

Journeys -- Intersections + Reflections: Nicaragua

GBL 102-H

<i>Instructor Information</i>	<i>Course Information</i>
Janelle S. Peifer - Emily Kandetzki jpeifer@agnesscott.edu - ekandetzki@agnesscott.edu Office: Bullock Science Center 118 E - Buttrick 109 404.471.5362 - 404.471.6952	Spring 2016 TR – 11.30 – 12.45 Bullock Science Center 103 W Office Hours: TR – 10.00 – 11.30

Nestled between Honduras and Costa Rica in Central America, Nicaragua is a country with rich bio-diversity, history, and contemporary cultures. The course will take an experiential approach to exploring women's leadership as it manifests similarly and differently in Nicaraguan and US contexts. From the first day of class, course participants will explore their own complex identities and engage with organizations in Nicaragua. Students will initiate collaborative partnership that will culminate with a trip to Managua and Granada and continue post-departure. Throughout the course, students will challenge themselves to interrogate myths and biases about travelling abroad, learn about Nicaraguan culture, and self-reflect on their own experiences as emerging globally-minded women leaders.

Readings

Please purchase a copy of the required, common reading: **Kincaid, J. (1988). A Small Place. New York, NY: Farrar, Straus and Giroux.** The majority of the other readings are accessible via the class' WordPress site or can be located in the shared Google Drive folder.

Communication and Questions

If you have a question about the course, first reference this syllabus. If after reviewing the syllabus you still have questions or would like to talk further, feel free to come by my office hours. I ask that you err towards reaching out earlier than later in the semester if any concerns arise. If you are unavailable during my set office hours, e-mail me to find another time. I strive to respond to e-mail messages within 48 hours.

Course-Related Discussion Group Text

Members of the class will establish a course-related discussion group text to facilitate communications about the course among students. Be respectful of your fellow students when you use this resource and refrain from discussing topics unrelated to the class.

Accessibility and Accommodations

We will seek to build an inclusive classroom environment together. I will work with Agnes Scott's Office of Student Disability Services (OSDS) to accommodate students' learning needs provide accommodations to students registered with OSDS.

Kelly Deasy - Office of Academic Advising (kdeasy@agnesscott.edu; p. 404.471.6174)

To find more information about establishing accommodations, visit:

<http://www.agnesscott.edu/academicadvising/disability-services.html>.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories. For the safety of the entire community, any incidence of or information about sexual misconduct must be reported immediately. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through Agnes' Title IX Coordinators: Karen Gilbert (kgilbert@agnesscott.edu, 404.471.6435) and/or Kristian Contreras (kcontreras@agnesscott.edu, 404.471.6394).

Course Purpose and Learning Objectives

In this course, you will begin to: 1) develop an understanding of the role of self-exploration and knowledge in cultural competence, 2) examine the practical, ethical, and scholarly considerations for travelling abroad, 3) build skills in documenting your experience in digital, written, and oral forms, and 4) apply culturally-informed critical thinking skills to your own work domestically and abroad.

Common Course Description and Learning Objectives

Developing themes introduced in GBL 101, this course is the core course in the Global Learning curriculum of the new Summit initiative. It is to be taken by all Agnes Scott students during the spring of their first year. This course introduces first-year students to global structures, systems and patterns and connects these concepts to first-hand travel experiences that are undertaken as part of course and supported by Summit & OIE faculty/staff. Drawing on faculty from a variety of disciplines, interests, and expertise, it explores complex and interdependent relationships across the globe. Students will examine a set of global issues, decided upon annually by the faculty who will teach the course, through common readings, interdisciplinary faculty panels, and small group discussions. These learning experiences will enable students to identify, describe, and evaluate critical assumptions that shape the discourse around global issues. This course also prepares students for their first-year travel experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication. Learning objectives include:

- Identify key global structures, systems, and processes*
- Articulate evolving and competing views of globalization and its benefits and challenges for human populations and natural systems
- Recognize diversity and inequalities within and among societies in a global context
- Critically analyze common motivations for travel to “other” cultures
- Recognize varied perceptions and viewpoints of self and other cultures
- Identify the complexities of intercultural communication by articulating basic cultural norms and behaviors in travel destination
- Draw connections between travel destination/experiences and course concepts

Credits and Workload

To meet the requirements of this four credit course, you will spend: 1) three hours in the classroom each week and 2) at least three additional hours per week on readings and other course assignments.

