

Introduction to Ethnic Studies

This is the basic survey course in the Ethnic Studies Program. The main goals of the course are to acquaint undergraduate students, particularly first year and sophomores, with the fundamental concepts and methodology employed in the study of race and ethnic relations, and to impart the critical attitudes and analyses that are at the heart of the social sciences. We would hope that by the end of this semester, the student has not only gained a greater understanding of the ethnic and racial dynamics in the U.S. and Hawai'i , but has also come to be more skilled in critical analysis in general. This course, with its emphasis on the study of critical social problems related to ethnic/race relations, should provide a solid foundation for advanced study in the social sciences and humanities.

Instructor: DEAN T. ALEGADO, Ph.D
Associate Professor

T/TH 1:30-2:45PM
Room: Miller 2

The Ethnic Studies Department is located at George 301. Dr. Alegado's office is at George 303. His office hours are Mondays, 1-3pm or by appointment. The Ethnic Studies office phone number is 956-8086. Alegado's direct line is 956-6915.

COURSE REQUIREMENTS:

Textbooks: G.Y. Mark, D. P. McGregor., and L.A. Revilla (eds.), *Our History Our Way: an Ethnic Studies Anthology*. (2) ES 101 Reading Packet, and class handouts.

Exams: There will be 3 in-class essay exams. Each exam will be worth 20 points. Maximum total **60 points**.

Class Project: Students will have an option for the class project. You can either do a research paper or a Community Service Learning Project. The Class Project is worth a maximum of **30 points**.

a) The Research Paper can be on topics and issues related to ethnicity and race in Hawaii. These research papers must be at least 10-12 pages, double-spaced and typed-written, w/ references/bibliography.

b) Service Learning Project:: The Ethnic Studies Department uses community service as a vehicle for the attainment of academic goals actively encourage students to engage in research and field work in the community, and at the same time address needs in the community through voluntary service efforts. We not only strengthen the relationship between the community and UHM, we also enhance learning and career possibilities for students. It is a form of pedagogy which in recent years has gained national interest because of its documented positive outcomes. In this class students are invited to participate in 3 pathways of service learning: (1) The SHINE Project; (2) The Bin-I project; or (3) The Adopt-an-Ahupua'a Project.. The first two options are tutoring projects in multiethnic communities, the latter focuses on ethnic groups as part of the

environment. Students are required to do 24 hours of service during the semester, to keep a journal, and to sum-up your experience in a final 5 to 6 pages of reflective paper.

Reaction Papers: Students are required to submit ten (10) “reaction papers” worth 1 point each, a maximum of **10 points**. These are 2 to 3 page reviews/critique of class readings or events on campus or in the community, articles in the newspaper, movies or programs on TV, that deals with issues covered in this course.

Attendance/Class Participation: Class attendance will be taken and your assignment and class participation will be evaluated. **20 points**.

Grading Scale: A: 106-120; B: 96-105 C: 85-95 D: 75- 84 F: -74

Section I. The Field of Ethnic Studies

Week #1: August 20 - 24

T (21): Intro to the course and class requirements; re-conceptualizing the concept of "American"; minority-majority relations: nature, structure and consequences.

Th(23) Race and racial categories. Film: “*Understanding Race*” or “*Skin Deep*”

Readings: From ES 101 Reading Packet Section I: “American Anthropology Association Statement on Race”; Chronology of Law Instituting Racial Categories; “Slave Codes”; Amendments XIII, and V of the U.S. Constitution; Ronald L.F. Daavis, “The History of Jim Crow,” In-depth essays from Jimcrowhistory.org;

Week #2: August 27 - 31

T (28): Ethnic groups: Social formation and maintenance

Th (30): Immigration and immigrants in U.S. History

Readings: From ES 101 Reading Packet: J. R. Feagin and C.B. Feagin, “The Racial and Ethnic Mosaic” ; R. Schaefer (1993), Ch. 4, "Immigration and the U.S."; S. Holmes (2001), “America’s true colors: confusion over who we are”; T. Morganthau (1995), “What Color is Black?”; S. Begley (1995), “Three is not enough”; “E. Cose (1995), “The drop of bloody history: Americans have always defined themselves on the basis of race.”

Week #3: September 3 - 7

T (4): Indigenous People and groups/Film: “*The War Against Indians, pt. 3.*”

Th (6): Religious groups in the U.S. Film: “*Among the Non-Believers*”

Readings: From Reading Packet, R. D. Ortiz (1984), "Indians of the Americas"; R. Schaefer (1993), "Ethnicity and Religion in American Life."

Week #4: September 10 - 14

T (11): Prejudice and Discrimination. Film: “*The Unbiased Mind.*”

Th (13): Models of majority-minority relations: assimilation, amalgamation, cultural-pluralism, and separatism.

Readings: Reading Packet: H. Kitano (1997), "Prejudice and Discrimination"; R. Schaefer (1993), "Discrimination."; H. Kitano (1997), "Who is an American?: Goals of American society."

