



## HUMANITIES CAPSTONE – SENIOR SEMINAR

HUMN 4735.01 (23049)

BAYOU 1124/ WED 4-6:50 PM

*FACULTY: DR. SHREEREKHA SUBRAMANIAN*

University of Houston-Clear Lake

Bayou Building, Suite 2617-15

Phone: 281.283.3430

Office Hours: Mon 1-3 PM

### Course Description

Our lives as we understand are the result of our actions and many actions, people, and narratives that precede us. The nation we live in, or the many nations we are linked to have established identities that are ever shifting and only fully apparent if we attend to how they came to be. In order to fully cohere around our own present realities and past truths and relate to the world around us, this course will tackle texts across the disciplines of history, cultural studies, literature, theory, and poetry to arrive at an understanding of what it means to be a human being, the underlying logic of a humanities education.

In today's globalized world of information saturation, technology, cross-border migrations and cross-cultural pollinations, it is critical to remap long-standing epistemologies of discourse. What does it mean to think apart from the binary of the west and non-west? In what ways can we shift our understanding of our own behaviors as well as cultural, national and transnational norms? How do we grapple with notions of race, gender, sexuality, class, and ability beyond tokenism? How can we realign categories as a method to understand humanity and our own place in the increasingly complex order of things.

Themes to frame the course:

1. Histories of globalization – our world in a state of flux
2. Histories of the present – how standard categories of difference such as 'race' and 'class' and 'gender' can be questioned and redefined
3. Power and deference – the necessity to examine history alongside the axis of power and reframe normative understanding of nation, migrant, other
4. Culture as construct – examining the many ideologies that cement cultural identities and marks collective notions of selfhood

5. Fictions of modernity – reflection on the ramifications of modernity, empire, and postcolonial resistance

### **Course Objectives** Students will be able to:

1. Read, understand and annotate an entire history text as they grapple with themes of the American present.
2. Read, understand, discuss and present the multiple contemporary scholars in debates on acting out culture.
3. Write critical response papers on the many different positions on present-day world from how we believe to how we learn and watch.
4. Write a fully-formed research paper on a topic of their choice after having gone through all the stages of paper writing in incremental steps.
5. Present their own individual paper at an international conference on campus towards semester's end.
6. Arrive at an understanding on what it means to be a student of the humanities and articulate how such a broad liberal arts education furthers higher learning.

### **Course Format**

This course will consist of lectures, discussions, small group work, in-class student presentations, university-wide student presentations, and online communication as well.

### **Email**

Feel free to communicate with me during office hours, via the office phone, or email me via Blackboard, while properly identifying the matter of your correspondence in the subject box. I will do my best to reply within the day and thus, Blackboard is a sure way of staying in touch with me. Unless your question is of a personal nature, such as a family emergency you need to report, please direct your general questions in the "Questions for Professor" thread in the Discussions so that everyone may benefit from the information.

### **Required Texts**

Charles C. Mann, *1493: Uncovering the New World Columbus Created* (New York: Alfred A. Knopf, 2011)

James S. Miller, *Acting Out Culture: Reading and Writing* (New York: Bedford/St. Martin's, 2011)

Recommended text as an additional source for students:

Brenda Spatt, *Writing from Sources* (New York: Bedford/St. Martin's, 2011)

Additional articles will be provided via BB and our library website.

## Course Requirements

Response Papers (7 in all)	25%
Paper Proposal (3 formatted pages)	10%
Annotated Bibliography (5 sources)	10%
Capstone Paper Draft (4 pages)	10%
Final Paper (8-10 pages) due 5/2	25%
Student Conference Presentation	10%
Attendance and participation, incl. online	10%

## Grading Scale

90-100	A, A-
80-89	B-, B, B+
70-79	C-, C, C+
60-69	D-, D, D+
0-59	F

Grades are non-negotiable unless you believe there has been a clerical error. Please pay attention to due dates, deadline instructions, and paper-writing guidelines.

## Course Schedule

Posted on front page of course website. Please print a copy and keep it in a prominent place. It is a good idea to keep checking off the amount of work you have done and marking deadlines for assignments with extra stars or highlighter.

## Attendance and Participation

Our course is f2f course with BB course site so I expect full participation, first and foremost, in class. Attendance is key part of this course. We are a small group and you will learn, survive, and enjoy the course all the more if you become an ideal intellectual community, i.e. rely on each person's presence and voice to enhance your own understanding of the readings and writings.

Participation means all four facets listed below:

1. Attendance
2. Speak up and discuss aloud as well as listen attentively as others speak
3. Present with the group on assigned reading days

4. Continue your in-class leadership with online discussions each week

**Response Papers** All work during this semester is to be submitted via Blackboard.

Response papers should be 1-2 pages in length. Try to demonstrate a critical understanding of the material you read. This means, you should try to encapsulate the author's main ideas in a thoughtful summary and then critically engage with these ideas by introducing your own. You have to think of a response paper as an intelligent conversation between you and the scholar at hand. For response papers on chapters in the anthology, you can choose to answer questions offered at chapter's end.

