

Ethnic Studies/Sociology 456: Race and Ethnicity in Hawai'i (W)
Spring 2015

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This course is concerned with historical and contemporary problems and issues regarding race and ethnicity in Hawai'i, including racism, discrimination, and ethnic inequality. Students should develop a critical understanding of the significance of race and ethnicity in structuring social relations and in representing groups and individuals in island society.

The course is organized into two basic parts—historical and contemporary. The historical section encompasses the period from the mid-nineteenth century to 1959 when Hawai'i became a state. We will discuss this history from the perspective of race as the dominant organizing principle of social relations in Hawai'i, while reviewing plantation labor recruitment, labor organizing, and the Myles Fukunaga and Massie/Kahahawai murder cases. The second part of the course covers the poststatehood period to the present and shifts to an emphasis on ethnicity as the foremost structural principle in Hawai'i. We will discuss various ethnicity-related contemporary problems and issues, including persisting ethnic inequality, racist stereotyping, anti-Haole violence, and the Hawaiian sovereignty movement.

Required Readings

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

Part I: Historical Issues and Problems in Race and Race Relations

Week 1

January

13 – Outline of course, requirements and grading

15 – Basic concepts: Race and ethnicity, race and ethnic group

Readings: S. Cornell and D. Hartmann, "Mapping the Terrain: Definitions" (handout)

Week 2

20 – Basic concepts: Stereotyping, racism and discrimination

22 – Postcontact political, economic and cultural changes

Readings: E. Bonilla-Silva, "The Central Frames of Color-Blind Racism" (handout)

N. Silva, "The Antiannektion Struggle" (handout)

Week 3

27 – Plantation labor recruitment and employment: Divide and control

29 – Labor organizing: "Blood unionism"

Readings: Okamura, ch. 2; M-K. Jung, "Race and Labor in Prewar Hawai'i" (handout)

Week 4

February

3 – Myles Fukunaga case

5 – Video: *The Massie Affair*

Readings: Okamura, ch. 3; D. Stannard, “A Death in the Islands”

Week 5

10 – Economic transformations: Race to class

12 – Paper consultation (no class)

Readings: M-K. Jung, “Interracialism: The Ideological Transformation of Hawaii’s Working Class” (handout)

E. Beechert, “Creating a Permanent Labor Movement” (handout)

Week 6

17 – Political transformations: Democratic “revolution”

19 – Statehood: “We all Haoles now”

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

L. Fuchs, “The Promise of Hawaii” (handout)

Week 7

24 – From race to ethnicity

26 – “Racial melting pot”: Park, Adams, Lind

Readings: Okamura, ch. 1; A.W. Lind, “Race and Ethnic Relations: An Overview” (handout)

Week 8

March

3 – Review for midterm exam

5 – Midterm exam

Part II: Contemporary Issues and Problems in Ethnicity and Ethnic Relations

Week 9

10 – Hawaiian sovereignty movement

12 – Ethnic Studies conference: “Our Future, Our Way”

Readings: J.K. Kahanui, “Resisting the Akaka Bill” (handout)

Week 10

17 – Video: *Noho Hewa: The Wrongful Occupation of Hawai‘i*

19 – Asian settler colonialism

Readings: C. Fujikane, “Asian Settler Colonialism in the U.S. Colony of Hawai‘i” (handout)
Okamura, ch. 7

Week 11

31 – Locals in global Hawai‘i

April

2 – Hawai‘i multicultural model: Obama as local?

Readings: Okamura, ch. 5; J.Y. Okamura, “Why There Are No Asian Americans in Hawai‘i: The Continuing Significance of Local Identity” (handout)

J. Y. Okamura, "The Illusion of Paradise: Privileging Multiculturalism in Hawai'i"
(handout)

Week 12

7 – Anti-Haole violence and racism

9 – Using library as research resource: Jodie Mattos (Hamilton Library 113)

Readings: J. Rohrer, "'Locals Only' and 'Got Koko?': Is Haole Victimized?" (handout)

Week 13

14 – Filipino American stereotyping

16 – Video: *Holding Fast the Dream*

Readings: J.Y. Okamura, "Filipino Americans: Model Minority or Dogeaters?" (handout)