Submitting Assignments

For each assignment, please review the submission guidelines closely--be sure to label and format your document as described on the assignment description and/or rubric. If you submit materials incorrectly (e.g., slipping under my office door), they will not be accepted or graded. Assignments will be docked a letter grade for each day submitted after the deadline (including weekends) except with written medical or emergency excuse.

Tardiness, Attendance, and Make-Up Policy

You may miss two classes without penalty. If you arrive more than 5 minutes late to class, that will count as an absence. Each absence over two will impact your final participation and attendance grade. If an extraordinary situation (e.g., hospitalization, death of a family member) arises that requires your absence or prevents the submission of an assignment - you *must* communicate with me, by e-mail, as soon as possible to develop a plan.

Assignments and Grade Breakdown

Reference the [Journeys Nica Shared Folder](#) for detailed descriptions of and rubrics for each assignment. Brief assignment descriptions are included on the next page. You can track your grade below.

Grading Scale

A: 93 – 100	A-: 90 – 92	B+: 87 – 89	B: 83 – 86
B-: 80 – 82	C+: 77 – 79	C: 73 – 76	C-: 70 – 72
D+: 67 – 69	D: 63 – 66	D-: 60 – 62	F: ≤ 59

#	Assignment	Due Date	Possible Points	Actual Pts.	Submission Details
	<i>Total</i>		1000		
1	Reflective Questions (10)	--	100		Upload to your Google Drive folder.
2	Non-Profit Briefing + Handout	T, 2/23	125		Google Slides - Upload to Journeys Nica Shared Folder. Print rubric and bring to class.
3	Nicaragua Digital Album	T, 3/22	50		Google Slides - Upload to Journeys Nica Shared Folder. Print rubric and bring to class.
4	De-Brief Interview Video	W, 3/30	150		Google Doc - Upload link to YouTube video in Journeys Nica Shared Folder. Print rubric and bring to class.
5	Travel Writing Piece	T, 3/29	100		Upload to your Google Drive folder. Print piece, attach rubric, and bring to class.
6	Identity Reflection Poster	R, 3/31	125		Create poster, attach rubric, and bring to class.
7	Scotties' Guide to Nicaragua Section	R, 4/7	50		Upload to Journeys Nica Shared Folder. Print section, attach rubric, and bring to class.
8	Scotties' Guide to Nicaragua Presentation	R 4/7 or T, 4/12	50		Upload to Journeys Nica Shared Folder. Print rubric and bring to class.
9	Reflective Mapping Assignment	T, 4/14	50		Follow Mapping Instructions.
10	Random Reading Quizzes (5)	--	50		Complete in Class.
11	Attendance	--	50		--
12	Participation (Domestic)	--	50		--
13	Participation (Nicaragua)		50		--
--	Spanish Language Extra Credit (5 points each)	T, 4/19	25		Submit a one-paragraph write-up by e-mail to Dr. Peifer for each time you attend

Weekly Course Schedule¹

A list of each week's readings and materials are included at the end of this document. I will post other required (or suggested) materials to Google Drive.

Note: Readings and assignments are due by the course session indicated below – not to be completed after the session listed.

