

ES 101 INTRODUCTION TO ETHNIC STUDIES (HAP)

Spring 2013

M, W, F: 10:30- 11:20 AM

M, W Class Meets: George 227

Lab Sections Meet Fridays in Assigned Rooms

Instructor: Ty P. Kāwika Tengan

George Hall 308 Ph: 956-5144 Email: [ttengan@hawaii.edu](mailto:ttengan@hawaii.edu)

Office Hours: W: 1:30-2:30 pm, George 308 or by appointment

Graduate Assistant: Willy Kauai

George Hall 337, Ph: 956-8348 Email: [kauai@hawaii.edu](mailto:kauai@hawaii.edu)

Lab Leader TAs:

Alexa Coules, Mykie Ozoa, Genesis Shin, and Carolina Torres Valle

Students have been assigned to lab sections:

Lab 1: GRG 227

Lab 2: MOORE 206

Lab 3: MOORE 105

Lab 4: BUSAD D102

## COURSE DESCRIPTION

This introductory course in Ethnic Studies examines U.S. and Hawai'i history and contemporary social issues from multiple perspectives to arrive at a plural and multicultural understanding of these societies. It introduces students to core concepts used in the study of race and ethnic relations, which will be further examined in the contexts of colonization and migration. We do this to understand why social inequalities in the U.S. and Hawai'i persist and how these inequalities are distributed across racial and gender groups. At the same time, we look at these groups' numerous struggles for a just society. The course emphasizes the experience of indigenous peoples, particularly Native Hawaiians, and of Asian Americans. This course is designed to provide students from various disciplines with a glimpse of the ways in which Ethnic Studies gives us tools to work toward building a better world. Ethnic Studies helps our students to understand who they are and where they come from. The introductory course initiates that journey of self-discovery.

## STUDENT LEARNING OBJECTIVES

• Grasping core concepts: You will learn to use the core concepts, and to trace their interconnections. The core concepts are listed in the course outline at the end of each week's readings. Throughout the semester you will be tested on these concepts. They are the building blocks of this course, and they prepare you for upper division courses in Ethnic Studies.

• Gaining an understanding of social justice: Ethnic Studies' role in the academy has been to promote social justice through research, teaching, and community service by approaching issues from the perspective of marginalized groups. In bringing the margins to the center, this course highlights how the groups we study have acted collectively to change systems of oppression. The course challenges you to see marginalized people not as victims but as people who make history.

• Linking the classroom to issues in our communities in Hawai'i and elsewhere: The learning in this course requires you to apply the concepts and frameworks to what is happening around you in order to develop a commitment to social transformation. The Service Learning projects offered as part of the course are designed to help you make these links.

• Critical thinking: Critical thinking involves asking and answering "what," "why," "how" questions about the material. Beyond description, you will be asked to analyze the readings as well as your daily experiences. All assignments in this course (including the mid-terms and finals) are geared toward thinking critically. Critical thinking is often uncomfortable because we have to examine some of our deeply-held beliefs and assumptions. But once we get used to it, a new window through which we view the world opens up.

• Skills Building: Throughout the course you will be asked to develop your writing, oral, and analytical skills.

#### HAWAIIAN, ASIAN, AND PACIFIC ISSUES FOCUS HALLMARKS

1. The course content covers the intersections of Asia/ and or Pacific Island cultures with Native Hawaiian culture.
2. The course uses assignments and service learning that encourage students' familiarity with the cultural perspectives, values, and worldviews rooted in the experiences of peoples indigenous to Hawai'i, the Pacific, and Asia.
3. The course includes a section on Native Hawaiian history, cultures, and values, social, political, and economic relations, and movements to resist occupation and the cultural renaissance since the 1970s.
4. This course involves an in-depth analysis and understanding of race, class and gender to foster multi-cultural respect and understanding.

\*Please use my office hours. If you cannot make those, make an appointment to see me or e-mail me. One-to-one meetings enable us to discuss your ideas, help you with any difficulty you face with the course material, and help me to get to know you better. Students who have special needs should make an appointment to see me within the first week of class so that we can ensure your full participation.

