

INTRODUCTION TO ETHNIC STUDIES

ES 101, Sections 001-005
SPRING 2008
M, W, F 10:30am-11:20 am
GARTLEY 103

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Ethnic Studies and Women's Studies
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Office Hours: W 1-4 pm; and on Fridays by appointment

For the hotlinked syllabus and updates, refer to:

<http://www2.hawaii.edu/~dasgupta/>

SECTION LEADERS:

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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 and methods used in the study of race and ethnic relations in the United States. We will analyze these relations through the lens two major processes that have marked the formation of the United States – *colonization* and *migration*. We do this to understand why social inequalities in the U.S. 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. 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.

REQUIRED TEXTS:

- 1) Howard Zinn. 2003 edition. *A People's History of the United States*. Available at **Revolution Books** 2626 King Street, 944-3106.
- 2) ES 101 Reader available at the **Campus Center Copy Services** next to Pizza Hut.

LEARNING OBJECTIVES:

Develop critical thinking: Students will learn to think conceptually and critically. This means students will apply the concepts they learn in class to historical and contemporary

events as well as their day-to-day experiences. This course will push students to go beyond describing social reality or historical events to *analyzing* them by asking “how, why, what” questions. 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.

Develop a sense of history: Students will learn to put contemporary social issues in historical context.

Link classroom learning with community needs: Ethnic Studies is committed to linking university learning with service to the communities in Hawai‘i. Students will be expected to gain hands-on experience with service learning.

GETTING A MAJOR, MINOR OR CERTIFICATE IN ETHNIC STUDIES

This course provides the foundation for success in upper division Ethnic Studies courses and advanced study in the social sciences and the humanities offered in other departments. Many students take ES 101 because it fulfills a requirement. In the course of the semester, they get interested in the subject matter and take other Ethnic Studies courses. Yet, they might not realize that they are accruing credits toward an Ethnic Studies degree. A major, minor or a certificate in Ethnic Studies opens up career opportunities in public policy, journalism, law, education, social work, public health, and in the non-profit sector. In Hawai‘i and on the continent, you will find UH Ethnic Studies graduates in many of these fields. Our department is small, friendly, and makes sure that students get the help they need from faculty to decide on the intellectual path they want to pursue in college. For information on how to major, minor or get a certificate, visit [Ethnic Studies Academic Program](#) and contact the undergraduate advisor Prof. Ibrahim Aoude at aoude@hawaii.edu or at 956-4000.

GRADE DISTRIBUTION AND DEADLINES:

Weekly Assignments due in class on F (Week 2-Week 17)	30%
Take Home Midterm due in class 3/3	20%
Service Learning/ Research Report due in class 4/21	10%
Final Take Home Exam	30%
Attendance and Participation	10%

COURSE REQUIREMENTS:

E-mail and Web Access:

I will frequently send you e-mails about follow ups, reminders, and campus events. All students need to sign up for their hawaii.edu accounts and check that account regularly.

For the most updated syllabus, hot links to articles, and guidelines for assignments, you must check the ES 101 link on my webpage: <http://www2.hawaii.edu/~dasgupta/>

Attendance:

If you have signed on to take this course, the basic expectation is that you attend. An attendance sheet will be passed around at the beginning of every 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.

Participation:

Adrienne Rich, poet and anti-racist scholar, 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 have perfect attendance but do not participate in class discussion will automatically drop to a “B.” If you have problems speaking in a classroom setting, please talk to me about it. The success of this class depends on honest and respectful discussion that engages with the ideas presented in the readings, lectures, videos, and by your classmates. While some of you may not feel comfortable in the beginning to speak in front of the whole class, group-based discussions should always provide you with an opportunity to speak.

Reading:

You *must* come to class having done the assigned reading. You cannot do your weekly assignments or participate in discussions without doing the readings. Please bring the relevant reading material to class so that you can refer to it.

Note taking:

Good note taking is a skill that you'll need in any profession. It is essential that you take notes as you read and on lectures delivered in class. Copying down talking points on powerpoint slides *does not* count as notes. You must take notes that reflect the content of the lectures and use them when you are doing your assignments.

Written assignments:

All writing you submit for the class will have to be typed and grammatically correct. All assignments for this class must be handed to the instructor in person.

a) **Weekly assignments:** Starting Week 2, the course outline below has questions based on that week’s readings that you will answer for this assignment. The assignment *must* show that you have covered all the readings and answered all the questions. There are no make-ups for discussion questions and questions submitted by e-mail or dropped off by a friend are not acceptable. See the online syllabus for guidelines on doing this assignment.

b) **Take Home Midterm and Finals:** The midterm and finals will be handed out in class. They will be a set of short questions that will test you on your ability to think critically about concepts, events, and issues covered in the course. The take home tests will be open book; you will be allowed to consult your notes and readings as you answer the questions. The finals will test you on the material covered in the entire course.

c) **Service Learning Project:** Students will be asked to sign up for a service learning project by the third week of classes. They will be offered a range of projects. Find details about these projects at: <http://www2.hawaii.edu/~csssl/>. You will be graded on the quality of your participation, your completion of the 20 hours, and a 4-page reflection that connects your service learning experience to what we learnt in class.

