

# ES 360: Immigration to Hawai‘i and the U.S.

Fall 2015

301B George Hall M/W 10:30-11:45

## A Note from the Professor

Talofa and Aloha,  
Welcome to ES 360! Here you'll find the basics about the course: description, learning outcomes, policies, and an overview of assignments. Our course schedule on our [Laulima](#) page lists the weekly readings and assignments. Be sure to refer to our online syllabus early and often – if you ever need to know what to read before class or what's due, it's all there.

About me: I am jointly appointed in Sociology and Ethnic Studies and I teach a variety of courses on race, ethnicity, migration, sport, and the Pacific. If you have questions or just want to talk about ideas, etc. you are always welcome to come to office hours (see below). Outside of office hours, e-mail is the best way to get a hold of me. (On class days you can usually find me in one of my two offices.) Looking forward to a great semester!

--Professor Uperesa

### Instructor Contact Information

Professor Lisa Uperesa

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Office Hours: T 1-3pm (212 Saunders)

## COURSE DESCRIPTION

### "Immigrant" "Overstayer" "Illegal" "Alien" "Migrant Worker"

These are all immigration buzzwords. Yet these terms are used often without a sense of what they really mean, where they come from, and how ideas about race, nation, gender, culture, and personal worth are implicitly attached to them. Drawing on articles, primary documents, creative writing, film, and online media, this course critically examines the historical and contemporary contexts that shape immigration to Hawai‘i and the United States. We will begin with a study of the cultural, political, and economic history of immigration to the U.S. and Hawai‘i, placing it within frameworks of global movement and migration of people and capital. We will then focus on selected case studies and examine changes in cultural practice, the formation of transnational and diasporic communities, labor regimes, late capitalism, and contemporary popular culture.

## STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to:

1. Demonstrate understanding of the political, historical, social, economic, and cultural dimensions immigration.
2. Employ a variety of effective writing strategies, and proficiency in selected writing genres.
3. Show a critical understanding of immigration in a global framework, incorporating theoretical and contextual approaches.
4. Make explicit connections between immigration and other important aspects of social life, including the economy, politics, gender relations, and culture in Hawai‘i and the U.S.
5. Demonstrate critical reading, writing, and thinking skills.

This course fulfills the UHM Writing (W) Focus requirement. Writing is fully integrated into the main course material, and serves as a key component of student learning in this course. Writing assignments and activities constitute 60% of the course grade. Students will be responsible for a minimum of 18 pages of writing throughout the course of the semester. Through the use of in-class activities, including writing workshops and peer review, as well as a variety of take-home assignments, students will develop effective writing strategies.

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## COURSE POLICIES

The course will feature writing activities, small and large group discussion, guest lecturers, and film selections. There will be a lot of reading and writing.

Students are expected to attend class **having read** the assigned material, and to participate in class discussions. As with all academic classes, you are expected to complete approximately 3 hours of outside study time/homework for every hour of in-class time. This means that you should expect to devote at least 6 hours per week to preparing for this class.

### Accommodations and Academic Support

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and with the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

### Academic Honesty

Students are expected to know and follow the University of Hawai'i Systemwide Student Conduct Code, particularly sections on proscribed conduct ([http://studentaffairs.manoa.Hawai'i.edu/policies/conduct/code/system\\_scc.php](http://studentaffairs.manoa.Hawai'i.edu/policies/conduct/code/system_scc.php)). Plagiarism is a serious violation of the UH-Manoa Student Conduct Code. In it, plagiarism is defined as follows: "Plagiarism includes but is not limited to 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; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms" (University of Hawai'i at Manoa Student Conduct Code (1992: 6). **Anyone who plagiarizes another's work will fail the course.**

## CLASSROOM CONDUCT

*Although it is difficult, you must be able to unplug yourself from your phone, texting, Instagram, Facebook, chat, and internet surfing for the duration of our class time. Turn off all electronic devices while we are in class together (I know, 75 minutes is a loooong time but you can do it!). Respect your fellow classmates and your professor by being present.*

## ASSIGNMENTS and GRADING

This upper division course is considered a collaborative learning experience between students and instructor. Students have diverse backgrounds, experiences, training, and education that they bring to the classroom, which enhances the classroom exchange and learning experience. The instructor's responsibility is to provide a range of learning opportunities that will enhance understanding and mastery of the student learning objectives outlined for this course; it is up to the student to take advantage of all learning opportunities, to keep up to date on readings and assignments via the Laulima syllabus, to communicate with the instructor if s/he is having difficulty, and to give feedback on course components and design.

All assignments are due on the date indicated. Late assignments are NOT ACCEPTED. Assignment descriptions are listed on the next page.

