

<p>“Place and Displacement in the Americas: Human Rights, Culture, and Ethnicity”</p>	<p style="text-align: right;">Fall 2013 Meeting Times: Mon/Wed 11:00 am – 3:15 pm Course meets in room UW1-010</p>
<p>BCUSP 104/107 B</p>	<p style="text-align: right;">Credits: 10</p>
<p>Professors Julie Shayne & Jennifer Atkinson</p>	<p style="text-align: right;">Areas of Knowledge: VLPA and I&S</p>
<p>Professor Shayne’s Contact Info: Email: jshayne@uw.edu Office phone: 425.352.3182 Office hrs: Mon and Wed 9:45-10:45 am or by appt. Office: UW1-142</p>	<p>Professor Atkinson’s Contact Info: Email: jenwren@uw.edu Office phone: 425.352.3210 Office hrs: Mon 3:15-5:15 or by appt. Office: Husky Hall-1316</p>

“When you say ‘America’ you refer to the territory stretching between the icecaps of the two poles.”

~ **Diego Rivera, Mexican muralist**

Course Description:

This course explores four main topics: human rights, social class & race, cultural productions, and physical & social environments. Our analysis spans South, Central, and North America and uses a combination of film, fiction & poetry, social science, journalism, and testimony. Among others, this course addresses the following questions: What are human rights, social justice, and environmental justice? What does diaspora mean, and how do human rights violations lead to the relocation of peoples and recreation of their communities? How does the meaning of Place vary among social and economic groups, and how do problems like poverty, pollution, and discrimination affect how places are imagined and experienced? What are some ways that marginalized groups re-shape their relations to Place through cultural productions like public art, memorials, literature, and film? Case studies in displacement will include homelessness in U.S. cities, Hurricane Katrina, Central American and Mexican immigration, Native American reservation life, and Chicano/a communities, among others.

Course Learning Goals:

At the end of this course, students will be able to:

1. Produce well-written and analytically rigorous papers.
2. Analyze and synthesize complex readings in order to support writing assignments.
3. Generate compelling research questions; use library databases to find relevant scholarly sources, and demonstrate how those sources support a central claim.
4. Explain how issues pertaining to Place and Displacement intersect with race, class, ethnicity, nationality, and human rights.

CUSP Learning Goals: <http://www.uwb.edu/cusp/learninggoals>

❖ Critical and Creative Inquiry

- ❖ Communication
- ❖ Quantitative and Qualitative Literacy
- ❖ Inclusive Practices
- ❖ Ethics and Social Responsibility

Discovery Core Sequence: The DC Sequence includes a DC I in the fall, a DC II in the winter, and a DC III in the spring. Each course emphasizes student creativity and analysis, interdisciplinarity, integrated learning, undergraduate research skills, and self-reflection. The sequence is capped by the spring DC III course in which you create a Portfolio that is both reflective and projective, looking back at what you have learned and ahead to the directions you would like to explore. Read more about the Discovery Core and Advising issues at <http://www.uwb.edu/cusp/courses/the-discovery-core>.

PLEASE KEEP MATERIAL FROM ALL OF YOUR COURSES archived on the UWGoogle site in order to have access to them for your Spring DCIII Portfolio project. <http://www.uwb.edu/learningtech/help/how-to/eportfolios>

Required Texts:

Castillo, Ana. 2007. *The Guardians*. New York: Random House.

Cohn, Diana. 2005. *¡Si, Se Puede! / Yes, We Can!: Janitor Strike in L.A. (English and Spanish Edition)*. El Paso, Texas: Cinco Puntos Press.