Week #5: September 17 - 21

T (18): Social Stratification and Inequality

Th (20): Film: "*Down and Out in America.*"

Readings: ES 101 Reading Packet: G. Mantsios, "Class in America"; W. Sundstrom, "The Income Gap"; Economic Policy Institute, "Income Inequality in Has Increased in Hawaii Since the 1970s"; J. Lorber, "The Social Construction of Gender"; P. McIntosh, "White Privilege and Male Privilege: a Personal Account of Coming to See Correspondence Through Work in Women's Studies."

Week #6: September 24 - 28

T (25): Response of Minorities to Socially-subordinate Status.

Th (27): The Civil Rights Movement: FILM, "*A History of the Civil Rights Movement.*"

Readings: ES 101 Reading Packet: L. Olson, "We are not Going to Take This Anymore."

Week #7: October 1 - 5

T (26): Lab #1 and prep for exam #1.

Th (28): Exam #1 in class.

Section II. Racial and Ethnic Groups in the United States: Case Studies

Week #8: October 8 - 12

T (8); Native American Indians/WASP relations and the emergence of U.S. national chauvinist ideology.

Th (10): FILM: "*In the Light of Reverence: Protecting America's Sacred lands.*"

Readings: From Our History Our Way, Ch. 1, "Native Americans," pp. 1 – 47; ES 101 Reading Packet: "Statement by Chief Sealth"; Vine Deloria and Clifford M. Lytle, "American Indians in Historical Perspective"; Charlotte Black Elk, "A Song From Sacred Mountain: Lakota-Dakota and Cheyenne Interviews."

Week #9: October 15 - 19

T (16): Dynamics of Black/White Relations: The roots of U.S. racism.

Th (18): FILM: "*The Road to Brown.*"

Readings: From Our History Our Way, Ch.. 2, “African Americans,” pp. 49 – 108;
From ES 101 Reading Packet: A. Meier, E. Rudwick, F. Broderick, “Black Protest Thought in the Twentieth Century: Introduction”; Gary Orfield and Chungmei Lee, “Brown at 50: King’s Dream or Plessy’s Nightmare” (The Civil Rights Project)

Week #10: October 22 - 26

T (23): Hispanics in the United States.

Th (25): Film: “*Unfinished Business: Hispanic Americans*”

Readings: From Our History Our Way, Ch. 3, “Chicanos”, pp. 109 – 153; Rodolfo Acuna, Excerpts from Occupied America: A History of Chicanos.

Week #11: October 29 – November 2

T (30): Lab #2/Prep for Exam#2

Th (1): Exam #2

Section III: Cont. Case Studies - Hawaiians, Asians and Pacific Islanders

Week #12: November 5 - 9

T (6): Hawai'i's Native People: The transformation of Hawaiian society and culture.

Th (8): Guest/Film

Readings: from Our History Our Way, Ch. 7, “Hawaiians,” pp. 329-381 and 397-445; From ES 101 Reading Packet: D. McGregor, “Constructed Images of Native Hawaiian Women” and “U.S. Empire and Pacific and Asian Dislocations.”

Week #13: November 12 - 16

T (13): Chinese Americans/Lonnie Ding’s film.

Th (15): Japanese Americans/film

Readings: From Our History Our Way, Ch. 4, “Chinese Americans,” pp. 155-201.; Ch. 5, “Japanese Americans,” pp. 203-271; From ES 101 Reading Packet: Gary Okihiro, “Is Yellow Black or White?”; Evelyn Nakano Glenn, “Japanese and Haoles in Hawaii”;

Week #14: November 19 - 23

T (20): Filipino Americans

Th (22): HOLIDAY – Thanksgiving!

Readings: From Our History Our Way, Ch.6, “Filipino Americans,” pp. 273-328; From ES 101 Reader, D. B. Schirmer and S. Shalom, “The Philippine Reader: A History of Colonialism, Neocolonialism, Dictatorship and Resistance.”

Week #15: November 26 - 30

T (27): Asian Americans and the myth of the 'Model

Th (29): Minority/The Hawaiian sovereignty movement: FILM/"*Voices of the Hawaiian Nation.*"

Readings: From Our History Our Way, Ch. 7, "Hawaiians," pp. 381 – 396 and J. Okamura's "Why There are no 'Locals' in Hawai'i", pp. 445-459.

Week #16: December 3 - 7

T (4): The Hawaiian sovereignty movement: guest speaker./ Local identity

Th (6): Ethnic and race relations outside the U.S./The aftermath of 9/11 Course sum-up, lab #3 and prep for finals.

Readings: From ES 101 Reading Packet: Honolulu Advertiser (8/13/05), "Report Points Out Inequities in quality of Island Life"; D. McGreegor, "The Cultural and Political History of Hawaiian Native People"; Noenoe Silva, "Kanaka Maoli Resistance to Annexation"; Joon Okamura, "The Illusion of Paradise: Privileging Multiculturalism in Hawaii"; Candace Fujikane, "Sweeping Racism Under the Rug of 'Censorship': The Controversy Over Lois-Ann Yamanaka's Blu's Hanging."

Week #17: December 10 - 14 FINALS WEEK