

Fall 2007

## SS 290 Returning to Hampshire

Tues./Thurs. 2:00-3:20 p.m.  
Emily Dickinson Hall, Room 5

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This course is intended for students returning from international programs or community internships, in the U.S. or abroad, who want to critically reflect on their off-campus experiences and integrate that with their studies at Hampshire. Students who enroll in this class should be prepared to think and write reflexively about their off-campus learning experiences, exploring their multiple identities/positions within different community and institutional contexts, and deriving questions that will become the basis for an independent research project. Through this project, students will learn to frame and analyze their experience in terms of larger social/cultural/political contexts and issues. To facilitate this, course readings and discussions will be organized around themes such as power and resistance, subjectivity and agency, global and local, and academics and activism. These themes are meant to provoke students into recognizing the limits of their own understanding while exploring possibilities of finding new spaces for engagement. Additional themes and readings will be decided upon based on the emerging projects of students in the course.

### Readings

All readings will be posted on the course website. Use your e-mail username and password to log in and download these readings. Be sure to check the web site regularly for changes or additions to the readings. **Please print out all required readings and bring them to class with you to discuss!**

### Requirements for Evaluation

- (1) **Attendance**—A class is a community of learners. Attendance is a measure of your commitment to this community and to your own learning. With the exception of serious illness or family emergency, every student is expected to be present at every class. If you are unable to attend class due to illness or emergency, an e-mail or phone call would be appreciated.

- (2) **Readings/Discussion**—This course is designed as an advanced seminar in which your preparation for and participation in class is essential to the learning experience. Please come to class having read the assigned reading for that day and prepared to discuss it, particularly in relation to your own emerging project. You will be asked to share your off-campus experiences with the class as together we try to identify and articulate the central questions and concerns that inform our work. Try to be mindful of the different knowledge and experience that we each bring into the classroom, listening and responding to one another in ways that will deepen understanding for all.
- (3) **Assignments:** Every three weeks or so (see syllabus for exact dates), you are required to complete a writing assignment based on questions and issues emerging from the interplay between class readings/discussions and your off-campus experiences. There will be a total of three writing assignments (5-7 pages each), with assigned topics distributed roughly one week before they are due. Please use these essays to develop your critical and analytical abilities, to experiment with new interpretations and approaches, to explore connections between theory and praxis, and to develop your own personal voice and writing style. You are welcome to incorporate external readings and references, but please provide a bibliography when you do so.
- (4) **Research Proposal:** As your questions and ideas begin to take form over the course of the semester, you should seek out additional sources to deepen your thinking and writing, culminating in a research proposal (approx. 10-12 pages). The purpose of this proposal is to develop the conceptual vocabulary to integrate your off-campus experiences with substantive elements of your academic work at Hampshire. Independent research should inform this paper and a detailed bibliography should be included. You are encouraged to seek out relevant faculty and consult with your Div II or III committee in developing ideas for this paper. During the last three weeks of the semester, each student will lead a discussion of the questions/issues that are relevant to his/her project, including assigning one or two readings for the class.

All written assignments are due in class. If you choose to miss a class or submit a late paper, please consult with me in advance. **In order to receive an evaluation, you must meet all of the above requirements.** During the semester, you should focus on engaged reading and writing, substantive revising, and critical/analytical thinking. You will receive feedback on your papers during the semester from your peers as well as myself. At the end of the semester, please turn in a portfolio that contains all your writings.

