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Syllabus IDS 3333
Diversity of Meaning: Language, Culture and Gender in Society
Fall 2021

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Office hours: By appointment

Class Meeting (Hybrid): PC 422 alternate weeks

Course Description:

This course encourages you to develop an awareness and appreciation of diverse ways of meaning through the lenses of language, gender and culture. We explore foundational beliefs and values in societies through readings, videos, discussions and interacting with diverse people. The hope is that you develop a commitment to honor the humanity of people of all cultures.

IDS 3333 implements an approach to learning based on sociocultural theory positing that learning occurs in the interaction among individuals. We follow the “learning community” model that “emphasizes the “new R’s” of reflection, responsibility, relationships and respect. The approach places the responsibility for learning with the learners, the instructor acting as facilitator. As we begin the semester, we create teams that mirror the diversity we study. Many assignments and discussions occur with your teammates. Learning to engage in the “mini-community” is an integral part of the learning experience.

In this hybrid section, your responsibility grows as we meet only every other week. Thus, much of the work depends on your interacting with the materials and with your teammates during the time between class sections. Please follow the course calendar as we proceed through the semester.

You might be here because the theme of the course caught your attention. More probably, you are here because the course is required for your program. However you came to be here, my hope is that at the end of the semester you will say that you’re glad you came. This is a Global Learning Foundations course that counts toward your Global Learning Graduation Requirement.

Global Learning Outcomes:

Global Awareness:

Students will be able to demonstrate awareness of diverse ‘ways of meaning’ manifested through the lenses of language, gender and culture in and among global communities.

Assessment Activity:

You conduct an interview with someone from a culture other than your own and prepare a report with analysis and comparison of data.

Global Perspective:

Students will be able to analyze different perspectives regarding the role of language, culture, and gender during interactions within and among people of different communities.

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Assessment Activity:

Team-based activity: You create role plays, skits, and/or monologues that highlight diverse perspectives as manifested through linguistic, cultural and gendered interactions. The artifact is a digital video of the activity.

Global Engagement:

Students will be able to engage in local, global, international and intercultural problem solving through interaction with others of varied cultural, gendered and linguistic backgrounds in meaningful tasks within both real and virtual global social networks.

Assessment Activity:

You participate in one or more co-curricular activities conducted with groups representing varying perspectives that work together on real world problems.

The artifact is a report with a reflection on your participation and engagement in the activity. You select the media through which you present this report.

UCC Competencies & Outcomes

Societies and Identities: Students compare societies and cultures in local, national, or international contexts and in contemporary or historical perspective.

Competency: Students will be able to compare and contrast societies and cultures.

This course addresses this competency by exploring the interrelatedness of language, culture and gender within and across societies. Students address how perceptions are formed and maintained based on evolving linguistic, cultural and gender-based factors. Students compare and contrast how these factors shape and are shaped by individual and collective identities and ways of making meaning of the world.

This course is guided by the following **essential question:** How do language, culture and gender shape diverse perceptions and influence interpersonal, local, national, and international relationships?

Teaching Methodology

This is a hybrid course. We meet in person every other week. Students are assigned readings, videos and activities to be completed during the week in which we do not meet. Instructional materials and activities are available on Canvas. Should you have any questions related to course content, please contact Dr. Lucas. Should you have any questions related to technical aspects of using Canvas, please contact Support Services: 305 348-3630.

Expectations of This Course

Please

- Be engaged in every aspect of the course, both during in person sessions and during out-of-class weeks – reading, viewing videos, completing assignments, participating in activities and discussions
- Read the syllabus
- Review and follow the course calendar
- Submit assignments by the corresponding deadline
- Get to know your team members and interact with compassion and respect

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- Be thoughtful!

Course Communication

Communication in this course will take place via Canvas Messages. You will find the messages in the left-hand menu on Canvas, not within the course itself. Please check your messages routinely to ensure up-to-date communication.

