

**Ethnic Studies 333**

**Fall 2007**

**Filipinos in Hawai'i**

This course deals with the historical and contemporary experiences of Filipinos in Hawaii and the U.S. It is divided into three sections. Section I deals with the concepts of ethnicity, race, culture, community institutions, and models of majority/minority relations in the U.S. We will also look at the socio-economic formation of the U.S. nation and society. In the process we will locate the material basis for the existence of Filipinos in the U.S. and Hawaii within this historical setting.

Section II covers the experiences of immigration of Filipinos in the U.S. and Hawaii. We will study the development of the Filipino community in Hawaii and the process by which Filipinos transplanted their culture and formed their communities. We will also examine the "push" factors of immigration of Filipinos from the Philippines by looking at the historical, economic and political conditions that forced Filipinos to leave their homeland.

Section III deals with the current issues and problems faced by Filipinos in Hawaii: anti-immigrant prejudices, affirmative action in employment, education and social services, and participation in electoral politics. We will be inviting guest speakers to address these issues and concerns.

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**Instructor: Dr. Dean Alegado, Assoc. Prof.**

**Class: T/Th 9:00-10:15  
Webster 115**

The Ethnic Studies Program is located at George 301. Alegado's office is George 303. Student conferences are by appointment only. Alegado's office hours are M/W 9:30-11:00am. The phone number at Ethnic Studies is 956-8086.

**Course Requirements:**

1. **Readings:** (a) Carlos Bulosan (1973), America is in the Heart. Available at UH Bookstore; (b) ES 333 Reading Packets; (c) Filipino community newspapers: Fil-Am Courier and Hawaii Filipino Chronicle; (d) Social Process Issues: (Vol. 37), Jon Okamura (ed.), Filipino American History, Identity and Community (1996) and (Vol. 33, 1991), Edited by J. Okamura, A. Agbayani, and M. Tria-Kerkvliet,) The Filipino American Experience in Hawaii, and Luis Teodoro (ed.), 1981, Out Of This Struggle: The Filipinos in Hawaii.
2. **Exams:** There will be 3 exams; all in class, worth a maximum of 25 points each.
3. **Class project:** The whole class will be involved in Service Learning projects (see description). Students will choose between Project SHINE, the Filipino Community Center, and Hawai'i Plantation Village. It will be worth a maximum of 25 points.
4. **Writing Assignments/Reaction Papers:** As this is a writing intensive course, students are required to submit five (5) short essays/reaction papers, 2 to 3 pages each on topics related to the course (i.e. review of reading materials, current events (global, national, local, community), movie reviews, etc. Each essays are worth a maximum of 5 points, or a max of 25 points total.
5. **Class attendance and participation:** Maximum of 25 points. One (1) point is deducted for each absences.
6. **Grading policy:** grading is based on cumulative point system (example: A= 135-150; B= 120-134; C=105-119; D=90-104; F= -89).

**Section I: Theoretical Framework to the study of Filipinos in the U.S./Hawaii**

Week #1      August 21 - 25

T (22): Introduction to the syllabus and course requirements; concepts in ethnic studies: ethnic and racial groups.

Th (25): cont. with concepts in ethnic studies: immigration, culture and social structures.

Readings: **Reading Packet #1:** John Farley (1995), "Basic Terms and Concepts"; Paula Rothenberg (1995), "Race as a Social Concept" and "Racism in the English Language (by Robert Moore).

Week #2 August 28 - September 1

T (29): cont. with concepts: prejudice and discrimination.

Th (31): cont. with concepts: social stratification, social class and ideology.

Readings: **Reading Packet #1:** From J. Farley (1995), "Prejudice: Its Forms and Causes"; From P. Rothenberg (1995), "The Problem: Discrimination" (by the U.S. Commission on Civil Rights); From Farley (1995), "Origins and Causes of Ethnic Inequality"; Holly Sklar, "Imagine a Country"; Gregory Mantsios, "Class in America: Myths and Realities"; National Committee on Pay Equity, "The Wage Gap: Myths and Facts" from P. Rothenberg, 1995).

