

## INTRODUCTION TO ETHNIC STUDIES

Instructor: Dr. Rod Labrador  
Office hours: George Hall 341, MW, 1-2pm, or by appointment  
Contact Info: 956-6915 (O); labrador@hawaii.edu  
Graduate Assistants: Megumi Chibana and Ashley Galacgac

**COURSE INFO:**

Class meets 10:30-11:20am, Monday and Wednesday, George Hall 227.

*Friday Discussion Sections (see Laulima/Section Info – students are assigned to sections):*

Section 1: 10:30-11:20am at George 227 (Section Leaders: Carolina Torres Valle & Emmanuel Singh)

Section 2: 10:30-11:20am at George 301B (Section Leaders: Alexa Coules & Claudia Lara)

Section 3: 10:30-11:20 am at Moore 204 (Section Leaders: Louise To & Kate Kahoano)

Section 4: 10:30-11:20am at Moore 104 (Section Leaders: Stephanie Brub & Ashley Galacgac)

**COURSE DESCRIPTION:**

This introductory course in Ethnic Studies examines U.S. history and contemporary social issues from multiple perspectives to arrive at a plural and multicultural understanding of U.S. society. It introduces students to core concepts used in the study of race and ethnic relations in the United States. We will analyze these relations through the lens two major processes that have marked the formation of the United States - *colonization* and *migration*. We do this to understand why social inequalities in the U.S. persist and how these inequalities are distributed across racial and gender groups. At the same time, we look at these groups' numerous struggles for a just society. The course emphasizes the experience of indigenous people, particularly Native Hawaiians, and of Asian Americans. This course is designed to provide students from various disciplines with a glimpse of the ways in which Ethnic Studies gives us tools to work toward building a better world. Ethnic Studies helps our students to understand who they are and where they come from. The introductory course initiates that journey of self-discovery.

**STUDENT LEARNING OBJECTIVES:**

1. *Grasping core concepts:* You will learn to use the core concepts and to trace their interconnections. The core concepts are listed in the course outline at the end of each week's readings. Throughout the semester you will be tested on these concepts. They are the building blocks of this course and they prepare you for upper division courses in Ethnic Studies.
2. *Gaining an understanding of social justice:* Ethnic Studies' role in the academy has been to promote social justice through research, teaching, and community service by approaching issues from the perspective of marginalized groups. In bringing the margins to the center, this course highlights how the groups we study have acted collectively to change systems of oppression. The course challenges you to see marginalized people not as victims but as people who make history.
3. *Linking the classroom to issues in our communities in Hawai'i and elsewhere:* The learning in this course requires you to apply the concepts and frameworks to what is happening around you in order to develop a commitment to social transformation. The Service Learning projects offered as part of the course are designed to help you make these links.
4. *Critical thinking:* Critical thinking involves asking and answering "what," "why," "how" questions about the material. Beyond description, you will be asked to analyze the readings as well as your daily experiences. All assignments in this course (including the mid-terms and finals) are geared toward thinking critically. Critical thinking 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.
5. *Skills Building:* Throughout the course you will be asked to develop your writing, oral, and analytical skills.

## **HAWAIIAN, ASIAN, AND PACIFIC ISSUES FOCUS HALLMARKS:**

1. The course content covers the intersections of Asia/ and or Pacific Island cultures with Native Hawaiian culture.
2. The course uses assignments and service learning that encourage students' familiarity with the cultural perspectives, values, and worldviews rooted in the experiences of peoples indigenous to Hawai'i, the Pacific, and Asia.
3. The course includes a section on Native Hawaiian history, cultures, and values, social, political, and economic relations, and movements to resist occupation and the cultural renaissance since the 1970s.
4. This course involves an in-depth analysis and understanding of race, class and gender to foster multicultural respect and understanding.

\* Please use my office hours. If you cannot make those, make an appointment to see me or e-mail me. One-to-one meetings enable us to discuss your ideas, help you with any difficulty you face with the course material, and help me to get to know you better.

\* Students with special needs should make an appointment to see me within the first week of class to insure your full involvement in the course.

