

ETHNIC STUDIES 350 (W and O)
ECONOMIC CHANGE AND HAWAII'S PEOPLE

The course has a Writing Intensive (W) and Oral Communication (O) Focus Designations and satisfies the Diversification for Social Sciences (DS) general education requirement.

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HOURS: W. 12:00-1:00

and by appointment

The course is interdisciplinary. It examines socio-economic development and its political manifestations in Hawai'i. Dynamics of social change will be explored and a theoretical framework constructed.

Crucial to the study of social change is the examination of national and global politics and economics to determine their impact on Hawai'i in the (post) modern period with special emphasis on contemporary events. The focus will be on the relationship between politics and economic development in our state. In this manner, issues such as labor, housing, high-tech, and foreign investment begin to make sense as we examine how public policy has shaped those issues.

This analytic approach to the study of socio-economic change will help the student to: (1) gain a basic understanding of political economy and its application (as a methodology) to the study of the social world; (2) explore the underlying causes of change beyond its superficial manifestations; (3) gain experience in writing, research, oral presentations and discussion; (4) practice critical thinking and learn about interdisciplinary inquiry (5) develop analytical skills that are essential to further studies in the social sciences and humanities.

REQUIRED TEXTS:

Aoudé, Ibrahim G. (ed.) *Social Process in Hawai'i: Public Policy and Globalization in Hawai'i*, vol. 40, 2001. Available at:
ww2.hawaii.edu/~aoude/ES350.html

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

Goodyear-Ka'ōpua, Noelani, Ikaika Hussey, and Erin Kahunawaika'ala Wright (eds). *A Nation Rising* Durham: Duke University Press, 2014.

Texts will be supplemented with hand-outs. *SPIH* vol. 39 hand-out is available at: ww2.hawaii.edu/~aoude/ES350.html

GRADING: ACTIVITY	POINTS
2 presentations on selected readings (a two-page write up to accompany each presentation-15 points each)	30
Research paper	25
Oral presentation	10
5 Written Q&As on reading assignments	20
Class discussion	10
2 two-page write-up with oral presentation	5
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Total points	100

TO PASS THE COURSE, THE STUDENT MUST SUBMIT ALL WRITTEN ASSIGNMENTS, PARTICIPATE IN CLASS DISCUSSIONS AND HAVE NO MORE THAN THREE ABSCENCES DURING THE ENTIRE SEMESTER. THE QUALITY OF ALL WRITTEN AND ORAL ASSIGNMENTS WILL DETERMINE THE LETTER GRADE THAT THE STUDENT WILL EARN IN THE COURSE.

The Following Additional Policies Apply:

- (1) Make-up for one absence is allowed by writing a 500-word reaction paper on a reading.
- (2) Points will be deducted for late assignments as determined by instructor.
- (3) No points for class discussion will be given if the student is absent for more than **THREE** times without make-up for absence as indicated in (1) above.

Writing Intensive Assignments:

Research Paper:

The student must meet with the instructor at least **NINE** weeks before the research paper submission deadline to discuss and agree on a research topic. Five points of total grade will be deducted if student elects not to meet with the instructor. After meeting with the instructor, the student is required to hand in (at least four weeks before the oral presentation) a substantive outline with a bibliography that includes a minimum of eight references. At least three of the references must be primary sources.

The research paper must be 2,500 words of text plus the bibliography. The research paper must also have: (1) a title; (2) an introduction stating the topic, why it was chosen, the sources used, the methods 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 any sources not referenced in the text.

Notes On Writing Assignments:

- (1) Each presentation on a selected reading must be accompanied by a 500-word write-up;
- (2) The research paper must reflect research of a topic covered in the syllabus. The topic must be approved by the instructor;

- (3) Each Q&A must be 500 words long. The answer must reflect main themes in the reading assignment. No Q&As will be allowed on the two reading assignments presented by the student; and
- (4) I would be happy to read a draft of your research paper if given to me at least one week before the scheduled oral presentation.

Oral Communications Assignments:

The 15-minute and 10-minute presentations contribute to improving your public speaking skills and allow you to better learn course content as you organize arguments and provide support for them. Individual consultations with the instructor before and after your oral presentations will help you to better prepare for your presentations and communicate ideas clearly while addressing any concerns you may have, as well as give post-presentation feedback on strengths you might build upon and how you might improve your oral presentation skills for the future. Please do not read your oral presentations, however you may use notes.

