

**Ethnic Studies 301: Ethnic Identity (W)**  
**Fall 2015**

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This course is concerned with the continuing construction, expression and persistence of ethnic identity in various cultural and social forms in the contemporary world, including in Hawai'i. The course is organized into two parts. The first part provides an overview of basic concepts in the study of ethnic identity such as ethnic groups, races, and ethnicity. We also will review various theoretical approaches to ethnic identity and ethnic/race relations and discuss some racial identities in the continental United States. The second part of the course is concerned with historical and contemporary aspects of ethnic identity and ethnic relations in Hawai'i, including local, Native Hawaiian, and Filipino American identity. For the course we will follow the constructionist approach to ethnic identity that contends ethnic groups construct or create a particular identity for themselves in order to advance their political or economic interests under given historical circumstances.

**Student Learning Outcomes**

1. Demonstrate awareness of your own ethnic or racial identity and of how it affects your status and social relations in society.
2. Demonstrate knowledge of the diversity of racial and ethnic identities in the United States and Hawai'i.
3. Demonstrate an ability to analyze ethnic and racial identities from political, economic and cultural perspectives.
4. Demonstrate an understanding of basic concepts and theories of racial and ethnic identity.
5. Develop skills in identifying and deliberating on ethical issues in order to make ethically reasoned judgments concerning race and ethnicity.

**Required Readings**

- S. Cornell and D. Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks, CA: Pine Forge Press.
- J.Y. Okamura. 2008. *Ethnicity and Inequality in Hawai'i*. Philadelphia: Temple University Press.
- R.N. Labrador. 2015. *Building Filipino Hawai'i*. Urbana: University of Illinois Press.
- Handouts on Laulima.

**Part I: Concepts and Theories of Ethnic Identity and Ethnic Relations**

**Week 1**

August

25 – Outline of course, requirements and grading

27 – Conceptual framework of course

Readings: Cornell and Hartmann, chapters 1-2

**Week 2**

September

1 – Ethnicity, ethnic groups, and races  
3 – Stereotyping, racism and discrimination  
Readings: M. Omi, “‘Slippin’ Into Darkness’: The (Re)Biologization of Race” (handout)  
E. Bonilla-Silva, “The Central Frames of Color-Blind Racism” (handout)

### **Week 3**

8 – Assimilation: Acculturation and integration; video: *Eyes on the Prize: Bridge to Freedom*  
10 – The Sixties: Racial minority movements; video: *On Strike!: Ethnic Studies, 1969-1999*  
Readings: Cornell and Hartmann, chapters 3-4

### **Week 4**

15 – Ethnic identity theories: Primordialism, circumstantialism and constructionism  
17 – Case studies in identity construction  
Readings: Cornell and Hartmann, chapters 5-6

### **Week 5**

22 – Video: *Color of Fear*  
24 – Discussion: *Color of Fear*  
Readings: Cornell and Hartmann, chapters 7-8

### **Week 6**

29 – Individual paper consultations (no class)  
October  
1 – Racial formation theory, racialization, and racial projects  
Readings: M. Omi and H. Winant, “Racial Formation Rules: Continuity, Instability and Change” (handout)

### **Week 7**

October  
6 – White identity  
8 – Anti-affirmative action movement  
Readings: G. Lipsitz, “The Possessive Investment in Whiteness” (handout)  
H. Winant, “Behind Blue Eyes: Contemporary White Racial Politics” (handout)

### **Week 8**

13 – Asian American identity: Brian Chung  
15 – Review for midterm exam  
Readings: M. Zhou, “Are Asian Americans Becoming ‘White’?” (handout)

### **Week 9**

20 – Midterm exam

## **Part II: Ethnic Identity and Ethnic Relations in Hawai‘i**

22 – Hawai‘i multicultural model and localization of Obama  
Readings: J.Y. Okamura, chapters 1-2  
J.Y. Okamura, “Barack Obama as the Postracial Candidate for a Postracial America:

Perspectives from Asian America and Hawai‘i” (handout)

**Week 10**

27 – Socioeconomic inequality and ethnicity

29 – Educational inequality and ethnicity

Readings: J.Y. Okamura, chapters 3-4

**Week 11**

November

3 – Local identity

5 – Native Hawaiian identity; video: *Noho Hewa: The Wrongful Occupation of Hawai‘i*

Readings: J.Y. Okamura, “Why There Are No Asian Americans in Hawai‘i: The Continuing Significance of Local Identity” (handout)

J.Y. Okamura, chapter 5

**Week 12**

10 – Uchinanchu/Okinawan identity

12 – Using library as research resource, Hamilton Library 113

Readings: N. Kaneshiro, “Uchinanchu Identity in Hawai‘i” (handout)

J.Y. Okamura, chapter 6, pp. 144-154

**Week 13**

17 – Filipino American identity

19 – Discussion of *Building Filipino Hawai‘i*: Rod Labrador

Readings: J.Y. Okamura, chapter 7; R. Labrador, *Building Filipino Hawai‘i*, Intro, chapters 1-2  
R. Labrador, *Building Filipino Hawai‘i*, chapters 3-4, Conclusion

**Week 14**

24 – Haole identity

26 – Holiday

Readings: J. Rohrer, “‘Locals Only’ and ‘Got Koko?’: Is Haole Victimized?” (handout)

**Week 15**

December

1 – Anti-Micronesian racism and stereotyping

3 – Japanese American identity

Readings: “Micronesians in Hawai‘i” (handout); J.Y. Okamura, chapters 6, 8

**Week 16**

8 – Paper consultation (no class)

10 – Review for final exam

**Final exam:** December 17 (Thursday), 12-2:00 p.m.

**Exams:** There will be two course examinations—a midterm and a final—both of which will consist only of essay questions. You will be provided with a study guide consisting of sample

questions to focus your review for the exams. Each exam will count for 25 percent (60 points) of your final course grade. You must notify me before the start of the class period if you are unable to take an examination.