#### REQUIRED TEXT

- 1) ES 101 Reader available for purchase at the Professional Image, 2633 S. King St, 973-6599.
- 2) Online materials found on [laulima.hawaii.edu](http://laulima.hawaii.edu) under "Resources"

## ASSIGNMENTS AND GRADE DISTRIBUTION (TOTAL=100)

- Weekly assignments (2 points x 10 weeks) = 20 points.
- Midterm Exam = 20 points
- Tree of Life and Oral History Project = 10 points
- Service Learning Report or Research Report = 15 points
- Final Exam (cumulative)= 20 points (Short Q &As)
- Attendance and Participation (including labs and interviewing guest speakers) = 15 points
- Extra Credit: 4 points maximum (1 point x 4 events)
- The letter grades for the course will be assigned on a +/- system.

## COURSE REQUIREMENTS

Reading: You must come to class having done the assigned reading. You cannot participate in class discussions and sections, or do the weekly assignments without doing the readings. Please bring your reader to class. You will be expected to refer to the readings by the last name of the author/s, following academic convention.

Writing: All the weekly assignments, reports, and extra credit submissions for this course need to be word-processed, grammatical, free of spelling errors, and well-organized. See my note on Common Grammatical Mistakes (posted on laulima). I do not want to see these mistakes in any writing that is submitted for the class. All direct quotations taken from the readings must be cited according to either the ASA Style Sheet or the MLA Style Sheet. A paper that does not cite direct quotes taken from the readings by author and page number or that inadequately paraphrases the readings will receive an "F."

Weekly Assignments (20 points): You will be answering the prompts for the weeks marked in the course outline. These assignments need to be handed in to your section leader on the due date. There are no makeups for these assignments. They cannot be e-mailed or dropped off by a friend. Please see the instructions on laulima on how to do the assignment and for the grading criteria. Keeping up with these assignments is key to doing well in this class. They constitute 20% of the grade, and they prepare you for your midterm and final.

Tree of Life and Oral History Paper (10 points): 3-page assignment based on an interview with a family member or friend and the Tree of Life exercise.

Service Learning Report (15 points): You will write a 3-page reflective report on your 20 hours of service learning.

OR Research Report (15 points): If you cannot do service learning, you may do a 6-page research report on any one of the following topics:

- US Citizenship: History and Contemporary Requirements
- Mālama 'Āina/Caring for the Environment in Hawai'i
- Homelessness in Hawai'i
- Micronesians in Hawai'i
- Educational Inequality in Hawai'i

Readings and research resources to do the projects will be posted on Laulima under Resources

Exams: The Mid-Term (20%) and Final (20%) will be in-class exams.

Extra credit (4 points max): You can earn extra credit by attending a maximum of four events on campus that I will announce in class or by e-mail. To get credit you need to submit a short word-processed write-up (1 page max) within a week of the event to your section leader. The write-up should explain the event and your response to it, including a question you asked or wanted to ask.

Service Learning: Ethnic Studies nurtures hands-on learning by encouraging students to get involved in social justice projects in local communities. Students have the option to sign up for a Service Learning project by the fourth week of school. The Service Learning Coordinator is Prof. Ulla Hasager, and the assistant coordinator is Willy Kauai. Each project requires a minimum of 20 volunteer hours over the course of the semester. Please visit the Service Learning page, identify the contact person, and get in touch with her/him. Throughout the semester you will work with the project coordinator. You can choose one of the following programs:

- SHINE: Students Helping In the Naturalization of Elders
- Mālama I Nā Ahupua‘a (MINA)
- Next Step Homeless Shelter at Kaka‘ako
- Pālolo Pipeline
- IHS Homework Club (Homeless Shelter)
- Hālau Kū Māna Charter School Tutoring (contact Willy Kauai)

Information for programs, training schedules, and orientation times, can be found at: <http://www2.hawaii.edu/~csssl/>. NOTE: Students have the option of enrolling in SOCS 385 to receive one credit for participating in this service learning project and for additional coursework. For more information, contact Prof. Ulla Hasager at [ulla@hawaii.edu](mailto:ulla@hawaii.edu).

