

GLOBAL DIASPORAS: ROOTS AND ROUTES**Course No.: AsAmst110G – class no. 14242 -- (a first year seminar)****Class meets: Tues and Thurs 11:00-12:15 AND Tues 12:30-1:20****Location: M-2-0205****Instructor: Ping-Ann Addo**

Department of Anthropology

ping-ann.addo@umb.edu, campus phone: **617-287-6845**, fax: 617-287-6857

Office Location: McCormack M 4-436

Office Hours: Tuesdays 2:00-3:30 pm (or by appointment)**OTHER MEMBERS OF THE TEACHING TEAM:****Class Peer Mentor.: VIANDY PEREZ;** E-MAIL: Viandy.Perez001@umb.edu**Facilitated Study Leader (FSL): RATHANAK BOBBY PRES;** E-MAIL: bobbypres@gmail.com**COURSE DESCRIPTION**

“Diaspora” is one term to describe the phenomenon of being rooted to an ancestral homeland which is other than the one in which one currently resides. This course examines several approaches to studying the notion of diaspora and its relationship to concepts of home and place of origin.

Our examination is based on the experiences of members of self-espoused diasporas, cross-cultural theoretical analyses of diaspora and its relationship to transnational and nation. We will explore several different examples of diaspora(n) groups; will compare their histories of migration and the politics of the belonging in particular nation-states; and will learn about the relationship of diaspora identity politics to national identity politics and indigenous identity politics. This last connection is crucial to our study because indigenous peoples – who have the status of being first nations people living in their very places of origin – are often considered antithetical (and threatening) to diaspora communities’ creation of a sense of home. Another connection necessary to our inter-disciplinary study of the embattled field of identity politics in settler nations is the role of another key notion – race – in creating a sense of difference between diasporans from different homelands. Students will also critically examine their own identity experiences.

AIMS OF THE COURSE

- Provide you substantive understanding of the history and politics of diaspora creation in certain nations, especially the United States.

- Allow you opportunities to tackle important issues such as when it is, and is not, appropriate to consider race, class, and gender hierarchy as a cause for a social issue/problem.
- Increase your familiarity with doing research; help you see the university library as a welcoming environment.
- Encourage study/learning skills in a peer-group environment

STUDENT SKILLS TO BE DEVELOPED THROUGH THE COURSE:

- skills in critical reading and synthesis, complex discussion and critical writing.
- develop an understanding and appreciation of cultural diversity, and a tolerant attitude to diverse cultures in all their myriad forms.
- develop a personal awareness of the dynamics of power and culture in everyday cultural life. It is hoped that concepts discussed in this class will resonate with students and contribute to a life-long process of critical thinking.
- improve your preparation for upper-level courses and the Writing Proficiency Requirement
- create a classroom community in which you can thrive intellectually, be challenged, challenge your classmates, and learn and demonstrate leadership skills; your **peer mentor and facilitated study leader** will be a crucial parts of this community, so make an effort to communicate with them regularly about course content, how to approach an assignment, and life at UMB.

COURSE TEXTS (books on 2-hour reserve at Healey Library)

GO ONLINE and Buy the course texts:

1 → Chaliand, Gerard and Jean-Pierre Rageau. 1995. *Penguin Atlas of Diasporas*. New York and London: Viking Books. See the amazon.com link to cheap used copies of the text book; books as cheap as \$0.01 (plus \$3.99 shipping):http://www.amazon.com/gp/offer-listing/0670854395/ref=tmm_hrd_used_olp_sr?ie=UTF8&condition=used&sr=&qid

2 → Hacker, Diana. *A Pocket Style Manual*. Bedford/Saint Martin's Press. (any edition)

Purchase online for \$15-30.

