COURSE DESCRIPTION

This course helps you to situate the Filipina and Filipino experience in the United States within a structural and transnational context. I am a sociologist; so I will equip you with a sociological approach to understanding the Filipina experience in the United States. In sociology, we examine the intersections of individual biographies and society. That is, we situate people’s lives and experiences within the context of broader social structures. We recognize that how people live, work, play, and love is not entirely a consequence of their unique choices and preferences, but crucially shaped by the economic, political and culture system in which we are situated. In addition, sociologists like me pay attention to how structures of inequality like racism, sexism, classism and heterosexism within societies like the United States, and indeed structures of inequality that characterize the relationship between the United States and the Philippines, impact the kinds of homes, jobs, forms of leisure and partners we are able to have. Because this course will be taking place in the Philippines, you will cultivate an understanding the Filipino and Filipina experience in the United States within a transnational context. You will explore the conditions that give rise to out-migration from the Philippines first-hand. Moreover, unlike other courses on U.S. immigration, you will also be able to appreciate the impacts that out-migration has for the society that immigrants leave behind.

This course, entitled as it is, “Filipina American Experience” can conceivably cover lots of ground. It can include readings and lectures on the religious practices of Filipinas in the U.S. Or, it can look at the health issues that plague Filipinas in this country such as hypertension and diabetes. Or, it can look at Filipina second-generation youth cultures. These issues, while important, WILL NOT be covered in this course. I am especially focused on the question of how it is that Filipinos are in the United States to begin with. To understand Filipina migration, however, is to understand the legacies of U.S. colonialism in the Philippines as well as how U.S. capital has historically and continues to depend on racialized labor. Therefore, this is a course that will focus on Filipinos’ exploitation as racialized labor for U.S. capital both domestically and globally. Consequently, the Summer Abroad Program during which this course takes place focuses exclusively on questions related to migration.

LEARNING OBJECTIVES
To cultivate critical understandings of:

• what it means to be “Filipina-American”
- U.S.-Philippine relations
- why Filipinos have immigrated to United States/emigrated from the Philippines
- Filipinos’ experiences working and living in the U.S. and beyond
- impacts of out-migration on Philippine society

To offer perspectives on:
- the ways Filipinos have asserted their/our collective needs historically and in the present

BOOKS


COURSE REQUIREMENTS

**Attendance: 10%**
You are expected to attend every class meeting. I will take attendance.

**Newspaper Memo: 10%**
Find an article in the Philippine Daily Inquirer or some other Philippine newspaper that addresses the topic of migration. Write a one-page memo that summarizes the article and connect it to texts and lectures covered in class.

**Lesson Plan and Learning Tools: Mid-Term 25%**
You are to pick one topic from the first few weeks of the course and design a lesson plan that discusses it in a way that is accessible to students in high school. The lesson plan should cover 80 minutes of class time and should have the following elements:

- Warm Up (3-5 mins)
- Objectives (3-5 mins)
- Lecture (20 - 25 mins)
- Activity (15 - 20 mins)
- Video/Audio/Reading (15-20 mins)
- Wrap Up and Exit Ticket (Reflection Question/Quiz or some kind of assessment to check for understanding) (3-5 mins)

The lesson plan should be 4-6 pages long (you will be provided with a sample on-line and more detailed instructions will be offered in class) where you provide a brief discussion each of these elements. The lecture portion, however, will require more extended discussion.

The lesson plan should be accompanied by a 7-10 PowerPoint/Keynote slides (for each of the elements covered).

You will be graded primarily on your ability to incorporate material from the course but I will also be evaluating how effective and creative your lesson plan is.

More detailed instructions will be posted/discussed over the course of the quarter.

**Final Paper/Interview with a Filipino Migrant 25%**

You will do an interview with a Filipino migrant (contacts will be facilitated by Migrante International). I will provide you with a rough sketch of the questions you will ask your interviewees.

