

ES/ANTH 301
ETHNIC IDENTITY

Spring 2007, Tuesdays and Thursdays, 1:30p-2:45p, in BIL 335

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Office hours: Tuesdays. 3p-4p
& by appointment

Course Description:

This interdisciplinary seminar builds on students' knowledge of ethnic identity from ES 101 by examining the shifting meanings of what constitutes an ethnic identity in different social, generational (age and migration) and temporal contexts. Unlike ES 101, this course challenges students to examine the social processes shaping ethnic identity formation and to question arbitrary boundaries of ethnic categories. Another course objective is to provide students with analytical frameworks to confirm and challenge when applying them to real life experiences. In other words, students will be required to determine the relevance AND irrelevance of their "book knowledge" to everyday life.

During the first half of the semester, students will learn ethnic studies concepts & theories (analytical frameworks); apply these ideas to course texts, photographs and films; and familiarize themselves with their chosen service learning organization. The second half of the semester will refine students' application of course concepts and theories to course readings, photographs and films while also determining the irrelevancy AND relevancy of these ideas to students' experiential service learning projects.

Students would be required to read & view all required course materials; attend three performances, festivals and/or museum exhibits; and volunteer 12-15 hours with a locally based social agency. Since this is a seminar course, students are required to present readings and discussion questions after the 3rd week of the semester. Students will have the opportunity to choose their desired presentation dates and present readings and questions individually or in teams of two depending upon course enrollment numbers.

NOTE: This course has a writing intensive focus designation.

Course Requirements:

Analysis papers (3 @ 16 points each)	= 48 points	
Weekly journals	= 6 points	
Final project proposal	= 10 points	
Final project reflection paper & class presentation	= 21 points	
Attendance & participation (presentation & discussion)	= 15 points	Total possible points = 100 points

Analysis papers (3-5 pages)

Each student will analyze the (a) cross-cultural topics/themes and (b) the manipulation of visual, literary, and/or auditory representation of your pre-approved event with reference to a specified list of terms/theories/concepts AND three (3) relevant references to in-class screened films, lectures and course readings

Event options include culture festivals, concerts, feature films, documentary films, plays (written or performed), exhibitions (cultural, socio-historical, or fine art), stand-up comedy, and spoken word performances.

Weekly Journal (1/2 – 1 pages)

EACH student will document her/his reflections and experiences volunteering at his/her chosen social agency. These entries are opportunities for students to test whether course concepts, theories, readings, visuals and films have any relevance to the experiences of the people whom you will serve in your volunteer work. These weekly entries MUST be emailed to the professor by **Tuesday at noon** to receive full credit. Students must submit a minimum of SIX out of a possible 10 total entries. These entries will not be graded on their content. Rather, students will receive full credit for submitting entries on time (or ahead of time).

Final project proposal (2-3 pages + 1-2 pages per additional person for collaborative projects)

A brief proposal must be submitted after students received initial approval from the professor. This proposal must include the following information:

1. Your anticipated topical focus for the reflection paper. Each person on the collaborative project must have a different topical focus. Collaborative proposals must offer at least one compelling reason for proposing a group project instead of an individual project.
2. Is this an individual or collaborative project? If collaborative, then list the names of all student participants. No more than 3 students are permitted per project.
3. Brief description of the service agency and your volunteer duties.
4. A short list of course terms and course materials you anticipate incorporating into your paper.
5. An annotated bibliography.

A more comprehensive instructional handout will be distributed in class by the end of January.

Final project reflection paper (6-8 pages + 3-4 pages per additional person for collaborative projects)

Students are given the opportunity to contribute their services to local communities while engaging in experiential learning (applying knowledge gained in the classroom to real life experiences). Ulla Hasager will be a guest speaker to discuss the different service learning organizations approved for this assignment.

NOTE: Students have the option of enrolling in SOCS 385: Service Learning to receive one credit for participating in this service learning project and additional coursework. For more information, contact Ulla Hasager at ulla@hawaii.edu.

More specifically, students will prepare a final paper (1) assessing & analyzing the racial and ethnic dynamics they witnessed at the service learning sites while also (2) incorporating at least four (4) relevant course terms and (4) references to in-class screened films, lectures and course readings. Students can incorporate information provided in the weekly journal entries. An instructional handout will be distributed in class by the end of January.

