

University of Hawai'i at Mānoa
Department of Sociology

SOC/ES456
Racism and Ethnicity in Hawai'i (3 cr.)
Sakamaki D-101

And while we sought by peaceful political means to maintain the dignity of the throne, and to advance national feeling among the native people, we never sought to rob any citizen, wherever born, of either property, franchise, or social standing. (p. 368)

Statement of Queen Lili'uokalani regarding the annexation of the Republic of Hawai'i and her imprisonment for treason

Lili'uokalani (1964). Hawai'i's story by Hawai'i's queen. Rutland, VT: Charles E. Tuttle Company.

Val Kalei Kanuha, Ph.D.
Office: Saunders Hall 235
Office Hours: 10-1 pm T Th; or by appt.
Office Phone: 956-7717
e-mail: kanuha@hawaii.edu

TA: Alexandra Kisitu, 219 Saunders Hall, kisitu@hawaii.edu

I. Course Description

This course fulfills the Hawaiian, Asian and Pacific Issues (H) Focus requirement for undergraduates and therefore centers on the relationship between Hawai'i's Native Hawaiian, Asian and Pacific Islander populations in the context of Hawai'i's history of colonization. The foundation of the course is to help students understand the social, economic, political, spiritual and environmental foundation of Hawai'i "as place" rooted in the indigenous people of these islands, Nā Kanaka Māoli or Native Hawaiians. The course will be based upon Native Hawaiian perspectives and worldviews as they have influenced and been influenced by "external" cultures foreign to Hawai'i, including Asians, Pacific Islanders and Caucasians. The course content and assignments are designed to critically analyze the complex structural and historical variables and theories that have shaped and explicate the social, political, economic and cultural relations between key racial/ethnic groups in Hawai'i.

II. Student Learning Outcomes

This course addresses the Institutional Learning Objectives (ILOs) of UHM and the Student Learning Outcomes (SLOs) of the Sociology Department. Upon completion of the course, students will be able to:

1. Demonstrate understanding of the political, social, economic, spiritual and cultural foundations of Hawai'i grounded in the Nā Kanaka Māoli experience (ILO – Know; SLO2)
2. Critically analyze in writing and orally the ways the colonization of Hawai'i by Caucasian, Asian, Pacific Islander and other racial and ethnic groups has

affected the cultural and social life of Hawai'i's indigenous peoples and "place," and the impact of colonization on those settler groups themselves (ILO-Do; ILO-Value; SLO3)

3. Demonstrate in writing and orally how theories of race and ethnicity intersect with socio-economic class, gender, national identity, religion, sexuality, political and historical context to shape the social relationships among Native Hawaiian, Asian, Pacific Islander, Caucasian, and other racial and ethnic populations in Hawai'i's past and currently (ILO-Do; SLO1; SLO3)

4. Collect, analyze and interpret data and theories about such concepts as racism, prejudice, discrimination, bigotry, intolerance, oppression and colonization as socially constructed in the unique and specific context of Hawai'i (ILO-Do; SLO2; SLO3)

5. Demonstrate in writing and orally understanding, honoring and respecting the rich diversity of people, histories, environmental-ecological and cultural perspectives of Hawai'i through active and civic participation in Hawai'i's local community (ILO-Value; SLO3)

III. Texts and Reading Assignments

There are three required texts and supplemental readings for this course. The texts are:

Stannard, D. E. (2005). *Honor killing: How the infamous "Massie affair" transformed Hawai'i*. New York: Viking Press

Okamura, J. (2008). *Ethnicity and inequality in Hawai'i*. Philadelphia: Temple University Press

Howes, C. & Osorio, J. (Eds). (2010). *The value of Hawai'i: Knowing the past, shaping the future*. Honolulu: University of Hawai'i Press.

Okamura and Howes & Osorio are available for purchase at Nā Mea Hawai'i, located in the Ward Warehouse where you will receive a 10% discount by bringing in your syllabus. Stannard is readily available at Amazon including on Kindle and new paperback (\$12) and used (starting at \$5 including postage). Howes and Okamura are available at UH Bookstore and online booksellers (new and used). The supplemental readings will be uploaded as digital files to the class site on Lulima.

In Section V. Course Content and Class Schedule, readings are listed by author's last name or author of text and chapter by the date the reading should be completed. Readings from Howes and Osorio will be listed as "H&O" followed by the name of the author.

IV. Assignments and Criteria Used in Grading

There are five assignments for this course. Listed below is a description of each assignment, learning objectives, and how the assignment will be evaluated. All assignments unless indicated are due on or before the end of class on the day/date listed.