Assignments: Some assignments will be team assignments

Grade Breakdown

Activities and Assignments	Points	Due Dates
Class activities and discussions	25	Ongoing: activities and discussions 2-3 pts each
Interview essay	15	September 14
Book Club	20	Session 1: September 17; Session 2: September 21; Session 3: October 5; Essay: October 12
Video	20	November 16
Co-curricular Activity	20	November 10
TOTAL	100	

Grading Scale

As per FIU grading scale described in the student handbook

A 95-100	C+ 75-79.9
A- 90-94	C 70-74.9
B+ 87-89.9	D 65-69.9
B 83-86.9	F < 65
B - 80-82.9	

Grade is the sum of points earned on the assignments. No percentages are involved.

TEXT

No Required Text. Students will be required to read articles and view videos posted on Canvas.

Tentative Schedule *Subject to change as needed*

Module 1 Culture: August 23 – September 12			
Week	Topic	Materials	Assignment /Activity/Discussion
1	Getting to know one		In-class

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<p>August 24</p>	<p>another and what this class is all about</p>		<p>Introductions Syllabus Assignments Schedule Team formation</p>
<p>2 August 31</p>	<p>What is culture?</p>	<p>Human Culture: Characteristics of Culture (palomar.edu)</p> <p>How different cultures shape children's personalities in different ways - The Washington Post</p> <p>The Seven Dimensions of Culture (slideshare.net)</p> <p>The Seven Dimensions of Culture - from MindTools.com</p> <p>Dr Fons Trompenaars on Culture - YouTube</p>	<p>Before next class Read Human Culture: Characteristics of Culture (palomar.edu)</p> <p>Complete culture quizzes related to Human Culture: Characteristics of Culture and submit results online</p> <p>Read "How different cultures shape children's personalities in different ways" - The Washington Post</p> <p>Read and view Cultural dimensions materials</p> <p>Choose interviewee</p> <p>Research books for Book Club</p>
<p>3 Sept. 7</p>	<p>My personal culture</p> <p>Cultural dimension</p>		<p>In-class</p> <p>Cultural dimensions quiz and discussion</p> <p>Book Club session 1</p>
<p>Module 2 Language and Culture: September 13 – October 3</p>			
<p>4 Sept. 14</p>	<p>Language</p>	<p>Language and Culture: Menu of Topics (palomar.edu)</p> <p>How language can affect the way we think (ted.com)</p> <p>How the Language You Speak Influences the Way You Think Psychology Today</p>	<p>Before next class</p> <p>Obtain copy of book - read first half</p> <p>Read Language and culture (palomar.edu)</p> <p>Complete language and culture quizzes and submit results</p>

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		How the Languages We Speak Shape the Ways We Think - YouTube Language and Thought Petrina Nomikou TEDxAsociaciónEscuelasLinc ln - YouTube Dr. Maya Angelou - Power Of Words - YouTube	<p>Read Language and thought materials</p> <p>View Power of language video</p> <p>Conduct interview, write and submit essay</p> <p>Interview essay due</p>
5 Sept. 21	Language and thought		<p>In-class</p> <p>Book Club Session 2</p> <p>Stereotype quiz</p> <p>Before next class</p>
6 Sept. 28	Power of language	Learning the Language of Prejudice.pdf Everyday words and phrases that have racist connotations - CNN Sally Kohn: What we can do about the culture of hate TED Talk The danger of a single story Chimamanda Ngozi Adichie - YouTube Mariachi Kumbets Hit with Racial Tweets - YouTube Kids React to Controversial Cheerios Commercial - YouTube	<p>Finish reading book</p> <p>Read "Learning the Language of Prejudice"</p> <p>View Module 3 videos</p> <p>Plan and engage in extra-curricular activities</p>
Module 3 Stereotypes and Prejudice: October 4 – 31			
7 Oct 5	Stereotypes and prejudice		<p>In-class</p> <p>Quiz on "Learning the Language of Prejudice"</p> <p>Stereotype and Prejudice PP</p> <p>Class discussion on readings and videos</p> <p>Book Club Session 3</p>
8	Language of prejudice		<p>Before next class</p>