REMINDER: Students **MUST** consult (email or in person) with the professor by no later than **Tuesday, February 13th** to discuss your paper assignment choice.

Attendance and Participation

Attendance will be taken during the first 3 weeks of class to allow ample time for the professor to identify each student by name. By the **fourth week**, students will be graded ONLY on their participation.

The participation grade is based on three main criteria:

1. Class presentations

Each student will be required to conduct a 5-10 minute presentation of the assigned course reading(s). The presentation format should include the following:

- a. Brief reading summary. (2-3 min. for 1 person, 4-5 min. for 2 people)
- b. Two or three analytical assessment commentaries (3-5 min. for 1 person, 5-6 min. for 2 people)
- c. Discussion questions to generate class discussion (1 for 1 person, 2 for 2 people)

2. Research project presentation

Each student will prepare a 5-10 minute presentation of his/her research project *in process* during the last two weeks of the semester. This exercise is an opportunity to receive constructive feedback from your fellow classmates and the professor as you complete the final stages of your final papers.

3. General class participation

Students are expected to participate regularly in class discussion since this is a seminar course. Credit is assessed according to two criteria: (1) in-class performance (for less diffident students) and/or (2) email inquiries/commentary on class discussions/readings (for more diffident students). If students choose the latter means for participation, then they must email the professor their comments by **NO later than 8pm** on the day of the lecture.

Late papers, grade appeals, and extra credit:

All proposals/papers are due at the end of class, unless stated otherwise in the class schedule. Papers handed in **after 2:50pm** will lose **10 points (out of 100 points) per 24 hours**. EMAILED proposals/papers are **accepted**. The **only late submission exceptions** are a medical illness (must submit a physician's letter), family emergency and extreme weather conditions. If you are given an extension, you **MUST** submit a **complete draft** of the late paper/proposal by the **scheduled due date and time**.

Early proposal/paper submissions will be accepted as long as they are **handed directly** to the professor, department secretary, or the department assistants in George Hall 301. If handed to the secretary or assistants, make sure the person **signs and dates your paper** before you leave the office to absolve you from any penalties if the paper is misplaced or submitted to the professor after the deadline.

Early drafts of all paper assignment are accepted and encouraged.

Students may submit rewrites for the 1st TWO analysis papers. No rewrites will be permitted for any other writing assignments. The rewritten analysis papers must be submitted **within 2 days of the date it was returned to you**. Both the original and the rewritten version **must be hand delivered** to either the professor, department secretary, or department assistants. If the revised paper shows real effort, you will be graded on it alone. However, if the revision is a superficial attempt to raise your grade by making only trivial changes (e.g., spell check and grammatical changes), you will run the risk of receiving a **10 point deduction** on the rewritten paper for aggravating the professor.

Extra credit is not offered because it can lead to unfair grading.

Plagiarism:

All paper assignments require students to reference the research (and, in some cases, the memoirs) published by others. Standard research paper protocol dictates the use of proper citations to acknowledge the contributions of other people's work to your analysis and grasp of the material, while also helping the professor better gauge whose work influenced you and how you use their research to reach your analyses and conclusions. Therefore, you must include citations in all paper assignments.

Students are required to use the MLA style for their citations. The MLA Handbook for Writers of Research Papers is available in the Hamilton Library. A brief one page "MLA Style" handout on typical citations are available in the campus libraries and the library's website. Please note that underlining titles is the professor's preferred method.

REMINDER: If you are in doubt of whether your work lacks sufficient citations or may be unintentionally bordering on plagiarism, please contact the professor in person or via email well in advance of the assignment deadlines. Otherwise, plagiarized papers submitted by and after the deadlines will receive a failing grade of 0% and may result in the professor's pursuit of further disciplinary action.

Student athletes and students with special needs:

Please schedule an appointment with the professor if you are a student athlete, student with a learning disability, student with childcare/eldercare responsibilities, or have any other responsibilities or obligations that may impact your ability to perform well in this course or meet course assignment deadlines. Students who fit any of these criteria should schedule a meeting with the professor **AS SOON AS POSSIBLE** to allow her ample time to accommodate your learning disability or non-academic obligations.