Eggers, Dave. 2010. *Zeitoun*. New York: Vintage

Library E-reserves: <http://eres.bothell.washington.edu/eres/coursepage.aspx?cid=1887>

Readings thru Canvas: canvas.uw.edu (In the course readings module)
(Please print out all electronic readings from E-reserves and Canvas and bring to class)

Additional Resources:

- **Canvas:** You already have a Canvas account. If you are unfamiliar with Canvas please visit the tutorial which will walk you through the process of locating our course's page, etc. <http://uwb.edu/learningtech/elearning/canvas>
- **Course Research Guide:** <http://libguides.uwb.edu/bcusp104shayneatkinson>
- **MDID:** Several times this quarter you will be asked to view images through MDID. <http://mdid.uwb.edu/>The directions are: **Login:** student; **Password:** uwbimages; **Select:** slideshows; then select our names from the drop down menu, listed as "Shayne_Atkinson," and select "title of slideshow." Title will be related to the day's topic.

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**Class Schedule**

Please read this carefully, and consult it regularly. You are responsible for all materials, updates, and announcements covered during class sessions. The course calendar may change due to unforeseen circumstances; please check your email and Canvas announcements daily for updates. **You must complete readings by the date they are paired with below.**

**Section one: Introduction**

**Wed Sept 25: Why study human rights, culture, and alienation?**

**In-class reading activity:** Sanders, Scott. 2007. "After the Flood," pp 210-12 in *Landscapes with Figures*. Ed. Robert Root. Lincoln: Univ of Nebraska.

**Film:** *30 Days* (2007) [45 minutes]

**Mon Sept 30: The politics and culture of place**

Cresswell, Tim. 2004. "Defining Place," pp. 1-11 in *Place: A Short Introduction*. Malden, MA: Blackwell. (E-reserves)

Swentzell, Rina. 1997. "Conflicting Landscape Values: The Santa Clara Pueblo & Day School," pp. 54-66 in *Understanding Ordinary Landscapes*. New Haven: Yale University Press. (E-reserves)

**Quiz:** The syllabus

**CUSP Director's Welcome:** Dr. Leslie Ashbaugh; e-Portfolio lab (2:15-3:15, UW1-120)

**Wed Oct 2: Latin American displacement**

Gonzalez, Juan. 2011. *Harvest of Empire: A History of Latinos in America, Revised Edition*. New York: Penguin Books. (E-reserves)

"Introduction" pp. xi-xxiv; 314-315

Ch 11: "Immigrants Old and New: Closing Borders of the Mind" pp. 199-224; 339-342

*Recommended:* Glossary, pp. 353-354 and Bibliography, pp.355-371

**Film:** Selections from *Letters From the Other Side* (2006) [73 minutes]

**Section two: Place, Displacement, and Human Rights****Mon Oct 7: Homelessness and alienation from place: Part I**

Waldron, Jeremy. 1991. Excerpts from "Homelessness and the Issue of Freedom," in *UCLA Law Review* 39. (E-reserves)

Eighner, Lars. 1993. Excerpts from *Travels with Lizbeth: Three Years on the Road and On the Street*. New York: Ballantine Books. (E-reserves)

Goldberg, Eleanor. 2013. "Police Oppose Criminalizing Homelessness In Columbia, South Carolina." *The Huffington Post* (Canvas/readings)

Keys, Scot. 2013. "South Carolina City Approves Plan To Exile Its Homeless." *Think Progress*. Aug 20. (Canvas/readings)

**Film:** *Downtowners* (2004) [80 minutes]

**Library workshop #1:** Getting Started – Alyssa Deutschler, Global Studies Librarian. [Workshop begins at 11:00 am; meet in LB1-222]

~ **1<sup>st</sup> write-up due; please bring two copies** ~

**Wed Oct 9: Homelessness and alienation from place: Part II**

Solnit, Rebecca. 2007. "Mirror in the Street," pp. 199-202, in *Storming the Gates of Paradise*. Berkeley: University of California Press. (E-reserves)

"Why are people homeless?" and "Mental Illness & Homelessness." 2009. *National Coalition for the Homeless* (Canvas/readings)

Lee, Morgan. 2013. "Police Tell North Carolina Christians to Stop Feeding Homeless or Be Arrested." *The Christian Post* (Canvas/readings)

View video before class: "Hard times generation: Homeless Kids," CBS News (link included in Canvas/readings)