Grades for response papers: Write seven papers on any of the readings this semester. If you write consecutively starting with the second session, you will be done with all response papers before spring break and then you can concentrate on writing your final paper for the rest of the semester. The response papers will be graded on the following scale: check plus (95), check (90) or check minus (85).

Provide your name, date, and paper number on top right corner. Be sure to number each page in the bottom right corner. Use standard font (Times New Roman or Calibri), 12 pt., double-spaced with 1" margins. Use quotes, but use them sparingly, and cite them correctly. Write your own response around a central idea you gain from the reading(s). Attempt to give yourself enough time to revise a couple of times before submitting the paper to me. It is always a good idea to find kind peers and ask them to review your work. Always do your spell-check. It is a good idea to mark main passages, annotate, and choose themes you might wish to write upon as you read these various texts.

**Paper Proposal** As we make our way through the material, I would like you to continue to actively engage with your own life, past experiences with feminist issues, and world events at large that interest you. Think of what subject, theme, or event interests you and also speaks to your own disciplinary background. Write a 2-4 page proposal that includes the following portions: Introduction, statement of purpose, justification for research-what gap is filled?, primary and secondary materials of engagement, thesis, references.

You are required to have a meeting with me regarding your proposal (face to face or by phone or online) before you submit this assignment.

**DUE DATE: 2/15 by 4 PM.**

### **Annotated Bibliography**

It is important to familiarize yourself with our Neumann Library. You are expected to find five good sources, hopefully complete single-author texts for

your initial bibliography. Read these works and give a one paragraph summary of each work that is directed towards your own paper. Cite it correctly using MLA or Chicago Style and offer the paragraph immediately afterwards. Keep in mind, in graduate school, presentation is also important. Doing academic research necessitates that you move beyond Google into academic databases. The sources should be legitimate academic sources, i.e. peer-reviewed published material. Wikipedia and blogs do not constitute appropriate sources.

**DUE DATE: 3/7 BY 4 PM.**

### **Paper Draft**

If you have not already done so, you should make sure you are in touch with our embedded librarian as you move further into your final paper. Also be sure to make an appointment with a tutor in the Writing Center in order to receive as much feedback as possible. Attend to the extensive bibliography I provide in this syllabus, not only as a list of relevant texts but also as a framework to think about various ideas that might fuel your own arguments or thinking. Submit the first four pages of your final paper. While this is an incomplete assignment, my idea is to help guide you towards your final project. Try to end your essay on section or paragraph ending so that I do not receive a draft that ends choppily in mid-sentence. Try to polish as much as possible so that you show the promise of a strong paper ahead.

**DUE DATE: 4/4 BY 4 PM.**

### **Final Capstone Project**

Submit 8-10 page double-spaced final paper which wrestles with integrity and rigor a set of questions or argument framed by you in the paper's opening. The questions can be around the themes of humanities and humanities education, the purpose of literature and arts in our lives, traditional epistemological boundaries, how we have come to understand our own histories and cultures, and much more. Do have your topics approved long before this stage of the writing process so that you are all headed in the right direction and generate a research paper that is the pinnacle of your baccalaureate studies.

**Due date: Wednesday, 5/2/2012 by 4 PM.**

## Caution

**My course has a reputation for being challenging and since I am launching an all-new Humanities capstone course, it is designed to be ambitious, rigorous and dynamic. Keep this in mind and see the course as a key culminating point in your undergraduate studies so do concentrate on it accordingly.**

As topics in this class may likely lead to controversial discussions on the expression/interpretation of various cultural, religious, beliefs, etc., it is highly important that you treat your classmates and their beliefs/opinions, however contrary to your own, with respect.

## 4 Golden Rules of Good Discussion (Bartlett 1999)

1. No hogging the floor.
2. No blaming or shaming.
3. No personal attacks.
4. Always respect the confidentiality of the classroom.

**Class Preparation:** Expect to spend six to eight (or more, depending on your reading speed) hours of outside time preparing for each week's work. This is an intensive course. Participate without hesitation and expect to think and respond to questions based upon the readings of the day.

**Late Policy:** Due dates are not subject to change - turn in papers on the given deadlines. If due to some circumstance, you have an emergency, let me know via BlackBoard or phone and stay in touch. If you submit late work, the penalty is half a grade drop per class. You need to keep up with the lessons and complete the quizzes in a timely fashion. I discourage you from falling behind and trying to squeeze all the work in the last few days. If you fall even one lesson behind, it is very hard to catch up in this course. **So don't slip up and don't take it easy because it is an online course. In fact, it requires greater discipline to do well in this course because you are doing it on your own grit and merit in this medium.**

**Course Website:** Since our entire course rests in your fluency and comfort with the virtual medium, it is very important that you learn the processes of this course site in the first week itself. Familiarize yourself with what is required each week and learn how to navigate through this site, how to make comments, attempt your quizzes and drop papers. Not knowing how to do something is never sufficient excuse for failing to perform adequately in this course. Once again, if this is your first fully online course, I encourage you to think about the challenge such a medium presents to those who are unfamiliar with this medium. The loneliness and liberation of this medium can easily make you fall behind the schedule. Be cautious, keep up with the work, and be pro-active in your approach. If you don't understand something, ask your classmates and/or me but do not stay silent because there is no way for me to detect if you are not

following a point. Since there are no visual cues for us to connect with each other, it is very critical that you learn to navigate the site well and communicate confidently and respectfully throughout the semester.