All other readings are available on electronic reserve. Download, read, and print additional readings at www.lib.umb.edu → click on “Course Reserves” → click on “Electronic Reserves” → click on “Electronic Reserves and Reserves Pages” → choose “course number” and type in:

“AsAmSt110” OR TYPE IN Professor’s last name (**Addo**). Click, then type Password: “**diaspora**”

COURSE WIKI for obtaining assignments, turning in **response papers** (NOT longer papers – these you will turn in in hard copy), and responding to classmates’ posts on your papers.

see: <http://Intr-D100G-f11-addo.wikispaces.umb.edu>

Here you can download the course syllabus, see course assignments, instructions for doing response papers, posting responses to classmates response papers, chatting with classmates online, and reviewing powerpoint presentations that the professor shows in class. To reach your professor, peer mentor or FSL, please send us email directly to our email accounts:

PROF. ADDO: ping-ann.addo@umb.edu

VIANDY PEREZ (Peer Mentor – help w readings and general UMB info; Viandy.Perez001@umb.edu)

BOBBY PRES (Facilitated Study Leader – help with reading, writing, & UMB); bobbypres@gmail.com

ASPECTS OF COURSE still TO BE DETERMINED (updates will be given in the first few weeks of class)

1. ***Date for TWO Class Trips to the Healey Library *** *Meet at Center for Library Instruction (CLI HL/04/015)*
2. **Course WIKI vs. GOOGLE HANGOUT?**
3. **RESPONSE PAPERS: due dates?**
4. **DATES FOR GUEST LECTURES:**
 - a. **GUEST LECTURE: PROF LOAN DAO -- Vietnamese-American Youth and Activism**
 - b. **GUEST LECTURE on Indigenous Identity and Diaspora**
 - c. **GUEST LECTURE on mixed-race identities**
 - d. **GUEST LECTURE on the Politics of Thanksgiving**
 - e. **GUEST LECTURE on South Asian Muslims in America**

COURSE ASSESSMENT

Attendance & Participation during REGULAR CLASSTIMES (roll will be taken) 10%

Includes:

i) **Contribution to class discussion when Prof. Addo is lecturing**

ii) **Contribution to reading workshop discussion:**

- o **Reading workshops:** hosted by your Peer Mentor and your FSL (we will split the class up into groups) during the first week. Your contribution to discussion (based on reading questions to be assigned the week before) **count towards your class participation grade.**

Response papers – instructions for these short papers can be found at end of this syllabus. Response papers are due, on average, about once every other week. Prof. Addo will announce due dates in class. These short papers (1-1.5 pages) can be typed up or hand-written. These can be like a journal entry, but **MUST** include reference to specific readings, films and, where applicable, our class discussions **Response Papers and emails should *not* be personally or offensively worded.**

→ **reading workshops** (bring your response papers to class on the days we hold reading workshops); you will sometimes be asked to pair up to discuss answers to guided reading questions in order to hone your skills for doing paired/group work 15%

LONGER WRITTEN ASSIGNMENTS:

2 short papers

- **due week 4:** Short Paper #1 (interview with someone who considers him/herself a diasporan → 3 pages) 10%

- due **week 7**: Short Paper #2 (on the role of family, history, food, and place in diaspora experience) → 5 pages 10%
- **due week 8** --re-write Paper #2 (must show improvement over first draft of paper #2; must incorporate peer review) 5%

Term Paper (7 pages) [e.g.:] comparing how members of two different diaspora groups have dealt with a key issue in their 'new' homelands); paper topic, outline, and a draft are due to your professor at specific times during the course of the semester **and there are three stages to writing this paper:**

- **week 5** – think of a final paper topic; discuss with Peer Mentor or FSL; finalize with Prof. Addo
 - **week 9** – **begin research for final paper**
 - **due week 11** -- **OUTLINE for final paper (complete research by this time)**
 - **due week 13** -- **DRAFT** of Final Paper (minimum 5 pages); returned by Prof. week - 14
 - **due week 16**: Final Paper due (7 pages long)
- complete all five stages for maximum credit of 40% of course grade → 50%

COURSE RULES:

