

ETHNIC STUDIES /SOCIOLOGY 456
RACISM AND ETHNICITY IN HAWAI'I
(FOCUS DESIGNATION: H)

INSTRUCTOR: Ibrahim G. Aoudé

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OFFICE: GEORGE HALL 339

HOURS: T, 12:00-12:50
and by appointment

**Syllabus is subject to change at instructor's discretion

This is a course about race and ethnic relations in Hawai'i in the context of global influences on the Islands. Consequently, any discussion about identity formation of individuals and groups in the Islands will have to deal with the interrelationships among the various cultural traditions that shaped local identity that is still being shaped and reshaped by those interactions. A major case study is the Japanese in Hawai'i and how this national/ethnic group interacted with indigenous culture and other nationality/ethnic groups since the 19th century. Contemporary and current cases of recent immigrants (from Southeast Asia, China, Korea, and Japan) to Hawaii will also be discussed. Those cases will demonstrate the relationship of diasporic communities to local culture and the way in which their interaction contributes to identity formation. Hawai'i politics is replete with cultural symbols and values. Therefore, emphasis is also put on the relationship of the multiethnic society to indigenous Hawaiian culture as expressed in the history of place and politics.

Instead of focusing on institutions, our study will focus on dynamics of politics, economics, culture and history. The case studies employed will allow us to arrive at theoretical conclusions based on material reality corresponding to local conditions.

This analytic approach to the study of race and ethnicity will help the student to: (1) gain a basic understanding of interdisciplinary inquiry; (2) appreciate the relationship between the local and global; and (3) develop analytical skills that are essential to further studies in the social sciences and humanities.

Aug.

T 22 Introduction: The course

R 24 Ethnicity and race in Hawai'i: A representation [Reading: *Social Process in Hawai'i (SPIH)* pp.249-255]. A discussion of the multi-ethnic makeup of society in Hawaii and appreciation of difference among the various communities as a way to combat stereotyping and discrimination.

T 29 Ethnicity and race: A discussion [Reading: *Ethnicity and Race (ER)*]

ch. 1]. The complex relationship among ethnicity, race and nationality is discussed through examples of recent Asian and Pacific Islander immigrant communities.

- R 31 Video. Discussion.
- Sep.
T 5 Ethnicity and race: definitions, differences and commonalities: [Reading: *ER* ch. 2, pp. 15-25].
- R 7 Case study [Reading: *The Japanese in Hawaii (JH)* ch. 1]. A clear national identity.
- T 12 Ethnicity and race: definitions, differences and commonalities: [Reading: *ER* ch. 2, pp. 25-37]. Case study [Reading: *JH* ch. 2]. Japanese culture, national identity and plantation life. Japanese early relations with other national groups.
- R 14 Ethnicity and race: alternative views [Reading: *ER* ch. 3, pp. 39-56]. Theories of ethnicity and race and their application to Hawaii's multi-ethnic society.
- T 19 Ethnicity and race: alternative views [Reading: *ER* ch. 3, pp. 56-71]. Case study [Reading: *JH* ch. 3]. Theories of ethnicity and race and their application to Japanese nationals on plantations.
FIRST PAPER DUE
- R 21 Ethnicity and race: a constructionist approach [Reading: *ER* ch. 4, pp. 72-85]. Case study [Reading: *JH* ch.4]. The social construction of ethnic, racial and national identity. The different meanings of national identity in the Japanese community. Transforming Japanese national identity to American national identity.
- T 26 Ethnicity and race: a constructionist approach [Reading: *ER* ch. 4, pp. 85-101]. Application of the constructionist approach to the Filipino community. Tensions between Filipino national identity and Filipino ethnic identity.
- R 28 Case studies in identity construction [Readings: *ER* ch.5; *JH* ch. 5]. White racism and the emergence of "local" identity.
- Oct.
T 3 Case studies [Reading s: *ER* ch.5; *JH* ch. 6]. Americanization under conditions of discrimination: Pearl Harbor and its aftermath.

