

Kelli Nakamura
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Ethnic Studies (ES) 101: Introduction to Ethnic Studies
Fall 2017 TR 10:45-12:00 pm Olona 205 (CRN 32275)

Course Description: This class will explore basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawai'i, and their relation to colonization, immigration, gender, problems of identity, racism, and social class. In particular, students will examine the intersection of Asian and Pacific Island cultures with Native Hawaiian culture.

Course Objectives/Competencies:

1. Define race and ethnicity, incorporating theoretical and contextual approaches.
2. Explain basic concepts and theories for analyzing dynamics of ethnic group experiences, particularly those represented in Hawaii, and their relation to colonization, immigration, gender, problems of identity, and social class.

Required books and supplies:

- Reader to be purchased by student at Professional Image. 3520 Waialae Avenue, Honolulu, HI 96816. Ph: (808) 973-6599

Grading (380 points possible):

Writing Assignments (10 assignments, each worth 10 points)	100 points
Class Discussion (2 points for each class)	30 points
<i>*Must attend on time and actively contribute to the topic</i>	
Midterm Examination	100 points
Final Examination	100 points
Final Project/Presentation (includes 3-5 page paper)	50 points

Grade	Percentage	Points
A:	100-90%	380-342 pts
B:	89-80%	341-304 pts
C:	79-70%	303-266 pts
D:	69-60%	265-228 pts
F:	59-%	227-below

Course Requirements/ Readings: Students must come to class prepared to participate and discuss any questions they have about the lecture and readings. Readings are expected to be completed prior to the day of the lecture. They are assigned to help you understand the material discussed in class. They are NOT optional.

Classroom Behaviors:

Respect for fellow students and an enthusiasm for learning is highly valued in the classroom. Students are **not** allowed to use their cell phones, listen to MP-3 players/I-pods, text, instant-message, or utilize Facebook or other social networking sites during the lecture or during the quizzes/exams. If an emergency arises, please get the instructor's consent first otherwise items will be **confiscated**. In all college-related activities, including instruction, students must abide by the college's codes and regulations, refraining from behavior that interferes with the rights and safety of others in the learning environment

Plagiarism/Cheating:

If students are caught plagiarizing or cheating (including using prohibited sources of information during an examination such as phones or other electronic devices), at minimum they will be given a zero for the assignment and possibly earn an F for the course. **To receive credit for an assignment, students must produce their own original work for this semester.** Previously submitted work will not earn credit. In instructional activities, students are responsible for meeting all of the instructor's attendance and assignment requirements. Failure to do so may affect their final grade.

Email and Communication:

In communicating with the instructor, please allow forty-eight hours (excluding weekends and holidays) to receive an email response. I am also available to meet during office hours. If these times are not convenient, please schedule an appointment with me to meet at a mutually acceptable time. Students must check their email and Laulima for key information and communication on a regular basis.

Attendance: Class attendance and participation in discussions are critical. Attendance will be taken within the first fifteen minutes of the class and will be part of your final grade. If students leave class early without explanation, points will be deducted. While I will lecture on background and related materials, it is expected that you will raise questions, share your observations and thoughts with other students, and develop critical thinking in this course. Students will be penalized **TWO POINTS** for every class missed and students with unexcused absences who “disappear” from the course will be given a grade of **F**. If there is a reason for your absence, please tell me in advance or bring in some official document (doctor's note) explaining your absence. **Exams/assignments must be made up by the next class period following a student's return. No late assignments will be accepted without official documentation (doctor's note). No email assignments will be accepted. Students who exceed the time limit for the examinations will have one point deducted for every minute they go over. All hard copies of assignments must be turned in during the class period.**

Disability Support Services: If you are a student with a documented disability and have not voluntarily disclosed the nature of your disability so that we may coordinate the accommodations you need, you are invited to contact the Disability Support Services Office (DSSO) in 'Ilima 107, ph.734-9552, or email kapdss@hawaii.edu for assistance. For students whose primary disability is Deaf or hard of hearing, contact the KapCC Deaf Center in Manono 111C, ph. 734-9210 (V), 447-1379 (videophone), or email kapdeaf1@hawaii.edu.

Please note: you will need to contact Kapi'olani CC's DSSO or Deaf Center to request accommodations in a Kapi'olani CC course even if you've already registered or are receiving services at another UH campus's disability support program.

