

INTRODUCTION TO ETHNIC STUDIES

Instructor: Professor Rod Labrador
Office hours: George Hall 341, MW, 2-3pm, or by appointment
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COURSE INFO:

Class meets 10:30-11:20am, Monday and Wednesday, Webster 113.

Friday Discussion Sections (see Laulima/Resources – students will be assigned to sections):

Section 1: 10:30-11:20am at Webster 113 (Section Leader: Alyssa Demello)

Section 2: 10:30-11:20am at Holmes 241 (Section Leader: Nicole Harbert)

Section 3: 10:30-11:20 am at Moore 203 (Section Leader: Irene Astran)

Graduate Assistant: Kyle Kajihiro

* 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 with special needs should make an appointment to see me within the first week of class to insure your full involvement in the course.

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 U.S. and Hawai‘i society. It introduces students to core concepts used in the study of race and ethnic relations in the United States. We will analyze these relations through the lens of 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, ethnic, 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:

1. *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 they prepare you for upper division courses in Ethnic Studies.
2. *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.
3. *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.
4. *Critical thinking:* Critical thinking involves asking and answering “what,” “why,” and “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 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.

5. *Skills building*: Throughout the course you will be asked to develop your writing, oral, and analytical skills.

HAWAIIAN, ASIAN, AND PACIFIC ISSUES FOCUS HALLMARKS:

1. The course content covers the intersections of Asia/ and or Pacific Island cultures with Native Hawaiian culture.
2. The course uses assignments and service learning that encourage students' familiarity with the cultural perspectives, values, and worldviews rooted in the experiences of peoples indigenous to Hawai'i, the Pacific, and Asia.
3. The course includes a section on Native Hawaiian history, cultures, and values, social, political, and economic relations, and movements to resist occupation and the cultural renaissance since the 1970s.
4. This course involves an in-depth analysis and understanding of race, class and gender to foster multicultural respect and understanding.

REQUIRED READINGS:

- Labrador, Roderick. *Building Filipino Hawai'i*. Urbana-Champaign, IL: University of Illinois Press, 2015. [BFH]
- There is also a course reader for this class. [ES]
- Additional readings/material will be distributed in class or available via Lulima under "Resources."
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COURSE REQUIREMENTS:

Readings: You must come to class having done the assigned reading(s). 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, papers, and extra credit submissions for this course need to be typed, grammatical, free of spelling errors, and well-organized. See my note on Common Grammatical Mistakes (posted on Lulima). 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."

Attendance and Participation (30 points): 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 unexcused 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 overall grade.

Poet Adrienne Rich reminds us that education is something we claim, not receive. This means learning is an active, not passive process. Participation involves speaking and active listening in the lecture class and sections as well as engaging in online discussions (via Lulima and Twitter, Tumblr, and/or Instagram). Your participation grade will depend on a) keeping up with the readings and engaging

the course material, b) contributing to large-class discussions, small-group discussions, and/or online (lulima and other social media) discussions on a regular basis, and c) any in-class writing assignments. The grade of students who do not participate during lecture and in sections will automatically drop to a “B”. 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.

Weekly Assignments (40 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 leaders on the due date or posted on social media before the due date. There are no makeups for these assignments. They cannot be e-mailed or dropped off by a friend. 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 midterm and final. These assignments will be text and photo-based.

Service Learning Report (40 points): You will write a 4-6 page reflective report on your 20 hours of service learning. Students have the option to sign up for a Service Learning project by the 1/30/16. The Director of the Service Learning and Civic Engagement program is Dr. 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. Information for programs, training schedules, and orientation times can be found at:
<http://servicelearning.socialsciences.hawaii.edu/index.html>

Throughout the semester you will work with the project coordinator, Kanaloa Schrader (kanaloas@hawaii.edu). You can choose one of the following projects:

- SHINE: Students Helping In the Naturalization of Elders
- MINA: Mālama I Nā Ahupua‘a (MINA)
- Next Step Homeless Shelter at Kaka‘ako
- Local 5/Aiea
- Pālolo Pipeline

NOTE: Students have the option of enrolling in SOCS 385 to receive one credit for participating in Service Learning and for additional coursework. For more information, contact the Service Learning and Civic Engagement Project Coordinator.

