

HS 330 A
The 10th Island: Place, Memory and Neighborhood
in Cape Verdean Brockton

Professor Belanger
Office: 265 Duffy
ebelanger@stonehill.edu

Course Meets Thursdays 2:30-5pm

“Every community has a memory of itself.
Neither an archive nor an authoritative record ...
but a living history, an awareness of a collective identity
woven of a thousand stories.”

Course Description:

What does it mean to be “American” in today’s multi-cultural world? How do we connect to our ethnic past; and in what ways does this history, both remembered and recorded, both perceived and real, both celebrated and ignored, help to shape our definition of who is “illegal,” who is “alien,” who is “resident”, who is “citizen”? *The 10th Island* examines the role of ethnic communities in American life through a collaborative study of Brockton’s Cape Verdean community. Students will gain a better understanding of race, ethnicity and urban culture by using the Cape Verdean community in Brockton as case study in which to examine larger issues about community identity, civic culture and the role of cities in American life. In tracing the links among place-making, historical consciousness, and public culture this course also asks students to place their knowledge of history in a larger social framework, challenging them to think critically about what it means to be active citizens of a democratic society. A second, equally important goal is to introduce students to the technique and method of doing interdisciplinary urban research. To this end, the course will work collectively with the Cape Verdean Association of Brockton and local school children on an oral history project.

Assignments:

Reaction Papers (30%): For the first five weeks of class students are required to turn in short (1-2 page) reaction papers which are due on the day the assigned readings are discussed. See Reaction Paper Guidelines for more detailed information.

Historic Movie Video (20%): Working in groups, students will create movie videos that combine images, text from oral history interviews and music. The HMV’s will examine an important theme in the Cape Verdean-American experience.

Oral Histories and Transcription (20%): As part of the fieldwork for this class, students will conduct a series of oral histories. Students will also be responsible for transcribing one of the oral histories for the Cape Verdean Association’s archives.

Course Portfolio (30%): Students are required to turn in a course portfolio that includes their reaction papers, oral history transcriptions and a reflection paper (see handout for more details).

Course Readings:

Marilyn Halter Between Race and Ethnicity: Cape Verdean American Immigrants
Valerie Yow Recording Oral History
Course Reader

September 3 **History of Cape Verdean Americans**

Readings: Introduction and Chapter 1 Becoming Visible: A Demographic Profile in Marilyn Halter Between Race and Ethnicity: Cape Verdean American Immigrants

September 10 **Migration Stories**

Readings: Chapter 2 "From Archipelago to America" in Between Race and Ethnicity; Excerpts from Across the Atlantic: An Anthology of Cape Verdean Literature (in reader) Interview with Captain Joe Antone, A Cape Verdean Seaman (1939) in Spinner Volume IV (in reader).

September 17 **Identity**

Readings: Excerpt from Chapter 4 Cape Verdean Diaspora Identities in Gina Sanchez Disporatic Transformations: Race, Culture and the Politics of Cape Verdean Identity. (in reader) "Black, White for Portuguese? A Cape Verdean Dilemma" in Spinner Volume 1 (in reader); Interview with Marilyn Halter (in reader)

September 24 **Community and Culture**

Readings: Chapter 4 "Living- Just Enough for the City" in Between Race and Ethnicity; "A Perspective on Cape Verdean Crioulo" in Spinner Volume III (in reader); "Cape Verdean Brockton News Clippings" (in reader)

Restaurant/Music Performance Visit?

FROM OCTOBER 1ST TO NOVEMBER 19TH WE WILL BE MEETING IN CLASS AND TRAVELING TO THE CAPE VERDE ASSOCIATION'S COMMUNITY CENTER

October 1 **Immigrants/Natives: Growing Up Cape Verde-American in America**
MEET AND GREET AT THE CAPE VERDEAN ASSOCIATION
Readings: Chapter 5 Identity Matters: The Immigrant Children in Marilyn Halter
Between Race and Ethnicity: Cape Verdean American Immigrants
“Generation Next” (page 217-228) in Gina Sanchez Disporatic Transformations:
Race, Culture and the Politics of Cape Verdean Identity. (in reader)

WEEKEND FIELD TRIP TO NEW BEDFORD (whaling museum) OR PROVIDENCE
(Cape Verdean Museum)

October 8 **Oral History Workshop (Guest Aminah Pilgrim)**
Readings: Chapter 1 (Introduction to the In-Depth Interview) Chapter 3
(Preparation for the Interview Project) Chapter 4 (Interviewing Techniques) in
Valerie Yow Recording Oral History; Chapter 6 (Interpersonal Relations in the
Interview)