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<p>Oct 12</p>		<p>Racism in America: Resources to help you understand a history of inequality - The Washington Post</p> <p>Portraits on campus</p> <p>Racial Equity Glossary Terminology & Resources</p> <p>America's racial reckoning</p> <p>Being Black in America</p> <p>What Ida B. Wells would say about Capitol riot</p> <p>Racism and other problems immigrants face in US</p> <p>What part of illegal don't you understand</p>	<p>Read materials</p> <p>Engage in extra-curricular activities</p> <p>Write and submit book essay</p> <p>Book Club Essay due</p>
<p>9 Oct 19</p>	<p>Culture of hate</p>		<p>Before class</p> <p>Activities and discussion on ending hate</p> <p>Discuss team video</p>
<p>10 Oct 26</p>	<p>The Black experience in the U.S.</p>	<p>Communication, Conflict & Conflict Resolution (5).pdf</p> <p>Effective communication</p> <p>Effective communication is key to resolving conflict</p> <p>Conflict resolution skills</p> <p>75 Reasons for Conflict</p> <p>Reformed White Supremacist Builds Unexpected & Life-Changing Friendship - YouTube</p> <p>Emile Bruneau, Director, Peace and Conflict Neuroscience Lab, University of Pennsylvania - YouTube</p>	<p>Before next class</p> <p>Read "Communication, Conflict and Conflict Resolution"</p> <p>Read and watch materials</p> <p>Plan team video</p> <p>Engage in extra-curricular activities</p>

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		The Most Difficult Task in Conflict Resolution - YouTube	
Module 4 Conflict Resolution: November 1 – December 4			
Week 11 Nov 2	Conflict resolution		In-class Communication, Conflict & Conflict Resolution quiz Conflict resolution activities
12 Nov 9	Social conflict	How Hamilton County, Ohio, turned around its infant mortality rate - The Lily Following the way of love through divisions, upheaval and uncertainty - YouTube	Before next class Film and ed video for presentation next class Read materials and watch videos
13 Nov 16	Videos		In-class Videos premiere Conflict resolution activity
14 Nov 23	Thanksgiving		Thanksgiving
15 Nov 23		<hr/>	In-class Extra-curricular reports

Assignments

Interview (15 pts)

Your interview should be with a person **who is different from yourself culturally**. This can mean that the person comes from a different cultural group, linguistic group, socioeconomic group, or gender-based group. It is important to consider people that you may meet while in virtual worlds or that you know only through social networking as well. The idea is that you will find out about how this person perceives the world in a way that may be different from your own. You should ask about this person's experiences as a member of his or her group. The questions should come from the course topics in this class. The idea of this interview is that it is meeting the following objective:

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Global Awareness:

Students will be able to demonstrate awareness of diverse ‘ways of meaning’ manifested through the lenses of language, gender, and culture in and among global communities.

The following are some example questions:

1. How does being from _____ influence your idea of family/success/home-life balance/ etc.
2. Do you think that being a _____ makes getting a good job easier/more difficult/ etc.
3. Does your language influence the way you think about the world? In what way?
4. Do you consider that your morals, values and beliefs are influenced by your culture and language, if so, in what way?
5. If you could change your nationality, ethnicity, sex, etc ...would you? Why or why not?

These questions are just examples, and you don't need to use any of them or you could use all of them. The idea is that you are finding out about how someone quite different from yourself sees and experiences the world and you are learning something about yourself along the way. Your summary report will be two pages in length and will give the key points and ideas that you learned in the interview. You must include some direct quotes and demographic information about the person that you interview for contextual purposes.

Book Club (20 pts)

The Book Club is an opportunity for your group to read and discuss a book of your choice that has as a theme one of topics of this course such as cross-cultural communication, ways of knowing, gender and identity, global citizenship and community building, sexual, and language, or other. The purpose is for you to gain awareness of the perspective not only of the author of the book, but also of the perspectives of your group members as you discuss the issues presented in the book. Participation in the Book Club meets the following course objectives:

Global Awareness

Students will be able to demonstrate awareness of diverse ‘ways of meaning’ manifested through the lenses of language, gender and culture in and among global communities.