1. Learning Contract - 10 points

Learning objectives of assignment: To actively participate in one's own learning; to enhance own and classmates' learning; to think critically about diverse ways we teach and learn in the classroom.

Description of assignment:

There are many ways that students "participate" in their own learning and contribute to the learning of others. We verbally offer our opinions or respond to questions posed by others; we listen and critically evaluate others' points of view; we read and study assigned readings; we attend to the many "processes" that are going on in the classroom environment; we facilitate others to speak up or join in relevant class activities; and, we meet with others individually or in small groups to share our ideas, thoughts, and reflections from the content presented in class.

Everyone is asked to participate to his or her fullest extent in the classroom, and to facilitate the participation of his or her classmates. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are speaking and presenting in class, and we take responsibility for completing assignments in a competent and timely manner.

Students and instructor will suggest criteria that constitute "class participation" based on a review of the syllabus, course objectives, and other factors. Class participation will include those activities and behaviors that enhance our individual learning as well as enhance the learning of others. Each student will identify a minimum of three (3) measurable, process and outcome learning objectives for their participation in this class.

Please use the Learning Contract Form at the back of this syllabus to submit your learning contract at the beginning of the semester and keep a copy for yourself. You will grade yourself based on meeting your objectives by the end of the semester.

Evaluation of assignment:

At the beginning of the semester, students will submit at least 3 learning objectives for the course. At the end of the semester, students will evaluate the objectives they established at the beginning of the semester and submit a grade to the instructor. The graded self-evaluation will be incorporated into the instructor's evaluation of the student's learning objectives.

2. In-class Assignments - 20 points

Learning objectives of assignment: To encourage completion of required readings, comprehension and engagement in the course topics throughout the semester.

Description of assignment:

There are numerous reading assignments throughout the semester, including the Stannard book, which is a major topic for the course. To encourage students to complete the assigned readings, engage more fully in class (lectures, media, guest lectures) and take advantage of the active learning space of D101, there will be

unscheduled brief assignments that will be completed in class throughout the semester. The in-class assignments will not be announced in advance and students must be in class at the time of the assignment to get credit, i.e., you must be in class when the assignment is completed. There are no make-ups for this assignment.

Evaluation of assignment:

The instructor will evaluate this assignment based on 1) correct response to factual questions, 2) evidence of understanding, critical thinking and analysis; 3) organization of response, overall writing (grammar, spelling).

3. Reflection Papers – 30 points

Learning objectives of assignment: To develop critical thinking and analysis skills as applied to assigned readings; to develop concise writing skills; to assure preparation for class through completion of readings and other assignments related to course topics; to demonstrate comprehension of major course concepts and topics.

Description of assignment:

Students will write three (3) brief, 4-5 page reflection papers over the semester. Two of the papers must be a critical reflection on any of the required reading assignments (articles, book chapters) in the syllabus.

The first two papers on readings should address the following three questions:

- 1) How does the reading address Native Hawaiians or indigenous issues? If the reading does not specifically address Native Hawaiians or indigenous issues, how do the topics raised in the reading impact Hawaiians as the indigenous peoples of Hawai'i? (1-2 pages)
- 2) How does the reading address the inter-relationship between social or structural variables such as race, ethnicity, socio-economic class, religion, spirituality, politics, social policy, economics, land tenure, or other issues relevant to social life in Hawai'i? (1-2 pages)
- 3) Briefly discuss at least one new perspective, insight or learning you gained from the reading. (1 page)

The third paper will address Native Hawaiian sovereignty and other current issues dealing with Hawaiian rights and concerns. Throughout the semester we will have class lectures, share resources, view videos and have guest speakers on Native Hawaiian sovereignty and Hawaiian issues that students should draw upon for their papers. Students may also use their own sources for this paper.

The paper on Hawaiian sovereignty should address the following three questions:

- 1) What are the major issues, tensions, challenges and/or concerns about sovereignty for Hawaiians today? (1-2 pages)
- 2) What are the major issues, tensions, challenges and/or concerns about sovereignty for non-Hawaiians both residing in and away from Hawai'i today? (1-2 pages)
- 3) What is your personal opinion about Native Hawaiian sovereignty? Link your

opinion to your response to questions 1) and 2). (1 page)

Each paper should be no more than 5-pages, double-spaced, 1" margins, 12-pt font. At the right-hand top of each page, include your name and page number. Each paper should begin with a title or heading including the # of the response paper and the title of the reading to which you are responding (EX: Response Paper #1: "Raising Cane by Takaki", or "Response Paper #3: Native Hawaiian Sovereignty." Additional references may be used, but are not required; if you use references, please list them at the end of the paper (references are not included in 5-page limit). See the course schedule for due dates.

