

INTRODUCTION TO ETHNIC STUDIES

HAP Focus

Majoring in ES

ES 101 FALL 2014

M, W, F

M, W Class Meets: 10:30- 11:20 AM

GARTLEY 103 (GAR 103)

FRIDAY LABS

Section 1 meets 10:30-11:20am at George 301B

Section 2 meets 10:30-11:20 am at Gartley 103

Section 3 meets 10:30-11:20 at Sakamaki B103

Your Professor: Dr. Monisha Das Gupta

Office: George Hall 306

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Office Hours:

T: 1:30- 3 pm and F: 1:30-3pm

or by appointment

[Monisha Das Gupta's Home Page](#)

Graduate Assistant: Megumi Chibana

Always refer to the online version of the syllabus:

<http://www2.hawaii.edu/~dasgupta/101F14/101F14syl.html>

Course Description:

This introductory course in Ethnic Studies examines U.S. history and contemporary social issues from multiple perspectives to arrive at a plural and multicultural understanding of U.S. society. It introduces students to core concepts used in the study of race and ethnic relations in the United States. We will analyze these relations through the lens of two major processes that have marked the formation of the United States - *colonization* and *migration*. We do this to understand why social inequalities persist and how these inequalities are

distributed across racial indigenous 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 people, 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 in Ethnic Studies 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 midterm and final) 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 multicultural respect and understanding.

* Please use my office hours. If you cannot make those, e-mail me to set up an appointment. 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:

- **ES 101 Reader** available for purchase at the **Professional Image**, 2633 S. King St, 973-6599.
- Online materials linked from this syllabus or posted on Laulima.

Assignments and Grade Distribution (Total=100)

- Weekly assignments = 2 points X 10 weeks = 20 points. See due dates below.
- 10/6 (M): Midterm = 20 points. In class exam.
- 11/12 (W) Tree of Life Critical Reflection Paper = 10 points; due in class
- 12/10 (W) Service Learning Report or Research Report = 15 points; due in class
- 12/19 (F) 9:45-11:45 am @ GAR 103 Final (cumulative)= 20 points
- Attendance and Participation= 15 points (including 5 points for interviewing guest speakers)
- 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.

Assignments:

Instructions about how to do each written assignment will be provided along with the rubric we will use to evaluate your work.

All written work for this course needs to be word-processed, grammatical, free of spelling errors, and well-organized. See my note on [Common Grammatical Mistakes](#) in order to avoid them. You will use the [ASA Style Sheet](#) to cite your sources and generate your list of references.

Weekly Assignments (20 points): You will be answering the prompts for the weeks marked in the course outline. These course content-based assignments are short. They help you grasp and apply the concepts we learn each week, prepare you for class discussions, and your midterm and final. Keeping up with these assignments is key to doing well in this class.

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.

Exams (Midterm: 20% and Final: 20%): The in-class exams test you on course content. Each exam has three parts: a) Short answers (4-5 sentence)/True or False/ Multiple Choice; b) Definition of concepts and illustration of concepts with examples; c) Short 1-1.5 page essay question.

Tree of Life Critical Reflection Paper (10 points): This assignment helps you apply the core concepts to your life experiences. You translate into a narrative the visual metaphor of the tree you draw. As you discuss the tree with your peers in your respective sections, you will practice your critical reflection skills.

Service Learning Report (15 points): Service Learning allows you to apply the concepts you are learning in class outside of the classroom and understand how you can become an agent of social change. You will write a 3-page reflective report based on your 20 hours of service learning.

OR Research Report (15 points): If you choose to do a research report, you will develop your academic research skills by writing this 6-page paper. You will choose any one of the following topics for your report:

- US Citizenship: History and Contemporary Requirements
- Caring for the Environment in Hawai'i (topic includes food sovereignty)
- Homelessness in Hawai'i

- Micronesians in Hawai‘i
- Inequality in Education in Hawai‘i

Participation: The grade is based on your ability to actively learn during the M,W lectures and in section by contributing to class discussion to promote collective understanding of the course material. The grade of students who do not participate in during lecture and section but has regular attendance will automatically drop to a "B." Here is the rubric that will be used to evaluate your participation.