You can choose from the list of books below, or select another book related to the class. You must receive approval of the book from Dr. Teresa Lucas. We will have three Book Club sessions during the semester.

Session 1: 9/7 Before this session each member of the team will investigate book possibilities and bring a suggestion to class. Be sure to have reasons why you think this book is a good choice and how the book relates to the themes of the course if it is not a book on the list. Speculate on what you think you could all learn by reading this book. The group will choose the book during this session. If you are suggesting an outside book, the instructor must have a chance to review it before this session, so please provide it earlier.

Session 2: 9/21 Before this session, each team member obtains a copy of the book and reads at least half of the book. Bring the book to class, along with a series of observations that includes: the major themes of the book; your understanding of the characters in the book; how the book relates to the course themes; information about the book's author. In class, select a discussion leader, a note-

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taker and a presenter who will introduce the class to the book with a 2-minute summary. The note-taker will submit the written summary of the discussion by e-mail.

Session 3: 10/5: Before this session, each team member finishes reading the book. The team prepares a short presentation of the book. This should be like a commercial for the book. Make it interesting and engaging. The idea is that you want others to read your book, or contrarily, are warning people away from your book. The presentation will be assessed based on how the book is tied to the course and how the team presents the information in an informative and engaging way.

Individual essay: 10/12 In your 500- word essay, discuss your personal response to the book and to participation in the Book Club. In your personal response, reflect on what you learned from reading the book and why/why not you recommend that others read the book. In your reflection on participating in the Book Club, consider if group members:

- respectfully came to a consensus in choosing the book
- were prepared for discussions
- participated actively
- were open to each other's perspectives
- were flexible when disagreements occurred

Video (20 pts)

The video for this class is a team-based activity in which you highlight diverse ways of looking at the world as manifested through linguistic, cultural and gendered interactions. You will use your imaginations to develop and record an activity that demonstrates your understanding of diverse perspectives of looking at the world. Possible activities could be to create role plays, skits, and or/monologues, surveys people from diverse backgrounds about issues related to the course topics (e.g. concepts of time, personal relationships, communicative interactions, social networks, gender issues, etc.), or any other creative expression of the themes of the course. The presentation of your project is through a 3-7 minute video. The project fulfills the following objective:

Global Perspective:

Students will be able to analyze different perspectives regarding the role of language, gender, and/or culture within global real world and virtual social networks.

The following are some example situations you might consider:

1. A woman is appointed CEO of a company in a male-dominated society. Do a skit representing how she may be talked about, talked to, or other.
2. Individuals with particularist and universalist orientations attempt to resolve an ethical issue. Show a debate or highlights of an argument.
3. Individuals with different time orientations attempt to work on a project together. Show what happens when people from different cultures have different ideas about lateness, punctuality, efficiency of time, etc.
4. People from different cultures experience linguistic and cultural misunderstandings at a social gathering. Create a role play or skit that highlights how people can misinterpret one another socially when they come from variant cultural perspectives.
5. A person with an individualist orientation marries into a family with marked collectivist tendencies. First figure out what these things mean and then think about what the results might be, family interactions, holiday time, etc.

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These situations are just examples, and you don't need to use any of them. Your group can come up with its own topic/situation and decide how to develop it. Let Dr. Lucas know what your topic is. The idea is that you are trying to explore things from various perspectives, and explore how people with different ways of looking at the world can try to understand one another. Your group members will undoubtedly represent a wide diversity of background experiences and knowledge; use this to your advantage. Please stay away from creating a video that is highly stereotypical about gender roles or cultural generalizations. We are not looking for stereotypes to be promoted. We are looking at the 'why' under the stereotypes or generalizations and the 'how' of why we behave the way we do based on our backgrounds and understandings of the world.

