

**Final Draft**  
**September 23, 2016**

SOC/ES 456: Racism and Ethnicity in Hawai'i  
Fall 2016

Course Location: Sakamaki Innovation Zone, D101

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**Course Description:**

This course is about race/racism, ethnicity and identity in Hawai'i. We will study the relationships between Hawai'i's native Hawaiian, Asian and Pacific Islander populations in the context of the colonization of Hawai'i. We examine how native Hawaiians and migrants from Asia and Oceania have faced, and resisted, racism and racial domination—and how they have forged ethnic identities. We will also examine historical and contemporary racialization/racism and ethnic identity formation through an examination of events and dynamics from Hawai'i's Territorial period through contemporary times. We will highlight the intersections *within* Hawai'i of diaspora and indigeneity among peoples with roots throughout the Asia, Hawai'i and the Pacific region—diverse migrants and settlers to Hawai'i and their role in broader processes of empire, capitalism, colonialism and resistance. We will explore how ethnicity/race and racism articulate with structures of colonialism, U.S. imperialism, militarization, labor migration, and capitalist process (especially the commercialization of land). Of course, many of these broader structures extend beyond Hawai'i, and therefore this course will adopt a broad regional and comparative view of linked forces like colonialism, militarization and racism across Oceania. Ethnic hierarchies and various racisms have formed and reformed alongside Hawai'i's economic transitions, and we delve into social forms specific to both plantation agriculture and tourism. One focus of the course will be on the native Hawaiian movement and indigenous resistance against colonialism, global capitalism, militarization, and

cultural dispossession. Students will also be exposed to indigenous practices of land stewardship through hands-on service learning experience and through readings and materials on the praxis of *aloha 'āina*. This service-learning will also introduce students to communities of new migrants to Hawai'i from throughout Oceania (especially from different parts of Micronesia).

We move beyond a simplistic vision of Hawai'i as a multiethnic paradise. However, we look seriously at the historical "inter-racial" working class consciousness that Hawai'i's diverse peoples of Asian, native Hawaiian, Pacific Islander ancestries have forged. We also listen to the voices and questions of native Hawaiian, Pacific Islander, and multiethnic/'Local' islanders who see themselves in solidarity against racism, colonialism, and the degradation of land for profit, while imagining a more just future for Hawai'i.

This course meets the HAP-focus requirements, which include the following hallmarks:

1. The content reflects the intersection of Asian and/or Pacific Island cultures with native Hawaiian culture.
2. A component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia.
3. The course includes at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions. *Racism/racialization, migration, militarization and resistance, and settler colonialism are these topics in this course.*
4. The course involves an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

### **Course Learning Objectives:**

(adapted from 456 syllabi by Lisa Uperesa and Kalei Kanuha, and reflecting Institutional Learning Objectives (ILOs) of UHM and the Student Learning Outcomes (SLOs) of the Sociology Department)

Upon completion of the course, students will be able to:

1. Demonstrate understanding of the political, social, economic, and cultural foundations of contemporary Hawai'i.
2. Show a critical understanding of racism and ethnicity, and use concepts and theoretical frameworks to analyze social processes in Hawai'i or elsewhere.
3. Demonstrate increased understanding of Kanaka Maoli (native Hawaiian) histories, experiences and perspectives on various political issues
5. Employ a varied theoretical vocabulary with which to approach the study of racism and ethnicity in Hawai'i and elsewhere.
6. Develop critical reading, writing, and thinking skills used in the study of race/racism, ethnicity, migration, settler colonialism and associated issues.

7. Critically reflect on personal identities, prejudice, bias, and their origins as well as develop respect for peoples and cultures of Hawai'i through civic participation in Hawai'i's local community

### **Academic Honesty:**

Plagiarism is taken very seriously. Please see guidelines below and consult the UH System student code of conduct. The following definition of plagiarism comes from The University of Hawai'i System wide Student Conduct Code:

*The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (E7.208, Pages 4 and 5).*

(For the entire Student Conduct Code, see: <http://www.hawaii.edu/apis/ep/e7/e7208.pdf> and [http://studentaffairs.manoa.hawaii.edu/downloads/conduct\\_code/UHM Student Conduct Code.pdf](http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf).)

You may also consult the ASA style guide for more information.

[http://www.asanet.org/documents/teaching/pdfs/Quick Tips for ASA Style.pdf](http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)

Any student determined to be in violation of the above code will receive an "F" for the assignment and may fail the course. Academic and department advisors will also be notified.

