

*WS 360/ES365: Pacific and Asian Women in Hawai'i (Fall 2016)*

**Dr. Mire Koikari**

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**Office Hours: Tuesday 12:30 – 1:00;**

**Thursday: 2:45 – 3:15; by appointment**

***Course Descriptions:***

In this course we will examine dynamics of gender, race, sexuality, nation, and empire that shaped the lives of people in Hawai'i and Pacific. We will focus on select groups of Asian and Pacific Islander women and examine their identities and experiences from perspectives informed by Sociology, Gender Studies, Race and Ethnic Studies, Indigenous Studies, Postcolonial Studies, and Cultural Studies. Among various themes covered in this class, we will especially focus on issues of power, social structure, social institution, and political agency within the overlapping contexts of Japanese and American empire-building in the Pacific. Specific topics we will cover in this class include: sexism and racism in knowledge production; media representations of ethnic minority and indigenous people; Cold War nuclear testing in the Pacific and its health consequences among Pacific Islanders; US colonization of Hawai'i and indigenous resistance; tourism and commodification of culture; Asian immigration and plantation economy.

The course is for degree-seeking students (undergraduate or graduate level) at UHM who possess serious commitment to gender/feminist studies, ethnic studies, and/or indigenous studies.

***Texts:***

Noenoe Silva. *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*. [AB] Duke University Press, 2004.

Ronald Takaki. *Pau Hana: Plantation Life and Labor in Hawaii*. [PH] University of Hawai'i Press, 1983.

In addition, please purchase the reading packet at MaPS, Castle Memorial Annex, College of Education, UHM.

For the location of MaPS, see below:

<http://manoa.hawaii.edu/crdg/curriculum-materials/maps/contact-us/>

***Requirements:***

*Required Readings:* You are expected to read all the assigned materials before you come to class.

*Class Participation:* Class attendance and participation in discussions are critical. I will take attendance every week, and it will be part of your final grade. In each class you are expected to raise questions, share thoughts with other students, and develop critical thinking. Participation in small group and class discussions, in-class written commentary, and individual meetings with the instructor will count toward your final grade. Missing 3 – 4 class periods will subtract 5 points from your class participation grade. Missing 5 – 7 class periods will result in forfeiting the entire 10 points of your class participation grade. If

you miss 8 or more sessions, you will fail this course. If you need to miss a session for any justifiable reason, you are required to submit a written document in advance. *Phone calls and email communications are not accepted.* For additional information, please read “Classroom Conduct Policies” below. [10 points]

*Exams:* You will have two in-class exams during the semester. Each exam will consist of true or false questions, multiple questions, and essay questions. If you fail to take either or both of the exams, you will not pass this course. [50 x 2 = 100 points]

*Archival Project:* This semester we will explore the students’ paper collection in “Romano Adams Social Research Laboratory Collection” available at the University of Hawaii Hamilton Library. In the course of this project, you will read a number of student papers in the collection, conduct research, and present your findings in class. Details of the project are provided at the end of this syllabus. [25 points]

*Extra Credit Options:* You can attend up to three public lectures and events on campus that are relevant to this course, and write a brief summary and commentary (no more than three pages; typed and double spaced; proof-read; edited). Each summary/commentary will be due within a week of the event. You need to provide the information concerning the title, date, location, and speaker(s) of the event, and provide a brief summary and your reactions. You also need to discuss how the event relates to this course. If your summary/commentary is of a satisfactory nature, you will receive two points.

### ***Classroom Conduct Policies:***

In WS360, we strive to create a collective learning space in which we engage with each other to pursue critical thinking and productive discussions. Toward that end, please keep in mind the following requirements:

- a) Please approach the instructor and students with courtesy and respect. Your effort toward creating a learning environment that is professional, respectful, and productive is not only appreciated but considered essential. Please engage in the types of behaviors and interactions befitting a space of higher learning.
- b) Please refrain from consuming food in class. It is distracting to the instructor and other students. Please also refrain from any other activities that have no relation to learning process you are expected to pursue in class.
- c) Please refrain from any use of cellular phones or other electronic communication device in class. If you fail to comply with this requirement, you must leave and forfeit class attendance for that day.
- d) You may use a computer to take notes, yet please limit your use to that purpose alone. If you fail to comply with this requirement, you must leave and forfeit class attendance for that day.
- e) Please be punctual. If you arrive late (by 15 minutes or more) or leave early (any time before a session is over), you forfeit class attendance for that day. If you have valid reason(s) to arrive late or leave early, please communicate the reason(s) to the instructor in a timely, reasonable manner.
- f) Please keep up with your reading and other assignments listed in the syllabus. Your active participation in class depends on your critical engagement with reading and other materials in advance. Your timely completion of assignments is a key to your success in this class.

