

ES 101
INTRODUCTION TO ETHNIC STUDIES
Fall 2006, Tuesdays and Thursdays, 1:30p-2:45p in GRG 301B

Instructor: Professor Pensri Ho
Voice mail: TBA, x68086 (temp)
Email: Pensri@hawaii.edu

Office: George Hall 307
Office hours: Wednesdays. 10a-12pm
& by appointment

Course Description:

This interdisciplinary course serves the following objectives:

- (1) introduce students to core concepts and methods utilized in studying race and ethnicity
- (2) cultivate and enhance students' critical thinking skills
- (3) provide students with foundational knowledge necessary for success in upper division Ethnic Studies courses and other social science/humanities courses offered in other departments.

Students will learn about ethno-racial dynamics and issues since the mid 1600s (with an emphasis on the past five decades) in Hawaii and the continental United States. Since race and ethnicity are not isolated markers of identities, course materials will explore the intersections of these identities with class, gender, sexuality, trans/nationality (immigrant vs citizen), and social movements. Course readings will be supplemented with film screenings, handouts & music sampling.

Students are required to read & view all required course materials; complete two exams and one writing assignment; and prepare a group presentation of the course readings. Although this is a lecture course, students are required to complete collaborative oral presentations to encourage active learning and develop public speaking skills. Students will have the opportunity to choose their desired presentation dates and present readings and discussion questions in teams of four to five people, depending upon the course enrollment numbers.

Course Requirements:

Attendance & participation	= 10 points	
Exams (2 @ 30 each)	= 60 points	
Group presentation	= 10 points	
Fieldwork or service learning final paper	= 20 points	
		Total possible points = 100 points

Attendance and Participation

Attendance will be taken during the first 4 weeks of class to allow ample time for the professor to identify each student by name. By the **fifth week**, students will be graded ONLY on their participation.

The participation grade is based on (1) in-class performance (for less diffident students) and/or (2) email inquiries/commentary on class discussions/readings (for more diffident students). If students choose the latter means of participation, then emails must be **received** by the professor between noon the day before the lecture and noon the day of the lecture. For example, if you wish to receive participation credit for the Tuesday, 8/29th class, then the professor must receive your email between noon on Monday, 8/28th and noon on Tuesday, 8/29th.

Students can either email their commentary (NOT class presentations) either directly to the professor OR post them on the date specific discussion groups on the webCT site for the course.

Exams

The exam format includes t/f and why short essays and one long essay. The exam will determine both (1) your knowledge of theories and concepts introduced in the lectures & (2) your comprehension and opinions of the themes and topics discussed in class and presented in the readings/visuals/films. The exams will NOT test your cumulative knowledge.

A review sheet will be distributed 1-2 weeks before the exam date.

Group presentation

Each student will work in teams of two to four people to prepare a 10-15 minute oral presentation on the following:

- (1) brief summary of that day's class readings,
- (2) ONE contemporary aspect of the course's six major organizing themes. Students are encouraged to consult with the professor on this requirement,
- (3) provide two collaboratively generated analytical assessments of the readings in comparison to the contemporary aspect the group presents to the class, and
- (4) two discussion questions about the readings &/or the contemporary issue to generate class discussion

NOTE: each student is only required to participate in one group presentation.

1. Race and Racism
2. Race, Class and Gender.
3. U.S. as Empire
4. Hawai'i
5. Immigration, Diaspora, Transmigration
6. Social Movements

Fieldwork or service learning final paper

Students have the option of completing a genealogy research paper or a service learning project with a brief writing component. However, students MUST consult (email or in person) with the professor by no later than 9/27th to discuss your paper assignment choice.

Genealogy paper

This assignment requires students (1) to compare the family histories of three unrelated people; and (2) to analyze the ethno-racial dynamics contributing to each family's composition.

This assignment has two parts: genealogy charts and an analytical assessment paper.

Genealogy (3-6 pages at 1-2 pages per family's genealogy)

Students must diagram three genealogy charts: your own family, a non-kin member at least twenty years your senior, and a friend/acquaintance of a different ethnic and geographical background. Each chart must include 3 to 4 generations: grandparents generation, parents' generation, own generation, child's generation

Analytical Assessment Paper (4-6 pages)

Students will prepare a final paper that

1. analyzes the ethno-racial dynamics contributing to each family's composition,
2. compares and contrasts the similarities and differences across the three family histories,
3. incorporates at least four (4) relevant references to in-class screened films, lectures and course readings.

An instructional handout will be distributed in September.

Service learning paper

Students are given the opportunity to contribute their services to local communities while engaging in experiential learning (applying knowledge gained in the classroom to real life experiences). Ulla Hasager will be a guest speaker during our second class session to discuss the different service learning organizations approved for this assignment.