## Technical Support

If this is your first time using BlackBoard for a course, please be sure to orient yourself, ask questions and be very pro-active in this course.

If you are having technical problems with BlackBoard, you can contact free technical support through one of the following ways:

- Phone: 281-283-2828
- Email: [SupportCenter@uhcl.edu](mailto:SupportCenter@uhcl.edu)
- Web: <http://courses.uhcl.edu>

Any course-content related questions should be directed to me.

**Academic Honesty Policy:** Students are required to do their own work on exams and papers. All UHCL students are responsible for knowing the standards of academic honesty (consult UHCL Student Life Handbook). Plagiarism, using research without citations, or using a created product without crediting the source, is forbidden and will result in a range of penalties from a grade of “F” for the assignment to expulsion from the course, along with formal documentation of the violation.

**Online Caution:** Since I require no secondary research for this course, there is little need to do any online surfing for any papers that you are writing. Since “Internet Ethics” is a whole new discipline for us to consider, it would be best to be wary when reading (or borrowing or citing) from the internet.

**Disabilities:** If you have a disability and need a special accommodation, consult with the Coordinator of Health Disabilities Services, (281) 283-2627, and then discuss the accommodation with me before the first paper is due.

**Incompletes:** A student can be given an “I” only in cases of documented emergency that occurs late in the semester, provided that they have been consistent and sincere in their work ethic throughout the semester. To receive an “I,” the student will have to adhere to stipulated criteria and complete a grade contract.

**Withdrawal:** The final drop date is **April 23<sup>rd</sup>**, which is the last day to withdraw or drop without grade penalty.

**Six Drop Rule:** Texas State's New Six drop rule: Any undergraduate student who enrolls in a Texas college or university starting Fall 2007 will be limited to a total of six dropped courses during his/her entire undergraduate career. Once these six drops have been used, the student must remain enrolled in his/her classes unless h/she withdraws from all classes. A student may drop one or more classes during the drop/add period without it counting towards the student's six drops. The drop/add period ends on **Wednesday, Feb. 1st.**

**Changes in Syllabus:** The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

**Copyright:** All materials in this course are subject to copyright protections and should not be downloaded, distributed, or used by students for any purpose outside of this course.

#### **Privacy and BlackBoard Tracking Notice:**

BlackBoard automatically records all student activities, including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data is accessed by the instructor to evaluate class participation and to identify students having difficulty using BlackBoard features.

- ❖ It is your responsibility to maintain a copy of this syllabus. Keep a phone number/email of another student from our class whom you should contact to request missed notes or work. Make use of office hours since active correspondence with me will heighten your understanding of material as well as enrich your participation in the course. Most importantly, just stay in touch!

#### **University Resources**

(underutilized treasures which will help enhance your overall university experience. If interested in any of the items listed below, go to our university website and find these services because most of them are listed through Campus Life. You can certainly familiarize yourself with this website so that you can learn all that the university provides for you)

**Women's Studies** If you choose to enroll in any course that is offered through WMST or cross-listed with WMST, you should seriously think about graduating with a WMST certificate. For this certificate, you have to enroll in three WMST courses before you graduate and some of these courses can be "Introduction to WMST," "WMST Seminar" (which I am offering now), "Women of Color," "Violence against Women," "Women in Literature," etc.

**Library** Take a walk to our Alfred R. Neumann library located at the second floor of the Bayou Building. We have quite a strong catalogue of texts and journals, as well as an online collection of databases to boast. Walk through the library, find good spaces to study and work, and always feel free to ask a reference librarian for help if you feel lost in the library.

**Embedded Librarian** I am volunteering to be part of a new initiative in which the library will place Neeta Jambhekar, a well-trained librarian as our special liaison to the library resources. Neeta will have access to our course site and will be available to all of you as an additional resource, especially as you make your way deeper into your research paper.

**Writing Center** A great center run by Dr. Chloe Diepenbrock! It boasts multiple ways of helping our students – face to face, phone, chatting, and virtual sessions. You are not a poor writer to avail of this resource. You are a smart and savvy writer who knows that all writers need peer-review to improve their written work. Go visit this center, learn how it works, and who knows – you might be one of the writing center tutors on a future date.

### **Student Success Center**

The Student Success Center is a comprehensive academic support resource for the UHCL student community. The Center's services are free of charge and include peer tutoring for courses in all four schools, supplemental instruction, and study skill development. Students can visit the Student Success Center webpage at [www.uhcl.edu/studentsuccesscenter](http://www.uhcl.edu/studentsuccesscenter) or call 281-283-2643 to preview our services and set appointments.

They are ready and available to help students meet the academic challenges of university education. They have tutors available for Basic Texts courses as well as many programs for academic skills development. All services are provided for the benefit of our students and are free of charge.