Attendance & Participation	40 points
Journals	60 points
Personal Migration Essay	20 points
Migration Critical Analysis	60 points
Exams	120 points
<u>Final Project &amp; Presentation</u>	<u>100 points</u>
TOTAL	400 points
*Extra Credit (up to 15 points)	

## REQUIRED COURSE TEXTS

Books are available at the UH Bookstore; you are also welcome to purchase them elsewhere. All books will be available on reserve at the library.

- Nazario, Sonia  
2006 *Enrique's Journey*. New York: Random House.
- Small, Cathy  
1997 *Voyages: from Tongan villages to American suburbs*. Ithaca, N.Y.: Cornell University Press.
- Yellin, Linda  
2009 *A Sociology Writer's Guide*: Allyn & Bacon. (Available on reserve at Sinclair)

A course reader with assigned articles will be available. See the course Laulima website for the class schedule. Unless otherwise noted, the assigned readings are required. **BRING YOUR READINGS TO CLASS.**

## ASSIGNMENTS

### Attendance and Participation (40 pts)

This course will be taught as an upper division recitation (lecture/discussion). This means that roughly half of the course will be lecture and half will consist of discussion of course topics and assigned reading materials. Students who do the reading, approach the assignments responsibly, and participate in class will do well in this course. To receive full credit for the week you must both attend AND participate; other small assignments will be folded into this part of the grade over the course of the semester.

### Personal Migration Essay (20 pts)

Students will be asked to write their own or their family's migration story/ies in a personal essay (3-4 pages).

### Migration Critical Analysis (60 pts)

Students will be asked to reflect on and critically analyze the intersection between their own/family's migration story and the historical context which shaped it. Over the course of several classes we will draft and revise the essays, using this assignment to develop and hone writing skills. The essay (5-6 pages) will be graded using clear criteria, provided in a rubric to students along with the essay prompt.

### Exams (60 pts)

An exam on Topic 2 and 3 will be given at the end of each section.

### Journals (60 pts)

Students will keep a journal of responses to course readings and activities (expected 1-2 pages, double-spaced, per week over three weeks). Typed journal entries will be due as noted on the course schedule. Journals are intended to be a space for students to engage with the readings, make connections to other material inside or outside of class – in short a space to reflect. Further instructions on the journal entries will be given in class.

### Final Project & Presentation (100 pts)

Final projects will explore some facet of immigration to Hawai'i and the US that students choose. The projects will model the research process (topic, preliminary research, literature review, outlining, and analysis) and will culminate in a final presentation and short research paper (7-8 pgs). The presentations may include artwork, video, performance, etc., at the student's discretion. Over the second half of the semester, select portions of the final project will be workshopped in class. During the final exam meeting, students will present their work to the class.

A service learning project and analysis is also an option. The site must be selected by the third week of classes to meet registration and orientation timelines. Guidelines, grading rubric, and due dates for both options will be distributed in class and posted on the course Lualima page.

Extra Credit: There will be opportunities to earn extra credit over the course of the semester, up to 15 points.

## **COURSE SCHEDULE**

### **Topic 1: Introduction & Course Overview; Pacific & Hawaii Migration in Global Historical Context; Plantation Era and the Making of “Local” Identity; Asian Immigration**

This section introduces basic concepts in the courses, focusing on Pacific movement and migration. It introduces a political economic framework for understanding migration to Hawaii. Structural transformation of the islands, the development of the plantation system, early Hawaii migration history, and re-making Hawaii through labor immigration. We also begin identifying key contemporary issues in immigration and reflecting on our own migration histories.

### **Topic 2: Defining U.S. Citizenship: Narratives of Whiteness and Immigration; Immigration from the Southern Border; Contemporary Immigration Issues**

In this section we will be discussing how U.S. citizenship has been defined, with particular attention to how ideas about race and policing whiteness has shaped immigration law, policy, and trends. We will also take up the case study of Mexican and “South of the Border” immigration, examining both the experience of migration and how U.S. labor laws have shaped the possibilities for migrants crossing the southern border. Finally, we will discuss contemporary migration from Mexico to Hawai‘i.

### **Topic 3: Pacific Migration to Hawaii and the U.S.; Globalization, Migration, and Social Change (Case Study: Tongan Migration); US Empire, Militarization, Labor, and Migration (Case Studies: Samoan and Micronesian Immigration)**

This section builds on the political economic framework from the previous sections, but also highlights the importance of culture, community, and gender in shaping migration trajectories. We will discuss important policy changes to U.S. immigration law that make new migration streams possible, as well as the links between U.S. imperialism and militarization in the Pacific with recent and contemporary migration streams. We discuss some of the conflicts and social issues facing recent immigrants and 1) how their experience urges us to rethink migration models, and 2) how they are responding to the challenges through cultural productions and popular activities like sport.