N. Sharma, "Pacific Revisions of Blackness: Blacks Address Race and Belonging in Hawai'i" (handout)

Week 14

21 – Ethnic inequality

23 – Militarization of Hawai'i

Readings: J.Y. Okamura, "Socioeconomic Inequality and Ethnicity;" "Educational Inequality and Ethnicity" (handout)

K. Kajihira, "The Militarizing of Hawai'i: Occupation, Accommodation, and Resistance" (handout)

Week 15

28 – Electoral politics and ethnicity

30 – Problematizing race and ethnicity in Hawai'i

Readings: Okamura, ch. 6; D. Boylan and M. Haas, "Electoral Politics: Post-Racial?" (handout)

Week 16

May

5 – Review for final exam

Readings: Okamura, ch. 8

Final Examination: May , 12:00-2:00 p.m.

Exams: There will be two course examinations, i.e., a midterm and a final, both of which will consist only of essay questions. You will be provided with a study guide consisting of sample questions to focus your review for the exams. Each exam will count for 25 percent (60 points) of your final course grade. You must notify me before the start of the class period if you are unable to take an examination.

Research Papers: The remaining 50 percent of your final grade will be based on two papers you submit. A 5-page paper and a 10 to 12-page paper are required for the course. The first paper will represent 16.7 percent (40 points) of your final course grade, while the second paper constitutes 33.3 percent (80 points) of your final grade.

The subject of the first paper is a historical (pre-1960) problem or issue concerning race or ethnicity in Hawai‘i, including relations among ethnic and racial groups. Examples of these topics include racism and discrimination on and off the plantations, ethnic labor organizing and strikes, racial attitudes and stereotypes, and intermarriage. In discussing your paper subject, be sure to include arguments of your own instead of only descriptive information you obtain from written sources. A 3-page (or longer if you wish) draft of this paper is due on February 5. I will review this draft with you and offer suggestions for improving it and your writing in general when we have individual consultations during the following week. The final version of this paper is due on February 19.

The second paper needs to address a significant contemporary problem or issue concerning ethnic relations or a problem or issue faced by a particular ethnic group in Hawai‘i. Examples include ethnic inequality, racist stereotyping, employment discrimination, and minority underrepresentation in higher education. The paper can be based on your own field research (e.g., interviews) and/or on written sources.

In researching and writing your paper, you should go beyond only describing the issue or problem you have selected (such as its recent manifestations) and develop a thesis or argument of your own regarding that issue or problem. In other words, you need to provide an analysis or explanation of the issue or problem, for example, the reasons or factors that explain why an ethnic minority has a low socioeconomic status. These explanatory or analytic arguments represent your own contribution to the paper (as opposed to material you obtain from written sources) and are therefore the more important part. You should also apply concepts or theories discussed in class or from the assigned readings in your paper. In conducting research for your paper, do not use Internet sources based on unpublished material, such as Wikipedia, unless you receive permission from the instructor.

You must consult me regarding your paper subject. I can provide you with references, research advice, and possible topics if you are having difficulty developing one. On April 7 you need to submit a brief progress report (half-page) that describes the work you have been doing and will be doing to complete your paper on time. The paper (original copy) is due on May 6 (Wednesday), the last day of the semester (not class), by 4 p.m. at my office. Late papers will have their grade lowered for each day they are late.

As an alternative to researching and writing the second paper, students can participate in a service learning activity by tutoring Asian and Pacific Islander immigrant students in the public schools through the Bin-I Program of the Office of Multicultural Student Services on a weekly basis. Twenty hours of tutoring, maintaining a written journal, and submission of a five-page paper that evaluates your volunteer service as a multicultural experience are required. You will be provided with guidelines for writing this paper.

Plagiarism: Academic dishonesty, including cheating and plagiarism, 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 and discussion as a class. Please turn off and put away your phone before class starts. If you cannot comply with this rule, you should enroll in another course because its violation will not be tolerated.

Office Hours: Monday and Wednesday, 10:30-11:30 a.m. or by appointment. I encourage you to come and see me during the semester. You also may communicate with me by e-mail if you feel more comfortable doing so.

Instructor Information: I was born and raised on Maui and attended high school (Cupertino) and college (Los Angeles) 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). Besides this course, I teach the Ethnic Studies courses on Japanese in Hawai'i, Ethnic Identity, and Race and Ethnic Relations.

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