ES 101 INTRODUCTION TO ETHNIC STUDIES
Spring 2011
M, W, F: 10:30- 11:20 AM
M, W Class Meets: Crawford 115

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Office Hours: T: 1:30-2:30 pm or by appointment

Sections meet Fridays in assigned rooms with lab leaders (TBA)

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 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, 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 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.

*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

ASSIGNMENTS AND GRADE DISTRIBUTION (TOTAL=100)
Weekly assignments = 2 points X 10 weeks = 20 points
Midterm = 25 points (Short Q &As)
Service Learning Report or Research Report = 15 points
Finals (cumulative)= 30 points (Short Q &As)
Attendance and Participation = 10 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. 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 mid terms and finals.

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
- Hawaiian Cultural Nationalism
- 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 (25%) and Final (30%) will be in-class exams that will be a combination of defining concepts, short answers and essays.

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. 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
- Next Step Homeless Shelter at Kaka‘ako: Under “No Mo Haus”
- Pālolo Pipeline

Information for all programs can be found at: http://www2.hawaii.edu/~csssl/index.html
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 grade of students who do not participate in during lecture and section will automatically drop to a “B-” (B/10). 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 penalized 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, 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 to 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 the readings, videos, lectures, and discussion.

UNIT 1: KEY CONCEPTS

Week 1

1/10: Introductions; What is Ethnic Studies?
1/12: In class Tree of Life exercise; Guest speaker, Prof. Valli Kalei Kanuha, Sociology, UHM
1/14: Meet in MSB 114: Video: Race, the Power of an Illusion; Guide to Race

Concepts: race, ethnicity

Week 2

• 1/19: Come to class having browsed Service Learning. If interested, choose 1: SHINE/ Ahupua’a/ Kaka’ako.
• 1/21: Weekly assignment due: According to Omi and Winant and Weber, what is a social construct? If race and gender have no biological basis then why is it so powerful in society? (2 points)
• 1/22 (Sat): 10:30 am Mandatory SHINE Orientation @ Saunders 342 UHM OR 1 pm SHINE Orientation @ Henry Hall 121, Chaminade U (bring $3 for Field Book)

1/17: HOLIDAY - MARTIN LUTHER KING, JR. DAY
1/19: R# 1: Omi and Winant, "Racial Formation;" R# 2 Weber, “Themes."
1/21: 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), your community (‘ohana) and your economic class. Go over video guide and concepts: race, gender as social constructs.
Concepts: social construction, power relations

Week 3

• 1/24: Start Greetings Card Exercise for Friday Discussion Section
• 1/28: Weekly assignment due: What is the difference between "prejudice" and "racism"? What makes White privilege different from prejudice and intentional racism? (2 points)
• 1/28: Everyone is signed up for a Service Learning or Research Project
• 1/25 – 1/30: SHINE On-site training (attend one)

1/24: R#3 Tatum, "Defining racism"; How do we see Micronesians in Hawai’i?
Guest Speaker, Dr. Julie Walsh Kroeker.
1/26: R#4, McIntosh, "White Privilege and Male Privilege"

1/28: Meet in Sections: Greeting card exercise; Go over McIntosh’s list

*Concepts: racism, discrimination (institutional/structural), prejudice, privilege, institutions.*

**Week 4**

• 2/4: Weekly assignment due: Choose one characteristic of capitalism and explain how it creates class-based inequality.

1/31: R#5 and R#6 Johnson, "Capitalism, class" and "Stubborn Ounces"

2/2: R#7 Weber, "The Story of Margaret Welch"; 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)

2/4: Meet in Sections: Margaret Welch’s story. Go over concepts of capitalism, class, matrix of domination, alliances

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

**Week 5**

• 2/11: Weekly assignment due: Neighborhoods in Honolulu County exercise

2/7: R#9 Okamura, "Socioeconomic Inequality"; Farrington High School SHALL program (Part I)

2/9: Students on Furlough Friday; Arrested at the Capitol (The video is on Save Our Schools page)

2/11: Meet in Section: Return to your Tree of Life exercise. Building on your assignment, decode what it means to live in a particular neighborhood, go to a particular high school, and be able to attend college. Discuss whether you see unions as a way to correct socioeconomic inequality.

*Guest Speaker: Representative from UNITE HERE! Local 5 about organizing workers in the hotel industry*

*Concepts: class, ethnicity, labor, labor organizing*

**Week 6**

• 2/18: Midterm in CR 115 on Friday; no meeting in Sections.

2/14: R#10 Painter, "Those Who Were Enslaved"

2/16: Midterm Review


*Concepts: humans as private property, agency and resistance*
UNIT II: COLONIZATION AND NATIVE SOVEREIGNTY

Week 7

• 2/25: Weekly Assignment due: How did the United States’ civilization program transform Cherokee relationship to their land and culture? Discuss one example of Cherokee resistance to the program.