No.	Date	Topic	Assignments Due	Other Information
1	T, 1/12	So You Wanna be Global?	<i>Readings:</i> None. <i>Assignment(s):</i> None. <i>In Class:</i> None.	None.
2	R, 1/14	Introduction to Nicaragua + Our Course	<i>Readings:</i> None. <i>Assignment(s):</i> 1) Initial Survey, and 2) Non-Profit Choice Google Form <i>In Class:</i> None.	Fri., 1/15: Last day to drop Spring classes via AscAgnes; MLK Convocation Mon, 1/18: MLK Holiday - No Classes
3	T, 1/19	Journeys	<i>Readings:</i> The Mindful Traveler <i>Assignment(s):</i> Reflective Questions 1 <i>In Class:</i> None.	None.
4	R, 1/21	Journeys to Nicaragua	<i>Readings:</i> To Hell with Good Intentions <i>Assignments:</i> Reflective Questions 2 <i>In Class:</i> None.	Fri., 1/22: Last Day to Add Spring class or change to Audit
5	T, 1/26	Identity: Self, Culture + Other	<i>Readings:</i> 1) Cisneros (2015), 2) Manyinka (2003), and 3) Cisneros' NPR Interview <i>Assignments:</i> Reflective Questions 3 <i>In Class:</i> None.	None.
6	R, 1/28	Nicaraguan Identity: Self, Culture, + Other	<i>Readings:</i> None. <i>Assignments:</i> None. <i>In Class:</i> None.	Mon., 2/1: Last day to drop w/o a W

¹ I will do my best to keep the electronic version of our syllabus up-to-date and follow it in our class sessions, but may make changes.

7	T, 2/2	Colonialism + Imperialism	<p><i>Readings:</i> A Small Place (Part I)</p> <p><i>Assignments:</i> Reflective Questions 4.</p> <p><i>In Class:</i> None.</p>	None.
Thursday, 2/4: No Class: WISE Conference				
Monday, 2/8: Life and Debt Screening - 6.30pm (the Frannie)				
8	T, 2/9	The Impact of Colonialism + Imperialism in Nicaragua	<p><i>Readings:</i> A Small Place (Part II)</p> <p><i>Assignments:</i> Reflective Questions 5</p> <p><i>In Class:</i> None.</p>	None.
9	R, 2/11	Pre-Travel Collaborative Goal-Setting	<p><i>Readings:</i> None.</p> <p><i>Assignment:</i> None.</p> <p><i>In Class:</i> None.</p>	None.
10	T, 2/16	<p><i>Globalization Common Panel, Gaines</i></p> <p><i>Panelist: Gundolf Graml, Susan Kidd, Patricia Schneider, + Cathy Scott</i></p>	<p><i>Readings:</i> Globalization: Prospects + Problems</p> <p><i>Assignments:</i> Reflective Questions 6</p> <p><i>In Class:</i> None.</p>	None.
11	R, 2/18	<p>Globalization in Nicaragua</p> <p><i>Co-Lecture with Dr. Alan Grostephan: Perspectives on Non-Profits in Latin America</i></p>	<p><i>Readings:</i> Introduction in Global Woman</p> <p><i>Assignments:</i> None.</p> <p><i>In Class:</i> None.</p>	<p>Fri., 2/19: Founders' Day Convocation</p> <p>2/19-21: Soph. Family Weekend</p>
12	T, 2/23	Non-Profit Briefings	<p><i>Readings:</i> None.</p> <p><i>Assignments:</i> Pre-Trip Non Profit Briefing Pres. and Handout.</p> <p><i>In Class:</i> None.</p>	None.
13	R, 2/25	<p>Travel Writing</p> <p><i>Guest Lecture: Dr. Alan Grostephan, Asst. Professor of English</i></p>	<p><i>Readings:</i> 1) Travel Writing, Form + Empire and 2) Afterword: Travel + Power</p>	2/27-29: Scholars' Weekend