**Final Grade:**

Class Participation	10 points
Archival Exercise	25 points*
Mid-Term Exam	50 points
Final Exam	50 points
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Total	135 points

\*First Presentation [5 points]; Second Presentation [5 points]; Summary Report [15 points]

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**Tentative Schedule**

**Week 1**

August 23: Introduction

August 25: Introduction

- Reader: Shirley Hune, “Introduction: Through Our Eyes: Asian/Pacific Islander American Women’s History” in Shirley Hune and Gail Nomura eds., *Asian/Pacific Islander American Women: A Historical Anthropology*, New York University Press, 2003 (pp. 1 - 7).
- Reader: Shirley Hune, “Asian American and Pacific Islander American Women as Historical Subjects” in *Asian/Pacific Islander American Women*.

**1. Setting the Contexts**

**Week 2**

August 30: Histories of Women’s Studies and Ethnic Studies in the US

- Reader: Maxine Baca Zinn et al. “The Cost of Exclusionary Practices in Women’s Studies” in Gloria Anzaldúa ed., *Making Face, Making Soul, Haciendo Caras: Creative and Critical Perspectives by Women of Color*, An Aunt Lute Foundation Book, 1990.
- Reader: Davianna McGregor and Ibrahim Aoude, ““Our History, Our Way!”” Ethnic Studies for Hawai‘i’s People” in Noelani Goodyear-Kaopua et al eds., *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*, Duke University Press, 2014.

September 1: Histories of Women’s Studies and Ethnic Studies in the US (cont’d)

- Reader: Chela Sandoval, “Feminism and Racism: A Report on the 1981 National Women’s Studies Association Conference” in *Making Face, Making Soul*.
- Film: Excerpts from “Shattering the Silences: The Case for Minority Faculty”

**Week 3**

September 6: Histories of Women’s Studies and Ethnic Studies in the US (cont’d)

- Reader: Lisa Kahaleole Hall, “Strategies of Erasure: US Colonialism and Native Hawaiian Feminism” in *American Quarterly*, Volume 60, Number 2, 2008.

September 8: Hawai'i

- Reader: Jonathan Okamura, "Changing Ethnic Differences" in *Ethnicity and Inequality in Hawai'i*, Temple University Press, 2008. (pp. 22 – 31, 35 – 39, 39 – 42)
- Reader: David Stannard, "The Hawaiians: Health, Justice and Sovereignty" in *Cultural Survival*, 24.1, 2000.
- Film "Then There Were None"

#### **Week 4**

September 13: Hawai'i (cont'd)

- Reader: David Stannard, "Honoring Racism: The Professional Life and Reputation of Stanley Porteus" in *Social Process in Hawai'i*, Volume 39, 1999.

September 15: Library Session – How to Use Library

- Please come to Hamilton Library Room 156A. Please be there on time.
- Guest Speakers: Vickery Lebbin and Peter Shirts

#### **Week 5**

September 20: The Pacific/Oceanic

- Reader: Mary Babic, "Big Poultry Finds Workers in An Immigrant Community Known for Its Culture of Forgiving" in *Oxfam America*, November 18, 2015.
- Reader: Jon Letman, "U.S. Violating Compact of Free Association with Pacific Nations" in *IFG Asia-Pacific Program*, October 3, 2013.
- Film: Excerpts from "Nuclear Savage: The Islands of Secret Project 4.1"

September 22: The Pacific/Oceanic (cont'd)

- Reader: Robert Jacobs, "Nuclear Conquistadors: Military Colonialism in Nuclear Test Site Selection during the Cold War" in *Asian Journal of Peacebuilding*, Volume 1, Number 2, 2013.

## **2. Examining Cultural Representations**

#### **Week 6**

September 27: Lotus Blossom, Suzie Wong, and Chinamen

- Reader: ReneeTajima, "Lotus Blossoms Don't Bleed: Images of Asian Women" in Asian American United of California ed., *Making Waves: An Anthology of Writings By and About Asian American Women*, Beacon Press, 1989.
- Film: "Slaying the Dragon" and "Slaying the Dragon, Re-loaded"

September 29: Lotus Blossom, Suzie Wong, and Chinamen (cont'd)

- Reader: Ward Churchill, "Crimes Against Humanity" in *Z Magazine*, March 1993.

