

**ES 318: Immigration to Hawaii and the US**  
*Fall 2010, Tuesdays and Thursdays, 1:30p-2:45p, Webster 104*

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**Course Description:**

This seminar course covers the historical, legal, ethno-racial, gender, political, regional and economic impacts of immigration in the United States with a particular focus on, though not limited to, the states of Hawai'i, Arizona, California, and New York. Starting with immigration to Hawaii and then extending to the continental United States, the course will trace the patterns, contradictions, and manipulations of who and what is an immigrant, as well as the social implications, ramifications and consequences of such constructions to individuals, governments, communities, national identity.

This course has three student learning objectives:

1. Develop foundational knowledge of immigration to (process) and immigrants of (people) America.
2. Develop or refine students' critical thinking skills through analytical models.
3. Develop a nuanced and insightful understanding of the current immigration reform debates and controversies facing the US Congress and numerous states, including Arizona, this year.

To achieve these learning objectives, students will be required to do the following:

1. Complete all the course readings before each assigned class session
2. View all scheduled in-class films, which can also be viewed outside of class for individual excused absences in Sinclair Library
3. Participate in EACH class discussion through any combination of the following: before class (via Lulima, see below), during class, and/or after class (via Lulima, see below)
4. Conduct and complete a collaborative research project, which may include experiential learning opportunities.
5. At a minimum, pass two exams.

**Course Requirements:**

Collaborative research presentation & study guide	= 15 points		
Exams (2 @ 35pts each)	= 70 points		
Attendance & Participation	= 15 points	Total possible points	= 100 points

**Collaborative Research Presentation & Study Guide (approx. 3-5 double spaced pages per team member)**

Each two to four member team will prepare either (1) an historical and demographical summary report on EITHER a specific immigrant group in Hawai'i not covered extensively in the course or a small cluster of immigrant groups in Hawai'i from either the same geographical region of the world or shared experiences along one or two specific themes not discussed in the course materials OR (2) a community study summary report of a preliminary study of one immigrant group(s)' residential/commercial/recreational community not covered extensively in the course. The community study is not limited to Hawaii. BOTH research projects MUST be pre-approved by the professor. Teams will present their findings to the class through a powerpoint presentation lasting no more than 15 minutes. Teams will also prepare a supplemental study guide detailing the information from the presentation, such as census data, interview transcripts, maps, and timelines. A detailed assignment handout will be posted on Lulima in the "assignments" section.

**Optional Service Learning collaborative research project**

Students are given the option of completing a service-learning project in lieu of a final exam. Each pre-approved project requires a minimum of 20 volunteer hours over the course of the semester. However, students MUST inform (email or in person) the professor by the deadline listed on the class schedule if you wish to take this option.

NOTE: Students have the option of enrolling in SOCS 385: Service Learning to receive one credit for participating in this service learning project and additional coursework. For more information, contact Ulla Hasager at [ulla@hawaii.edu](mailto:ulla@hawaii.edu).

### **Exams (two exams)**

The exam format includes any combination of the following: identifications, definitions, timeline, t/f and why essay, and analysis essays. The exams will determine both (1) your knowledge of theories, dates, and events & (2) your comprehension, analysis and opinions of the themes and topics discussed in class and presented in the readings/videos. An exam review sheet will be posted on Lulima in the “resources” section 1 week before each exam.

### **Attendance and Participation**

Attendance in lectures will be taken during the first 3 weeks of class to allow ample time for the professor to identify at least half of the students by name. By the **fourth week**, students will be graded ONLY on their participation during lectures and/or emailed commentaries/questions.