OR

Research Report: If you are unable to participate in service learning, you will be asked to write a 8-page research report on one of the following topics:

- Homelessness in O’ahu
- Caring for Hawai’i’s environment
- Regeneration of Native Hawaiian Culture
- Filipino immigrant life in O’ahu

The research will be library based and you will formulate your research topic and plan in consultation with me and your lab leader. You must have met with your lab leader about your project by Week 9.

Extra Credit Events:

If you want to bolster your grade or make up for a missed weekly assignment, you may submit a paragraph-long reflection on and a question about an event or lecture you attended on campus. These events will be announced in class or sent to you by e-mail. You will get 1 point for each report.

Office Hours:

Please use my office hours listed at the top of the syllabus. If you cannot make those, make an appointment to see me. One-to-one meetings during office hours enable us to discuss your ideas and help you with any difficulty you face with the course material. This kind of work cannot be done when I am meeting with you as a class. These meetings also 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.

POLICIES:

Late Assignments: All assignments are due in class. The dates on which the papers are due are firm deadlines. There are no late submissions or makeups for the weekly assignments and finals. If you miss the mid-term exam because of illness (you must submit a physician's note), unexpected travel, religious observance, or a family emergency, you will need to immediately notify me (not your lab leader) and make arrangements for the makeup. If you hand in your exam late without notification, you will lose 1/3 of a grade for every day that an assignment is late. *If you anticipate problems with meeting a deadline (this requires thinking ahead), please see me, call me, or e-mail me.*

Absences: Attendance is mandatory. You are allowed *three* unpenalized absences (a week's worth of classes). You will lose 1/3 of a grade for every absence after that. If you cannot come to class, you need to inform me through e-mail. Please understand that if you are absent then you obviously cannot participate in class. Your absences will be reflected in the grade you receive for participation.

Academic honesty: Any infraction of codes of academic honesty will lead to sanctions from the instructor. You will receive a failing grade if you inadequately paraphrase a text, or copy or submit other people's work, or do not properly attribute ideas that are not original to you.

COURSE OUTLINE:

- Zinn refers to chapters in the book, *A People's History of the United States*.
- R# refers to the readings in your course reader. Refer to the Table of Content in the course reader to find the reading.

UNIT I: Key Concepts

Week 1:

1/14: Introductions; What is Ethnic Studies?

1/16: ["American Anthropology Statement on Race"](#) (Download from online syllabus)

1/18: **Meet in Gartley 103**. Video: *Race, the Power of an Illusion*, excerpts from Part 1

Week 2:

- Weekly Assignment due 1/25 (F) 2pts: What is “social construction”? What makes “social constructs” somewhat different from “stereotypes”? Explain how media depictions of Hawaiian male surfers illustrate the intersections of race, gender and class.

1/21: HOLIDAY

1/23: R#1: Lorber; R#2: Mantsios; R #3: Collins

1/25: **Meet in Gartley 103.** R# 4: Espiritu; R#5: Tengan

UNIT II: Conquest: White settler colonialism

Week 3:

- Weekly Assignment 2/1 (F) 2pts: What were the main justifications used by the Spanish, Puritans, and leaders of the early U.S. Republic to colonize the indigenous people of North America? Give an example of Powhatan gender relations that helps us critique these justifications.

1/28: Zinn, Ch 1, Rountree, TBA (Download from online syllabus)

1/30: Zinn Ch 7, R #6: Burnett

2/1: **Meet in Sections.** * LeMasters, [“Pocahontas: \(De\)Constructing an American Myth”](#) (Download from online syllabus)

Week 4

- Weekly Assignment due 2/8 (F) 2pts: What is cultural genocide and how do U.S. laws facilitate this? List the ways in which Native Americans have fought cultural genocide.

2/4: R# 7: Guerrero; R# 8: Smith

2/6: Video: *In Light of Reverence*; Zinn, Ch 19 (pp. 524: It was thought that the Indians – 536 ...there are visions to be seen); R# 9: Looking Horse; R#10: Black Elk

2/8: **Meet in Sections**

UNIT III: Slavery and its Legacies

Week 5

- Weekly Assignment due 2/15 (F) 2pts: What were the main features of slavery and what was a major difference between the labor that was extracted from enslaved black men and women? What were the various strategies that blacks used over time to resist slavery? What positions did working class whites take on slavery?

2/11: Zinn Ch 2, R #11: “Slave Codes”; R# 12: Harley

2/13: Zinn Ch 9

2/15: **Meet in Sections.** * Zinn Ch 10

Week 6:

- Weekly Assignment due 2/22 (F) 2pts : What kinds of rights did African Americans exercise during the First Reconstruction? What types of Jim Crow arrangements ensured the rise of white supremacy and the failure of Reconstruction?

2/18: HOLIDAY

2/20: R # 13: Hines et al.; Davis, "[Creating Jim Crow](#)," "[Surviving Jim Crow](#)," "[Resisting Jim Crow](#)," "[Escaping Jim Crow](#)" (linked from online syllabus)

2/22: **Meet in Gartley 103**. Video: *The rise and fall of Jim Crow*, Part 1

Week 7

- Weekly Assignment due 2/29 (F) 2pts: What is "white privilege"? How did European immigrants come to enjoy "white privilege"? Identify the gendered measures taken against Asian immigrants to prevent them from accessing the rights enjoyed by European immigrants.