Your video is 3-7 minutes in length. Each member of the group should have a clearly-defined role in the elaboration of the topic and the video. Not everyone has to appear in the video (although I encourage you all to appear if possible), but people can be assigned to editing, physical background, etc. The video should have a title and credits and should be carefully filmed so that the sound is clear and the picture is of good quality. Do not submit a video where we cannot hear what is being said or the camera is moving so much that the shakiness takes away from the ability to view. Finally, the video should be INTERESTING and ENGAGING to watch. It may be funny or serious, but it definitely needs to capture the attention of the intended audience (your classmates), and it needs to bring up and explore one of the topics in this class.

Your grade on the video will be determined as a combination of your group and individual grade. You will submit the video to Dr. Lucas. The video must be available online either on YouTube or some other website where it can be viewed by anybody. You and your group will share a grade. Your individual grade will be added to this group grade to determine your final grade for the video and will be based on your response to the survey questions below, which you will hand in to the drop box for this assignment.

1. What was your specific role(s) in the video process?
2. Were you able to work well with your group (give examples) and did you end up with a video that you think is good and relevant to this course? If so, how did you do that? If not, why not?
3. Name each of your group members and describe their role in the video and whether (in your opinion) they each did their part.
4. Tell me what you learned while making the video that is related to global perspective.
5. Is there anything else that you would like me to know about this video assignment?

Co-curricular activity (20 pts)

The co-curricular activity is an opportunity for you to engage with others of varied cultural, gendered and/or linguistic backgrounds as a part of your development towards becoming global citizens. Dedicate 10 hours during the semester engaging virtually in lectures, artistic and literary events and with volunteer/advocacy organizations. At least 5 of the 10 hours must be dedicated to volunteer and/or advocacy organizations. Keep Dr. Lucas posted on the activities you choose for this assignment and share your experiences with your team. At the end of the semester your team will prepare a presentation representing the various activities you all participated in. In addition, each person will submit a journal reflecting on their experiences. This assignment fulfills the following Global Learning outcome:

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Global Engagement:

Students will be able to engage in local, global, international and intercultural problem solving through interaction with others of varied cultural, gendered and linguistic backgrounds in meaningful tasks within both real and virtual global social networks.

Cultural events

You may fulfill up to five hours of the 10 hours required for this assignment by attending events that expand your understanding of the diverse ways in which people see the world through the lenses of language, culture and gender. Among activities that you could consider are:

- Opportunities at <https://goglobal.fiu.edu/online-global-learning/> (Links to an external site.)
 - Check out “Tuesday Times Roundtable” schedule in “Students” tab
 - Subscribe to “Daily Chatter”
 - Check out Culture Shock Miami
 - And many others
- Virtual exhibits, such as the El Prado Museum in Madrid, Le Louvre in Paris, the New York Museum of Art, etc., and many more
- Lectures sponsored by the FIU Latin American and Caribbean Center, and FIU departments, such as the Religious Studies Department, History Department, College of Education, etc.
- Virtual author appearances at Books and Books Independent Bookstore <https://booksandbooks.com/> (Links to an external site.)

Volunteer and Advocacy Organizations

At least five hours must be dedicated to exploring organizations that provide services for creating a better world.

Check out organizations at <https://goglobal.fiu.edu/online-global-learning/> (Links to an external site.)

- Labor Council for Latin American Advancement (LCLAA) Top of Form lclaa.org (Links to an external site.)
- League of United Latin American Citizens (LULAC) <https://lulac.org/> (Links to an external site.)
- Pen America <https://pen.org/> (Links to an external site.)
- American Civil Liberties Union (ACLU) <https://www.aclu.org/> (Links to an external site.)
- Southern Poverty Law Center (SPLC) <https://www.splcenter.org/> (Links to an external site.)
- Florida Immigrant Coalition <https://floridaimmigrant.org/> (Links to an external site.)