The participation grade is based on the following criteria in the order of greatest to least importance:

- A. Reflection and analysis essays of the readings BEFORE each class session (15 out of 22)
  - a. These one page single spaced essays must be emailed to the Lulima online drop box by **no later than 11am of the lecture day**. These essays can be as little as one paragraph or as much as three paragraphs. Use the classroom discussion period for further elaboration of the comments you make in the essays. Think of these essays as your own discussion notes in preparation for that day’s lecture seminar.
  - b. These essays should include your reflections and analysis of the readings (individually or collectively for that day) either on their own or in relationship to previous course readings, films, lectures and/or course concepts.
  - c. The frequency and analytical/reflective quality of your comments (in class and/or email) will be assessed for your overall course participation grade.
  - d. Your comments may be used during that day’s lecture to generate class discussion. Your comments will not be attributed directly to you unless you choose to self-identify in class to ensure your confidentiality.
- B. Class discussion (15 out of 22)
  - a. In-class performance (for less shy students) OR email inquiries/commentary on class discussions/readings (for more shy students). If students choose the latter means of participation, then students must post their comments in the correct corresponding discussion thread on Lulima by NO later than noon the day after each lecture.
  - b. The frequency and analytical/reflective quality of your comments (in class and/or email) will be assessed for your overall course participation grade.
  - c. Posting your comments and questions on the Lulima discussion thread will not ensure your confidentiality.
- C. Overall improvement of reading analysis and reflection essays and research project assignment (presentation & paper).

### **Missed exams and extra credit:**

If you miss or anticipate missing an exam due to illness, varsity sports meet/game, religious observance, or a family emergency, you must take a make-up exam. You must inform the **professor** of your absence as soon as possible to avoid being penalized. If you miss the exam due to another reason, you must take a make-up exam and be **penalized ten points**. Make-up exams must be taken no later than two days after the original exam date.

### **Extra Credit Essays (2-3 pages each for up to 2 essays)**

Students interested in extra credit can write up to two papers worth up to three points each that will be added to the student’s course grade. Essays must discuss and analyze one or two aspects of a pre-approved event (cultural festival, film, performance, etc.) from an ethno-racial perspective that incorporates at least two course concepts and two course materials (readings, in-class films, and lectures) of the students’ choosing. The calendar section of Lulima lists the pre-approved events, which are updated weekly. Students are required to attend the event. If you know of an unlisted event, then email the professor with event details to determine whether it can be approved PRIOR to attending the event.

Grading criteria are as follows:

- 1 point for description alone
- 2 points for preliminary analysis and superficial comparisons to course materials
- 3 points for analysis and insight

Essays are due anytime during the course of the semester. However, the very last day to submit the essays is Thursday, November 25<sup>h</sup> by no later than 5pm. The essays MUST be emailed to the professor.

### **Plagiarism:**

The study guide requires students to reference course materials (readings and/or films) and non-course materials (library research). Standard research paper protocol dictates the use of proper citations (1) to acknowledge the contributions of other people's work to your analysis and grasp of the material, while also (2) helping the professor better gauge whose work influenced you and how you use their research to reach your analyses and conclusions. Therefore, you MUST include citations in all paper assignments. Please consult with the professor if you are unfamiliar with the process of writing a proper research paper OR visit the Manoa Writing Program.

Students are required to use the MLA style for their citations. The MLA Handbook for Writers of Research Papers is available in the Hamilton Library. A brief one page "MLA Style" handout on typical citations are available in the campus libraries and the library's website. Please note that underlining titles is the professor's preferred method.

REMINDER: If you are in doubt of whether your work lacks sufficient citations or may be unintentionally bordering on plagiarism, please contact the professor in person or via email well in advance of the assignment deadline. Otherwise, plagiarized papers submitted by and after the deadlines will receive a failing grade of 0% and may result in the professor's pursuit of further disciplinary action.

### **Student athletes and students with special needs and considerations:**

Please schedule an appointment with the professor if you are a student athlete, student with a learning disability, student with childcare/eldercare responsibilities, or have any other responsibilities or obligations that may impact your ability to perform well in this course or meet course assignment deadlines. Students who fit any of these criteria should schedule a meeting with the professor AS SOON AS POSSIBLE to allow her ample time to accommodate your learning disability or non-academic obligations.

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 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.

### **Required Texts:**

Books (the Campus Bookstore & the Student Bookstore on the Corner):

Fujiwara, Lynn Mothers without Citizenship  
Park, John and Edward Park Probationary Americans  
Roediger, David Working Toward Whiteness