

Ethnic Studies 330: Japanese in Hawai'i (E)
Fall 2015

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George 340
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This course is intended to provide an overview and analysis of the historical and contemporary experiences and status of Japanese Americans in Hawai'i. Students should develop an understanding and appreciation of the contributions, concerns, and issues confronting the local Japanese community in the larger political, economic and social contexts of multiethnic Hawai'i.

The course is organized into two basic parts—historical and contemporary. The first part encompasses the period from the late nineteenth century, when *issei* (first generation) Japanese began immigrating to Hawai'i as plantation labor recruits, to the 1950s. We will discuss immigration history, plantation life and labor, labor organizing, *nisei* (second generation) Americanization, and the rise to power of the Democratic Party. The second part of the course is concerned with the post-statehood period to the present and reviews various contemporary issues, such as *sansei* (third generation) and *yonsei* (fourth generation) identity, and Japanese American political power and socioeconomic status.

As a course with a Contemporary Ethical Issues (E) focus designation, we will discuss colonialism, racism, discrimination, (in)justice, (in)equality, social responsibility, and other topics as major ethical issues in the historical and contemporary experiences of the Japanese American community. Ethical issues are fully integrated into the course material and comprise at least 30 percent of the course content. We will devote at least ten hours of class time to discussing ethical issues. Through lectures, discussions in lab sections, role playing, and paper and journal assignments, students will develop basic competency in identifying and deliberating on ethical issues so that they can make ethically reasoned judgments and decisions.

Student Learning Outcomes

1. Demonstrate knowledge of the historical experiences on and off the plantation of Japanese in Hawai'i.
2. Develop an understanding of the contributions and the issues confronting the local Japanese community in the larger multiethnic context of Hawai'i.
3. Demonstrate an understanding of the generational differences among Japanese Americans in Hawai'i and their significance.
4. Demonstrate knowledge of the contemporary political and socioeconomic power and privilege of Japanese Americans in Hawai'i.
5. Develop skills in identifying and deliberating on ethical issues in order to make ethically reasoned judgments.

Required Readings

- R.M. Kotani. 1985. *The Japanese in Hawaii: A Century of Struggle*. Honolulu: Hawaii Hocht, Ltd.
- M. Murayama. 1988. *All I Asking for is My Body*. Honolulu: University of Hawai'i Press.

J.Y. Okamura. 2014. *From Race to Ethnicity: Interpreting Japanese American Experiences in Hawai'i*. Honolulu: University of Hawai'i Press.
Handouts on Laulima.

Part I: Historical Experiences

Week 1

August

24 – Outline of course, requirements and grading

26 – Emigration from Japan in late 19th century

28 – Lab: Introductions and review of activities

Readings: Kotani, ch. 1; Okamura, ch. 1

Week 2

31 – Immigration to Hawai'i in late 19th century

September

2 – Hawaiian society in late 19th century

4 – Lab: Contract labor and plantation system

Readings: Kotani, ch. 2-3

Week 3

7 – Holiday

9 – Identifying ethical issues

11 – Lab: Ethical principles

Readings: Kidder, “The Ethics of Right Versus Right” (handout)

Velasquez et al., “Thinking Ethically: A Framework for Moral Decision Making”

(www.scu.edu/ethics/practicing/decision/thinking.html)

Week 4

14 – Development of plantation industry and *Gannenmono*

16 – Immigration history: 1885-1924

18 – Lab: Advocacy vs. accommodation: Makino and Okumura

Readings: Kotani, ch. 4; Kimura, “Prefectural Groups in Hawaii” (handout)

Week 5

21 – Plantation labor: Divide and control

23 – Contributions of women, videos: *Picture Brides* and *Hole Hole Bushi*

25 – Lab: Picture bride experience

Readings: Takaki, “A New World of Labor: From Siren to Siren” (handout)

Nomura, “Issei Working Women in Hawai'i” (handout)

Week 6

28 – Plantation life: Paternalistic control

30 – Labor organizing and 1909 and 1920 strikes

October

2 – Lab: Labor struggles

Readings: Murayama, pp. 1-38; Okamura, ch. 2

Week 7

5 – Leaving plantation and anti-Japanese movement

7 – Raced to death: Myles Yutaka Fukunaga

9 – Lab: Community responses to anti-Japanese movement

Readings: Murayama, pp. 39-74; Okihiro, “Race War” (handout); Okamura, ch. 3

Week 8

12 – Institutional discrimination: Fukunaga and Kahahawai cases

14 – Video: *The Massie Affair*

16 – Lab: Nisei experiences

Readings: Murayama, pp. 75-110; Kotani, ch. 5

Week 9

19 – Americanization, assimilation and nisei

21 – Midterm exam

23 – Lab: Midterm exam (continued in lab)

Week 10

26 – World War II in continental United States: Internment and resistance

28 – Video: *Conscience and the Constitution*

30 – Lab: World War II experiences

Readings: Kotani, ch. 6-7; Takahashi, “Constructive Cooperation” (handout)

Week 11

November

2 – World War II in Hawai‘i: Martial law

4 – Video: *The Untold Story: Internment of Japanese Americans in Hawai‘i*

6 – Lab: Post-war experiences

Readings: Kotani, ch. 8; Okamura, “Race Relations in Hawai‘i during War II: The Noninternment of Japanese Americans” (handout)

Week 12

9 – Labor, politics and nisei: Social justice, racial equality, and economic reform

11 – Holiday

13 – Lab: Sansei identity and local culture

Readings: Kotani, ch. 9; Okamura, ch 4; Coffman, “The Island Democratic Party” (handout)

Part II: Contemporary Experiences

Week 13

16 – Video: *Patsy Mink: Ahead of the Majority*

18 – Sansei activism: Resistance and advocacy

20 – Lab: Being yonsei

Readings: Kotani, ch. 10; Okamura, ch. 5

Week 14

23 – Yonsei identity

25 – Yonsei activism and advocacy

27 – Lab: Holiday

Readings: Okamura, “Japanese Americans: Toward Symbolic Identity” (handout)
Takahata, “Making Yonsei” (handout); Okamura, ch. 7

Week 15

30 – Uchinanchu identity and community

December

2 – Socioeconomic status

4 – Lab: Writing final papers

Readings: Kimura, “Immigrants from Okinawa-ken” (handout)
Kaneshiro, “Uchinanchu Identity in Hawai‘i”

Week 16

7 – Political power

9 – Japanese Americans in continental United States

Readings: Okamura, ch. 6, 8; Tsuda, “‘I’m American, Not Japanese!’: The Struggle for Racial Citizenship among Later-Generation Japanese Americans” (handout)

Final Exam: December 14 (Monday), 12:00-2:00 p.m.

Requirements and Grading

<i>Requirement</i>	<i>Points</i>
JCCH tour paper (2 pgs.)	20
Historical ethical issues paper (2 pgs.)	20
Midterm exam	60
Final exam	60
Contemporary ethical issues paper (5 pgs.)	60
Lab*	<u>100</u>
Total	320

*Points based on quizzes, journal entries, class participation, and attendance.

Instead of writing the contemporary ethical issues paper, students can participate in a service learning activity at the Japanese Cultural Center of Hawai‘i for fifteen hours during the semester and write a three-page paper.

Extra credit opportunities will be provided of which you can participate in a maximum of three.

Final course grade will be based on the following scale:

A = 90-100 percent of total points (320)

B = 80-89 "

C = 70-79 "

D = 60-69 "

F = <60 "

Lab Leaders

Kayleigh Concepcion

Ioane Goodhue

David Mattson
Kiki Miyazaki
Brandi Yamamoto

Graduate Assistant
Won Geun Choi

Plagiarism: Academic dishonesty, including plagiarism and cheating, will not be tolerated and will result in a failing grade for the course. The UH Manoa *Student Conduct Code* (1992: 6) defines plagiarism as “submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style, or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved.”

Cell Phones: Cell phones are not permitted to be used during the class period because it is a time devoted to learning. Please turn off and put away your phone before class starts.

Office Hours: Monday and Wednesday, 10:30-11:30 a.m., or by appointment. You also may email or call me if you need to contact me.

Instructor Information: I was born and raised on Maui and attended high school and college in California. My training is in social anthropology (PhD, University of London), and I have conducted fieldwork in Hawai‘i and the Philippines where I taught at a Catholic university in Manila for three years in the mid-1980s. I am the author of *From Race to Ethnicity: Interpreting Japanese American Experiences in Hawai‘i* (2014), *Ethnicity and Inequality in Hawai‘i* (2008), and *Imagining the Filipino American Diaspora: Transnational Relations, Identities and Communities* (1998). I have researched and written on race and ethnicity in Hawai‘i, the global Filipino diaspora, and minority access to higher education. Besides this course, I teach the Ethnic Studies courses on Ethnic Identity, Race and Ethnicity in Hawai‘i, and Race and Ethnic Relations.

Possible Careers with Ethnic Studies Major: <http://cdse.hawaii.edu/careers/ethnicstudies.php>.