			<i>Assignments:</i> 1) Reflective Questions 7 and 2) Mid-Semester Survey <i>In Class:</i> None.	Mon., 3/1: Study Abroad Deadline
14	T, 3/1	<i>Pre-Travel Workshop (GBL 102-Wide)</i> <i>Gaines, Presser Hall</i>	<i>Readings:</i> None. <i>Assignments:</i> None. <i>In Class:</i> None.	None.
15	R, 3/3	Pre-Travel Workshop (In Class)	<i>Readings:</i> None. <i>Assignments:</i> None. <i>In Class:</i> None.	None.
Saturday, 3/5 - Saturday, 3/12: Journeys Trip to Managua + Granada, Nicaragua				
Saturday, 3/12 - Friday, 3/18: No Class - Spring Break for Journeys Participants				
16	T, 3/22	<i>Re-Entry Common Session</i>	<i>Readings:</i> None. <i>Assignments:</i> Nicaragua Digital Album. <i>In Class:</i> None.	
17	R, 3/24	Journeys Revisited - Introduction to Mapping Assignment	<i>Readings:</i> Why We Travel <i>Assignments:</i> Reflective Questions 8 <i>In Class:</i> None	3/25-27: Easter Break
18	T, 3/29	Post-Trip Travel Writing <i>Guest Lecture: Dr. Alan Grostephan, Asst. Professor of English</i>	<i>Readings:</i> None. <i>Assignment:</i> Travel Writing Piece <i>In Class:</i> None.	None.
19	R, 3/31	Identity Revisited	<i>Readings:</i> Body Ritual among the Nacirema <i>Assignment:</i> 1) Post-Trip Debrief Video (Due: W, 3/30) and 2) Identity Reflection <i>In Class:</i> None.	Thurs., 3/31: Last day to drop with a W
20	T, 4/5	Colonialism + Imperialism Revisited	<i>Readings:</i> The European Slave Trade	4/4-14: Fall course registration on AscAgnes

			<i>Assignment: Reflective Questions 9</i>	
			<i>In Class: None.</i>	
21	R, 4/7	Presentations: Scotties' Guide to Nicaragua (Day A)	<i>Readings: None.</i> <i>Assignments: 1) Scotties' Guide to Nica Sections and 2) Scotties' Guide to Nica Presentations (A)</i>	None.
			<i>In Class: None.</i>	
22	T, 4/12	Presentations: Scotties' Guide to Nicaragua (Day B)	<i>Readings: None.</i> <i>Assignments: Scotties' Guide to Nica Presentations (B)</i>	None.
			<i>In Class: None.</i>	
23	R, 4/14	Globalization Revisited	<i>Readings: 1) The Case for Contamination and 2) Globalization and Its Contents</i> <i>Assignments: Reflective Questions 10; Reflective Mapping Assignment</i>	4/15-16: Alumnae Weekend
			<i>In Class: None.</i>	
24	T, 4/19	Intersections, Reflections, + You	<i>Readings: None.</i> <i>Assignments: None.</i>	None.
			<i>In Class: None.</i>	
25	R, 4/21	What Now? The Continued Journey	<i>Readings: Gender and Mobility</i> <i>Assignments: None.</i>	None.
			<i>In Class: None.</i>	
Tuesday, 4/26: No Class - SpARC				
26	R, 4/28	Journeys Nicaragua - Portfolio Festival	<i>Readings: None.</i> <i>Assignments: Curated Portfolio of Class Materials</i>	None.
			<i>In Class: None.</i>	
27	T, 5/3	Wrap Up and Celebration	<i>Readings: None.</i> <i>Assignments: Final Survey</i>	Weds., 5/4: Last Day of Classes

			<i>In Class: Course Evaluations</i>
<p>Reading Day: Th., 5/5 Exams: Fr., 5/6 – Weds., 5/11 Baccalaureate, Fr., 5/13 Commencement: Sa., 5/14 Final Grades Posted to AscAgnes: after 4.30pm on Weds., 5/18</p>			

Course Expectations and Policies

At the beginning of our course, you will digitally sign a copy of the commitment below -- keep one for your reference. These expectations on policies form the foundation of a bidirectional relationship that we both agree to from the beginning of our work together.

	<i>Your Commitment</i>	<i>My Commitment</i>
<i>Honesty and Integrity</i>	Abide by Agnes Scott policies and uphold standards of honor and integrity in all course-related activities.	Model morality and ethical behaviors. Provide clear expectations about policies related to academic integrity.
<i>Responsible E-Mail Use</i>	Check your e-mail on a regular basis (minimum: ~ every 3 days). Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct title and name (e.g., “Dear Dr. Peifer,”), 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.	Strive to respond in 48 hours to e-mail messages. Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct name, 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.
<i>Proactivity and Communication</i>	Reach out early and often if you have a concern, will not attend class, or will be tardy. Be proactive in addressing issues early in the semester, come to office hours, and share your feedback, needs, or thoughts throughout the semester.	Be available and accessible during class, office hours, and by e-mail. Be responsive, non-reactive, and non-judgmental when you share information. Keep privacy and provide accommodations when needed.
<i>Respect and Openness</i>	Treat peers in class with respect. Work towards inclusive communication, thought, and behavior to create a safe environment for all students. Demonstrate respect for the employees who maintain the space - feel free to eat in class, but ensure that you collect trash and clean up after yourself.	Approach students respectfully. Be self-reflective and humble. Identify when classroom becomes unsafe and respond in a warm, patient way.