1. **Attendance and contribution is a REQUIREMENT of this course;** missing too many class meetings and/or frequent late arrival may result in course failure.
2. **TURN OFF CELL PHONES AND PAGERS AND PDA's during class. You may take notes on a laptop, ipad, etc., but do not surf the web or check your messages during class – it is distracting to classmates and to yourself!**
3. **Collegiality – it is important that students respect each others' differences in order to learn from each other; disrespectful comments will NOT be tolerated;** such actions may result in expulsion from the course
4. **Late Submission Policy:** Ordinarily, late papers are not accepted and make-up exams not given. However, with valid and appropriate (medical, legal, or other relevant) documentation, make up exams, and deadline extensions will be considered on a case-by-case basis, but they are **not** guaranteed. The same goes for individual travel plans that conflict with the course schedule.
5. **Extra Credit Assignments** – There are no automatic extra credit assignments for the course. Only in exceptional circumstances will your Professor make extra credit assignments available. They are at the discretion of the Professor and, if provided these will be limited to one per student for the semester.
6. **Plagiarism and other forms of academic dishonesty will NOT be tolerated;** such actions will result in failure of the course:
<http://www.umb.edu/academics/undergraduate/office/students/CodeofStudentConduct.html>
For details on proper citation and quotation of the work of another author or speaker please refer to the relevant University websites. As your instructor for this course, I will assume that you have read this part of the Undergraduate University Catalog and will have a clear understanding of the difference between properly and improperly quoted/cited work; if you are unclear. I will make available to students typed-up examples of instance of proper and proper citation for clarification. In other words I will do all I can at the beginning of the course to ensure that you understand how to avoid getting into a situation where the authenticity of your authorship might be questioned. Consider this a courtesy on my part. I will expect you to learn the rules of citation, apply them, and uphold them as you work in this course. Consider this a responsibility on your part.

Important Notes on First-Year Seminars at UMB

This course is a First-Year Seminar (FYS). First-Year Seminars welcome new students (with **fewer than 30 transfer** credits) to UMass Boston. These small-sized courses are designed to prepare students for a successful college experience. Students may choose from a variety of FYS courses, reflecting a wide range of topics and disciplines. A major goal of First-Year Seminars is to practice the following habits of mind essential to university level educational success: careful reading; clear writing; critical thinking; use of information literacy and technology; working in teams; oral presentation; and academic self-assessment. All First-Year Seminars meet 4 hours per week and carry 4 credits.

A **peer mentor**, a **Healey librarian**, and a staff **academic advisor** are ordinarily assigned to each seminar. Among other things, the mentor can help you with computer accounts, e-mail, and with library research. The advisor will visit the class once or twice during the semester, and can be contacted for help with choosing courses and major, with financial aid, and any problems with university life in general.

UMass Boston is a wonderfully diverse community. We hope that you will take advantage of the opportunity to learn about the rich array of opinions and experiences that will inevitably be present in this class.

If you entered UMB with 30 or more transferable credits, you should not be enrolled in this course. If you entered UMB with fewer than 30 credits but have more than 30 credits now, you still need a First-Year Seminar (a G100 or 100G course, like this one) if you have not yet taken one. Note: If you have taken another G100- or 100G-level course in any department at UMB, or if you have completed the two-term Gateway Seminars in the College of Science and Mathematics (Inter-d 187S and 188S) you cannot receive credit for this one. Please note also that courses taken at UMass Boston before matriculating do not count as transfer credits. Thus, for example, if you took 36 UMass Boston credits as a special student and then applied for admission, you still need to take a First-Year Seminar.

Student Referral Program. If it appears to the teacher that you might not pass this First-Year Seminar, and if the instructor cannot figure out how to support your success in the course, the instructor might inform the director of the Student Referral Program (CC-1100; 287-5500). The staff in this program will attempt to help you address the difficulties that are interfering with your success in the class. If you do not want your instructor to let the Student Referral Program know that you are having difficulty, please let your instructor know.

Accommodations. Section 504 of the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, CC 2-2100, (617-287-7430). If this applies to you, you must present these recommendations to each professor within a reasonable period, preferably by the end of the Add/Drop period.

Student Conduct. Students are required to adhere to university policies on academic honesty and student conduct. The current Code of Student Conduct, including information about academic dishonesty is available online at:
<http://www.umb.edu/academics/undergraduate/office/students/CodeofStudentConduct.html>.