## Syllabus

Sept. 6

Introductions

**Sept. 11/13**

**Stories of Resistance**

Readings: Selected chapters from Barry Lopez' (2004)  
*Resistance*

**Sept. 18/20**

**Traveling Cultures, Crossing Borders**

Readings: Clifford (1992), "Traveling cultures"  
Iyer (2000), "The burning house" and "The airport"  
Bauman (1998), "Tourists and vagabonds"

**Assignment #1 due Sept. 18:** Write about your experience as an intern/international student, focusing on the kind of work that you did, your location in the organizations/institutions you encountered, and the kinds of challenges and questions that arose for you over the course of this experience. How has this experience changed your thinking about your Division II or III concentration? What new questions does it raise for you that you hope to explore further at Hampshire? (5-7 pages)

**Sept. 25/Oct. 2**

**Dis-Locations and Political Awakenings**

(Sept. 27 No class—Advising Day)

Readings: Satrapi (2003), *Persepolis: The Story of a Childhood*  
Kleinman (2006), "Bill Burt/Simcha Adler"  
Kleinman (2006), "Idi Bosquet-Remarque"

In-Class Writing: What Really Matters

**Oct. 4/11**

**Academics and Activism**

(Oct. 9 No class—Oct. break)

Readings: Reich (1991), "The education of the symbolic analyst (I)  
& (II)"  
Ferguson (1991), "Managing without managers: Crisis and  
resolution in a collective bakery"  
Fox (1991), "The politics of prevention: Ethnographers combat  
AIDS among drug users"

**Oct. 16/18**

**Structures of Feeling: Nationalisms, Racisms, Sexualities**

Readings: Wallerstein (1991), "The construction of peoplehood"  
Said (1994), "Discrepant experiences"

Said (2000), "On defiance and taking positions" and "Between worlds"

**Oct. 17**

**Film: "Edward Said: The Idea of Empire"**

**Oct. 23/25**

**Identities and Subjectivities**

Readings: Hall "Old and new identities, old and new ethnicities" Benjamin (2002), "Terror and guilt: Beyond them and us"

**Assignment #2 due Oct. 23**—Based on our readings and discussions thus far, revisit your first paper. To what extent has our class readings/discussions about resistance, travel, political awakenings, academics and activism provoked a new way of thinking about the community or off-campus experiences you wrote about? Choose one or two texts/authors that you have found particularly provocative or inspirational and elaborate on how their ideas offer you a critical lens through which to question and re-interpret that experience. (If you want to focus on an experience you didn't already write about, you may do so but please be specific in describing that experience). Write as concretely as possible about both the texts/ideas and your experience as you attempt to integrate the two. Finally, what problems/questions loom large that you would like to explore in a research paper? (5-7 pages)

**Oct. 30/Nov. 1**

**Hybrid Identities, Divided Loyalties**

Readings: Abu-Lughod (1988), "Fieldwork of a dutiful daughter" Narayan (1993), "How 'native' is a native anthropologist?"

In-Class Writing: "Writing Contrapuntally"

**Nov. 5**

**Guest Speaker: Vijay Prashad, Trinity College**  
**"Academics & Activism: Contradictions and Connections"**

(Nov. 6—No class)

**Nov. 8**

Readings: Prashad (2001), "The American Ideology"

**Student-led discussions and readings**

**Nov. 13**

Eddie & Chris

Readings: Chantal (1999), "Gotta keep climbin' all de time"

Urciuoli (2003), "Boundaries, language, and the self: Issues faced by Puerto Ricans and other Latino/a college students"

Nov 15 Katrina & Noelle

Readings: Saddik (2003), "Rap's unruly body: The postmodern performance of Black male identity on the American stage"  
Fernandez (2000), "Rethinking race and nation in Cuba"

**Sat. Nov. 17 Fieldtrip—"Juanita Nelson: An Intentional Life"**

**Nov. 20/22 No Class—Thanksgiving Break**

**Student-led discussions and readings**

Nov. 27 Brecklyn & Kerianne

Readings: Gordon & Anderson (1999), "The African diaspora: Toward an ethnography of diasporic identification"  
Williams (1999), "Group identity and conflicting expectations of the future in Northern Ireland"

Nov. 29 Nataly & Nana

Readings: Elder (1995), "Collaborative filmmaking: An open space for making meaning, a moral ground for ethnographic film"  
Braam & Hessini (2004), "The power dynamics perpetuating unsafe abortion in Africa: A feminist perspective"