Individual submission: Your journal should include entries for each activity you engage in. Reflect on what you learned. What insights did you have about how the world works for the diversity of people who populate it? What artistic expressions impressed you? Were you able to expand your way of looking at the world to accommodate different views, even if you don't agree with them? What issues became clear to you? What action might you take to create a world in which diverse individuals can live together in harmony. What did you learn about cultural, linguistic and/or gendered perspectives? What did you learn about yourself and your perhaps unconscious biases?

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For the final section of the journal, summarize how the experiences contributed to your development as a global citizen, as well as brief comments reflecting on the interactions you had with your group in conversations sharing your experiences.

Team presentation: Throughout the semester you have the opportunity to share your experiences with your team. At the end of the semester, the group prepares a presentation for the class that represents the activities that you participated in. Think about common threads that may run through all your experiences, and how the experiences are related to the themes of the course. You can choose the format for your presentation: video, panel discussion, PowerPoint, etc.

Participation (25 pts)

Includes participation in class activities and quizzes.

Book Club Books

Your group needs to pick one of these books for the book club, if you have an idea for another book which is not on the list but which makes sense and is not currently being used in another class such as freshman experience, please check with instructor for appropriateness. You will need to bring a copy of the book to class for instructor to check and respond to.

Achebe, Chinua. *Things Fall Apart*

A simple story of a 'strong man'...Uniquely and richly African, at the same time it reveals Achebe's keen awareness of the human qualities common to men of all times and places. (Back cover)

Angelou, Maya (1993. *Wouldn't take nothing for my journey now.*

This book is about being a woman, about the sweetness of charity, about the spirit, and about death and its legacy. It's about living well and living good, and the power of the word, and complaining, and sexual encouragement, and jealousy, and even taking time for yourself, just for yourself.

Alvarez, Julia. *How the Garcia Girls Lost their Accents*

1991 novel written by [Dominican-American](#) ([Links to an external site.](#)) poet, novelist, and essayist [Julia Alvarez](#). Told in reverse chronological order and narrated from shifting perspectives, the text possesses distinct qualities of bildungsroman. novel. Spanning more than thirty years in the lives of four sisters, the story begins with their adult lives in the United States and ends with their childhood in the [Dominican Republic](#), from which their family was forced to flee due to the father's opposition to [Rafael Leónidas Trujillo](#)'s dictatorship. (Wikipedia)

Baldwin, James. *The Fire Next Time*

1963 [non-fiction](#) book by [James Baldwin](#), containing two [essays](#): "My Dungeon Shook: Letter to my Nephew on the One Hundredth Anniversary of the Emancipation" and "Down at the Cross: Letter from a Region of My Mind". The first essay, written in the form of a letter to Baldwin's 14-year-old nephew, discusses the central role of [race](#) in [American history](#). The second essay, which takes up the majority of the book, deals with the relations between race and religion, focusing in particular on Baldwin's experiences with the [Christian](#) church as a youth, as well as the [Islamic](#) ideas of others in [Harlem](#).

Baldwin, James. *Go Tell It on the Mountain*

1953 [semi-autobiographical novel](#) tells the story of John Grimes, an intelligent teenager in 1930s [Harlem](#), and his relationship to his family and his church. The novel also reveals the back stories of John's mother, his

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biological father, and his violent, religious fanatic stepfather, Gabriel Grimes. The novel focuses on the role of the [Pentecostal Church](#) in the lives of African-Americans, as a negative source of repression and moral hypocrisy and also as a positive source of inspiration and community. In 1998, the [Modern Library](#) ranked *Go Tell It on the Mountain* 39th on its list of the [100 best English-language novels of the 20th century](#). *Time Magazine* included the novel in its [TIME 100 Best English-language Novels from 1923 to 2005](#). (Wikipedia)

Richard Blanco. *The Prince of los Cocuyos*

A poignant, hilarious, and inspiring memoir from the first Latino and openly gay inaugural poet, which explores his coming-of-age as the child of Cuban immigrants in Miami and his attempts to understand his place in America while grappling with his burgeoning artistic and sexual identities.