Assessment of These Courses. In addition to a Student Self-Assessment form to be completed at the end of each First-Year Seminar, an assessment committee will look at randomly chosen student writing from First-Year Seminars. Please save all your writing in this course so that if you are randomly chosen you will have your work available. The purpose of this is to improve the program and to improve particular courses, as necessary. You may remove your name from your papers if you choose to submit them anonymously. Your professor will let you know later in the semester whether your portfolio has been selected.

Limitations on Repeating this Course. Given the specialized nature of some of the topics in First-Year Seminars, many are dependent upon faculty availability and might not be offered very often. If you are not pleased with your grade in this course it might be impossible to retake it. Thus, I encourage you to do your best to achieve a satisfactory grade this semester in case retaking the course is not a possibility in the future. If you feel you cannot do so, please talk with me about options.

WEEKLY TOPICS, READINGS, AND ACTIVITIES

WEEK 1 DEFINING DIASPORA: RACE, ETHNICITY, NATION, CULTURE

TUES SEPT 3, 2013 *Introduction To The Course, Paperwork, Ground rules, etc.*

Professor, Peer Mentor, Facilitated Study Leader (FSL) – Their Roles and Their Stories

and Discuss: our relationship to the concept of “diaspora”

EXTRA HOUR – 12:30-1:20

watch together TED TALK by Chimamanda Adichie:

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Discuss/ explore our own relationship to America’s Single Story

URGENT INSTRUCTION: BUY THE COURSE TEXTBOOKS ONLINE THIS WEEK

THURS SEPT 5, 2013

DISCUSS Hand out: Bohannon and Van Der Elst. 199.8_ Ch.1 “The Others” and Ch. 2 “Becoming You” Asking and Listening_ (pp.3-9)

[Read at home and come with questions answered on Guided Reading Questions sheet from TUES]

HAVE YOU PURCHASED YOUR TEXTBOOKS?

WEEK 2 DIASPORA, NATIONALISM, AND IDENTITY

TUES SEPT 10, 2013

Reading → Chaliand and Rageau 1995. “Introduction” (pp. xiii-xxi) in Penguin Atlas of Diasporas (**e-res**)

EXTRA HOUR: INTERVIEW A CLASSMATE to learn HIS/HER Story

Sort students into groups for reading workshops; Divide up SNACK responsibilities; discuss Reading how to write Response papers

****REMINDER: YOU SHOULD HAVE BOUGHT YOUR COPY OF the textbooks by now!!** HAVE YOU??**

THURS SEPT 12, 2013

Reading → Baker, Lee D. (ed.) 2003. "Introduction: Identity and Everyday Life in America." In *Life in America: Identity and Everyday Experience*. Malden, MA: Blackwell Publishing, pp.:1-21 [**READ ONLY PP. 1-12**] (e-res)

WEEK 3 **ASIAN DIASPORANS AND THE STORIES THEY TELL: Against Orientalism & Model Minority Status**

TUES SEPT 17, 2013

Bring your textbooks to class

Reading → Takaki, Ronald. 1989. "From a Different Shore: Their Story Bursts with Telling." In *Strangers from a Different Shore: A History of Asian Americans*. Boston: Back Bay Books and Little, Brown and Company, pp.:1-18. (e-res)

Reading → read together in class: "Vietnamese and Korean Diasporas" pp. 179-182.

Watch together in class: "My Immigrant Story," by Tan Le:
http://www.ted.com/talks/tan_le_my_immigration_story.html

EXTRA HOUR: how to START WRITING A PAPER

THURS SEPT 19, 2013

Reading → Yanagisako, Sylvia. "Transforming Orientalism: Gender, Nationality, and Class in Asian American Studies." in *Naturalizing Power: Essays in Feminist Cultural Analysis*. New York and London: Routledge, pp.: 275-298 [**read only pp.: 286-292**] (e-res) **[UMB CAREER SERVICES STAFF VISIT]**

WEEK 4 **CLASSIC DIASPORA THEMES: FAMILY, NATION, CITIZENSHIP** **[PAPER #1 DUE]**

TUES SEPT 24, 2013 **Jewish Diaspora**

Reading → Arditti, Rita. 1994. "But You Don't Look Jewish" in Elena Featherston (ed.) *Skin deep: women writing on color, culture and identity*. Freedom, CA: Crossing Press, pp.: 25-30. (e-res)

