Overview

The United States has been called "the great American melting pot", and some foreign visitors contend that it has no discernible culture or identity of its own. Is America a fondue of uniform taste and consistency? A mixed salad of various, separate components? A stew of blended but identifiable ingredients which has a flavor all its own?

In this course we will explore ways in which one's ethnic culture and identity (traditional and contemporary, from one's homeland and in one's new environment) can manifest themselves in art, music, food, clothing, language, social structure, religion, worldview, etc. We will do this through posing a series of questions: What do people arrive with beyond their physical baggage? What do they choose to keep and discard from their native or heritage culture? How do they choose to "perform" or display this for themselves, to each other, and to outsiders?

Students will learn and discuss core concepts from a variety of fields, things such as language maintenance and shift; boundary construction and negotiation; material culture; generation gap; regional variation; endogamy and exogamy; and acculturation, assimilation, and transculturation. At the core will be the concept of identity and the many forms it can take. Students will also learn basic techniques of urban fieldwork and research in order to carry out interviews and projects later in the semester. All of these will come together in the process of trying to answer what it means to be "ethnic" in America.

The course will consist of at-home readings and writing assignments, in-class discussions and groupwork, essay tests, films, and optional fieldtrips, and it will culminate in the compilation of a Family Heritage Portfolio and in the presentation of multimedia course projects based on an ethnic community in a locale and time period chosen by the student. Readings and discussions will expose students to a variety of disciplines and approaches, such as those from ethnography, sociology, history, psychology, sociolinguistics, and ethnomusicology.

This is not a course on the history of immigration to the U.S. or on immigration or immigrant policies, although we will quickly see how these are inextricably linked to the main topics of the course. We will slowly come to realize how a greater, in-depth understanding of the components of ethnic identity and the mechanics of its negotiation can inform the discussion of immigration and immigrants in the United States.

Learning Objectives

After successfully completing this course students will be able to:
* discuss the interrelation of identity and the many aspects of human culture ("Big C" and "Little c");
* systematically document, analyze, and present the many components of identity in an ethnic community using basic ethnography field methods;
* debate the different sides and complexities of assimilation and the metaphor of the "melting pot";
* articulate verbally and in writing their own ethnic identity and their family's identity; how, when, and why it manifests itself; and how it has changed with time and intermarriage;
* take an informed stance on how the many facets of identity play out (short-term and long-term) in the national discussion of the impact on the United States of past and current immigration;
* discuss the process and mechanisms of the negotiation of ethnic identity; and
* share with an audience original research on an ethnic community of their own choosing; and
* conduct future research (ethnographic, genealogical, historical, linguistic, etc.), aided by their familiarity with and experience using varied information sources and multidisciplinary approaches.

Texts and Materials
There is no textbook for this course. Articles will be made available through Oncourse. Additional readings to investigate will be on reserve in the Wells Library.

Course Policies

Attendance
Successful learning is a cumulative process which requires diligent preparation and active participation. For this reason, it is imperative that you attend class faithfully. Each day that you are absent will not only seriously affect your participation grade, but will also affect your performance on tests, quizzes, and homework. By missing class or coming to class unprepared, you are less likely to learn the material, you will be unable to participate fully in that day's lesson, you will require increasingly more time to do your homework, you will be unable to achieve your own language learning goals, and you will deprive your classmates of opportunities to learn as well. With each absence your attendance and participation grades will be seriously affected.

Daily grades are assigned to encourage steady, consistent effort. Class attendance and diligence in completing homework assignments are the most important components in studying any subject. Tardiness is not acceptable, since the very beginning of class is designed as a crucial part of warming up and reviewing past material. No lateness is acceptable, but lateness of more than five minutes will result in a reduction in your attendance and participation grade; habitual lateness will carry more serious consequences.