Evaluation of assignment:

This assignment is worth 30 points total, with each paper worth a maximum of 10 points (3 papers x 10 points = 30 points maximum for this assignment). The instructor will evaluate this assignment based on 1) completeness of response to required questions, 2) evidence of comprehension of question or reading, 3) evidence of critical thinking and analysis; 4) ability to articulate self-reflection and learning, and 5) organization of paper, overall writing (grammar, spelling), and compliance with guidelines for papers (length, formatting, etc.).

4. Cultural Learning Project or Service Learning Project and Report – 10 (Cultural Project) or 25 points (Service Learning)

Learning objectives of assignment: To extend learning outside the classroom; to participate in a community-based learning opportunity; to interact in a social-cultural experience in Hawai'i

Description of assignment:

There are two options to fulfill this assignment – students may attend a cultural event (worth 10 points) or complete a service learning project (worth 25 points). There are two parts to this assignment: completing a cultural or service learning project and write a report of your experience.

OPTION #1: Participate in a cultural event/activity/tour (10 points maximum)

Students will attend one cultural event during the semester. Students should take this opportunity to learn about one of the Asian or Pacific Islander communities in Hawai'i about which they have minimal or no knowledge or experience. Examples of events or activities may include: performing arts, speakers, spiritual or religious events, classes, workshops, etc.

All cultural events **MUST BE APPROVED IN WRITING IN ADVANCE** by the instructor. Suggestions of approved projects may be announced and posted on the course web site on Lulima, and selection of cultural activities may be negotiated with the instructor. Again, no credit will be given for this assignment if the cultural event is not approved in advance.

OPTION #2: Service learning project (25 points maximum)

Another option for this assignment is to complete a service learning project. There are many different ways to get involved in service learning, which students will develop on their own. There are also some good student opportunities offered through the Program for Civic Engagement at the College of Social Sciences. Check their web site for opportunities and expectations.

<http://servicelearning.socialsciences.hawaii.edu/index.html> Students must complete a service learning project of a minimum 20-hours over the semester (total 20 hours from August - December).

****All projects for this assignment MUST BE APPROVED IN WRITING IN ADVANCE by the instructor no later than September 30. No credit will be given for this assignment if the cultural event or service learning project is not approved in advance.**

Written Report of cultural event/service learning project:

Upon completion of the approved cultural learning activity or service learning project, students will write a short paper describing and reflecting upon their experience. Each paper should respond to the following four questions:

- 1) Describe the event or activity. (1/2 page)
- 2) How did the experience address Native Hawaiians or indigenous issues? What impact or implication did the activity have for Native Hawaiians or indigenous
- 3) How did the activity address the relationship between social or structural variables such as race, ethnicity, socio-economic class, religion, spirituality, politics, social policy, economics, land tenure, or other issues relevant to social life in Hawai'i? (1-2 pages)
- 4) Briefly discuss at least one new perspective, insight or learning you gained from the experience. (1 page)

The paper should be no more than 5-pages, double-spaced, 1" margins, 12-pt font. At the right-hand top of each page, include your name and page numbers.

Evaluation of assignment:

By completing the approved assignment including submission of the written report by the due dates, students will receive full credit of either 10 points (cultural event) or 25 points (service learning) for this assignment.

5. Group project/presentation on the Massie Case – 30 points

Learning objectives of assignment:

To analyze the social and structural variables related to racism, discrimination, power, and history; to think and work critically and cooperatively in a group; to demonstrate understanding of the complex factors associated with a significant historical event in Hawai'i history.

Description of assignment:

Students will conduct an in-depth, critical analysis of the Thalia Massie case as covered in Standard's, Honor Killing: How the Infamous "Massie Affair" Transformed Hawai'i.

This assignment will be completed primarily as a group project, with three required parts.

Part 1. Small group project. Students will be divided into small groups that will be assigned to analyze and prepare an in-class group presentation about key players/stakeholder groups in the Massie case. The small groups are:

- 1) Joseph Kahahawai and the Other Accused Local Men
- 2) The Massie Family; Clarence Darrow and the Defense Team
- 3) The Press
- 4) The U.S. Navy & Government

Part 2. Small group class presentations. Each small group will present their analysis in class. The groups will focus on a profile of their assigned “player” in the Massie case, including their social role and function in the case, how their background (race, class, gender, nationality, economic status, social status, role/position in Hawai`i society) influenced the outcome of the case, and other factors. Presentations are scheduled for 20-30 minutes and should be *creative!!*

Part 3. Self and group member assessment. At the completion of their presentation, students will complete an assessment of their participation, as well as their assessment of each of their group members’ contribution to the group project.

