



Throughout our country's history, the border as a specific political-administrative designation and as a cultural metaphor has contributed to shaping notions of national identity and to the formation of social and personal identities. Current controversies about the border include specious claims that it is under attack from the south and must be defended. These claims have become rallying cries for those who fear the social fabric binding Americans together is frayed and in imminent danger of unraveling. While border regions have long been contested terrains with cultural and environmental impacts to humans and non-humans alike, today's border issues and debates seem particularly momentous.

This year's Mielke Summer Institute, **Border Crossings, Lines That Divide Us**, will focus on the border and on cultural and textual (re)presentations of the notions surrounding the concept of the border (and borders). Through an exploration of the often-times contradicting, fluid and ubiquitous idea of the border in our everyday lives and experiences, we will consider the broader meanings of the place of borders in the construction of identities and nationalities. We will also examine the connections between the Central American-Mexico-U.S. borders and some of the most prevalent issues on the border from the mid-1980s until the present day, a period heavily tempered by the debate surrounding migrant children and families seeking refuge in the U.S. These themes will then lead us to a shift that haunts this debate and, hence, this seminar's organization: U.S. political discourses together with the narco-violence in Mexico and the implications for Central American migration.

Border issues, ideas and dynamics touch us all in the sense that our lives are determined by physical borders (as well as cultural and psycho-social borders), and we are all, at varying moments and places of our lives, border crossers. To be sure, the border and borders affect our schools, those who attend and work in them, and the communities they serve. We invite you, therefore, to join us this summer at Björklunden, where we will spend a week together thinking about, learning about and wrestling with the border(s) in our lives.

—Stewart Purkey, December 2018

Biographies

Thelma

Thelma Jiménez-Anglada is Assistant Professor of Spanish and Latin American Studies at Lawrence University. She received her B.A. from the University of Puerto Rico, and her Ph.D. from the University of Chicago. She became a professor mostly by mistake. She didn't want a Ph.D. as much as she wanted to read without being disturbed. When she realized there were only a few jobs that would offer her a salary for reading, she had to make a decision. She is indeed a nerd who likes to think, talk, and write about literature and culture.

In broad terms, she focuses on the literatures and cultures of Latin America, the Spanish-speaking Caribbean, and the U.S. Latinx. Within these vast areas, her work focuses on trafficking—human and drug trafficking—the many forms of extreme violence in both Mexico and Central America. She explores the ways in which these issues are related to both border matters and to migration. Currently, she is also conducting research on Caribbean eco-criticism in literature, mainly because she is an islander who is originally from the Caribbean, and she still has not been able to overcome the shock of last year's destructive hurricane season.

Jesús

An Assistant Professor of Ethnic Studies, Jesús Gregorio Smith's expertise centers on the intersections of race, gender, and sexuality online. He has published online in the areas of race and pornography, Latino LGBT issues, sex in the digital age and race and racism. He is the lead editor of a forthcoming anthology, *Explorations on the Intersections of Race and Sexuality*. A sociologist, his classes include, "Introduction to Ethnic Studies," "Theories of Race and Ethnicity," "Black and Latino Sociology," and the "Sociology of the US/Mexico Border."

Jesús received his B.A. in psychology and M.A. in sociology from the University of Texas at El Paso. He was born and raised in the dry heat of El Paso, TX, though he now calls the cold of Appleton his home. He and his partner are active in the area, happily enjoying the Fox Valley's comedy shows, live music and movies. He has been in a book club with friends scattered throughout the country this past year and particularly enjoys picking books for the club that are being made into films. He also loves to travel, especially to Chicago and New York, although going back to the El Paso is always his favorite trip of the year.

Sigma

Sigma Colón teaches courses in environmental studies, history, and ethnic studies at Lawrence. She received her Ph.D. and M.A. in American Studies from Yale, and her M.A. in History and B.A. in English and Spanish from the University of Arizona. She is currently working on a book that uses the tradition of river narratives in American cultural history to explore both how people have used American rivers as well as what those narratives convey about social and political tensions within American society.

