

ES 360: Immigration to Hawai‘i and the US

University of Hawai‘i-Mānoa
Fall 2016
MW, 1030-1145am
ARCH 101A

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Office Hours: Fridays. 2pm to 3pm
or by appointment

Course Description

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” —Chimamanda Ngozi Adichie, TEDGlobal 2009

In a TEDGlobal 2009 Conference, Nigerian novelist Chimamanda Ngozi Adichie addresses the interpretation of stereotypes and the perils of a single story. Through the role of policy-making and media (print, visual, and audio), every day a single story is created. A single story is created through snippets of information collected and disseminated by the media and policymakers to the public. A single story becomes the main story—the only story defining the human condition. How do we break away from the single story syndrome? What is the cause and effect of a single story? Who creates the single story and who consumes it?

This seminar course is designed to provide a theoretical, practical and critical examination of immigration to Hawai‘i and the U.S. such as evaluating various themes involving public policy-making, labor, economy, gender, and race. The purpose of this course is to augment our understanding of (1) how policy is made and defines immigration; (2) how political actors and interest groups shape and define immigration through advocacy, policy and education; and (3) how these (mis)understandings affect our community. Through different case studies, we will examine the interlocking relationships of historical, political, and social structures displayed in media and policy-making issues.

Writing Intensive Course

This is a Writing Intensive course. This course has three types of writing assignments: Reading Response Papers, Symbology Paper, and Research Paper on a public policy issue relating to immigration to Hawai‘i and the U.S. Each student will write a rough draft for the Symbology Paper and the Research Paper on a public policy issue. All students will use the following format for their papers: Turabian Citation Style. Furthermore, writing assignments and activities constitute 58% of the course grade. Students will be responsible for a minimum of 17 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.

Learning Outcomes

Students will be able to:

- (1) Articulate and assess the interlocking relationships of immigration.
- (2) Learn to identify and 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.
- (3) Demonstrate critical reasoning in organizing their thoughts and understandings on intersectionality and issues related to global movement and migration of people and capital, gender, race, class, and nationality by incorporating theoretical and contextual approaches.
- (4) Conduct research using electronic resources, bibliographic and historical sources related to a policy issue.
- (5) Identify key stakeholders and analyze arguments from both sides of a policy/community issue in written and oral presentations.
- (6) Develop the distinction and understanding between legal issues versus moral issues.
- (7) Employ a variety of effective writing strategies, and proficiency in selected writing genres.

Student Learning Objectives

Critical thinking: Beyond description, you will be asked to analyze the readings as well as your day-to-day experiences. Critical thinking requires that you raise and answer “w, h” questions: the “why,” “how,” “what” questions. It is often uncomfortable because we have to examine some of our deeply-held beliefs and assumptions. But once we get used to it, a new window through which we view the world opens up.

Application of core concepts:

- **Immigration:** The course redefines the common understanding of immigration and accounts for the many types of contributions and experiences made by the global movement and migration of people and capital. Students are encouraged to see the cultural, political, and economic history of immigration Hawai‘i and the U.S. as intrinsically linked.

ES 360: Immigration to Hawai'i and the US

- **Gender:** The formal workplace and the home are understood in this course as deeply gendered sites. We learn to identify which occupations are feminized (eg. carework, certain kinds of service work) and which are masculinized (eg. military).
- **Intersectionality:** Gender is not the only force shaping immigration. Differences among people arise because of their race, class and nationality. In this course, we will treat gender, race, class and nationality as intersecting systems.
- **Gender, immigration, ethnicity and colonialism in an Asia-Pacific context:** Our sections on labor, tourism, media and legislation help us understand how gender, immigration and ethnicity are shaped in colonial contexts.

Interdisciplinarity: We approach the question of gender and work through different disciplines: history, sociology, economics, public policy, and literature.

Writing skills: I emphasize the value of good writing as part of the skills you gain in college. The course gets you into the habit of writing something every week and teaches you the skills of writing critical papers and research papers.

Oral skills: Through small group discussions, an interactive classroom format, and presentations, the course helps you get comfortable with public speaking.

Linking theory with experience: Students will be asked to apply the concepts and theories to their family histories and their own experiences. The writing assignments and class discussions aim at helping students make these links.

Texts

- Sonia Nazario. *Enrique's Journey*. Reprint Edition. New York: Random House 2007
- Cathy Small. *Voyages: From Tongan Villages to American Suburbs*. 2nd Edition. Cornell University Press 2011.
- Kate L. Turabian. *A Manual for Writers*. 8th Edition. University of Chicago Press 2013.
- Other course readings will be available on Laulima, An asterisk indicates readings are available on Laulima.

Grading

	<u>Percentage</u>	<u>Grading Scale</u>
Two Reading Response Papers (1.5 page max per reading response)	10	A = 90 – 100 B = 80 – 90
Participation & Peer Editing workshops	15	C = 70 – 80
Symbology Paper	20	D = 60 – 70
Abstract of Research Paper Topic	3	F = 0 – 60
Research Paper on Public Policy Issue	25	
One Presentation	27	
TOTAL POINTS	100	

Attendance

Classroom attendance is mandatory. You will be graded on your effort and active participation in class activities. Please contact your instructor if you cannot attend class. If you miss class, you are responsible of all class assignments and readings. Contact your instructor for missing assignments if absent. For each unexcused absence, one point will be deducted.

