

Joe through the Years



1937: With his family



1961



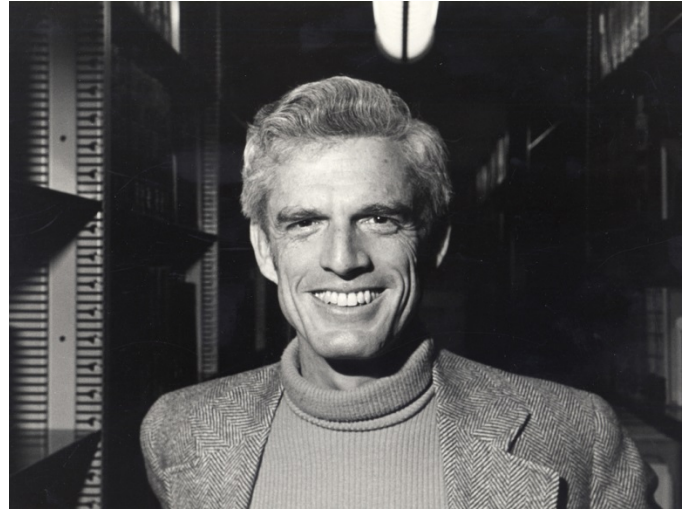
1962: 2nd from right



1964 Milwaukee Journal Sentinel story about Joe and Joanne Elder's puppet show performance



1987: At University of Wisconsin's
Southeast Asia office



1987: Department of Sociology office



1989: Speaking at Faculty Senate vote
against ROTC discrimination



1996: With Bradley Learning
Community students



2003: Faculty Headshot



2006: With Buddhist Monk Geshe Sopha



2007: With LGBTQ History Class



2007: At the ILS Banquet



2008: At Bradley Roundtable Dinner



2008: At ILS Banquet



2008: With the LGBTQ History Course
at the Stonewall Inn



2008: Lecturing LGBTQ History Course
on the Bus



2008: With Deborah Edel, founder of the Lesbian Herstory Archives, at the archives in Brooklyn, New York



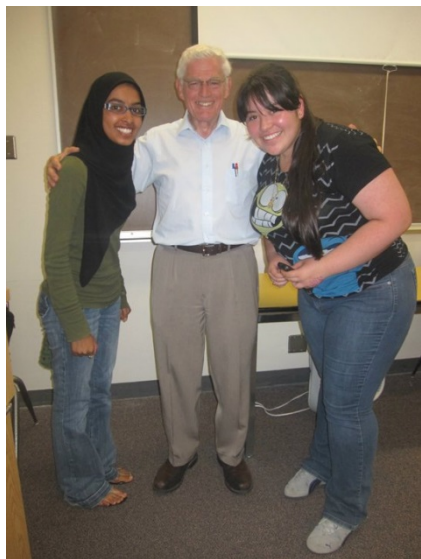
2009: At Jackie's farewell party



2009: ILS Faculty photo



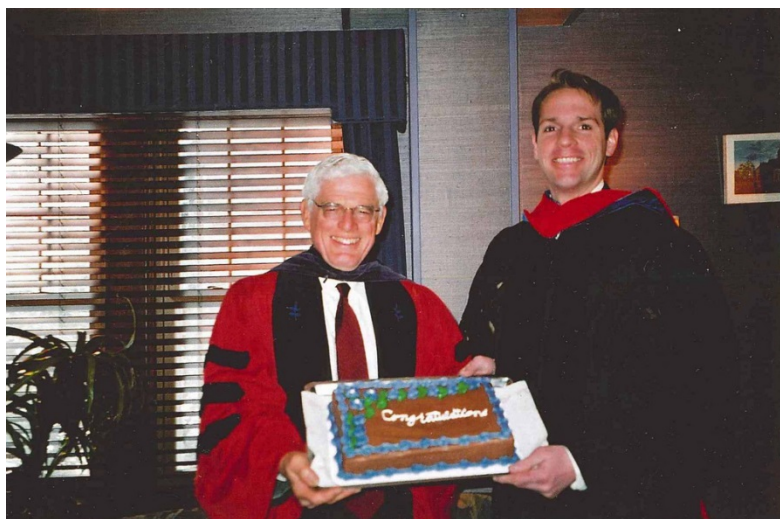
2009: Giving a speech



2010: With students



2010: With family for 50th teaching anniversary



2011: At friend's graduation



2011: Teaching ILS 209



2012: In India with students



Joseph W. Elder

Classes:

ILS 157 Bradley Roundtable Seminar Sections
Soc 200 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies
ILS 209 Introduction to Global Studies
ILS 401 Global Studies Capstone Seminar
Soc 614 Social Structures of Muslim Societies

Professor of Sociology, Languages & Cultures of Asia, and Integrated Liberal Studies
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Selected Publications:

Elder, Joseph. 1998. "Sociology." Pp. 519-543 in *India's Worlds and U.S. Scholars: 1947-1997*, edited by Joseph W. Elder, Edward C. Dimock, Jr., and Ainslie T. Embree. New Delhi: Manohar.

Elder, Joseph. 1996. "Hindu Perspectives on the Individual and the Collectivity." Pp. 54-86 in *Religious Diversity and Human Rights*, edited by Irene Bloom et al. New York: Columbia University Press.

Education:

Ph.D., Harvard University, 1959

Departmental Areas of Interest:

Economic Change and Development
Education
Gender
General Social Theory
History of Sociology
Knowledge
Peace, War, and Social Conflict
Religion

Affiliations:

Sociology
Center for South Asia
Integrated Liberal Studies
International Institute
Languages and Cultures of Asia
Middle East Studies Program
Nelson Institute for Environmental Studies



GUIDE TO UW'S EXPERTS:

Joseph (Joe) W. Elder

Expert on South Asia and West Asia

Professor, sociology, languages and cultures of Asia, integrated liberal studies

elder@ssc.wisc.edu

608-262-2782 (Work)

Home phone [available upon request](#).

Areas of expertise

- Relations between South and West Asia and the United States
- Background and contemporary events in India, Pakistan, Bangladesh, Sri Lanka and Nepal
- Background and contemporary events in Afghanistan, Iran, Iraq, Israel and Israel's neighbors
- Lesbian, gay, bisexual, transgender, transsexual and related issues
- Mahatma Gandhi and nonviolent activism
- United Nations and global cultures

Notable achievements

- Advisory board member, Center for the Advanced Study of India
- Author and editor, "India's Worlds and U.S. Scholars: 1947-1997"
- Producer of more than 20 documentary films on South Asia
- Vice president and co-founder, The Madison Institute

Tags

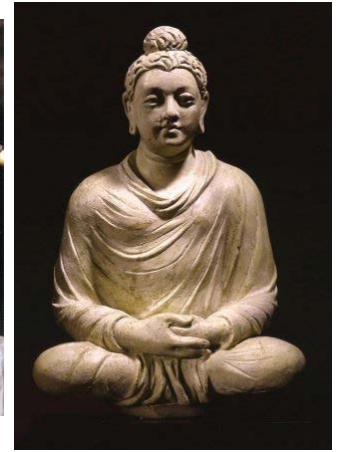
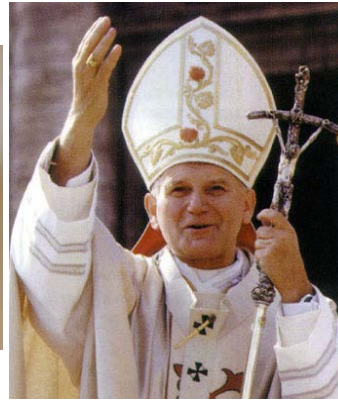
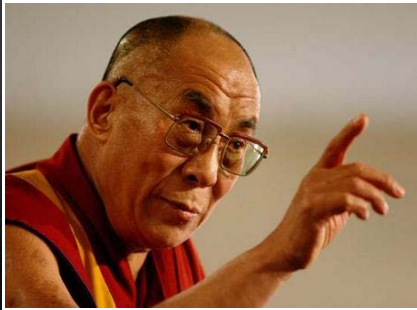
[politics](#), [government](#), [public policy](#) • [gender](#) • [Middle East](#) • [India](#) • [Pakistan](#) • [Bangladesh](#) • [Sri Lanka](#) • [Nepal](#) • [Asia](#) • [Afghanistan](#)

Related news releases

- [Academy holds Middle East series](#) Sep. 6, 2006
- [Forum looks at war in Iraq, aftermath](#) Apr. 15, 2003

ILS 209

Introduction to Global Cultures



This is an inter-disciplinary course coordinated by Professor Joseph Elder (a sociologist who specializes in South Asia). It is team-taught by some of Madison's finest professors, each of whom specializes in at least one world culture. Readings, often translated into English from some other language, engage topics of global cultural interactions. The students are introduced to a rich variety of world cultures and are provided analytic tools with which to study cultures. This course is a prerequisite for, and encourages students to consider earning, a Global Cultures certificate by the time they graduate. It also encourages students to participate in one or more of the University's many study-abroad programs.



ILS 209

INTRODUCTION TO GLOBAL CULTURES

Seeing the World from Other Places



FALL 2012
Monday & Wednesday
8:50-9:40 AM + discussions

Professor Joe Elder

This is an interdisciplinary course taught by Professor Joe Elder (a sociologist who specializes in South Asia). It provides an introduction to a few of the globe's rich varieties of cultures (e.g., Chinese, Central American, West Asian/North African, Vietnamese, and Tibetan), illustrating how different the world appears when viewed from different perspectives. It examines what has happened when some of those cultures have encountered "the west." Many readings for this course were originally written in non-English languages (e.g., Chinese, Arabic, German, Hebrew, Spanish, etc.). This course is a prerequisite for, and encourages students to consider earning, a Global Cultures certificate. It also encourages students to study foreign languages and to participate in one or more of the University's many study-abroad programs

Mithila Painters: Five Village Artists from Madhubani, India

ILS invites you to an evening with Professor Joe Elder who will discuss this warmly human documentary about India.

Pizza will be served at Meiklejohn House, the home of the ILS Program, prior to the screening. Come join us and learn more about ILS and India through the eyes of Prof. Elder!

Please RSVP by October 29th to
ils@mailplus.wisc.edu



Professor Joe Elder, ILS and Sociology, is executive producer and narrator of this film.



Wednesday, October 30th

6:00 pm – Pizza at Meiklejohn House
228 North Charter Street

7:00 pm – Movie Screening
107 Psychology Building
(across from Meiklejohn House)
Parking available at Union South

Over the centuries, people in the Mithila-speaking region of India's northern Bihar and south-eastern Nepal developed a distinctive form of folk painting on the walls and floors of their village homes. During a drought in the 1960s Baskar Kulkarni from the All India Handicraft Board recognized the paintings for their income-earning potential. He urged the villagers to make their wall and floor paintings on large pieces of heavy handmade paper so they could be sold commercially. Many villagers (mainly women) responded.

This video focuses on five village painters – four women and one man. Each one has favorite themes (such as the story of a boy's murder in the village and the story of a young wife whose adopted father was a cobra). Through accounts of their lives, highlighted by samples of their paintings, this video illustrates the creativity of the painters as well as the impacts painting has had on the lives of villagers – especially of women.