## **REQUIRED READINGS:**

- **(EoF)** Villegas, M. Kuttin' Kandi, and R. Labrador (Eds.). *Empire of Funk: Hip Hop and Representation in Filipina/o America*. (available through the Cognella Academic Publishing website).
- **(R#)** ES 101 Reader.
- Additional readings will be distributed in class and/or available via Laulima.

## **COURSE REQUIREMENTS:**

Reading: You must come to class having done the assigned reading. You cannot participate in class discussions and sections, or do the weekly assignments without doing the readings. Please bring your reader to class. You will be expected to refer to the readings by the last name of the author/s, following academic convention.

Writing: All the weekly assignments, reports, and extra credit submissions for this course need to be typed, grammatical, free of spelling errors, and well-organized. See my note on Common Grammatical Mistakes (posted on Laulima). I do not want to see these mistakes in any writing that is submitted for the class. All direct quotations taken from the readings must be cited according to either the ASA Style Sheet or the MLA Style Sheet. A paper that does not cite direct quotes taken from the readings by author and page number or that inadequately paraphrases the readings will receive an "F."

Weekly Assignments (40 points): You will be answering the prompts for the weeks marked in the course outline. These assignments need to be handed in to your section leader on the due date. There are no makeups for these assignments. They cannot be e-mailed or dropped off by a friend. Please see the link on the top right hand corner of this page for instructions about how to do the assignment and for the grading criteria. Keeping up with these assignments is key to doing well in this class. They constitute 20% of the grade, and they prepare you for your midterm and final.

PhotoVoice Critical Reflection Paper (20 points): 3-page assignment based on an interview with a family member or friend and the Tree of Life exercise.

Service Learning Report (30 points): You will write a 3-page reflective report on your 20 hours of service learning.

OR Research Report (30 points): If you cannot do service learning, you may do a 6-page research report on any one of the following topics:

- US Citizenship: Historical and Contemporary Requirements

- Mālama ‘Āina/Caring for the Environment in Hawai‘i (topic includes food sovereignty)
- Homelessness in Hawai‘i
- Micronesians in Hawai‘i
- Filipinos in Hawai‘i
- Mexicans in Hawai‘i
- Inequality in Education in Hawai‘i

Readings and research resources to do the projects will be posted on Lualima under Resources.

Exams: The Midterm (20%) and Final (20%) will be in-class exams.

Extra credit: (8 points per semester): You can earn extra credit by attending a maximum of four events on campus that I will announce in class or by e-mail. To get credit you need to submit a short, typed write-up (1 page max) within a week of the event to your section leader. The write-up should explain the event and your response to it, including a question you asked or wanted to ask.

Service Learning: Ethnic Studies nurtures hands-on learning by encouraging students to get involved in social justice projects in local communities. Students have the option to sign up for a Service Learning or research topic project by the 9/13/11. The Director of the program is Prof. Ulla Hasager, and Megumi Chibana will be assisting her. Each project requires a minimum of 20 volunteer hours over the course of the semester. Please visit the Service Learning page, identify the contact person, and get in touch with her/him. Throughout the semester you will work with the project coordinator. You can choose one of the following programs:

- SHINE: Students Helping In the Naturalization of Elders
- MINA: Mālama i nā Ahupua‘a (MINA)
- Next Step Homeless Shelter at Kaka‘ako
- Local 5/Aikea
- Pālolo Pipeline

Information for programs, training schedules, and orientation times, can be found at:

<http://www2.hawaii.edu/~csssl/>. NOTE: Students have the option of enrolling in SOCS 385 to receive one credit for participating in Service Learning and for additional coursework. For more information, contact Megumi Chibana ([mchibana@hawaii.edu](mailto:mchibana@hawaii.edu)).

Participation: Poet Adrienne Rich reminds us that education is something we claim, not receive. This means learning is an active, not passive process. Participation involves speaking and active listening in the lecture class and sections as well as engaging in online discussions (via Lualima and Twitter, Tumblr, and/or Instagram). Your participation grade will depend on a) keeping up with the readings and engaging the course material, b) contributing to large-class discussions, small-group discussions, and/or online (lualima and other social media) discussions on a regular basis, and c) any in-class writing assignments. The grade of students who do not participate in during lecture and section will automatically drop to a "B". The sections are designed as small settings that allow you to discuss your ideas with each other. If you are shy about speaking in a large lecture hall, you need to make an effort to participate in section. If you have problems speaking in a classroom setting, please talk to me about it.

