

## SOC456: RACISM AND ETHNICITY IN HAWAII

### COURSE INFORMATION

INSTITUTION: University of Hawaii at Manoa  
SEMESTER/YEAR: Spring 2011  
CLASS LOCATION: Online (laulima.hawaii.edu)  
MEETING TIMES: Online (laulima.hawaii.edu)

### INSTRUCTOR CONTACT INFORMATION

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EMAIL: [deisen@hawaii.edu](mailto:deisen@hawaii.edu)  
OFFICE HOURS: I regularly check my email throughout the day, therefore, any email that contains a question should receive a response within 24 hours)

### COURSE DESCRIPTION

*From the Course Catalog: The historical and contemporary social processes involved in inter-ethnic relations in Hawaii.*

This course will examine the complex history of race and ethnic relations within the state of Hawaii. This course examines how the various ethnic groups and identities were constructed throughout the history of Hawaii and how these constructions of racial and ethnic groups has led to the current race and ethnic relations in Hawaii. The course has been designed to encourage students to critically assess the social structures and practices that exist around race and ethnicity in Hawaii, which have often become hiding by the idea that Hawaii is a “melting pot” of all races and ethnicities.

In this course students are asked to have an open mind and explore the many possibilities that sociology offers in the examination of the world around us. Many of the perspectives covered in this course may not agree with the student’s worldview. However, students are asked to consider each perspective as a way of looking at the world, rather than as an absolute truth on the subject. Therefore, students should leave this course being able to see various social phenomena from a plethora of viewpoints and choose the perspective that best fits their position on the issues.

This course fulfills the Contemporary Ethical Issues focus requirement. Therefore, ethical issues (Reverse Racism, Equality in Education, The Massie Affair Verdict, Allowing Ethnic Humor to Continue, and Hawaiian Sovereignty) are fully integrated into the course material and constitute a large majority of the class readings and class

discussions. Students will reflect upon these ethical issues both in formal writing (papers) and informal writing (blogs) throughout the semester. Throughout the course the student will develop the basic skills for identifying ethical issues, responsibly deliberating on the issues, and making ethically determined judgements.

Finally, this course has been approved as a writing intensive course, as writing constitutes the whole of the student's grade. Overall, throughout the semester students will complete a substantial amount of writing (about 30 pages), which is accomplished through weekly blogs (semi-formal writing) and three papers (formal writing).

### **PREREQUISITES**

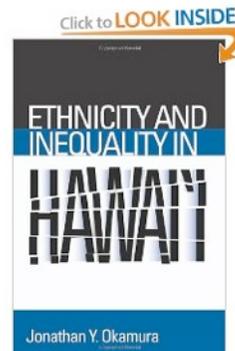
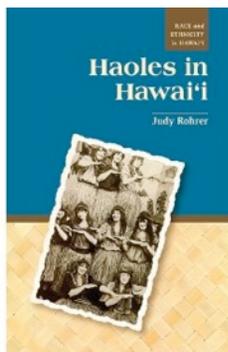
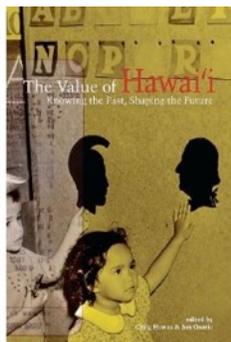
Completion of SOC300, or one 300 level course in Ethnic Studies, or consent from the instructor.

### **STUDENT LEARNING OBJECTIVES**

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the sociological theories and perspectives that are employed to understand race and ethnic relations.
2. Critically examine the role of race, ethnicity, ethnic identity, racism, and colonization, in Hawaii's history, as well as the role of these concepts today.
3. Demonstrate an understanding of the fluidity of race and ethnicity and how the social construction of these concepts can lead to a system of stratification
4. Demonstrate an understanding of how race and ethnicity are related to social class, gender, politics, and history and examine how these intersections shape social relationships among Native Hawaiian, Asian, Pacific Islander, Caucasian, and other ethnic population in Hawaii.
5. Critically examine the taken for granted idea that Hawaii is a melting pot of all races and ethnicities, which will create a better understanding and appreciation of the cultures that are represented in Hawaii's population.
6. Critically assess ethical issues that surround the concepts of race, ethnicity, racism, colonization, and their relationship to the current social structures in Hawaii.