**Mentorship Program** We have just launched a *Total Success Plus Mentorship* program, offered through Intercultural and International Student Services Office. It is a great program in which you are paired with a faculty in your school with whom you can meet, ask questions, and have a sense of comfort in learning how to

navigate through the university life. I happen to be one of the mentor volunteers. Contact Susana Hernandez at IISS office if you are interested in participating in this program.

**Career Office** Do know that there are experts on campus who host job fairs and help you navigate through the steps as you approach graduation and think of ways of translating your well-earned degree into valuable job prospects. On their website, they post ads from employers and tips on searching for the right career for you.

**Counseling Center** If you feel lost, overwhelmed, depressed, or isolated, please realize that you are not alone. Much of our lives intersect across our many functions as members of family, communities, and the larger society that place a great number of duties upon our shoulders. All of this might result in a sense of anxiety or alienation at some point or the other in our lives. Just know that you are not alone and that the counseling center on our campus offers individual and group sessions for people seeking a sense of stability and self-affirmation. Again, just pick up the phone and call!

## Humanities Capstone Bibliography

**A useful list for you as you venture into thinking about your initial paper proposal and also, as you trudge through the library to compile your annotated bibliography**

### 1. What are the humanities? What is its purpose in the university?

Aldama, Frederick Luis. *Why the humanities matter: a commonsense approach*. Austin: University of Texas Press, 2008.

Bullough Jr., Robert V. "Developing Interdisciplinary Researchers: What Ever Happened to the Humanities in Education?." *Educational Research* 35, no. 8 (2006): 3-10.

Davidson, Cathy N., and David T. Goldberg. "Engaging the Humanities." *Profession* (2004): 42-62.

Gehlhaus, Diana. "What can I do with my liberal arts degree?." *Occupational Outlook Quarterly* 51, no. 4 (2007): 3-11.

Seaton, James. "Defending the Humanities." *The Good Society* 17, no. 2 (2008): 76-80.

Stewart, Susan. "Thoughts on the Role of the Humanities in Contemporary Life." *New Literary History* 36, no. 1 (2005): 97-103.

### 2. Why is writing the essay relevant? How do we write an essay?

Butler, Paul. *Style in rhetoric and composition: a critical sourcebook*. Boston: Bedford/St. Martins, 2010.

Clifford, John, and John Schilb. *Writing Theory and Critical Theory: Research and Scholarship in Composition, 3*. New York: Modern Language Association of America, 1994.

Crider, Scott. *The office of assertion: an art of rhetoric for the academic essay*. Wilmington, DE: ISI Books, 2005.

DiYanni, Robert. *Writing about the humanities*. Upper Saddle River, N.J.: Pearson Prentice Hall, 2004.

Joseph, Miriam, and Marguerite McGlinn. *The trivium: the liberal arts of logic, grammar, and rhetoric : understanding the nature and function of language*. Philadelphia, PA: Paul Dry Books, 2002

Northey, Margot, Lorne Tepperman, and James M. Russell. *Making Sense: Social Science: a student's guide to research and writing*. Don Mills, Ontario: Oxford University Press, 2005.

Pare, A. "Writing Matters: Back to the Future with Rhetoric." *Education Canada* 49, no. 4 (2009): 4-8.

Redman, Peter. *Good essay writing: a social sciences guide*. London: Sage, 2001.

Strecker, Ivo, and Stephen A. Tyler. *Culture and Rhetoric*. New York: Berghahn Books, 2009.

Sullivan, Patrick. *What is college-level writing?*. Urbana, Illinois: National Councils of Teachers of English, 2006.

Warburton, Nigel. *The basics of essay writing*. London: Routledge, 2006.

Young, Richard E., and Liu Yameng. *Landmark Essays on rhetorical invention in writing*. Davis, CA: Hermagoras Press, 1994.

### **3. What is critical thinking in the humanities?**

Barnet, Sylvan, and Hugo A. Bedau. *Critical thinking, reading, and writing: a brief guide to argument*. Boston, MA: Bedford/St. Martin's, 2002

Bowell, Tracy, and Gary Kemp. *Critical thinking: a concise guide*. London: Routledge, 2010

Fowler, Martin C. *The ethical practice of critical thinking*. Durham, North Carolina: Carolina Academic Press, 2008.

Hooks, Bell. *Teaching critical thinking: practical wisdom*. New York: Routledge, 2010.

Inch, Edward S., and Barbara Warnick. *Critical thinking and communication: the use of reason in argument*. Boston, MA: Allyn & Bacon, 2010.

Lewis, Arthur, and David Smith. "Defining Higher Order Thinking." *Theory into Practice* 32, no. 3 (1993): 131-137.

Kragness, Sheila. "Critical Thinking through Language." *The Modern Language Journal* 29, no. 6 (1945): 521-523.

Richard, Paul, and Linda Elder. *The Thinker's Guide for students on how to study & learn a discipline using critical concepts & tools*. Dillon Beach, CA: Foundation for Critical Thinking, 2003.