The final paper will require that provide a sociological analysis of your interviewee’s immigration experiences. Your grade will be assigned based on your ability to engage 4-5 concepts/topics covered in the course and I expect you to weave in portions of the interview (i.e. direct quotations) in your paper to demonstrate exactly how the concepts in the course manifest in your interviewee’s life.

The paper should be 10-12 pages, double spaced, in New Times Roman, 12 pt. font.

**Group Work: 30%**

You will be assigned a permanent group early in the semester. You will be breaking out into your groups for discussions every class session and you will also be working together to prepare for a weekly presentation on your group’s assigned reading. You will be responsible for teaching your peers the texts they have not been assigned to read. For each presentation, you are to do a 10 minute presentation (that’s about the equivalent of 5 double-spaced, typewritten pages) on it. In your presentation, you must provide a general summary of the arguments made in the text and try to relate it to the organizing framework of the course.

Part of your group grade will include a peer evaluation. Each group member will assign other group members a grade for their participation. The average of those grades will form part your group work grade for the semester so try to pay attention to the work your group members do!
READINGS & LECTURE TOPICS
(Note: Readings are subject to change. Announcements will be made in class. Readings will be available on the Filipino Studies site: http://filipinostudies.wordpress.com/)

JULY 1-7: INTRODUCTION & WHAT EXPLAINS FILIPINO MIGRATION TO THE U.S. HISTORICALLY?

READINGS:
- “The Sociological Imagination,” C. Wright Mills
- “Chronology of Filipinos in America Pre-1898,” Eloisa Gomez Borah
- “A Brief History of Asians in America,” Tim Fong
- The First Vietnam: The U.S.-Philippine War of 1899,” by Luzviminda Francisco
- “The Miseducation of the Filipino,” Renato Constantino
- Part 1 of AMERICA IS IN THE HEART
- “Filipino Bodies, Lynching and the Language of Empire,” Nerissa Balce in NO FILIPINO ALLOWED
- “On Filipinos, Filipino Americans and U.S. Imperialism,” Oscar Campomanes in NO FILIPINOS ALLOWED

ACTIVITIES
- Guest speakers
- Field trip(s) to U.S. Embassy and Philippine government sponsored July 4th event(s)
- Field trip to Ayala Museum
- Field trip to Intramuros

JULY 8-14: HOW DID FILIPINOS BECOME GLOBALIZED?

READINGS
- Introduction and Chapters 2 & 3 of MIGRANTS FOR EXPORT
- Chapters 4 & 6 of MIGRANTS FOR EXPORT

ACTIVITIES
- Guest speakers
- Field trip to Export Processing Zone
- Field trip to peasant communities
- Field trip to Philippine Overseas Employment Administration

JULY 15-21: WHAT IS LIFE LIKE FILIPINO MIGRANTS?

READINGS
- Part 2 of AMERICA IS IN THE HEART
• “Philippine Migrant Workers’ Transnationalism in the Middle East,” by Robyn Rodriguez
• “Filipino Americans, Foreigner Discrimination and the Lines of Racial Sovereignty,” Angelo Ancheta in POSITIVELY NO FILIPINOS
• “Losing Little Manila,” Dawn Mabalon in POSITIVELY NO FILIPINOS ALLOWED
• ““Out There” The Topography of Race and Desire in the Global City,” Martin Manalansan.
• “The Biyuti and Drama of Everyday Life,” Martin Manalansan

ACTIVITIES
• Guest speakers
• Field trip to migrant-sending communities
• Field trip to Tagaytay and People’s Park in the Sky

JULY 22-29 WHAT IS THE IMPACT OF OUT-MIGRATION ON PHILIPPINE SOCIETY AND CONCLUDING ACTIVITIES

READINGS

• Selections from book manuscript by Dr. Valerie Francisco
• Chapters from FAMILIES APART.

ACTIVITIES
• Guest speakers
• Field trip Boracay