NOTE: Students have the option of enrolling in SOCS 385: Service Learning to receive one credit for participating in this service learning project and additional coursework. For more information, contact Ulla Hasager at ulla@hawaii.edu.

This assignment has two parts: weekly journals and an analytical assessment paper.

Weekly Journal (1/2 page per entry for a maximum of 8 out of 12 possible entries)
Students will document their reflections and service learning experience. These entries are opportunities for students to test whether course concepts, readings, and films have any relevance to the experiences of the people whom they will serve over the course of the semester. These entries can be incorporated into the analytical assessment paper. Entries MUST be emailed to the professor by Tuesday at 11am to receive full credit. Students have the OPTION of posting their journals in a discussion group on the course's webCT site. These entries will not be graded on their content. Rather, students will receive full credit for submitting entries on time.

Analytical Assessment Paper (4-6 pages)
Students will prepare a final paper (1) assessing & analyzing the racial and ethnic dynamics you witnessed at the service learning sites while also (2) incorporating at least four (4) relevant references to in-class screened films, lectures and course readings. An instructional handout will be distributed in September.

REMINDER: Students MUST consult (email or in person) with the professor by no later than 9/27th to discuss your paper assignment choice.

Late papers, missed exam, and extra credit:

All papers are due at the end of class. Papers handed in **after 2:50pm** will lose **10 points (out of 100 points) per 24 hours**. All assignments MUST be hand delivered. The only late submission exceptions are a medical illness (must submit a physician's letter), family emergency and extreme weather conditions. If you are given an extension, you MUST submit a **complete draft** of the late paper/proposal by the scheduled due date and time.

Early paper submissions will be accepted as long as they are handed directly to the professor or the department assistants in George Hall 301. If handed to the assistants, make sure the person **signs and dates your paper** before you leave the office to absolve you from any penalties if the paper is misplaced or submitted to the professor after the deadline.

If you miss or anticipate missing an exam due to illness, varsity sports meet/game, religious observance, or a family emergency, you must take a make-up exam. You must inform the professor of your absence as soon as possible to avoid being penalized. If you miss the exam due to another reason, you must take a make-up exam and be **penalized ten points**. Make-up exams must be taken no later than two days after the original exam date.

Extra credit is not offered because it can lead to unfair grading.

Plagiarism:

All paper assignments require students to reference research published by others. Standard research paper protocol dictates the use of proper citations (1) to acknowledge the contributions of other people's work to your analysis and grasp of the material, while also (2) to help the professor better gauge whose work influenced you

and how you use their research to reach your analyses and conclusions. Therefore, you must include citations in all paper assignments. Please consult with the professor if you are unfamiliar with the process of writing a proper research paper OR visit the Manoa Writing Program.

Students are required to use the MLA style for their citations. The MLA Handbook for Writers of Research Papers is available in the Hamilton Library. A brief one page "MLA Style" handout on typical citations are available in the campus libraries and the library's website. Please note that underlining titles is the professor's preferred method.

REMINDER: If you are in doubt of whether your work lacks sufficient citations or may be unintentionally bordering on plagiarism, please contact the professor in person or via email well in advance of the assignment deadline. Otherwise, plagiarized papers submitted by and after the deadlines will receive a failing grade of 0% and may result in the professor's pursuit of further disciplinary action.

Student athletes and students with special needs:

Please schedule an appointment with the professor if you are a student athlete, student with a learning disability, student with childcare/eldercare responsibilities, or have any other responsibilities or obligations that may impact your ability to perform well in this course. Students who fit any of these criteria should schedule a meeting with the professor AS SOON AS POSSIBLE to allow her ample time to accommodate your learning disability or non-academic obligations.

Required Texts:

Course Readers

1. Introduction to Ethnic Studies reader ("ES")
2. Supplemental reader ("SR")

Both readers can be purchased at the EMA Campus Copy Center at the ground floor of the Campus Center next to the Pizza Hut.

The ES reader is available on 8/21st. The SR reader will be available the following week on 8/28th.

Class Schedule:

RACE AND RACISM

- Week #1 What Is "Ethnic Studies" and Race vs Ethnicity
8/22 Introduction
- 8/24 ES 101 Reader: Section I. 1 - 3 Supplemental Reader (SR): Omi & Winant
 Guest speaker: Ulla Hasager
- Week #2 The Socio-Political History of Race and Racism in the U.S.: African American Perspectives
8/29 ES 101 Reader: Section I. 4- 5
 In class video: excerpt "Race, the Power of an Illusion" & "Birth of a Nation" (VHS 20347)
- 8/31 ES 101 Reader: Section I. 6 (Meier, et al.)
 In class video: excerpt of "Eye on the Prize: Bridge to Freedom" (VHS E75 no.6)
- Week #3 (Con't): Asian American, European American and Immigrant Perspectives
9/5 ES 101 Reader: Section I. 8 (Okahiro) SR: Deutsch
- 9/7 ES 101 Reader: Section IV. (Okamura) SR: Lipsitz
 Group presentation of a contemporary issue on ethno-racial &/or immigrant perspectives