### **Phones, Laptops, Electronic Devices:**

For the sake of mutual respect, and in order to create a positive learning environment, use of electronic devices is strictly restricted to class or instructional work. Also, use of electronic devices for non-class purposes will negatively affect your participation grade.

### **Readings:**

Lectures and class activities will build directly off of the assigned readings. Students are expected to attend class having read the assigned material, and to participate in class discussion and small group activities.

## **Assignments and Grading:**

All class assignments should be submitted to the instructors via Lulima to the appropriate “assignment” folders.

### Summary of Assignments and **percent of final grade**

- 1) **“Race in Hawai’i: Your story” (10%)** Racial/Ethnic Identity/Immigration “Story” and “Op-Doc” short podcast or a written reflection to share with class *or if you prefer to not share with class, you may submit individually.* See Lulima assignments for details.

In two parts. Part #1 Due WEDS Sept. 7; Part #2 DUE WEDS Nov. 23

- 2) **Major Service-Learning and Research project (30%):** journal reflections, final paper, and research, and 25 hours of service learning over the course of the semester. We are grateful for the partnership of the Program for Civic Engagement & Service Learning and the assistance of Dr. Ulla Hasager. You are encouraged to consider projects most relevant for this course which include *Mālama i nā ahupua’a, Pacific Connections, or Ka Holo Wa’a*. You are also free to pursue your own special interests.

Or

Final Research Paper on a topic of your choice. (Proposal, draft, annotated bibliography due throughout the semester.).

### **Due dates for both options:**

#### **All submissions to Lulima Assignment Folders**

*For Both Options*

- Proposal: ½ page to 1 page on your work plan or possible topic. *Due Weds Sept. 14*
- Annotated Bibliography: *Due Mon. Oct. 3*
- Final Essay: *Due Friday Dec. 2*
- Also, please be prepared to give us informal updates throughout the semester.
  
- For research Paper Option B only: you should also submit a draft outline with draft thesis statement and Introduction: *Due Nov. 25*
- For Service Learning Option A only: regular journaling will be required throughout the semester.

Read Final project assignment details carefully.

10% of points subtracted for each day late. No points after 10 days without official excuse—*discussed with TA*. DUE DATES (see weekly calendar below)

3) **Short Weekly Assignments (25% of final grade):** Reflections, reading, reactions or preparation for group activities and guest speakers. In these assignments you will be asked to apply concepts and discuss comparisons and intersections between Hawai'i, Asia and the Pacific. TOTAL of 6 DUE [conversations on race, one response for each guest speaker and one review of major concepts] 4-5 pts. each [In lieu of mid-term exam]. Points (10%) subtracted for each day late. No points after 10 days without official excuse—*discussed with TA*. DUE DATES (see weekly calendar below)

4) **Participation and Attendance (20% of final grade):**

This course will involve discussion and group activities in small and larger groups. You are asked to take an active part in discussion and other group activities. We take attendance every day and this will count toward your participation grade. Double-points for days with guest speakers. You will receive maximum credit if you come prepared and do your best to listen carefully and remain engaged. If you have an official medical excuse, sports/extracurricular travel commitment, or family emergency, please contact the TA with evidence. We won't judge you for having busy lives and we know you are doing your best. However, we want to encourage strongly your participation and give credit to those who prioritize attendance and active participation.

We will have guest speakers, class activities, small group activities and in-class films!

**Participation grade: Also includes Short Reading Quizzes and Quizzes on Films when you may be asked to complete film viewing at home**

*There are at least two days of instructor travel: on those days, you will be asked to watch a short video at home.*

**Final Exam (10% of final grade):** Short answers and multiple choice. Based on key concepts introduced throughout the semester. At least one short answer focused on H.A.P comparison or analysis of intersection. For example, considering Kanaka Maoli and at least one other ethnic/ancestry/'racial' group of Asia or Oceania OR by comparing and contrasting Hawai'i with another region or place within Asia or Oceania (such as, the Marshall Islands, the Philippines, Guam, Okinawa, etc.).

**Monday Dec. 12 12-2pm, in location TBD –Date set by Registrar**

### **Extra Credit Option:**

You may attend a talk or public/community event relevant to themes of this course, or an extra service learning event such as a MINA event (for those completing the final paper). Events may be announced by the instructor throughout the semester, or you may suggest one. Write up and submit 1-2 pages of critical reflection. You do not receive “points” but in the case that your final grade is between two letter grades, this would ‘bump up’ your grade.

