

**Draft: August 29, 2018**

SOC/ES 456: Racism and Ethnicity in Hawai'i  
Fall 2018

Course Location and time: Art Building 101, Wednesdays, **2:30-5:00**

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Office Hours: **Mondays 2:30-3:30 [drop in okay!] or by appointment**

Teaching Assistant: Yuki Asahina

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Office Hours: please email Yuki (he will often be available before class on Wednesdays but please email him if you intend to meet with him).

**Course Description:**

This course is about race/racism, ethnicity and identity in Hawai'i. We will study the relationships between Hawai'i's Native Hawaiian, Asian and Pacific Islander populations in the context of the colonization of Hawai'i. We examine how native Hawaiians and migrants from Asia and Oceania have faced, and resisted, racism and racial domination—and how they have forged ethnic identities. We will also examine historical and contemporary racialization/racism and ethnic identity formation through an examination of events and dynamics from Hawai'i's Territorial period through contemporary times. We will highlight the intersections *within* Hawai'i of diaspora and indigeneity among peoples with roots throughout the Asia, Hawai'i and the Pacific region—diverse migrants and settlers to Hawai'i and their role in broader processes of empire, capitalism, colonialism and resistance. We will explore how ethnicity/race and racism articulate with structures of colonialism, U.S. imperialism, militarization, labor migration, and capitalist process (especially the commercialization of land). Of course, many of these broader structures extend beyond Hawai'i, and therefore this course will adopt a broad regional and comparative view of linked forces like colonialism, militarization and racism across Oceania. Ethnic hierarchies and various racisms have formed and reformed alongside Hawai'i's economic transitions, and we delve into social forms specific to both plantation agriculture and tourism. One focus of the course will be on the native Hawaiian movement and indigenous resistance against colonialism, global capitalism, militarization, and cultural dispossession. Students will also be exposed to indigenous practices of land stewardship through hands-on service learning experience and through readings and materials on the praxis of *aloha 'āina*. We move beyond a simplistic vision of Hawai'i as a multiethnic paradise. However, we look seriously at the historical “inter-racial” working class consciousness that Hawai'i's diverse peoples of Asian, native Hawaiian, Pacific Islander ancestries have forged. We also listen to the voices and

questions of native Hawaiian, Pacific Islander, and multiethnic/‘Local’ islanders who see themselves in solidarity against racism, colonialism, and the degradation of land for profit, while imagining a more just future for Hawai‘i.

***Note on course format: This not just a lecture class, though occasionally I will lecture. Each class will include at least some group work and discussion based directly on the course readings. I also hope that we can learn from each other’s experiences and stories. We will also hold two field trips.***

This course meets the HAP-focus requirements, which include the following hallmarks:

1. The content reflects the intersection of Asian and/or Pacific Island cultures with native Hawaiian culture.
2. A component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.
3. The course includes at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions. *Racism/racialization, migration, militarization and resistance, and settler colonialism are these topics in this course.*
4. The course involves an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

### **Course Learning Objectives:**

(adapted from 456 syllabi by Lisa Uperesa and Kalei Kanuha, and reflecting 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, and cultural foundations of contemporary Hawai‘i.
2. Show a critical understanding of racism and ethnicity, and use concepts and theoretical frameworks to analyze social processes in Hawai‘i or elsewhere.
3. Demonstrate increased understanding of Kanaka Maoli (native Hawaiian) histories, experiences and perspectives on various political issues
5. Employ a varied theoretical vocabulary with which to approach the study of racism and ethnicity in Hawai‘i and elsewhere.
6. Develop critical reading, writing, and thinking skills used in the study of race/racism, ethnicity, migration, settler colonialism and associated issues.
7. Critically reflect on personal identities, prejudice, bias, and their origins as well as develop respect for peoples and cultures of Hawai‘i through civic participation in Hawai‘i’s local community

## **Academic Honesty:**

Plagiarism is taken very seriously. Please see guidelines below and consult the UH System student code of conduct. The following definition of plagiarism comes from The University of Hawai'i System wide Student Conduct Code:

*The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (E7.208, Pages 4 and 5).*

(For the entire Student Conduct Code, see: <http://www.hawaii.edu/apis/ep/e7/e7208.pdf> and [http://studentaffairs.manoa.hawaii.edu/downloads/conduct\\_code/UHM Student Conduct Code.pdf](http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf).)

You may also consult the ASA style guide for more information.

[http://www.asanet.org/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)

Any student determined to be in violation of the above code will receive an “F” for the assignment and may fail the course. Academic and department advisors will also be notified. See also specific directions for each paper assignment.

## **Phones, Laptops, Electronic Devices:**

For the sake of mutual respect, and in order to create a positive learning environment, use of electronic devices is strictly restricted to class or instructional work. Also, use of electronic devices for non-class purposes will negatively affect your participation grade.

## **Assignments and Grading:**

All class assignments should be submitted to the instructors via Lulima [SOC 456 cite] to the appropriate “assignment” folders.

