

**FILIPINOS IN HAWAII'**

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**Course description**

This upper-division and interdisciplinary course will provide an overview of the historical and contemporary experiences of Filipinos in Hawai'i, focusing primarily on issues related to race, ethnicity, gender, culture, power, representation and globalization. Using a "history of the present" approach we will examine historical events and processes (such as histories of colonialism and plantation labor/organizing) that are necessary factors for understanding the scope of present-day Filipino communities in Hawai'i. Students will also be introduced to cultural studies concepts that will be useful for examining cultural productions such as: cultural performances, political cartoons, ethnic jokes, movies, hip-hop, poetry, and other artwork related to Filipinos in Hawai'i. These cultural productions will be used to interrogate such phenomena as colonialism, the global dispersal of Filipinos, the dynamics of identity-making, and the cultural politics of the everyday.

\* The class meets on Tuesdays and Thursdays, 9:00-10:15am, in Holmes 247.

\* 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**

\* Gonzalves, Theodore S. *The Day The Dancers Stayed: Performing in the Filipino/American Diaspora*. Philadelphia: Temple University Press, 2010.

\* Additional readings will be distributed in class or available via laulima.

**Course Requirements**

Attendance and Participation: Attendance is mandatory. Please come to class on time and plan on staying for the duration. Failure to prepare for class and persistent (and unexplained) failure to attend will result in a reduction of the overall grade. You will be allowed one unexcused absence. You will lose 1/3 of a grade for every absence after that. Please call or email the instructor before missing class, if possible. Your absences will be reflected in the grade you receive for participation.

Participation involves speaking and active listening in class. Your participation grade will depend on a) contributing to class discussions and group discussions on a regular basis, and b) in-class writing assignments.

Writing Assignments: In order to reflect on the material discussed in class, the readings, and media, you will be writing one short paper (3-4 pages) and one long paper (8-10 pages). You will receive prompts for each writing assignment.

Midterm: The midterm exam will draw directly from lectures, readings, guest speakers, films, and class discussion.

Final Exam: The final is NOT cumulative. It will draw directly from lectures, readings, guest speakers, films, and class discussion since the midterm. The final exam is scheduled for Thursday, December 16, 9:45-11:45am.

### Paper 2 and Presentation:

Topics will be provided. You may also choose your own topic, but this paper should focus on some feature of Filipino community, culture, identity or history in Hawai'i. Because of these broad guidelines, you must consult with me to get approval for your paper topic. This paper should focus on a particular issue relevant to Filipinos in Hawai'i and you will need to develop your own interpretations, analyses or arguments, going beyond simple description of your subject. You should also apply concepts or theories discussed in class or from the assigned readings in your paper. I can provide you with possible paper topics, references, and other research suggestions. The final paper will be 8-10 typewritten pages in length, double-spaced, with 1-inch margins and in 12-point font.

Do not rely primarily on Internet sources for your research. You should include at least five (5) outside sources, which can be academic journal articles, books, and/or book chapters used in the course.

During the final weeks of the term, students will be required to teach the class what they have learned from their paper topic. Students, either as an individual or a group (4 at most), will do a 15-20 minute presentation and are encouraged to be creative in thinking about how to best teach the material they have been researching. For instance, students might decide to do a power point presentation, video documentary, skit, etc. For those presenting as a group, everyone must participate and each member must have a speaking role. You will be required to do an evaluation of the presentation and a short paper based on the presentation.

An alternative to researching and writing the paper will be to do a Service Learning project. Service Learning projects typically meet on a weekly basis for a minimum of 25 hours during the semester (including orientation and training). In addition, you will need to write a 6 – 8 page paper evaluating your experience. This paper must include a brief overview of the service organization, including a description of their history, mission, location, membership, activities, etc. to help contextualize your project. You must also include the nature of your volunteer work, including details about the services you provided, your role while at the site, and time frame. Your paper must incorporate concepts and ideas from class lectures, videos, speakers, and readings. You must cite at least 3 sources from the regular class readings.

### **Policies:**

#### Late papers

All assignments are due at the beginning of the class. The dates on which the papers are due are firm deadlines. Late papers will lose 1/3 of a grade for every day it is late (this means if you turn in a A- paper a day late, the grade will be scaled down to a B+).

#### Plagiarism and academic integrity

Each student in this course is expected to abide by the University of Hawai'i at Manoa Student Conduct Code. Any work submitted by a student will be the student's own work. Copying or submitting other people's work, and/or not properly attributing ideas that are not original to you are considered plagiarism. Any infraction of the Student Conduct Code will lead to sanctions from the instructor (ranging from receiving a zero on an assignment to failure of the course and University disciplinary action).