2/25: R #14: Espiritu; [Barrett and Roediger, "In between peoples"](#) (Download from online syllabus)

2/27: R# 15: McIntosh; Review for Take Home

2/29: **Meet in Sections**

Week 8

- **Take Home Midterm due in class 3/3 (20 pts)**
- Weekly Assignment due 3/7 (F) 2pts: Why was Hurricane Katrina called an "unnatural disaster"? Reflect on one episode in the video that helped you understand why we need the historical background about the development of racism, sexism and capitalism.

3/3: R # 16: Waite et al: Video, *When the Levees Broke(Act I)*,

3/5: R# 17: Harriford and Thompson; Video, *When the Levees Broke(Act II)*

3/7: **Meet in Gartley 103**. Video, *When the Levees Broke(Act III)*

Browse: [Teaching The Levees](#)

Week 9

- Weekly Assignment due 3/14 (F) 2pts : Reflect on what you learnt about the interplay of race, gender, and class in studying the impact of Hurricane Katrina. What is the "biopolitics of disposability"?

3/10: Video, *When the Levees Broke(Act IV)*; [Enarson, "Women and Girls Last?: Averting the Second Post-Katrina Disaster"](#) (Download from online syllabus); R # 18

Tisserand; R # 19: Younge

3/12: [Giroux, "Reading Hurricane Katrina: race, class and the biopolitics of disposability"](#) (Download from online syllabus)

3/14: **Meet in Sections**

Week 10:

- Weekly Assignment due 3/19 (W) 2pts: What is colorblindness? What lessons can we learn from the struggles against social inequalities in the “long” Civil Rights Movement that will help us fight the effects of colorblindness in the Third Reconstruction (rebuilding New Orleans)?

3/17: [Hall, “The long Civil Rights Movement and the political uses of the past”](#)

(Download from online syllabus)

3/19: Finish Hall; R# 20: Harriford and Thompson

3/21: HOLIDAY

Week 11 (3/24-3/28)

SPRING BREAK

UNIT IV: Conquest, Migration, and Transnationalism

Week 12: Mexico

- Weekly Assignment due 4/4 (F) 2pts: What were the reasons behind the conquest of northwest Mexico? How does this history help you understand the border as a “social construct”? List the ways in which border controls are being currently used against immigrants.

3/31: R# 21: Acuna; R #22: Anzaldúa

4/2: Cho, “Beyond the Day without an Immigrant” (Download); [Danticat, “Impounded fathers”](#) (Download)

4/4: **Meet in Sections**

Week 13: Hawai‘i

- Weekly Assignment due 4/11 (F) 2pts: What were the major economic and cultural transformations in Hawai‘i induced by contact with the West before 1893? What steps did the Kanaka Maoli take and continue to take to resist annexation? Why is it important to document Kanaka resistance?

4/7: Zinn, Ch 12 (pp.297-301 up to “...expansionist policies, even war, might have popular appeal.”); R # 23: McGregor

4/9: Video: *Then there were none*; R# 24: Silva; R #25: McGregor

4/11: **Meet in Sections**

Week 14:

- Weekly Assignment due 4/18 (F) 2pts: Why is the portrayal of Hawai‘i as a harmonious multiracial society an illusion? Discuss two distinct strategies that the haole power structure adopted to keep the Issei and the Nisei respectively from enjoying full citizenship in Territorial Hawai‘i.

4/14: [Wilson, "More Whites, Fewer Asians in Hawaii"](#) (Download); R # 26: Glenn

4/16: R # 27: Okamura

4/18: **Meet in Sections**

Week 15: The Philippines

- Research/ Service Learning Project Due 4/21(M) in class

- Weekly Assignment due 4/25 (F) 2pts: On what grounds did the U.S. colonize the Philippines? What is the relationship between the colonization of the Philippines and Filipino migration to the U.S.?

4/21: Video: *This Bloody Blundering Business*, R # 28: Schirmer and Shalom

4/23: R # 29: Espiritu

4/25: **Meet in Sections.**

Week 16:

- Weekly Assignment due 5/2 (F) 2pts: What kinds of transnational ties do Filipina/os maintain with their homeland? What is one gendered impact of migration from the Philippines?

4/28: R# 30: Espiritu

4/30: Video, *Modern heroes, modern slaves*; R # 31: Parreñas

5/2: **Meet in Sections**

Week 17: Taking stock

- Weekly Assignment due 5/7 (W) 2pts: By using two examples from the documentary, illustrate the transnational dimensions of Filipina women's work and the protest against the treatment of overseas workers.

5/5: Video: *Modern Heroes* (contd); Review of main concepts in the course

5/7: Review for Finals

* This syllabus is subject to minor changes.

**FINAL EXAMS DUE MAY 13, TUESDAY, BY 3PM AT GEORGE 301
(NO EXTENSIONS)**