Revised: August 28, 2017
SOC/ES 456: Racism and Ethnicity in Hawai‘i
Fall 2017

Course Location and time: KUY 305**note classroom change** 2:30-5:00
Professor Jennifer Darrah
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Office Hours: Mondays 1:15-2:15 or by appointment. I am usually available after class as well.

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Course Description:
This course is about race/racism, ethnicity and identity in Hawai‘i. We will study the relationships between Hawai‘i ‘s Native Hawaiian, Asian and Pacific Islander populations in the context of the colonization of Hawai‘i. We examine how native Hawaiians and migrants from Asia and Oceania have faced, and resisted, racism and racial domination—and how they have forged ethnic identities. We will also examine historical and contemporary racialization/racism and ethnic identity formation through an examination of events and dynamics from Hawai‘i’s Territorial period through contemporary times. We will highlight the intersections within Hawai‘i of diaspora and indigeneity among peoples with roots throughout the Asia, Hawai‘i and the Pacific region—diverse migrants and settlers to Hawai‘i and their role in broader processes of empire, capitalism, colonialism and resistance. We will explore how ethnicity/race and racism articulate with structures of colonialism, U.S. imperialism, militarization, labor migration, and capitalist process (especially the commercialization of land). Of course, many of these broader structures extend beyond Hawai‘i, and therefore this course will adopt a broad regional and comparative view of linked forces like colonialism, militarization and racism across Oceania. Ethnic hierarchies and various racisms have formed and reformed alongside Hawai‘i ‘s economic transitions, and we delve into social forms specific to both plantation agriculture and tourism. One focus of the course will be on the native Hawaiian movement and indigenous resistance against colonialism, global capitalism, militarization, and cultural dispossession. Students will also be exposed to indigenous practices of land stewardship through hands-on service learning experience and through readings and materials on the praxis of aloha ʻāina. We move beyond a simplistic vision of Hawai‘i as a multiethnic paradise. However, we look seriously at the historical “inter-racial” working class consciousness that Hawai‘i’s diverse peoples of Asian, native Hawaiian, Pacific Islander ancestries have forged. We also listen to the voices and
questions of native Hawaiian, Pacific Islander, and multiethnic/‘Local’ islanders who see themselves in solidarity against racism, colonialism, and the degradation of land for profit, while imagining a more just future for Hawai‘i.

**Note:** This semester, the course will be run as a “seminar style”. Each class will include discussion based directly on the course readings. I also hope that we can learn from each other’s experiences and stories. We will also hold two field trips.

This course meets the HAP-focus requirements, which include the following hallmarks:
1. The content reflects the intersection of Asian and/or Pacific Island cultures with native Hawaiian culture.
2. A component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia.
3. The course includes at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions. *Racism/racialization, migration, militarization and resistance, and settler colonialism are these topics in this course.*
4. The course involves an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

**Course Learning Objectives:**
(adapted from 456 syllabi by Lisa Uperesa and Kalei Kanuha, and reflecting Institutional Learning Objectives (ILOs) of UHM and the Student Learning Outcomes (SLOs) of the Sociology Department)
Upon completion of the course, students will be able to:
1. Demonstrate understanding of the political, social, economic, and cultural foundations of contemporary Hawai‘i.
2. Show a critical understanding of racism and ethnicity, and use concepts and theoretical frameworks to analyze social processes in Hawai‘i or elsewhere.
3. Demonstrate increased understanding of Kanaka Maoli (native Hawaiian) histories, experiences and perspectives on various political issues
4. Employ a varied theoretical vocabulary with which to approach the study of racism and ethnicity in Hawai‘i and elsewhere.
5. Develop critical reading, writing, and thinking skills used in the study of race/racism, ethnicity, migration, settler colonialism and associated issues.
6. Critically reflect on personal identities, prejudice, bias, and their origins as well as develop respect for peoples and cultures of Hawai‘i through civic participation in Hawai‘i’s local community.
**Academic Honesty:**

Plagiarism is taken very seriously. Please see guidelines below and consult the UH System student code of conduct. The following definition of plagiarism comes from The University of Hawaiʻi System wide Student Conduct Code:

*The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (E7.208, Pages 4 and 5).*


You may also consult the ASA style guide for more information. [http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf](http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)

Any student determined to be in violation of the above code will receive an “F” for the assignment and may fail the course. Academic and department advisors will also be notified.

