

AFRICAN AMERICAN PANETHNICITY
 ETHN 321C
 Fall 2008

Professor: Jesse Mills

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Mailbox: Ethnic Studies, CMO 102

Class Meets: W 4:00-6:50p, Loma Hall 322

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Office Hours: Mon. 11:30-1:30p

Tue. 9-12noon

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 panethnic, 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.

REQUIRED TEXTS

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

2. Alephonsion Deng, Benson Deng, and Benjamin Ajak with Judy A. Bernstein. 2005. *They Poured Fire on Us from the Sky: The True Story of Three Lost Boys from Sudan*. New York: Public Affairs.

3. Course Reader Packet.

COURSE REQUIREMENTS

Exam 1	20%
Community Profile	25%
Social Justice Reflection	5%
Weekly Reflection and Questions	20%
Final Exam	20%

Attendance and Participation 10%

Exam 1 – (Week 5) An in class test of the student's grasp of the theoretical and historical foundations of black panethnicity.

Community Profile – (Due Wed 11/5, 5pm) Choose an ethnic group (excluding Sudanese and Somalian) 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.

Social Justice Reflection – (Due Wed 10/15, 4pm) Attend the 6th Annual Eugene Labovitz lecture (mandatory) on Wed Oct 8 in UC Forum A/B and write a maximum 3 page reflection paper based on the presentation and the course themes of community empowerment and inclusion.

Weekly Reflection and Questions – (Due Wed 12/17, 5pm) Each week prepare a 1-2 paragraph reflection (one page maximum) emphasizing one (or two) main points from the assigned readings. Include one or more questions you have about information in the reading or on a topic for discussion. Reflections are due at the beginning of each class.

Final Exam – (Wed 12/17, 5-7p) A cumulative essay examination.

Attendance and being on time are mandatory. Absences and tardiness will adversely affect your final grade.

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: (Sep 3) COURSE OVERVIEW – DIASPORIC COMMUNITY STUDIES

★ Waters Intro

WEEK TWO: (Sep 10) AFRICAN DIASPORA

★ Waters, Ch 1-3

★ ® Fairchild, “Black, Negro, or Afro-American?”

★ ® Anglin and Whaley, “Racial/Ethnic Self-Labeling”

WEEK THREE: (Sep 17) BLACKNESS IN THE U.S.: RACE AND ETHNICITY

★ ® Kim, “Racial Ordering”

★ ® Maldonado, “Racial Triangulation”

WEEK FOUR: (Sep 24) PANAFRICANISM

★ ® “Pan-Africanism” (Online Encyclopedia)

★ ® Poe, “The Pan-African Nationalistic Trend in African Culture”

★ ® Mazrui, “Global Africa”

PART II

CASE STUDIES: EAST AFRICA

WEEK FIVE: (Oct 1) SUDAN: BACKGROUND

★ ® Jok, “Introduction”

★ Deng et. al. Intro and Part 1

*Exam 1

WEEK SIX: (Oct 8) SUDAN: LOST BOYS

★ Deng et. al. Part 2

*8PM, Labovitz lecture, mandatory attendance, 6pm, UC Forum A & B

WEEK SEVEN: (Oct 15) SUDAN: REFUGEE RESETTLEMENT

★ ® Deng et. al. Part 3 and Epilogue

**Social Justice Reflection Due*

WEEK EIGHT: (Oct 22) SOMALIA: BACKGROUND

★ ® Gardner and El Bushra “Introduction”

★ ® Besteman “Somalia From the Margins”

★ ® Cassanelli “Somali Diaspora”

★ ® Berns McGown “Transformative Islam & Shifting Gender”

WEEK NINE: (Oct 29) SOMALIA: RACE, GENDER, AND RELIGION

★ ® Maxamuud “Somali Women”

★ ® Hassan, “Not Housekeepers Any More”

★ ® Ahmed-Ullah, “Muslim Women’s Law Firm”

★ ® Ahmed, “American, Ambitious and Muslim”

★ ® Conci, “Latina Converts”

★ ® Hamud, Selections

PART III**INSTITUTIONS AND COMMUNITY FORMATIONS****WEEK TEN: (Nov 5) COMMUNITY PROFILE PRESENTATIONS**

**Critique of Hamud due*

WEEK ELEVEN: (Nov 12) INTERGENERATIONAL RELATIONS

★ Waters Ch 6 & 8

**Community Profile Due*

WEEK TWELVE: (Nov 19) EDUCATIONAL OPPORTUNITIES

★ Waters Ch 7

WEEK THIRTEEN: (Nov 26) THANKSGIVING HOLIDAY [No class meeting]**WEEK FOURTEEN: (Dec 3) LABOR RELATIONS**

★ Waters Ch 4

WEEK FIFTEEN: (Dec 10) THE FUTURE OF PANETHNIC BLACK COMMUNITIES

★ Waters Ch 9

FINALS WEEK:

FINAL EXAM: Wed 12/17 5-7p