

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

The course has an Ethical (E) Focus Designation and satisfies the Diversification for Social Sciences (DS) general education requirement

Instructor:

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Office Hours:

Tuesdays 12:00-1:00 and by appointment

The Course:

The focus is on inter-ethnic relations in Hawai'i. We examine social processes as they have developed in the context of globalization. In this manner we can better understand socially constructed local identities as they constantly change over time in Hawai'i's multi-ethnic, multi-racial society. The historically and culturally grounded political-economic theoretical framework utilized in the course will allow us to study racial and ethnic conflict and peace in an interdisciplinary manner.

The course will emphasize the ethical dimension. Inequalities due to race, ethnicity and social class will be the focus of our ethical inquiry. Ways of ameliorating those inequalities will be advanced. At least 8 hours will be spent in discussing ethical issues, integrated in the course materials. This ethical inquiry will be developed through specific case studies of Kānaka 'Ōiwi, ethnic groups of Asian origin (Japanese, Filipinos and Chinese), Caucasians, and more recent immigrant groups.

Furthermore, the case studies employed will allow us to explore theoretical conclusions based on material reality corresponding to local conditions. The case studies will also demonstrate the power of an interdisciplinary framework in recognizing significant particularities of global phenomena such as race and ethnicity.

The course will rely on small-group discussions to facilitate learning of the subject matter and the ethical issues embedded in the case studies. The students will discuss ethical issues pertaining to each of the case

studies. As the semester progresses, the students will identify ethical issues related to experiences of racial and ethnic groups.

Student Learning Outcomes:

The study of racism and ethnicity in Hawai'i will allow the student to: (1) learn about Hawai'i from a global perspective while looking at the relationship of the global to the local; (2) develop critical thinking skills and strategies; (3) evaluate ethical issues in small groups and arrive at decisions based on concrete events and case studies; and (4) learn basic and fundamental interdisciplinary inquiry, critical for the study of the social sciences and humanities.

Texts:

Kivisto, Peter and Paul R. Croll (2012) *Race and Ethnicity - The Basics*. New York: Routledge.

Kotani, Roland (1985) *The Japanese in Hawai'i: A Century of Struggle*. Honolulu: The Hawai'i Hochi.

McDermott, John F. and Naleen Naupaka Andrade (2011) *People and Cultures of Hawai'i: The Evolution of Culture and Ethnicity*. Honolulu: University of Hawai'i Press.

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

Grading:

<u>Activity</u>	<u>Points</u>
4 discussion papers (5 points each)	20
Group discussion and class participation	20
2 quizzes	20
Research paper/Service Learning outline	10
Research paper/Service Learning Project	30
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Total points	100

TO RECEIVE A "C" FOR THE COURSE, THE STUDENT MUST: (1) SUBMIT ALL ASSIGNMENTS ON TIME; (2) PARTICIPATE IN CLASS DISCUSSIONS; (3) HAVE NO MORE THAN FOUR ABSCENCES DURING THE ENTIRE SEMESTER; AND (4) ALL SUBMITTED ASSIGNMENTS MUST BE OF ACCEPTABLE QUALITY AS DETERMINED BY THE INSTRUCTOR. SHORT OF THE ABOVE, THE STUDENT WILL RECEIVE A LOWER LETTER GRADE. THE QUALITY OF ASSIGNMENTS SUBMITTED WOULD DETERMINE THE HIGHER LETTER GRADE THAN THE MINIMUM "C" THAT THE STUDENT MIGHT EARN FOR THE COURSE.

The Following Additional Policies Apply:

(1) Make-up for two absences is allowed by writing a discussion paper for each absence; (2) points will be deducted for late assignments as determined by instructor and (3) no points for group discussion or participation will be given if the student is absent for more than four times without make-up for absence. (4) Late arrival to class beyond 5 minutes will be considered the same as being absent. However, you would do well to still attend class to keep up with the discussion of course materials.

Notes On Writing Assignments:

(1) Each of the four discussion papers must be 500 words long and double-spaced; (2) the student will select a topic and discuss its ethical implications; (3) the student will choose between a research topic or a Service Learning project (a total of 20 hours of service) by Thursday, January 30; (4) the discussion papers are due on Thursdays: February 4, February 27, March 20, and April 10; (5) an outline for a research topic or service learning project is due on Tuesday, March 4; (6) the research paper must reflect research on a topic covered in the syllabus; (7) the student choosing a service learning project will keep a journal, reflecting every field activity conducted; (8) the instructor must approve the research topic or the service learning project through individual consultation with the student; (9) the two in-class quizzes (20 minutes each) will be given on Thursdays: February 20 and April 3 respectively; and (10) the research/service learning paper is due on Tuesday, May 6.