### Summary of Assignments and **percent of final grade**

- 1) **Two Analytical Papers (5-7 pages each) (25% each=50% of final grade):** You will be asked to write an analytical paper using the concepts and ideas discussed during the semester. You are asked only to rely on the course readings only—though you may also consult with sources specifically suggested by the instructor.

\*\*You may substitute participation in the *Malama i na Ahupua'a* program through the Center for Service Learning for ONE of these papers and the "My Story Part #2" Assignment (You should attend MINA orientation, and three CORE activities and a submit to me brief reflection of about 1-2 pages)\*\*

2) **Short Assignments** [Short reflections and application of concepts] **10%**

[approximately **5-6 TBD** over the course of the semester. Short Answer Questions, often based on in-class activities and discussions]

*Examples*

- Film: Race the Power of an Illusion [write up and submit short questions based on in-class work]
- Racial Formation in the Plantation era [write up and submit short questions based on in-class work]
- Film: Act of War [write up and submit short questions based on in-class work]
- Reflection on visit to Japanese Cultural Center of Hawaii [write up and submit short questions based on visit]

3) **Your Story Part #1 and Part #2** **10%**

- In lieu of final exam

4) **Hosting a guest speaker** **10%**

- You will sign up to 'host' a guest speaker (you will have a chance to voice your preferences of topic).
- You, along with classmates, will prepare to host the guest by mastering the readings in advance, coordinating with each other, preparing to lead and facilitate questions, and welcoming the guest speaker. I will ask each group to coordinate a mahalo gesture [a card, handmade lei, a gesture of welcoming from our class].
- As a group, you will submit to me and the class a plan including detailed written questions to host the guest speaker by the **Monday prior** to the guest speaker visit.

5) **Participation, Attendance, and participation in online discussion (20% of final grade):**

- **Online Class Discussion Posts:** prior to each class [by Tuesday at noon], starting Week 3, you are required to submit a short, approximately 1 paragraph "CR" Critical Reaction to the course discussion page for that week's readings. I will provide examples and guidelines. You may skip one week without penalty.

- ***Participation and Attendance:*** Your presence and attendance is key to our learning as a community. We will have discussion and group activities and we value your engagement. Since this class meets only once a week, attendance and participation will be an important part of your final grade. We will take attendance every day and this will count toward your participation grade. We understand that you may juggle work, family, and personal responsibilities and that contingencies come up. That said, unfortunately, we are only able to officially excuse absences for medical reasons (including child or family member illness), university excused commitments, or family emergency. In such cases, *please contact the TA yukiasah@hawaii.edu with appropriate information or documentation.*

### **Late Policy All Assignments:**

½ point subtracted per day late, up to 50% of credit. After that point, no late work will be accepted, except for excused official reasons and with approval of instructor.

### **Extra Credit Option:**

You may attend a talk or public/community event, visit a community center, or participate in a service learning experience relevant to this course. You are strongly encouraged to participate in the *Malama I na ahupua'a* program. Events may be announced by the instructor throughout the semester, or you may suggest one. Write up and submit 2-3 pages of critical reflection. You do not receive “points” but in the case that your final grade is between two letter grades, this would ‘bump up’ your grade. Please see <<http://servicelearning.socialsciences.hawaii.edu/adopt.html>> for service learning options

### **KOKUA for Students with Disabilities:**

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 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.

*\*please feel free to speak with me or the KOKUA office about accommodations for field visit to Kanewai or the Japanese Cultural Center*

### **Required Course Texts:**

*You are not required to purchase any texts.* You will have access to course readings through Laulima “resources” where I have placed scans of required readings, or through the library where readings are available as online e-books (you must login). We will be reading selections

from the following texts, in addition to others. To find all of the required readings for each week, go to Lailima→Resources→ where you will find folders organized by week as well as a bibliography of what I have posted each week.

If you would like to *purchase hard copies of the books* (optional not required) you may consider purchasing the following excellent books (we will be reading several chapters from each). You may check with the UH bookstore for copies or order directly from publishers.

Goodyear-Ka'ōpua, Noelani. (2013). *The seeds we planted: Portraits of a native Hawaiian charter school*. Minneapolis: University of Minnesota Press. **[also available as e-book through UHM]**

Goodyear-Ka'ōpua, Noelani, Ikaika Hussey, and Erin Kahunawaika'ala (2014). *A Nation Rising: Hawaiian Movements for Life, Land and Sovereignty*. Duke University Press Books. **[also available as e-book through UHM]**

Jung, Moon-Kie. (2006). *Reworking Race: the making of Hawai'i's interracial labor movement*. Columbia University Press.

Labrador, Roderick N. (2015). *Building Filipino Hawai'i*. University of Illinois Press. **[also available as e-book through UHM]**

Okamura, Jonathan Y. (2008). *Ethnicity and Inequality in Hawai'i*. Philadelphia: Temple University Press. **[also available as e-book through UHM]**