**Papers:** The remaining 50 percent of your final grade will be based on two papers you submit. A 5-page paper and a 10 to 12-page paper are required for the course, both of which should be double-spaced with one-inch margins all around using Times New Roman in 12-point font. The first paper will represent 16.7 percent (40 points) of your final course grade, while the second paper constitutes 33.3 percent (80 points) of your final grade. In writing these papers, you should progress from descriptive to more analytic writing in which you contribute your own insights and analysis.

The topic of the first paper is the significance and meaning to you of your ethnic or racial identity. Issues you can discuss include what meaning does your ethnic/racial identity have for you, how did you acquire that meaning, how has that meaning changed over the course of your life, how do you express your identity (cultural values or practices, social activities, social relationships), how important is your ethnic/racial identity to you in defining who you are as a person, and how does your ethnic/racial identity affect your relationships with others and your status in society. If you are of multiracial or multiethnic descent, do you claim an identity based on one or more of the groups from which you are descended? In writing about these issues you can discuss some of your personal experiences to illustrate your argument, for example, positive or negative experiences that demonstrate how your ethnic/racial identity is a factor in your interactions with others.

A 3-page (or longer if you wish) draft of the first paper is due on September 24. I will review this draft with you and offer suggestions for improvement when we have individual consultations during the following week. The final version of this paper is due on October 8. Papers turned in late will have their grade lowered for each day they are late.

The second paper must be concerned with the ethnic identity or an aspect of the ethnic identity of a contemporary group of people in Hawai‘i, the United States or elsewhere. The paper can be based on your own field research (e.g., interviews, participant observation) and/or on written sources. You may supplement your paper with information based on your own personal experiences and understandings if you claim the ethnic identity with which your paper is concerned, but the paper must not be autobiographical. In conducting research for your paper, do not use Internet sources (including Wikipedia) based on unpublished material unless you receive permission from the instructor.

The paper should begin with a general description of the ethnic identity of your selected group by discussing such topics as its distinctive social characteristics and the cultural and social features used to construct and express its identity (values, traditions, history, social organizations, practices), how its identity has changed over time (e.g., names of the group), and how the group is perceived or portrayed by other groups (stereotypes or representations). You can also describe the “boundary and meaning” of the ethnic identity of your group as discussed on page 84 of the Cornell and Hartmann book. Much of this descriptive information can be obtained from a literature review.

In researching and writing this paper, you must go beyond providing only a description of the ethnic identity of the group and present an analytic or explanatory argument of your own concerning that identity. You can do this by focusing your paper on a particular research question or issue regarding the group's identity. For example, you might discuss *why* the group constructs and expresses its ethnic identity in a particular way, or *why and how* did its ethnic identity change over time. These explanatory arguments represent your own contribution to the paper (as opposed to information you obtain from written sources) and therefore are the more important part. You **must** also apply concepts or theories discussed in class, particularly the constructionist approach, or from the assigned readings in your paper.

You should consult me regarding your paper topic. I can provide you with references, research advice, and possible topics if you are having difficulty developing one. On November 12, you need to submit a brief progress report (half-page) that describes the work you have been doing and will be doing to complete your paper on schedule. The paper is due on December 11, the day after classes end, by 1 p.m. at my office. Papers turned in late will have their grade lowered for each day they are late.

As an alternative to researching and writing the second paper, students can participate in a service learning activity by tutoring Asian and Pacific Islander immigrant students in the public schools through the Bin-I Program of the Office of Multicultural Student Services on a weekly basis. Twenty hours of tutoring, maintaining a journal, and submission of a five-page paper that evaluates your volunteer service as a multicultural experience are required. I will provide you with guidelines for this paper.

**Plagiarism:** Academic dishonesty, including cheating and plagiarism, will not be tolerated and will result in a failing grade for the course. The UH Manoa *Student Conduct Code* (1992: 6) defines plagiarism as “submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style, or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved.”

**Cell Phones:** Cell phones are not permitted to be used during the class period because it is a time devoted to learning and discussion as a class. Please turn off and put away your phone before class starts. If you cannot comply with this rule, you should enroll in another course because its violation will not be tolerated.

**Office Hours:** Monday and Wednesday, 10:30-11:30 a.m. or by appointment. I encourage you to come and see me during the semester. You also may communicate with me by e-mail.

**Instructor Information:** I was born and raised on Maui and attended high school (Cupertino) and college (Los Angeles) in California. My training is in social anthropology (PhD, University of London), and I have conducted fieldwork in Hawai‘i and the Philippines where I taught at a Catholic university in Manila for three years in the mid-1980s. I am the author of *From Race to*

*Ethnicity: Interpreting Japanese American Experiences in Hawai'i* (2014), *Ethnicity and Inequality in Hawai'i* (2008), and *Imagining the Filipino American Diaspora: Transnational Relations, Identities and Communities* (1998). Besides this course, I teach the Ethnic Studies courses on Japanese in Hawai'i, Race and Ethnicity in Hawai'i, and Race and Ethnic Relations.

**Possible Careers with Ethnic Studies Major:** <http://cdse.hawaii.edu/careers/ethnicstudies.php>.