

ES 320  
HAWAI'I AND THE PACIFIC  
FALL 2014

**INSTRUCTOR:**

Ibrahim G. Aoudé. Phone: 956-4000

**E-Mail:**

[aoude@hawaii.edu](mailto:aoude@hawaii.edu)

**OFFICE HOURS:** George Hall 339. Tuesdays 9:30-10:20 and by appointment

**THE COURSE:**

Ethnic Studies 320-001; CRN 75624 is a Writing Intensive course that deals with Hawai'i and Pacific Island Nations. Hawai'i will serve as a point of comparison with other Pacific Basin areas. Through a series of case studies of economic and political changes, the course will investigate issues of continuing importance to the Pacific. These issues will include use and control of land, resources, environment and development, as well as colonialism and the de-colonization processes.

The approach to this study of changing Pacific societies is interdisciplinary and holistic, stressing the interaction of research methods and theories from history, sociology, anthropology, political science and economics. Overall, the course aims at deepening the understanding of the historical and contemporary problems of the Pacific region in the global context.

You will: (1) gain experience in writing, research, oral presentations and class discussion; (2) be introduced to interdisciplinary inquiry; (3) be encouraged to practice critical thinking; and (4) become familiar with the study of political and economic development using historical-anthropological methodology.

The teaching methods are interactive and will involve the students, instructor, guest speakers, and videos.

**READINGS:**

Barker, Holly M. *Bravo for the Marshallese: Regaining Control in a Post-Colonial World*. Belmont: Thomson/Wadsworth, second edition, 2013.

Hau'ofa, Epeli. *We are the Ocean*. Honolulu: University of Hawai'i Press, 2008.

Howes, Craig and Jon Osorio. *The Value of Hawai'i: Knowing the Past, Shaping the Future*. Honolulu: University of Hawai'i Press, 2010.

Selected Handouts.

**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
<u>Research paper/Service Learning Project</u>	<u>30</u>
Total points	100

**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 for discussion; (3) the student will choose between a research topic or a Service Learning project (a total of 20 hours of service) by Thursday, September 4; (4) the discussion papers are due on Thursdays: September 18, October 9, October 30, and November 20; (5) an outline for a research topic or service learning project is due on Thursday, October 9; (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 (30 minutes each) will be given on Thursdays: October 2 and November 6 respectively; and (10) the research/service learning paper is due on Thursday, December 11. (11) The student has the opportunity to rewrite each of the writing assignments after the instructor's written feedback and meeting one-on-one with the instructor to discuss the writing assignment.

### **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 such as inter-ethnic relations, indigenous rights or social and economic (in) equality are available through service learning for you to explore.

### **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.**

## **SCHEDULE:**

Text Abbreviations: *We Are The Ocean (WATO)*; *The Value of Hawai'i (VoH)*; *Bravo for the Marshallese (BM)*

Aug.

T 26 Introduction: The Course

R 28 The Pacific Basin: *WATO*, "Our Sea of Islands," pp. 27-40

Sep.

T 2 *VoH*, "Introduction," pp. 1-7; "Reinventing Hawai'i," pp. 9-13; "Hawaiian Issues," pp. 15-21

R 4 Handout, "The Hawaiians," pp. 1-31

T 9 *VoH*, "Race/Ethnicity," pp. 53-59; Ethnicity in Hawai'i: Handout, "Changing Ethnic Differences," pp. 21-41

R 11 *VoH*, "The Economy," pp. 23-30; "Tourism," pp. 31-38; "Agriculture," pp. 39-46; "The Military," pp. 47-52

T 16 *VoH*, "Labor," pp. 62-68; "Transportation," pp. 69-76; "Energy," pp. 179-186; "Water," pp. 187-194

R 18 Handout, "Socioeconomic Inequality and Ethnicity," pp. 42-63

T 23 *VoH*, "Climate Change," pp. 172-178; "Hawaiian Sustainability," pp. 209-216; "Terrestrial Ecosystems," pp. 163-169; "Hā'ena," pp. 217-227

R 25 *VoH*, "Sovereign Ground," pp. 195-200; "Historic Preservation," pp. 201-208

T 30 *VoH*, "Government," pp. 77-84; "Law and the Courts," pp. 85-92; "Public Education," pp. 93-99; "University of Hawai'i," pp. 101-107

Oct.

R 2 *VoH*, "Prisons," 109-115; "Social Services," pp. 117-124; "Homelessness," pp. 125-132

T 7 *VoH*, "Domestic Violence," pp. 133-140; "Health and Healthcare," pp. 141-148; "Arts," pp. 149-155; "Journalism," pp. 157-162

R 9 Handout: "The Global Imperative and Pacific Island Societies," pp. 1-39

- T 14 Continued--Handout: "The Global Imperative and Pacific Island Societies," pp. 1-39
- R 16 *WATO*, "Forward," pp. ix-xx; "Preface," p. xxi; "Anthropology and Pacific Islanders," pp. 3-10; "The New South Pacific Society," pp. 11-23
- T 21 *WATO*, "The Ocean in Us," pp. 41-59; *BM*, "Preface," pp. xi-xiii; "Introduction," pp. 1-4; "Setting the Stage..." pp. 5-15
- R 23 *WATO*, "Pasts to Remember," pp.60-79
- T 28 *BM*, "Colonial History..." pp. 16-33; "The U.S. Nuclear Weapons Testing Program," pp. 34-49
- R 30 *BM*, "Ethnography and a Marshallese Narrative of History," pp. 50-59; "Language and the Testing Program," pp. 76-92
- Nov.
- T 4 Holiday: Election Day
- R 6 *WATO*, "Our Place Within," pp. 80-93; "The Writer as an Outsider," pp. 97-109
- T 11 Holiday: Veterans' Day
- R 13 *BM*, "Alienation from the Land," pp. 60-75; "Uncovering Themes in Linguistic Data," pp. 93-110. **Library Work**
- T 18 *WATO*, "The Glorious Pacific Way," pp. 110-119; "The Tuktuks," pp. 120-124; "Oilei and Babu," pp. 125-135. **Library Work**
- R 20 *WATO*, "Epeli Hau'ofa Interviewed by Subramani," pp. 136-153; *BM*, "Changed Circumstances: Petitioning the U.S. Government," pp. 111-116; "Other Case Studies," pp. 117-135
- T 25 Holiday: Thanksgiving
- R 27 *WATO*, "Thy Kingdom Come:..." pp. 157-171; *BM*, "Methods and Community Empowerment," pp. 136-148
- Dec.
- T 2 *WATO*, " His Majesty King Tāufa'āhauTupou IV: An Appreciation," pp. 172-179; *BM*, "Competing Narratives of History," pp. 149-154

R 4            *BM*, "The Failure of Reconciliation..." pp. 155-174;  
                 *WATO*, "Blood in the Kawa Bowl," pp. 180-182

T 9            Final Project Presentations

R 11          Final Project Presentations. **Research/Service Learning  
Paper DUE**