Kapi'olani Community College Title IX Disclosure Syllabus Statement: Kapi'olani Community College (KCC) faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. To know more about Title IX please visit KCC's Title IX Website: <http://tinyurl.com/titleixkapcc>.

Reporting: If a student chooses to confide in a faculty member or if a faculty member observes an incident regarding an issue of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, and gender-based bullying and hazing, faculty are required by federal law to report these issues to KCC's Title IX Coordinator, Dr. Brenda Ivelisse - (808)734-9522, kapvcsa@hawaii.edu, 'Ilima 205.

PART I. RACE, ETHNICITY, AND PRIVILEGE

[August 21-27, 2017]

Week #1: Race and Privilege

(T-Aug. 22) Topic #1: Introduction/ Orientation-What is Ethnic Studies?

(R-Aug. 24) Topic #2: What are “race” and “ethnicity”?

Readings: Omi and Winant, “Racial Formations”; Excerpts from *Value of Hawai'i: Knowing the Past, Shaping the Future*, John P. Rosa, “Race/Ethnicity”

Writing Assignment #1/Discussion Topic: *Explain why Omi and Winant define race as a social construct. What is the difference between “race” and “ethnicity?” Briefly reflect on whether or not your perception of ethnic identity matches with the federally defined racial category that you check off on official forms. The federally recognized categories are: American Indian or Alaska Native, Asian and Pacific Islander, Black or African American, and white. How do these designations compare to the categories defined by the Hawaiian Kingdom (class handout)?*

Terms to know for the midterm: Race, Ethnicity, Racial Formation

Friday, August 25, 2017: Last day to register, add, or change full-semester class sections. Last day to withdraw from full-semester classes with 100% tuition refund.

[August 28-September 3, 2017]

Week #2: Capitalism and Class

(T-Aug. 29) Topic #3: White Privilege and Male Privilege

Readings: Johnson, “Capitalism, Class and the Matrix of Domination”; McIntosh, “White Privilege and Male Privilege: A Personal Account of Coming to See the Correspondence through Work in Women’s Studies”; Excerpts from Jonathan Okamura’s, *Ethnicity and Inequality in Hawai‘i*

Discussion Topic: *What is the relationship between race and racism? Go over McIntosh’s list to identify the institutions that foster white privilege. Do they exist in Hawai‘i?*

(R-August 31) Topic #4: American Missionaries

Readings: Noenoe Silva, *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism* (Durham: Duke University Press, 2004). Chapter 1

Writing Assignment #2/Discussion Topic: *How did Native Hawaiians resist colonial and imperial efforts. Who were some of the key figures and historical events?*

Terms to know for the midterm: Capitalism (Class, Race, and Gender), Immigration/In-Migration/Out-Migration, Inter marriage/Multiethnicity/Multiraciality, Socioeconomic Inequality and Ethnicity, DOE (Department of Education), White Privilege, University of Hawai‘i [unequal (*groups/protests) opportunity/affirmative inaction], Pono

PART II. RACE, GENDER, AND CLASS IN HAWAI‘I

[September 4-10, 2017]

Week #3: American Missionaries in Hawai‘i

(T-Sept. 5) Topic #5: Women Understanding Women

Readings: Selections from Patricia Grimshaw, *Paths of Duty: American Missionary Wives in Nineteenth-Century Hawai‘i* (Honolulu: University of Hawai‘i Press, 1989).

Writing Assignment #3/Discussion Topic: *How do American missionary wives and Native Hawaiian women understand one another? What experiences/preconceptions shape their thinking? What commonalities do they share and what differences exist between them? What role do they play in their respective societies and who is more liberated or enlightened by nineteenth-century standards? By today’s standards?*

(R-Sept. 7) Topic #6: Portrayals of Native Hawaiians

Readings: “From Point Venus to Bali Ha‘i: Eroticism and Exoticism in Representations of the Pacific” edited by Lenore Manderson and Margaret Jolly (Chicago: University of Chicago Press, 1997).

Writing Assignment #4/Discussion Topic: *What are some of the connections between eroticism, exoticism, and political and military colonization in the Pacific and how does*

this affect contemporary portrayals and understandings of Native Hawaiians, Pacific Islanders, and Asians.