### Week 7

October 4: Library Session – How to Use Archives

- Location: Moir Reading Room (Fifth Floor, Hamilton Library Annex)
- Please review the information on the Romanzo Adams Social Research Laboratory Collection provided at the end of the syllabus.
- Guest Speakers: Christine Kirk-Kuwae and Asako Shiba

October 6: Blue Hawaii, Elvis Presley, and Lovely Hula Hands

- Reader: Joy Taylor, “You Can’t Spend Your Whole Life on a Surfboard’: Elvis Presley, Exotic Whiteness, and Native Performance in Blue Hawaii and Girls! Girls! Girls!” in *Quarterly Review of Film and Video*, Volume 32, 2014.
- Please come to class having reviewed “Blue Hawaii” (on reserve at Wong Audio Visual Center at Sinclair Library); please fill out your study sheet in advance.

### Week 8

October 11: Blue Hawaii, Elvis Presley, and Lovely Hula Hands (cont’d)

- Reader: Adria Imada, “‘Aloha ‘Oe’: Settler-Colonial Nostalgia and the Genealogy of a Love Song” in *American Indian Culture and Research Journal*, Volume 37, Number 2, 2013.
- Review for Exam 1

October 13: **Exam I**

## **3. Gendering Colonialism**

### Week 9

October 18: American Missionaries in Hawai‘i

- Reader: Jennifer Thigpen, “‘You Have Been Very Thoughtful Today’: The Significance of Gratitude and Reciprocity in Missionary-Hawaiian Gift Exchange” in *Pacific Historical Review*, November, 2010. (pp.545 – 563)
- First presentation on the Romanzo Adams Collection. Please bring a copy of one student paper from the collection that you have found interesting, and present a summary of its content. Share your observations and opinions. What have you noticed about the workings of gender, sexuality, race, and nation?

October 20: Overthrow and Annexation

- AB: Ch 3, “The Merry Monarch”
- Film: Excerpts from “Hawaii’s Last Queen”

### Week 10

October 25: Overthrow and Annexation (cont’d)

- AB: Ch 4, “The Antiannexation Struggles” and Ch 5, “The Queen of Hawai‘i Raises Her Solemn Notes of Protest”

- Film: Excerpts from “Hawaii’s Last Queen”

October 27: After Annexation

- Reader: Adria Imada, “Hawaiians on Tour: Hula Circuits through the American Empire” in *American Quarterly*, Volume 56, Number 1, 2004. (pp.111 – 126)

### **Week 11**

November 1: After Annexation (cont’d)

- Reader: Adria Imada, “Hawaiians on Tour: Hula Circuits through the American Empire” (pp. 126 – 143)

November 3: After Annexation (cont’d)

- Reader: Caroline Robertson, “The Mahu of Hawaii”
- Film: “Kulana He Mahu: Remembering a Sense of Place” in Paul Spickard et al eds., *Pacific Diaspora: Island Peoples in the United States and Across the Pacific*, University of Hawaii Press, 2002.

## **5. Immigration and Plantation Lives**

### **Week 12**

November 8: Holiday – No Class

November 10: Asian Immigration to Hawai‘i

- Reader: Yen Le Espiritu, “Stretching Gender, Family, and Community Boundaries, 1840s - 1930s” in *Asian American Women and Men: Labor, Laws and Love*, Altamira Press, 2000.
- Film: “Picture Brides Slide Show”

### **Week 13**

November 15: Plantation Labor

- PH: “A New World of Labor: From Siren to Siren”; “Plantation Camps: Community and Culture”

November 17: Plantation Labor (cont’d)

- PH: “Contested Terrain: Patterns of Resistance”
- Reader: Laurie Mengel, “Issei Women and Divorce in Hawaii, 1885 – 1908” in *Social Process in Hawai‘i*, Volume 38, 1997.

### **Week 14**

November 22: Class Presentations

November 24: Holiday – No Class

### **Week 15**

November 29: Class Presentations

December 1: Class Presentations

**Week 16**

December 6: Class Presentations

December 8: Class Presentations and Summary of the Semester

- Research Report Due in Class – NO LATE SUBMISSION ACCEPTED

**Final Exam: December 13, 12:00 – 2:00**

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## **Archival Research Project: A Window into Our Past – Tales of Gender, Race, Sexuality, and Class in Territorial-era Hawai‘i (Romanzo Adams Social Research Laboratory Collection)**

In this project, we will use the Romanzo Adams Social Research Laboratory (RASRL) Collection as a window into our past and learn about local people’s lives during the territorial era of Hawai‘i. Containing a large number of UHM student papers from the 1920s to the 1950s, the collection covers a wide range of topics, including interracial dating, family formation, plantation labor, and war and military, and gives a glimpse into our past and students’ thoughts and perspectives about it. Focusing on gender, race, class, sexuality, and nation, we will observe how these vectors of power shaped people’s lives back then and what students at UHM (people of your age!) observed and wrote about social dynamics they encountered in their communities.