Extra credit: (4 points per semester): 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** or research topic project by the **9/12/14**. The Director of the program is **Prof. Ulla Hasager**. 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
- **MINA:** Mālama i nā Ahupua‘a (MINA)
- **Next Step Homeless Shelter at Kaka'ako** or **Institute of Human Services**
- Pacific Connections: Contact **Prof. Hasager**
- **Pālolo Pipeline**

Check the **Calendar** for the date, time, and place for orientation sessions and activities.

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**.

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 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 section. If you have problems speaking in a classroom setting, please talk to me about it.

Attendance:

Attendance is mandatory during lecture and section. 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 sections regularly. Irregular attendance will also affect your participation grade.

Policies:

Protocol: Cell phones need to be turned off. Text messaging, surfing the internet, having side conversations, 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 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. See also the **Academic Grievance Procedure** to familiarize yourself with the process.

Course Outline:

- 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 course content: the readings, videos, lectures, and discussion.

UNIT I: Key Concepts

Week 1: Ethnic Studies: What Do We Study?

8/25: Introductions; What is Ethnic Studies?

8/27: What are "race" and "ethnicity"? Video and **Guide**: *Race, the Power of an Illusion*; PBS, **Is race for real? Quick facts about race**; PBS, **Has race always been the same?**

8/29: **Meet in GAR 103**. Video contd.

Concepts: Race, Race and social inequality

Week 2: Social Construction of Race

- 9/3: Come to class having browsed **Service Learning**. If interested, choose one.
- 9/5: **Weekly Assignment 1 due**; **How to do the assignment**
 - Explain why Omi and Winant define race as a social construct. Give an example from the video, *Race, the Power of an Illusion*. (2 points)

9/1: HOLIDAY

9/3: R# 1: Omi and Winant, "Racial Formation"; **AAA Statement on Race**; Guest Speaker on Service Learning.

9/5: **Meet in Sections**: Bring the PBS video guide to section to discuss your reflections. **PBS: Me, My Race and I**

Check in about Service Learning and Research Topic

Concepts: Social construction of race, racialization

Week 3: Racism

- **9/12: Weekly Assignment 2 due**: What, according to Tatum, makes racism different from prejudice? (2 points)
- **9/12**: Everyone is signed up for a SL or topic for a research project

9/8: R#2: Tatum, "Defining racism"

9/10: PBS, "[Are we ready for a colorblind society?](#)"

9/12: **Meet in Sections:** Take two examples that Tatum uses to explain how racism works. Discuss them and identify the institutions involved. What steps does Tatum ask us to take to address racism? Apply these steps to a current event or an incident in your own life.

Sign-up finalized for Service Learning/ Research Project Topic

Concepts: Institutional and Structural Discrimination (racism), Prejudice

Week 4: Capitalism and Class Inequality

- **9/19: 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 your economic class.

9/15: R# 3: Johnson, "Capitalism, class, and the matrix of domination."

[Tree of Life exercise:](#) work on the roots and trunk and bring to your section.

9/17: Eric Gill, "[Cerberus, Goldman Sachs, Meet Local 5](#)"

Guest Speaker on labor organizing

9/19: **Meet in Sections:** How does Johnson define class? How do you define class and what factors in your life have shaped your class position? Refer to your Tree. Discuss examples of class inequality and worker-led struggles in Hawai'i.

Concepts: Class-based inequality and Capitalism, Private Property and Capitalism

Week 5: Slavery and its Legacy

- **9/26: 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.

9/22 R# 4: Painter, "Those Who Were Enslaved"

9/24: Kelley, "[The US v Trayvon Martin](#)"

9/26: **Meet in Sections:** Discuss the various ways in which enslaved African Americans exercised their agency. Discuss the ways in which communities are currently fighting back against police brutality.

