

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ELC1A02
Subject Title	Multiethnic identities and lives
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject introduces students to the world of the multiethnic individual—someone of multiple ethnic heritage—and what this identity means in a rapidly evolving and diverse world where the image of the “hybrid” is beginning to find its place in discussions of identity and relationships. Third generation multiethnic Caribbean communities speak their own creolised English; Asians with European features are coveted more and more in mass advertising; fallen golf personalities with Thai and African bloodlines become the target of a racial tug-o-war... all evidence of a world that no longer speaks in terms of singularities. Since this is an introductory course, a general overview of how the multiethnic community has contributed to society is in order—particularly, specific individuals from around the world will be studied. This course will look at the various artifacts crafted by these individuals—art, literature, architecture, leadership, and more—and the impact these have had on the larger communities these individuals call home and on the world. Through these case studies, students will be able to appreciate a multitude of perspectives from evolving cultures and be able to negotiate the language and tools necessary to engage with these cultures.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) examine, evaluate and discuss a variety of artifacts through writing assessments, blogs, research literature and other forms of publications (Literary)</p> <p>(b) appreciate and articulate similarities and differences between mainstream and multiracial cultures, and engage in discourse about the relationships between these communities (Higher order thinking)</p> <p>(c) consider contributions by multiethnic individuals to the world, engage in discourse with these communities (through engagement with artifacts, personal communications, and—if possible—face-to-face contact), and apply this learning to personal experiences (Skills for life-long learning)</p>
Subject Synopsis/ Indicative Syllabus	<p>This course is primarily structured as a seminar to allow students an immersive and hands-on experience with the multiracial individuals being studied. The use of multimedia labs will serve as one vehicle of instruction</p>

(Note 2)

as students traverse the digital divide engaging in Internet research; possible live communications; accessing e-platforms such as Facebook, the ELC's eLearning site, and YouTube discussion forums for blogging and feedback; and working in groups during collaborative tasks. Since students will be introduced to such a variety of resources, an extensive reading and writing assignment will serve as part of a term project requiring a submission of a portfolio which would include research into the life of one of the multiethnic individuals studied (for an example of a multiethnic individual see the brief bio in Appendix 1).

The following is a tentative 14 week schedule:

	Seminar Focus	Content	Tasks
Week 1	Intro—theory and history <ul style="list-style-type: none">Multiethnic communities and languages around the worldResearchers in this field (ethno-, anthropological linguists)Hong Kong's multiethnic communities		
Week 2	Choosing one side or the other: biracialism in the world of sports	Tiger Woods (America, Golfer)—Thai/African	
Week 3	Attack of the clones: faces behind the movie screen	Rena Owen (New Zealand, Actress)—Maori/Pakeha (European-English)	
Week 4	Writing across cultures: creating diasporas in literature	Bernice Chauly (Malaysia, Poet)—Malaysian/Indian	
Week 5	Pregnant women and text bullying: charitable work in pop music	Myleene Klass (England, Pop Singer)—Anglo/Austrian/Filipino	
Week 6	Kleptocracy, revolution and nationalism: leaders protect the under-privileged	President Hugo Chavez (Venezuela, President)—Spanish/indigenous/African	
Week 7	Midterm written test		
Week 8	Tycoons to the rescue:	Stanley Ho (Hong Kong, Tycoon)—	Portfolio progress

		donations and scholarships to encourage university education	Portuguese/Chinese	report write up
	Week 9	Consultation week	Discussion of Midterm: how have students' views of race changed (if at all)?	
	Week 10	Presentation of self-selected book and peer feedback		
	Week 11	Scholar visit (physical or virtual) or field trip	Portfolio due	
	Week 12	Wrap up and preparation for presentations		Final blog entries
	Week 13	Presentations		
	Week 14	Presentations		

Teaching/Learning Methodology

(Note 3)

A blended delivery approach will be applied, involving instruction, interaction, independent learning and internet research. Seminars will include teaching input and individual, group or pair work, reading texts, discussing meaning and comparing these literary domains.