- R 5 Case studies [Readings: *ER* ch. 5]. Additional case studies on diasporic Pacific Islander communities (Samoan, Tongan, Marshallese) [Readings: Handouts].
- T 10 Factors in identity construction [Reading: *ER* ch. 6, pp. 153-168]. Case study [Reading: *JH* ch. 7]. Multiple identities: ethnic Japanese, "local" and American.
- R 12 Factors in identity construction [Reading: *ER* ch. 6, pp. 168-182]. Case study [Reading: *JH* ch. 8]. Ethnic identity, class, and multi-ethnic Hawaii.
- T 17 Factors in identity construction [Reading: *ER* ch. 6, pp. 192-194]. Case study [Reading: *JH* ch. 9]. Nisei identity: emphasizing Americanism.
- R 19 Factors in identity construction [Reading: *ER* ch. 7, pp. 195-213]. Case study [Reading: *JH* ch. 10]. Sansei identity: emphasizing the local. **SECOND PAPER DUE**
- T 24 Factors in identity construction [Reading: *ER* ch. 7, pp. 213-231]. Case study [Reading: *SPIH*, Odo, pp. 145-154]. White racism and ethnic minority assertion of American identity.
- R 26 Identity construction in a changing world [Reading: *ER* ch. 8]. Transnational identities of Asian and Pacific Islander diasporic communities. Multiple local spaces in a global world.
- T 31 Identity construction: a local/global presentation [Reading: *SPIH*, Petranek, pp. 256-274]. Culture, significations, and global processes.
- Nov.
R 2 Ethnic Studies: localizing the global [Readings: *SPIH*, Introduction, Witeck, and Sharma]. Global processes and local struggles: cultural identities in a multi-ethnic society.
- T 7 **ELECTION DAY**
- R 9 Ethnic Studies: localizing the global [Readings: *SPIH*, Niheu, Nakata, and McElrath]. Global processes and local struggles: cultural identities in a multi-ethnic society.
- T 14 Promoting racism in the academy [Readings: *SPIH*, Stannard, Appendices, B. 1 and B. 2]. Political power and racism in multi-ethnic Hawaii.
- R 16 The power structure, race relations, and resistance literature

[Readings: Takara, and Dudoit]. The role of literature in identity construction and national resurgence. Indigenous Hawaiians and multi-ethnic society.

- T 21 Identity construction through "Action Research" [Reading: *SPIH*, Hasager]. Indigenous Hawaiians and the power of racism.
THIRD PAPER DUE
- R 23 **HOLIDAY: THANKSGIVING**
- T 28 Identity construction through "Action Research" [Readings: *SPIH*, McGregor, and Minerbi]. Indigenous Hawaiians and social activism.
- R 30 Social movements and identity construction in a global world [Readings: Kent, and Aoudé]. Globalizing the local: (re) siting identity formation.
- Dec.
T 5 **CONCLUSION**
- R 7 **LAST DAY OF INSTRUCTION**

REQUIRED TEXTS:

Aoudé, Ibrahim G. (ed.) *Social Process in Hawai'i--The Ethnic Studies Story: Politics and Social Movements in Hawai'i*. 1999

Cornell, Stephen and Douglass Hartmann. *Ethnicity and Race: Making Identities In A Changing World*. 1998

Kotani, Roland. *The Japanese in Hawaii: A Centurey of Struggle*. 1985

Readings will be supplemented with hand-outs

GRADING: <u>ACTIVITY</u>	<u>POINTS</u>
5 two-page discussion papers (5 points each)	25
Class participation	20
MID-TERM	25
3 four-page papers	30
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Total points	100

A = 90-100; B = 80-89; C = 70-79; D=60-69; F = points below 60

Five 2-Page, Double-Spaced Discussion Papers: to be submitted on the day of the reading assignment about which the paper is written. One rewrite is allowed for each paper. Rewrites must be submitted within one week from the time the instructor returns the initial submissions. Initial submission must be attached to rewrites. In addition: (1) Two papers must be written on *ER*, one on *JH*, and two

on *SPIH*; and (2) the student must select a chapter from the readings and write a discussion about it.

Class Participation: Class Participation is essential. For each class period each student must submit a substantive question and a comment (independent of the question) on a reading assigned for that class period.

The Mid-Term: The Instructor will hand out the mid-term question one week before the exam. The student will study the questions and be ready to take the mid-term in class one week later. The instructor will announce the date for the mid-term one week ahead of time.

Three 4-Page, Double-Spaced Research Papers:

Each paper must be four pages long, not including bibliography. The paper must also have: (1) a title; (2) an introduction stating the topic, 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.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED-WRITTEN. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

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 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. The University of Hawai'i academic policy prohibits plagiarism. The student who commits plagiarism 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.