**Field Trip:** Compass Center Homeless Shelter, Pioneer Square. Please arrive at 10:00am.

~ **Paper topic due; submit to UW Google site** ~

**Mon Oct 14: War and displacement: Central American refugees**

Gonzalez, Juan. 2011. *Harvest of Empire: A History of Latinos in America, Revised Edition*. New York: Penguin Books. (E-reserves)

“Central Americans: Intervention Comes Home to Roost.” Pp. 129-148; 333-335  
*Recommended: Bibliography, pp.355-371*

**Film:** *Voices of the Voiceless* (1983) [55 minutes]

~ 2<sup>nd</sup> write-up due ~

**Section three: (In)justice and Place****Wed Oct 16: Educational injustice: The case of Arizona**

Lacey, Marc. 2011. “Rift in Arizona as Latino Class Is Found Illegal,” in the *New York Times*. Jan 7. (Canvas/readings)

Biggers, Jeff. 2012. “Arizona Unbound: National Actions on Mexican American Studies Banishment.” *Common Dreams* (www.commondreams.org). Jan 26. (Canvas/readings)

Please browse the “No History is Illegal” campaign webpage: [www.teacheractivistgroups.org/tucson/](http://www.teacheractivistgroups.org/tucson/) (Canvas/readings)

**Film:** *Precious Knowledge* (2011) [70 minutes]

**Mon Oct 21: Environmental justice and toxic places**

Pellow, David and Robert Brulle. 2005. “Power, Justice and the Environment,” pp. 1-13 in *Power, Justice and the Environment*. Cambridge, MA: MIT Press. (E-reserves)

Evans, M. 2002. “Excerpts from Testimonies,” selected pages. *The Environmental Justice Reader*. Eds. Adamson, Evans, & Stein. Tucson, University of Arizona Press. (E-reserves)

View video before class: “Environmental Justice Professor on How Race Affected the Government’s Response to Katrina” (link included in Canvas/readings)

**Film:** *Homeland: Four Portraits of Native Action* (2005) [89 minutes]

~ 3<sup>rd</sup> write-up due ~

**Wed Oct 23: RePlaced politics: Justice for Janitors**

Gutierrez de Soldatenko, Maria A. 2005. “Justice for Janitors Latinizing Los Angeles: Mobilizing Latina(o) Cultural Repertoire,” pp. 225-245 in *Latino Los Angeles: Transformations, Communities, and Activism*. Eds., Enrique Ochoa and Gilda Ochoa. Tucson: The University of Arizona Press. (E-reserves)

Cohn, Diana. 2005. *¡Si, Se Puede!/Yes, We Can!: Janitor Strike in L.A.* Cinco Puntos Press; Bilingual edition.

**Film:** *Bread & Roses* (2001) [110 minutes]

**Section four: Cultural Production and Place****Mon Oct 28: Chicano/a murals and painting place**

Cockcroft, Eva Sperling and Holly Barnet-Sánchez, eds. 1993. *Signs From the Heart: California Chicano Murals*. Albuquerque: University of New Mexico Press. (E-reserves)

Cockcroft, Eva Sperling and Holly Barnet-Sánchez. “Introduction,” pp. 4- 21  
 Ybarra-Frausto, Tomás. “Arte Chicano: Images of a Community,” pp. 54-68

**Please view accompanying images** before class at: <http://mdid.uwb.edu> [If you have one, please bring your laptop to class today.]

**Library workshop #2:** Finding Sources, Alyssa Deutschler, [11:00 am; meet in LB1-222]

**Note:** You should have started *The Guardians* by Ana Castillo

~ 4<sup>th</sup> write up due ~

**Wed Oct 30: Memorials, place, and cultural memory: Part 1**

Solnit, Rebecca. 2007. "The Struggle of Dawning Intelligence: Creating, Revising, and Recognizing Native American Monuments," p. 40-50 in *Storming the Gates of Paradise*. Berkeley: University of California Press. (E-reserves)

Cresswell, Tim. 2004. "Place and Memory," pp. 85-7 in *Place: A Short Introduction*. Malden, MA: Blackwell. (Canvas/readings)