Between now and December the Chazen Museum has a stunning display of Mithila paintings on the second floor. The film provides a background for the Chazen Museum display, and the display shows some of the most recent exciting topics dealt with by Mithila painters (e.g., combating HIV/AIDS, aborting female fetuses, praying for good husbands, etc.). The Mithila Painting display is one of the Chazen Museum's "must-see" displays.

For more information about the exhibit:
Chazen Museum
800 University Avenue
<http://www.chazen.wisc.edu/>
Phone: 608.263.2246

What did students have to say about Joe?

ILS 209

I found Joe Elder to be a very good professor. He has many interesting things to say and stories to tell! I was extremely impressed with his life experiences and I was fascinated with how they related to the course material. Joe Elder selected really interesting readings and I thoroughly enjoyed them all. He helped to make this an intriguing class- I wish I could take it every semester!

Professor Elder is fantastic! He has an extensive background of firsthand experience in the areas covered in this course. He truly cares about us as students and wants us to learn the material well. He presented interesting material in varying methods that appealed to different types of learners. I will definitely be taking another course from Professor Elder in the future.

Professor Elder has been a wonderful professor and I would encourage anyone and everyone to take a class that he teaches. He is very charismatic and engaging; very fun to listen to. He knows so much about global cultures-and not just from reading about them. It is evident that he has spent a lot of time in various countries and experiencing various cultures. This fact makes him all the more interesting. He has been a wonderful professor and I regret to see the end of the semester come so quickly!

Loved just listening to Joe Elder talk. He has been and participated in so many things making the class all the better. He really understands how to lecture, knowing what students will listen to and furthering our knowledge. Thank you

I very much enjoyed this class. Not only did we cover information from across different cultures, but from across the same culture over different times throughout history to see how they changed. It was extremely interesting, and Professor Elder is very insightful and very worldly. His personal anecdotes add a lot to the curriculum, which is already full of relevant information to challenge one's perceptions of the world as you know it. The class made me think more about the culture I am a part of, as well as how my culture impacted other cultures in previous times, and other cultures in the world today. I would recommend this class to anyone who has an interest in learning more about the world they live in and the world that has shaped them. Elder was just fantastic. He has such an amazing life that gives him the perfect credentials for this course. I learned SO much from him. I enjoyed every single lecture.

Joe Elder is a wise, wise, man. Period.

Let's be honest, after 50 years of teaching Joe's teaching style is set and these reviews are only sent as a necessary item for the university. That being said he is a great teacher, no doubt about it, anyone whose taught this much can only fill their students with stories from around the globe with a first-hand account. Two words describe Joe: The Man

It was an honor to take a class with Dr. Elder, and I think that it's something everyone on campus should experience at one point. It's obvious that he's passionate about what he does, and is an excellent teacher.

I loved how Professor Elder is connected to so many people throughout the world. The way he also related course material to his experiences with these different people and the areas he

traveled around the world was also spectacular. Overall the course was great due to Professor Elder and what he has accomplished throughout his life. Professor Elder is a great asset to our University. I can honestly not say enough good about him

Professor Elder was definitely my favorite professor this semester. Despite having his class early in the morning, I was always eager to attend and learn about the many cultures of the world. It is very obvious that Joe Elder is passionate about his work and that passion inspired me.

Professor Elder is incredibly wise, and his credentials don't even begin to describe how experienced he is. The material that he presents just emanates his knowledge, which he adamantly wants to pass on to the class. Great man, great professor.

Joe is an excellent professor. His lectures are always well organized and presented in an interesting and thought-provoking way. The setup of the course allows us to build off of what we've previously learned and discussed which I really enjoy. A lot of the material and perspectives we learn about are applicable to everyday life, which makes the class more interesting. Joe is a fun, kind, interesting professor that people aren't afraid to talk to or ask questions of him. It is very obvious from day 1 that he loves his job, and is very good at it.

This isn't a suggestion to improve the teaching, but just a commendation. I was forced to take this class through the International Scholars program; I otherwise would have probably not taken it, since I am a genetics major and this isn't at all on my track. However, this class has completely enhanced my perception of the different layers of the world in which we live. I know the University likes to throw around the buzzword "holistic" a lot, but I feel it actually applies here--I have a much more flushed out way of thinking about things after this class. Thanks Professor Elder.

Joe Elder was by far the best professor I've had at UW. He had very relevant material and ways that it applied to real life and different areas of study.

Best professor I ever had.

Loved it. Privilege to be taught by Joe

I can tell Professor Elder loves what he teaches, and that makes me enjoy learning it. He is such a nice man and is very approachable.

Joe was extremely passionate about the course and you could tell which made you want to be there more! Also I loved the way our exams were papers, it really made me go back into the readings and integrate them and understand them!

I thought Professor Elder was extremely helpful by asking students if we had any questions regarding the exams, and he often brought up and discussed questions students have asked outside of class. His lectures were very organized, although sometimes the projector screen zoomed in too much on the lecture notes, and I could not see some important words or headings. Other than that, I have no complaints! Great job, Professor Elder! I enjoyed your class.

I wish I could have had Joe Elder as my grandfather, he is so knowledgeable and wise

I loved this course! I am very interested in learning our World/ History and the diverse cultures. Professor Elder provided me with a great learning experience.

I enjoyed the structure of the class, as well as the transition from subject to subject

Joe was an extraordinary instructor and was very excited about the class. He was very kind to everyone there and really kept my attention by sharing his own experiences that connected to the readings and lectures.

I enjoyed the content of the class immensely. I have learned a lot, and broadened my horizons. Professor Elder is a very engaging lecturer. He always kept my interest.

Wish we spent more time on the specifics of some cultures but there wasn't enough time. Overall a very good experience, would recommend Professor Elder and this course.

I am in ILS 209 as well as Anthro 104 and I particularly think I learned more about cultures and different world relationships more in ILS 209 which was the main goal for me. I really appreciated the reading response papers because they made me think and dig into the material more. The books were also very well picked out. I thought they were easy reads but their significance was large. I enjoyed this class and Joe very much.

Excellent, excellent, excellent

I thought the take home exams were reasonable and very thought provoking. I had a more difficult time with the Reading Response Papers because I wasn't particularly moved by any of the readings. I would have preferred hearing more personal accounts, though there were a number of them. I did like the book choices.

The professor's personal experiences with global cultures was evident during every lecture. There was a vast amount of material, but he did a wonderful incorporating them together and reflecting on the similarities between them.

I loved how interested the professor was about the material. I learned so many new things about different religions, that it allowed me to look at the world with a different view. Professor Elder is a great teacher with remarkable stories to back his teachings.

I highly enjoyed then class readings and the lecture. I was able to learn a lot about other cultures across the world.

Great!

I thought the take home exams were fantastic. They really made me think about the cohesion and connection of all the reading material, lecture content and themes overall.

Lectures from Prof Elder were interesting, but reading notes directly off the screen got dull at times.

The use of individual pieces of paper presented as lecture was unsatisfactory, many times the pages were out of order or difficult to follow.

Usually I'm not a big fan of Professors using personal stories, but Professor Elder's stories really

enhanced the material and made it relevant and engaging.

I loved this course. It was organized very well and Professor Elder was excellent.

ILS 401

Joe Elder creates an open, accepting environment and extremely modest about his ability to do so. He's also in extremely interesting person, he is an asset to this University.

I thoroughly enjoyed learning from Joe, he has so much knowledge to share that the class is exponentially more interesting than with any other professor. He is also an excellent about understanding student needs and obligations. I think that he brings something to the class that other professors can't.

This was one of my favorite classes in my four years at UW. It enhanced my appreciation for my study abroad experience and was truly inspirational to hear stories of my classmates experiences. I wish I had had the chance to take more seminar classes as I learned so much from simply hearing others opinions on books we read and experiences each went through.

I quite enjoyed the discussions we had on the books at the beginning of the class, and many of the presentations were enlightening. I'm glad I took the class.

I really enjoyed listening to the experiences of my fellow classmates.

I very much enjoyed the relaxed atmosphere and the readings towards at the beginning of the semester. They were interesting and very appropriate for the class

I like the way that he set up the capstone course to reflect on our own experiences and also learn from others' experiences. I liked that the grade is primarily based on your own presentation and paper. It was a great senior course to wrap up my time at the university.

With the exception to the first few weeks of the semester, the course was basically student led. The course was based on student presentations of experiences they had while abroad or encountering other cultures. Professor Elder did a great job introducing the course, and engaging the class in discussion of the main ideas. He was also very helpful when questions needed to be asked.

Loved the class, thanks so much. It was great for all student involved. :)

I loved listening to all of the presentations. I thought that it was a great format for the class. The only thing I would suggest is more time for discussion after the presentations as lots of students had interesting questions/similar experiences to share and there wasn't always time for all of them.

Professor Elder was very responsive and organized in his teaching style. I really did enjoy this class.

The students were really what made this type of class fun and interesting. It was a good way to reflect on international experiences, both mine and that of others. People's reactions to what they saw taught me not only about the culture they experienced but also about their own values and habits. I learned about the U.S. culture as well as about other cultures. The books at the beginning of the semester were a useful introduction to the student presentations.

Joe Elder was very good at encouraging reflection and evaluation of our multicultural experiences.

I loved the subject matter and the way the class was taught. There was no exaggeration in the "excellent" status that I gave every category of Professor Elder's teaching.

Great class! lots of fun

I loved the class.

Professor Elder was delightful. He made everyone very comfortable in class discussions and always had the most interesting things to add.

From Ratemyprofessors.com

- "I would probably pay to have a conversation with Joe Elder..."

- "He is one of the most interesting professors I have had here at UW. I took the class on a whim for humanities credits and it turned out being great!"

- "Joe is the sweetest guy."

- "What a great guy! He has a world of knowledge on India, and he has some amazing stories. Go in and chat with him during office hours; you won't regret it!"

- "I respect this teacher so much. All he wants is to spread his knowledge about India through the beautiful movies he shows and he really does appreciate his students."

- "One of the most fascinating professors I've ever had. In the global cultures capstone seminar, he just drops these nonchalant stories about world travels that are mind blowing. Also genuinely interested in his material, as well as his students. By far the most relatable, fair, understanding and interesting prof I've ever had at UW."

-“Great guy! He's interesting, accomplished and fun. He's the type of person to make up a question just to go and talk to him! Group tests and a wonderful sense of humor, along with great stories and experiences are reasons to take any class he's teaching.”

-“Very nice guy and a total legend in Madison and in his field.”

-“Elder is an AMAZING person, has done INCREDIBLE things, and knows the Dalai Lama as a personal friend. His lectures are sometimes boring, but usually are interesting. I had the class at 8:50 in the morning, and it was hard to stay awake some days. I think if it's at a later time in the day, I would have loved it. I'd recommend the class.”

-“Delightful human being. You will find no better a person on the planet. No one should leave UW-Madison without taking a class with Prof Elder!”

-“He made me like learning.”