Tsui, Lisa. "Education Reproducing Social Inequalities through Higher Education: Critical Thinking as Valued Capital." *Journal of Negro Education* 72, no. 3 (2003): 318-332.

Walters, Kerry S. "Critical Thinking, Rationality, and the Vulcanization of Students." *The Journal of Higher Education* 61, no. 4 (1990): 448-467.

#### **4. Contemporary issues in the public sphere**

##### **a) Islam and U.S. Culture**

Akou, Heather. "Building a New "World Fashion": Islamic Dress in the Twenty-first Century." *Fashion Theory* 11, no. 4 (2007): 403-422.

Abdul, Rauf F., and Daisy Khan. "The Ideals We Share." *Newsweek*, 30 July 2007  
<http://www.newsweek.com/2007/07/29/the-ideals-we-share.html>.

Abu-Lughod, Lila. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104, no. 3 (2002): 783-790.

Ahmed, Akbar. "Hello, Hollywood: Your Images Affect Muslims Everywhere." *New Perspectives Quarterly* 19, no. 2 (2002): 73-75.

Elliot, Andrea. "A Muslim leader in Brooklyn Reconciling 2 Worlds." *The New York Times*, 5 March 2006.  
<http://www.nytimes.com/2006/03/05/nyregion/05imam.html?ref=muslimsinamerica>

Elliot, Andrea. "Tending to Muslims Heart and Islam's Future." *The New York Times*, 7 March 2006.

<http://www.nytimes.com/2006/03/07/nyregion/07imam.html?ref=muslimsinamerica>

Elliot, Andrea. "To lead the Faithful in a faith under fire." *The New York Times*, 6 March 2006.

<http://www.nytimes.com/2006/03/06/nyregion/06imam.html?ref=muslimsinamerica..>

Fischer, Michael M., and Mehdi Abedi. "Islam: the odd civilization out?." *New Perspectives Quarterly* 19, no. 1 (2002): 62-71.

Goltschalk, Peter, and Gabriel Greenberg. *Islamophobia: making Muslims the enemy..* Lanham, MD: Rowman & Littlefield Publishers, 2008.

Kidd, Thomas S. *American Christians and Islam: evangelical culture and Muslims from the colonial period to the age of terrorism.* Princeton, N.J.: Princeton University Press, 2009.

Maira, Sunaina. "Good" and "Bad" Muslim Citizens: Feminists, Terrorists, and U.S. Orientalisms." *Feminist Studies* 35, no. 3 (2009): 631-656.

MaMdani, Mahmood. "Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism." *American Anthropologist* 104, no. 3 (2002): 766-775.

Moghissi, Haideh. *Muslim diaspora: gender, culture and identity.* London: Routledge, 2006.

Nacos, Brigitte L., and Oscar T. Reyna. *Fueling our fears: stereotyping, media coverage, and public opinion of Muslim Americans.* Lanham, MD: Rowman & Littlefield Publishers, 2007.

## **b) Ideological/Political Divisions**

Babst, Gordon Albert, Emily R. Gill, and Jason Pierceson. *Moral argument, religion, and same-sex marriage: advancing the public good.* Lanham, Md: Lexington Books, 2009.

Blow, Charles M. "Rise of the Religious Left." *The New York Times*, 2 July 2010.

[http://www.nytimes.com/2010/07/03/opinion/03blow.html?ref=religion\\_and\\_belief](http://www.nytimes.com/2010/07/03/opinion/03blow.html?ref=religion_and_belief).

Caldwell, Christopher. "The State of Conservatism." *The New York Times*, 21 October 2010.

<http://www.nytimes.com/2010/10/24/books/review/Caldwell-t.html?scp=6&sq=American+Politics&st=nyt>.

Citrin, Jack, David O. Sears, Christopher Muste, and Cara Wong. "Multiculturalism in American Public Opinion." *British Journal of Political Science* 31, no. 2 (2001): 247-275.

Falah, Ghazi W., Colin Flint, and Virginie Mamadouh. "Just War and Extraterritoriality: The Popular." *Annals of the Association of American Geographers* 96, no. 1 (2006): 142-164.

Freedman, Samuel G. "Faith and Politics, a Rocky Romance." *The New York Times*, 1 October 2010.

<http://www.nytimes.com/2010/10/03/arts/television/03religion.html?scp=52&sq=American+Politics&st=nyt>.

"Global Warming." *The New York Times*, 6 October 2010.

<http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html?scp=1-spot&sq=global%20warming&st=cse#>.

Haddod, Yvonne Y., Jane I. Smith, and John L. Esposito. *Religion and immigration: Christian, Jewish, and Muslim experiences in the United States*. Walnut Creek, CA: AltaMira Press, 2003.

"Health Care Reform." *The New York Times*, 7 October 2010.

[http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health\\_insurance\\_and\\_managed\\_care/health\\_care\\_reform/index.html?8qa&scp=1-spot&sq=healthcare&st=nyt](http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/health_insurance_and_managed_care/health_care_reform/index.html?8qa&scp=1-spot&sq=healthcare&st=nyt).