Reading → Chaliand and Rageau Textbook, ch.1 "The Jewish Diaspora"; read only pp.47-61 (the Contemporary Period → Jews in the US) (e-res)

EXTRA HOUR: LIBRARY VISIT #1

THURS SEPT 26, 2013 **Chinese Astronaut Families**

Reading → Ong, Aihwa. 1993. On the Edge of Empires: Flexible Citizenship among Chinese in Diaspora. In *positions* 1(3): 745-778. (e-res)

WEEK 5 **TRULY “BELONGING?”: AFRICAN-AMERICAN IDENTITY AND THE BLACK DIASPORA**
TUES OCT 1, 2013

Reading → Hughes, Marvalene. 1997. “Soul, Black Women, and Food” in Counihan, Carole and Penny van Esterik (eds.), New York and London: Routledge. pp. 272-280 (**e-res**).

Reading → Cohen, Robin, 2008. “Victim Diasporas: Africans and Armenians” [Ch. 3 - read excerpt pp. 39-48 only.] (**e-res**)

EXTRA HOUR: _ **FILM** *The Neo African Americans (2008)*

THURS OCT 3, 2013

Reading → DuBois, W.E.B. 1903 [2003]. “Of Our Spiritual Strivings” [excerpt from] *The Souls of Black Folk*. Excerpted from Harvard University Graduate School of Arts and Sciences Bulletin, Spring, pp.: 6-10. (**e-res**)

GUEST LECTURE: PROF AMINAH PILGRIM

READING TBA

WEEK 6 **MEMORY & IDENTITY: TIED TO FOODS, PLACES & EXPERIENCES**

TUES OCT 8, 2013

Reading → [TBD] “That’s Amore” OR “The Heartburn of Nostalgia” in Denker, Joel. 2007. In *World on a Plate: A Tour Through the History of America's Ethnic Cuisine*. University of Nebraska Press, pp. ____.

Reading → Ngor, “The Prize” (**e-res**)

WATCH AT HOME: <http://www.slideserve.com/rex/as-american-as-budweiser-and-pickles-nation-building-in-american-food-industries>

View together IN CLASS: TED TALK by **Jennifer Lee** “the Hunt for General Tso”:
http://www.ted.com/talks/jennifer_8_lee_looks_for_general_tso.html

INTERVIEW ACTIVITY. Ask one classmate: “*how is food related to the migration history and identity of your family?*” Prepare for this interview by 1) asking the same question of your relatives and 2) bringing in your own recipe(s) and talk about different ways of learning to cook, learning and practicing with family and friends, following recipes, watching TV cooking shows and also think about what is lost or gained in each method.

THURS OCT 10, 2103

Reading → Roskies, David. 1984. “Ruined Cities of the Mind” [excerpt] in *Against the Apocalypse*. Honolulu: University of Hawai`i Press, pp. 1-3. (**e-res**)

WEEK 7 **DIASPORA, INDIGENEITY, AND NATION****[PAPER #2 DUE]****TUES OCT 15, 2013**

Reading → Baker, James. 1992. "Haunted By the Pilgrims." In Yentsch, Anne and Mary C. Beaudry (eds.). *The Art and Mystery of Historical Archaeology*. Boca Raton, FL: CRC Press, pp.: 343-352. **(e-res)**

Audio moment: On this day in history, Mashpee Wampanoags sue for recognition, Oct 17, 1978
<http://www.massmoments.org/audio/October171%2Em3u>

(at home) Read more about this moment: <http://www.massmoments.org/moment.cfm?mid=300>

EXTRA HOUR _ Watch Film: **Columbus Day Legacy** (dir.: Bennie Klain)
http://www.unitedstatesartists.org/project/columbus_day_legacy

THURS OCT 17, 2013

Reading → Reading: Coombs, Linda. 2002. "Holistic History." *Plimoth Life*, Vol. 1, no. 2, pp. 12-15 **(e-res)**

possible **GUEST LECTURE**

WEEK 8 **RELATIVE RACIAL ADVANTAGE: 'WHITE' DIASPORANS****final paper topic due****TUES OCT 22, 2013** *Classic Diasporas: Celtic Diaspora*