-“Joe Elder has lived an incredible life and is the kind of guy who'd make a great grandpa, full of stories.”

-“Elder has soooo much wisdom. I would pay money to sit down with him and just talk for hours if he didn't have such an insane schedule. He's been involved in so much it's incredible. In lecture, he'll just casually bring up how he mediated a war between two countries like it's no big deal. If you don't mind a lot of reading, take this class!”



Thoughts about Joe Elder...



Around the Bradley Learning Community, I have taken to referring to Joe Elder as “the amazing Joe Elder.” Joe has always amazed me in terms of how generous he is with his time when it comes to students and student related projects. He helped to found both Bradley and the International Learning Community, and stayed on as a faculty fellow to both. He has established exchange programs in India, the certificate of Global Studies, the certificate in LGBT studies, and that is just the beginning. He has been extremely generous with his time when it comes to Bradley, having taught a section of its Roundtable seminar both Fall and Spring since its founding in 1995. When I asked him to put together a talk on the entire history of Iran (he was born there), he did a great job even though I’d only given him a measly 30 minutes.

On short notice, he gave a thoughtful and enlightening talk on his involvement in LGBT issues when our scheduled Roundtable speaker cancelled. He has shared the slides of his family vacation spent climbing Mount Everest (I’m not kidding) with Bradley residents, but I think he amazed me most with his Roundtable talk on his efforts as a peace mediator. It is not always politically feasible for warring countries to speak to each other, but as a Quaker interested in serving the cause of peace, Joe was able to bring messages, under the public radar, from North Vietnam to Henry Kissinger, between Pakistan and India, between Tamil rebels and the Sri Lankan government, and even from North Korea to the U.S. The amazing Joe Elder truly is a super hero...he just doesn’t do spandex.

Susan Brantly

Faculty Director of the Bradley Learning Community



I met Joe through Bradley as we began planning Bradley—the first modern living-learning community at UW-Madison. This was in the early 1990’s, and the group I was joining were giants on campus: Joe, Rich Ralston, Mary Layoun, Barry Powell, Bob March, Evelyn Howell, Mike Hinden—I felt like I was being let into a secret club where the REAL academics hung out.

One innovation for Bradley was to set aside courses and sections so Bradley students could enroll together for them – now common across the res halls. In the first summer before Bradley opened, this created all sorts of problems, particularly at the end of the summer, helping advisors feel less anxious about holding spots open when non-Bradley students were beating down the door to get into courses. I was one of the only faculty fellows around, along with Joe, and we were called in to SOAR Central to figure out what to do. I didn't have a clue. Joe calmly said, "Keep those spots saved. And I'll just be on call for you and you can call me anytime." He gave his office telephone number and said he'd be there every night that week until 11pm...

My jaw dropped; where did he get his stamina?!? Over the years, I discovered his secret: micro naps. If you've ever been in a meeting with Joe, you can see him sort of drop off. But then he'll raise a point or answer a question – apparently from his sleep! – that is exactly on point.

It's clearly working for him, because Joe is ageless. If you watch the film War At Home, there's Joe, being interviewed in the mid 1970s looking basically just like he does now, though with darker hair.

Finally, Joe is truly a role model for me: a scholar whose work has real meaning and impact on real people. His work is on economic and social development in India, takes students to India every summer, teaches on world affairs and is passionate about exposing students to the whole world. Joe has helped me see that scholarship can be very sophisticated AND be applied. That's something I continue to aspire to, and if I can do it even half as well as Joe, I'll be a very happy man.

Congratulations, Joe, on your retirement.

Aaron Brower

Interim Chancellor, UW Colleges and UW-Extension

Professor, Social Work and Psychology, and ILS



We gathered in Bascom Hall as the leaves were falling that autumn of 1975 to consider faculty for the University Teaching Award for 1976. We were the University Teaching Awards Committee, seven of us, facing a lot of nominations, a lot of worthy people. One name after another came up, the nomination materials submitted by their departments were discussed, and we also drew on what we knew of their teaching accomplishments. Some names rose on our list; others did

not. Then we got to the nomination of Professor Joe Elder of Sociology and South Asian Studies. The discussion - really, celebration - began and it did not end quickly. There was talk about his devotion to students; about his devotion to the enterprise of teaching; about his passionate intellectual energies in the classroom; about his personal warmth; about his lively teaching style; about his comfort with all kinds of students and all kinds of interests; about his willingness to go the extra mile even when a student didn't necessarily deserve it. On and on the late afternoon talk went until darkness started falling. As chair, I had to wrap up the discussion and call for a vote, though I hated to end such a time of enthusiasm. Never in the years I was Chair of the Committee was there a more unhesitatingly unanimous vote to give a professor a teaching award. But then never was such an award more deserved.

The years have gone by since then, but the fitness of that award has only been re-emphasized year after year.

Booth Fowler

Professor Emeritus of Political Science and ILS



I've known Joe now for more than thirty years, and there's no faculty member on campus I admire more. Joe has worked tirelessly on behalf of students and good causes--local, national, and international--for his entire, long career. By now he's a faculty icon.

We've worked together in ILS since the beginning of the new program and in setting up the Bradley Learning Community, as well. Together we worked on creating the Global Cultures Program and the International Learning Community. Without Joe's energy and dedication, those programs never would have come into being. We've also traveled together to review the study abroad programs that Joe created in India and Nepal, and that's one trip I'll never forget.

Silvano Garofalo, my predecessor as study abroad director, warned me about traveling with Joe. "I've seen his expense accounts reports and they're ridiculously low. He's completely selfless. He never spends any money on himself. You'll be traveling cheap!" Boy, he was right. We stayed at a real dive in India at \$9 a day. We had to take an overnight train from Varanasi to Delhi, which we did. But Joe didn't buy food for the trip, and we had nothing to eat. We stayed up all night on opposite upper bunks in a train compartment and by dawn we had come up with the draft for the Global Cultures Program, with nothing more to keep us going than bottled water and cookies from a tin. Fine for Joe and

his hero, Ghandi, but tough for a softie like me. Then at a dusty border crossing between India and Nepal, we were detained by a drunken band of armed soldiers, who tried to shake us down. "Give them the pins," Joe advised in a whisper. Those were the dinky UW-Madison lapel pins I had taken on the trip to give out as little gifts to our exchange partners. They were shiny and painted gold, and they worked! The soldiers proudly pinned Bucky Badger to their uniforms and waved us on. Only later did Joe confide to me that he thought we were going to be shot.

A great guy, Joe Elder! I'd do anything in the world for him--except go on another trip.

Congratulations, Joe, for your amazing career and richly deserved retirement!

Mike Hinden

Professor Emeritus of English and ILS



I first met Joe Elder as a sophomore in his Intro to Global Cultures course, in the Fall semester of 2003. And while I had no idea that I'd eventually serve as a TA for this same course, ILS 209 changed my life from the beginning.

As a result of my experiences in this well-crafted and liberation-infused course, I went on to get a certificate in Global Cultures, and Joe's passion for travel encouraged me to study abroad; a decision that shaped many of my life choices from that point forward.

And when I had the privilege of serving as his TA for ILS 209, I believe that I learned more about teaching and caring for undergraduates than most PhD students do in their tenure here. In the three years that I worked with Joe, I was fortunate to live higher education functioning at its best, it's most humanitarian. Joe's courses have changed the face of this campus forever, and I feel sad but fulfilled that he is retiring.

He truly has an investment in learning and in people. I owe much of my success in higher education to him. For, as a first generation, low-income graduate student who came to this university with no funding, he made my ability to achieve academic success a more viable reality. He has done more for students than just about any educator I know. And I feel a great sense of honor to have worked with him. I could literally go on for the duration of this event, telling stories of the amount of time and energy he has put into the assuring successful futures for his students.

Finally, due to the immense amount of respect I have for him, I've finally decided to give in to his wish - for as a sign of respect, I had always called him Professor Elder, but from this point forward I'll abide by his wishes, and call him Joe.

Thank you Joe, enjoy the next adventure on your awe-inspiring journey of life.

Best wishes, Jillian Jacklin

PhD Candidate in the Department of History; TA for ILS 209 for three semesters



The first interaction I had with Joe was over the phone. I was starting my PhD in the School of Education and I had applied to be a TA for his Global Cultures course in the fall of 2013. After we emailed to setup a phone interview, I began to prepare myself for the type of questions one is often asked in this situation. I was a little nervous before the interview started, but all my fear washed away after the first few minutes of our conversation.

It wasn't the type of interview I had expected. I had come prepared to answer many rigorous questions, but, instead, a different interaction occurred. The voice on the other end of the line enthusiastically explained the course and then asked me questions about my life and work in Kosovo and Myanmar. These weren't interview style questions, but rather they were questions that sparked a two-way conversation and showed genuine interest in my experiences. After our conversation, not only was I offered the job, which I happily accepted, but I was also really struck and deeply touched by Joe's interest in my life stories.

Here was an accomplished professor with years of interesting experiences who wanted to hear my stories. After working as a TA for Joe, I realized that the interaction I had with Joe on the phone was typical Joe behavior. He is genuinely interested in the lives and stories of his students and TAs, and he seems to believe that he can still learn from each individual interaction. For me, this is a characteristic I greatly admire in a teacher and one I want to emulate as a teacher.

Thank you Joe!

Jenny Otting

PhD Student in Education Policy Program, School of Education



Joseph Elder is a world-class. As an outstanding classroom teacher, scholar in Sociology and the complex world of South Asian Studies, he has often been best-in-show. Since the early 1960s, he was the long-time coordinator of the campus Study Abroad Program in India. But as much a stalwart as he has been in those capacities, none is more enviable than his seemingly effortless role as a faculty colleague and mentor for students.

I joined the Africanist faculty at Madison in 1975 drawn by the multi- and trans-disciplinary nature of UW's research programs, curriculum, faculty, staff, and culturally diverse student body. In short order, I came to work closely with Joe in any number of the small and federally supported area studies programs – including South Asian Studies, Global Studies, Bradley Residential Learning Program, Linkages of South Asian Migration history with the Caribbean and the Americas, and of course ILS. However, I had met Joe and joined the legion of disciples, colleagues, and admirers that he aggregated so effortlessly many years before I arrived in Madison as his faculty colleague. In some sense I can lay claim - as probably no other senior faculty colleague can - to have been at one-time Joe's student. For an unlikely assemblage of faculty wanabees at a Danforth Foundation Teacher Study seminar convened in Estes Park, Colorado in 1967 and staffed by proven classroom instructors from across the United States, Joe did for us what Whittier College - when awarding him an Honorary Doctor of Laws Degree - once said he had done for American undergraduates: "more than any other living American [he has made]... India and its extraordinarily rich and diverse civilization come alive..."

I remain in his debt in ways he does not know. I cannot think of a better way to discharge such indebtedness as he retires than to remind him of our seminar's loose translation of his deep but simple ruminations in that unlikely setting in Colorado long ago (with apologies to the Roman poet OVID): "Keep thy hook always baited for a fish lurks ever in the most unlikely swim."

Go Badgers.

