We often hear that the United States is a “nation of immigrants.” Yet, such a representation of the U.S. conceals more than it reveals. It cannot account for how the U.S. was founded on the colonization and subsequent dispossession and displacement of indigenous people from their land. It also cannot account for the vast differentials in power, privilege and subjectivity (or sense of self) between people seen as part of the colonizing groups and those who arrived in the U.S. in subordinated service to colonizers – including enslaved Africans, indentured Asian workers and later migrations of people from Europe, Latin America, Asia and Africa.

In this course, we investigate the various historical and contemporary migrations and encounters between diverse indigenous people and people from the Pacific, Europe, Asia, Africa, and Latin America in the U.S. With a special focus on Hawai’i, we examine the patterns of social relationships, institutional structures and forms of identifications created from these often-violent encounters. We trace the relationship between the highly racialized, gendered and classed formation of the quintessential “American citizen” and the legal and social exclusions, disenfranchisements, and restricted enfranchisements of those who were re-presented as “not belonging” in the U.S. (including diverse indigenous people). We also examine the many attempts at solidarity between various displaced and dispossessed people, who, throughout the making of the U.S., have come together in the common cause of their mutual decolonization. By looking at both the ongoing consequences of violent encounters as well as inspiring acts of solidarity, we contextualize and analyze contemporary debates on racism, immigration, nationalism and globalization. Students will be asked to integrate key theoretical perspectives from their readings with an examination of empirical evidence in their development of an understanding of past and present human migrations.

As this class is designated as having a contemporary ethical issues focus, the ethical issues raised by immigration to Hawai’i and to the U.S. will be presented and studied in a manner that is fully integrated into the main course content. Ethical issues to be examined include the effects of the ideologies of racism, nationalism and sexism as well as the global system of capitalist social relations. Students will be provided with the tools for their development of responsible deliberation and ethical judgment. Students will also achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.
CLASS FORMAT

The course consists of lectures, small group discussions, videos/films and optional participation in an out-of-class service-learning project. Students will have the opportunity to practice both the techniques of critical reading and thinking, of expository writing, and of oral expression as well as have the option of learning some of the practices central to indigenous ways of knowing and living in Hawai‘i. Students are expected to come fully prepared for each class by having completed assigned readings and having developed questions and comments that allows you to be an active participant in class discussions.

REQUIRED READINGS


CLASS EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Individual and Group Assignments (3)</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes on Course Readings (4)</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>30%</td>
</tr>
<tr>
<td>One of the two following options:</td>
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<tr>
<td>Option 1) Service Learning Project</td>
<td>35%</td>
</tr>
<tr>
<td>Option 2) Research Paper Outline (10%) plus Final Research Paper (15 pp-20%)</td>
<td>35%</td>
</tr>
</tbody>
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WEEKLY SCHEDULE

WEEK 1 (AUGUST 26)

- Introduction to course topics, materials and assignments
- Social Relational Approach

Topics
- social relational approach
- binary codes of ‘race’, class and gender
- significance of violence to the maintenance of relations of ruling
- introduce ‘triangle model’ of analysis
- introduce concept of ideology
- introduce concept of hegemony
- history of national state system
- global character of national state system
- place of the US within a global capitalist system
- significance of Hawai‘i to US power

WEEK 1 (AUGUST 28)

- Introduction to the optional ‘Adopt an Ahupa’a Service Learning Project (by Ulla Hassager)

WEEK 2 (SEPTEMBER 2 & 4)

- Significance of migration to human history and to human survival
- Relationship between the mobility of capital and the mobility of people and goods
- Formation of modern identities of ‘nation’, ‘race’, gender and capitalist classes and the destruction of the “many-headed hydra”

Readings:


WEEK 3 (SEPTEMBER 9 & 11)

Due: Quiz on Course Readings (September 9)

- The colonization of indigenous people and lands
- Making of the White Settler Colony of the US
Readings:


**WEEK 4 (SEPTEMBER 16 & 18)**

Due: In-class Assignment #1

• The making of ‘nations’ and ‘national homelands’

Readings:


**WEEK 5 (SEPTEMBER 23 & 25)**

Due: Quiz on Course Readings (September 23)

• The creation of border controls and the state regulation of migration
  • Racism and the racialization of the ‘American’ national subject

Readings:


**WEEK 6 (OCTOBER 2 – NOTE: NO CLASS ON TUESDAY SEPTEMBER 30)**

Thursday, October 2 Workshop in Hamilton Library (*Meet in HL 113* - first floor, past the main elevators and restrooms)

**WEEK 7 (October 7 & 9)**

*Due:* Quiz on Course Readings (October 7)

- Making ‘America’ White

**Readings:**


**WEEK 8 (OCTOBER 14 & 16)**

*Due:* In-Class Midterm Exam (both days)

**WEEK 9 (OCTOBER 21 & 23)**

- Racism and the incorporation of Hawai‘i into the US

**Readings:**


WEEK 10 (OCTOBER 28 & 30)

Due: In-class Assignment #2

- Creating scapegoats
- US Immigration regulations and the disciplining of workers

Readings:


WEEK 11 (NOVEMBER 6 – NOTE: NO CLASS ON TUES. NOVEMBER 4TH)

Due: Quiz on Course Readings (November 6)

- 9/11 and the making of another Other


WEEK 12 (NOVEMBER 13 - NOTE: NO CLASS ON TUES. NOVEMBER 11TH)

Due: Research Paper Outline

- Nationalism and the legalization of discrimination against migrants
- Gender and the feminization of migration

Readings:


WEEK 13 (NOVEMBER 18 & 20)

Due: In-class Assignment #3

- The global politics of US immigration policy

Readings:


WEEK 14 (NOVEMBER 25 – NOTE: NO CLASS ON THURSDAY, NOVEMBER 27)

- Relationship between attacks on (im)migrants and on impoverished U.S. citizens

Readings:


WEEK 15 (DECEMBER 2 & 4)

Due: Quiz on Course Readings (December 2)

- Alternatives to anti-immigrant politics and solidarities between indigenous people and (im)migrants

Readings:


WEEK 16 (DECEMBER 9 & 11)
Summary of Course

Due: 1) Final Research Paper or 2) Journals and Reflective Paper for Adopt an Ahupa’a Service Learning Project