Evaluation of assignment:

The assignment will be graded by the instructor but each student’s overall grade will incorporate their own and their group member’s composite ranking from Part 3.

6. Bonus Opportunities (10 points maximum):

Throughout the semester, there will be various opportunities for students to earn bonus points. These bonus points may but are not guaranteed to include such activities as: in-class quizzes, writing exercises (separate from Assignment II. In-class Assignments); take-home questions or other extra credit activities. The points may be related to lectures, readings or assignments due on that class period or from earlier in the semester. These bonus opportunities will ONLY be available in-class during a specific period during the class hour; that is, you must attend class on the day and at the time the bonus activity is offered to have any bonus points applied to your final grade. More than 10 points worth of opportunities will be offered throughout the semester; however you may only apply 10 points to your grade (EX: you might earn 15 bonus points, but only 10 of those points may be applied to your final grade).

SUMMARY OF COURSE GRADING:

There are five assignments required for the course. The maximum total points for the assignments are 100 points based on the following:

Learning contract	10 points
In-class assignments	20 points
Reflection papers	30 points
Cultural event/service	10 (or 25) points
Massie group project	30 points

Bonus Points

(10 max)

100 points TOTAL (with bonus up to 110 points max)

Letter grades for point totals are:

A+	98-100+
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-68
D-	60-62
F	0-59

Final guidelines regarding course assignments:

This course assumes that we are all adult learners in a collaborative learning environment. We ask each other to respect and be accountable to the objectives, activities and assignments established for this course, and by doing so we also ask each other to respect the “spirit” of being collaborative learners in this venture.

1. The entire class, by consensus, may negotiate aspects of each assignment until 10 days before its due date. We may mutually decide to change guidelines, deadlines, learning objectives, or other aspects of individual assignments. No changes will be made after that point.
2. Deductions of 5 points per day will begin accruing for any assignment that is not submitted by the end of the class period that it is due. Personal and extenuating circumstances are a part of everyday life; however, any late assignments will be deducted 5 points/day unless students attain the instructor’s consent at least 24 hours prior to the due date.
4. Some assignments may be revised for higher points depending on type of assignment, due dates, etc. Points for deductions if assignments are submitted late CANNOT be made up.

Academic Support

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 with 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.

Academic Conduct

The University of Hawai`i explicitly prohibits cheating or plagiarism of any kind in the academic environment. The UH Code of Student Conduct, Section 1D. Academic Dishonesty states:

“Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.”

Any student determined to be in violation of the above code will receive an “F” for the assignment, and may also be considered for failing the course with repeated violations.

V. Course Content and Class Schedule

Readings or other assignments to be completed for each class session are listed under “Readings for Class;” assignments due on each class session are listed under “Assignments Due.”

Date	Class Session Content	Readings for Class	Assignments Due
08/25	Review syllabus, SIZ		
08/27	Overview and definition of key course concepts (Part 1)		Learning contract
09/01	Key concepts (Part 2)	Yamamoto; Rohrer; H&O: Rosa	
09/03	History of Hawai'i and Native Hawaiian, Part 1	Stannard: 1-3; Buck	
09/08	History of Hawai'i and Native Hawaiians, Part 2	Stannard: 4-8	
09/10	KALEI OUT – Massie Groups Meet	Stannard: 9-12	Paper #1
09/15	KALEI OUT – Massie Groups Meet	Stannard: 13-15	
09/17	History of Hawai'i, 1778-1815, Part 1	Okamura: 1 & 2	
09/22	History of Hawai'i, 1778-1815, Part 2		
09/24	History of Hawai'i: The Three M's, Part 1		
09/29	History of Hawai'i: The Three M's, Part 2		
10/01	History of Hawai'i: The Three M's, Part 3	Bushnell; H&O: Sproat	
10/06	History of Hawai'i, Resistance & Annexation	Takaki; Kodama-Nishimoto	Paper #2
10/08	History of Hawai'i, Resistance & Annexation	Soriano; Beechert; H&O: Hall, McGregor	
10/13	Immigration & Settlers, Part 1	Okamura: 5, 6, 7	
10/15	Immigration & Settlers, Part 2	Okamura: 3, 4; Ikeda	
10/20	Plantation Life	H&O: Chun-Hoon	
10/22	Massie Case	Stannard: 16-20	
10/27	KALEI OUT - Massie Groups Meet	Stannard: 21-23	
10/29	KALEI OUT - Massie Groups Meet	Stannard: 24-26	
11/03	HOLIDAY – NO CLASS		