Presentation On A Reading: The presentation must be 15 minutes long. The instructor will distribute a presentation schedule during the second week of class. Presentations will begin in the third week. Select a reading assigned for the particular date of the presentation. One-on-one meetings with the instructor prior to the oral presentation will be scheduled to go over content and oral presentation of the material to guarantee effectiveness and relative ease in conveying main ideas.

Research Paper Presentation: The presentation must be 10 minutes long. You may use videos, slides, maps or anything else that may enhance the quality of your presentation. It is essential to have one-on-one meetings with the instructor in advance to ensure a high-quality presentation. A sign-up sheet for presentations will be distributed on **the second week of the course**.

Class Participation: Questions, comments, small-group discussions, etc. allow you to think critically and on your feet, as it were. Class participation may also be regarded as an indirect way to critique student presentations and encourage group interaction.

Course Schedule:

Jan.

W 14 Introduction: the course

W 21 The political economy of homesteading. [Reading: *Social Process in Hawai'i (SPIH)* vol. 40, Hasager and Kelly, pages 190-232]
 Changing structures of capitalism (I): From the Big-Five to international capital [Readings: Kent, pages 69-121 (hand-out)]

W 28 Resistance to politics as usual: [Readings: *SPIH* vol. 39, Nakata, pages 60-73 (hand-out); *ANR*, Lasky, pages 48-65; McGregor & Aoudé, pages 66-77]

- Feb.
W 4 Resistance to politics as usual: [Readings: *ANR*, Puhipau, pages 126-136; McGregor & Aluli, pages 180-198; *VOH*, Howes, pages 1-7; Osorio, pages 15-21]
- W 11 Resistance to politics as usual: [Readings: *ANR*, Osorio, pages 137-160; Niheu, pages 161-179; Peralto, pages 232-243; Kelly, pages 36-47]
- W 18 The logic of development in the state (I): [Aoudé, "Political Economy" (hand-out)]. Issues of political economic development [*VOH*, Coffman, 9-13; La Croix, pages 23-30; Taum, pages 31-38; Reppun, pages 39-46; Ferguson & Turnbull, pages 47-52]
- W 25 Issues of political economic development [Readings: *VOH*, Tummons, pages 163-169; Fletcher, pages 171-178; Sproat, pages 187-194; McGregor, pages 209-216; Andrade, pages 217-227]
- Mar.
W 4 Changing structures of capitalism (II): from international to global capitalism [Readings: *SPIH* vol. 40, Aoudé; Petranek, pages 1-35]
- W 11 Hawai'i in a global world [Readings: *SPIH* vol. 40, Witeck, pages 36-68]. Issues of political economic development [Readings: *VOH* Chun-Hoon, pages 62-68; Kim, pages 69-76]
- W 18 Resistance to globalization [*SPIH* vol. 40, Rohter, pages 121-140, Minerbi, pages 165-189]. Hawaiian Sovereignty [Readings: *ANR*, Vogeler, pages 252-266; Minton & Hasager, pages 283-302]
- W 25 SPRING RECESS
- Apr.
W 1 Hawaiian Sovereignty [Readings: *ANR*, Huihui, pages 246-251; Kauanui, pages 312-330; Kanehe, pages 331-353; Vaughan, pages 354-361; *VOH*, Hall, pages 195-200; Collins, pages 201-208]
- W 8 Social Movements [Readings: *ANR*, Perry, pages 267-282; Silva, pages 303-311; Oliveira, pages 78-85]. Issues of political economic development [Readings: *VOH*, Blair, pages 77-84; Mackenzie, pages 85-92]
- W 15 Social Movements [Readings: *ANR*, Conrow, pages 86-97; Ka'iama, pages 98-114; Tengan, pages 115-123]. Issues of political economic development [Readings: *VOH*, Matsuda, pages 93-99; Milner, pages 101-107; Chesney-Lind & Brady, pages 109-115]

- W 22 Issues of political economic development [Readings: *VOH*, Chandler, pages 117-124; Watson, 125-132; Hippensteele, 133-140; Neubauer, pages 141-148; Lind, pages 157-162]
- W 29 Research Presentations
- May
W 6 Research presentations. Concluding remarks. **LAST DAY OF INSTRUCTION**

A Note On Academic Writing: The writing assignments are to train the student in critical analysis and are in partial fulfillment of the writing intensive requirement. Improvement in writing is expected relatively quickly in the course. Recurring grammatical and spelling mistakes will not be tolerated.

It is quite legitimate to refer to works of other writers. In fact, it is necessary to do so for the research paper. In this 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 caught in the act will automatically fail the course. Further disciplinary action may also be taken toward the student.

Anytime 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. GOOD LUCK.**