### **KOKUA for Students with Disabilities:**

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities), to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956- 7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

### **Required Course Texts:**

*You are not required to purchase any texts.* You will have access to course readings through Laulima “resources” where I have placed scans of required readings. In addition, some of the readings are available at the UH Bookstore and/or through UH Library as online texts. We will be reading selections from the following texts, in addition to others. Please consult weekly calendar for specific weekly assignments.

### **We will be reading selections from the following sources, in addition to others:**

Golash-Boza, Tanya Maria. (2015). *Race & Racisms: A Critical Approach*. Oxford University Press.

Gonzalez, V. V. (2013). *Securing Paradise: Tourism and Militarism in Hawai'i and the Philippines*. Duke University Press.

Goodyear-Ka'ōpua, Noelani. (2013). *The seeds we planted: Portraits of a native Hawaiian charter school*. Minneapolis: University of Minnesota Press.

Goodyear-Ka'ōpua, Noelani, Ikaika Hussey, and Erin Kahunawaika'ala (2014). *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty*. Duke University Press Books.

Irwin, Katherine and Karen Umemoto. (2016) (forthcoming). *Jacked Up and Unjust: Pacific Islander Teens Confront Violent Legacies*. University of California Press

Jung, Moon-Kie. (2006). *Reworking Race: the making of Hawai'i's interracial labor movement*. Columbia University Press.

Labrador, Roderick N. (2015). *Building Filipino Hawai'i*. University of Illinois Press.

Manicas, Peter. 2004. *Social Process in Hawai'i: A Reader* (Third Edition). New York: McGraw-Hill.

Okamura, Jonathan Y. (2008). *Ethnicity and Inequality in Hawai'i*. Philadelphia: Temple University Press.

Shigematsu, S., & Camacho, K. L. (2010). *Militarized currents: Toward a decolonized future in Asia and the Pacific*. Minneapolis: University of Minnesota Press (selections—especially introduction and other selections TBD).

Yamashiro, Aiko, & Goodyear-Ka'ōpua, Noelani. (2014). *The Value of Hawai'i 2: Ancestral Roots, Oceanic Visions*. University of Hawai'i Press.

**Course Themes and Topics: Consult weekly schedule BELOW for specific readings.**

- **Race/Ethnicity in Hawai'i: Are we a model for the world?**
  - Debating the “multicultural model”
- **Concepts and Theoretical Frameworks**
  - Race and Ethnicity and the Social Construction of Race and Ethnic identity
  - Forms of Racism (Cultural Racism, Colorblind racism, Institutional Racism)
  - Settler Colonialism; Empire State
  - Links between colonialism, capitalism and the racial world view
- **Hawaiian Historical Formations**
  - Land and 'āina histories
  - Mahele and Settler Colonialism
- **Racism and Resistance in Plantation Life**
  - The haole oligarchy; plantation cultures; qualitatively different racisms
- **Racialization and Law in Hawai'i**
- **Tourism and Militarism**
  - Militarization and Resistance across the Pacific
- **Aloha 'Āina Resistance and the Native Hawaiian Sovereignty Movement**
  - Kaho'olawe and other mobilizations
  - Hawaiian Sovereignty and Governance
  - The Hawaiian Charter Movement
- **Contemporary Hawai'i: Filipino, Local, Japanese, and Haole identities**
  - Guest speakers: Rod Labrador and Daniel Eisen
- **Pacific Islander youth in Hawai'i and diaspora**
  - Including Guest speakers from We Are Oceania
  - Guest speaker Katy Irwin (authors)
  - Racism against Micronesians

## Weekly Calendar (Revised: September 23, 2016)

NOTE: Reading Quizzes will be counted toward Participation Grade.

Keep up with readings. You must reference themes in readings in Service Learning Journals, Final Papers, and will be tested on Final Exam.

In some cases, films may need to be watched or finished at home. In these cases, you may also have a short film-related quiz that will count toward your participation grade.

\*may be further revised as needed or by agreement in advance.