Excused absences include death in the family, military orders, religious holidays, or an excuse from your doctor. You should provide your instructor with a photocopy of any excuse for his/her records, and at that time you should show the original to your instructor as well. A list of religious holidays recognized by the university is available on the IU website (http://www.indiana.edu/~deanfac/holidays.html). A student should notify the instructor of an absence for a religious holiday at the beginning of the semester; notification of any absence should be made to the instructor as soon as possible. A small number of university-related curricular and co-curricular activities may also be excused; contact your instructor as soon as possible to ask if one qualifies.

Participation
Students will receive a participation grade for each class, based on a 0–5 scale:

0 = Did not attend class.
1 = Not prepared for class, does not participate.
2 = Rarely prepared; rarely able to answer when called on, rarely volunteers.
3 = Usually prepared, but preparation inconsistent; answers when called on; incorporates past and current material when required; willingly participates in class activities; stays on task during partner/group work.
4 = Regularly prepared; answers when called on; willingly participates in class activities; stays on task during partner/group work; makes a conscious effort to incorporate past and current material as much as possible; volunteers answers to open questions (not directed at anyone).
5 = High level of preparation; answers when called on; willingly participates in class activities; stays on task during partner/group work; actively extends past and current material to relevant contexts beyond the scope of the course; volunteers answers to open questions (not directed at
Homework
Homework will be assigned for most class meetings. Do your homework each day and be prepared to turn it in and/or discuss it in class. Make every effort to keep up (especially with readings)—it is much easier than trying to catch up! Since completing homework assignments reinforces what you have covered in class that day, prepares you for the next class's activities, and identifies gaps in your understanding, it is crucial to complete it the day that it is assigned. Therefore for every day that an assignment is late, 10% is taken off its grade. If homework is submitted more than three days late, no credit will be given for it. However, it is still in your best interest to complete the assignment and show it to your instructor. He may choose either to look it over or to direct you to classmates so that you can check it by theirs.

E-mail as Official Means of Class and University Communication
E-mail will be the official means of communication for the class. This is in accordance with the University's official policy:

"Official Indiana University e-mail accounts are available for all registered students. The University reserves the right to send official communications to you by e-mail with the full expectation that you will receive and read these e-mails in a timely fashion. As a student, you are expected to check your e-mail on a frequent and consistent basis in order to stay current with university-related communications. You should also avoid going over quota and missing important messages. NOTE: If you choose to have your e-mail forwarded from your official University e-mail address to another address, you do so at your own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access to e-mail forwarded to any other address, and any such problems will not absolve students of their responsibility to know and comply with the content of official communications sent to their official IU e-mail addresses."

You will be responsible for checking your e-mail on a very regular (preferably daily) basis in order to receive any updates about the class, assignments, and student-instructor meetings.

Personal Conduct
Plagiarism (representing the work of others as your own) will not be tolerated. While students are encouraged to form study partnerships, each individual student is responsible for his/her own work. Please see the section of this syllabus concerning academic misconduct.

In this course, you will be asked to express personal opinions and to talk and write about yourself, your family, and friends. If you prefer, you do not need to discuss or reveal any personal information that makes you uncomfortable or that you do not want to disclose.

Discussion of sensitive topics often leads to conflicts of views. It would be difficult to avoid all disagreement on topics about which individuals have strong opinions. As a class, we should come to an agreement about the limits for acceptable behavior. Here are a few ideas to get us started. In this class:

1. Everyone has a right to be addressed in a respectful manner.
2. Everyone has a right to be listened to without interruption.
3. Everyone has a right to feel safe.
4. No one has a right to threaten, harass, or demean others in the class.

Chewing gum or eating is not acceptable in a discussion class. Soft drinks are allowed, as long as they do not interfere with your ability to speak.
Please turn off all cell phones during class. If you must have it on for an emergency (e.g., sick family member), please tell your instructor before class and arrange to sit by the door that day. Any student found text messaging (reading or composing) during class will receive a zero for that day's attendance and participation grade. Since this is an interactive seminar, it is highly preferable that you not use laptops in class, since students who do tend to miss out on subtle reactions from other students (and of course there is an overwhelming temptation to check e-mail, surf the Internet, etc.). Therefore, laptop use is discouraged. If you need it as an adaptive technology/accommodation, please inform your instructor at the beginning of the course.