Week #3 September 4 - 8

M (4): *HOLIDAY - LABOR DAY!*

T (5): Models of majority/minority relations: Anglo-conformity (or assimilation), "melting pot (or amalgamation), and cultural-pluralism (or cultural accommodation).

Th (7): Response of minorities to their socially subordinate status: strategies of survival.

Readings: **Reading Packet #1:** From J. Farley (1995), "Minority-Group Movements, Values, and Contemporary Intergroup Relations."

Week #4 September 11 - 15

T (12): Social formation of the U.S. nation and society.

Th (14): Social formation and transformation of Hawaiian society.

Readings: **Reading Packet #2:** R. Schaefer (1995), "Immigration and the United States"; Eleanor Nordyke (1990), "Early Polynesian Immigrants", "The Coming of the Westerners," the "Depopulation of the Native Hawaiians" and "19th and 20th Century Immigrants and Admixtures."

Week #5 September 18 - 22

T (19): Overview of Philippine history, culture and politics.

Th (21): cont. w/ Philippine history & culture. FILM.

Readings: **Reading Packet #2:** From D. J. Steinberg, "The Setting for a Usable Past," "Collaboration and Resistance," *The Philippines: A Singular and a Plural Place* (rd ed.), Westview Press, 1994.

Week #6 September 25 - 29

T (26): Contemporary political economy of the Philippines.

Th (28): **Exam #1**

Readings: **Reading Packet #2,** From Steinberg (1994), "The Marcos Era"; *The Age of Aquino*; "Ramos: A New Direction."

## Section II. The Development of Filipino Community in Hawaii/U.S.

Week #7        October 2 - 6

T(3): International labor migration and the Philippine Diaspora.

T(5): Filipino immigration to the U.S./Hawaii - the "first wave" (1906-1934).

Readings:        Class handouts on international migration from the Philippines. C. Bulosan, America is in the Heart; From **Reading Packet #3**, D. Alegado, "Great Expectations: The Plantation System in Hawaii" (1981) and "How the Exodus Began" (1987).

Week #8        October 9 - 13

T(10): The role of Filipinos in Hawaii's labor movement.

Th(12): Film: "Dollar A Day, 10 Cents A Dance."

Readings:        Carlos Bulosan, America is in the Heart; From **Reading Packet #3**, Dean Alegado, "Lessons in Organization: Filipinos and the Labor Movement" (1981); M. Tria-Kerkvliet, "Pablo Manlapit's Fight for Justice," (1991).

Week #9        October 16 - 20

T(17): Guest speaker : Domingo Los Baños and the All Filipino First Regiment.

Th(19): The "second wave" immigration (1946-early 1960s).

Readings:        Class handouts on the All-Filipino Regiment.

Week #10       October 23 - 27

T(24): The "third wave" immigrants (1965-present).

Th(26): **Exam #2.**

Readings:        From **Reading Packet #3**, Dean Alegado, "The Third Wave: 1965 - ", Ang Katipunan (1987); A. Agbayani, Community Impacts of Migration: Recent Ilokano Migration to Hawai'i and S. San Buenaventura, "The Master and the Federation: A Filipino-American Social Movement in California and Hawai'i (1991).

### Section III. Contemporary Issues in Present - Day Filipino Community

Week #11:       October 30 - November 3

T(31): Transplantation and adaptation of Philippine culture in Hawaii/U.S.

Th(2): Development and evolution of Filipino community institutions in Hawaii.

Week #12:       November 6 - 10

T(7): The struggle of Filipinos against discrimination and for civil rights.

Th(9): FILM - "Second Class Citizens"

Fr (10): *HOLIDAY - VETERAN'S DAY*

Readings:        From **Reading Packet #3**, D. Alegado, "The Filipino Community in Hawai'i: Development and Change" (1991) ; M. Forman and S. Forman, "Maunaloa, Moloka'i: An Ilokano Community in Hawai'i (1974-1976)" (1991); Dean Alegado, "The Fragante Case: You Accent May Be Hazardous To Your Career," (1990).