Reading → Ignatiev, Noel. 2005. "White Negroes and Smoked Irish." [Ch. 2] in *How the Irish Became White*. New York and London: Routledge, pp. 34-59. **(e-res)**

Reading → Chaliand and Rageau Textbook, Chapter on "IRISH DIASPORA" (pp. 157-162)

EXTRA HOUR: **GUEST LECTURE: PROF CHRIS FUNG**

THURS OCT 24, 2013 **On 'Whiteness'**

Reading → Waters, Mary. 2004. "Optional Ethnicities; For Whites Only?" in Andersen, Margaret L. and Patricia Hill Collins (eds.) *Race, Class and Gender: An Anthology*, Belmont, CA: Thompson Wadsworth, pp.: 418-427. **(e-res)**

Possibly: **LIBRARY VISIT NO. 2**

WEEK 9 **DIASPORA, RACE and RACISM****Begin research for your final paper topic****TUES OCT 29, 2013**

Reading → Okihiro, Gary Y. "Where and When I Enter"
<http://theasianamericanexperiencekcai.files.wordpress.com/2012/01/when-and-where-i-enter-pp-4-20.pdf>

EXTRA HOUR: Activity: TBA

THURS OCT 31, 2013 (Asia and Asian Americans in Dominant American Narratives of “the Other”)

Academic ADVISOR VISIT OR LIBRARY VISIT

WEEK 10 THE RIGHT TO BE HERE?: DIASPORAS, MOBILITY AND HUMAN RIGHTS

TUES NOV. 5, 2013

Reading → Pecoud, Antoine and Paul de Guchteneire. 2006. “International Migration, border Controls, and Human rights: Assessing the Relevance of a Right to Mobility” (e-res)

And Watch TED TALK by Jose Vargas: <http://blog.ted.com/2013/04/08/rethinking-the-term-illegal-immigrant-because-people-cant-be-illegal/>

EXTRA HOUR __ **WORKSHOP** to Outline Final paper

THURS NOV. 7, 2013

Watch Film: Crossing Arizona

WEEK 11

IDENTITY AND ACTIVISM

Outline of Final Paper due

TUES NOV. 12, 2013

WORKSHOP to Discuss argument for your Final paper

EXTRA HOUR: GUEST LECTURER TBA

THURS NOV. 14, 2013

Watch Film: *Young, Gifted and Samoan* (dir. Dionne Fonoti)

WEEK 12 DIASPORAS OF A DIFFERENT SORT: BI-RACIAL AND INDIGENOUS PEOPLE

TUES NOV. 19, 2013

Reading → Mura, David. 1992. “What Should I tell Samantha, my biracial daughter, about secrets and anger? [how is she going to choose an identity?]” in *Mother Jones* (Sept-Oct), pp.: 18-22. (e-res)

Reading → Suyemoto, Karen (draft article) Ethnic/Racial Identity in Multiracial Sansei: Intergenerational Effects of the World War II Concentration Camp Experience

DOWNLOAD Suyemoto article here:

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCsQFjAA&url=http%3A%2F%2Ffintr-d100g-f11-addo.wikispaces.umb.edu%2Ffile%2Fview%2FSUYEMOTO%2Bdraft%2Bof%2BIntergen%2BJournal%2BR%2BSansei%2Bcamps-temp.doc&ei=S44fUuXiEMK1sAS_IYCIDg&usg=AFQjCNEsZMWmiehAr-9z9SjKcB1joGuuHA&bvm=bv.51495398,d.cWc

EXTRA HOUR_ Possible GUEST LECTURE**THURS NOV. 21, 2013 Thanksgiving: Diaspora or Conquest?****Reading** → Pleck, Elizabeth “the Making of the Domestic Occasion: The History of Thanksgiving (e-res)**WEEK 13 SETTLER DIASPORAS****TUES NOV. 26, 2013****Rough Draft of Final Paper due**Possible **GUEST LECTURE**