### Assignments/Readings by Week

	Topic	Readings/Assignments DUE
<b>Week 1 (Aug 22-26)</b>		
Monday	No class	
Wednesday	Introductions	
Friday	<ul style="list-style-type: none"> <li>○ Discuss and work on Race Stories</li> <li>○ Group work on ground rules</li> <li>○ Intro to Debate: <b>Hawai'i as a model for the world?</b></li> <li>○ <b>What is the relationship between notions of "race" and the overthrow and Annexation of Hawaii</b></li> <li>○ Begin "Act of War"</li> </ul>	Review: "Conversations on Race" from the New York Times (Select 3 from the major groups). Then review at least 2 from "Our Stories." Submit a 1 page reaction/reflection on laulima assignments
<b>Week 2 (Aug 29-Sept 2)</b>	<b>Hawai'i as a model for the world?</b>	
Monday	Visit by CSS civic engagement leaders Dr. Ulla Hasager <ul style="list-style-type: none"> <li>○ Finish, Act of War</li> </ul>	
Wednesday	Debate: Hawai'i as a model for the world? <ul style="list-style-type: none"> <li>○ What is Race/ethnicity?</li> <li>○ How should we think about</li> <li>○ Racism/racial inequality/ethnic inequality</li> </ul>	○ Okamura
Friday	Queen Lili'uokalani Birthday Celebration	<ul style="list-style-type: none"> <li>○ <i>Readings Due (All in Week #2 folder)</i></li> <li>○ Apology Bill</li> <li>○ Kame'eleihiwa <i>Native Land</i></li> </ul>

<b>Week 3 (Sept. 5-9)</b>	<b>Theorizing “race” and “Ethnicity “</b>	
Monday (Labor Day no class)	No class	
Wednesday	<ul style="list-style-type: none"> <li>○ Discuss Week #2 Readings</li> <li>○ Group quiz on “Act of War” and basic Hawaiian history</li> </ul> Intro to theories: social construction of race and “racialization”	DUE: YOUR STORY part #1 <ul style="list-style-type: none"> <li>• Bring in one question/comment stimulated by Week #2 readings</li> </ul>
Friday	Racialization and Ethnic identity formation	<i>Readings Due (All in Week #3 folder)</i> <ul style="list-style-type: none"> <li>• Nagel</li> <li>• Omi and Winant</li> </ul>
<b>Week 4 (Sept. 12-16)</b>	<b>Theorizing “Race” and Ethnicity (cont’d)</b>	
Monday- <i>Jen Travel</i>	<del>No in class meeting/</del> Class work at home: <ul style="list-style-type: none"> <li>○ Watch segments of “Race the Power of an Illusion”</li> <li><del>○ Complete short film assignment</del></li> </ul>	<ul style="list-style-type: none"> <li><del>• Submit short film assignment to Laulima</del></li> <li>○ Review and Consider questions about Film posted</li> </ul>
Wednesday	<del>Colorblindness</del> Review: Conceptualizing Ethnicity	<ul style="list-style-type: none"> <li>• DUE: Project Proposal Due (see final project assignment on Laulima)</li> </ul>
Friday	<del>“white supremacy” activity</del>	<i>Readings Due (All in Week #4 Folder)</i>
<b>Week 5 (Sept. 19-23)</b>	<b>Theorizing Race: Racial Formation, Colorblind Racism, Racism/Colonialism and Capitalism; White Supremacy</b>	
Monday	<ul style="list-style-type: none"> <li>○ Conceptualizing Ethnicity (cont’d) activity;</li> <li>○ Discuss “Race the Power of an Illusion Film”</li> </ul>	
Wednesday	<ul style="list-style-type: none"> <li>○ Conceptualizing Race and Racism</li> </ul>	DUE: “Empire State” by Jung Reading in Week #4 Folder
Friday	<ul style="list-style-type: none"> <li>○ Conceptualizing Empire State</li> </ul>	DUE: “Colorblind” by Burke in Week #4 Folder