**Please view images before class** in "Memorial Images" module (Canvas)

**Photo analysis:** 1:15 – 3:15, UW2-105 computer lab

**Mon Nov 4: Memorials, place, and cultural memory: Part 2**

Gómez-Barris, Macarena. 2009. *Where Memory Dwells: Culture and State Violence in Chile*. Berkeley: University of California Press. (E-reserves)

"Searching for Villa Grimaldi: Memory's Democratic Promise," pp. 37-73; 169-172

*Recommended:* Bibliography, pp. 183-202

**Film:** *Archeology of Memory: Villa Grimaldi* (2009) [57 minutes]

**Please view accompanying images** before class at: <http://mdid.uwb.edu> [slideshow is titled "Chilean Dictatorship"]

**Wed Nov 6: In and out of place**

Castillo, Ana. 2007. *The Guardians*. New York: Random House.

**Film:** *A Better Life* (2011) [98 minutes]

~ **5<sup>th</sup> write-up due** ~

**Mon Nov 11: Veterans' Day observed ~ Campus Holiday****Section five: Economic Violence and Place****Wed Nov 13: Displacement, labor, and normalized violence**

Holmes, Seth M. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press. (E-reserve)

"Introduction: 'Worth Risking Your Life?'" pp. 1-29; 203-204

"'How the Poor Suffer:' Embodying the Violence Continuum, pp. 88-110; 207-208

*Recommended:* References, pp.213-225

**Guest speaker:** Dr. Seth Holmes, author of *Fresh Fruit, Broken Bodies*

**Workshop:** How to Organize a Research Paper [If you have one, please bring your laptop.]

**Mon Nov 18: Community gardens and the struggle to democratize place**

Ferguson, Sarah. 1999. Selected readings from *Avant Gardening* (pp 60-89). Brooklyn: Autonomedia. (E-reserves)

Nevarez, Leonard. 2003. "Gentrification," pp. 544-548 in *Encyclopedia of Community*. Thousand Oaks, CA: SAGE Publications. (Canvas/readings)

**Film:** *The Garden* (2008) [80 minutes]

~ **Early thoughts & annotated biblio due** ~  
**[Submit to your UW Google site by 11:00 am]**

**Wed Nov 20: Garbage, art, and community**

Scheper-Hughes, Nancy. 2010. "Rubbish People," pp. 38-45 in *Berkeley Review of Latin American Studies*. Center for Latin American Studies: UC Berkeley. (Canvas/readings)

View video before class: "The Story of Stuff" (link included in Canvas/readings) and fill out the worksheet on Canvas/course handouts (print this and submit in class)

**Film:** *Waste Land* (2011) [99 minutes]

**Guest speaker:** Dr. Deborah Caplow, Art Historian in Interdisciplinary Arts & Sciences, UWB

~ **6<sup>th</sup> write-up due** ~

**Mon Nov 25: Hurricane Katrina: Part 1**

Eggers, Dave. 2010. *Zeitoun*. New York: Vintage. (pp. 1-202)

**Film:** *Trouble the Water* (2008) [93 minutes]

**Guest speaker:** Dr. Rachel Luft, Associate Professor of Sociology, Seattle University

**Wed Nov 27: Independent Research Day: No Class**

Please continue reading *Zeitoun*

~ **Rough draft due** ~

**[Submit to your UW Google site by 11:00 am]**

**Mon Dec 2: Hurricane Katrina: Part 2**

Finish *Zeitoun* (pp. 202-325)

**Film:** *Beasts of the Southern Wild* (2012) [93 minutes]

~ **7<sup>th</sup> write-up due** ~

**Section six: Your Place****Wed Dec 4: Finding your place**

Please review the CUSP Learning goals: [uwb.edu/cusp/learninggoals](http://uwb.edu/cusp/learninggoals)