Please do not have laptops or other wireless devices open during class; it is too tempting to do other things (most of us can admit to this addiction or urge), and it too easily leads attention away from discussions. If you need a laptop as an adaptive technology accommodation, please notify your instructor.

From time to time, matters may come up that will require you to stop by your instructor's office. Every attempt will be made to find a mutually convenient time, but the responsibility is ultimately yours. You should be prepared to find some time to meet with your instructor during normal business hours.

Tests and Grading
There will be quizzes, two tests, a family heritage portfolio, a final project, and a final essay exam. Class participation, including attendance, and written homework also figure into your grade. Grades are calculated this way:

<table>
<thead>
<tr>
<th>Grade</th>
<th>97-100</th>
<th>93-96</th>
<th>90-92</th>
<th>88-89</th>
<th>83-87</th>
<th>78-79</th>
<th>73-77</th>
<th>70-72</th>
<th>68-69</th>
<th>65-67</th>
<th>60-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>95</td>
<td>92</td>
<td>90</td>
<td>87</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>69</td>
<td>67</td>
<td>64</td>
</tr>
<tr>
<td>A</td>
<td>97</td>
<td>93</td>
<td>90</td>
<td>88</td>
<td>85</td>
<td>78</td>
<td>73</td>
<td>70</td>
<td>68</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>A-</td>
<td>94</td>
<td>91</td>
<td>88</td>
<td>86</td>
<td>83</td>
<td>76</td>
<td>71</td>
<td>68</td>
<td>66</td>
<td>63</td>
<td>60</td>
</tr>
<tr>
<td>B+</td>
<td>90</td>
<td>88</td>
<td>85</td>
<td>83</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>65</td>
<td>60</td>
<td>55</td>
<td>50</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
<td>83</td>
<td>80</td>
<td>78</td>
<td>75</td>
<td>70</td>
<td>65</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>45</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>78</td>
<td>75</td>
<td>73</td>
<td>70</td>
<td>65</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td>C+</td>
<td>75</td>
<td>73</td>
<td>70</td>
<td>65</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>68</td>
<td>65</td>
<td>60</td>
<td>55</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>35</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>C-</td>
<td>65</td>
<td>62</td>
<td>59</td>
<td>55</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>35</td>
<td>30</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>D+</td>
<td>60</td>
<td>56</td>
<td>52</td>
<td>47</td>
<td>43</td>
<td>38</td>
<td>33</td>
<td>28</td>
<td>23</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
<td>51</td>
<td>47</td>
<td>43</td>
<td>39</td>
<td>35</td>
<td>31</td>
<td>26</td>
<td>21</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>D-</td>
<td>50</td>
<td>46</td>
<td>42</td>
<td>38</td>
<td>34</td>
<td>30</td>
<td>26</td>
<td>21</td>
<td>16</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Test Corrections and Error Analysis
Taking tests and getting grading feedback is an important part of the learning process. When you get your first two tests back, you will receive a worksheet on how to do test corrections and an error analysis. You will have up to two class meetings to make all corrections, identify why you made them, and submit your corrected, analyzed test to your instructor. (Students earning 90% or higher should submit their corrections and analysis the next class period; students earning below 90% should submit them by the second class meeting after receiving their graded tests.) This will not only make sure that you understand all of the material, but will also make you aware of your patterned mistakes and possible problems in how you are preparing for tests. For your efforts, you can earn up to a third of your points back!

80% Rule
The material and analysis in this course are cumulative. If you don't know what is in Week 5, practically speaking you cannot go on to Week 6 missing this foundation. Thus, 80% is considered to be the minimum mastery level you should achieve to enable you to continue. Less than that puts you in the "C" range or below; while passing, it is not a very solid foundation to build on. So, if you achieve less than 80% on a test, you must see your teacher at least once, privately during office hours, to go over the mistakes you made on your test; this must be done prior to your taking the next test, preferably within a week of getting your graded test back. It is your responsibility to initiate and schedule this appointment. If you fail to meet with your teacher, you will not be allowed to take the next test.