Katznelson, Ira. *When affirmative action was white: an untold history of racial inequality in twentieth-century America*. New York: W.W. Norton, 2005.

Lutz, Catherine. "Making War at Home in the United States: Militarization and the Current Crisis." *American Anthropologist* 104, no. 3 (2002): 723-735.

Mouawad, Jad. "The spill versus the need to drill." *The New York Times*, 1 May 2010.

[http://www.nytimes.com/2010/05/02/weekinreview/02jad.html?\\_r=1](http://www.nytimes.com/2010/05/02/weekinreview/02jad.html?_r=1).

Morton, David. *Queer inclusions, continental divisions: public recognition of sexual diversity in Canada and the United States*. Toronto: University of Toronto Press, 2008.

Reider, Johnathan, and Steven Steinlight. *The fractious nation? unity and division in contemporary American life*. Berkeley, CA: University of California Press, 2003.

<http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=108538>.

"Tea Party Movement." *The New York Times*, 15 October 2010.

[http://topics.nytimes.com/top/reference/timestopics/subjects/t/tea\\_party\\_movement/index.html?8qa&scp=1-spot&sq=tea+party&st=nyt](http://topics.nytimes.com/top/reference/timestopics/subjects/t/tea_party_movement/index.html?8qa&scp=1-spot&sq=tea+party&st=nyt).

Teixeira, Ruy A. *Red, blue, and purple America: the future of election demographics*. Washington, D.C.: Brookings Institution Press, 2008.

### **c) Place of higher education in economic stability**

George, Elizabeth. "Positioning higher education for the knowledge based economy." *Higher Education* 52 (2006): 589-610.

Greenhouse, Steven. "Learning Curves on the Career Path." *The New York Times*, 25 August 2010.  
[http://www.nytimes.com/2010/08/26/education/26JOBS.html?ref=colleges\\_and\\_universities](http://www.nytimes.com/2010/08/26/education/26JOBS.html?ref=colleges_and_universities).

Hillygus, D. "The Missing Link: Exploring the Relationship between Higher Education and Political Engagement." *Political Behavior* 2 (2005): 25-47.

Lewin, Tamar. "Value of College Degree Is Growing, Study Says." *The New York Times*, 21 September 2010.  
[http://www.nytimes.com/2010/09/21/education/21college.html?\\_r=1&ref=colleges\\_and\\_universities](http://www.nytimes.com/2010/09/21/education/21college.html?_r=1&ref=colleges_and_universities).

McMahon, Walter W. *Higher learning, greater good: the private and social benefits of higher education*. Baltimore, Md: John Hopkins University Press, 2009.

Torres, Carlos. "Globalization, Education, and Citizenship: Solidarity versus Markets?." *American Educational Research Journal*, 39, no. 2 (2002): 363-378.

Trani, Eugene P., and Robert D. Holsworth. *The indispensable university: higher education, economic development, and the knowledge economy*. Lanham, Md: Rowman & Littlefield Publishers, 2010.

Tynjala, Pavi, Jussi Valimaa, and Anneli Sarja. "Pedagogical Perspectives on the Relationships between Higher Education and Working Life." *Higher Education* 46, no. 2 (2003): 147-166.

Yusuf, Shahid, and Kaoru Nabeshima. *How universities promote economic growth*. Washington D.C.: World Bank, 2007.

### **d) Religion in Contemporary World Culture**

Alvarez, Lizette. "Even the Dalai Lama Has a Point Man." *The New York Times*, 19 May 2010.  
[http://www.nytimes.com/2010/05/20/fashion/20Close.html?ref=religion\\_and\\_belief](http://www.nytimes.com/2010/05/20/fashion/20Close.html?ref=religion_and_belief).

Field, Catherine. "The Peace of the Sufis." *The New York Times*, 9 September 2010.  
[http://www.nytimes.com/2010/09/10/opinion/10iht-edfield.html?ref=religion\\_and\\_belief](http://www.nytimes.com/2010/09/10/opinion/10iht-edfield.html?ref=religion_and_belief).

Floyd, Charlene. *Christian voices: journeys through faith and politics in contemporary American Protestantism*. Westport, Conn: Praeger, 2007.

Haar, Gerrie. *How God became African: African spirituality and western secular thought*. Philadelphia: University of Pennsylvania Press, 2009.

Herbert, David. *Religion and civil society: rethinking public religion in the contemporary world*. Ashgate religion, culture & society series. Aldershot, Hampshire, England: Ashgate, 2003.

Jessop, Sonia. "A Long Parade of Cultures Leaves a Rich Trail in the Art of Sumatra." *The New York Times*, 14 August 2010. [http://www.nytimes.com/2010/08/05/arts/05iht-sumatra.html?ref=religion\\_and\\_belief](http://www.nytimes.com/2010/08/05/arts/05iht-sumatra.html?ref=religion_and_belief).

Juergensmeyer, Mark. *The Oxford handbook of global religions*. Oxford: Oxford University Press, 2006.

Levey, Geoffrey Brahm, Tariq Modood, and Charles Taylor. *Secularism, religion, and multicultural citizenship*. Cambridge, UK: Cambridge University Press, 2009.