**In class writing:** If you have one, please bring your laptop

**Film:** *The Motorcycle Diaries* (2005) [127 minutes]

**Final paper AND comments re: your rough draft due**

**Monday December 9<sup>th</sup> at 11:00 am**

**in Professor Shayne's office: UW1-142**

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Evaluation and grading

Reading, connection quizzes, and active contribution: **15%**

Weekly write-ups: **40%**

Research paper: **45% total**

- Early thoughts/annotated bibliography [**10%**]
- Rough draft [**5%**]
- Final research paper [**30%**]

Total: 100%

Means of assessment:

Reading, connection quizzes, and active contribution (15%): Careful reading of the assigned materials and active contribution are fundamental to the success of this class. You will be expected to come to class, on time, with reading done, prepared to thoughtfully discuss the material. Throughout the quarter we will have in-class pop quizzes where you will be asked to make connections between two-or-three readings. Additionally, we will have in-class free writes. Your thoughtful completion of these free writes and connection quizzes will affect your final contribution grade. Contribution grade will be based on: 1) thoughtful discussion of the readings, 2) connection quizzes, 3) in class activities, 4) self-assessment, and 5) our observation.

Weekly write-ups (40%): Seven weeks this quarter you are required to turn in a **one page** response to a question we will hand out in class. We are **NOT** looking for opinions about the readings but a clear, concisely written indication that you did and understood the readings. **Please note:** If you do all seven of the write-ups we will drop the lowest grade from your total.

Write-ups are due on

October	November	December
7	6	2
14	20	
21		
28		

Research paper (45%): For this assignment you will write a research paper related to some aspect of Place or DisPlacement in the Americas. Your topic must be chosen in consultation with us. You must decide on your topic no later than **Wed Oct 9**.

Individual assignments for the paper:

(See research paper guidelines handout for more detail)

- **Paper topic:** You are required to submit a one-sentence description of your proposed topic/question. Due **Wed Oct 9** at 11:00 am on your UWGoogle site.
- **Early Thoughts** and **Annotated Bibliography [10%]:** The Early Thoughts part of the assignment should include your specific research question and your preliminary ideas about the topic. (This should be about one paragraph.) The Annotated Bibliography must include at least three acceptable sources that you have started reading with brief (about one paragraph) summaries. Acceptable sources include: books, book chapters, academic journal articles, MA or PhD theses, films, and primary sources. For this assignment, only one of these sources can be a non-scholarly source and only one can be an academic encyclopedia entry. This assignment is to demonstrate to us that you have begun your research and have a clear sense of what it is that you intend to learn. Due on **Mon Nov 18** at 11:00 am on your UWGoogle site.
- **Rough Draft [5%]:** You must turn in the first two pages of your research paper and bibliography thus far. (Bibliography does not count toward the two pages.) Your paper must be in reasonably good shape, formatted as if it is the final paper, adhering to all standard guidelines. Due on **Wed Nov 27** at 11:00 am on your UWGoogle site.
- **Research Paper [30%]:** Your final paper must be between five and eight pages with a minimum of five acceptable sources. Of these five, only one may be non-

scholarly, and only one may be an academic encyclopedia entry. Final paper *and* comments on your rough draft are due **Mon Dec 9 at 11:00 am in Professor Shayne's office: UW1-142.**

Grade Scale:

A+	100-98 (4.0)	C	79-75 (2.6-2.2)
A	97-94 (3.9-3.8)	C-	74-72 (2.1-1.9)
A-	93-91 (3.7-3.6)	D+	71-68 (1.8-1.5)
B+	90-87 (3.5-3.4)	D	67-65 (1.4-1.2)
B	86-83 (3.3-3.0)	D-	64-60 (1.1-0.7)
B-	82-81 (2.9-2.8)	E	59 and below (0.0)
C+	80 (2.7)		

For UW grading policies and procedures, see <http://depts.washington.edu/grading/>

