Independent Study | Proposal Outline

Before filling out this proposal, please consult the Independent Study Information Packet, schedule an appointment with the Independent Study Coordinators at the Curricular Resource Center (email independent_study@brown.edu), and look through the past (G)ISP and AI proposals on file at the CRC.

Writing competency statement. Every G(ISP) proposal is expected to meet College guidelines for writing competency (see http://brown.edu/Administration/Dean_of_the_College/curriculum/writing.php). G(ISP)s that fall below baseline standards for written communication will not be considered by the CCC sub-committee that reviews student proposals for independent study.

This is a protected Word form. Please provide the requested information in the spaces provided.

1. What – Provide an explanation and rationale for the proposed (G)ISP or AI
   - Describe the goals of the study and the questions, topics, or issues the project will address (at least 1 page).
   - (G)ISPs and AIs are academic courses; be sure to highlight the broader scholarly context of the study.
   - Note: Especially if the course does not follow a traditional format, students should submit a separate cover letter including any additional information that will help the committee evaluate the proposal.

Filipino-Americans live at the intersection of various, often conflicting identities. Their history is defined by the shifting regimes of oppression and influence that continue to manifest themselves in their tongue and their traditions. Their aspirations. Our goal in constructing this course is to examine the "Filipino" identity in the context of the "American" - and vice versa - along with the various renditions of "Filipino-American" that have emerged from that dialectic. Through this exercise we will learn, as Filipino and Filipino-American students, to better acknowledge the generations of shared joy and struggle that preceded and birthed us; to appreciate the diverse spectrum of experiences within our population; and to be vigilant about the problems that persist.

The first two units of this course will delineate the historical process of imperialism, movement, and acclimation. Unit I will begin with Spanish contact - that first moment of interaction between the Philippines and a global power - and the colonial rules that followed. Two weeks is not enough to cover many of the events in detail, so we will focus on attaining a sense of the cultural exchanges that took place and took root, the perceptions formed and the identities created of Filipinos in relation to their occupiers. Unit II concerns the forces that motivated the migration of Filipinos away from the archipelago, the means (i.e. labor) in which they made their transition, and the process of making a new home. Literature about Filipinos outside the United States will be integrated in order to situate Filipino-Americans in the context of a global diaspora movement.

The next three units will examine aspects of Filipino-American culture and their evolution in the face of varying social forces. For example, how are certain elements of Filipino identity suppressed in the struggle to integrate and be "American"? What kind of a role are Filipinos being pushed into within the greater American culture? How do certain aspects of Filipino culture facilitate or resist this deculturalization? And which Filipino standards tend to persist in the pressures of American society? We will also touch on the divisions within the Filipino-American population, and we will end with the question of decolonization as a continuing process: the formation of an independent and empowered Filipino-American voice.
2. **When** – Provide a detailed course syllabus
   - For **each week** include the topics to be covered, the analytical question(s) that will frame the discussion, and the required assignments and materials. A potential syllabus template is provided below.
   - Social science and humanities (G)ISPs are expected to read 150-200 pages per week; other (G)ISPs should involve comparable workloads; Als should include internship hours and 30-100 pages of reading per week.
   - **Work outside the box.** Adapt this and experiment with pedagogy. IS provides lots of room for creativity!

**Expected Weekly Meeting Day(s) and Time(s):** TR 5:00pm – 6:20pm

**Note:** Members will meet on the first Thursday of the semester in order to split the sections of the syllabus among each other. Because some of the students in our group are unsure about whether they can commit to the GISP (due to possible scheduling conflicts and concentration requirements), we feel it would be better to wait until next semester to divide the material.

### Unit 1. Pre-Colonial/Colonial History

**Week 1**

*What was the dynamic between Filipinos and their occupiers in both major colonial periods, and what legacy have these eras left in the Filipino-American identity today?*

**Day 1: Spanish Colonial Period**


**Day 2: American Colonial Period**

Karnow, Stanley. *In Our Image: America's Empire in the Philippines*. New York: Random House, 1989: Chapter 6. Print. (pages unknown; we cannot find page numbers for this book online, though we know the content of the chapters.)


(116 pages + In Our Image.)

**Week 2**

*How did the relations between Filipinos and Americans in the early 1900s set the stage for*
migration and racial dynamics in the later part of the century?

**Day 1: Interwar period: pensionados, us navy, musicians, entrepreneurs**
*Guest Speaker: Ronaldo Noche (grad student researching interwar Filipino-Americans)*

**Day 2: WWII**
Chapter 11. Print. (pages unknown – see above)  
(355 pages + In Our Image)

**Unit 2. Creating Diaspora: Immigration, Labor, Community Formation.**

**Week 3**

What were and are the motivating factors and patterns of Filipino immigration into the United States?