NOTE: The bulk of this section will be devoted to Service Learning and Research projects.

Concepts: Humans as private property, Agency and Resistance

Week 6: Ethnicity

- **10/3: Weekly Assignment 5 due:** According to Okamura, what are the two ways in which ethnic groups engage in ethnic identity construction? (2 points)

9/29: R#4: Okamura, "Constructing Ethnic Identities; Constructing Difference"

10/1: Case Study: Micronesians in Hawai'i: Jorju, "[For Marshallese, Hawaii is the only home we have left](#)"; Keever, "[Shot in the Dark](#)"; Keola Diaz, [Basic Health Hawaii](#) (video)

Section 1 interviews Guest Speaker on Micronesians in Hawai'i

10/3: **Meet in Section:** 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 (ohana).

REVIEW FOR MIDTERM

Concepts: Ethnicity: Structural and cultural dimensions

Week 7: Ethnicity and Inequality

10/6: MIDTERM

10/8: R#5: Okamura, "Socioeconomic inequality and ethnicity"; Case Study: Houselessness in Hawai'i: Video: [Bill 7 and the plight of the displaced](#) Guest Speaker on Houselessness

10/10: **Meet in Section:** Complete "Hawai'i: Ethnicity and Economic Status" exercise. Discuss the merits of the policies that have been adopted to address houselessness in Hawai'i. Assess the extent to which the solutions address some of the socioeconomic inequalities discussed by Okamura.

Concepts: Intersection of class inequality with ethnicity

Week 8: Intersectionality and Alliance Building

- **10/17: Weekly Assignment 6 due:** How do mainstream media construct Samoan football players' gender and race when they portrayed them as "natural" and "ideal" sportsmen. (2 points)

10/13: R#6: Johnson, "Stubborn Ounces: What can we do?"

10/15: Uperesa, "Gridiron Capital" (Laulima Resources)

Section 2 interviews Guest Speaker, [Prof. Lisa Uperesa](#), Ethnic Studies and Sociology, UHM

10/17: Meet in Section: Work on the [Flower of Power](#) exercise. How will you use your privilege to work in alliance with working-class people, Micronesians, and the houseless? What are your thoughts on sports as an avenue to access college education? How do notions of masculinity, "Polynesian" culture, and race enter into the recruitment and marketing of Samoan players? How do the

players push back against these representations?

Concepts: Gender (masculinity and femininity), Intersectionality/ Matrix of Domination, Alliance Building

UNIT II: Colonization, Occupation and Sovereignty

Week 9: Native America

- **10/24 Weekly Assignment 7 due**: What was a key element of the U.S. civilization program adopted toward the Cherokees? Discuss one way in which the Cherokees in the early 1800s resisted the transformation of gender relations. (2 points)

10/20: R#8: Perdue and Green, "Introduction: Cherokees and U.S. Indian Policy"

10/22: **Dave Chappelle on Native Americans; Native Fantasies: Germany's Indian Heroes**

10/24: **Meet in Section**: Discuss the representation of Native Americans on commercial products, and in popular culture.

Concepts: Sovereignty, Colonization, Gender

Week 10: : Native America

10/27: Video and **Guide**: *In Light of Reverence*; R#9: Mankiller and Wallis, "Asgaya-Dihi"

10/29: R#10: Smith, "Boarding School Abuses and the Case for Reparations"

10/30: **Meet in Section**: 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? Revisit the roots of your Tree to reflect on the loss and reclaiming of your cultural heritage.

Concepts: Cultural Genocide, Cultural Sovereignty, Gender Violence, Healing

Week 11: Hawai'i

- **11/7: Weekly Assignment 8 due**: Based on Silva's account, choose one method of protest (armed or non-violent) and explain why Native Hawaiians adopted that method. (2 points)

11/3: R#11: Silva, "Kanaka Maoli Resistance to Annexation"

11/5: Reading TBA. Guest Speaker on federal recognition for Native Hawaiians

11/7: **Meet in Section**: Discuss the various forms of Native Hawaiian agency and resistance that followed the illegal overthrow of the Hawaiian Kingdom. What have you heard/read about the public hearings held by federal officials on whether the United States should establish a government-to-

government relationship with Native Hawaiians? In light of the history of the overthrow and occupation, what are the stakes in the debate over federal recognition?