Participation

As part of the participation grade, students will take turns as a facilitator to lead two class discussions based on weekly readings. Students are expected to actively participate in class discussions and attend all class meetings. It is essential that you come to class prepared and ready to participate. Furthermore, class participation may include a variety of activities such as group interactions, discussions and debate.

Classroom attendance is mandatory. You will be graded on your effort and active participation in class activities. Please contact your instructor if you cannot attend class. If you miss class, you are responsible of all class assignments and readings. Contact your instructor for missing assignments if absent. For each unexcused absence, one point will be deducted.

ES 360: Immigration to Hawai'i and the US

Writing Assignments

This is a Writing Intensive course. This course has three types of writing assignments: Reading Response Papers, Symbology Paper, and Research Paper on a Public Policy Issue. Each student will write a rough draft for the Symbology Paper and the Research Paper on a Public Policy Issue. All students will use the following format for their papers: Turabian Citation Style.

- **Reading Response Papers (10% of the grade)**

Each student will write a total of two reading response papers based on a reading (text or article) of his/her choosing, these must be the assigned readings that we cover in class.

Format: 1.5-page each, single-spaced, font size Times Roman 12 point and 1-inch margins.

The Reading Response papers must be organized and reflect the readings and class discussions covered throughout the semester.

- Papers must be typed
- Papers should be 1.5-page maximum and single-spaced.
- The writing style: Formal language, proper grammar, correct spelling and punctuation
- Topics reflected upon must include any text/article of the student's choosing and add any other relevant information that were discussed/covered in class
- Papers may take one or two topics and examine them deeply, or more topics examined in less detail
- When writing, consider the following:
 - What have we examined and discussed in class that is interesting?
 - What new things have you learned?
 - How has your learning affected preconceptions or misconceptions you brought with you into class?
 - How does your learning affect your view of the world and will what you have learned change your behavior in the future?

Do not summarize the articles, show me in writing how these readings affected you, your learning process, your understandings and viewpoints that may have changed or not.

First Reading Response Due: September 21, 2016

Second Reading Response Due: November 2, 2016

- **Symbology Paper (20% of the grade)**

Symbology Paper: 5 pages, double-spaced, font size Times Roman 12 point and 1-inch margins.

Students are to pick a picture of symbols and offer an objective analysis. This assignment differs from the Research Paper assignment (see below) in terms of its purpose. The focus of the analysis assignment is to develop students' ability to (1) identify messages conveyed through imagery (2) analyze the significance of the image, and (3) come to a reasonable conclusion or recommendation on the impact on how an image may affect a community at-large.

Ethical consideration in approaching an analysis on symbolic images: The purpose of this exercise is to place yourself, the student, in the role of the viewer. You must address how the images convey message through interlocking relationships of society and address the common conditions that are important to the welfare of everyone in the community.

Rough Draft: Students are encouraged to write a rough draft of their symbology paper and to bring the original and one extra hard copy of their paper for in-class peer editing exercise. The instructor will collect the original rough draft and provide additional feedback in terms of effectiveness.

Final draft: Students are encouraged to revise and polish their papers. These include addressing margins, spelling errors, grammar structure, formatting, and using correct Turabian citation style. Students must turn in and attach the rough drafts to the final draft.

Rough Draft due: October 5, 2016

Final Draft due: October 19, 2016

ES 360: Immigration to Hawai'i and the US

- **Research Paper on a Public Policy Issue (25% of the grade)**

Research Paper: 8 pages and double-spaced. More details on the Research Paper will be given at a later date.

Students are to pick a public policy issue and offer a persuasive research analysis. Unlike the short paper assignment, students are to take a point of view in this assignment and seek to persuade a neutral reader that your course of action is the one that will best meet the objectives of the policy stakeholders.

It is the student's choice whether, and how, to exercise their influence. Students may emphasize that the policy that does the most good or causes the least amount of harm produces the most ethical public policy choice. Alternatively, the student may assert that policy that should be pursued by the decision-maker should be one that best protects and respects the moral rights of those affected or protects all equals equally. The student may also decide to approach the issue by promoting certain ideal virtues that provide for the full development of our humanity.

However, as we go through the semester, students may want to think about public policy issues are of interest to them, identify the key stakeholders and facts pertinent to that issue, and analyze the methods that may be used to influence those stakeholders.

Rough Draft: Students are encouraged to write a rough draft of their research paper and to bring the original and one extra hard copy of their paper for in-class peer editing exercise. The instructor will collect the original rough draft and provide additional feedback in terms of effectiveness.

Final draft: Students are encouraged to revise and polish their papers. These include addressing margins, spelling errors, grammar structure, formatting, and using correct Turabian citation style. Students must turn in and attach the rough drafts to the final draft.

