AFRICAN AMERICAN PANETHNICITY

ETHN 321C
Fall 2010

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Class Meets: T, 4:00-6:50p, Camino Hall 119

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Office Hours: Tue. 9-12noon
Wed. 4-6p
or by appointment

COURSE DESCRIPTION

Panethnicity in the United States is the process in which people from varying cultural backgrounds and diverse ethnicities come to occupy larger-scale group identities based on racial classification. African American communities and identities have historically been pan-ethnic, comprised of individuals from various ethnic groups and migration histories complete with different languages, traditions, religions, and cultures. In light of historic race-based discrimination and marginalization, African American panethnicity has generated complex *intra*racial dynamics.

This course examines African American panethnic communities and identities in theoretical, historical, and community-based terms. Special emphasis will be given to engagement with community members around USD through guest speakers and involvement in community events. In class, students will practice critical thinking, speaking and writing in terms of interdisciplinary ethnic studies. With guest speakers and community events, students will practice critical and empathic listening, as well as serving as generous and productive contributors to community dialog. Exams and written assignments will test students' understanding and synthesis of the theory, history, and community experience of African American panethnicity.

Specific learning outcomes include:

- Compare the contextually rooted experiences of at least four U.S. racial/ethnic groups.
- Participate in at least one community service-learning project overseen by Ethnic Studies faculty that links theoretical paradigms of Ethnic Studies with community based research and experiential learning, i.e. social activism and participatory action research.

Majoring or Minoring in Ethnic Studies at USD

Interested in a career in law, public policy, politics, journalism, education, public health, social work, international relations, community organizing, public relations, urban planning, and other socially engaged careers? Ethnic Studies is a interdisciplinary field of study that allows students to critically examine the complex dynamics of race and ethnicity in the United States. It is especially committed to developing critical thinking skills and compassionate social engagement. Whether you are taking this course for a graduation requirement, personal interest, or curiosity, we invite you to explore the possibilities of an Ethnic Studies major or minor. For more information, please contact your professor or visit us at the Department of Ethnic Studies trailer located directly behind Copley Library. You may be closer to an Ethnic Studies major, minor, or double major than you realize!

REQUIRED TEXTS

1. Mary C. Waters. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge, MA: Harvard University Press.

2. Yasmeen Maxamuud. 2009. *Nomad Diaries*. Dynastie Books.

3. Course Reader Packet.

COURSE REQUIREMENTS

Exam 1	15%
Service Learning Project	25%
Community Profile	20%
Reflection Paper	5%
Final Exam	25%
Attendance and Participation	10%

Exam 1 – (Week 6) An in class test of the student's grasp of the theoretical and historical foundations of black panethnicity.

Service Learning Project – (Report due Nov 30, 4pm) Service learning is a valuable means to make your learning valuable to those you study. Your service project (25% overall) will be graded based on your volunteering (15 hours total, 15% of grade), which includes commitment, evaluation by supervisor, overall effort, and relationship building. You will also reflect on your experience and write a short reflection paper (4-6p) that will count for the remaining 10%. Your reflection paper will include your personal narrative, an academic perspective related to course themes, and your assessment of the importance of service learning. More information and more detailed grading expectations will be handed out in class.

Community Profile – (Due Nov 23, 4pm) Choose an ethnic group from the list provided in class and prepare a research paper (5-8p) and presentation on the historical and cultural background of that group in the United States. Conduct a brief oral history interview (basic questions about how the person arrived and what she/he experienced along the way) in person, on the telephone, or over email (other methods are acceptable with professor's approval) and include some stories and details from the interview in your paper. Each student must profile a different group. More information and a grading rubric will be provided in class.

Reflection Paper – (Due Oct 12, 4pm) Attend the 7th Annual Eugene Labovitz lecture (mandatory) on Wed Oct 6, location TBA, and write a maximum 3 page reflection paper based on the presentation and the course themes of community empowerment and inclusion. More information and a grading rubric will be handed out in class.

Final Exam – (Dec 21, 5-7pm) A cumulative essay examination.

Attendance and being on time are mandatory. Absences and tardiness will adversely affect your final grade. Participation grade will be based on completion of classwork and homework exercises, contributions to in-class and online discussion, and engaged conversation in office hours and outside of class.

ADA Statement – Any student with a disability or condition that compromises her ability to complete course requirements should notify the professor as soon as possible. The professor will take all reasonable efforts to accommodate those needs. If, as a result of a disability, you cannot accept the content or terms of this syllabus, notify the professor within one week of receiving syllabus.

Academic Dishonesty – Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student's work and plagiarizing. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

Make up examinations and extensions *may* be granted in advance of a due date at the professor's discretion. After-the-fact make ups will only be granted with written documentation (medical note, etc.) of an emergency or other extreme circumstance that prevented completing the task when scheduled.