Bryson, Bill. *I'm a Stranger Here Myself*

After living in Britain for two decades, Bill Bryson moved back to the United States to live his English life and four. They were greeted by a new and improved America that boasts microwave pan-fakes, twenty-four-hour dental-floss hotlines, and the staunch conviction that ice is not a luxury item. Delivering the brilliant comic musings that are a Bryson hallmark, *I'm a Stranger Here Myself* records his sometimes disconcerting reunion with the land of his birth. The result is a book filled with wistful scenes of one man's attempt to reacquaint himself with his own country, but it is also an extended, at times bemused love letter to the homeland he has returned to after thirty years away.

Dalai Lama and Desmond Tutu, with Douglas Abrams (2016). *The Book of Joy: Lasting happiness in a changing world*.

Nobel Prize Laureates the Dalai Lama and Desmond Tutu have survived more than fifty years of exile and soul-crushing violence of oppression. Despite their hardships - or, as they would say, because of them - they are two of the most joyful people on the planet.

Ehrenreich, Barbara (2001). *Nickel and Dimed: On (not) getting along in America*.

Funny, poignant, and passionate, this revelatory first-hand account of life in low-wage America - the story of Barbara Ehrenreich's attempts to make out a living while working as a waitress, hotel maid, house cleaner, nursing-home aide, and Wal-Mart associate - has become an essential part of the national discourse.

Eire, Carlos. *Waiting for Snow in Havana*

In 1962, Carlos Eire was one of 14,000 children airlifted out of Cuba-exiled from his family, his country, and his own childhood by the Revolution. The memories of Carlos's life in Havana, cut short when he was just eleven years old, are the heart of this stunning, evocative, and unforgettable memoir. *Waiting for Snow in Havana* is both an exorcism and an ode to a paradise lost. For the Cuba of Carlos's youth-with its friends and turquoise seas and sun-drenched siestas-becomes an island of condemnation once a cigar-smoking guerrilla named Fidel Castro ousts President Batista on January 1, 1959. Suddenly the music in the streets sounds like gunfire. Christmas is made illegal, political dissent leads to imprisonment, and too many of Carlos's friends are leaving Cuba for a place as far away and unthinkable as the United States. Carlos will end up there, too, and fulfill his mother's dreams by becoming a modern American man- even if his soul remains in the country he left behind. Narrated with the urgency of a confession, *Waiting for Snow in Havana* is a eulogy for a native land and a loving testament to the collective spirit of Cubans everywhere. (Back cover)

Fadiman, Anne. *The Spirit Catches You and You Fall Down*

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Lia Lee was born in 1981 to a family of recent Hmong immigrants, and soon developed symptoms of epilepsy. By 1988 she was living at home but was brain dead after a tragic cycle of misunderstanding, overmedication, and culture clash: "What the doctors viewed as clinical efficiency the Hmong viewed as frosty arrogance." *The Spirit Catches You and You Fall Down* is a tragedy of Shakespearean dimensions, written with the deepest of human feeling. Sherwin Nuland said of the account, "There are no villains in Fadiman's tale, just as there are no heroes. People are presented as she saw them, in their humility and their frailty--and their nobility."

Glaude Jr, Eddie S. *Begin Again: James Baldwin's America and its Urgent Lessons for our Own*
The book spans genres including biography, memoir, history and literary analysis. Glaude says that Americans have had two failed opportunities to "begin again", a phrase taken from Baldwin's first novel *Just Above My Head*. The first was the "second founding" of America after the American Civil War and Reconstruction era. The second was the civil rights movement. He argues that a third opportunity is needed.

Igoa, Cristina. *The Inner World of the Immigrant Child*
This powerful book tells the story of one teacher's odyssey to understand the inner world of immigrant children, and to create a learning environment that is responsive to those students' feelings and their needs. Featuring the voices and artwork of many immigrant children, this text portrays the immigrant experience of uprooting, culture shock, and adjustment to a new world, and then describes cultural, academic, and psychological interventions that facilitate learning as immigrant students make the transition to a new language and culture.