OR

Family History Project (40 points): If you cannot do service learning, you may do a 6-page paper based on the life histories of your mother, a grandmother, and you. This project is designed to make you think about the ways history, patriarchy and racism interest. We are often told about the importance of women in society – whether we are talking about genetic relatedness, kin investment, cultural reproduction, or community formation – but women’s stories are relatively silenced (compared to men’s) and their voices have historically been excluded in academic and political discourse.

Exams: The Midterm (45 points) and Final (45 points) will be in-class exams.

Extra credit: (10 points per semester): You can earn extra credit by attending a maximum of five events on campus that I will announce in class or by e-mail. To get credit you need to submit a short, typed 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.

ASSIGNMENTS AND GRADE DISTRIBUTION (TOTAL=200)

- Attendance and Participation = 30 points
- Weekly assignments = 4 points X 10 weeks = 40 points. See due dates below in course outline.
- Service Learning Report or Family History Project = 40 points due May 4 (Wed)
- Midterm Exam = 45 points. In class exam on March 4 (Friday).

- Final Exam (cumulative, but emphasis on latter part of class) = 45 points. In class exam on May 13 (Friday), 9:45-11:45 am in Webster 113.
- Extra Credit: 10 points maximum (2 points x 5 events)
- The letter grades for the course will be assigned on a +/- system.

POLICIES

Protocol: Cell phones need to be turned off. Text messaging, surfing the internet, having side conversations, 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/family history project is firm. There are no extensions.

Absences: Attendance is mandatory.

Plagiarism and 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 (ranging from receiving a zero on an assignment to failure of the course and University disciplinary action). It is very important that you learn how to cite in order 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:

http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php

See also the Academic Grievance Procedure to familiarize yourself with the process:

http://www.studentaffairs.manoa.hawaii.edu/policies/academic_grievance/

Classroom discussion ground rules: Throughout the course, we will be examining complex issues about which most students have passionate feelings. We must be respectful and intellectually open to perspectives that may differ from our own. It is vital that we treat each other's comments and opinions with respect and courtesy even when they may conflict with yours. We must be careful not to personalize attacks to discredit or invalidate others' perspectives and positions. We must create a classroom environment that allows for productive and constructive discussion, where perspectives have the right to be argued, challenged, and defended in intellectual ways.

Offensive Materials Disclaimer: Every effort is made to limit explicit or potentially offensive content in this class without ignoring essential issues in Ethnic Studies and popular culture. This is not always possible when the title of a song, recording, or video, or the lyrics within that song, recording, or video may include explicit or culturally sensitive language. In this course, you may be required to listen to, view, and analyze offensive materials, including language and imagery that is obscene, sexist, homophobic, or racist, and descriptions of sexual conduct and violence. I do not intend in any way to offend, nor do we as the Department of Ethnic Studies, College of Social Sciences or University of Hawai'i at Mānoa share in the opinions of the artists and their songs that may offend. Nonetheless, because these materials speak to current issues and controversies that are essential to this course, no suitable substitutions are available for them, and none will be provided. By continuing with this course, you are agreeing to be held academically accountable for all required materials in the syllabus, regardless of their offensive nature. Students who are unwilling either to hear or think critically about such material are encouraged to drop this course at their discretion.

COURSE OUTLINE (**note: the syllabus is subject to change at instructors' discretion**)

- ES refers to the readings in the Course Reader and BFH refers to the *Building Filipino Hawai'i* book.
- 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 I: Key Concepts

Week 1 *Concepts: race, ethnicity, pedagogy*

- Jan 11 Introductions; What is Ethnic Studies? What is "Hawai'i"?
- Jan 13 ES - McGregor & Aoude, "Our History, Our Way"; Witeck, "The Rise of Ethnic Studies at the University of Hawaii";
- Jan 15 **Meet in Webster 113.** Video and Guide: *Race, the Power of an Illusion*; What are "race" and "ethnicity"? PBS, Is race real? Quick facts about race; Has race always been the same?

Week 2 *Concepts: social construction of race, racial formation*

- Jan 18 HOLIDAY: Martin Luther King, Jr. Day
- Jan 20 *Readings:* ES - Omi and Winant, "Racial Formation"; AAA Statement on Race
- Jan 22 **Meet in Sections:** Fronting exercise – what and who is your "character" that you perform? 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), and your community ('ohana). Check in about Service Learning, research report, and family history project
- Weekly Assignment 1 due (photo):** Using the Omi and Winant reading, define race as a social construct.