**Day 1: Narratives of Immigration (Part I)**

**Day 2: Narratives of Immigration (Part II)**
*Filipino-Americans: Transformation and Identity*. Chapter 8: "Living in the Shadows: The Undocumented Immigrant Experience of Filipinos." (Pages 11-20.)  
(98 pages.)

**Week 4**

What attitudes and perceptions greeted Filipino immigrants on their arrival to the American continent? How did they relate to their new surroundings and their new distance from their home country?

**Day 1: Long weekend; no class.**

**Day 2: Assimilation, Exclusion & Visions of Home.**
*Home Bound*. Chapter: *Positively No Filipinos Allowed*. (Pages 47-97.)  
*Locating Filipino Americans*. Chapters 1-4. (Pages 1-127)  

**Week 5**

What labor markets brought Filipino immigrant workers into the United States, and how has their position in the American labor market since changed? How do some of these positions connect them to or disconnect them from the Philippines?

**Day 1: Overseas Filipino Workers (Part I)**

**Day 2: Overseas Filipino Workers (Part II)**

**Week 6**

In what ways have Filipino-American communities been organized? Focus will be placed on the “Little Manila” enclave of Daly City.

**Day 1: Fil-Am Enclaves & Community Formation (Part I)**
*Pinoy Capital*. (Chapters 1-4. Pages 1-108.)
*Filipino-Americans: Transformation and Identity*. Chapter 2: "Demographic Changes Transforming the Filipino American Community." (pages 11-20.)

**Day 2: Fil-Am Enclaves & Community Formation (Part II)**
*Pinoy Capital*. (Chapters 5-8. Pages 109-206.)

(219 pages.)
*Midterm: 5-Page response to film, monograph, blog. Examples below:*
blogs: filamfunk, angry asian man.

Unit 3. Familial Structure & Heritage: Living the Filipin@-American Identity

**Week 7**

*What new identities were formed as Filipino-Americans started raising families in the United States? What divisions existed within and between these families?*

**Day 1: Growing Up Filipin@-American: Mixed Identity**
Growing up Brown. Part I: "Campo Life." (Pages 3-60.)

**Day 2: Growing Up Filipin@-American: Family & The Generation Gap**

(161 pages.)

**Week 8**

*How is the Filipino-American image transmitted to the outside audience? How are food, the arts, and religion used as means of maintaining a Filipino identity?*

**Day 1: Performance and Representation**

**Day 2: Food, Arts & Spirituality.**
**SPRING BREAK! 1-page final paper/project proposal due.**

Unit 4. Intersectionality

**Week 9**

What role does gender play in dictating roles within the Filipino-American community, and how is this changing?

**Day 1: Masculinity**


**Day 2: Femininity**

*Home Bound.* Chapters: *We Don't Sleep Around Like White Girls Do.* (Pages 157-178.)


(322 pages.)

**Week 10**

What attitudes and pressures face gay Filipino-Americans? How do they relate between with each other, with the greater Filipino-American community, and with American society at large?

**Day 1: Queering Gender & Sexuality (Part I)**

Manalansan IV, Martin F. *Global Divas: Filipino Gay Men in the Diaspora.* Chapters 1-3. (Pages 21-88.)

**Day 2: Queering Gender & Sexuality: Swardspeak (Part II)**

Manalansan IV, Martin F. *Global Divas: Filipino Gay Men in the Diaspora.* Chapters 4-6. (Pages 89-183.)

(162 pages.)

Unit 5. Critical Consciousness

**Week 11**

How do schools act to limit and to empower Filipino-American youth? How do community organizations act to maintain and challenge ideas of the Filipino-American?

**Day 1: The Filipin@ Student**


*Growing up Brown.* Part II: "Learning About the Real World." (Pages 61-120.)

**Day 2: Community Organizations & Activism**


(318 pages.)

**Week 12**

*How do Filipino and American values guide, grow, and limit Filipino-Americans’ expectations of themselves? How do they see themselves in relation to the United States and to the Philippines? What steps have been and can be taken to free Filipino-Americans from the trappings of external and internal preconceptions?*

**Day 1: Summing Up: The Filipino/American Image.**

*Filipino-Americans: Transformation and Identity*. Chapter 13: "Images, Roles, and Expectations of Filipino Americans by Filipino Americans." (Pages 198-207.)

*Locating Filipino-Americans*. Chapter 5: "Homeland Memories of the Media: Filipino Images and Imaginations in America." (Pages 128-163.)


**Day 2: Movement Toward Decolonization + Looking Forward**


(248 pages + article.)

