articulate your ideas and arguments more effectively in writing.

The readings, assignments, and class discussions will likewise contribute to helping you complete the desired learning outcomes of the Global Studies cognate:

- 1) Learn cultural and physical geography.
- 2) Enhance foreign language proficiency as a way to prepare for cross-cultural dialogues and engagement in global issues.
- 3) Demonstrate historically-informed perspectives on contemporary global affairs.
- 4) Reflect critically on the global contexts of local experiences, including students' personal lives.
- 5) Understand and reflect on the ambiguities, disparities, and the multiplicity of interests inherent in global political, economic, sociological, and cultural issues.
- 6) Learn to envision possible solutions for global conflicts and misunderstandings.

Texts to Purchase:

Achebe, Chinua. *Anhills of the Savannah*. 1987. New York: Anchor Books, 1988.

Cisneros, Sandra. *Caramelo*. New York: Vintage, 2002.

Forster, E.M. *A Passage to India*. 1924. San Diego, New York, and London: Harcourt, 1984.

Tolan, Sandy. *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East*. New York: Bloomsbury, 2006.

Additional Readings on ANGEL and as Handouts

*All films listed on syllabus will be viewed in class.

Course Schedule:

The instructor reserves the right to make changes to the syllabus as necessary. You will be informed promptly of any changes.

DATE	TOPIC	READINGS AND FILMS*	ASSIGNMENTS
January 8	Introduction		
January 10	What is a border?	<ul style="list-style-type: none"> • “Approaching Borders” (Handout) • Peter O’Brien, “German-Polish Migration: The Elusive Search for a German Nation-State” (ANGEL) 	ANGEL Homework
January 15	Colonial Encounters	<ul style="list-style-type: none"> • Forster, <i>A Passage to India</i> 3-122 • P.J. Marshall, “British Society in India under the East India Company” (ANGEL) 	ANGEL Homework
January 17	Colonial Encounters	<ul style="list-style-type: none"> • Forster, <i>A Passage to India</i> 123-256 	ANGEL Homework
January 22	Colonial Encounters	<ul style="list-style-type: none"> • Forster, <i>A Passage to India</i> 257-362 • Timothy Christensen, “Bearing the White Man’s Burden: Misrecognition and Cultural Difference in E. M. Forster’s <i>A Passage to India</i>” (ANGEL) • Paul Armstrong, “Reading India: E. M. Forster and the Politics of Interpretation” (ANGEL) 	ANGEL Homework
January 24	Post Colonialism	<ul style="list-style-type: none"> • “General Introduction,” “Postcolonialism,” and “Hybridity,” <i>Postcolonial Studies Reader</i> (Handout) • Chinua Achebe, “Named for Victoria, Queen of England,” <i>Postcolonial Studies Reader</i> (Handout) • Tanure Ojaide, “Modern African Literature and Cultural Identity” (ANGEL) 	ANGEL Homework
January 29	Post-Colonial Encounters	<ul style="list-style-type: none"> • Achebe, <i>Anthills of the Savannah</i> 1-63 	ANGEL Homework
February 5	Post-Colonial Encounters	<ul style="list-style-type: none"> • Achebe, <i>Anthills of the Savannah</i> 64-122 	ANGEL Homework
February 7	Post-Colonial Encounters	<ul style="list-style-type: none"> • Achebe, <i>Anthills of the Savannah</i> 123-216; Leonard Podis and Yakuba Saaka, “<i>Anthills of the Savannah and Petals of Blood: The Creation of a Usable Past</i>” (ANGEL) 	ANGEL Homework
Mon. Feb. 11	First Paper Due (turnitin.com drop box)		
February 12	Contested Borders – the Balkans in the 1990s	<ul style="list-style-type: none"> • Film <i>No Man’s Land</i> • Ilya Marritz, “Caught in the Middle” (ANGEL) 	ANGEL Homework
February 14	Contested Borders – the Balkans in the 1990s	<ul style="list-style-type: none"> • Film <i>No Man’s Land</i> 	ANGEL Homework