Week 3 *Concepts: racism, discrimination (institutional/ structural), prejudice, ethnicity, structural and cultural dimensions of ethnicity, assimilation, cultural pluralism, privilege*

- Jan 25 ES - Tatum, "Defining racism"
- Jan 27 BFH - "Why do you want to go to Hawai'i," p. 1-26.
- Jan 29 **Meet in Sections:** What is the difference between "racism" and "prejudice"? Take two examples that Tatum uses to explain how racism works. Discuss them and identify the institutions involved.
- Weekly Assignment due (photo):** Using the Tatum reading, explain how racism works and discuss and identify an institution involved. What steps can be taken to address racism? Apply these steps to a current event or an incident in your own life.
- Final sign up for Service Learning/Family History Project*

Week 4 *Concepts: structural and cultural dimensions of ethnicity*

- Feb 1 ES - Okamura, "Constructing Ethnic Identities; Constructing Difference"
- Feb 3 BFH - "Anything but..." p. 74-97; BFH - "The Center is not just for Filipinos but for all of Hawai'i nei," p. 98-128.
- Feb 5 **Meet in Sections:** According to Okamura, why do certain ethnic groups engage in identity construction? What elements do such groups draw on to construct a collective identity?
- Weekly Assignment due (photo):** How do you go about defining your identity? Why do you define it in the way you do? Are race or ethnicity or both part of your identity? Why? Based on our readings, which parts of your identity are racial and which parts are ethnic?

Week 5 *Concepts: class-based inequality and capitalism, private property and capitalism, matrix of domination, alliance building*

- Feb 8 ES - Johnson, "Capitalism, class, and the matrix of domination"; ES - Johnson, "Stubborn Ounces: What can we do?"
- Feb 10 ES – McElrath, "Race Relations and the Political Economy in Hawaii"

Feb 12 **Meet in Sections:** How do you define “class” and what factors in your life have shaped your class position? How does Johnson define class? How will you use your privilege to be an ally of someone who does not have that privilege? You can discuss how you can be an ally of those who are houseless.

Weekly Assignment due (photo): Choose one characteristic of capitalism and explain how it creates class-based inequality. How would you place yourself in terms of your economic class?

Week 6 *Concepts: humans as private property, agency and resistance, discrimination, color-blindness, politics*

Feb 15 HOLIDAY: Presidents’ Day

Feb 17 ES - Painter, “Those Who Were Enslaved”; ES - Lipsitz, “Possessive Investment in Whiteness”

Feb 19 **Meet in Sections:** Discuss the various ways in which enslaved African Americans exercised their agency. Discuss the ways in which communities are currently fighting back against police brutality. Discuss Lipsitz’s concept “possessive investment in whiteness.” Discuss how “Stand Your Ground Laws” is a contemporary example of the “possessive investment in whiteness.”

Weekly Assignment due (photo): Briefly discuss one way in which African Americans resisted slavery and reflect on why it is important to recognize this resistance. Explain what Lipsitz means by “possessive investment in whiteness.” Explain two examples from his reading that captures his idea.

Week 7 *Concepts: migration, colonization, class inequality, ethnicity*

Feb 22 ES - Okamura, “Socioeconomic inequality and ethnicity”

Feb 24 Case Study: Micronesians in Hawai‘i: ES – Keever, “Nuclear Guinea Pigs,”

Feb 26 **Meet in Sections:** What are the reasons for Micronesian migration to Hawai‘i? Do you think Okamura’s argument about the correlation between ethnicity and socioeconomic status holds for Micronesians in Hawai‘i? Why or why not?

Weekly Assignment due (photo): What is the main pattern that Okamura finds in studying socioeconomic inequality Hawai‘i? Give one example of the socioeconomic hardship Micronesians face in Hawai‘i and explain why they face this inequality.

Week 8 *Concepts: migration, colonization, class inequality, ethnicity*

Feb 29 ES – Shek and Yamada, “Health Care for Micronesians and Constitutional Rights”

Mar 2 ES – Yamada, “Discrimination in Hawaii and the Health of Micronesians”; review for midterm

Mar 4 MIDTERM

UNIT II: Colonization, Occupation and Sovereignty

Week 9 *Concepts: cultural genocide, cultural sovereignty, colonialism, gender violence, healing*

Mar 7 ES - Perdue and Green, “Introduction: Cherokees and U.S. Indian Policy”; Video and Guide: *In Light of Reverence*; R#11: Mankiller and Wallis, “Asgaya-Dihi”

Mar 9 ES - Smith, “Boarding School Abuses and the Case for Reparations”

Mar 11 **Meet in Sections:** discuss the representation of Native Americans on commercial products and in popular culture and how they compare to Bambu and Power Struggle.