Calculating the Final Grade
There will be no test make-ups, except in the case of death in the family, military orders, or an excuse from your doctor showing that you are physically incapable of taking the exam. Observance of religious
holidays is considered an excused absence (see Attendance above), but notification should be made to the instructor at the beginning of the semester. Absences due to a school-related academic event will be considered on a case-by-case basis; they will require documentation from a university official (instructor, advisor, faculty sponsor) and should be announced to the instructor in writing as soon as you know of a conflict. At the end of the semester your final percentage will determine your final grade, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework (assignments, readings)</td>
<td>20%</td>
</tr>
<tr>
<td>Tests (2) (and quizzes, if necessary)</td>
<td>20%</td>
</tr>
<tr>
<td>Family heritage portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Final project</td>
<td>20%</td>
</tr>
<tr>
<td>Final essay exam [Tues., May 1, 2012, 2:45–4:45 pm]</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Homework**

Assignments must be ready at the beginning of class, since we will usually be sharing the results in pairs or small groups. **Important:** You must bring a typed copy (1.5-spaced, 12-point Times New Roman in Word or Rich Text Format) to class, which you will share with your partner(s) and then turn in. You must also upload an electronic copy to Oncourse. Make sure to cite your sources (interviews [who, when, where, how], books, websites): for website citations, remember to include the date when you accessed the data. Your instructor will provide feedback (corrections, suggestions, questions) which you must respond to when you get your assignment back. You will not turn these in (unless it says "Resubmit for credit"), but these corrected drafts will go into your Family Heritage Portfolio or your project portfolio. **Note to international students:** Since you are not immigrants in the connotative sense, please answer all of the assignments about yourself right now in the U.S. and how you are preserving and representing your own culture and identity.

**Family Heritage Portfolio**

Many of your written homework assignments involve documenting your own personal ethnic heritage, from immigration to language to religion. You will bring these to class, share them with a classmate, turn them in for a grade, and receive feedback on them. You will assemble all of these to create a portfolio to keep for yourself and to share with your family; these will be due Thur., Mar. 22, 2012 (the Thursday after Spring Break). This will constitute 5% of your overall course grade.

**Final Project**

These projects are meant to generate new, never before documented information or the compilation of small disparate sources on an ethnic group of your choice that has some connection to your life or family history. This is not a report on some well-documented immigrant group. During the course of the semester, you will have short assignments that will help you work through picking a topic, finding materials, planning your research plan, carrying it out, presenting it to class, and ultimately submitting it as a completed product. Since the final product can take many forms (video, a photo montage, collection and analysis of disparate data sources, a written history, a series of interviews, etc.), there is not a specific page requirement. Your grade will be calculated from a series of assignments (topic, bibliography, update), a class presentation (in Weeks 13 and 14), and a final hard copy submission; these will be graded based on your thoroughness of investigation, search for and use of existing materials, and a meaningful contribution to existing knowledge on the subject. We will discuss this assignment in depth in class. Final hard copy submissions are due (preferably before) Mon., Apr. 30, 2012 (the Monday of Finals Week).

**Style Manual**

Since we will be doing a lot of writing in class, it is a good idea for you to follow a style manual in order to be consistent in how you cite works, etc. Different disciplines use different style manuals, so feel free
to use the one that your discipline (major) uses. Popular style manuals include: American Psychological Association (APA), Modern Language Association (MLA), The Chicago Manual of Style, The Bluebook, etc. A summary of different style manuals is available on Wikipedia (http://en.wikipedia.org/wiki/Citation). If you don't have a preference or you are not sure, please use the *Chicago Manual of Style*, since it is preferred by the social sciences, which this course falls under.