October 15 **Oral History- Community History**
Readings: Chapter 7 (Varieties of Oral History Project: Community Studies) in
Valerie Yow Recording Oral History “I Haven’t Anything to Say” Reflections of
Self and Community in Collecting Oral Histories” in Rondald Grele Subjectivity
and Multiculturalism in Oral History (in reader)

**Come to Class with Sample Interview Questions- in class we’ll be translating
the questions, trying out the recording devices and interviewing each other.**

October 22 **Oral History Interviews**

October 29 **Oral History Interviews**

November 5 **Oral History Interviews**

November 12 **Oral History Interviews**

November 19 **Historic Movie Video Workshop**
MEET AT STONEHILL

December 3 **Reflection and Planning for Next Semester**

December 10 **End of the Semester Dinner and Viewing of Historical Music Videos**

COURSE PORFOLIO DUE DEC. 16th

Reaction Paper Guidelines: Each paper should be 2-3 pages long, doubled space, 12 point font. Your Reaction Paper should take the form of a coherent, well-organized essay, with a logical structure that is apparent to the reader. You will be graded in part on how effectively you're able to communicate your ideas in written form, so be sure to pay close attention to such details as spelling, grammar, punctuation, etc.

The topic for each of the Reaction Papers is very straightforward: you simply have to read the assigned chapters in the book, think about what you've read, and then put your thoughts down on paper. The Reaction Paper is *not* a research paper that incorporates other sources of information; instead, it is a paper that contains nothing other than your own original thought and analysis.

The Reaction Paper gives you the opportunity to demonstrate that you have read the assigned chapters in the book carefully, that you have understood the conclusions presented in the readings as well as the reasoning that led to those conclusions, and that you have given careful thought and analysis to the implications of the book's arguments.

Reaction papers should be divided between two parts: a *Summary* and an *Evaluation*.

The *Summary*, one page in length, should encapsulate the essential ideas from the assigned readings. Imagine that you are writing for an intelligent, curious reader. Your *Summary* should make your reader aware of the fundamental ideas presented in the chapters under discussion. What are the main points made in the assigned chapters? What are the author's principal arguments--i.e., what are their most important premises and conclusions? Your goal in your *Summary* is to convey, in one page, the most significant ideas from several chapters in the book, which means you'll have to think very carefully about exactly which ideas are most important and why--your task is to distill the ideas from several chapters down to their critical essence that can be expressed in a very brief space. At the same time, your *Summary* will give you the opportunity to demonstrate not only that you have a very solid understanding of the ideas presented in the book, but that you can clearly explain those ideas to someone else.

The *Evaluation*, a page to a page and a half in length, should present an original analysis of the assigned readings in the book. What did you think of the author's arguments? Were their arguments persuasive? Why or why not? What questions did the authors' leave unanswered? What questions did they inspire you to want to investigate? Has your thinking or understanding changed in any way as a result of having read the assignment? If so, how? How do the authors' arguments and conclusions relate to other topics that you are personally knowledgeable about, or to other beliefs that you hold? Have you changed your mind about anything as a result of having read the assignment? In short, the *Evaluation* gives you the opportunity to express the results of your *original thoughtful analysis* of the assigned readings.

Film Viewings

“Some Kind of Funny Porto Rican?” A Cape Verdean American Story a film by Dr. Claire Andrade-Watkins.

Claire Andrade-Watkins

Associate Professor (1982)

B.A., Simmons College; M.A., Boston University; Ph.D., Boston University

<http://www.spiaimedia.com>

Dr. Claire Andrade-Watkins is a historian, filmmaker and 2nd generation American of Cape Verdean descent. Her scholarship focuses on French and Portuguese language African cinema. She was a 1995-1996 Fulbright Scholar in Cape Verde, and a recipient of an American Philosophical Society grant in 1997. She was an Associate Producer on *Odyssey*, a National PBS anthropology and archaeology documentary series, and Assistant to the Producer on *Sankofa*, an internationally acclaimed feature film on slavery by filmmaker Haile Gerima. She is the founder and President of SPIA Media Productions, Inc., a production and distribution company specializing in media from the Africana Diaspora. In 2006, SPIA Media released her award-winning feature length documentary, *"Some Kind of Funny Porto Rican?": A Cape Verdean American Story*; - the first in a series of three documentaries about the Cape Verdean community in North America. Dr. Andrade-Watkins is a returning Visiting Scholar for the 2008/2009 Academic Year at the Center for the Study of Race and Ethnicity in America at Brown University.

“The Journey of Cape Verde” a film by Guenny K. Pires