Rich Ralston

Professor Emeritus of Afro-American Studies and ILS



More than the fact that he is a good scholar, the one thing I will always carry with me is Dr. Elder's kindness. I never heard him utter an unkind word or assume an impatient tone with a student. [I was his student, his grader and his TA while I did my Master's at UW-Madison].

As an outstanding combination of a good scholar, kind teacher and wonderful human being, Dr. Elder will always be my role model.

Jaya Reddy

Ph.D. Program/Graduate Instructor

Department of Religion, University of Florida, Gainesville



We met Joe Elder at the annual SASLI welcome dinner that he and his wife held at their church in the summer of 2005. We were both PhD students, having arrived in Madison a year earlier. We were struggling to make ends meet.

Achala had just been informed that her position with the Global Studies program had been eliminated. Ernest, a disabled veteran, was working part-time for Mary Rader, in the South Asian collection at Memorial Library. We were struggling to keep up with our classes and care for our three-year-old daughter, Nisha. Often, we would keep her in our car in the basement parking lot of the Van Hise building, alternating her supervision between whichever of us was not in class at the moment.

Having lost Achala's assistantship, we were desperate. It was at that moment that Joe entered our lives. Having heard of our predicament, he offered one of us an assistantship and the other a readership, positions that he would continue to provide for us throughout the remainder of our PhD programs. Additionally, he always found little odd jobs for us, transcribing videos, editing materials, etc.—busy work to provide him with a reason for giving us a little more money. During the course of the next five years of our programs, we welcomed a son and another daughter to our family: Aneirin and Sandali.

Though the pregnancies and added pressures associated with our growing family made our coursework and jobs far more challenging, we were blessed—and we owe this blessing, in large part, to Joe's generosity and love. We could never have afforded to complete our programs or to expand our family without the jobs he provided us or without the kindness and understanding he gave us.

Joe served on both of our dissertation committees, lending us his wisdom and guidance as we plodded through the grueling process. He walked us both across the stage at our commencements. His words of praise were instrumental in us landing solid jobs after graduation. It is safe to say, we would not be where we are or who we are today as individuals, as a family, or as professionals had Joe not been such a vital part of our lives.

We cannot thank him enough, but we hope to pay tribute to his contributions through living our lives in emulation of his, providing the same kindness,

understanding, and commitment to our own students that he has long given to his. Thank you, Joe, for all that you do and for being the wonderful person you are!

Achala and Ernest Rockwell
Former TAs for ILS 209 (2006)
Department of Sociology



Thinking about Difference by Recognizing Sameness:
Lessons from Professor Joe Elder's "Introduction to Global Cultures"

For three years I had the great honor of working with Professor Elder, as a senior TA for his ILS course "Introduction to Global Cultures." While I have many fond memories of this experience, the process of remembering has led me to recognize a singular strand that runs through our narrative, and indeed continues to shape my work as a teacher, as a student, as a designer of world music education curricula for the School of Education, as a citizen of these United States, and most importantly as a human being on planet earth. The discursive strand that I speak of concerns the notion of difference, and simultaneously the notion of sameness. Often we tend to see these as discrete objects that act to define an individual, group, culture, nation, et cetera, as if they are static and immutable. In reality, though, notions of difference and sameness are always inextricably linked; when one announces difference they are simultaneously define sameness and vice versa. It is through the interaction of difference and sameness that the world chooses between enmity and acceptance, war and peace, regress and progress. Nothing is stable, nor determined, as the ying yang of difference and sameness struggle to determine what is plausible, what is potential, and what is real. While all of these statements may sound excessively existential, Joe has taught me, through patience and very real discussions about ourselves and our students, that we must always be cognizant of the personal and historical struggles that shape notions of difference, but that we should careful not to define difference so narrowly as to forgo the similarities that connect all living creatures to our planet, and most importantly to each other.

Inside the Global Cultures curriculum Joe had developed a progressive set of readings that allowed our students' to learn the fact that one comes to know difference before one can elucidate sameness, and that both concepts are dependent upon the arbitrary traits of language, location and history; this is of course Saussure's lasting contribution to the debate in linguistics concerned with how humans semantically use language to construct meanings (signs, signifiers, and

signification). In our discussion sections, we took the time to have the students unpack some of their notions of difference, based on their beliefs and values, but more importantly based upon their personal perceptions of their own religion, race, class, gender, sexuality, disability, and so forth. You can imagine in an undergraduate course of three hundred freshmen and sophomores how uncomfortable this could potentially be, as many of them had never thought about themselves in such a descriptive manner. And yet this self-reflective process constituted, as the students would later learn, a necessary condition for recognizing the effects that our society and our upbringing has upon how we think, see, feel, and interact with the world. Simply put, in the absence of self-reflection one will never fully know themselves, and by extension will have a very difficult time embracing difference or finding commonality across individuals, groups nations, classes, races, et cetera.

Once we had worked through the unpacking process, we began to examine the works of Mills, Marx, Said, and Ho Chi Minh, each of whom marked spaces of difference that allowed the students to see how history, religion, and political economy shape our perspective of the world through, and offered how these texts can also be recognized in our own perspectives that we had recently unpacked.

By contrast, Peter Menzel's UNESCO photo essay entitled, "Family of Man," Gandhi's "Application of Non-Violence," "The 'Golden Rule' as Stated in Different Religions," Erikson's "Eight Stages of Man," and the Dalai Lama's "Ethics for a New Millennium," directed our attention to the importance of appreciating sameness. The struggle is not simply about ethnocentric points of view versus a culturally relative perspective; rather the struggle is to appreciate difference while locating shared beliefs and having a deep appreciation for the ties that bind us together. It is about valuing empathy, love, forgiveness, and reconciliation in the face of mistrust, hate, enmity, and discord.

These are the lessons that Joe Elder, the professor, the professional, and the human being, has taught me and thousands of other lucky folks who have learned to think about and respect difference while simultaneously recognizing our collective commonalities, our sameness.

Robert Schoville
TA for ILS 209
Curriculum and Instruction



Reflections on Joe Elder's contributions to the undergraduate experience and residential learning communities

In the mid-1990s the UW undertook an effort to help first-year undergraduate students in make a stronger connection to academics based on where they lived through creating a number of “residential learning communities.” In these residential learning communities, faculty interacted with first-years and taught special seminar classes centered around the theme of that particular learning community. Joe Elder was a co-founder of the Bradley Learning Community (BLC) in 1995, and a co-founder of the Global Village in 1996, which transitioned into the International Learning Community (ILC) in 2002. In his role with these learning communities, Joe has taught a seminar class every semester in the BLC since 1995 and in the ILC since 1996. No other faculty member on campus has taught longer, or taught more of these high-impact courses in the residential learning communities than Joe Elder. In his Learning Community Seminar course teaching, Joe regularly involves experiential components - taking classes to engage in political discussion at the Capitol, contemplate at the Deer Park Buddhist Center, attend prayers at the Madison Muslim Dawa Circle, or experience a Meeting of the Madison Society of Friends.

Joe is a tireless supporter of the undergraduate experience, coming to campus regularly in the evenings and on weekends to participate in events with first-year students - and always sharing his trademark warmth, wisdom, gentle humor, and unfailing good spirits. Whether he's giving a lecture on Ramadan at the ILC, leading an experiential class on the Indian paint-throwing holiday of Holi at BLC, or participating in the Ten Percent Society drag show as a contestant in drag (and if you've never seen Joe in drag – you're missing out), Joe is an exuberant contributor to campus life, and an example for all of us in civic participation.

Joe has also been a friend to undergraduate students through his tireless work for LGBT student civil rights on campus for the last 30 years. Elder has been an important member, and chair, of the GBLT Issues Committee - the University's shared governance committee charged with increasing both LGBT scholarship and equity for LGBT students. Joe helped prepare important recommendations to the Faculty Senate to improve the status of LGBT students in 1997 and 2004. First-year students know of his work through the services the reports he authored have provided them, including: creation of the LGBT Campus Center; coverage for domestic partners in the student health insurance; and creation of the Certificate Program in Lesbian, Gay, Bisexual, and Transgender Studies.

Scott Seyforth
Director of Academic Initiatives



Joe's service over more than five decades has carried the Wisconsin Idea to its utmost. For Joe, the boundaries of the university are not only the boundaries of the state of Wisconsin, but the boundaries of this planet. Joe has selflessly served as a Quaker Peace-keeper, conducting safe private communication between leaders and foreign policy officials of a number of nations during crises from the Vietnam War to the India-Pakistan conflict. He has taught in sociology, languages and cultures of Asia, shepherded the global studies program and our study abroad programs, served as a tireless faculty member for Bradley Learning Community (although I did catch him snoozing at one of our dinners during an evidently less-than-inspiring speaker's presentation!), and, of course, taught in the ILS Program faithfully. At the same time, Joe and his wife, Joann, have given greatly of themselves to many social justice causes in the wider community.

Joe's dedication to students is legion. Joe came and talked with my ILS students in both the "Just War Theory and Terrorism" seminar and in the Senior Capstone Seminar. Invariably, when he left the room, the students let out deep breaths and said, "Wow." His impressive life of service, his fearless Quaker reflection in the face of hard decisions, and his wonderful friendly demeanor gave them a terrific example to ponder and, hopefully, to follow in some way.

ILS and the University surely owe deep gratitude to Joe for his dedicated service to all of us. I trust we will continue to see him and, hopefully, find ways to continue to avail ourselves of his wisdom and good company.

Kathleen Sell,
Distinguished Lecturer Emeritus, ILS



Joe Elder is graced with a quiet wisdom I've encountered very rarely, inside the university or beyond its walls. What I'll remember most clearly is his willingness to help me work through my complicated feelings about the Quaker church. We had lunch at the University Club and Joe listened deeply to the questions I was asking, the kind of listening that goes beyond the words into the silences they come from. He offered a bit of information, but clearly knew that what he was doing was helping clear a space in which I could think and feel myself. It's a talent shared by only a few of the very best teachers, and it gave me a very personal sense of the gifts he's spread in his classes over the years.

Craig Werner
Professor, Afro-American Studies



Professor Elder was my first Professor at UW. When I came in as a pre-freshman for the SCE summer program, he lead my LCA course on Gandhi and was responsible for impacting my first collegiate experience at Madison. I am lucky enough to have Professor Elder as a professor for my ILS 401 Global Capstone course and it is fitting that he will be my first and last instructor while here. The experiences I have made at UW have come full circle with his teaching and I feel honored to be a part of his final group of scholars as he makes his departure and we, too, head onward with our future. Joe has always been an active part of bringing the conversation of culture and dialogue into the classroom and for that, we appreciate his work and drive.

Ittai Wong
ILS Class of 2014

INTRODUCTION TO GLOBAL CULTURES
Integrated Liberal Studies 500-209
First Semester 2009-2010
Joe Elder

Course Description: This course provides an introduction to a few of the globe's rich varieties of cultures (e.g., Chinese, Central American, West Asian/North African, South African, Vietnamese, and Tibetan), illustrating how different the world appears when viewed from different perspectives. It examines what has happened when some of those cultures have encountered "the West." Many readings for this course were originally written in non-English languages (e.g., Arabic, Chinese, German, Hebrew, Spanish, etc.).