#### 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.

**Grade Distribution:**

Attendance and Participation	10%
Writing Assignment #1	10%
Writing Assignment #2	20%
Paper/project presentation	5%
Midterm Exam	25%
Final Exam	30%

## COURSE OUTLINE

**\*\*NOTE:** The syllabus is subject to change at instructors' discretion\*\*

- Week 1 Overview of class and brief discussion on race, culture, and US empire  
Aug 24 Review syllabus and course expectations  
Aug 26 Y. Espiritu, "Leaving Home," p. 23-45.
- Week 2 Seeing the Philippine-American War: Imperial Politics in Imagery  
Aug 31 L. Francisco, "The First Vietnam: The Philippine-American War 1899-1902."  
T. Gonzalves, "Prologue," p. 1-8.  
Film: *Savage Acts*  
Sep 2 R. Constantino, "The Miseducation of the Filipino."
- Week 3 The Consequences of US Colonialism  
Sep 7 E. Gamalinda, "English Is Your Mother Tongue/Ang Ingles Ay ang Tongue Ng Ina Mo."  
Sep 9 Y. Espiritu, "Positively No Filipinos Allowed," p. 46-69.
- Week 4 Representing Filipina/os  
Sep 14 R. Parreñas, "'White Trash' Meets the 'Little Brown Brothers.'"  
Sep 16 R. Alcantara, "Long Houses and Box Dances".
- Week 5 Filipino Migration to Hawai'i  
Sep 21 R. Alcantara, "Sakada, 1906-1946".  
Film: *From Mabuhay To Aloha*  
Sep 23 M. Sharma, "Labor Migration and Class Formation among the Filipinos in Hawaii, 1906-1946."  
**Paper #1 Due**
- Week 6 Plantation Labor and Union Organizing  
Sep 28 S. San Buenaventura, "Hawaii's 1946 Sakada" in *SPH37*.  
Sep 30 M. Kerkvliet, "Interpreting Pablo Manlapit," and D. Alegado, "Carl Damaso: A Champion of Hawaii's Working People."
- Week 7 World War II  
Oct 5 L.A. Revilla, "'Pineapples,' 'Hawayanos,' and 'Loyal Americans': Local Boys in the First Filipino Infantry Regiment, US Army."  
Oct 7 Film: *An Untold Triumph*
- Week 8 Diaspora and Transnationalism  
Oct 12 J. Okamura, "Transnational Migration and the Global Filipino Diaspora."  
Oct 14 R. Parreñas, "Contradictory Class Mobility."
- Week 9 Culture and Performance  
Oct 19 **Midterm Exam**  
Oct 21 T. Gonzalves, "Introduction" and "The Art of the State: Inventing Philippine Folkloric Forms (Manila, 1934)"
- Week 10 Culture and Performance  
Oct 26 T. Gonzalves, "'Take It from the People': Dancing Diplomats and Cultural Authenticity (Brussels, 1958)," p. 62-88.  
Oct 28 T. Gonzalves, "Dancing into Oblivion: The Pilipino Cultural Night (Los Angeles, 1983)," p. 89-111.

Week 11 Building Community, Constructing "Filipino"

- Nov 2 T. Gonzalves, "Making a Mockery of Everything We Hold True and Dear: Exploring Parody with Tongue in a Mood's *PCN Salute* (San Francisco, 1997)," p. 127-140.  
Nov 4 T. Gonzalves, "Repetitive Motion: The Mechanics of Reverse Exile (San Francisco, 1993)," p. 112-126.  
T. Gonzalves, "Conclusion," p. 141-147.

Week 12

- Nov 9 Guest Speaker: Geologic aka Prometheus Brown and Kiwi  
Nov 11 **HOLIDAY!!**

Week 13

- Nov 16 L. Strobel, "Born-Again Filipino': Filipino American Identity and Asian American Panethnicity."  
L. Revilla, "Filipino American Identity: Transcending the Crisis"  
Nov 18 R. Labrador, "Performing Identity: The Public Presentation of Culture and Ethnicity among Filipinos in Hawai'i."

Week 14

- Nov 23 J. Okamura. "Filipino Americans: Model Minority or Dog Eaters."  
Nov 25 **HOLIDAY!!**

Week 15 Hawai'i's Multiculturalism and the Politics of Representation

- Nov 30 R. Labrador, "'We Can Laugh at Ourselves': Hawai'i Ethnic Humor, Local Identity, and the of Multiculturalism"  
Dec 2 **Project Presentations**  
**Paper #2 Due**

Week 16

- Dec 7 **Project Presentations**  
Dec 9 **Project Presentations**

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