Attendance: Attendance is mandatory during lecture and section. If you have signed on to take this course, the basic expectation is that you attend. Conflicts with other appointments will not be considered as a valid reason to miss class. An attendance sheet will be passed around at the beginning of class. You cannot sign the sheet if you come in late. Early departures or coming late to class - unless by permission - will be considered as absences. You are allowed three unexcused absences during the semester. But in all cases of absence, you need to inform me via e-mail. I reserve the right to fail a student who does not attend lectures and or sections regularly. Irregular attendance will also affect your participation grade.

## **ASSIGNMENTS AND GRADE DISTRIBUTION (TOTAL=200)**

- Weekly assignments = 4 points X 10 weeks = 40 points. See due dates below.
- Midterm Exam = 40 points.
- PhotoVoice Critical Reflection Paper = 20 points due 4/11 (W)
- Service Learning Report or Research Report = 30 points due 5/7 (W)
- Finals (cumulative) = 40 points. In class exam 5/16 (M) 9:45-11:45 am in George Hall 227
- Attendance and Participation = 30 points (including 5 points for interviewing guest speakers)
- Extra Credit: 8 points maximum (2 point X 4 events)
- The letter grades for the course will be assigned on a +/- system.

## **POLICIES**

Protocol: Cell phones need to be turned off. Text messaging, surfing the internet, having side conversations, doing work for another course, reading the newspaper, or other activities not related to the course will not be tolerated in this class. If you want to do these things, please do not come to class. If we notice that you are engaged in any of these activities, you will be asked to leave. Students who breach classroom protocol, and take away from our learning environment risk penalties including a failing grade in the course.

No late papers: No late submissions are allowed for the weekly assignment. The deadline for the service learning/research report is firm. There are no extensions.

Absences: Attendance is mandatory.

Plagiarism and Academic Honesty: You will receive a failing grade if you copy or submit other people's work, cheat during the exams, or do not properly attribute ideas that are not original to you. Any infraction of codes of academic honesty will lead to sanctions from the instructor (ranging from receiving a zero on an assignment to failure of the course and University disciplinary action). It is very important that you learn how to cite in order avoid plagiarizing. Always refer to the style sheet when doing your assignments. Please read section IV B of Proscribed Conduct of the Student Conduct Code for familiarizing yourself with what constitutes academic dishonesty:

[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/proscribed\\_conduct.php](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php)

See also the Academic Grievance Procedure to familiarize yourself with the process:

[http://www.studentaffairs.manoa.hawaii.edu/policies/academic\\_grievance/](http://www.studentaffairs.manoa.hawaii.edu/policies/academic_grievance/)

Classroom discussion ground rules: Throughout the course, we will be examining complex issues about which most students have passionate feelings. We must be respectful and intellectually open to perspectives that may differ from our own. It is vital that we treat each other's comments and opinions with respect and courtesy even when they may conflict with yours. We must be careful not to personalize attacks to discredit or invalidate others' perspectives and positions. We must create a classroom environment that allows for productive and constructive discussion, where perspectives have the right to be argued, challenged, and defended in intellectual ways.

## COURSE OUTLINE (\*\*note: the syllabus is subject to change at instructors' discretion\*\*)

- R refers to the readings in the Course Reader and EoF refers to the Empire of Funk book.
- Please note that Wikipedia or other web pages are not valid sources of reference for the concepts covered in the class. You need to understand the concepts based on the readings, videos, lectures, and discussion.

### UNIT I: Key Concepts

#### Week 1

1/13: Introductions; What is "Hawai'i"? What is Ethnic Studies?

1/15: What are "race" and "ethnicity"? Video and Guide: *Race, the Power of an Illusion*; PBS, Is race real? Quick facts about race; PBS, Has race always been the same?

1/17: **Meet in George 227**. Video continued.

*Concepts: race, ethnicity*

#### Week 2

- 1/22: Come to class having browsed Service Learning. If interested, choose one.
- 1/24: **Weekly Assignment 1 due**; Explain why Omi and Winant define race as a social construct. What is the difference between "prejudice" and "racism"?