Participation: Poet Adrienne Rich reminds us that education is something we claim, not receive. This means learning is an active, not passive process. Speaking and active listening in class counts for participation. The grade of students who do not participate during lecture and lab section will automatically drop to a “B.” The Friday lab sections are designed as small settings that allow you to discuss your ideas with each other. If you are shy about speaking in a large lecture hall, you need to make an effort to participate in during lab. We will be discussing a number of social problems dealing with race, ethnicity, class, gender, and sexuality, and disagreements will naturally occur. This is OK, and even encouraged. The classroom is a place where all should be able to voice their opinions and critically debate issues in a respectful way that aims to open up dialogue rather than silence others. If you have problems speaking in class or in lab, please talk to me or your Lab Leader about it.

Attendance: Attendance is mandatory during lecture and lab. If you have signed on to take this course, the basic expectation is that you attend. Conflicts with other appointments will

not be considered as a valid reason to miss class. An attendance sheet will be passed around at the beginning of class. You cannot sign the sheet if you come in late. Early departures or coming late to class — unless by permission — will be considered as absences. You are allowed three unpenalized absences during the semester. But in all cases of absence, you need to inform me via e-mail. I reserve the right to fail a student who does not attend lectures and or lab sections regularly. Irregular attendance will also affect your participation grade.

## POLICIES

Protocol: Cell phones need to be turned off. Text messaging, surfing the internet, doing work for another course, reading the newspaper, or other activities not related to the course will not be tolerated in this class. If you want to do these things, please do not come to class. If we notice that you are engaged in any of these activities, you will be asked to leave. Students who breach classroom protocol and take away from our learning environment risk penalties including a failing grade in the course.

No late papers: No late submissions are allowed for the weekly assignment. The deadline for the service learning/research report is firm. There are no extensions.

Absences: Attendance is mandatory.

Academic honesty: You will receive a failing grade if you copy or submit other people's work, cheat during the exams, or do not properly attribute ideas that are not original to you. Any infraction of codes of academic honesty will lead to sanctions from the instructor. It is very important that you learn how to cite in order avoid plagiarizing. Always refer to the style sheet when doing your assignments. Please read section IV B of Proscribed Conduct of the Student Conduct Code for familiarizing yourself with what constitutes academic dishonesty:

[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/proscribed\\_conduct.php](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php)

See also the Academic Grievance Procedure to familiarize yourself with the process:

[http://www.studentaffairs.manoa.hawaii.edu/policies/academic\\_grievance/](http://www.studentaffairs.manoa.hawaii.edu/policies/academic_grievance/)

## **COURSE OUTLINE (SUBJECT TO CHANGE)**

R# refers to the readings in your Course Reader. Refer to the Table of Contents in the course reader to find the reading and for the full citations.

*Please note that Wikipedia or other web pages are not valid sources of reference for the concepts covered in the class. You need to understand the concepts based on the readings, videos, lectures, and discussion.*

## **UNIT I: KEY CONCEPTS**

### **Week 1**

1/7: Introductions; O'Reilly's Hawai'i and Hawai'i's Golden Boy.

1/9: What is Ethnic Studies? PBS, "Is race real? Quick facts about race"; PBS, "Has race always been the same?"; Guide to *Race, The Power of an Illusion*;

1/11: **ALL SECTIONS MEET IN GRG 227.** What are “race” and “ethnicity?” Video: *Race, the Power of an Illusion*  
*Concepts: race, ethnicity*

## Week 2

- 1/16: Come to class having browsed Service Learning website: <http://www2.hawaii.edu/~csssl/> ; If interested, choose one.
- 1/18: **Weekly assignment 1 due:** Explain why Omi and Winant define race as a social construct. What is the difference between “prejudice” and “racism”? (2 pts)

1/14: R#1: Omi and Winant, "Racial Formation"; AAA Statement on Race

1/16: R#2 Tatum, “Defining racism”; Tree of Life exercise

1/18: **Meet in Sections:** Share the Tree of Life exercise. Discuss what you got out of the exercise in thinking about your cultural roots (what you know or don't know about your cultural heritage, and why) and your community.