Weekly Assignment due (photo): What was a key element of the U.S. civilization program adopted toward the Cherokees? Discuss one way in which the Cherokees in the early 1800s resisted the transformation of gender relations.

Week 10 *Concepts: capitalism and private property (land: Mahele), occupation, resistance, self-determination; decolonizing the mind*

Mar 14 ES - McGregor, “The Cultural and Political History of Native Hawaiian People”

Mar 16 ES - Silva, “Kanaka Maoli Resistance to Annexation”

Mar 18 **Meet in Sections:** Consider pre-contact Hawai‘i, and discuss Hawai‘i’s connection with other societies in Oceania. Discuss the political, economic and cultural transformations in Hawai‘i before and after contact with the west. Discuss the various forms of agency and resistance exercise by the Hawaiian monarchy and people throughout the nineteenth century.

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

Week 11 Spring Break (March 21-25); Kūhiō Day (March 25)

Week 12 *Concepts: agency and resistance; peaceful violence*

Mar 28 ES - Trask, “The Color of Violence”

Mar 30 Video and Guide: *Noho Hewa*

Apr 1 **Meet in Sections:** Discuss your responses to the video guide. How does the Native Hawaiian resistance to occupation in the past and present shift the dominant perceptions of Hawai‘i? What links do you see between Native Hawaiian culture and the ecology? Compare this with what you learned from *In Light of Reverence*. What local projects that protect Hawai‘i’s environment are you aware of and/or involved in?

Week 13 *Concepts: gender, sexuality, colonization, cultural sovereignty*

Apr 4 Video and Guide: Ke Kūlana He Māhū

Apr 6 ES - Tengan, Excerpts from *Native Men Remade*

Apr 8 **Meet in Sections:** Discuss responses to video guide. Discuss place of gender and sexuality in cultural genocide, recovering culture, and cultural production.

UNIT III: Colonization and Migration

Week 14 *Concepts: ideology, pacification, benevolent assimilation*

Apr 11 ES - Schirmer and Shalom, “Philippines War”; BFH - “Overlapping Architectures,” p. 27-48.

Apr 13 ES - Silva, “Representations” (173-180 from *Aloha Betrayed*); Goethe, C.M., “Filipino Immigration Viewed as a Peril”

Apr 15 **Meet in Sections:** Discuss how colonization and migration intersect? How does the shared history of US colonialism connect the Philippines and Hawai‘i?

Week 15 *Concepts: multiculturalism, local identity racial profiling; crimmigration*

Apr 18 ES - Okamura: “Illusion of Paradise”

Apr 20 ES – Batalova et al: “Newcomers to the Aloha State”

Apr 22 **Meet in Sections:** Discuss why Okamura argues that Hawai‘i is not a racial paradise. How is ethnic humor related to his argument? Okamura argues that ethnic humor and print media representations of Filipinos in Hawai‘i are harmful. Choose either ethnic humor OR print media to unpack the seemingly harmless images.

Weekly Assignment due (photo): Most people see Hawai‘i as a “Multicultural Paradise.” Where do Filipinos and/or Mexicans figure into this “paradise”?

Week 16 *Concepts: ethnic humor, local identity,*

Apr 25 ES - Okamura, “Filipino Americans: Model Minorities or Dog Eaters?”

Apr 27 BFH - “What’s so p/funny,” p. 49-73.

Apr 29 **Meet in Sections:** Start review for finals.

Weekly Assignment due (photo): What does “Hawai‘i” mean to you? How do you define Hawai‘i’s “racial paradise”?

Week 17

May 2 BFH- “Conclusion: Unsettling Hawai‘i,” p. 129-136.

May 4 Last thoughts; review session for final exam
Due in class: Service Learning papers or family history project

FINAL EXAM: May 13 (Friday), 9:45-11:45 am in Webster 113

****NOTE:** The syllabus is subject to change at instructors' discretion**