Her courses such as "Wilderness in the North American Imagination" and "Environmental Documentary" flow from the assumption that environmental issues cannot be solved through the natural sciences alone, but require an examination of the cultural values, human behaviors, social injustices, political and economic policies that affect how people interact with the environment. These interests converge in thinking about the environment of the US border. She grew up in the small border town of Bisbee, Arizona (population less than 6,000), and after college taught high school English in Tucson, Arizona. Her best friend inspired her to go to graduate school, and although she has traveled and presented around the world, lived in the Northeast and now the Midwest, the Southwest border landscape remains her favorite dusty corner of the U.S.

Stewart

Stewart Purkey is the Director of the Mielke Summer Institute and the Bee Connell Mielke Professor of Education at Lawrence. After graduating from Stanford University with an A.B. in history, he worked as a railroad switchman, on an auto assembly line, digging ditches for a power company, and in a variety of small factories, eventually ending up in San Francisco providing legal counseling for men and women in the military. He earned an M.A.T. from Reed College and taught social studies in western Oregon and then in a school-within-a-school for at risk high school students in Portland. He received his Ph.D. in Curriculum and Instruction from UW-Madison. At Lawrence he directs, and teaches courses in, the teacher education program. His courses are cross-listed in ethnic studies, environmental studies and/or film studies.



The 2019 Mielke Summer Institute will be held at Björklunden, Lawrence's seminar center on Lake Michigan near Baileys Harbor in Door County.

From Sunday evening, **June 16**, through noon on Friday, **June 21**, all sessions will be held at the lodge during the day and, on occasion, in the evening. There will be ample free time so participants can explore Björklunden's 441-acre estate and the rest of Door County. Room (double-occupancy with private baths) and board (breakfast, lunch and dinner) will be provided courtesy of Lawrence University. Participants will be expected to stay at the lodge for the duration of the institute.

Goals for Mielke Fellows

The Mielke Summer Institute in the Liberal Arts seeks to give educators from Appleton, Shawano and Lawrence the opportunity to explore new ideas and examine issues of societal importance from a multidisciplinary perspective in a collegial environment characterized by open-mindedness and mutual respect. The intent is to combine serious study and playful inquiry. It is expected that participants will find areas of common interest with other educators across the disciplines and grade levels, and that the resulting links will encourage both communication and collaboration in the future. The knowledge and skills that fellows acquire during the Summer Institute will, in time and in various ways, affect their work as educators. However, the goal is to provide intellectual stimulation and renewal for the participants themselves on the assumption that, ultimately, the best teachers are those who are continuously learning, exploring and creating.

Register

Credits	6 graduate units
Tuition	None
Room and board	Free

Who

Appleton and Shawano public school educators K-12, in all subjects and areas.

Applications and Deadlines

Can be downloaded from the website below by following the appropriate links:

lawrence.edu/info/community/mielke

Appleton Teachers

Return completed applications by March 4, 2019, to:

Stewart Purkey
Lawrence University
711 E Boldt Way
Appleton, WI 54911-5699

Shawano Teachers

Return completed applications by March 4, 2019, to:

Gary Cumberland
District Administrator
Shawano School District
218 County Rd. B
Shawano, WI 54166

Acceptance

Fellows will be notified during the week of March 18, 2019.

Contact these teacher coordinators for more information:

Appleton Public Schools

Brian Bartel
Johnston Elementary School
920-832-6265
bartelbrian@aasd.k12.wi.us

Bob Ross
Madison Middle School
920-832-6276
rossrobert@aasd.k12.wi.us

Shawano Public Schools

Joe Zuniga
Olga Brener Intermediate School
715-524-2131
zunigaj@shawanoschools.com

LaRai Martin
Shawano Community High School
715-526-2175 ext. 1127
martinl@shawanoschools.com



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