Week #13        November 13 - 17

T(14): Filipinos and the issue of educational opportunities.

Th(16): Filipinos in electoral politics in Hawaii.

Readings: From **Reading Packet #3** Sheila Forman (1991) , "Filipino Participation in Civil Rights Policies and Practices in Hawai'i; Class handouts on the Lois Ann Yamanaka/Blus Hanging controversy and the Pamantasan Council.

Week #14 November 20 - 24

T(21): Guest speaker: Rep. Felipe "Jun" Abinsay or City Councilman, Nestor Garcia.

Th(23): *HOLIDAY: THANKSGIVING DAY!*

Readings: Reading Packet #3, Dan Boylan, "Crosscurrents: Filipinos in Hawai'i's Politics, and other readings from Filipino community newspapers.

Week #15 November 27 - December 1

T(28): Becoming American: The 1 1/2, 2nd Generation and hapa Filipino Americans.

Th(30): Family & gender issues among Filipinos in HI

Week #16 December 4 - 8

T(5): Trends in the Filipino American communities in Hawaii and the U.S. LAB

Prep. Course sum-up.

Th(7): **Exam#3**

Week #17 December 11 - 15

T(12): Research/Project papers are due at Dr. Alegado's office.

**Pau School. . . Have an enjoyable and peaceful Holiday Season!**

**Ethnic Studies 333  
Class Project Guideline**

**Fall 2006**

This semester, students in ES 333 will be required to participate in a Community /Service Learning Project. Students can choose among the following service learning initiatives: (1) Project SHINE (Students Helping in the Naturalization of Elders); (2) The Filipino Community Center Internship program; and (3) Oral History interviews.

**A. Community Service Learning Projects**

What is *Service Learning*? The Ethnic Studies Department at UHM uses community service as a vehicle for the attainment of academic goals. Our department strongly believes in actively encouraging students to engage in research and field work in the community. Community service addresses needs in the community through voluntary efforts. Service learning fills those needs, but it also uses them as a foundation for examining and strengthening the role and relationship between the university vis-a-vis the society/community of which it is a part. The community's needs dictate the service provided. Reflection is the key to deriving meaning from service experiences. It is a process - a pedagogical tool - that employs writing, speaking, listening, and reading skills, ultimately to help service learners think critically about their activities and involvement in the community.

**Goals of Community Service Learning:**

**For students:** Expose students to societal inadequacies and injustices; empower students to remedy them; foster citizenship, leadership and social responsibility; encourage cross-cultural and intergenerational relationships and promote greater understanding of communities; enhance student learning by joining theory with experience and thought with action; help students clarify career paths and directions.

**For the community:** Increase quantity and quality of service to the community; assist agencies in serving their clients through the infusion of enthusiastic volunteers; encourage community-based research through integrated system of community-oriented education, research, and service which provides students with the opportunity to learn about a community (its needs, strengths, issues and problems) from the community perspective; increase capacity of community to address its own needs/issues.

**For the university:** Move beyond traditional views of research, teaching and service; mobilize resources of the university to help address and solve persistent social problems and, in the process, become more responsive to and engaged with the community; enrich college and faculty reputation among broader institutions, with students, and with community; encourage expansion of program and links with community through grants and information-sharing at conferences and other venues; generate interest in courses and projects that link the university with community based research and service learning.