**Phones, Laptops, Electronic Devices:**

For the sake of mutual respect, and in order to create a positive learning environment, use of electronic devices is strictly restricted to class or instructional work. Also, use of electronic devices for non-class purposes will negatively affect your participation grade.

**Readings:**

Lectures and class activities will build directly off of the assigned readings. Students are expected to attend class having read the assigned material, and to participate in class discussion and small group activities.

**Assignments and Grading:**

All class assignments should be submitted to the instructors via Laulima to the appropriate “assignment” folders.

Summary of Assignments and percent of final grade
1) **Two Analytical Papers (5-7 pages each) (25% each=50% of final grade):** You will be asked to write an analytical paper using the concepts and ideas discussed during the semester. You are asked only to rely on the course readings only—though you may also consult with sources specifically suggested by the instructor.

**You may substitute participation in the Malama i na Ahupua’a program through the Center for Service Learning for ONE of these papers and ONE short assignment**

(orientation, and three CORE activities and a brief reflection of about 1 page)**

2) **Short Assignments, Field Visit Reflections, Reading Quizzes, Seeds for Thought:**

(15% of final grade): Reflections, reading, reactions or preparation for group activities, field visits, films and guest speakers. [In lieu of mid-term exam].

*Each class will begin with “Seeds for Thought”. Each person should come in with a written question, comment or reflection in direct response to the text. You will have at least five additional short assignments throughout the semester.

3) **Participation and Attendance (20% of final grade):**

Your presence and attendance is key to our learning as a community. We will have discussion and group activities and we value your engagement. Since this class meets only once a week, attendance and participation will be an important part of your final grade. We will take attendance every day and this will count toward your participation grade. We know you all juggle many work, family, and personal responsibilities. We understand that contingencies come up and that you will do your best to prioritize class. That said, unfortunately, we are only able to officially excuse absences for medical reasons (including child or family member illness), university excused commitments, or family emergency. In such cases, please contact the TA with appropriate information or documentation. We won’t judge you for having busy lives and we know you are doing your best. However, we want to encourage strongly your participation and give credit to those who prioritize attendance and active participation.

Note: The first field visit will be at Ka Papa Lo‘i o Kanewai on Sept. 11. Please wear clothes and shoes that can get dirty.

4) **Final Exam (15% of final grade):** Short answers and multiple choice, based on key concepts introduced throughout the semester. At least one short answer focused on H.A.P comparison or analysis of intersection. For example, considering Kanaka Maoli and at least one other ethnic/ancestry/’racial’ group of Asia or Oceania OR by comparing and contrasting Hawai‘i with another region or place within Asia or Oceania (such as, the Marshall Islands, the Philippines, Guam, Okinawa, etc.).
Late Policy for All Assignments:

½ point subtracted per day late, up to 50% of credit. After that point, no late work will be accepted, except for excused official reasons and with approval of instructor.

Extra Credit Option:

You may attend a talk or public/community event, visit a community center, or participate in a service learning experience relevant to this course. You are strongly encouraged to participate in the Malama I na ahupua’a program. Events may be announced by the instructor throughout the semester, or you may suggest one. Write up and submit 2-3 pages of critical reflection. You do not receive “points” but in the case that your final grade is between two letter grades, this would ‘bump up’ your grade. Please see [http://servicelearning.socialsciences.hawaii.edu/adopt.html](http://servicelearning.socialsciences.hawaii.edu/adopt.html) for service learning options

KOKUA for Students with Disabilities:

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities), to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili’uokalani Center for Student Services.

*please feel free to speak with me or the KOKUA office about accommodations for field visit to Kanewai or the Japanese Cultural Center

Required Course Texts:

You are not required to purchase any texts. You will have access to course readings through Laulima “resources” where I have placed scans of required readings, or through the library where readings are available as online e-books (you must login). We will be reading selections from the following texts, in addition to others. Please consult weekly calendar for specific weekly assignments.

If you would like to purchase hard copies of the books (optional not required), the titles in BOLD will be available for purchase at the bookstore.

If you would like to purchase hard copies of a reading course pack, please contact me and I can send you a pdf of the full course pack to print at a copy center.

We will be reading selections from the following sources, in addition to others:


