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Experiential Activity: Ethnic Groups and Identities - 4/10/2026

AI Check

In Orange County, California, the coastal city of Huntington Beach stands out for its dynamic rhythm and bustling life.

The population here is diverse, which is associated with a highly developed tourism industry, surf culture, and neighboring immigrant communities.

One of these is a significant representation of the Vietnamese-American community, which mainly follows from the Little Saigon area.

This ethnic group has exemplified itself in business, language, cultural presence in public spaces, and food, carrying the Vietnamese heritage.

This paper aims to explore the manifestations of ethnical identity in the urban environment.

Manifestations of Vietnamese-American culture in Huntington Beach promote the concept of full belonging to the city and its people at all levels.

From the perspective of urban sociology, it is possible to explore how communities are interpreted and manifested in city locations through the emotional component.

It aligns with the concept of sense of place, which refers to the meanings people assign to places and objects (Ravuri, 2025).

Thus, they are united by shared experiences, traditions, customs, and activities that are subconsciously attached to specific areas.

Representatives of ethnic minorities consolidate these senses by starting their own businesses, organizing events, supporting social networks, and freely displaying artistic elements as part of their heritage.

Derived from this is the notion of symbolic interaction, which refers to the embedded ideas in physical objects through social interactions and relationships.

It applies to native language signage, traditional decorations, food, or accessories.

Communities like Little Saigon are rooted and thrive on processes of both business and everyday life that reinforce a collective cultural identity, adding to the concept of urban diversity (Ravuri, 2025).

Thus, the concepts described above allow us to preserve conventional values while participating on an equal footing in the urban environment.

This study conducted the photo-based observation to comprehensively survey the presence of the Vietnamese-American community in the Huntington Beach area (Figure 1; Figure 2; Figure 3).

These visuals serve as confirmation of the capture of these residents' manifestations in business and everyday life.

Thus, the neighborhood demonstrates the strong and stable presence of the ethnic group's culture and customs, how they construct the environment, and how they manifest themselves in commerce.

One of the hallmarks of community activity, both on a business and everyday level, is the operation of Vietnamese restaurants and bakeries.

On the one hand, this demonstrates that Vietnamese Americans have favorable conditions and opportunities to engage in commerce while respecting and appreciating their heritage.

On the other hand, there is evidence that this ethnic group cherishes traditions, while their representatives and other citizens willingly visit such establishments.

From the perspective of symbolic interaction, the visual cues present in places communicate distinctive meanings and acceptance.

Immigrants often use linguistic representations and appropriate color schemes and symbols to create an atmosphere of familiarity (Ravuri, 2025).

Vietnamese-owned restaurants, traditional markets, and specific service providers provide a correspondingly strong sense of place.

When such locations accumulate, merge, and develop, the community thrives and freely reflects its culture through food, music, clothing, and other forms of expression.

The manifestations of Vietnamese-American cultural identity in the urban domain of Huntington Beach organically fit into the overall picture and are evidence of individuals' complete belonging.

The Little Saigon area, with its markets, restaurants, bakeries, shops, signs, and decorations, demonstrates a clear example of ethnic uniqueness manifesting through material means.

Such buildings and objects integrate the ideas of sense of place and symbolic interaction, giving the locations deep meanings, expressions, and connections.

FAQs

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text with support for English, Spanish, French, German, and other languages. To date, GPTZero has served over 17 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-5, GPT-4, GPT-3, Gemini, Claude, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection: Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI.

Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.