**Project SHINE**

The class project involves having students give at least **24 hours of volunteer work** at the new Filipino Community Center in Waipahu. The nature of the volunteer involves assisting recently arrived immigrants, mostly elderly from the Philippine seeking to become U.S. citizens, as a tutor. The goal of the class project is to provide students with first-hand knowledge and experience with problems and issues related to immigrants and immigration in general. The result should be a 5-7 page (double-spaced and typed) paper which describes what the student experienced in working with the particular agency. The paper should address the following issues:

- 1) What is the agency with whom you did your volunteer work? Describe what this agency does, the kinds of services/programs it provides.? Who are its "clients" (i.e. the target immigrant groups)? How does it get its funding?
- 2) From your limited experience with this community or immigrant service agency, how well do you think it is meeting its objectives? What are the positive contributions do you think it is making to the larger community and to immigrants in particular? What are its limitations and how could it be improved?
- 3) Describe what you did during your volunteer work? Did you feel you made any contribution to assisting immigrants? If so how? If not, why not? Discuss a few of the main issues and problems that you learned from this volunteering experience?

Project SHINE and the Filipino Community Center in Waipahu: The project involves participation in the FilComCenter's Citizenship Tutorial Program which is part of Project SHINE (Students Helping in the Naturalization of Elders) a national service learning program. Volunteers are brought together to tutor immigrants, predominantly Filipinos, in English language and U.S. government history. These subjects are the focus of the test given to immigrants seeking to become naturalized citizens of the U.S. The objective is to help prepare the immigrants to pass the citizenship test. Participation requires commitment to tutor for two hours per week, for ten weeks. The tutorial classes are held at the new Filipino Community Center in Waipahu each Saturday from 1-3pm, beginning September 16. In addition, there will be four training and evaluation sessions. Contact person: Dean Alegado at 956-6915.

### Filipino Community Center

The Volunteers Internship program involves doing a minimum of **24 hours** of service at the new Filipino Community Center in Waipahu. Interns will be involved in various FilCom Center projects including special events and programs, publicity and promotion, web site development, fundraising, and assisting the staff. This project will enable students to develop an excellent first-hand knowledge and experience with Filipino community organizations and institutions. Students will be required to write a 10-page report on their internship experience, including a summary of the history, mission and objectives of the Filipino Community Center, and an assessment of its effectiveness as a critical community institution not only in the Filipino community in Hawai'i but for the Leeward area of Oahu as well. Contact person is Luella Costalles, (680-0455), the executive director of the FilCom Center.

### **B. Oral History Project.**

Students doing this research will conduct oral history, taped-interviews of key Filipino community figures. Among those interviewed by students in previous semesters have conducted oral history interviews are: Domingo Los Banos (former DOE district superintendent), Alfred Laureta, retired, first Filipino Federal district court judge; Eddie Lapa, retired former president of the ILWU; "Bobo" Lapenia, current president of the ILWU; Dr. Helen Nagtalon Miller, retired UH professor, State Senator Ron Menor, etc.

Among those the class will approach this semester are: Leonara Albayalde, founder of Filipino community newspapers and the Filipino Women's League; State Senator and former Big Island mayor, Lorraine Rodero Inouye, Circuit Judge Simeon Acoba; Lito Alcantra, businessman; and Eddie Flores, owner of L & L Drive Inn.

Students will need to draw on the knowledge and concepts acquired from this course about the Filipino experience in Hawai'i in order to place the life experiences of your oral history 'subject' in perspective and context. Thus, it is important that you become knowledgeable about some of the key aspects of Filipino historical experiences, cultural practices, values, and community

events here in Hawai'i. This is a primary requirement in order for you to be able to ask well-informed questions about your "subject's" life experiences.

Students doing an oral history project are expected to produce a 15-20 page , double-spaced, typed paper. You will also turn in a copy of your taped interview.

You are required to read "How to Do Oral History", a short booklet published by the Oral History Project (Social Science Research Institute, UH-Manoa). This booklet will be distributed to all students.

**Submission Deadlines:**

1. Sept 5, Tuesday: Students in the class must inform instructor of your chosen Service Learning Project. If before Sept. 5 you know which project you're interested in doing, please inform the instructor so that contacts can be arranged earlier.
2. Week of September 11: All students should be in contact with their respective community/service learning contact person. Students should have attended first meeting and received orientation.
3. October 24, Tuesday: First outline of project paper due. Include references and other sources for your paper.
4. December 12, Tues: Project paper and journal due at Dean's office at Ethnic Studies.