**Tests and Final Exam**
The two tests and the final exam will all be a mixture of short and long essays, and all will be cumulative. Throughout the semester, we will be exploring the concepts listed on the first page of the syllabus: your understanding of them will change and evolve through the course, and these essays are meant to evaluate your progress. One good way to prepare for these is to use your syllabus as a study guide, since it contains the main concepts, terms, and questions of the course. You should supplement this with re-reading your class notes and skimming the articles, as well as study groups and bringing questions for the class review sessions.

**Honors Section (HON-H238)**
This course is a combined course for students who enroll through the Global Village course number (GLLC-G220) and through the Honors College course number (HON-H238). In such courses, Honors students are expected to complete advanced work above and beyond the standard workload. At the end of the first day of class, we will meet to go over this requirement and you will receive a handout on the advanced work. These assignments are also listed in the daily assignments at the end of this syllabus.

**Beyond the Classroom**

**Resources**
* The Wells Library at IU has extensive holdings on immigration, immigrants, and ethnic identity.
* The Internet has vast offerings on immigrants and ethnic identity, from scholarly to homegrown, so you will find a seemingly limitless range of information and materials. Please be careful when doing research on-line and use your discretion when considering and using sources.
* The IU Mathers Museum of World Cultures (www.indiana.edu/~mathers), located at 416 N. Indiana Ave. in Bloomington, has a wealth of materials both on display and in their non-exhibited holdings. The exhibit hall is open Tuesday through Friday 9 am–4:30 pm, and Saturday and Sunday 1–4:30 pm. Admission to the museum is free.
* The Monroe County Historical Society (www.monroehistory.org) is located at 202 E. 6th St. in Bloomington. The museum is open Tuesday through Saturday 10–4, and the genealogy library is open Tuesday 10–4, Wednesday through Friday 1–4, and Saturday 10–4. Admission to the museum is $2 for adults, $1 for those 5-18, and free for children 4 & under.
* The LDS Family History Center in Bloomington (4235 W. 3rd) [Tuesday 10 am–8:30 pm; Wednesday, Saturday 9 am–2 pm]; phone: 332-0560 during open hours; many genealogy-related microfilms can be ordered (for a small fee) and used in the center; see the LDS Family Search website below.
* LDS Family Search website (www.familysearch.org): free family history, family tree, and genealogy records and resources from around the world.
* The Ellis Island immigrant arrival database (www.ellisislandrecords.org); free but you must register; great if any of your ancestors came through Ellis Island in New York 1892–1924; search by name, gender, year, etc. See your instructor for help.

**Academic Misconduct**
As a student at IU, you are expected to adhere to all the standards and policies of the code of academic conduct. Any suspected infractions of this Code will be handled according to the official rules and policies of the University. Penalties for infractions may result in a failing grade in the course or expulsion from the University. If an incident cannot be resolved between the instructor and the student, the matter
will be taken to the Dean of Students and the instructor will abide by the decisions reached. See the Code of Student Rights, Responsibilities, and Conduct (http://dsa.indiana.edu/Code) for full information.

Disability Statement
Any student who feels he/she may need an accommodation based on the impact of a disability must register with Disability Services for Students first. According to DSS guidelines, only students who have registered their disabilities with DSS are officially eligible for accommodations. When the disability has been registered, the student will receive a letter describing any accommodations necessary which must be presented to the instructor in the first week of classes. Please contact Disability Services for Students at 812-855-7578 in Franklin Hall 006 to coordinate reasonable accommodations for students with documented disabilities. More information is available on the DSS web site (http://www2.dsa.indiana.edu/dss/).

Disclaimer
All information in this syllabus, including course requirements and daily lesson plans, is subject to change and should not be considered a substitute for attending class or for any information that is provided to you by your instructor.

BIBLIOGRAPHY

Works to be read during the course (in order of appearance)

http://www.yale.edu/hraff/Ocm_xml/newOcm.xml