<i>Punctuality and Attendance</i>	Attend all classes and be prepared to begin class and discuss assignments on time. Inform me of conflicts or extraordinary situations as early as possible. Abide by attendance, tardiness, assignment submission, and make-up policies listed in the syllabus.	Be ready to begin on time. Accurately log attendance and tardiness. Provide clear expectations on attendance/tardiness policies. Communicate with students with extraordinary circumstances to develop alternative plans.
<i>Presence and Participation</i>	Find ways to participate in class that align with your preferences, personality, and communication style. Do not sleep in class. If you are less vocal and/or outgoing in classroom settings, explore other ways to engage (e.g., e-mailing questions about the reading before class, being active in small groups, coming to office hours).	Balance lecture and information-giving with opportunities for dialogue, small group work, and discussion. Choose thought-provoking and relevant articles and materials. Maintain a safe, non-judgmental, and respectful classroom space. Come to class as well-rested and present as possible.
<i>Thoughtful Technology Use</i>	Put cell phones away, out of sight, during class. Use laptops and tablets for note-taking and course-related work -- not for personal matters. Utilize appropriate, professional, and peer-reviewed sources and properly cite them.	Integrate educational technology into the course and take advantage of different forms of media (e.g., videos, online forums). Allow students to use laptops and other devices as learning tools and set reasonable limits on their use where they may inhibit learning.
<i>Attentiveness to Detail</i>	Review syllabus, assignments, and course-related materials carefully. Submit materials and comport yourself in a way that aligns with the articulated expectations.	Provide and share clearly written guidelines and expectations. Keep students accountable to syllabus, assignment descriptions and rubrics. Be well-organized.

Course Evaluations and Feedback

Your feedback is vital to me as your professor, future students, and the College as a whole. I ask that all students complete evaluations and course surveys. I truly appreciate your time and effort and I will review all feedback provided with care and attention.

Student Resources

I encourage you to take advantage of the various resources available to support your development and success:

- Academic Advising: <http://www.agnesscott.edu/academicadvising>
- The Writing Center: http://writing_center.agnesscott.edu
- The Speaking Center: http://speaking_center.agnesscott.edu
- Counseling and Psychological Services: <http://www.agnesscott.edu/wellnesscenter/caps/index.html>
- McCain Library: <http://library.agnesscott.edu>

- Educational Technology Center: <http://www.agnesscott.edu/its/educational-technology>
- Wellness Center: <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
- Academic Catalog: <http://www.agnesscott.edu/academics/academic-catalog/index.html>
- Academic Calendar: <http://www.agnesscott.edu/registrar/academic-calendar.html>
- Registrar: <http://www.agnesscott.edu/registrar/>
- Student Handbook: <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

Statement on Academic Honesty

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.)

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work: I pledge that I have neither given nor received any unauthorized aid on this assignment.

Readings and Other Assigned Materials

Session 1 - Tuesday, 1/12: So You Wanna be Global?

No Readings Due.

Session 2 - Thursday, 1/14: Introduction to Nicaragua and Our Course

No Readings Due.

Session 3 - Tuesday, 1/19: Journeys

- Slimbach, R. (2010). The Mindful Traveler. In *Becoming World Wise: A Guide to Global Learning* (pp. 71-96). Sterling, VA: Stylus Publishing, LLC.

Session 4 - Thursday, 1/21: Journeys to Nicaragua

- Illich, I. (Director) (1968, April 20). To Hell With Good Intentions. Conference on InterAmerican Student Projects (CIASP). Lecture conducted from Cuernavaca, Mexico.