*Concepts: social construction of race, racism, discrimination (institutional/structural), prejudice*

## Week 3

- 1/25: **Weekly assignment 2 due:** According to Okamura, why do certain ethnic groups engage in identity construction? What elements do such groups draw on to construct a collective identity? (2 pts)

1/21: HOLIDAY – MARTIN LUTHER KING, JR. DAY

1/23: R#3: Okamura, “Constructing Ethnic Identities; Constructing Difference”

1/25: **Meet in Sections:** Discuss the roots in your Tree of Life, and those parts of your identity that you understand to be ‘racial’ and those parts of your identity that reflect your ethnicity. What are the differences and overlaps between your racial and ethnic identities?

*Concepts: ethnicity, structural and cultural dimensions of ethnicity, assimilation, cultural pluralism*

## Week 4

- 2/1: **Weekly assignment 3 due:** Choose one characteristic of capitalism and explain how it creates class-based inequality. Look at the trunk of your Tree of Life and place yourself in terms of economic class. (2 pts)
- 2/1: Everyone is signed up for a Service Learning or Research Project

1/28: R#4 and R#5 Johnson, "Capitalism, class, and the matrix of domination" and "Stubborn Ounces"

1/30: R# 6 Weber, "Themes"; Greeting Card Exercise

2/1: **Meet in Sections.**

*Concepts: class-based inequality and capitalism, private property and capitalism, matrix of domination, alliance building*

## Week 5

- 2/8: **Weekly assignment 4 due**: Briefly discuss one way in which African Americans resisted slavery and reflect on why it is important to recognize this resistance. (2 pts)

2/4: R#7 Painter, "Those Who Were Enslaved;"

2/6: R#8 "An Act Prohibiting the Teaching of Slaves to Read;" Rachel Maddow Interviews Pat Buchanan on Affirmative Action (watch from 4:32); Maddow Corrects Buchanan's Factual Errors (watch from 1:24)

2/8: **Meet in Sections**: Go over Slavery and Affirmative Action worksheet; work in small groups on discussion question on (economic) class.

*Concepts: humans as private property, agency and resistance*

## Week 6

- 2/15: **Weekly assignment 5 due:** Samoan football players are often portrayed as a “natural” and “ideal” sportsman. How does Uperesa show that this view is a social construction? (2 pts).

2/11: Uperesa, “Gridiron Capital” posted on laulima.

2/13: R#9 Okamura, “Socioeconomic inequality and ethnicity,”

2/15: **Meet in Sections.**

*Concepts: capitalism, racialization, masculinity*

## Week 7

2/18: HOLIDAY - President’s Day.

2/20: How do we see Micronesians in Hawai’i? [LaFrance, “Legal Aliens”](#), [Geminiani, “The Case for Justice for Micronesians in Hawaii”](#), and Interview with Guest Speaker Prof. Joakim Peter, UHM Center for Pacific Islands Studies and College of Education, College of Micronesia Chuuk Campus.

2/22: **Meet in Sections:** REVIEW FOR MID-TERM

## UNIT II: COLONIZATION AND NATIVE AMERICAN SOVEREIGNTY

### Week 8 (Midterm)

- 3/1: **Weekly assignment 6 due:** What was a key element of the U.S. civilization program adopted toward the Cherokees? Discuss how Cherokees in the early 1800s resisted the transformation of gender relations. (2 pts)

2/25: **MIDTERM EXAM.**

2/27: Video: [Mickey Mouse Monopoly Part 4 and 5](#) (start at 6:30 of Part 4 and end at 2:35 of Part 5); R#10: Perdue and Green, “Introduction: Cherokees and U.S. Indian Policy”.

3/1: **Meet in Sections:** View before coming to section: [Dave Chappelle](#) on Native Americans; Discuss the representation of Native Americans on commercial products, and in popular culture.

*Concepts: sovereignty, genocide, cultural genocide*

### Week 9

3/4: Video: *In the Light of Reverence*; R#11 Mankiller and Wallis, “Agaya-Dihi;”

3/7: R#12 Smith, “Boarding School Abuses and the Case for Reparations;” Boarding School Healing Project

3/8: **Meet in Sections:** Discuss your responses to the questions in the video guide. What kinds of healing from cultural genocide does Smith propose and what do you think of them?