	<ul style="list-style-type: none"> <li>○ Discuss: Links between colonialism of Hawai‘i and ideas of Race</li> <li>○ Introduce Racisms</li> </ul>	
<b>Week 6 (Sept. 26-30)</b>	<b>Contemporary Racisms Toward Micronesians</b>	
Monday	<ul style="list-style-type: none"> <li>○ Reviewing types of Racisms from Golash-Boza</li> <li>○ Video Selections: Insular Empire</li> <li>○ “Lessons from Hawai‘i” poem (to be read in class) by Kathy Jetnil-Kijiner</li> <li>○ Undergraduate Research Opportunities Presentation</li> </ul>	<p>DUE: “Racial Ideologies” by Golash-Boza in Week #6 Folder</p> <p>DUE: Articles by Keany, Blair, Jorgu Kihleng and Appleaseed Center report on Micronesians in Hawai‘i in Week #6 Folder</p>
Wednesday	<b>GUEST SPEAKER:</b> <i>Kathy Martin</i> from “We are Oceania”	DUE: Racism and Micronesians <b>Reading Response Assignment</b> <i>(to Laulima by class time)</i>
Friday	<ul style="list-style-type: none"> <li>○ Reviewing types of Racisms from Golash-Boza</li> <li>○ Micronesians in Hawai‘i— lessons on “Local Kine” Implicit Bias against Micronesians</li> </ul>	
<b>Week 7 (Oct. 3-7)</b>	<b>Race in the Plantation and Territorial Era</b>	
Monday	Qualitatively Different Racisms of the Plantation Era	DUE: “Race and Labor” Ch. 3 in <i>Reworking Race</i> by Jung in Week #7 Folder
Wednesday	Racisms of the Plantation Era	
Friday	Racisms of the Territorial Era <ul style="list-style-type: none"> <li>• Video excerpt: Picture Brides or other</li> </ul>	DUE: “Japanese and Haoles in Hawai‘i” Ch. 6 in <i>Unequal Freedom</i> by Glenn in Week #7 Folder
<b>Week 8 (Oct. 10-14)</b>	<b>Colonialism and Ideas of Race</b>	
Monday	Colonialism and White Supremacy	DUE: “Indigeneity and White Supremacy” by Smith in Week #8 Folder
Wednesday	Settler Colonialism and Land Appropriation (possible film selections)	Review Ch. from <i>Native Lands</i> by Kame‘eleihiwa (in Week #2 Folder)

Friday	Racism of the Territorial Era and “Local identity” (possible film selections Nation Within or Massie Affair)	
<b>Week 9 (Oct. 17-21)</b>	<b>Colonialism, Tourism and Militarism</b>	
Monday	Tourism and Militarism in Hawai‘i and the Philippines	Due: “Securing Paradise” by Gonzalez in Week #9 Folder
Wednesday	“Corporate” tourism and the “Prostitution of Hawaiian Culture”	DUE: <ul style="list-style-type: none"> <li>○ “Lovely Hula Hands” by Trask</li> <li>○ “In the Service of our Lord” by Aikau in <i>Chosen People, Promised Land</i> Week #9 Folder</li> </ul>
Friday	<b>Review Course Key Concepts and all past readings:</b> <i>“Where we’ve been and where we’re going”</i>	DUE: <b><u>Assignment:</u></b> <b><u>Review of Key concepts</u></b> key concepts of semester to date to <i>Laulima</i> by class time)
<b>Week 10 (Oct. 24-28)</b>	<b>Colonialism, Tourism and Militarism (cont’d)</b>	
Monday	Militarization and Colonialism throughout the Pacific	DUE: Chapters by Shigematsu and Camacho, in <i>Militarized Currents</i> in Week #10 Folder
Wednesday	<ul style="list-style-type: none"> <li>○ Militarization and Colonialism throughout the Pacific:</li> <li>○ <i>Noho Hewa</i> or other film excerpts</li> </ul>	DUE: “Militarizing of Hawai‘i” by Kajihiro in Week #10 Folder
Friday	<ul style="list-style-type: none"> <li>○ Contemporary implications of Colonialism</li> </ul>	DUE: “Fighting for Her Honor” Ch. 4 and “Boys’ Fights” Ch. 5 by Irwin and Umemoto in <i>Jacked Up</i> in Week #10 Folder