Madan, T. N. *Images of the world: essays on religion, secularism, and culture*. Oxford collected essays. New Delhi: Oxford University Press, 2006.

Mazur, Eric Michael, and Kate McCarthy. *God in the details: American religion in popular culture*. New York: Routledge, 2001.

Schäbler, Birgit, and Leif Stenberg. *Globalization and the Muslim world: culture, religion, and modernity*. Modern intellectual and political history of the Middle East. Syracuse, N.Y.: Syracuse University Press, 2004.

Snodgrass, Judith. *Presenting Japanese Buddhism to the West: Orientalism, Occidentalism, and the Columbian exposition*. Chapel Hill: University of North Carolina Press, 2003.

Steadman, Sharon R. *The archaeology of religion: cultures and their beliefs in worldwide context*. Walnut Creek, Calif: Left Coast Press, 2009.

Whaling, Frank. *Understanding Hinduism*. Edinburgh: Dunedin, 2010.

#### **e) Dynamics of Western/Non-Western Culture**

Baumgartner, Jody C., Peter L. Fracia, and Jonathan S. Morris. "A Clash of Civilizations? The Influence of Religion on Public Opinion of U.S Foreign Policy in the Middle East." *Political Research Quarterly* 61, no. 2 (2008): 171-179.

Blocker, H. G. "Non-Western Aesthetics as a Colonial Invention." *Journal of Aesthetic Education* 35, no. 4 (2001): 3-13

Lawler, Andrew. "Bridging East and West." *Science* 325 (2009): 940-943.  
Mahbubani, Kishore. "Peeling Away the Western Veneer." *New Perspectives Quarterly* 25, no. 2 (2008): 7-13.

Nayak, Meghana V., and Christopher Malone. "American Orientalism and American Exceptionalism: A Critical Rethinking of US Hegemony." *International Studies Review* 11 (2009): 253-276.

Said, Edward. "Orientalism Reconsidered." *Cultural Critique* (1985): 89-107.

Wang, Ning. "Orientalism versus Occidentalism?." *New Literary History* 28, no. 1 (1997): 57-67.

#### **f) Globalization, Free Trade, and the Sex Industrial Complex**

Agustín, Laura María. *Sex at the margins: migration, labour markets and the rescue industry*. London: Zed Books, 2007.

Bhattacharyya, Gargi. *Traffick: The Illicit Movement of People and Things*. Ann Arbor, MI: Pluto Press, 2005.

Beeks, Karen, and Delila Amir. *Trafficking and the global sex industry*. Program in migration and refugee studies. Lanham, Md: Lexington Books, 2006.

Bertone, Andrea. "Sexual Trafficking in Women: International Political Economy and the Politics of Sex." *Gender Issues* (2000): 4-22.

Campa, Roman. "Latin, Latino, American: Split States and Global Imaginaries." *Comparative Literature* 53, no. 4 (2001): 373-388.

Chang, Grace. *Disposable domestics: immigrant women workers in the global economy*. Cambridge, Mass: South End Press, 2000.

Chua, Amy. "A World on the Edge." *Wilson Quarterly* 26, no. 4 (2002): 62-77.

Jeffreys, Sheila. *The industrial vagina: the political economy of the global sex trade*. London: Routledge, 2009.

Kempadoo, Kamala. 1999. *Sun, sex, and gold: tourism and sex work in the Caribbean*. Lanham, Md: Rowman & Littlefield Publishers, 1999.

Kofman, Eleonore, and Gillian Youngs. *Globalization: theory and practice*. London: Continuum, 2003.

Li, David Leiwei. *Globalization and the humanities*. Hong Kong: Hong Kong University, 2004.

Morris, Stephen. "Exploring Mexican Images of the United States." *Mexican Studies* 16, no. 1 (2000): 105-139.

Reiter, Rayna R. *Toward an anthropology of women*. New York: Monthly Review Press, 1975.

Ritzer, George. *McDonaldization: the reader*. Thousand Oaks, Calif: Pine Forge Press, 2006.

### **5. Relationship of Humanities to Literature? Other Disciplines?**

Dawson, Paul. *Creative writing and the new humanities*. London: Routledge, 2005.

Donaday, Anne. "Overlapping and Interlocking Frames for Humanities Literary Studies: Assia Djebar, Tsitsi Dangarembga, Gloria Anzaldua." *College Literature* 34, no. 4 (2007): 22-42.

Gottschall, Jonathan. *Literature, science, and a new humanities*. New York: Palgrave Macmillan, 2008.

Gould, Stephen Jay. *The hedgehog, the fox, and the magister's pox: mending the gap between science and the humanities*. New York: Harmony Books, 2003.

Levine, Peter. *Reforming the humanities: literature and ethics from Dante through modern times*. New York: Palgrave Macmillan, 2009.

Paulson, William R. *Literary culture in a world transformed: a future for the humanities*. Ithaca, NY: Cornell University Press, 2001.

Stimpson, Catharine R. "Loving an Author, Loving a Text: Getting Love Back Into the Humanities." *Confrontation* 104 (2009): 13-29.