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### **Policies**

- **Classroom conduct and respect for diversity:** Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In CUSP and at UW Bothell, students are expected to: 1) Respect individual differences which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. 2) Engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.
  - Students seeking support around these issues can find more information and resources at <http://www.uwb.edu/diversity>.
  - See the UW conduct code at: <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>.
- **Americans with Disabilities Act:** Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course. Contact info: Disability Resources for Students Office (DRS) at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at [drs@uwb.edu](mailto:drs@uwb.edu).
- **Communication:** We expect you to check your UW e-mail account and Canvas page daily so that we can communicate with each of you electronically between classes. If you wish to use another e-mail address as your primary account, set up your UW account to forward to your other address. You can do this through MyUW.
- **Professional email exchange:** There is a growing problem on college campuses of students sending professors unprofessional and disrespectful emails. Email correspondence should be limited to questions or clarification about course assignments or content. By law professors cannot discuss grades via email. Students should never send professors emails which contain wording you would not feel comfortable saying in person. Nasty, disrespectful emails are considered a violation of student conduct and will be reported to the proper authority.
- **Attendance policy:** Since participation is vital for a successful experience, please arrive on time for class. Late arrivals interrupt our in-progress activities and discussions. If you must miss a class session, let us know as soon as possible so that you can make up the work



that you miss. If you cannot attend class it is your responsibility to get the notes from someone, view the film, and check Canvas for relevant handouts and announcements.

- **Technology in the classroom:** Since technology is linked to education, there will be many times when we ask that you employ different tools in the gathering and expression of knowledge. Since, however, education is also more than technology, please **turn off and put away** all laptops, cell phones, iPods, etc before the start of class and we will let you know when we'll make use of them. (There are exceptions for students with specific note-taking and other needs.)
- **Late assignments:** Unless otherwise noted, all assignments are due at the BEGINNING of class. Weekly write-ups and research papers will **not** be accepted late. Early thoughts/bibliography and rough drafts will be graded down one-HALF of a grade for every day they are late. "Late" begins at 11:01 am on the due date. The penalty will be waived in the case of a documented emergency or illness. We will not accept your assignment more than one class past its' due date.
- **Absence the day an assignment is due:** If you are not in class the day an assignment is due it is your responsibility to submit it to your UW Google site (as a word doc attachment) by 11:00 am the day it is due so we can see you did it on time. If it is not posted on time it will be considered late. If a hard copy is required and we do not receive it by one class after the due date it will become an automatic zero. If you are not able to hand deliver your final paper it is your responsibility to get it to a friend so s/he can deliver it **and** our comments on your rough draft for you.
- **Grade discrepancies:** Except in cases of miscalculation or other error, your course grade is final and non-negotiable. You **MUST** keep all graded material until you have received your final grades. If there are any grade discrepancies at the end of the quarter, and you are missing any of your graded originals we will not recalculate your grade. **You should feel free to come discuss your grades with us** throughout the quarter, during office hours, to gather feedback for future assignments.
- **Assignment format:** All assignments must be typed, double-spaced, one-inch margins, pages numbered, stapled, no smaller than 11-point font size, with your name on each page.
- **Academic integrity:** See <http://www.uwb.edu/student-services/academic-conduct> for crucial information regarding academic integrity. The library also has an extremely useful website with resources at <http://libguides.uwb.edu/ai>. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not. Plagiarism is one of the most common violations of academic integrity, so please pay attention to the web information, and explanations in class and the library workshops.
- **Incompletes:** University rules state that "an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control."
- **Inclement weather:** Please check if the campus is closed due to weather. Information about suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <http://www.uwb.edu/alert>. Class activities will be rescheduled as needed.

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Student Support Services

IT Helpdesk: IT@uwb.edu , 425-352-3456

Library: <http://library.uwb.edu/> 425-352-5340

Writing and Communication Center: <http://www.uwb.edu/wacc>. 425-352-5253

Quantitative Skills Center: <http://www.uwb.edu/qsc> 425-352-3170

Student Success and Career Services: <http://www.uwb.edu/student-services/success-services> 425-352-3776

Student Counseling Services: <http://www.uwb.edu/student-services/counseling>, 425-352-3183

Career Services: <http://www.uwb.edu/careers> 425-352-3706