1/20: HOLIDAY: Martin Luther King, Jr. Day

1/22: R# 1: Omi and Winant, "Racial Formation"; AAA Statement on Race; EoF: Feel the Funk (Mark Villegas); EoF: "We're up there performing a character" (DJ QBert); EoF: My Hip Hop Creation Story (poem by Janice Sapigao); EoF: For The Moment (Jeff Chang)

1/24: **Meet in Sections**: PhotoVoice exercise – what and who is your "character"? Discuss what you got out of the exercise in thinking about your cultural roots (what you know or don't know about your cultural heritage, and why), and your community (ohana). Bring the PBS video guide to section to discuss your reflections.

Check in about Service Learning and Research Topic

*Concepts: social construction of race, racial formation*

#### Week 3

- 1/31: **Weekly Assignment 2 due**: According to Okamura, why do certain ethnic groups engage in identity construction? What elements do such groups draw on to construct a collective identity?
- 1/31: Everyone is signed up for a SL or topic for research project

1/27: R#2: Tatum, "Defining racism"; Guest speaker on Service Learning; EoF: In a Strange Land (Mark Villegas); EoF: Soul in the Whole: The Successes and Challenges of Representation from Kaba Modern and Beyond (Arnel Calvario); EoF: Something out of Nothing (Michael "Suitkace" Capito)

1/29: R#3: Okamura, "Constructing Ethnic Identities; Constructing Difference"; EoF: Knowledge of Self: From Islam through Hip-Hop to Freedom (Freedom Allah Siyam); EoF: Identity and Resistance (Stephen Bischoff); EoF: Tunnel to Jersey: Guerrilla Words and the Hip Hop Crossover in the Northeast (Jason "Encite" Hortillas)

1/31: **Meet in Sections**: How do you go about defining your identity? Refer to your PhotoVoice. Why do you define it in the way you do? Are race or ethnicity or both part of your identity? Why? Based on our readings, which parts of your identity are racial and which parts are ethnic?

Sign up finalized for Service Learning/ Research Project Topic

*Concepts: racism, discrimination (institutional/ structural), prejudice, ethnicity, structural and cultural dimensions of ethnicity, assimilation, cultural pluralism*

#### Week 4

- 2/7: **Weekly Assignment 3 due:** Choose one characteristic of capitalism and explain how it creates class-based inequality. Look at the trunk of your PhotoVoice and place yourself in terms of your economic class.

2/3: R# 4: Johnson, "Capitalism, class, and the matrix of domination"; EoF: "Y'all Want This Party Started Right?" Fil-Ams Getting Down in Jacksonville, Florida (Leo Esclamado); EoF: The Way of the B-boy: Immigrant Dreams, International Success (Jerome "Jeromeskee" Aparis)

2/5: R#5: Johnson, "Stubborn Ounces: What can we do?" Case Study: Houselessness in Hawai'i: Video: Bill 7 and the plight of the displaced; EoF: Traveling Man... (Mario "Nomi" De Mira)

2/7: **Meet in Sections:** How do you define "class" and what factors in your life have shaped your class position? Refer to your PhotoVoice. How does Johnson define class? Work on part two of your PhotoVoice. What is not visually shown in your PhotoVoice, but is an absent presence? How will you use your privilege to be an ally of someone who does not have that privilege? You can discuss how you can be an ally of those who are houseless.

*Concepts: class-based inequality and capitalism, private property and capitalism, matrix of domination, alliance building*

## Week 5

- 2/14: **Weekly Assignment 4 due:** What is the main pattern that Okamura finds in studying socioeconomic inequality Hawai'i? Give one example of the socioeconomic hardship Micronesians face in Hawai'i and explain why they face this inequality.