Attendance: Attendance will be taken at the discussion sections, and 12% of your final grade will depend upon discussion-section attendance and participation. Attendance and participation at 12 discussion sections will be considered full-attendance. Discussion sections begin immediately; they will not meet the 13th week (Thanksgiving week). One percentage point will be deducted from your final grade for every unexcused absence less than full-attendance. Points will also be deducted for non-participation. An excused absence is one for which you provide a written document (e.g., from a doctor) explaining why it is impossible for you to be present.

Reading-Response Paper (RRP): An additional 18% of your final grade will be based on your RRP's. More-or-less every two weeks -- the due-weeks are marked on the Syllabus

RRP - You are to submit to your Teaching Assistant during your discussion section a 600-800-word RRP (totaling six RRP for the semester). Three percentage points will be deducted from your final grade for each RRP that is not turned in during the week it is due. RRP that do not meet the guidelines will also not count for 3% unless they are revised and resubmitted so that they meet the guidelines.

Guidelines: Each RRP should (i) begin with one sentence/phrase/word/map-item/diagram **in bold font** that you found particularly noteworthy that you have selected from the lectures, books, or ILS 209 Readings assigned for those weeks. (ii) explain why you found it particularly noteworthy (feel free to draw on your own life experiences), (iii) show how it relates to (i.e., summarizes, supports, explains, challenges, contradicts, modifies, etc.) other materials in the course (lectures, readings, topics dealt with in your discussion section, etc.). At the top of each RRP write your name, the source from which you selected your sentence, phrase, etc., and a number (one through six) identifying which of the six RRP this is. RRP are to be typed/word-processed, proofread, and spell-checked. You are encouraged to be creative.

Two Take-Home Exams: The first Take-Home exam will be handed out Sept. 28, due Oct. 14. The second will be handed out Nov. 16, due Dec. 14. The grading formula will be:

First Take-Home Exam 35%
Second Take-Home Exam 35%
Discussion Section Attendance 12%
RRP 18%
TOTAL 100%

INTRODUCTION TO GLOBAL CULTURES

Integrated Liberal Studies 500-209

First Semester 2009-2010

Lectures: 8:50-9:40 MW

Room 165 Bascom

Professor Teaching Assistants

Joe Elder 262-2782 (voice) Tatiana Alfonso
elder@ssc.wisc.edu talfonso@ssc.wisc.edu

(call and leave information)

Kellen Backer

Hours: M 1-2, T 4-5, W 3:30-

kbacker@wisc.edu

4:30, R 4-5, F 3:30-4:30

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Global Cultures Certif. Adviser

Rebekah Pryor Pare 263-6916

pare@ismajor.wisc.edu

226 Ingraham Hall

Discussion Sections

301 9:55W B387 CHEM 309 11:00R 2341 ENGR

302 11:00W 2135 CHAMBERLAIN 310 12:05R 7115 WHITE

303 12:05W 2377 CHEM 311 1:20R 1190 GYM-NAT

304 1:20W 2355 ENGR HALL 312 2:25R 2108 MECH ENGR

305 2:25W 575 NOLAND 313 3:30R 1413 STERLING

306 3:30W 6125 SOC SCI 314 4:35R 7117 WHITE

307 4:35W 6177 SOC SCI 315 8:50R 7115 WHITE

308 9:55R 455 NOLAND 316 9:55W 342 NOLAND

Required Books

Borton, Lady, *After Sorrow: An American Among the Vietnamese*

Burgos-Debray, Elisabeth (ed.), *I, Rigoberta Menchu: An*

Indian Woman in Guatemala

Jicai, Feng, *The Three-Inch Golden Lotus*

Lama, Dalai, *Ethics for the New Millennium*

Salih, Tayeb, *Season of Migration to the North*

Collection of ILS 209 Readings from Bob's Copy Shop,
purple building corner of University Ave. & Randall St.

Bring books to class on days when they are to be discussed.

Sometime early in the semester visit Meiklejohn House, the brown house on the corner of Johnson and Charter Streets, and look at the photographs of Alexander Meiklejohn and the Honors College -- intellectual predecessors of the Integrated Liberal Studies and Global Cultures programs.

Week 1

Sept. 2

Looking from Different Perspectives: Maps, Gustav Vigeland's park in Oslo, Edward Steichen's The Family of Man, Peter Menzel's Global Family Portrait
Language: Ethnocentrism/Relativism

Assignment Certificate in Global Cultures
"Seeing from Another Direction" (Diagram)
Cynthia S. Brown (ed.), Alexander Meiklejohn: Teacher of Freedom, "Building the Experimental College"

Week 2

Sept. 9

Relative Concepts of "Ownership"
Assignment
R. Hudson, "The Great Issues (Grey Tissues)"
J. Culler, "Saussure's Theory of Language"
Joe Elder, "Language, Identity, and Cultural Superiority"
John Stuart Mill, Principles of Political Economy (excerpts)
Karl Marx, Pre-Capitalist Economic Formations, (excerpts)
Karl Marx and Frederick Engels, Manifesto of the Communist Party (excerpts)
Melford E. Spiro, "The Moral Postulates of Kibbutz Culture"

Week 3 (RRP #1 – due)

Sept. 14

Relative Theories of "History"

Sept. 16

Relative Theories of "Resistance"

Video: "India - Defying the Crown"

Assignment

Edward W. Said, "Knowing the Oriental"

Samuel P. Huntington, The Clash of Civilizations and the Remaking of World Order, pp. 19-20, 301-312

James C. Scott, Weapons of the Weak: Everyday Forms of Peasant Resistance, pp. xv-xix

Walter H. Conser, Jr. et al, "The American Independence Movement, 1765-1775: A Decade of Nonviolent Struggles"

"Gandhi: The Applications of Non-Violence to Large-Scale and Small-Scale Struggles"

Ho Chi Minh, "Message to the Vietnamese People, the French People, and the Peoples of the Allied Nations," "Message to Peasant Cadres"

"Special Report: The Srebrenice massacre: A chronicle of deaths foretold," The Economist, July 9, 2005

Week 4 (RRP #2 – due)

Sept. 21

Relative Concepts of "Causation"

Sept. 23

Relative Concepts of "Religion"

Assignment

"Karl Marx: Quotations Regarding Religion"

"Religions of the World: Introductions," Jim McKinney

"The 'Golden Rule' as Stated in Different Religions"

Gary MacEoin, The People's Church: Bishop Samuel Ruiz of Mexico

Charles Kimball, When Religion Becomes Evil, pp. 15-33

Week 5

Sept. 28

(First Take-Home Exam handed out) Relative Concepts of "Life Stages"

Sep. 30 Relative Concepts of "Spirit/Body", "Suffering"/"Happiness"
Assignment
William Shakespeare, *Jaques*, "All the world's a stage..." As You Like It
Erik K. Erikson, "Eight Stages of Man"
Joseph Elder, "Varnasrama-dharma: Classical Views of Society"
Alex Wayman, "Varnasrama-dharma: Ends and Obligations of Man"
Henry Clarke Warren (tr.), "The Great Retirement [of Buddha]"

Week 6 (RRP #3 – due)

Oct. 5 China's Cultural Backgrounds
Oct. 7 China in the 20th/21st Centuries
Assignment
"Confucianism," "Confucius," The Columbia Encyclopedia, p. 625
BOOK: Jicai, Feng (note: In Chinese his names are reversed; Feng is his family name), *The Three-Inch Golden Lotus*

Week 7

Oct. 12 The 1995 Beijing World Conference on Women
Oct. 14 Is There a Global "Women's Culture?"
(*First Take-Home Exam due at start of class*)
Assignment
Margaret Strobel and Marjorie Bingham, "The Theory and Practice of Women's History and Gender History in Global Perspective," pp. 20-snip-46
"Ten-year review of 1995 Fourth World Conference on Women..."
"Religion and Women: An Agenda for Change," March 3, 2004

Week 8

Oct. 19 Spain, Portugal, and the "New World"
Oct. 21 History and Legends of "Indigenous People"
Assignment
Christopher Columbus, "From a Letter to Gabriel Sanchez"
Howard Zinn, "Columbus, the Indians, and Human Progress"
Adelaida R. Del Castillo, "Malintzin Tenepal: A Preliminary Look into a New Perspective"
"Rigoberto Menchu" (1992 Nobel Peace Prize Winner)
Carmen Tafolla, "La Malinche"
BOOK: Burgos-Debray, Elisabeth (ed.), *I, Rigoberta Menchu: An Indian Woman in Guatemala*, chaps. 1,6,14,19-21,25-34
"Rigoberta Menchu" (1992 Nobel Peace Prize winner)
Jan Rus, "Introduction," IF TRUTH BE TOLD, A Forum on David Stoll's *Rigoberta Menchu and the Story of All Poor Guatemalans*
Mara Loveman, "High-Risk Collective Action: Defending Human Rights in Chile, Uruguay, and Argentina"

Week 9 (RRP #4 – due)

Oct. 26 Islam and the Muslim Heritage
 Oct. 28 Multiple Cultures of Muslims
 Assignment
 "The Growth of the Ottoman Empire. 1299-1672" (map)
 "World Distribution of Muslims" (map)
 John A. Williams, "The Origin and Spread of Islam," "Islamic Doctrine, Thought, Law"
 Eknath Easwaran, A Man to Match His Mountains: Badshah Khan, Nonviolent Soldier of Islam (excerpts)
 Mohammad Hossein Panahi (transl.), "Excerpts from Messages and Interviews of Ayatollah Khomeini,"
 Ameer Ali, "Globalization and Greed: A Muslim Perspective"

Week 10

Nov. 2 West Asia/North Africa: Ebb and Flow of Conflict and Compassion
 Nov. 4 West Asia/North Africa: Ebb and Flow of Conflict and Compassion
 Assignment
 BOOK: Salih, Tayeb, Season of Migration to the North
 Ghassan Kanafani, "The Land of Sad Oranges" (plus Map)
 "Suicide Bomber"
 Juan Cole, "Informed Comments: Thoughts on the Middle East..."
 Osama bin Laden, "... call on every Muslim..." "As you kill, you shall be killed."
 "Muslim Clerics Say Attacks on US are Un-Islamic"
 "Full Transcript of bin Ladin's Speech" [Oct. 30, 2004]

-

Week 11 (RRP #5 – due)

Nov. 9 Multiple Diversities of Africa
 Nov. 11 Africa and the Media
 Assignment
 "Would You Believe?" (map)
 "Africa: Ancient Kingdoms" (map)
 "Africa after the First World War" (map)
 "Africa and its Neighbors" (map)
 "Outline Map of Africa" (map)
 "The Two Brothers" (Egypt)
 "The Fifi Bird" (Mbuti)
 Jo Ellen Fair, "War, Famine, and Poverty: Race in the Construction of Africa's Media Image"
 Catherine Lutz and Jane Collins, "Reading *National Geographic*: The Making of National Identity in Popular Photography"