## READINGS



Howes, Craig and Jon Osorio (Eds.) 2010. *The Value of Hawaii: Knowing the Past, Shaping the Future*.

Rohrer, Judy. 2010. *Haoles in Hawaii*. Honolulu: University of Hawaii Press.

Okamura, Jonathan Y. 2008. *Ethnicity and Inequality in Hawaii*. Philadelphia, PA: Temple University Press.

Additional readings will be available for students in the “Resources” section of [laulima.hawaii.edu](http://laulima.hawaii.edu).

## COURSE REQUIREMENTS/GRADING CRITERIA

**WEEKLY BLOG:** Students will be required to complete a weekly blog. The blog will provide the student with the opportunity to reflect upon the weekly readings, incorporate the readings into his or her own experiences, pose questions that he or she may have about the readings, and stimulate discussions and conversations about the course material amongst the students enrolled in the course. As noted in the weekly schedule below, some weeks have prompts for the blogs, while other weeks are “open” blog topics. Students are free to write about anything relating to the assigned readings for the weeks where an “open” blog topic is noted. Each blog should be the equivalent of about a page of writing.

**RESPONSES TO OTHER BLOGS:** To ensure that dialogue between the students occur on a weekly basis, students will be required to respond to other students’ blogs. These comments should be meaningful and thoughtful comments. Therefore, simply commenting “I agree” on another student’s blog does not constitute a response to another blog. Each week the student must comment on at least one other student’s blog. The posts that respond to other students’ blog should be the equivalent of half a page of writing.

**BOOK REVIEW PAPER:** Students will complete a three to five page book review of the Rohrer text. Within the review students must adequately address the following: (a) how does the text relate to Native Hawaiian issues, (b) how does the text address a social phenomenon (the creation of the concept of Haole and the lived experiences of Haole) from both an insider and outsider perspective, (c) critically assess the effectiveness of the text, and (d) reflect upon any new insights gained from reading the text. A handout with further details about the paper will be provided during in the course.

**HAWAIIAN SOVEREIGNTY PAPER:** Students will complete a third paper, 7 to 10 pages, on the issue of Native Hawaiian Sovereignty. This paper should employ techniques of ethical decision making (additional readings and various links that detail the issues of ethnical decision making processes will be provided throughout the course). In this paper, students will need to address the historical, cultural, and social aspects of Hawaiian Sovereignty. By doing so, students will need to address the ethical issue of Hawaiian Sovereignty by using the sociological imagination to look at the big picture and decide whether Hawaiian Sovereignty should be granted to Native Hawaiians or not. A handout about the paper will be provided during in the course.

**CULTURAL EVENT PAPER:** This paper is assigned to encourage the student to extend learning beyond the books and classroom environment. To complete this assignment students will need to attend a “cultural event” and write a short (2-4 pages) reflection paper on the experience. The paper should address the following: (a) a description of the event/activity that the student attended, (b) how the event relates to race and ethnicity in Hawaii, and (c) reflect upon any new insights gains from attending the event. A handout with further details about the paper, as well as a list of approved cultural events, will be provided during the course.