Session 5 - Tuesday, 1/27: Identity: Self, Culture, and Other

- Cisneros, S. (2015). Only Daughter. In *A House of My Own* (pp. 91-95)
- Manyinka, S. (2003). Oyinbo. In *Problematizing Blackness: Self-Ethnographies by Black Immigrants to the United States* (pp. 65-83)
- Cisneros, S. (2015, October 15). Sandra Cisneros Crosses Borders and Boundaries In 'A House of My Own.' NPR.
<http://www.npr.org/2015/10/06/446301433/sandra-cisneros-crosses-borders-and-boundaries-in-a-house-of-my-own>

Session 6 - Thursday, 1/28: Nicaraguan Identity: Self, Culture, and Other

No Readings Due.

Session 7 - Tuesday, 2/2: Colonialism and Imperialism

- Kincaid, J. (1988). *A Small Place*. New York, NY: Farrar, Straus and Giroux.

Session 8 - Tuesday, 2/9: The Impact of Colonialism and Imperialism in Nicaragua

- Kincaid, J. (1988). *A Small Place*. New York, NY: Farrar, Straus and Giroux.

Session 9 - Thursday, 2/11: Pre-Travel Collaborative Goal-Setting

No Readings Due.

Session 10 - Tuesday, 2/16: Globalization Common Panel

- Chirico, J. (2014). *Globalization: Prospects and Problems* (pp. 5-32).

Session 11 - Thursday, 2/18: Globalization in Nicaragua

- Ehrenreich, B., & Hochschild, A. (2003). Introduction. In *Global Woman* (1st ed., pp. 1-15). New York, NY: Metropolitan Books.

Session 12 - Tuesday, 2/23: Non-Profit Briefings

No Readings Due.

Session 13 - Thursday, 2/25: Travel Writing

- Introduction. (2009). In J. Kuehn & P. Smethurst (Eds.), *Travel Writing, Form and Empire* (pp. 1-19). New York, NY: Routledge.
- Afterword: Travel and Power. (2009). In J. Kuehn & P. Smethurst (Eds.), *Travel Writing, Form and Empire* (pp. 229-241). New York, NY: Routledge.

Session 14 - Tuesday, 3/1: Pre-Travel Workshop

No Readings Due.

Session 15 - Thursday, 3/3: Pre-Travel Workshop (In Class)

No Readings Due.

Session 16 - Tuesday, 3/22: Re-Entry Common Session

No Readings Due.

Session 17 - Thursday, 3/24: Journeys Revisited - Introduction to Mapping Assignment

- Iyer, P. (2000, March 18). Why We Travel. Retrieved July 29, 2015.

Session 18 - Tuesday, 3/29: Post-Trip Travel Writing

No Readings Due.

Session 19 - Thursday, 3/31: Identity Revisited

- Miner, H. (1956). Body Ritual Among the Nacirema. *The American Anthropologist*, 58, 503-507.

Session 20 - Tuesday, 4/5: Colonialism and Imperialism Revisited

- Rodney, W. (1972). The European Slave Trade as a Basic Factor in African Underdevelopment. In *How Europe Underdeveloped Africa* (pp. 93-146). London: Bogle - L'Ouverture Publications.

Session 21 - Thursday, 4/7: Presentations: Scotties' Guide to Nicaragua (Day A)

No Readings Due.

Session 22 - Tuesday, 4/12: Presentations: Scotties' Guide to Nicaragua (Day B)

No Readings Due.

Session 23 - Thursday, 4/14: Globalization Revisited

- Appiah, K. (2006). The Case for Contamination. New York Times.
- Marber, P. (2004). Globalization and its Contents. World Policy Journal, 21(4), 29-37. Retrieved July 30, 2015, from EBSCOHOST.

Session 24 - Tuesday, 4/19: Intersections, Reflections, and You

No Readings Due.

Session 25 - Thursday, 4/21: What Now? The Continued Journey

- Hanson, S. (2010). Gender and mobility: New approaches for informing sustainability. Gender, Place & Culture: A Journal of Feminist Geography, 17(1), 5-23. doi:10.1080/09663690903498225

Session 26 - Thursday, 4/28: Journeys Nicaragua Portfolio Festival

No Readings Due.

Session 27 - Tuesday, 5/3: Wrap Up and Celebration

No Readings Due.