11/05	Massie Case	Stannard: 27-28	Paper #3
11/10	Massie Case		
11/12	Massie Case		
11/17	Hawaiian sovereignty & rights	H&O: Mackenzie, Neubauer, Tummons	
11/19	Hawaiian sovereignty & rights	Kauanui; H&O: Ferguson, Chesney-Lind, Watson	
11/24	We all laugh at each other: Ethnic relations & identity	Labrador; Ariyoshi; H&O: Matsuda, Milner	
11/26	HOLIDAY – NO CLASS		
12/01	Back to the future	Kanehe; H&O: LaCroix, Taum, Reppun, Kim, Blair	Cultural project paper
12/03	Massie Group Presentations		
12/08	Massie Group Presentations		
12/10	LAST CLASS Massie Group Presentations		Learning contract Group assessment

SOC/ES 456 Kanuha Supplemental Readings

- Ariyoshi, R. (2004). Mean old Mr. Sun Cho Lee and the role of ethnic humor in Hawai'i. Spirit of Aloha magazine. Accessed August 14, 2006.
url: <http://www.spiritofaloha.com/features/1104/humor.html/>
- Beechert, E. D. (2004). The political economy of Hawai'i and working class consciousness [1984/5]. In Manicas, P. (Ed.) (2004). Social process in Hawai'i: A reader. pp. 142-167. 3rd ed. Boston: McGraw Hill.
- Buck, E. (1993). Hawai'i before contact with the west. In Buck, E. Paradise remade: The politics of culture and history in Hawai'i. pp. 31-56. Philadelphia: Temple University Press.
- Bushnell, O. A. (1993). The gifts of civilization: Germs and genocide in Hawai'i. Honolulu: University of Hawai'i Press.
- Ikeda, K. (2004). Unionization and the plantation [1951]. In Manicas, P. (Ed.) (2004). Social process in Hawai'i: A reader. 3rd ed. pp. 174-188. Boston: McGraw Hill.
- Kanehe, L. M. (2014). Kū'ē mana māhele. In Goodyear-Ka'ōpua, N., Hussey, I., & Wright, E. K. (Eds.). A nation rising: Hawaiian movements for life, land, and sovereignty. pp. 331-361. Durham, NC: Duke University Press.
- Kauanui, J. K. (2014). Resisting the Akaka Bill. In Goodyear-Ka'ōpua, N., Hussey, I., & Wright, E. K. (Eds.). A nation rising: Hawaiian movements for life, land, and sovereignty. Pp. 312-330. Durham, NC: Duke University Press.
- Kodama-Nishimoto, M., Nishimoto, W. S., & Oshiro, C. A., Hanahana: An oral history anthology of Hawai'i's working people. pp. 147-168. Honolulu: Center for Oral History, University of Hawai'i at Mānoa
- McGregor, D. P. (1996). Self-determination and native peoples: The case of Hawai'i. In G. Y. Mark, D. P. McGregor, & L. A. Revilla (Eds.), Our history, our way: An ethnic studies anthology. pp. 381-395. Dubuque, IA: Kendall/Hunt Publishing Co.
- Osorio, J. K. K. (2002). Dismembering Lāhui: A history of the Hawaiian nation to 1887. Honolulu: University of Hawai'i Press.
- Rohrer, J. Haole girl: Identity and white privilege in Hawai'i [1997]. In Manicas, P. (Ed.) (2004). Social process in Hawai'i: A reader. 3rd ed. pp. 265-293. Boston: McGraw Hill.
- Soriano, F. (2004). Filipino Hawaiian migration and adaptation: New paradigms for analysis [1983]. In Manicas, P. (Ed.) (2004). Social process in Hawai'i: A reader. 3rd ed. pp. 127-141. Boston: McGraw Hill.

Takaki, R. (1989). Raising cane: The world of plantation Hawai'i. In R. Takaki, Strangers from a different shore. Pp. 132-176. NY: Little Brown.

Yamamoto, E. The importance of local. In Manicas, P. (Ed.) (2004). Social process in Hawai'i: A reader. 3rd ed. pp. 252-264. Boston: McGraw Hill.

**SOC/ES456 Fall 2015, Kanuha
Student Learning Contract**

NAME _____

COMPLETE AND SUBMIT TO INSTRUCTOR AT BEGINNING OF SEMESTER.
*******KEEP A COPY FOR YOURSELF!!!!**

My objectives for class participation are: (must include at least three measurable learning outcomes)

Outcome Objectives
(**WHAT** I hope to accomplish)

Sample:

1. "Learn to feel more comfortable speaking in class"

Process Objectives

(**HOW** I hope to accomplish those outcomes)

Sample:

1. "Speak at least once in each class"