Week 12

Nov. 16 The De-con-struction of Apartheid in South Africa
(Second Take-Home Exam handed out)
Video - South Africa: Freedom in Our Lifetime
 Nov. 18 South Africa's Truth and Reconciliation Commission

Video: Facing the Truth

Assignment

"Facts About the Region," South Africa, Lesotho & Swaziland, pp. 15-33

"South Africa," Encyclopedia Year Book 1997, pp. 457-459

Frederick Cooper, *Africa Since 1940: The Past and the Present*, pp. 191-204

Week 13 (RRP #6 – due)

Nov. 23 Vietnam's histories and cultures

Nov. 25 Vietnam after 1989

Assignment

"Colonial Empires in Asia" (map)

"Facts About Vietnam - History," Vietnam, pp. 11, 19-35

BOOK: Borton, Lady, *After Sorrow: An American Among the Vietnamese*, 3-132

Week 14

Nov. 30 Tibet's histories and cultures

Dec. 2 The Dalai Lama's Approach to Ethics

Video: The Dalai Lama

Assignment

"Tibet, Tibetan art and architecture, Tibetan Buddhism, Tibetan Language," The Columbia Encyclopedia, pp. 2744-2745

Melvyn C. Goldstein, *A History of Modern Tibet, 1913-1951: The Demise of the Lamaist State*, pp. xxvi, xxvii, 815-825

BOOK: Lama, Dalai, *Ethics for the New Millennium*, pp. xi-77, 161-171, 201-237

Week 15

Dec. 7 Constructing the Universal Declaration of Human Rights

Dec. 9 Beyond the Universal Declaration of Human Rights

Assignment

"The Universal Declaration of Human Rights"

Joe Elder, "Constructing/Enforcing the Universal Declaration of Human Rights"

Barbara Crossette, "Midway to the Goals, the UN and The World Bank are Hopeful, But

See Disturbing Signs."

Michael Kraig, "Taking Steps Toward a Responsibility to Protect"

L2PCS Listserv, "Responsibility to Protect - Engaging in Civil Society"

Week 16

Dec. 14 *Second Take-Home Exam due during class period*

INTRODUCTION TO GLOBAL CULTURES
Integrated Liberal Studies (ILS) 500-209
Fall 2010-2011
Joe Elder

Course Description: This course provides an introduction to a few of the globe's rich varieties of cultures (e.g., Chinese, Central American, West Asian/North African, South African, Vietnamese, and Tibetan), illustrating how different the world appears when viewed from different perspectives. It examines what has happened when some of these cultures have encountered "the West." Many readings for this course were originally written in non-English languages (e.g., Arabic, Chinese, German, Hebrew, Spanish, etc.).

Attendance: Attendance will be taken in discussion sections, and 12% of your final grade will depend upon your discussion-section attendance and participation. Discussion sections begin immediately (after class on Wednesday, September 8). They will not meet during the 13th week (Thanksgiving week). Attending 12 discussion sections during the semester will be considered full attendance. One percentage point will be deducted from your final grade for every unexcused absence less than full-attendance. Points will also be deducted for non-participation in a discussion section (as determined by your Teaching Assistant). An excused absence is one in which you provide your Teaching Assistant with a written document (e.g., from a doctor) explaining why it is impossible for you to be present.

RRP: An additional 18% of your final grade will be based on six RRP. The due weeks are marked **RRP - due** (i.e., RRP due). That week you are to submit to your Teaching Assistant during your discussion section a 600-800-word RRP. Three percentage points will be deducted from your final grade for each RRP that is not turned in during the week it is due. Each RRP will receive a "check," "check-plus," or "rewrite." RRP's receiving a "rewrite" will not count toward the 3% unless they are revised and resubmitted so that they meet the guidelines.

Guidelines: Each RRP should (1) Begin with one sentence/phrase/word-item/diagram **in bold font** that you found particularly noteworthy that you have selected from the lectures, books, or ILS 209 Readings assigned for those weeks. (2) Explain why you found it particularly noteworthy (feel free to draw on your own life experiences). (3) Show how it relates to (i.e., summarizes, supports, explains, challenges, contradicts, modifies, etc.) other materials in the course (lectures, readings, topics dealt with in your discussion sections, etc.). At the top of each RRP please write your name, the source from which you selected your sentence/phrase/word-item, etc. and a number (**one** through **six**) identifying which of your six RRP this is. RRP are to be word-processed, proofread, and spell-checked. You are encouraged to be creative.

Two Take-Home Exams: The first Take-Home Exam will be handed out Sept. 27, due Oct. 13. The second will be handed out Nov. 15, due Dec. 13. The grading formula will be:

First Take-Home Exam	35%	
Second Take-Home Exam		35%
Discussion Section Attendance/Participation		12%
RRP	<u>18%</u>	
TOTAL		100%

INTRODUCTION TO GLOBAL CULTURES

Integrated Liberal Studies (ILS) 500-209

Fall 2010-2011

Joe Elder

Lectures: 8:50 - 9:40 MW

Room: 105 Psychology Building

Professor

Joseph W. Elder

elder@ssc.wisc.edu

Phone: 262-2782 (with answering machine)

Office: 8131 Social Science Building

Office hours: M 1-2, T 4-5, W 3:30-4:30

R 4-5, F 3:30-4:30

Global Cultures Certificate Advisor

Rebekah Pryor Pare, 263-6916

pare@ismajor.wisc.edu

Office: 226 Ingraham Hall

Teaching Assistants

Cristina Bain

cmbain@wisc.edu

Victoria Healey-Etten

vhealey@ssc.wisc.edu

Jillian Jacklin

jmjacklin@wisc.edu

Discussion Sections

301	W 9:55	2135 Chamberlin	307	W 4:35	6121 Soc Sci
302	W 11:00	2135 Chamberlin	315	R 8:50	2135 Chamberlin
303	W 12:05	6117 Soc Sci	308	R 9:55	579 Noland
304	W 1:20	2108 Mech Engr	309	R 11:00	275 MatrIs Sci
305	W 2:25	134 Psychology	310	R 12:05	2631 Humanities
306	W 3:30	2135 Chamberlin	311	R 1:20	38 Agr Hall

Required Books (also available in Library Reserve Room)

Borton, Lady, *After Sorrow: An American Among the Vietnamese*

Burgos-Debray, Elisabeth (ed.), *I, Rigoberta Menchu: An Indian Woman in Guatemala*

Jicai, Feng, *The Three-Inch Golden Lotus*

Lama, Dalai, *Ethics for the New Millennium*

Salih, Tayeb, *Season of Migration to the North*

Collection of ILS 209 Readings from Bob's Copy Shop, purple building on the corner of University Ave. and Randall Street

Note: Please bring books to class on days when they are to be discussed.

Some time early in the semester please visit Meiklejohn House (the little brown house on the corner of Johnson and Charter Streets) and look at the photographs of Alexander Meiklejohn and the Honors College -- intellectual predecessors on the University of Wisconsin-Madison campus of today's Integrated Liberal Studies and Global Cultures programs.

Weeks 1 & 2

Sept. 8

Looking from Different Perspectives; Gustav Vigeland's Oslo Park

Language: Ethnocentrism and Cultural Relativism

Assignments

Certificate in Global Cultures, "Seeing from Another Direction" (pictures)

Cynthia C. Brown (ed.), *Alexander Meiklejohn: Teacher of Freedom*, "Building the Experimental College"

R. Hudson, "The Great Issues (Grey Tissues)"

J. Culler, "Saussure's Theory of Language"

Joe Elder, "Language, Identity, and Cultural Superiority"

Week 3

Sept. 13 Relative Concepts of "Ownership"

Sept. 15 Relative Theories of "History" and "Resistance"

Video: "India - Defying the Crown"

Assignments

John Stuart Mill, *Principles of Political Economy* (excerpts)

Karl Marx, *Karl Marx: Pre-Capitalist Economic Formations* (excerpts)

Karl Marx & Frederick Engels, *Manifesto of the Communist Party* (excerpts)

Melford E. Spiro, "The Moral Postulates of Kibbutz Culture"

Edward W. Said, "Knowing the Oriental"

Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order*

James C. Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance*

Walter H. Conser, Jr. et al, "The American Independence Movement, 1765-1775: A Decade of Nonviolent Struggles"

Joe Elder, "Gandhi, The Applications of Non-Violence to Large-Scale and Small-Scale Struggles"

Ho Chi Minh, "Message to the Vietnamese People, the French People, and the Peoples of the Allied Nations," "Message to Peasant Cadres"

"Special Report: The Srebrenice massacre: A chronicle of deaths foretold."

Week 4 RRP#1 due

Sept. 20 Relative Concepts of "Causation"

Sept. 22 Relative Concepts of "Religion"

Assignments

"Karl Marx: Quotations Regarding Religion"

Jim Kenney, "Religions of the World: Introductions"

"The 'Golden Rule' as Stated in Different Religions"

Gary MacEoin, *The People's Church: Bishop Samuel Ruiz and Why He Matters*

Charles Kimball, *When Religion Becomes Evil*

WEEK 5

*Sept. 27 (First Take-Home Exam handed out) Relative Concepts of "Life Stages"

Sept. 29 Relative Concepts of "Spirit/Body," "Suffering/Happiness"

Assignments

William Shakespeare, *Jacques*, "All the world's a stage..." *As You Like It*

Erik K. Erikson, "Eight Stages of Man"

Joseph Elder, "Varnasrama-dharma: Classical Views of [Hindu] Society"

Alex Wayman, "Varnasrama-dharma: Ends and Obligations of [Hindu] Man"

Henry Clarke Warren (tr.), "The Great Retirement [of Buddha]"

WEEK 6 RRP #2 due

- Oct. 4 China's Cultural Backgrounds
Oct. 6 China in the 20th/21st Centuries

Assignments

"Confucianism," "Confucius"

BOOK: Jicai, Feng (Note: In Chinese his name is reversed; Feng is his family name)
The Three-Inch Golden Lotus, all

WEEK 7

- Oct. 11 The 1995 Beijing World Conference on Women
*Oct. 13 (First Take-Home Exam due at start of class) Is there a Global "Women's Culture"?

