

**OCEANIC ETHNIC STUDIES: THEORIES & METHODS**

Instructor: Professor Rod Labrador  
 Office hours: George Hall 341, Tuesday, 2-3pm, or by appointment  
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**COURSE DESCRIPTION**

What is Oceanic Ethnic Studies? What are the theories and research methods that distinguish Oceanic Ethnic Studies from other kinds of Ethnic Studies and from other academic disciplines? This course will engage students in deconstructing the foundational theoretical elements of Oceanic Ethnic Studies - an intersectional analysis of race, class, gender, migration, indigeneity, language, political economy and social justice. The course will also provide students with methods of qualitative and quantitative community-based research through the examination of examples and models of representations, performance and productions. The class meets on Tuesday and Thursday, 9:00-10:15am, in George 301B.

\* 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**

\* Oliveira, Katrina-Ann R Kapā'anaokalāoikeola Nākoa and Erin Kahunawaika'ala Wright. *Kanaka 'Ōiwi Methodologies: Mo'olelo and Metaphor*. Honolulu, HI: University of Hawai'i Press, 2016. **[KOM]**

\* Labrador, Roderick. *Building Filipino Hawai'i*. Urbana-Champaign, IL: University of Illinois Press, 2015. **[BFH]**

\* There is also a course reader for this class. **[CR]**

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

**STUDENT LEARNING OBJECTIVES**

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

1. Demonstrate understanding of the principal theories that frame Oceanic Ethnic Studies.
2. Be conversant about the ethical issues involved in community-based research.
3. Select methods for research and representation to produce a senior capstone project.
4. Demonstrate critical reading, writing, and thinking skills.
5. Critically reflect on research interests and connect them to course materials through oral presentations and discussion.
6. Articulate and apply a general Ethnic Studies analytic, and specifically an Oceanic Ethnic Studies framework.

This course meets the oral communication (O) focus requirements, which include the following hallmarks:

1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class that comprise at least 40% of the final grade.
2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.
3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

**COURSE REQUIREMENTS**

Since this course has an oral communication (O) focus designation, it encourages effective personal expression in the oral mode. It teaches basic knowledge of Filipina/os in Hawai'i, the continental United States, and in diaspora. Class discussions and student presentations will contribute to improving students' public speaking skills and allow student to better engage course content by effectively organizing arguments and providing supporting evidence. Individual consultations with the instructor before and after class presentations will help students improve their oral presentation skills - recognizing strengths and identifying areas of needed improvement for the future - while

addressing any concerns. Active participation in oral discussion of readings, political cartoons, and final project is worth 50% of the final grade. At least fifty-percent of this course is based on oral presentations and evaluation of speaking.

Your course grade will be based on the following:

Class Participation: 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. 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. You must also come to class having done the assigned reading(s). You cannot participate in the class discussions if you have not completed the readings and you are not in class. Our reading-based discussions will not be successful unless you read. There are two types of readings: one set will discuss the key theoretical elements of Oceanic Ethnic Studies and a second set is geared toward making you sophisticated and critical users of research. You will also learn to evaluate research for its methodological strengths and weaknesses, with the premise being that carefully chosen and executed methods make sound research.

Presentation on a Reading (2 times): Students must select a reading to summarize. For the presentation, each study must identify the reading's central argument, supporting evidence, and key concepts. The presentation must be 3 minutes long. The instructor will distribute a presentation schedule during the second week of class and presentations will begin in the third week. One-on-one meetings with the instructor prior to the presentation of the reading will be scheduled to go over content and oral presentation of the material to insure effectiveness of conveying main ideas.

Short Essays (3): Each essay will be 3-4 pages long. For each essay, you will answer questions based on the material covered. These assignments will be *open book, take home* assignments, which means you will be allowed to consult the relevant texts and class notes to answer the questions. You will need to cite all your sources and ideas. A poorly or inadequately cited paper will receive a *failing grade*. The purpose of these assignments is to ascertain that you can critically engage with the materials and that you are working on your bibliographical citation skills. Essays will be due on Week 3, Week 5, and Week 7.

Grade Distribution:

Class Participation (10% discussion and 5% writing)	15%
Presentation of a Reading (10% x 2)	20%
Final Project (25%) and Presentation (10%)	35%
Short Essays (10% x 3)	30%

**POLICIES**

Late assignments

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.

## COURSE OUTLINE

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

### **Week #1      The Emergence of Oceanic Ethnic Studies**

Aug 23 Introduction to class. Objectives, expectations, and rules.