2/10: R#6: Okamura, "Socioeconomic inequality and ethnicity"; EoF: Building Hip Hop from the Bay to the World (Rawb Nasty); EoF: All The World's a Stage...And All of Us Merely Soldiers (Brian Buño)

2/12: Case Study: Micronesians in Hawai'i: Jorju, "For Marshallese, Hawaii is the only home we have left"; Keever, "Shot in the Dark"; Keola Diaz, Basic Health Hawaii (video); Geminiani, "The Case for Justice for Micronesians in Hawai'i"; Interview with Guest Speaker on Micronesians in Hawai'i

2/14: **Meet in Sections:** What did you learn about the reasons Micronesians have migrated to Hawai'i? Do you think Okamura's argument about the correlation between ethnicity and socioeconomic status holds for Micronesians in Hawai'i? Why or why not?

*Concepts: migration, colonization, intersectionality, representation*

## Week 6

- 2/19: **Weekly Assignment 5 due:** Most people see Hawai'i as a "Multicultural Paradise." Where do Filipinos figure into this "paradise"?

2/17: HOLIDAY: Presidents' Day

2/19: EoF: humming.bird.in.paradise.livingARTfully (Malaya LP); EoF: Jah Light and Love (Seph1);

EoF: Homesteady (Krystilez);

Interview with Guest Speaker on Filipinos in Hawai'i

2/21: **Meet in Sections:** Discuss your responses to the video guide. Revisit the trunk of your PhotoVoice to discuss economic class and class aspirations. What do "diversity" and "multiculturalism" mean?

*Concepts: multiculturalism, diversity, identity*

## Week 7

- 2/28: **Weekly Assignment 6 due:** Briefly discuss one way in which African Americans resisted slavery and reflect on why it is important to recognize this resistance.

2/24: R# 7: Painter, "Those Who Were Enslaved"; EoF: Resistance and Struggle Are Sisters (Allyson Tintiangco-Cubales and Dawn Mabalon); EoF: Love and Justice: How Hip Hop Saved Me (Kiwi Illafonte); EoF: Performing to Survive: Accepting Truths and Finding Purpose (DJ Kuttin' Kandi)

2/26: Rios, "We are all George Zimmerman"; EoF: Can Hip Hop Be Political? (poem by Lily Prijoles);

EoF: "Upset the Set-Up": A Path Towards Self-Determination Rooted in Conscious Hip-Hop, Pin@y, and Panethnic Communities (Benji Chang)

2/28: **Meet in Sections:** REVIEW FOR MIDTERM

*Concepts: humans as private property, agency and resistance, discrimination, color-blindness*

UNIT II: Colonization, Occupation and Sovereignty

Week 8 (Midterm)

- 3/7 Weekly Assignment 7 due: What was a key element of the U.S. civilization program adopted toward the Cherokees? Discuss one way in which the Cherokees in the early 1800s resisted the transformation of gender relations.

3/3: MIDTERM

3/5: Video: Mickey Mouse Monopoly; R#10-: Perdue and Green, "Introduction: Cherokees and U.S. Indian Policy";

3/7: **Meet in Sections:** View before coming to section: "Bambu's Pow Wow Drums" and Power Struggle's "Mr. Sagittarius...A Proletarian Path to Empowerment"; Discuss the representation of Native Americans on commercial products, and in popular culture and they compare to Bambu and Power Struggle.

*Concepts: sovereignty, colonization, genocide, cultural genocide*

Week 9

3/10: Video and Guide: In Light of Reverence; R#11: Mankiller and Wallis, "Asgaya-Dihi"

3/12: R#12: Smith, "Boarding School Abuses and the Case for Reparations"; EoF: Critical Pedagogy and Filipino American Hip Hop: Analyzing and Honoring the Mixtape—*A Song for Ourselves* (Michael Viola); EoF: Class Is in Session: Hip Hop in the Classroom (Nate Nevado)

3/14: **Meet in Sections:** Discuss your responses to the questions in the video guide. What kinds of healing from cultural genocide does Smith propose and what do you think of them? Revisit the roots of your Tree to reflect on the loss and reclaiming of your cultural heritage.

*Concepts: cultural genocide, cultural sovereignty, colonialism, gender violence, healing*

Week 10

- 3/21: **Weekly Assignment 8 due:** Based on Silva's account, choose one method of protest (violent or non-violent) and explain why Native Hawaiians adopted that method.