Learning materials developed by the ELC are used throughout the course as well as supplementary materials as necessary. Students will be referred to learning resources on the internet and in the ELC's Centre for Independent Language Learning (CILL). Additional reference materials will be recommended as required.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c			
1. Written test	20%	x	x	x			
2. Term project	40%	x	x	x			
3. Presentation of self-selected book	30%	x	x	x			
4. Blog	10%	x	x	x			
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

In assessment one, students are required to write an in-class reflective essay based on theories discussed surrounding racial identity. Assessment two requires students to put together a portfolio of outside literature they have encountered from the multiethnic experience, including an extensive piece of work researching into the life and contributions of one multiethnic

	individual studied. Assessment three is an oral presentation of a book (of at least 200 pages) selected by students on any multiethnic literature considered for their portfolio or any newly examined works. Assessment four is connected to assessment three: students are to blog on a weekly basis about the progress of or any issues encountered with their self-selected book.	
Student Study Effort Expected	Class contact:	
	▪ Seminars, workshops, labs	42 Hrs.
	▪	Hrs.
	Other student study effort:	
	▪ Self-study, collaboration, assessment / task preparation	82 Hrs.
	▪ Outside reading	10 Hrs.
	Total student study effort	134 Hrs.
Reading List and References	<p>Crystal, D. (2003). <i>English as a Global Language</i> (2nd edition). Cambridge: Cambridge University Press.</p> <p>Fenkl, H. I. (2003). Towards a theory of the interstitial [Version 1.0]: The interstitial DMZ. <i>The Interstitial Arts Foundation</i> online. Updated 2011. http://www.interstitialarts.org/essays/fenkl_interstitial_dmz.php</p> <p>Nery, F. (1988). <i>Filho de Macau (A son of Macao): An Autobiography</i>. New York, NY: Vintage Press, Inc.</p> <p>Prasad, Chandra. (ed.) (2005) <i>Mixed: An Anthology of Short Fiction on the Multiracial Experience</i>. New York / London: W. W. Norton.</p> <p>Oikawa, S., and Yoshida, T. (2007). An identity based on being different: A focus on Biethnic individuals in Japan. <i>International Journal of Intercultural Relations</i>. 31 (6): 633 – 653.</p>	
Appendix	<p>1. Heinz Insu Fenkl is an author, editor, translator, mythic scholar, and the director of the Creative Writing Program at the State University of New York, New Paltz. He is also the director of ISIS: The Interstitial Studies Institute at SUNY, New Paltz. His fiction includes <i>Memories of My Ghost Brother</i>, an autobiographical, Interstitial novel about growing up in Korea as a bi-racial child in the '60s. He has also published short fiction in a variety of journals and magazines, as well as numerous articles on folklore and myth.</p> <p>Fenkl was raised in Korea and (in his later years) Germany and the United States. Graduating from Vassar, he studied folklore and shamanism as a Fulbright Scholar in Korea and dream research under a grant from the University of California. Before his appointment to his current position at SUNY, he taught a range of courses at Vassar, Bard, Sarah Lawrence, and Yonsei University (Korea), including Asian/American Folk Traditions, East Asian Folklore, Korean Literature, Asian American Literature, and Native American Literature, in addition to Creative Writing.</p>	

	<p>He has published translations of Korean fiction and folklore, and is co-editor of <i>Kori: The Beacon Anthology of Korean American Literature</i>. Currently he is at work on a sequel to <i>Memories of My Ghost Brother</i>, and on a volume of Korean myths, legends, and folk tales: <i>Old, Old Days When Tigers Smoked Tobacco Pipes</i>. He also writes regular columns on mythic topics for <i>Realms of Fantasy</i> magazine.</p>
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(Source: http://www.interstitialarts.org/who/heinz_fenkl.html)