GRADING SCALE

A	93.1+	Exemplary work (Outstanding and uncommon)
A-	90.0-93.0	Excellent work (Close to flawless)
B+	87.0-89.9	Very good work (Notable)
B	83.1-86.9	Good work (Several strengths are clear)
B-	80.0-83.0	Well Above Average (Some very strong aspects)
C+	77.0-79.9	Above Average (Exceeds general expectations)
C	73.1-76.9	Average (Expected level from a college freshman)
C-	70.0-73.0	Nearly Average (Not quite up to expectations, but passing)
D+	67.0-69.9	Work not at expected average level, but very close
D	63.1-66.9	Clearly below average and expectations
D-	60.0-63.0	Work almost not at passing level, serious attention needed
F	0.00-59.9	Failing/No Credit

COURSE SCHEDULE

(All reading assignments refer to required texts and are to be completed prior to class when listed)

PART I
BLACK PANETHNICITY: THEORY AND HISTORY

WEEK ONE: Class Does Not Meet

WEEK TWO: (Sep 7) COURSE OVERVIEW – DIASPORIC COMMUNITY STUDIES
>Syllabus

WEEK THREE: (Sep 14) AFRICAN DIASPORA
❍ Waters, Ch 1-2
❍ ® Spickard "Out of Africa"
❍ ® BlackDirections "Are Africans in America African Americans?"
❍ ® Halter "Africa: West"; Kusow "Africa: East"; and Marrow "Africa: South Africa and Zimbabwe"

WEEK FOUR: (Sep 21) NAMING AND RACIAL ORDERING
❍ Waters Ch 3
❍ ® Fairchild, "Black, Negro, or Afro-American?"
❍ ® Anglin and Whaley, "Racial/Ethnic Self-Labeling"
❍ ® Alba and Nee "Assimilation"
❍ ® Kim, "Racial Ordering"
❍ ® Maldonado, "Racial Triangulation"

WEEK FIVE: (Sep 28) POSTCOLONIAL AFRICA AND PANAFRICANISM
❍ ® "Pan-Africanism" (Online Encyclopedia)
❍ ® Poe, "The Pan-African Nationalistic Trend in African Culture"
❍ ® Davis and Williams "Pan-Africanism, Negritude"
❍ ® Mazrui, "Global Africa"

PART II
CASE STUDY: SOMALI DIASPORA

WEEK SIX: (Oct 5) SOMALIA: BACKGROUND
❍ ® Gardner and El Bushra "Introduction"
❍ ® Besteman "Somalia From the Margins"
❍ *Nomad Diaries* p.13-35
**Exam 1*
>Select Community Profile Topic
**Hip Hop Saved My Life*
**Wed Oct 6*: LABOVITZ LECTURE, mandatory attendance, 6pm, location TBA

WEEK SEVEN: (Oct 12) SOMALIA: GENDER, AND RELIGION
❍ ® Haines "Refugees"
❍ ® Berns McGown "Transformative Islam & Shifting Gender"
❍ ® Maxamuud "Somali Women"
❍ ® Hassan, "Not Housekeepers Any More"
❍ ® Ahmed-Ullah, "Muslim Women's Law Firm"
❍ ® Ahmed, "American, Ambitious and Muslim"
❍ ® Conci, "Latina Converts"
❍ *Nomad Diaries* p.36-85
**Reflection Paper Due*

WEEK EIGHT: (Oct 19) REFUGEE RESETTLEMENT
❍ *Nomad Diaries* p.86-186

WEEK NINE: (Oct 26) SOMALI AMERICAN ARTS
❍ *Nomad Diaries* p.187-308

WEEK TEN: (Nov 2) NOMAD DIARIES
❍ *Nomad Diaries* p.309-end

PART III
INSTITUTIONS AND COMMUNITY FORMATIONS

WEEK ELEVEN: (Nov 9) COMMUNITY PROFILE PRESENTATIONS
❍ Waters Ch 6
❍ ® Sansone "Introduction"
❍ ® Mattos "Terras de Quilombo"
❍ ® Castro de Araujo "The Atlantic Connection"
**Critique of Hamud due*

WEEK TWELVE: (Nov 16) INTERGENERATIONAL RELATIONS
❍ Waters Ch 8
❍ ® Konczal and Stepick "Haiti"

WEEK THIRTEEN: (Nov 23) EDUCATIONAL OPPORTUNITIES
❍ Waters Ch 7
❍ ® Vickerman "Jamaica"
❍ ® Holder "West Indies"
**Community Profile Due*
>Community Profile Presentations

WEEK FOURTEEN: (Nov 30) LABOR RELATIONS
❍ Waters Ch 4
❍ ® Levitt "Dominican Republic"
❍ ® Helg "To Be Black and To Be Cuban"
❍ ® Vaughn and Vinson III "Unfinished Migrations"
**Community Service Learning Project report due*

WEEK FIFTEEN: (Dec 7) THE FUTURE OF PANETHNIC BLACK COMMUNITIES
❍ Waters Ch 9

FINALS WEEK:
FINAL EXAM: Tue Dec 21 5-7p