Rough Draft Due: November 9, 2016

Final Draft Due: November 30, 2016

Abstract (3% of the grade)

As part of this assignment, students will be required to turn in a 1-page abstract of their research paper. The abstract is to assist the students in focusing their ideas in developing their plan. The abstract will be worth a maximum of 3 points (1 point – demonstrates minimal effort; 2 points – sufficiently identifies the issue and arguments; 3 points – exhibits a keen understanding of the issue and arguments).

Abstract due: October 14, 2016

Final Presentation

Each student will present his/her individual final presentation. Further details on final presentation will be given at a later date such as length of presentation etc.

Disability Services

If you have a disability and have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the Kokua Program, Queen Lili'uokalani Center for Student Services, room 013 or call 808-956-7511 for assistance.

Academic Code of Conduct

All students are subject to the Student Conduct Code defined by the University of Hawaii at Manoa. Copies of the Student Conduct Code available at Queen Lili'uokalani Center for Student Services, room 409. Special attention should be given to the topics of academic dishonesty, cheating and plagiarism

ES 360: Immigration to Hawai'i and the US

All Subject To Change

**Readings on Laulima*

WEEK	THEME	ASSIGNMENT AND READINGS
1	Introduction: Dangers of a single story: perspectives on immigration	8/22: Introductions: The Danger of A Single Story; Homework: These readings can be found on Laulima; 8/24: Reading: Hau`ofa, "Our Sea of Islands"* Chapman, "Pacific Island Movements"*
2	Pacific and Hawaii Migration	8/29: Homework: Silva, "Chap 1" <u>Aloha Betrayed*</u> 8/31: Silva, "Chap 2" <u>Aloha Betrayed*</u>
3	Pacific and Hawaii Migration: Local Identity	9/5: Holiday: Labor Day, No Class Reading: Kauanui "Got blood?" and "Racialized Beneficiaries and Genealogical Descendents"* 9/7: Glenn "Japanese and Haole in Hawaii"*
4	Pacific and Hawaii Migration: The Cult of Domesticity	9/12: Film: Picture Brides 9/14: Kim "Korean Picture Brides, Pioneer Korean Women and their benevolent nationalism"* Workshop: How to start working on a research project: Outline steps, and generate checklist
5	Pacific and Hawaii Migration: The Cult of Domesticity	9/19: Homework: Mantsios "Class in America"* and Amott and Matthaei "The Growth of Wage Work"* 9/21: 1st Response Paper due at the beginning of class; Reading: Gee "Housewives, men's villages and sexual respectability"* and McGregor "Constructed images of Native Hawaiian women"*
6	Pacific and Hawaii Migration: Contemporary Immigration Issue	9/26: Reading: Blair "An Untold Story of American Immigration" Civil Beat article*; Film: "We Hold These Truths" 9/28: Rohrer "Mestiza, Hapa Haole"*
7	Contemporary Issues Migration, Latinos and Hawaii	10/3: Nazario <u>Enrique's Journey</u> 10/5: Peer Editing Workshop: Symbology Paper Rough Draft Due; Nazario <u>Enrique's Journey</u>

ES 360: Immigration to Hawai'i and the US

8	Contemporary Issues Migration, Latinos and Hawaii	10/10: Nazario <u>Enrique's Journey</u> 10/12: Serrano article* and Souza article* **Abstracts due on Friday, October 14 by 11:59pm via email at haglund@hawaii.edu
9	Contemporary Issues: Balance: Work-Family	10/17: Batalova, Das Gupta and Haglund, "Newcomers to the Aloha State"* 10/19: Symbology Papers due at the beginning of class Homework: Glenn "From Servitude to Service Work"*;
10	Contemporary Issues: Balance: Work-Family and Living Abroad	10/24: Parreñas article "Migrant Filipina Migrant Workers and the International Division of Reproductive labor"* 10/26: Phillips, "Moving with the Women"*

WEEK	THEME	ASSIGNMENT AND READINGS
11	Contemporary Issues: Balance: Work-Family and Living Abroad	10/31: Tung "Caring across borders"* 11/2: 2nd Response Paper due ; Film
12	Contemporary Issues: Global Movement and migration of People and Capital	11/7: Homework: Katznelson, "The Welfare State"*; Ehrenreich, chap 1*; Ehrenreich, chap 3 and Evaluation* 11/9: Workshop: Peer-editing exercise: Rough Draft of Research Paper Due
13	Contemporary Issues: Global Movement and migration of People and Capital	11/14: Reading: Small, Voyages, Part I 11/16: : Small, Voyages, Part II
14	Contemporary Issues: Global Movement and migration of People and Capital	11/21: Small, Voyages, Part III 11/23: Small, Voyages, Part IV
15	Contemporary Issues: Global Movement and migration of People and Capital	11/28: Small, Voyages 11/30: Research Paper Due In-Person in the beginning of class
16	Strategies	12/5: Final Presentations Part One 12/7: Last Day of Instruction: Final Presentations Part Two
Final Exam Week	Date and Time: TBA	Final Presentations Part Three