Worsley, Dale. *Teaching for depth: where math meets the humanities*. Portsmouth, NH: Heinemann, 2002.

### **6. In what ways does a college curriculum steeped in the humanities lead to a more humane society/human-ness?**

Bloch, Howard. "What Words are Worth: In defense of the humanities." *Humanities* 30, no. 3 (2009): 18-53.

Kekes, John. "Moral Imagination, Freedom, and the Humanities." *American Philosophical Quarterly* 28, no. 2 (1991): 101-111.

Franke, Richard J. "The power of the humanities & a challenge to humanists." *Dædalus* (2009): 13-23.

Høyrup, Jens. *Human sciences: reappraising the humanities through history and philosophy*. Albany, NY: State University of New York Press, 2000.

Nussbaum, Martha C. *Not for Profit: Why Democracy Needs the Humanities*. Princeton, N.J.: Princeton University Press, 2010.

Walling, Donovan R. *Under construction: the role of the arts and humanities in postmodern schooling*. Bloomington, Ind: Phi Delta Kappa Educational Foundation, 1997.

**7. Porousness of disciplines—how humanities bleeds into phil, anth, litr, and fields like wmst, border studies, and indigenous studies.**

Cohen, Tom. *Jacques Derrida and the humanities: a critical reader*. Cambridge, U.K.: Cambridge University Press, 2001.

Deats, Sara Munson, and Lagretta Tallent Lenker. *Aging and identity: a humanities perspective*. Westport, Conn: Praeger, 1999.

Fuery, Patrick, and Nick Mansfield. *Cultural studies and the new humanities: concepts and controversies*. Melbourne: Oxford University Press, 1997.

Gay, Volney P. *Progress and values in the humanities: comparing culture and science*. New York: Columbia University Press, 2010.

Klein, Julie Thompson. *Humanities, culture, and interdisciplinary: the changing American academy*. Albany: State University of New York Press, 2005.

Morris, Christopher D. *The figure of the road: deconstructive studies in humanities disciplines*. New York: Peter Lang, 2007.

Snyder, Sharon L., Brenda Jo Brueggemann, and Rosemarie Garland-Thomson. *Disability studies: enabling the humanities*. New York: Modern Language Association of America, 2002.



## Schedule of Readings

The schedule is subject to change depending on the needs of the class.

Jan. 18 Introductions

Jan. 25 *1493* – Introduction, p. 3-36

**RESPONSE PAPER #1 DUE DATE: 1/25 BY 4 PM**

**6 more response papers due – add your own deadlines!**

Feb. 1 *1493* – Part One, p. 39-116

6 PM – Library Research Session, Neeta Jambhekar

Feb. 8 *1493* – Part Two, p. 123-193

Feb. 15 *1493* – Part Three, p. 197-278

**PROPOSAL DUE DATE: 2/15 BY 4 PM**

Feb. 22 *1493* – Part Four, p. 281-381

Feb. 29 *1493* – Coda, p.385-411

*Acting Out Culture (AOC)*, How We Believe, p. 15-96

Mar. 7 *AOC*, How We Watch, p. 99-176

**ANNOTATED BIBLIO DUE DATE: 3/7 BY 4 PM**

Mar. 14 **SPRING BREAK**

- Mar. 21 AOC, How We Eat, p. 179-276
- Mar. 28 AOC, How We Learn, p. 279-360  
Gayatri C. Spivak, "Questions of Multiculturalism" (BB)
- Apr. 4 AOC, How We Work, p. 363-460  
Dipesh Chakrabarty, "The Muddle of Modernity" (BB)

**PAPER DRAFT DUE DATE: 4/4 BY 4 PM**

- Apr. 11 AOC, How We Change, p. 463-520  
Carolyn Forche, Excerpts from *Against Forgetting* (BB)
- Apr. 18 Pre-conference workshop  
Closing Discussions
- Apr. 25-26 UHCL Student Conference – students attend multiple sessions and present their own papers/schedule 6-9 hours of conference attendance into your week

• **FINAL PAPER DUE DATE: 5/2 BY 4 PM**

- ❖ It is your responsibility to maintain a copy of this syllabus. Keep a phone number/email of another student from our class whom you should contact to request missed notes or work. Make use of office hours since active correspondence with me will heighten your understanding of material as well as enrich your participation in the course. Most importantly, just stay in touch!

**Overall Participation:**

It is a great idea to start attending the many events or free fairs that take place on our campus. It is a good way to learn about the university, the larger world, and meet your peers who are struggling and surviving in similar ways. While I know many of you are busy with full-time careers and families and many other responsibilities, do think of coming by to have a cup of coffee on Thursday evenings at the Café Bono and attend the poetry readings that I run on first Thursdays. Also, I encourage you to catch a film through our own in-house film series run by Sonia Hernandez and also, the Foreign Language Studies Program. Both series offer award-winning commercial films at a very subsidized rate for your viewing pleasure. All this is a way to participate and animate the university's own cultural and intellectual environment and get a sense of all the dimensions of a baccalaureate and become a well-rounded humanities student.