RACE, CLASS & GENDER

- Week #4 Discussion of Final Paper Assignments & Intersections of Race, Class and Gender
9/12 ES 101 Reader: Section II. 6 (Glenn) & 8 (Collins)
 • Distribution of Final Paper Assignments
- 9/14 In class screening: "Paris is Burning" (VHS 6773)
- Week #5 Class and the Socio-Economics of Race and Gender
9/19 ES 101 Reader: Section II. 1 (Mantsios) SR: Hartigan
- 9/21 ES 101 Reader: Section II. 2 (Sundstrom), 3 & 6 (Glenn)
 Group presentation of a contemporary issue on class & its intersections with race and gender
- Week #6 Gender & the Feminization of Race and Class
9/26 ES 101 Reader: Section II. 4 (Lorber), 5 (McIntosh) SR: Alvarez
- 9/28 ES 101 Reader: Section II. 7 (Smith) & 9 (McGregor)
 Group presentation of a contemp. issue on women's ids & its intersections with race and class
- Week #7 The Masculination of Race and Class & Sexual Orientation
10/3 SR: Zilberg
 In class screening: excerpt "Tough Guise" (DVD 3740) or Guest Speaker: Dr. Ty Tengan
 Group presentation of a contemp. issue on men's ids & its intersections with race and class
- 10/5 SR: Takagi Handout on FTM & MTF
 In class screening: excerpt "One Nation Under God" (DVD 3940)
 Group presentation of a contemp. issue on homosexual/transgenders' ids & its intersections with gender, race and class

- Week #8 Final Assignment Preparation and Midterm Review & MIDTERM #1
 10/10 Bring questions about the final paper & midterm.
 10/12 MIDTERM

U.S. AS EMPIRE & HAWAII

- Week #9 American Indian Perspectives
 10/17 ES 101 Reader: Section III. all readings (Sealth; Deloria & Lytle; Looking Horse & Black Elk)
 10/19 Handouts on NMAI & higher education
 Group presentation of a contemporary issue affecting American Indians
- Week #10 Native Hawaiian Perspectives
 10/24 ES 101 Reader: Section IV. (McGregor; Silva)
 10/26 ES 101 Reader: Section III. (McGregor) & VI. (McGregor)
 www.instanthawaii.com/cgi-bin/hawaii?sovereignty
 Guest Speaker: Dr. Davianna McGregor
 Group presentation of a contemporary issue affecting Native Hawaiians
- Week #11 Chicano & Pilipino Perspectives
 10/31 ES 101 Reader: Section III. (Acuna)
 Group presentation of a contemporary issue affecting Chicanos
 11/2 ES 101 Reader: Section III. (Schirmer & Shalom)
 In class screening: excerpt "Bontoc Eulogy" (VHS 13242)

IMMIGRATION, DIASPORA, TRANSMIGRATION

- Week #12 Transmigration & Diaspora
 11/7 NO CLASS: Election Day
 11/9 ES 101 Reader: Section V. 2 (Fuchs) **SR:** Glick-Schiller, et. al.
- Week #13 Id. Retention and Perpetuation: Individuals and Local Communities
 11/14 ES 101 Reader: Section V. (Das Gupta)
 In class screening: excerpt "Kelly Loves Tony" (VHS 15837)
 11/16 **SR:** Bao and Tsang
 Group presentation of a contemporary issue affecting U.S. immigrants' identity retention on a personal or U.S. local community level
- Week #14 Id. Retention and Perpetuation: National Governments' Impact
 11/21 ES 101 Reader: Section V. 5 (Alegado)
 Group presentation of a contemporary issue wherein the country of origin affects U.S. immigrants' identity retention
 11/23 NO CLASS: Thanksgiving Day

SOCIAL MOVEMENTS

- Week #15 Intersections of Race, Class & Gender: National and International Efforts
11/28 **SR:** Berube
Group presentation of a contemporary issue in which legislation impacts ethno-racially based social movements
- 11/30 **SR:** Gross, et. al.
Group presentation of a contemporary issue in which the Arts either impacts or is impacted by ethno-racially based social movements
- Week #16 Case Study: Asian Pacific Islander American Activism
12/5 ES 101 Reader: Section VI. (Ayau/Tengan & Das Gupta)
Group presentation of a contemporary issue that mobilizes Asian Pacific Islander American student activism
- 12/7 In class screening: TBA
DEADLINE: Final assignment

Final Exam on Tuesday, 12/12, 12pm-2pm.