Aug 25 The evolution of theoretical frameworks that have defined Black Studies, Asian-American Studies; Native American Studies; and Ethnic Studies

*Reading:* Davianna Pōmaika'i McGregor & Ibrahim Aoude, " 'Our History, Our Way!': Ethnic Studies for Hawai'i's People" [CR]

### **Week #2      Theoretical Elements of and Conceptualizing Oceanic Ethnic Studies**

Aug 30 *Reading:* Epeli Hau'ofa, "Our Sea of Islands" and "The Ocean In Us" [CR]; J. Evangelist & R. Labrador, "Honolulu, Oceanic Urbanism: home(in)stead" [CR]

Available here: <http://escholarship.org/uc/item/4q48m4fr#page-1>

Sep 1 *Reading:* Linda Tuhiwai Smith, "Decolonizing Methodologies"; Audra Simpson & Andrea Smith, "Introduction" in *Theorizing Native Studies* [CR]

### **Week #3**

Sep 6 *Reading:* Vicente M. Diaz & J. K. Kauanui, "Native Pacific Cultural Studies on the Edge" [CR]

Sep 8 *Reading:* Paul Lyons & Ty Tengan, "Introduction: Pacific Currents" [CR]

### **Week #4**

Sep 13 *Reading:* "Editors' Note," "A Note on the Cover Art," and "Reproducing the Ropes of Resistance: Hawaiian Studies Methodologies" [KOM]

Sep 15 *Reading:* "Ua Noho Au A Kupa I Ke Alo" [KOM]

### **Week #5**

Sep 20 *Reading:* Davianna Pōmaika'i McGregor, "Introduction" [CR]

Sep 22 *Reading:* "He Lei Aloha 'Āina" [KOM]

### **Week #6**

Sep 27 *Reading:* "Mo'olelo for Transformative Leadership: Lessons from Engaged Practice" [KOM]

*Reading:* "Ka Wai Ola: The Life-Sustaining Water of Kanaka Knowledge" [KOM]

Sep 29 *Reading:* E. K. Wright & R. Labrador, "Engaging Indigeneity in Pacific Islander and Asian American Studies" [CR]; "Ka 'Ikena a ka Hawai'i: Toward a Kanaka 'Ōiwi Critical Race Theory" [KOM]

### **Week #7**

Oct 4 *Reading:* "He Ala Nihinihi Ia A Hiki I Ka Mole: A Precarious Yet Worthwhile Path to Kuleana Through Hawaiian Place-Based Education" [KOM]

Oct 6 *Reading:* “Nā ‘Ili‘ili” and “Arriving at an ‘Āina Aloha Research Framework: What Is Our Kuleana as the Next Generation of ‘Ōiwi Scholars?” [KOM]

### **Week #8**

Oct 11 *Reading:* Dean Itsuji Saranillo “The Insurrection of Subjugated Futures” [CR]; Edward Said, “Introduction,” in *Orientalism* [CR]

Oct 13 *Reading:* Dean Itsuji Saranillo “Why Asian Settler Colonialism Matters” [CR]

### **Week #9**

Oct 18 *Reading:* Joanne Rondilla, “The Filipino Question in Asia and the Pacific: Rethinking Regional Origins in Diaspora” [CR]

Oct 20 Vicente M. Diaz, “To ‘P’ or Not To ‘P’”: Marking the Territory Between Pacific Islander and Asian American Studies”; Keith L. Camacho, “Filipinos, Pacific Islanders, and the American Empire” [CR]

### **Week #10**

Oct 25 *Reading:* “Why do you want to go to Hawai‘i?” [BFH]

Oct 27 *Reading:* “Overlapping Architectures” [BFH]

### **Week #11**

Nov 1 *Reading:* “Anything but...” [BFH]

Nov 3 *Reading:* “What’s so p/funny?” [BFH]

### **Week #12**

Nov 8 *Holiday: Election Day*

Nov 10 *Reading: Reading:* “The Center is not just for Filipinos but for all of Hawai‘i nei” [BFH]

### **Week #13**

Nov 15 *Holiday: Election Day*

Nov 17 *Reading:* “Conclusion: Unsettling Hawai‘i” [BFH]

### **Week #14      Intersectionality**

Nov 22 *Reading: Reading:* Kimberle Crenshaw, “Mapping the Margins” [CR]

Nov 24 *Holiday: Election Day*

### **Week #15      Project Presentations**

Nov 29 Students will present a detailed proposal for their OES research production: Introduction, Outline, Annotated list of resources and survey tools - media, surveys, posters, power points, websites, etc.

Dec 1 Students will present a detailed proposal for their OES research production: Introduction, Outline, Annotated list of resources and survey tools - media, surveys, posters, power points, websites, etc.

### **Week #16      Project Presentations**

Dec 6 Students will present a detailed proposal for their OES research production: Introduction, Outline, Annotated list of resources and survey tools - media, surveys, posters, power points, websites, etc.

Dec 8 Students will present a detailed proposal for their OES research production: Introduction, Outline, Annotated list of resources and survey tools - media, surveys, posters, power points, websites, etc.

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