February 19	Contested Borders – the Balkans in the 1990s	<ul style="list-style-type: none"> • Film <i>No Man's Land</i> • Joseph Palis, "Of Non-Places and No Man's Land" (ANGEL) 	ANGEL Homework
February 21	Contested Territories in the Middle East	<ul style="list-style-type: none"> • Tolan, <i>The Lemon Tree</i> vii-xix and 1-69 • Aharon Kellerman, "Settlement Myth and Settlement Activity: Interrelationships in the Zionist Land of Israel" (ANGEL) • Ghazi Falah, "The 1948 Israeli-Palestinian War and Its Aftermath: The Transformation and De-Signification of Palestine's Cultural Landscape" (ANGEL) 	ANGEL Homework
February 26	Contested Territories in the Middle East	<ul style="list-style-type: none"> • Tolan, <i>The Lemon Tree</i> 70-163 	ANGEL Homework
February 28	Contested Territories in the Middle East	<ul style="list-style-type: none"> • Tolan, <i>The Lemon Tree</i> 164-264 	ANGEL Homework
March 5	Historical Background: The Berlin Wall	<ul style="list-style-type: none"> • Archival Coverage of the Building of the Berlin Wall (ANGEL) • Escape from East Berlin (ANGEL) 	ANGEL Homework
March 7	No Class		
Monday, March 11		Second Paper Due (turnitin.com drop box)	
March 12	Urban Boundaries: The Berlin Wall	<ul style="list-style-type: none"> • Film: <i>The Lives of Others</i> 	ANGEL Homework
March 14	Urban Boundaries: The Berlin Wall	<ul style="list-style-type: none"> • Film: <i>The Lives of Others</i> 	ANGEL Homework
March 19	Urban Boundaries: The Berlin Wall	<ul style="list-style-type: none"> • Film: <i>The Lives of Others</i> • Wendy Westphal, "Truer than the Real Thing" (ANGEL) 	ANGEL Homework
March 21	Dr. Astrid Eckert, Associate Professor of History, Emory University	<ul style="list-style-type: none"> • Astrid Eckert, "Greetings from the Zonal Border" (ANGEL) 	<u>REQUIRED</u> ANGEL HOMEWORK
March 25 – 29	Spring Break		
Monday April 1		Third Paper Due (turnitin.com drop box)	
April 2	American Migrations	<ul style="list-style-type: none"> • Cisneros, <i>Caramelo</i> 435-439 and 3-49 • Nicholas De Genova: "Race, Space, and the Reinvention of Latin America in Mexican Chicago" (ANGEL) 	ANGEL Homework
April 4	Honors Day – No Class		
April 9	American Migrations	<ul style="list-style-type: none"> • Cisneros, <i>Caramelo</i> 50-179 	ANGEL Homework
April 11	American Migrations	<ul style="list-style-type: none"> • Cisneros, <i>Caramelo</i> 180-298 	ANGEL Homework
April 16	American Migrations	<ul style="list-style-type: none"> • Cisneros, <i>Caramelo</i> 299-434 • Bill Johnson Gonzalez, "The Politics of Translation in Sandra Cisneros's <i>Caramelo</i>" (ANGEL) 	ANGEL Homework

April 18	American Migrations	• Film <i>Lone Star</i>	ANGEL Homework
April 23	American Migrations	• Film <i>Lone Star</i>	ANGEL Homework
April 30	Final Paper Due (turnitin.com drop box)		

Grading:

There will be 900 points available in the class. The following grading scale will be used:
810-900 points: A; 720-809 points: B; 630-719 points: C; 540-629 points: D; below 540 points: F

Means of Assessment:

Attendance, Participation, and Homework (100 + 150 = 250 points):

You are expected to attend each scheduled class period, to have completed ALL of the required readings for the day, and to be ready to participate and discuss them in class. In order to help you prepare for class discussions, there will be homework questions posted for each class day. You will write *fifteen* homework responses to questions listed on the syllabus (there are twenty-five available homework assignments). Each response must be a minimum of 150 words and be submitted to ANGEL by NOON on the day of class discussion of the reading. I may also ask you to discuss your responses with the class. *The homework assignment for March 21 is required of all students.*