MacLean, Nancy (2017). *Democracy in chains: The dark history of the radical right's stealth plan for America.*
"An explosive expose of the right's relentless campaign to eliminate unions, suppress voting, privatize public education, and change the Constitution. "Perhaps the best explanation to date of the roots of the political divide that threatens to irreparably alter American government.

Martinez, Victor. *Parrot in the Oven*
About a Mexican American family in California. Told from 3rd child (Manny's) perspective, it explores alcoholism, educational discrimination, teen pregnancy, grandparents and family ties, and boxing, among other things. It's semi autobiographical and very well written. It won a book award when it first came out in 1997.

Narayan, Kirin. *Love, Marriage, and All That*
Portrays the romantic mishaps that attend a shy Indian graduate student's attempts to adjust to life in Berkeley, Calif.

Nguyen, Viet Thanh, ed. *The Displaced: Refugee Writers on Refugee Lives.*
This collection of essays reveals moments of uncertainty, resilience in the face of trauma, and a reimagining of identity. It (looks) at what it means to be forced to leave home and find a place of refuge.

Rempel, Leah. *Hey Hmong Girl Whassup?: The Journal of Choua Vang*
A Hamline University graduate student wrote a book in journal form from the point of view of a Hmong American high school girl. I strongly recommend it for understanding the conflict between the immigrant parents' culture and the American culture their children are part of at school.

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Santiago, Esmeralda. *When I was Puerto Rican*

Esmeralda Santiago's story begins in rural Puerto Rico, where her childhood was full of both tenderness and domestic strife, tropical sounds and sights as well as poverty. Growing up, she learned the proper way to eat a guava, the sound of tree frogs in the mango groves at night, the taste of the delectable sausage called morcilla, and the formula for ushering a dead baby's soul to heaven. As she enters school we see the clash, both hilarious and fierce, of Puerto Rican and Yankee culture. When her mother, Mami, a force of nature, takes off to New York with her seven, soon to be eleven children, Esmeralda, the oldest, must learn new rules, a new language, and eventually take on a new identity.

Tannen, Deborah (2001). *You just don't understand: Men and women in conversation*

Tannen writes that, from childhood, boys and girls learn different approaches to language and communication; she calls these different approaches "[genderlects \(Links to an external site.\)](#)". According to Tannen, females engage in "rapport-talk" — a communication style meant to promote social affiliation and emotional connection, while men engage in "report-talk" — a style focused on exchanging information with little emotional import. The differences in metamesage, Tannen argues, result in misunderstandings between men and women.

Thorpe, Helen. *Just Like Us*

Just Like Us tells the story of four high school students whose parents entered this country illegally from Mexico. We meet the girls on the eve of their senior prom in Denver, Colorado. All four of the girls have grown up in the United States, and all four want to live the American dream, but only two have documents. As the girls attempt to make it into college, they discover that only the legal pair sees a clear path forward. Their friendships start to divide along lines of immigration status.

Vargas, Jose Antonio. ***Dear America: Notes of an Undocumented Citizen***

"This is not a book about the politics of immigration. This book—at its core—is not about immigration at all. This book is about homelessness—in a traditional sense, but in the unsettled, unmoored psychological state that undocumented immigrants like myself find ourselves in. This book is about lying and being forced to lie to get by, about passing as an American and as a contributing citizen; about families, keeping them together, and having to make new ones when you can't. This book is about constantly hiding from the government and, in the process, hiding from ourselves. This book is about what it means to not have a home. "After 25 years of living illegally in a country that does not consider me one of its own, this book is the closest thing I have to freedom."

Important Links

FIU Code of Conduct

<http://conduct.fiu.edu/wp-content/uploads/2012/08/Student-Code-of-Conduct.pdf>

Students with Special Needs

<http://drc.fiu.edu/>

Policies with respect to Sexual Harassment

<http://vep.fiu.edu/>

Academic Integrity

<http://integrity.fiu.edu/>