3/17: R# 13: McGregor, "The Cultural and Political History of Native Hawaiian People"

3/19: R#14: Silva, "Kanaka Maoli Resistance to Annexation"

3/21: **Meet in Sections:** Consider pre-contact Hawai'i, and discuss Hawai'i's connection with other societies in Oceania. Discuss the political, economic and cultural transformations in Hawai'i before and after contact with the west. Discuss the various forms of agency and resistance exercise by the Hawaiian monarchy and people throughout the nineteenth century. (Students present on U.S. Citizenship and SHINE)

*Concepts: capitalism and private property (land: Great Mahele), occupation, resistance, self-determination; decolonizing the mind*

Week 11: Spring Break (March 24-28); Kūhiō Day (March 26)

Week 12

3/31: R: Trask, "The Color of Violence"

4/2: Video and Guide: Noho Hewa

4/4: **Meet in Sections:** Discuss your responses to the video guide. How does the Native Hawaiian resistance to occupation in the past and present shift the dominant perceptions of Hawai'i? What links do you see between Native Hawaiian culture and the ecology? Compare this with what you learned from *In Light of Reverence*. What local projects that protect Hawai'i's environment are you aware of and/or involved in? (Students present on Houselessness in Hawai'i and Next Step)

*Concepts: agency and resistance; peaceful violence*

### Week 13

- 4/11: **Tree of Life and Critical Reflection due in class**

4/7: Video and Guide: Ke Kūlana He Māhū; EoF: Booty Pop Madness: The Negotiation of Space for Gay Pilipino American Males and Choreographed Hip Hop (Joseph Ramirez); EoF: Milan Empress

4/9: R: Tengan, Excerpts from Native Men Remade; EoF: Hip Hop Pinayism Front and Center: Claiming Space, Existence, and the Soundtracks of Our Lives (DJ Kuttin Kandi); EoF: Rap Out Loud (Rocky Rivera); EoF: Writing Wrongs (Hopie); EoF: *the queen is dead...* (Bambu)

4/11: **Meet in Sections:** Discuss responses to video guide. Discuss place of gender and sexuality in cultural genocide and recovering culture. (Students present on Caring for Hawai‘i’s environment and MINA)

*Concepts: gender, sexuality, colonization, cultural sovereignty*

### UNIT III: Colonization and Migration

#### Week 14

- 4/18 (W): **Weekly Assignment 9 due:** What were the ideological motives behind the colonization of the Philippines? How do the political cartoons reinforce these ideologies?

4/14: R: Schirmer and Shalom, "Philippines War";

4/16: R: Silva, "Representations" (173-180 from Aloha Betrayed); R: Goethe, C.M., "Filipino Immigration Viewed as a Peril

4/18: HOLIDAY: Good Friday

*Concepts: ideology, pacification, benevolent assimilation*

#### Week 15

- 4/25: **Weekly Assignment 10 due:** Okamura argues that ethnic humor and print media representations of Filipinos in Hawai‘i are harmful. Choose either ethnic humor OR print media to unpack the seemingly harmless images.

4/21: R: Okamura: "Illusion of Paradise"; EoF: "A Diverse Melting Pot of Styles" (Creed Chameleon); EoF: "Put your hand up if you’ve never seen a Filipino dude rap" (Geo Quibuyen aka Prometheus Brown)

4/23: Okamura, "Filipino Americans: Model Minorities or Dog Eaters?"; "; EoF: Towards Praxis-Oriented Filipin@ American Hip Hop (Roderick N. Labrador)

4/25: **Meet in Sections:** Discuss why Okamura argues that Hawai‘i is not a racial paradise. How is ethnic humor related to his argument? (Students present on Filipinos or Micronesians in Hawai‘i)

*Concepts: multiculturalism, local identity*

#### Week 16

4/28: Das Gupta: "Newcomers to the Aloha State"

4/30: Interview with Guest Speaker on Mexicans in Hawai‘i

5/2: **Meet in Sections:** Start review for finals. (Students present on Education in Hawai‘i)

*Concepts: racial profiling; crimmigration*

#### Week 17

- 5/7: Due in class: Service Learning and Research Project Reports

5/5: Wrap up

5/7: Last thoughts; Study Guide for Finals

**FINAL EXAM:** May 16 (Friday), 9:45-11:45 am in George Hall 227