<b>Week 11 (Oct. 31-Nov 4)</b>	<b>Pacific Islanders confront violence</b>	
Monday	<u>GUEST SPEAKER:</u> Professor Katy Irwin visit to class to Discuss her book <i>Jacked Up and Unjust</i>	Due: <b><u>Reading Response Assignment</u></b> and Prep for Dr. Irwin Presentation ( <i>to Laulima by class time</i> )
Wednesday	Pacific Islanders confront violence Continued discussion of <i>Jacked Up</i>	
Friday	Talk story and check in on Service Learning and Final Project	DUE: be prepared to speak informally about your service-learning work
<b>Week 12 (Nov. 7-11)</b>	<b>Race/Ethnicity in Contemporary Hawai'i:</b>	
Monday	Filipinos in Hawai'i	o DUE: Selected Chapters by Labrador from <i>Building Filipino Hawai'i</i> (link to e-book in Week #12)
Wednesday	<u>GUEST SPEAKER:</u> Professor Rod Labrador visit to class to discuss book <i>Making Filipino Hawai'i</i>	o DUE: <b><u>Reading Response Assignment</u></b> and Prep for Professor Labrador ( <i>to Laulima by class time</i> )
Friday (Veteran's Day—no class)	No class	
<b>Week 13 (Nov. 14-18)</b>	<b>Race/Ethnicity in Contemporary Hawai'i:</b>	
Monday	Revisit debate: Hawai'i as Multicultural Model Ethnic inequalities: an overview	DUE: Ch. 2-3 and Ch. 5 by Okamura <i>Ethnicity and Inequality</i> (link to e-book in Week #13 Folder)
Wednesday	Japanese Americans in Hawai'i	DUE: "Japanese Americans" by Okamura Ch. 6 in <i>Ethnicity and Inequality</i> (link to e-book in Week #13 Folder)
Friday	Filipino Americans in Hawai'i	DUE: "Filipino Americans" Ch. 7 by Okamura in <i>Ethnicity and Inequality in Hawai'i</i> (link to e-book in Week #13 Folder)

<b>Week 14 (Nov. 21-25)</b>	<b>Race/Ethnicity in Contemporary Hawai'i (cont'd)</b>	<i>Note: This week you are encouraged to meet with the instructors during office hours to review a draft/outline of your final paper</i>
Monday	Native Hawaiian identities and Nationalism; Local Identity	<ul style="list-style-type: none"> <li>○ DUE: “Kūpa‘a ‘Āina: Native Hawaiian Nationalism in Hawai‘i” by Trask (in Week #14 Folder)</li> <li>○ “Introduction” by Goodyear-Ka‘ōpua in <i>A Nation Rising</i> (link to e-book in Week #14 folder)</li> </ul>
Wednesday	Haole and Black identities in Hawai‘i	<p>DUE:</p> <ul style="list-style-type: none"> <li>○ “Pacific Revisions of Blackness” by Sharma in Week #13 Folder</li> <li>○ Rohrer, Ch. 5 “Locals’ Only and ‘Got Koko’: Is Haole victimized” in <i>Haoles in Hawai‘i</i>.</li> </ul> <p><b>DUE: Your Story Part #2</b> Making connections with course themes and concepts. (to <i>Laulima</i> by class time)</p>
Friday (Thanksgiving Break—no class)	No class	
<b>Week 13 (Nov. 28- Dec. 2)</b>	<b>Aloha ‘Āina Resistance</b>	
Monday	<ul style="list-style-type: none"> <li>○ Talk story and check in on Service Learning and Final Project <i>Be prepared to discuss informally</i></li> </ul>	DUE: <i>The Seeds we Planted</i> by Goodyear Ka‘ōpua, (Selections TBD)(link to E-book)
Wednesday	Native Hawaiian Charter Movement and Aloha ‘Āina	DUE: Selections TBD from <i>Nation Rising</i> by

		Goodyear- Ka'ōpua (link to E-book)
Friday	Film excerpts: Kaho'olawe Documentary— <i>Mai ka Piko Mai a ho'i: Return to Kanaloa</i> or others	<b>DUE: Final Paper to Laulima. (Option A or Option B)</b>
<b>Week 14 (Dec. 5-9)</b>	<b>Visions of Justice and Review</b>	
Mon	Visions of Justice	DUE: “My Journey as an Ally for Social Justice”; “So Listen to Me” ; “Sailing the Ancestral Bridges of Oceanic Knowledge”; “Pu’uhonoa, Creating Places of Healing”; “Reclaiming our Stories of Struggle” and other selections. By selected authors in <i>Value of Hawai'i (2)</i> (Link to e-book)
Weds (last day of class)	<b>Review for Final Exam</b> <b>Course Key Concepts and all past readings</b> <b>Pa'ina in the courtyard: bring food to share!</b>	
<b>Monday Dec. 12 12-2pm</b>	<b>Monday Dec. 12 12-2pm</b> FINAL EXAM Date set by Registrar	FINAL EXAM Date set by Registrar