**GRADING SUMMARY:** Therefore, the following constitutes the student’s final grade:

Weekly Blog	70 points
Responses to Other Blogs	30 points
Book Review Paper	30 points
Cultural Event Paper	30 points
Hawaiian Sovereignty Paper	40 points
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Total	200 points

## COURSE SCHEDULE

Week 1: January 10 to January 14		
Course Overview and Overview of Basic Concepts	Stephen Cornell and Douglas Hartman, Chapter 2 in <i>Ethnicity and Race</i> . (Resources Section of Laulima)	Blog Topic: Introductions and Opinions about the Importance of Race and Ethnicity in Hawaii
Week 2: January 17 to January 21		
Why Study Racism and Ethnicity in Hawaii	<i>Ethnicity and Inequality in Hawaii</i> : Chapter 1 and 2  John P. Rosa: "Race/ Ethnicity" In <i>The Value of Hawaii</i>	Blog Topic: Does Racism exist in Hawaii? What does it look like?
Week 3: January 24 to January 28		
Colonization of Hawaii and the Creation of Haole	Tom Coffman: "Reinventing Hawaii" in <i>The Value of Hawaii</i>  <i>Haoles in Hawaii</i> : Introduction and Chapter 1	Blog Topic: Open
Week 4: January 31 to February 4		
The Social Construction of Haole	<i>Haoles in Hawaii</i> : Chapter 2 and 3	Blog Topic: Open
Week 5: February 7 to February 11		
Haole Victimization/ Reverse Racism/Tourism	<i>Haoles in Hawaii: Chapter 4 and Conclusion</i>  Ramsay Remigius Mahealani Taum: "Tourism" in <i>The Value of Hawaii</i>	Blog Topic: Is Reverse Racism Possible? How do issues of Colonization, Racism, and Tourism intersect in Hawaii?
Week 6: February 14 to February 18		

<p>The Plantations and the Importing of Other Ethnic Groups</p>	<p>Excerpts from Ronald Takaki's <i>Strangers from a Different Shore</i>. (Resources Section of Laulima)</p> <p>Sumner La Croix: "The Economy" in <i>The Value of Hawaii</i></p> <p>D. Kapua'ala Sproat: "Water" in <i>The Value of Hawaii</i></p>	<p>No Blog: Rohrer Book Review Due</p>
<p>Week 7: February 21-25</p>		
<p>The Plantations and the Importing of Other Ethnic Groups</p>	<p>Excerpts from John E. Reinecke's <i>The Filipino Piecemeal Sugar Strike of 1924-1925</i>. (Resources Section of Laulima)</p> <p>Lowell Chun-Hoon: "Labor" in <i>The Value of Hawaii</i>.</p>	<p>Blog Topic: Open</p>
<p>Week 8: February 28 to March 4</p>		
<p>Ethnicity, Social Class, and Education in Hawaii</p>	<p>Ethnicity and Inequality in Hawaii: Chapters 3 and 4</p> <p>Mari Matsuda: "Public Education" in <i>The Value of Hawaii</i></p> <p>Neal Milner: "University of Hawaii" in <i>The Value of Hawaii</i></p>	<p>Blog Topic: Reflect upon the role that ethnicity play in stratifying a society? Suggestions for solving these social problems?</p>
<p>Week 9: March 7 to March 11</p>		

Ethnicity and the Criminal Justice System: The Massie Affair	Excerpts from David Stannard's Honor Killing: How the Infamous Massie Affair Transformed Hawaii.	Blog Topic: Reflect upon the Massie Affair? What are your thoughts on Jury Nullification (see video posted on laulima)?
Week 10: March 14 to March 18		
Japanese and Filipino Ethnic Identity: Symbolic Identity and Assigned Identity	<i>Ethnicity and Inequality in Hawaii</i> : Chapter 6 and 7	Blog Topic: Open
Week 11: March 21 to March 25		
None: Spring Break	None: Spring Break	None: Spring Break
Week 12: March 28 to April 1		
Local Ethnic Humor	<p>Rod Labrador: We Can Laugh at Our Self (Resources Section of Laulima)</p> <p>Karyn Okada: An Analysis of Hawaii's Tradition of Local Ethnic Humor (Resources Section of Laulima)</p> <p>Harvey Mindess: Humor in Hawaii: Past and Present (Resources Section of Laulima)</p>	<p>Blog Topic: Reflect upon the practice of local ethnic humor (as done by professionals, as well as the common person). Does ethnic humor perpetuate the segregation and inequality experienced by ethnic groups?</p>
Week 13: April 4 to April 8		

