

# Contents

<i>List of Illustrations</i>	xi
<i>Acknowledgments</i>	xiii

<b>Introduction: Edwidge Danticat in a Global Classroom and Transnational Context: Rethinking Pedagogy, Transcultural Community, and Engaged Learning</b>	<b>1</b>
CELUCIEN L. JOSEPH, SUCHISMITA BANERJEE, MARVIN E. HOBSON, AND DANNY M. HOEY JR.	

## PART I

<b>Critical Literary, Historical Narrative, and Transformative Pedagogy</b>	<b>11</b>
---	-----------

<b>1 From Duvalierism to Dechoukaj in <i>The Dew Breaker</i></b>	<b>13</b>
JONATHAN GLOVER	

<b>2 “We are the Haitian Think Tank”: Cultivating Perspectives in Haitian Youth: Using Danticat’s <i>Krik? Krak!</i></b>	<b>30</b>
WIDELINE SERAPHIN, CHARLENE DESIR, AND PAMELA D. HALL	

<b>3 Teaching Genre as Method in <i>The Dew Breaker</i></b>	<b>56</b>
NATHAN A. JUNG	

<b>4 StoryCorps: Incorporating Local Oral History Collections in the Classroom</b>	<b>72</b>
KENDRA AUBERRY AND ANGIE NEELY-SARDON	

**PART II**

**Gender Alliance, Pedagogy, and Engaged Learning** 91

- 5 (Re) Writing the Black Female Body or Cleansing Her Soul: Narratives of Generational Traumas and Healing in Edwidge Danticat's *Breath, Eyes, Memory* 93  
TAMMIE JENKINS

- 6 Female Mentorship in *Krik? Krak!* Recovering History through the Silent Canvas 106  
LISA MUIR

**PART III**

**The Global Classroom, Transnational Community, and Cross-Cultural Communication** 125

- 7 Out of the Classroom and Into the Community 127  
DEBORAH VAN DUINEN AND ROB KENAGY

- 8 Teaching Edwidge Danticat's *Brother, I'm Dying* and *The Farming of Bones*: Experiences from a Class in Ghana 139  
MOUSSA TRAORE

- 9 Teaching Edwidge Danticat's *Krik? Krak!* Through Global Learning Classrooms 167  
ANITA BAKSH AND SCHUYLER ESPRIT

- 10 A Comprehensive Resource Guide to Reading and Teaching *Brother, I'm Dying*: Background, History, and Context: Part A 180  
CELUCIEN L. JOSEPH

- 11 A Comprehensive Resource Guide to Reading and Teaching *Brother, I'm Dying*: Criticisms, Thematic Analysis, & An Eight-Week Teaching Model: Part B 217  
CELUCIEN L. JOSEPH

PART IV

<b>Citizen-Artist and Teaching as Activism</b>	<b>263</b>
12 Edwidge Danticat's "Citizen-Artist Curriculum with Columbia College Freshmen"	265
STAN WEST	
13 The Exigency of the Floating Homeland and Engaging Postnationalisms in the Classroom: Approaches to Teaching Edwidge Danticat's <i>Create Dangerously</i> : <i>The Immigrant Artist at Work</i>	280
MAIA L. BUTLER	
14 Creating Cultural Sensitivity in the Writing Classroom with Edwidge Danticat's <i>Create Dangerously</i>	307
CAMILA ALVAREZ	
15 When the Periphery Comes to the Center: From Writing Across the Curriculum to Public Sphere Pedagogy	327
MARVIN E. HOBSON	
<i>List of Contributors</i>	353
<i>Index</i>	359