

WHOSE SPACE? PICTURING AMERICA

An Interdisciplinary Class

Spring 2008

INTER 100A, Item 0600

Why does an avocado have more liberty than the farmer who grows it?
How is it that car parts cross borders more freely than those who make them?
Should the foreign-made Statue of Liberty douse its welcome light and hang a sign from her torch: No
Vacancy?

America: Who gets in? Who doesn't? and why?
What does the U. S. look like to an "outsider"? to an "insider"? to you?
In this integrated course, we will read, write and photograph our way through questions
of who "we" are in terms of national, cultural and ethnic identities,
and how we are to navigate in an interconnected, global world.

ENGLISH: 101, 271,272, or 130
ECONOMICS: 100, 260 or International Studies 201
ART: 150, 151 or 199 (film camera required)

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Required Texts

Author	Title
Ronald Takaki	<i>A Larger Memory</i>
Renya Grande	<i>Across a Hundred Mountains</i>
Edwidge Dandicat	<i>Eyes Breath Memory</i>
Chang-Rae Lee	<i>Native Speaker</i>
Dinaw Mengestu	<i>The Beautiful Things That Heaven Bears</i>
Andrew Pham	<i>The Catfish Mandala</i>
Henry Kiyama	<i>The Four Immigrants Manga</i>
N. Scott Momaday	<i>The Names</i>
David Roediger	<i>Working Toward Whiteness</i>
Wysocki and Lynch	<i>The DK Handbook</i>

I am what time, circumstance, history, have made of me, certainly. But I am also much more than that. So are we all.

-James Baldwin

We believe that students learn best when they are actively involved in the teaching and learning process. Therefore, this is an *active, interactive* course where you are expected to read, write, discuss, and participate. You will actively create your own knowledge, rather than simply passively listen to ours. We think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. We challenge you to abandon the traditional passive student role and to get involved with teaching and learning – we think you’ll enjoy it and learn a lot in the process.

Community Meetings/ Community Workshops

Community meetings and personal development workshops will be conducted on Friday mornings. At the community meetings we will have a chance to talk about class events, evaluate the progress of the course, or meet to celebrate our learning. Activities during the community workshop will focus on applying concepts covered in class, including personal identity clarification and practice in interpersonal and intergroup communication skills. We value your high participation at these sessions.

Typical Weekly Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Econ Lecture/ Seminar	Writing Lab/ Photo Lab	Seminar/ Econ Lecture	Writing Lab/ Photo Lab	Community Meeting; Film/ Guest Speakers/

Course Outcomes

By the completion of this course students will be able to

- Demonstrate teamwork and collaboration skills: to explore ideas cooperatively, respect others’ insights and opinions, and develop areas of consensus and agreement.
- Demonstrate attitudes of responsibility for one’s own learning: developing learning goals, taking initiative, following up intuitions, and evaluating progress.
- Demonstrate skills for carrying on productive dialogue of controversial topics.
- Demonstrate satisfactory critical reading skills: identify an issue or an argument, determine message of that issue, and analyze rhetorical style, evidence, diction/vocabulary, sentence complexity

- Understand the historical development of the United States economy, and the particular role immigration and immigrant groups have played in that development.
- Recognize the importance of the forces of globalization in the modern economy, and how the various “pushing” and “pulling” factors in the global economy help explain the movements of people.
- Demonstrate a knowledge of policy issues related to globalization and immigration, be able to distinguish between points of view, and make a well-developed and supported argument.
- Gain awareness of the roles of race and class in American society and economy, the forces generating inequality, and how immigration and immigrants fit into and affect this system.
- Demonstrate the basics of good writing:
 - Use all stages of the writing process.
 - Develop and clearly support a substantive thesis
 - Organize writing effectively at the composition, paragraph and sentence level
 - Display competency with the conventions of written English
 - Use a variety of rhetorical modes.
 - Determine the needs of and address a variety of audiences.
 - Analyze a text for structural elements.