<p>Identity Construction in Hawaii: Political Mobilization</p>	<p><i>Ethnicity and Inequality in Hawaii</i>: Chapter 5</p> <p>Dana Naone Hall: "Sovereign Ground" in <i>The Value of Hawaii</i></p> <p>Kamehameha Schools' Admissions Policy Challenge Website: <a href="http://www.ksbe.edu/lawsuit/index.php">http://www.ksbe.edu/lawsuit/index.php</a></p>	<p>Blog Topic: Reflect upon the issue of "reverse discrimination" as it relates to the Kamehameha Schools' enrollment practices.</p>
<p>Week 14: April 11 to April 15</p>		
<p>Contemporary Social Issues in Hawaii: Hawaiian Sovereignty</p>	<p>Listen to HPR series on Hawaiian Sovereignty</p> <p>Jonathan Kay Kamakawiwo'ole Osorio: "Hawaiian Issues" in <i>The Value of Hawaii</i></p> <p>Davianna Pomaika'i McGregor: "Hawaiian Sustainability" in <i>The Value of Hawaii</i></p>	<p>No Blog: Cultural Activity Report Due</p>
<p>Week 15: April 15 to April 22</p>		
<p>Contemporary Social Issues in Hawaii</p>	<p>Chad Blair: "Government" in <i>The Value of Hawaii</i></p> <p>Susan M Chandler: "Social Services" in <i>The Value of Hawaii</i></p> <p>Trisha Kehaulani Watson: "Homelessness" in <i>The Value of Hawaii</i></p> <p>Susan Hippensteele: "Domestic Violence" in <i>The Value of Hawaii</i></p>	<p>Blog Topic: Open</p>

Week 16: April 25 to April 29		
Contemporary Social Issues in Hawaii	TBD based on interest of students	Blog Topic: Open
Week 17: May 2 to May 6		
Where Do We Go From Here?	<p>Ramsay Remigius Mahealani Taum: "Tourism" in <i>The Value of Hawaii</i></p> <p>Charles Reppun: "Agriculture" in <i>The Value of Hawaii</i></p> <p>Ian Lind: "Journalism" in <i>The Value of Hawaii</i></p> <p>Karl Kim: "Transportation" in <i>The Value of Hawaii</i></p> <p><i>Ethnicity and Inequality in Hawaii: Chapter 8</i></p>	<p>Blog Topic: Reflect upon Racism and Ethnicity in Hawaii. In Neil Ambercrombie's campaign for Governor he said "our differences define who we are, not divide us." How accurate is this statement?</p>

### GENERAL ISSUES

**LATE ASSIGNMENTS:** Students should strive to submit their assignments on time, as late assignments will suffer from a substantial reduction in points. For everyday that an paper is late (this includes weekends and holidays) the paper will automatically lose 5 points. Since blogs are only worth 5 points each, blogs that are not completed on time will be docked 1 point for every day that it is late. To be granted an extension, student's must contact the instructor with a valid reason for needing an extension at least 24 hours prior to the assignment deadline.

**EXTRA CREDIT:** There may be a possibility that extra credit will be offered during this course. However, in order for any extra credit to be applied to a student's final grade, (s)he must have completed all required coursework. If the student fails to complete an assignment or an exam, no extra credit will be counted towards the student's final grade.

**ACADEMIC DISHONESTY:** The University of Hawaii at Manoa explicitly prohibits cheating or plagiarism in the academic environment. Section IH of the student code of conduct defines these as:

*"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."*

**ACCOMODATIONS AND KOKUA:** Students who need accommodations in this class due to the impact of a disability are encouraged to contact both the instructor and KOKUA to ensure the appropriate accommodations are made. KOKUA can be reached at (808) 956-7511 or (808) 956-7612. KOKUA is located in room 013 of the Queen Lili'uokalani Center for Student Services.

**\*\*The instructor reserves the right to change the order/content of the syllabus to accommodate scheduling conflicts and any other unforeseen circumstances.**