In the course of this project, we will work with staff members at the Hamilton Library and utilize the Moir Reading Room on the fifth floor of the Hamilton Library.

### **Background Information and Finding Aid**

The History/Background of the Collection:

<http://library.manoa.hawaii.edu/departments/archives/univarch/colsch/rasrl/history.php>

The Biographical Information of Romanzo Adams:

<http://library.manoa.hawaii.edu/departments/archives/univarch/colsch/rasrl/bio.php>

The Scope of the Collection

<http://library.manoa.hawaii.edu/departments/archives/univarch/colsch/rasrl/series.php>

The List of Student Papers:

<http://library.manoa.hawaii.edu/departments/archives/univarch/colsch/rasrl/spapers.php>

The List of War Brides Interview Project:

<http://library.manoa.hawaii.edu/departments/archives/univarch/colsch/rasrl/warbrides.php>

Finding Aid

<http://manoa.hawaii.edu/rasrl/>

Thinking Aid - “Thinking Locally about Territorial Hawai‘i”

<https://thinkingterritorial.wordpress.com/>



## Research Plan and Procedure

In this project you are required to conduct archival research on your own, write up a report (double spaced, spell checked, edited, 5 – 7 pages), and present your research findings to the class (about 20 minutes). Please follow the procedure specified below.

a) Identify one overarching topic/theme/issue that interests you most. Why are you interested in it? What is its significance?

b) Choose 3 – 5 student papers in the Student Papers (Series A), the Hoermann Papers, and/or other collections in the RASRL Collection at the UH Hamilton Library that illuminate the topic/theme/issue of your choice. For each paper you read, record the following information: location (collection name; box number; folder title); author; paper title; year.

c) What have you found out as a result of reading these papers? More specifically, consider the following questions:

- Do they shed light on dynamics of gender, race, class, and/or sexuality?
- Do they shed light on the workings of major social institutions, such as plantation, military, education, religion?
- Do they shed light on the nature and consequences of major historical events, such as immigration or war?
- Do they provide information on particular social groups, communities, or neighborhoods?
- Do you detect any omission, oversight, and/or bias in these papers?
- Is there anything surprising or unexpected in these papers?
- What is the benefit of reading the set of papers you have chosen?

d) To deepen your understanding about the topic/theme/issue you have decided to focus on, please do at least one of the following activities:

- Read secondary sources (published books or articles).
- Read other primary documents (archival sources, newspapers, etc.)
- Interview people.
- Watch a documentary film.

e) Reflect on your archival research experience. What challenges, problems, and/or issues did you encounter? What were the benefits? How might you utilize your research skills thus gained in the future?

f) Keep the followings in mind when you read the student papers you have chosen.

- What are their strengths?
- What are their weaknesses?
- Do you see any omission, oversight, prejudice, etc.?
- How attentive are they to the question of power, inequalities, etc.?
- Do they utilize the intersectional analysis?
- If you were to write a paper on the same topic, how would you have done it?
- Other questions?

## **In Preparation for Research Presentation and Report:**

Please consider the following as you work on your paper and presentation.

### 1. Introduction

- What is your overall topic/theme/issue?
- Why is it important?
  - a. Shed light on a given issue from a new perspective?
  - b. Reveal little-known facts or events?
  - c. Connect to themes and issues covered in class?
  - d. Reveal something surprising or unexpected?
- What papers did you read for this assignment? (brief description)

### 2. Body

- Any of the following questions might help you analyze the materials:
  - a. Do these papers reveal dynamics of race, gender, class, etc. in HI?
  - b. Do they shed light on some aspects of major social institutions, such as plantation, education/university, labor market (including sex industry), etc.?
  - c. Do they reveal something about the nature and consequences of major historical events, such as immigration, war, overthrow, etc.?
  - d. Do they provide new information on particular social groups, communities, or neighborhood?
  - e. Do you see any omission, prejudice, bias, etc. in these papers?
  - f. Do they attentive to the intersectionality of gender, race, etc.?

### 3. Conclusion

- Summarize your findings and arguments.
- Any final thought on the papers you have read and other materials you have Consulted with for this assignment?