Required Texts:

Books

- Linger, Daniel. No One Home: Brazilian Selves Remade in Japan
Maira, Sunaina. Desis in the House: Indian American Youth Culture in New York City
Conley, Dalton. Honky
Small, Cathy. Voyages: From Tongan Villages to American Suburbs

Course Reader @ Marketing and Publication Services (MaPS) at the School of Education

Address: 1776 University Ave, CMA #101, 808-956-4969, <http://www.hawaii.edu/crdg/maps/> (for map)

Hours: M-F, 9:30a-5p

Cost: \$18

Class Schedule:

- Week #1 What is Ethnic Identity, Race vs Ethnicity?
1/9 Introduction
1/11 Guest lecturer: Ulla Hasager (30-45 min) Film Screening: "Race, the Power of an Illusion"
 Course Reader: Jacobson (DVD 2541)
- Week #2 Race/Ethnicity Theories
1/16 Course Reader: Omi & Winant, Zavella
1/18 Course Reader: Collins, Lowe
- Week #3 Historical Context for Understanding Race/Ethnicity Theories: California & Hawaii
1/23 Course Reader: Almaguer (Ch.1 & Epilogue), Lipsitz
 REMEMBER: Start emailing weekly service learning journals
1/25 McGregor & Okamura
- Week #4 Multiraciality, Youth Culture, and Identity Politics: Desi Case Study
1/30 Maira: Introduction and appendix
2/1 Maira: Ch. 2
- Week #5 Spectacles, Fetishes, and Nostalgia
2/6 Maira: Ch. 3 (pp 83-119) Course Reader: Sandoval-Sanchez
2/8 Maira: Ch. 3 (pp 120-148) In class screening: **bend it like beckham, dvd pn8069**
- Week #6 Fetishization, Commodification, and Authenticity
2/13 Maira: Ch. 4
 Last day to consult with the professor about your final assignment
2/15 Maira: Ch. 5 Course Reader: Chin
DEADLINE: 1st analysis paper – NOON, Friday, 2/16th by EMAIL
- Week #7 Are You Black or White?: Hybridized Intersections of Race, Class and Gender
2/20 Conley: Prologue, Ch.1-4 Course Reader: Yamamoto (Traise)
2/22 Conley: Ch.5-12
- Week #8 Racial Mimicry, Cultural Capital and Performing Race
2/27 Conley: Ch.13-17, Epilogue, Author's Note
3/1 Course Reader: Sacks, Velasco In class screening: "Birth of a Nation" (DVD 0018)
 DEADLINE: Final paper proposal &"Cooleyville"
- Week #9 FIELD TRIP & Transnational Dimension of Ethno-Racial Identity
3/6 Course Reader: Davalos excerpt
 MEET at the Hawai'i State Art Museum, 250 S. Hotel St., www.state.hi.us/sfca
3/8 Small: p2-49 Course reader: Glick-Schiller, et. al.
- Week #10 Transnational Experiences: Tongan Case Study
3/13 Small: p51-87
3/15 Small: p88-100, 121-146, [101-120 for Anthro majors and minors]

Week #11 Transformed Cultural “Traditions” and Practices & Globalized Transnational World
3/20 Small: p147-181
3/22 Small: p185-205 In class screening: “Made in China” (video 19385)

DEADLINE: 2nd analysis paper – NOON, Friday, 3/23rd by EMAIL

SPRING BREAK

Week #13 Ethnic Identity in Eras of Globalization (Comparing Eras)
4/3 Course Reader: Dale, Takaki Jonathan Swift <http://art-bin.com/art/omodest.html>
4/5 **FREE DAY:** Attend a performance / exhibit / screening in preparation for the 3rd analysis paper.

Week #14 Return Migration, Global Capital, and Ethno-National Identities: Japanese Brazilian Case Study
4/10 Linger: Ch.1-2
4/12 Linger: Ch. 3-5

Week #15 Return Migration, Global Capital, and Ethno-National Identities: Japanese Brazilian Case Study
4/17 Linger: Any two chapters in just ONE category of the PERSONS section
4/19 Linger: Ch. 15-17
DEADLINE: 3rd analysis paper

Week #16 Student Presentations
4/24 Student Presentation
4/26 Student Presentation

Week #17 Student Presentations
5/1 Student Presentation

Final Project Reflection Paper DUE by 5pm on Wednesday, May 2nd by email