**Final (due May 15):** 8-10 page critical analysis/case study on a community, organization, monogram, blog, film, social phenomenon, etc. or equivalent project (to be approved by Prof. Lee).
3. **How** – **Provide a well-researched bibliography including all of the materials from the syllabus**

- Use standard bibliographic formatting (APA, MLA, etc.)
- Annotate each item in bibliography, explaining its relevance to the course


**Strobel, Leny Mendoza.** _Coming Full Circle: The Process of Decolonization among Post-1965 Filipino Americans._


**Zhao, Minghua, and Maragtas S.V. Amante.** "Chinese and Filipino Seafarers: A Race to the Top or the Bottom?" _Modern Asian Studies_ 39.03 (2005): 535-57. _JSTOR._ (22 pages.)
4. Evaluation – Describe the plan for student assessment and grading

- Each student enrolled in a (G)ISP or AI must submit an individual mid-term AND final paper/project/exam to the Faculty Sponsor for evaluation, even if the GISP includes a joint project in which all members participate.
- In 1-2 paragraphs, describe the work to be submitted by each student for evaluation. Indicate the proposed nature, length, and the evaluation questions and criteria for the work.
- At the end of each (G)ISP or AI, a joint student-faculty evaluation report of the accomplishments of the project must be submitted to the academic dean who oversees the (G)ISP program.

Class will be conducted in 2 80-minute discussion sections every Tuesday and Thursday beginning January 29th. Each student will write 200- to 500-word weekly blog posts reflecting on the week's theme. The 24 sections will be divided among the class roster on January 24th, the first Thursday of the semester, and each student will then act as discussion leader for their assigned 80-minute sections, presenting a short summary of the reading, offering discussion questions, and presenting cases outside of the week's reading for analysis. A 5-page midterm will link a subject outside of the class material - literature, media, a public figure, an organization, or a social phenomenon - to the themes learned in class. Finally, a final project will take the form of an 8- to 10-page paper or an approved alternative. These assignments will be evaluated according to the depth of their understanding of not just aspects of Filipino-American culture, but also of their causes and implications regarding the position of Filipino-Americans in relation to the United States and the Philippines.

5. Planning Process – Describe the (G)ISP or AI planning process

- Describe what each participant contributed to the course planning (i.e. syllabus, structure, bibliography).
- Explain why the Faculty Sponsor was chosen and what they contributed in the planning of the (G)ISP or AI.
- Name additional Brown faculty and other people consulted.

Sarah Day Dayon, Rexy Josh Dorado, and Edward Cleofe acted as the major coordinators and planners for the GISP’s design. Specifically, Sarah Day Dayon contacted the faculty sponsor, Rexy Josh Dorado compiled the majority of the bibliography, and Edward Cleofe formulated the thematic structure of the course. Four meeting were organized through Filipino Alliance in which all interested members gave feedback and suggestions about topics, assignments, and the overall structure of the course. Francis Aquino, Samantha Ramsey, Anna Delamerced and Julmar Carcedo compiled media resources, such as film. Mark Lee and Krizia Amar assisted in finding academic and student driven materials from the archives of the Filipino Alliance. Richie Leng provided connection to PrYSM, a Providence-based organization with linkages to Southeast Asian communities throughout southern New England. Michael Pico, Iriff Ulep, Maria Acabado and Patricia Santos gave recommendations on means of evaluation. Professor Robert Lee will provide expertise in Asian-American studies, particularly in racial formation, relations between Asia and the United States, and narratives of family and the diaspora. All of these themes are to be directly explored throughout the course.

Dean Mary Grace Almandrez, Myra Liwanag, and graduate student Ronaldo Noche in the American Studies department were further consulted in order to find resources and scholarship related to the Filipino-American experience.
6. **Technical Details – Statements regarding finances and (G)ISPs duplicating regular courses**
   - (G)ISPs must not duplicate previous (G)ISPs or regular course offerings. If your project appears similar to another (G)ISP or a regular Brown course, please explain how it differs substantively from the course.
   - No (G)ISPS or AIs will be approved that require the payment of funds for instruction. Have you or anyone else made financial commitments to the sponsor or assisting instructor?

   There are currently no courses at Brown that focus on Filipino or Filipino-American culture. Though some Asian-American Studies courses delve into the Filipino-American experience, we feel that this population merits a semester’s depth and attention.

   There have been no financial commitments made with instructors.

7. **Faculty Sponsor Statement(s) + Optional Instructor Co-Sponsor Statement**
   - The Faculty Sponsor and optional Instructor Co-Sponsor statement forms can be found on the CRC website.
   - The Faculty Sponsor statement must be included with any (G)ISP or AI proposal.

8. **Supplements – Additional supplements are required for Language GISPs and AIs**
   - The **Language GISP Supplement** form can be found on the CRC website.
   - The **AI Supplement** form can be found on the CRC website. Note that the Agency Sponsor Form (included in the AI Supplement) is mandatory for AIs.
   - These supplements should be submitted along with this application.