*Concepts: cultural genocide, cultural sovereignty, colonialism, gender violence, healing*



## UNIT III: COLONIZATION, MIGRATION, AND SOVEREIGNTY IN HAWAI'I

### Week 10

- 3/15: **Weekly assignment 7 due:** Based on Silva's account, choose one method of protest (violent or non-violent) and explain why Native Hawaiians adopted that method. (2 pts)

3/11: R#13 McGregor, "The Cultural and Political History of the Native Hawaiian People"; Interview with Guest Speaker Prof. Davianna McGregor, Ethnic Studies, UHM.

3/13: R#14 Silva, "Kanaka Maoli Resistance to Annexation"

3/15: **Meet in Sections:** Consider pre-contact Hawai'i, and discuss Hawai'i's connection with other societies in Oceania. Discuss the political, economic and cultural transformations in Hawai'i before and after contact with the west. Discuss the various forms of agency and resistance exercised by the Hawaiian monarchy and people throughout the nineteenth century.

*Concepts: capitalism and private property (land: Māhele), occupation, resistance, self-determination; decolonizing the mind*

### Week 11

3/18: R#15 Trask, "The Color of Violence" (laulima).

3/20: Video: *Noho Hewa*

3/22: **Meet in Sections:** Discuss your responses to the video guide. How does Native Hawaiian resistance to occupation in the past and present shift the dominant perceptions of Hawai'i? What links do you see between Native Hawaiian culture and the ecology? Compare this with what you learned from *In the Light of Reverence*. What local projects that protect Hawai'i's environment are you aware of and/or involved in?

*Concepts: agency and resistance; peaceful violence*

### Week 12: SPRING BREAK (3/25-29); KŪHIŌ DAY (3/26)

### Week 13

- 4/3: **Tree of Life and Oral History Project due in class (10 points)**

4/1: R#16 Tengan, Excerpts from *Native Men Remade*

4/3: Video: *Ke Kūlana He Māhū*

4/5: **Meet in Sections:** Discuss responses to video guide. Discuss place of gender and sexuality in cultural genocide and recovering culture. ***Students present on Mālama 'Āina and MINA***

*Concepts: Gender, colonization, cultural nationalism, sovereignty*

### Week 14

Migration to Hawai'i

•4/12: **Weekly assignment 8 due:** What were the ideological motives behind the colonization of the Philippines? How do the political cartoons reinforce these ideologies? (2 points)

4/8: R#17 Schirmer and Shalom, "Philippines War"

4/10: R#18 Silva, "Representations" (pp.173-180); Guest Speaker Willy Kauai

4/12: Meet in Sections: Discuss the ideologies that justified the occupation of the Philippines, and such projects as "benevolent assimilation." **Students Present on Homelessness in Hawai'i and Next Step**

*Concepts: ideology, pacification, benevolent assimilation*

### Week 15

•4/19: **Weekly assignment 9 due:** What is the relationship between the dominant stereotypes of Filipinos and their social status? How does ethnic humor contribute to this? (2 points)

4/15: R#19: Goethe, C.M., "Filipino Immigration Viewed as a Peril"; R #20: Clifford, Mary Dorita, "The Hawaiian Sugar Planters Association and Filipino Exclusion."

4/17: R# 21: Okamura, "Filipino Americans: Model Minorities or Dog Eaters?" Interview with Guest Speaker, Prof. Rod Labrador, Ethnic Studies, UHM, on Filipinos in Hawai'i

4/19: Meet in Sections: Discuss weekly assignment and relate Prof. Labrador's life experiences and research to the themes of the week. **Students present on Micronesians in Hawai'i.**

*Concepts: colonization and migration; labor; organized labor*

### Week 16:

•4/26: **Weekly Assignment 10 due:** Discuss one reason why Okamura argues that Hawai'i is not a racial paradise. (2 points)

4/22: R#22 Okamura: "Illusion of Paradise"

4/24: Das Gupta, "Mexicans in Hawai'i"; Interview with Guest Speaker, Prof. Monisha Das Gupta

4/26: **Meet in Sections:** Start review for finals. **Students present on a) U.S. Citizenship and SHINE, and b) Education in Hawai'i**

*Concepts: Multiculturalism, Local identity, Racial profiling; Crimmigration*

### Week 17:

4/29: Wrap up

5/1: Study Guide for Finals

Concepts: Assimilation, Racialized and gendered citizenship

FINAL EXAM: MAY 6 (MONDAY), 9:45-11:45 am in GRG 227