Students present on U.S. Citizenship and SHINE

Concepts: Occupation and Colonization; Decolonizing the Mind

Week 12: Hawai‘i

11/3: R#12: Trask, "The Color of Violence"

11/5: Video and **Guide**: *Noho Hewa*

11/7: **Meet in Section**: Discuss your responses to the video guide. How does the Native Hawaiian resistance to occupation in the past and present shift the dominant perceptions of Hawai‘i?

Students present on Houselessness in Hawai‘i and Next Step

Concepts: Peaceful Violence

Week 13: Hawai‘i

- **11/12 (W): Tree of Life Critical Reflection due in class**

11/10: Tengan, Excerpts from *Native Men Remade*

Guest Speaker **Prof. Ty Kawika Tengan**, Ethnic Studies, UHM

11/12: R#13: Excerpts from *Facing Hawai‘i's Future*, Hawai‘i SEED (Laulima Resources)

Section 3 interviews Guest Speakers on the food sovereignty movement in Hawai‘i.

11/14: **Meet in Section**: What links do you see between Native Hawaiian culture and the ecology? Compare this with what you learned from *In Light of Reverence*. Are you involved in local projects to protect Hawai‘i's environment or have you heard of them? Discuss your involvement or what you know second hand. Relate Prof. Tengan's participation in and research about Hale Mua to our earlier discussions of cultural genocide and recovering culture.

Students present on Caring for Hawai‘i's environment and MINA

Concepts: Food Sovereignty; Nation-building; Gender

UNIT III: Colonization and Migration

Week 14: Migration and Transnationalism

- **11/21 (F)**: Extra Credit Weekly assignment TBA (2 points)

11/17: Why do people migrate? Vargas, "**I am an illegal immigrant**"

11/19: R# 14: Espiritu, Excerpts from *Home Bound*

11/21: **Meet in Section:** Share your migration story (internal or international). How do the materials this week complicate our understanding of migration and its relationship to U.S. occupation, colonization and foreign policy?

Students present on Micronesians in Hawai'i

Concepts: Globalization, Transnationalism

Week 15: The Philippines

- **11/26 (W): Weekly Assignment 9 due:** What were the ideological motives behind the colonization of the Philippines? How do the political cartoons reinforce these ideologies? (2 points)

11/24: R#15: Schirmer and Shalom, "Philippines War"

11/26: R#16: Silva, "Representations" (173-180 from *Aloha Betrayed*)

11/28: HOLIDAY

Concepts: Ideology, Pacification, Benevolent assimilation

Week 16: The Philippines and its Diaspora

- **12/5: Weekly Assignment 10 due:** Okamura argues that ethnic humor and print media representations of Filipinos in Hawai'i are harmful. Choose either ethnic humor OR print media to unpack the seemingly harmless images. (2 points)

12/1: Okamura, "Filipino Americans: Model Minorities or Dog Eaters?" p. 166-177 (Laulima Resources)

12/3: Labrador, "You Filipino, ya?" (Laulima Resources)

Guest Speaker, **Prof. Rod Labrador**, Ethnic Studies, UHM

12/5: **Meet in Section:** Start review for finals.

Students present on Education in Hawai'i and Pālolo Pipeline

Week 16: Hawai'i, a Multiracial Paradise?

- **12/10:** Due in class: Service Learning and Research Project Reports

12/8: R#17 Okamura: "Illusion of Paradise"

12/10: Last thoughts; Study Guide for Finals

Concepts: Multiculturalism, Local Identity

FINAL EXAM: December 19 (FRIDAY), 9:45-11:45 am in GAR 103

This syllabus is subject to changes