More On Research Paper/Service Learning Project:

The paper must be 2,500 words plus bibliography. The service learning final project must be 1,500 words plus bibliography. The paper/project must also have: (1) a title; (2) an introduction stating the topic, why it was chosen, the sources used, the method(s) used, and the organization of the essay; (3) body (with sub-headings); (4) a conclusion clearly identified as such; (5) references to sources used (endnotes, footnotes or embedded notes) where needed; and (6) a bibliography, which must not include sources not referenced in the text.

Notes:

(1) I will be happy to read a draft of your research/service learning paper if given to me at least one week before the scheduled oral presentation during the last week of the course. The five-minute oral presentation will count towards class participation. You would do well to take advantage of this opportunity. (2) Several options are available through service learning to explore ethical issues such as inter-ethnic relations, indigenous rights or social and economic (in) equality.

A Note On Academic Writing:

The writing assignments are to train the student in critical analysis. It is quite legitimate to refer to works of other writers. In fact, it is necessary to do so in the research paper. In that case, the student must give a complete citation: the author(s), complete title of work, year published, publishing press, relevant page(s), and whether you are quoting directly or simply referring to the author's ideas. In the former case (direct quotes), author's text must be in quotes and follow the original exactly. Otherwise, plagiarism might be committed. That is, the writer of the research paper might be illegitimately using someone else's ideas. Plagiarism is prohibited by the policy of the University of Hawai'i and the student committing it will automatically fail the course. Further disciplinary action may also be taken toward the student.

Any time you need to talk about any aspect of the course: research, writing assignments or reading assignments, come and see me. I am here to help you succeed. DO NOT SUFFER IN SILENCE.

Course Outline:

Part 1: January 14-30

(A) An introduction to the course: Assignments, expectations, options regarding the main research project (Service Learning written project or a research paper) and the theoretical framework for ethical analyses.

(B) The main readings will be in Kivisto and Croll to learn about theories of race and ethnicity and in Okamura (the preface and Chapter one, the introduction).

(C) We shall use U.S. and Hawai'i examples in a comparative manner to illustrate theoretical points and point out complexities of ethical issues.

Links for additional information on ethical issues:

<https://www.scu.edu/ethics/practicing/decision/>

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

Part 2: February 4-April 24

We shall discuss case studies of ethnic and racial groups in Hawai'i. The main readings will be in McDermott and Andrade, Kotani and Okamura. The case studies range from main groups (Kānaka 'Ōiwi, Haole, Chinese, Japanese, Okinawans, Portuguese, Koreans and Filipinos) that have played a significant role in the construction of modern Hawai'i. Other groups will be discussed such as Samoans, Micronesians, Blacks and South East Asians as well as recent migrations of well-established groups since the 19th and early 20th centuries, such as recent Chinese, Haole, Korean and Japanese immigrants. All of those groups have played a significant role in creating the current ethnic and racial diversity.

Part 3: April 29-May 6

We shall dedicate those sessions to the oral presentations of the research papers/service learning projects and to conclude the course by reflecting on the ethical dimensions of the study of race, social class and ethnicity.

Schedule:

Text Abbreviations:

K&C: Kivisto & Croll; K: Kotani; M&A: McDermot & Andrade;

O: Okamura

Jan.

T 14 Introduction: The course; Ethical issues

R 16 Ethical issues

T 21 K&C: ch. 1; O: Preface & ch. 1

R 23 O: Preface, chs. 1; K&C: chs. 2&3

T 28 K&C: chs. 3&4

R 30 K&C: chs. 4, 5 & Epilogue. Deadline to choose between writing a Research Paper or participating in a Service Learning Project

Feb.

T 4 K: ch. 1; M&A: Preface & Introduction. **Discussion paper 1 DUE**

R 6 K: ch. 2; M&A: ch. 2

T 11 K: ch.3

R 13 K: ch. 4; M&A: ch. 3

T 18 K: ch. 5

R 20 K: ch. 6; **Quizz 1**

T 25 K: ch. 7; M&A: ch. 4

R 27 M&A: chs. 5&6. **Discussion paper 2 DUE**

Mar.

T 4 Attendance of Oceanic Connections Forum: Overcoming Discrimination Against Micronesians. Venue: TBA

R 6 K: ch. 8; M&A: ch. 8

T 11 K: ch. 9; M&A: ch. 11

R 13 K: ch. 10; M&A: ch. 9

T 18 M&A: chs. 7&10
R 20 O: ch. 2. **Discussion paper 3 DUE**

T 25 SPRING RECESS
R 27 SPRING RECESS

Apr.

T 1 Guest-speaker
R 3 Guest-speaker **Quiz 2**

T 8 O: ch. 3; M&A: ch. 12
R 10 O: ch. 4; M&A: ch. 13

T 15 O: ch. 5; M&A: ch. 14
R 17 O: ch. 6; M&A: ch. 15. **Discussion paper 4 DUE**

T 22 O: ch. 7; M&A: conclusion
R 24 O: ch. 8

T 29 Oral Presentations

May

R 1 Oral Presentations

T 6 Concluding remarks on the ethical dimensions of the study of race, social class and ethnicity. **Research paper/Service Learning Project DUE**