Assignments

Margaret Strobel and Marjorie Bingham, "The Theory and Practice of Women's History and Gender History in Global Perspective"

"Ten-year review of 1995 Fourth World Conference on Women"

"Religion and Women: An Agenda for Change"

WEEK 8 RRP#3 due

- Oct. 18 Spain, Portugal, and the "New World"
Oct. 20 History and Legends of "Indigenous People"

Assignments

Christopher Columbus, "From a Letter to Gabriel Sanchez"

Howard Zinn, "Columbus, the Indians, and Human Progress"

Adelaida R. Del Castillo, "Malintzin Tenepal: A Preliminary Look into a New Perspective"

"Rigoberta Menchu," Carmen Tafolla, "La Malinche"

Jan Rus, "Introduction," IF TRUTH BE TOLD

"Indigenous People's Statement to the World"

BOOK: Burgos-Debray, Elisabeth (ed.), I, Rigoberta Menchu, chaps. 1,6,14,19-21,25-34

WEEK 9 RRP #4 due

- Oct. 25 Islam and the Muslim Heritage
Oct. 27 Multiple Cultures of Muslims

Assignments

"The Growth of the Ottoman Empire, 1299-1672" (map)

"World Distribution of Muslims" (map)

John A. Williams, "The Origin and Spread of Islam," "Islamic Doctrine, Thought, Law"

Eknath Easwaran, A Man to Match His Mountains: Badshah Khan: Nonviolent Soldier of Islam

Mohammad Hossein Panahi (transl.) "Excerpts from Messages and Interviews of Ayatollah Khomeini. The Leader of the Islamic Revolution in Iran"

Ameer Ali, "Globalization and Greed: A Muslim Perspective"

Juan Cole, "Informed Comment: Thoughts on the Middle East, History, and Religion"

WEEK 10

- Nov. 1 West Asia/North Africa: Ebb and Flow of Conflict and Compassion
Nov. 3 West Asia/North Africa: Ebb and Flow of Conflict and Compassion

Assignment

Ghassan Kanafani, "The Land of Sad Oranges"
"Suicide Bomber"
Osama bin Laden, "...call on every Muslim ..." "As you kill, you shall be killed"
"Muslim Clerics Say Attacks on US are Un-Islamic"
"Full Transcript of bin Ladin's Speech"
BOOK: Salih, Tayeb, Season of Migration to the North, all

WEEK 11 RRP#5 due

- Nov. 8 Multiple Diversities of Africa
Nov. 10 Africa and the Media

Assignments

"Would You Believe?" "Africa: Ancient Kingdoms," "Africa after the First World War,"
"Africa and its Neighbors," "Outline Map of Africa" (maps)
"The Two Brothers" (Egypt)
"The Fifi Bird" (Mbuti)
Jo Ellen Fair. "War, Famine, and Poverty: Race in the Construction of Africa's Media Image"
Catherine Lutz and Jane Collins, "Reading *National Geographic*"

WEEK 12

- *Nov. 15 (*Second Take-Home Exam Handed Out*) The De-Construction of Apartheid in South Africa.

Video: South Africa: Freedom in Our Lifetime

- Nov. 17 South Africa's Truth and Reconciliation Commission.

Video: Facing the Truth

Assignments

"History," *South Africa, Lesotho & Swaziland*
Frederick Cooper, *Africa Since 1940: The Past and the Present*

WEEK 13 RRP#6 due

- Nov. 22 Vietnam's Histories and Cultures
Nov. 24 Vietnam After 1989

Assignments

"Colonial Empires in Asia" (map), "History," Vietnam
BOOK: Borton, Lady, *After Sorrow: An American Among the Vietnamese*, pp. 3-132

WEEK 14

- Nov. 29 Tibet's Histories and Cultures"
Dec. 1 The Dalai Lama's Approach to Ethics
Video: The Dalai Lama

Assignments

"Tibet, Tibetan art and architecture, Tibetan Buddhism, Tibetan Language"
David Leffman, Simon Lewis and Jeremy Atiyah, *The Rough Guide to China*
Melvyn C. Goldstein, *A History of Modern Tibet, 1913-1951*
BOOK: Lama, Dalai, *Ethics for the New Millennium*, pp. xi-77. 161-171, 201-237

WEEK 15

Dec. 6 Constructing the Universal Declaration of Human Rights
Dec. 8 Enforcing the Universal Declaration of Human Rights

Assignments

"The Universal Declaration of Human Rights"
Joe Elder, "Constructing/Enforcing the Universal Declaration of Human Rights"
Barbara Crossette. "Midway to the Goals, the UN and the World Bank are Hopeful ..."
Michael Kraig, "Taking Steps Toward Responsibility to Protect"
L2PCS Listserv, "Responsibility to Protect - Engaging Civil Society"

WEEK 16

*Dec. 13 *Second Take-Home Exam due during class period*

The **UW-Madison Writing Center**, 617 Helen C. White Hall (the Undergraduate Library), is an extraordinary student resource. The Writing Center encourages students to bring drafts of RRP, Take-Home exams, etc. to the Center for professional advice on writing form and style. The Writing Center's website is <http://www.wisc.edu/writing>. Its Email address is: wcenter@writing.wisc.edu. To make an appointment with the Writing Center, call (608) 263-1992.

You will be writing a lot for this course. The last few pages of your ILS 209 Readings packet include the following helpful suggestions for you from the Writing Center:

"Twelve Common Errors - An Editing Checklist"
"Quoting, Paraphrasing, and Acknowledging Sources"
"How to Write Clear, Concise, and Direct Sentences"
"Integrating Quotations from a Literary Text into a Literary Analysis Paper"
"A Glossary of Common Correction Marks"

INTRODUCTION TO GLOBAL CULTURES
Integrated Liberal Studies (ILS) 500-209
Fall 2011-2012
Joe Elder

Course Description: This course provides an introduction to a few of the globe's rich varieties of cultures (e.g., Chinese, Central American, Vietnamese, West Asian/North African, South African, and Tibetan), illustrating how different the world appears when viewed from different perspectives. It examines what has happened when some of these cultures have encountered "the West." Many readings for this course were originally written in non-English languages (e.g., Arabic, Chinese, German, Hebrew, Spanish, etc.) for non-English readers.

Attendance: Attendance will be taken in discussion sections, and 12% of your final grade will depend upon your discussion-section attendance and participation. Discussion sections begin immediately (after class on Wednesday, September 7). They will not meet during the 13th week (Thanksgiving week). Attending 12 discussion sections during the semester will be considered full attendance. One percentage point will be deducted from your final grade for every unexcused absence less than full-attendance. Points will also be deducted for nonparticipation in a discussion section (as determined by your Teaching Assistant). An excused absence is one in which you provide your Teaching Assistant with a written document (e.g., from a doctor) explaining why it is impossible for you to be present. RRP: An additional 20% of your final grade will be based on five RRP. The due weeks are marked RRP - due (i.e., RRP due). That week you are to submit to your Teaching Assistant during your discussion section a 600-800-word RRP. Four percentage points will be deducted from your final grade for each RRP that is not turned in during the week it is due. Each RRP will receive a "check," "check-plus," or "rewrite." RRP's receiving a "rewrite" will not count toward the 4% unless they are revised and resubmitted so that they meet the guidelines.

Guidelines: Each RRP should (1) Begin with one sentence/phrase/word-item diagram in bold font that you found particularly noteworthy that you have selected from the lectures, books, or ILS 209 Readings assigned for those weeks. (2) Explain why you found it particularly noteworthy (feel free to draw on your own life experiences). (3) Show how it relates to (i.e., summarizes, supports, explains, challenges, contradicts, modifies, etc.) other materials in the course (lectures, readings, topics dealt with in your discussion sections, etc.). At the top of each RRP please write your name, the source from which you selected your **sentence/phrase/word-item**, etc. and a number (one through five) identifying which of your five RRP this is. RRP are to be word processed, proofread, and spell-checked. You are encouraged to be creative. Two Take-Home Exams: The first Take-Home Exam will be handed out Sept. 26, due Oct. 17. The second will be handed out Nov. 21, due Dec. 12.

The grading formula will be: First Take-Home Exam 34%
Second Take-Home Exam 34%
Discussion Section **Attendance/Participation** 12%
RRP -20%
TOTAL 100%

INTRODUCTION TO GLOBAL CULTURES
Integrated Liberal Studies (16) 500-209
Fall 2011-2012
Joe Elder

Lectures: 8:50 - 9:40 MW
Room: 1310 Sterling Hall

Professor

Joseph W. Elder

elderessc. wisc. edu

Phone: 262-2782 (with answering machine)

Office: 8131 Social Science Building

Office hours: M 1-2, T4-5, W 3:30-4:30

R 4-5, F 3:30-4:30

Global Cultures Certificate Advisor

Rebekah Pryor Pare, 263-6916

pare@ismaior. wisc.edu

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cmbain@ wisc. edu

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vhealey@ssc. wisc.edu

Jillian Jacklin

jmiacklin@ wisc. edu

Discussion Sections

301 W 9:55 1327 Sterling 307 W 4:35 6117 SOC. Sci.

302 W 11:00 1333 Sterling 308 R 9:55 4011 Vilas

303 W 12:05 579 Noland 309 R 11:00 4011 Vilas

304 W 1:20 348 Birge 310 R 12:05 1323 Sterling

305 W 2:25 539 Noland 311 R 1:20 B329 Van Vleck

306 W 3:30 6121 SOC. Sci. 312 R 2:25 2135 Chamberlin

Required Books (*also available in College Library Reserve Room*)

Burgos-Debray, Elisabeth (ed.), *I, Riuoberta Menchu: An Indian Woman in Guatemala*

Jicai, Feng, *The Three-Inch Golden Lotus*

Lama, Dalai, *Ethics for the New Millennium*

Salih, Tayeb, *Season of Miuration to the North*

Collection of ILS 209 Readings, available from Bob's Copy Shop, 208 N. Charter

Street near intersection with **W.** Dayton Street

—Note: Please bring books to class on days when they are to be discussed. *Sometime early in the semester please visit Meiklejohn House (the little brown house on the corner of Johnson and Charter Streets) and look at the photographs of Alexander Meiklejohn and the Honors College -- intellectual predecessors on the University of Wisconsin-Madison campus of today's Integrated Liberal Studies and Global Cultures programs.*

WEEKS 1 & 2

Sept. 7

Looking from Different Perspectives; Gustav Vigeland's Oslo Park

Language: Ethnocentrism and Cultural Relativism

Assignments

Certificate in Global Cultures, "Seeing from Another Direction" (pictures)

Cynthia C. Brown (ed.), **Alexander Meiklejohn: Teacher of Freedom**, "Building the Experimental College"

R. Hudson, "The Great Issues (Grey Tissues)"

J. Culler, "Saussure's Theory of Language"

Joe Elder, "Language, Identity, and Cultural Superiority"

WEEK 3 - RRP#1 due

Sept. 12 Relative Concepts of "Ownership"

Sept. 14 Relative Theories of "History" and "Resistance"

Video: "India - Defying the Crown"

Assignments

John Stuart Mill, *Principles of Political Economy* (excerpts)

Karl Marx, *Karl Marx: Pre-Capitalist Economic Formations* (excerpts)

Karl Marx & Frederick Engels, *Manifesto of the Communist Party* (excerpts)

Barbara Crosette, "Midway to the Goals, the UN and the World Bank Are Hopeful, But

See Disturbing Signs

Ben Crow & Suresh K. Lodha, *The Atlas of Global Inequalities* (excerpts)

Melford E. Spiro, "The Moral Postulates of Kibbutz Culture"

Edward W. Said, "Knowing the Oriental"

Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order*

James C. Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance*

Walter H. Conser, Jr. et al, "The American Independence Movement, 1765-1775: A Decade of Nonviolent Struggles"

Joe Elder, "Gandhi, The Applications of Non-Violence ..."

Ho Chi Minh, "Message to the Vietnamese People, the French People, and the Peoples of the Allied Nations," "Message to Peasant Cadres"

"Special Report: The Srebrenice massacre: A chronicle of deaths foretold."

WEEK 4

Sept. 19

Sept. 21

Relative Concepts of "Causation"

Relative Concepts of "Religion"

Assignments

"Karl Marx: Quotations Regarding Religion"

Jim Kenney, "Religions of the World: Introductions"

"The 'Golden Rule' as Stated in Different Religions"

Gary MacEoin, *The People's Church: Bishop Samuel Ruiz and Why He Matters*

Charles Kimball, *When Religion Becomes Evil*

WEEK 5 - RRP #2 due

*Sept. 26 **(First Take-Home Exam handed out)** Relative Concepts of "Life Stages"

Sept. 28 Relative Concepts of "Spirit/Body," "Suffering/Happiness"

Assignments

William Shakespeare, *Jacques*, "All the world's a stage ..." **As You Like It**

Erik K. Erikson, "Eight Stages of Man"

Joseph Elder, "The Hindu Caste System"

Henry Clarke Warren (tr.), "The Great Retirement [of Buddha]"

WEEK 6

Oct. 3

Oct. 5

China's Cultural Backgrounds

China in the 20th/21st Centuries

Assignments

"Confucianism," "Confucius,"

Sarah Schneewind, "The *Analects* in the Classroom"

BOOK: Jicai, Feng (Note: In Chinese his name is reversed; Feng is his family name)

The Three-Inch Golden Lotus, all

WEEK 7

Oct. 10

Oct. 12

The 1995 Beijing World Conference on Women

Is there a Global "Women's Culture"?

Assignments

Margaret Strobel and Marjorie Bingham, "The Theory and Practice of Women's History and Gender History in Global Perspective"

"Ten-year review of 1995 Fourth World Conference on Women"

"Religion and Women: An Agenda for Change"

WEEK 8

*Oct. 17

Oct. 19

(First Take-Home Exam due at start of class) Spain, Portugal, and the "New World"

History and Legends of "Indigenous People"

Assignments

Christopher Columbus, "From a Letter to Gabriel Sanchez"

Howard Zinn, "Columbus, the Indians, and Human Progress"

Adelaida R. Del Castillo, "Malintzin Tenepal; A Preliminary Look into a New Perspective"

"Rigoberta Menchu"

Carmen Tafolla, "La Malinche"

Jan Rus, "Introduction," IF TRUTH BE TOLD

"Indigenous People's Statement to the World"

BOOK: Burgos-Debray, Elisabeth (ed.), I, Rigoberta Menchu, chaps. 1,6,14,19-21,25-34

WEEK 9

Oct. 24

Oct. 26

Vietnam's Histories and Cultures

Vietnam After 1989

Assignments

"Colonial Empires in Asia" (map)

"History," Vietnam

Lady Borton, After Sorrow: An American Among the Vietnamese (excerpts)

WEEK 10 - RRP#3 due

Oct. 31

Islam and the Muslim Heritage

Nov. 2 Multiple Cultures of Muslims
Assignments
"World Distribution of Muslims" (map)
John A. Williams, "The Origin and Spread of Islam," "Islamic Doctrine, Thought, Law"
Eknath Easwaran, A Man to Match His Mountains: Badshah Khan: Nonviolent Soldier of Islam
Joseph W. Elder, "The Ayatollah Khomeini's Calls for Non-Violence"
Ameer Ali, "Globalization and Greed: A Muslim Perspective"
Juan Cole, "Informed Comment: Thoughts on the Middle East, History, and Religion"

WEEK 11

Nov. 7

Nov. 9 West Asia/North Africa: Ebb and Flow of Conflict and Compassion
West Asia/North Africa: Ebb and Flow of Conflict and Compassion
Assignment
Ghassan Kanafani, "The Land of Sad Oranges"
"Suicide Bomber"
Osama bin Laden, "...call on every Muslim ..." "As you kill, you shall be killed"
"Full Transcript of bin Laden's Speech"

-BOOK: S alih, Tayeb, Season of Migration to the North, all

WEEK 12 - RRP#4 due

Nov. 14 Multiple Diversities of Africa
Nov. 16 Africa and the Media
Assignments
"Would You Believe?" "Africa: Ancient Kingdoms," "Africa after the First World War,"
"Africa and its Neighbors," "Outline Map of Africa" (maps)
"The Two Brothers" (Egypt)
"The Fifi Bird" (Mbuti)
Jo Ellen Fair. "War, Famine, and Poverty: Race in the Construction of Africa's Media Image"
Catherine Lutz and Jane Collins, "Reading *National Geographic*"

WEEK 13 (Thanksgiving Week)

*Nov. 21 **(Second Take-Home Exam Handed Out)** The De-Construction of Apartheid in South Africa.
Video: South Africa: Freedom in Our Lifetime
South Africa's Truth and Reconciliation Commission.
Video: Facing the Truth
Nov. 23 Assignments
"History," South Africa, Lesoto & Swaziland
Frederick Cooper, Africa Since 1940: The Past and the Present

WEEK 14 - RRP#5 due

Nov. 28 Tibet's Histories and Cultures"
Nov. 30 The Dalai Lama's Approach to Ethics, **Video: The Dalai Lama**

Assignments

"Tibet, Tibetan art and architecture, Tibetan Buddhism, Tibetan Language"

David Leffman, Simon Lewis and Jeremy Atiyah, ***The Rough Guide to China***

Melvyn C. Goldstein, A History of Modern Tibet, 1913-1951

BOOK: Lama, Dalai, ***Ethics for the New Millennium***, pp. xi-77. 161-171, 201-237

WEEK 15

Dec. 5

Dec. 7

Constructing the Universal Declaration of Human Rights

Enforcing the Universal Declaration of Human Rights

Assignments

"The Universal Declaration of Human Rights"

Joe Elder, "Constructing/Enforcing the Universal Declaration of Human Rights"

Michael Kraig, "Taking Steps Toward Responsibility to Protect"

"Responsibility to Protect," From Wikipedia, the free encyclopedia

WEEK 16

*Dec. 12

Second Take-Home Exam due during class period

The UW-Madison Writing Center, 617 Helen C. White Hall (the Undergraduate Library), is an extraordinary student resource. The Writing Center encourages students to bring drafts of RRP, Take-Home exams, etc. to the Center for professional advice on writing form and style. The Writing Center's website is <http://www.wisc.edu/writing>. Its Email address is: wcenter@writing.wisc.edu. To make an appointment with the Writing Center, call (608) 263-1992.

You will be writing a lot for this course. The last few pages of your ILS 209 Readings packet include the following helpful suggestions for you from the Writing Center: "Twelve Common Errors - An Editing Checklist" "Quoting, Paraphrasing, and Acknowledging Sources" "How to Write Clear, Concise, and Direct Sentences" "Integrating Quotations from a Literary Text into a Literary Analysis Paper" "A Glossary of Common Correction Marks"

ILS 401: GLOBAL CULTURES CAPSTONE SEMINAR

Joe Elder (elder@ssc.wisc.edu)

Spring 2014

Ed. Science Building 202

Fridays: 1:45-4:15 PM

Office: 8131 Social Science Building

Office hours: M 4:00-5:00, T 2:00-3:15, W 4:00-5:00, R 2:00-3:15, F 11:00-12:00

Phone: 262-2782 (with answering machine)

Required Texts

Schlesinger, Arthur M., Jr., *The Disuniting of America: Reflections on a Multicultural Society*
Takaki, Ronald, *A Different Mirror: A History of Multicultural America*, (rev. ed.) 2008

The purpose of this Seminar is to provide those of you earning your Global Cultures Certificate with an opportunity to reflect thoughtfully upon your global-cultural or multicultural experiences, to present your reflections orally in the form of a 25-minute Seminar Report to the rest of the class, and to receive feedback from the rest of the class. One of the most direct forms of reflection is to make comparisons -- identifying differences/similarities (e.g., family patterns, "youth cultures," women's/men's roles, rites of passage, forms of education, ways to make a living, political systems, poverty, militarism, health care, forms of protest, music, art, dance, foods, recreation and leisure patterns, etc.). Another form of reflection is to make observations about yourself and your different responses when you have been in two (or more) cultural contexts. Still another form of reflections might be to think how your global-cultural or multicultural experiences have changed you (or might change you) ... and why. In your Seminar Report you are encouraged to be creative. At the end of the semester, you will submit a printed (and probably slightly-revised) double-spaced 15-18 page version of your oral Seminar Report. This will provide much of the basis for your grade in this Seminar.

The first three meetings of the Seminar will consist of introductions and reviews of two books with sharply-opposing viewpoints on multiculturalism: Arthur Schlesinger Jr.'s *The Disuniting of America: Reflections on a Multicultural Society* and Ronald Takaki's *A Different Mirror: A History of Multicultural America*. The fourth week we will begin student presentations. They will continue for the remainder of the semester.

- | | |
|---------|--|
| Jan. 24 | General introductions, personal examples of cross-cultural mis-communications
(<i>read Schlesinger for next week</i>) |
| Jan. 31 | Select the date for your oral presentation. Select the Takaki chapter you want to read (<i>and read for next week</i>). Discuss the evidence for and strengths and weaknesses of Schlesinger's case. |
| Feb. 7 | Discuss the Takaki chapter you read and the evidence for and strengths and weakness of that chapter. |

STUDENT SEMINAR PRESENTATIONS

Feb. 14	Apr 4
Feb. 21	Apr. 11
Feb. 28	Apr. 18
Mar. 7	Apr. 25
Mar. 14 (no class)	May 2
Mar. 21 (spring break)	(written reports due
Mar. 28	in Room 8131 Soc. Sci. Bldg.)

RONALD TAKAKI'S CHAPTER TITLES

A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA

Note: Everyone is to read Ronald Takaki's Chapter 1 (pages 3-25), and Chapter 17 "We Will All Be Minorities." In addition, everyone is to read and be prepared to describe (on February 7) the major argument of ONE of Takaki's other chapters. His chapters (one of which you will read and present) are:

2. The "Tempest" in the Wilderness: A Tale of Two Frontiers (*early settlers*)
3. The Hidden Origins of Slavery
4. Toward "the Stony Mountains": From Removal to Reservation (*Chocktaws, Cherokees*)
5. "No More Peck o' Corn": Slavery and Its Discontents
6. Fleeing "the Tyrant's Heel": "Exiles" from Ireland
7. "Foreigners in Their Native Land": The War Against Mexico
8. Searching for Gold Mountain: Strangers from a Different Shore (*Chinese*)
9. The "Indian Question": From Reservation to Reorganization
10. Pacific Crossings: From Japan to the Land of "Money Trees"
11. The Exodus from Russia: Pushed by Pogroms (*Jews*)
12. El Norte: Up from Mexico
13. To "the Land of Hope": Blacks in the Urban North
14. World War II: American Dilemmas
15. Out of the War: Clamors for Change
16. Again, the "Tempest-Tost" (*Jews, Chinese, Irish, Vietnamese, Afghans, Mexicans*)