2/21: HOLIDAY - President's Day
2/23: Mickey Mouse Monopoly Part 4 and 5 (start at 6:34 - 2:35 of Part 5); R#11: Perdue and Green, "Introduction: Cherokees and U.S. Indian Policy"; John Burnett’s Story of the Trail of Tears; R#12 Mankiller and Wallis, “Agaya-Dihi”
2/25: Meet in Section: 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 8

• 3/4: Weekly Assignment due: What is cultural genocide? Pick and discuss one example of resisting cultural genocide from Mankiller and Wallis or La Duke, or Smith.

2/28: R# 13 LaDuke, "Quilled Cradleboard Covers"; R# 14, Chrystos, "I Walk in the History of my People"; Video: In Light of Reverence
3/2: R#15 Smith, "Boarding School Abuses and the Case for Reparations"; Boarding School Healing Project
3/4: Meet in Section: Discussion based on video guide.
Concepts: cultural genocide, cultural sovereignty, colonialism, gender violence, healing

UNIT III: CONQUEST, MIGRATION, SOVEREIGNTY

US - México Border

Week 9

• 3/11: Weekly Assignment due: What were the economic motives that drove the United States’ war with México? How did the US ideologically justify the war?

3/7: R #16 Acuña, "A Legacy of Hate"and "The Building of the Southwest"
3/11: Meet in Section: Return to your Tree of Life exercise. Discuss the backlash against migrants in the context of your roots. Students present on U.S. Citizenship and SHINE
Concepts: border as a social construct, ideology, nationalism and nativism, criminalization of migrants

Week 10

3/14: Anchondo, "Top 10 Myths about Immigration", R# 18 Nevins, "The Bodies"
3/17: Meet in Section: Based on the material covered this week and last, devise and perform an oral public education exercise.
Concepts: migration, globalization, transnationalism

Hawai‘i

Week 11: SPRING BREAK (3/21-25); KŪHIÔ DAY (3/25)

Week 12

• 4/1: Weekly Assignment due: Based on Silva’s account, choose one method of protest (violent or non-violent) and explain why Native Hawaiians adopted that method.

3/28: R#20 McGregor; US Apology Public Law 103-150; UN Declaration on the Rights of Indigenous People
3/30: R# 21 Silva, “Kanaka Maoli Resistance to Annexation”
4/1: Meet in Section: Discussion based on video guide; Students present on Hawaiian Cultural Nationalism or Caring for Hawai‘i’s environment and Mālama i nā Ahupua‘a
Concepts: capitalism and private property (land: Māhele), occupation, self-determination

Week 13

4/4: Video: Noho Hewa
4/6: R# 22 Okamura, “Constructing Ethnic Identities, Constructing Difference.”
4/8: MEET IN MSB 114: Guest speaker from MANA.
Concepts: resistance, cultural and structural dimensions of ethnicity, colonization and occupation, anti-oppression models of social change

Week 14

• 4/15: Weekly Assignment due: Explain one way in which remaking masculinity through either ho‘o‘ikaika kino (body strengthening exercise) OR hula connects the Native Hawaiian men of Hale Mua to their culture and helps them find their place in society. Why is it necessary to balance Kū with Hina to remake Native masculinity? (2 points)
4/11: R# 23 Tengan, Excerpts from Native Men Remade; Video: Ke Kūlana He Māhū
4/13: Finish reading Tengan R#23
4/15: Meet in Section: Bring examples to show the commodification of Native Hawaiian culture and how they are gendered and sexualized. Challenge these images by drawing on concrete examples of Kanaka Maoli cultural revival and connect cultural revival to the ways in which Native Hawaiians are fighting for their sovereignty. Students present on Next Step Homeless Shelter at Kaka'ako and Homelessness in Hawai'i

*Concepts: sexuality, gender, colonialism, nationalism, anti-oppression models*

**Week 15**


4/18: R# 24 Glenn, "Japanese and Haoles"
4/22: HOLIDAY – GOOD FRIDAY

*Guest Speaker: Prof. Jon Okamura, Ethnic Studies, UHM*

*Concepts: assimilation, gender, race and citizenship, local identity*

**Week 16:**

• 4/25: In class Quiz on Unit III readings
• 4/29: Weekly Assignment due: Elaborate on one reason why, according to Okamura, Hawai‘i is not a multicultural paradise. (2 points)

4/25: R#26 Okamura: "Illusion of Paradise"
4/27: Keever, "Shot in the Dark"
4/29: Meet in Sections: Discuss the relationship between assimilation and the metaphor of "melting pot." Students Present on Pālolo Pipeline and Micronesians in Hawai‘i or Educational Inequality in Hawai‘i.

*Concepts: melting pot, institutional discrimination, colonization*

**Week 17:**

5/2: Due in class: Service Learning and Research Project Reports; Review concepts
5/4: Study Guide for Finals

*Concepts: Assimilation, Racialized and gendered citizenship*

**FINAL EXAM:** MAY 9 (MONDAY), 9:45-11:45 am, CR 115