



PAIDEIA  
NEWSLETTER

{BRINGING MANY THINGS TOGETHER}

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# COHORT: Human Behavior

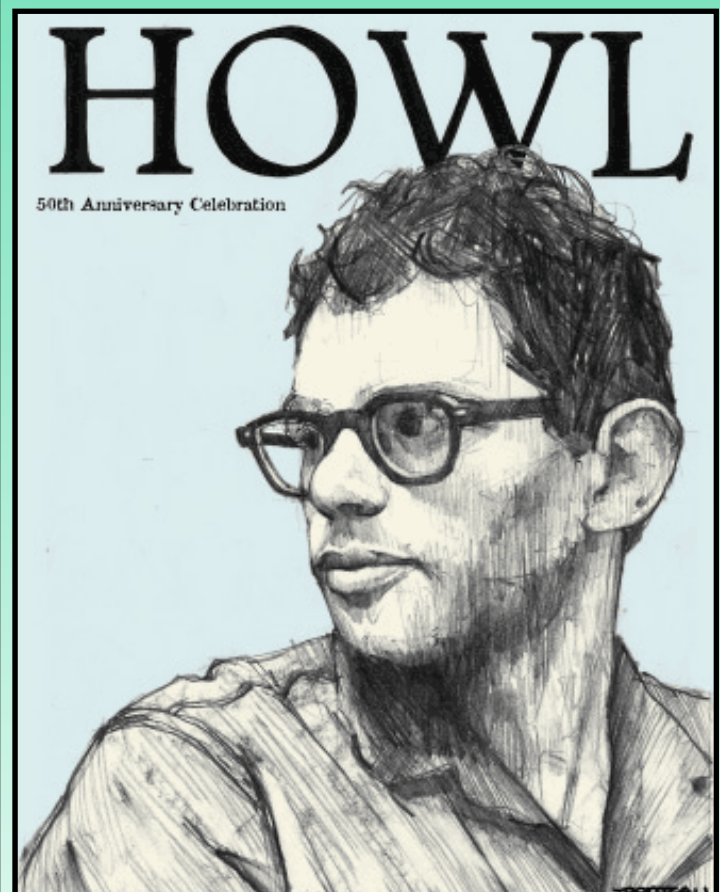
REFLECTION WRITTEN  
BY KATIE MEAD '11

When I first began researching last year on my own time, really just for the hell of it, I never considered the wider implications of my time or work. How else could I be utilizing my time for the betterment of myself and others? How else can this work be interpreted to appeal to and lend aid or voice to the needs and issues of others? It began as simply an exploration into my own interests in Beat poetry and Native American trickster mythology. Then, through Paideia and the encouragement of a few should-have-been-Paideia-scholars, I began to reexamine the possible purposes behind my work.

My American Studies honors thesis and Paideia research project consists of a 96 page article discussing Allen Ginsberg's "Howl" through the scope of Native American trickster mythology, and the archetype of Old Man Coyote in particular. I've had a great time writing and research it, with the editing and advisory help from my committee: Dr. David Gaines, Dr. Dustin Tahmahkera, Dr. Ken Mello, and Dr. Bob Bednar. But I've also realized that this needs to also be about broadening the discussion of how literary works function in relation to history and social movements. It needs to be about broadening the American Literary canon to better include and respect both Beat and Native American literatures. Paideia has helped me utilize this paper – and other papers – as a means of connecting my coursework from different classes as well as from various independent readings and films. It's helped me connect methods from my U.S. Civil War in History & Memory course with facts from my Native American Religions and Sacred Spaces and 20th Century American Literature courses, and now with the strategies and history from my Rhetorics of Resistance class.

I am very jacked up about this. And though I've already presented on this thesis at the Young Rhetoricians' Conference in Monterey, CA this past summer, I'm very excited about presenting it at the Student Works Symposium this upcoming spring.

My thesis work has just recently been accepted for publication as a full-length scholarly book by McFarland & Company, Inc., Publishers and is due in its 70,000-80,000 word entirety by next October.



**For more information or if you are interested in submitting an articles or photos contact:**  
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# From Student to Student: The Intercultural Symposium

WRITTEN BY KELLY HOLT '11  
COHORT: GREEN THOUGHT AND ACTION

Last year the Intercultural Symposium was held on Tuesday November 2nd, 2010 in the Prothro Center and is advertised online as a group of students who present their study abroad experiences to campus in poster or lecture form. I prefer to imagine it as a potlatch of unique experiences, an exchange of stories about each of our intercultural pursuits.

My first year at SU I remember going to my share intercultural and study abroad events on campus. For a first-year, the variety of experiences being shared and the simple retelling of these experiences felt a lot like getting absorbed in an adventure novel. This time around, as a Senior and someone who has now studied abroad as well, I still felt that familiar sense of excitement and intrigue in hearing about other students stories and travels. What changed now is that I saw the presenters as students more like me, whose passion for their study abroad memories is something I can relate to. I wanted to hear about more than just their studies. I wanted to hear about their expectations, why they chose to go the places they did, and if it was a transformative experience.



JACK PARKER



URSULA JAMES

To learn more about these questions, I spoke with two students who presented posters at the symposium about their experiences abroad. The first, Jack Parker, studied in Spain as a Junior and is part of the Engaging in the 21st Century cohort. The second, is a fellow Senior and Anthropology student, Ursula James, who studied in Vietnam. Although their experiences were very different, they both faced language barriers, both met new people and were challenged to learn more about the new culture they faced. Jack described the running of the bulls and the world cup as "something that I'll probably never be able to experience again." When Ursula retraced her memories through language barriers and the poverty she witnessed, she described it all as a "very difficult experience, very challenging." However, when I asked them both if they felt it was transformative, they both agreed that their experiences had changed them. Jack "gained a whole other perspective" on things and Ursula feels "more secure...more comfortable taking chances" and "more comfortable meeting people."

My experiences in Paideia, studying abroad, and at this school have led me to believe that study abroad is more than a chance to skip a semester at SU, more than a chance to simply experience a new culture. Studying abroad truly does resemble a real life adventure. It means to shock you, challenge you, change you, provide you with opportunities that you may never encounter again. It introduces you to new people, places, and thoughts that, in turn, introduce you to new sides of yourself.