Three Interpretive Essays (3 x 150 points = 450 points)

You will write three papers that will each focus on the assigned novels, films, and associated readings. The first essay will address *A Passage to India* and/or *Anthills of the Savannah* and associated assigned readings. The second essay will address *No Man's Land* and/or *The Lemon Tree* and associated assigned readings. The third essay will address *The Lives of Others* and/or the materials from Dr. Astrid Eckert's visit to class on March 21 and associated assigned readings. Each of these papers must be a minimum of *four pages* (not including bibliography), be in Times Roman 12 point font with one-inch margins, be well-structured around a central argument, feature supporting evidence, and have proper citations and a bibliography according to MLA style guidelines or the Chicago Manual of Style. No title page is necessary.

Final Interpretive Essay (200 points)

The final essay will be a comprehensive focus on least four works from the semester, including either the novel *Caramelo*, the film *Lone Star*, or both. You will develop a central argument that brings together your selected works for analysis. This paper must be a minimum of *six pages* (not including bibliography), be in Times Roman 12 point font with one-inch margins, be well-structured around a central argument, feature supporting evidence, and have proper citations and a bibliography according to MLA style guidelines or the Chicago Manual of Style. No title page is necessary.

All essays must be submitted to the turnitin.com drop box in ANGEL by midnight on their due dates. Hard copies of the papers can be turned in on the next class day.

Possible Areas of Analysis for Papers

Race	Memory	Fluidity of borders	Post-colonialism
Gender	Politics of borders	Class	War and conflict
Friendships	Ethnicity	Colonialism	Geography
Nature	Commerce	History	Power

Additional Course Policies

Students with Disabilities: If you have any disabilities that require special accommodations, please see me during the first week of the semester and bring appropriate documentation.

ANGEL: I will post the course syllabus and other class materials to ANGEL, the University's course management system. You must acquaint yourself with how to use ANGEL early in the semester, or you will not have access to these materials. All campus computers are equipped to read PDF files. To log into ANGEL, go to <http://angel.uah.edu> and follow the directions there.

Use of Prior Work: You may not submit in fulfillment of requirements for this course any work submitted, presented, or used by you in any past or present course.

Respectful Course Atmosphere: Every student must treat every other student with respect. This includes listening when other students speak, and making contributions to class discussion that respect the race, religion, gender, sexual orientation, nationality, etc. of your fellow students.

Cell Phone Use: Students are asked to turn off cell phones before class. If you are expecting an emergency call, please notify me ahead of time and leave the classroom to take the call.

Contacting Instructor: You can visit me during office hours or reach me via email or office phone. Please be advised that I will answer emails and respond to voice mails during business hours only (8:00am to 5:00pm, Monday through Friday), not on evenings, nights, and weekends. During business hours, I will respond to emails and phone calls within 24 hours.

Plagiarism: All writing assignments, including homework responses, must adhere to standards of academic honesty. Under no circumstances will any form of plagiarism be tolerated. In other words, the work you submit must be your own work, not the work of a friend, published scholar, website creator, or internet paper mill. Furthermore, you must provide proper citations in your paper for every idea or example you use that comes from another scholar's work, whether quoted or paraphrased. If you are caught plagiarizing, you will automatically receive a zero for the assignment. Depending on the degree of the plagiarism, you might fail the course. All incidents of plagiarism will be submitted to Student Affairs.

Turnitin.com: In addition to submitting hard copies to me (which can be brought to the next scheduled class day), you will be required to submit your four essays to turnitin.com. The hard copy and the electronic copy MUST be the same paper. If you do not turn your paper in to turnitin.com or if your hard copy and electronic submission are not the same paper, you will receive an automatic ZERO for the assignment. If you are not willing to participate in the turnitin program, you are advised to drop the class. To submit your papers to turnitin.com, go to ANGEL. Under the "Lessons" tab, you will find drop boxes for the respective paper assignments.

University Statement on Turnitin.com

UAH is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (7.III.A). The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service, as well as additional information about the company, are described at www.uah.edu/library/turnitin.