Audio Moment: Ramona Peters (Mashpee Wampanoag) and Moonanum James (Aquinnah Wampanoag), interview with J. Kehaulani Kauanui, “Reconsidering the Origins of Thanksgiving,” *Indigenous Politics from Native New England and Beyond*, Natl. Public Radio, WESU, Middletown, 20 November 2007 → SEE: http://pacific.org/index.php?option=com_programguide&op=segment-page&segment_id=473&Itemid=63

EXTRA HOUR_ Film: *We Shall Remain, Part I***THURS NOV. 28, 2013******THANKSGIVING****NO CLASS******WEEK 14 DIASPORAS IN A POST-911 UNITED STATES****TUES DEC. 3, 2013*****‘New’ Diasporas : African Muslims in the West*****Reading** → Prof. Rajini Srikanth’s article /talk “When Empathy Disappears: The Disconnect between African American and Asian American Muslims”**EXTRA HOUR_** Watch in-class *Film: “30 Days as a Muslim” – Morgan Spurlock Director, from the series “Thirty Days.”***THURS DEC. 5, 2013*****‘New’ Diasporas : South Asian Muslims in the West*****DRAFT OF FINAL PAPER RETURNED – discussion of re-writing process****WEEK 15 THE INTERNAL DIASPORAS OF THE US: NATIVE HAWAIIANS ON THE MAINLAND****TUES DEC. 10, 2013****Reading:** Trask, Haunani-Kay. “The Lovely Hula Hands” (e-res)**EXTRA HOUR_ Film: *Noho Hewa: The Wrongful Occupation of Hawai‘i*****THURS DEC. 12, 2013**

Wrap-Up Discussion

REMEMBER: Final Paper (re-write of draft) due WEEK 16*

WRITING RESPONSE PAPERS

Every few weeks you will be required to turn in a short paper (**about a 1 page long, or 350 words**) in which you record and analyze your reactions to topics, approaches, readings, and discussions we will broach in class. **Upload** these to the course **wiki** by the date listed on the syllabus. In addition, choose one classmate, read, and respond to his/her reaction paper in a short **post under the “discussion”** tab on their page of the course wiki. **Each reaction paper AND response (together) is worth 4%** of your final grade. When they have been graded and returned, **KEEP THEM SAFELY**, for you will be asked to turn in all graded reaction papers at the end of the semester as a portfolio. This portfolio will serve as a record of your own thinking about our journey in our course.

GUIDELINES → Address all of the following:

-Discuss one thing that you feel you’ve learned from the guest lecture, film, or discussion from the past two weeks. Discuss why it is new to you and why it is valuable to know. Cite the lecture, reading, or film properly (author or speaker’s name, date, title – proper **APA citation style please**). ...

-Discuss how is this new piece of knowledge related to other ideas we’ve covered in the class ...

- Discuss one thing that you do not understand or that you think does not connect with anything we’ve done in the class. *Why do I ask you this?* Sometimes a confusing idea can be understood more thoroughly if you’re willing to pick it apart.

Strive to: Demonstrate that you are actively, critically, and comparatively thinking about the topic of the recent guest lecture /film/ discussion raised in your mind. What I WILL be paying attention to is the amount of effort you put into expressing what you are thinking about a particular topic. It’s OK to be confused about something. That’s actually a really good place to start a reaction paper. But you need to be able to articulate what it is that’s actually confusing for you and what you might need (in terms of more information, or perhaps a better argument made by the author) in order to understand the issue more clearly from your own perspective.

Remember: Response papers are not formal essays. You should think of a reaction paper as being like a blog or other forms of free writing: there’s usually a fair amount of thought (and perhaps also editing) that goes into it, but it’s usually more spontaneous and personal than an essay. Feel free to use your own voice in the response papers.

Response papers are part of a conversation between yourself and the reader. They are meant to get you to engage with the material a little more informally than in a writing assignment or a reading summary. Hopefully if you get some feedback you want to respond to, you can make that the subject of another response paper.

Responses should **not be personally or offensively worded**. Respect and openness to all views will be a core principle of the community we are forming in this course.