**Assignment #3 Due—First draft of research proposal**

Dec. 4 Heather

Readings: Singer (2008), "The political economy of psychotherapy"  
Film: "Sicko"

Dec. 6 Course Evaluation

**Final Paper and Portfolios due on Dec. 12**

## **SS 290 Returning to Hampshire**

Drawing on the readings for this week by Clifford, Iyer, and Bauman about travel and mobility, talk together in pairs about the following questions:

How would you characterize your own mobility, i.e., the way you move between Hampshire and your off-campus or community-based experience: As a traveler? A tourist? A vagabond? A global soul? A nomad? A pilgrim? Any other terms that best describe your experience of moving between communities?

What kinds of boundaries did you cross in leaving Hampshire and in returning? Which boundaries were most permeable? Which were most rigid and problematic for you?

## **SS 290: Returning to Hampshire**

### What Really Matters

In-class writing:

Based on your reading of Arthur Kleinman's narratives of "Idi Bosquet-Remarque" and "Bill Burt/Simcha Adler," reflect on your own "moral experience," i.e., what Kleinman calls "the unequal struggle between where the world is taking us and where we aspire to go" (p. 17). How does your own lived moral experience shape your Div II or Div III, the problems you choose to focus on, the kinds of questions you ask?

## SS 290 Returning to Hampshire

### Writing Contrapuntally

Stuart Hall, Jessica Benjamin, and Edward Said all speak of the urgency of recognizing and living with contradiction within ourselves. Hall, arguing for a new politics of living identity through differences, writes that:

“In order to conduct that politics really we have to live outside of the dream, to wake up, to grow up, to come into the world of *contradiction*. We have to come into the world of politics. There is no other space to stand in” (Hall, 1997, p. 58).

Benjamin, writing after 9/11 about the problem of how to break out of retaliatory cycles, argues that:

“...if we don't find a way to confront our own fundamentalist tendencies to externalize and attack 'badness,' and live with *contradictions*, fundamentalist tendencies here will win out” (Benjamin, 2002, p. 475).

And in his reflections on his past, Said writes:

“Having allowed myself gradually to assume the professional voice of an American academic as a way of submerging my difficult and unassimilable past, I began to think and write *contrapuntally*, using the disparate halves of my experience, as an Arab and an American, to work with and also against each other” (Said, 2000, p. 562).

Where do the contradictions lie in your own life and work? Write about one contradiction that is present in your current academic life/work at Hampshire. Try to write about this contradiction contrapuntally, i.e., in two voices, in order to let both sides of the contradiction speak.



## SS 290 Returning to Hampshire

### Final Paper

(Due Dec. 12 by 5:00 p.m.)

Based on the reflexive writing you have done thus far, write a **research proposal** (roughly 10-12 pages) that translates your off-campus community-based or study abroad experience into a researchable project that you might undertake as a Div II or Div III.

Your proposal should include the following:

- main problem and questions* that your project seeks to explore
- why these questions matter/disturb/excite you*, how they emerged from your experience of moving between communities, what you learned from these dislocations and what remains unanswered, troubling, and worthy of further study
- discussion of at least *three additional sources* that have helped you to articulate your questions and find a language in which to critically reflect on and write about your experience
- an *appropriate methodology* for exploring your questions, taking your learning further and deepening your understanding (e.g., return to the off-campus community? compare with another community? questions you would ask? roles you would play? people you would talk to? other sources you would seek? outcomes you would hope for?)
- annotated bibliography*\* of sources that inform your project

**Important:** Be as *concrete* and *specific* as possible about the questions you ask, the experiences and sources you describe, and the methods you propose to further your learning. Write as if you are writing for someone who knows nothing about you, your off-campus experience, or your academic interests.

In lieu of **Assignment #3**, submit a *rough draft of your proposal to me by Nov. 27* that includes at the very least your main questions and annotations of three sources.

\*Note: An annotation is typically a paragraph in which you summarize an author's central argument and consider its significance for your own project.