Terms to know for the midterm: Missionary Women, Exoticization/Eroticization

[September 11-17, 2017]

Week #4: The Politics of Historical Memory and Images of Women and Men in the Pacific

(T-Sept. 12) Topic #7: Images of the “Other”

Readings: David Stannard, “Recounting the Fables of Savagery: Native Infanticide and the Functions of Political Myth”

Discussion Topic: Please bring in one item/image that you think represents Hawai‘i and its people (Native Hawaiians, Asians, Pacific Islanders) in a stereotypical manner

(R-Sept. 14) Topic #8: The Overthrow of the Hawaiian Monarchy

Readings: *Aloha Betrayed*, Chapter 4; Keijirō Nakamura’s article “Hawaiian Annexation from a Japanese Point of View” in Dennis M. Ogawa, *Kodomo no tame ni--For the Sake of the Children: The Japanese American Experience in Hawaii* (Honolulu: University of Hawaii Press, 1980), 39-42.

Terms to know for the midterm; Native Infanticide, Political Mythology,

[September 18-24, 2017]

Week #5: American Colonization of Hawai‘i

(T-Sept. 19) Topic #9: *Aloha Betrayed*, Chapter 5

Writing Assignment #5/Discussion Topic: *How has the overthrow of the Hawaiian Monarchy been portrayed in books, schools, or in the media? What is your understanding of the overthrow? Were Native Hawaiians passive (or even accepting) to the events occurring at this time? What were some of the activities that men and women engaged in to resist American imperialism?*

(R-Sept. 21) Topic #10: Issei Women’s Oppression and Autonomy

Readings: Carol Fan, “Asian Women in Hawai‘i: Migration, Family, Work, and Identity.” *NWSA Journal* 8:1 (Spring 1996): 70-84; Kelli Y. Nakamura, “Yeiko Mizobe So and the Domestic Abuse of Japanese Picture Brides.” *Amerasia* 36:1 (2010): 1-32.

Writing Assignment #6/Discussion Topic: *What were some of the reasons Asian women came to Hawai‘i? What were their experiences? In which ways were they empowered or oppressed?*

Terms to know for the midterm: Anti-Annexation Struggle (*groups/protests) opportunity/affirmative inaction] Aloha ‘āina, Queen Lili‘uokalani, Mele

[September 25-October 1, 2017]

Week #6: Asian Migration to Hawai‘i

(T-Sept. 26) **Topic #11:** Video “Picture Bride” (1995)

(R-Sept. 28) **Topic #12:** “Picture Bride” (1995) Continued

Discussion Topic: *What does the video reveal about gender and race relations on the plantations? Describe the relationship between Japanese men and women, among Japanese women, and between Japanese women and other races (Native Hawaiians/whites).*

Terms to know for the midterm: Asian Migration, *Picture Bride* (the movie)

[October 2-8, 2017]

Week #7: Asian Women and Labor

(T-Oct. 3) **Topic #13:** Midterm Examination Review

(R-Oct. 5) **Topic #14:** **Midterm Examination**

[October 9-15, 2017]

Week #8: Plantation Labor and Resistance

(T-Oct. 10) **Topic #15:** Plantation Labor

Readings: Ronald Takaki, *Pau Hana*, “A New World of Labor: From Siren to Siren”

(R-Oct. 12) **Topic #16:** Plantation Resistance

Readings: Takaki, *Pau Hana*, “Contested Terrain: Patterns of Resistance,” Gary Okihiro, *Cane Fires*, “Into the Cold Night Rain”

Writing Assignment #7/Discussion Topic: *Did workers passively accept their treatment? How did race and class affect their experience? With whites? With each other?*

Terms to know for the final: Plantation Paternalism, Contested Terrain, Japanese American Internment/Incarceration

PART III: LABOR, MIGRATION, AND POLITICS OF RESISTANCE

[October 16-22, 2017]

Week #9:

(T-Oct. 17) **Topic #17:** Overview of World War II

(R-Oct. 19) **Topic #18:** Double V: Japanese Americans during World War II

Readings: Ronald Takaki, (Excerpts) *Double Victory: A Multicultural History of America in World War II*

Writing Assignment #8/Discussion Topic: *Why is World War II often called a “race war”? How did race affect the experience of minorities in America? In Hawai‘i?*

Terms to know for the final: “Double Victory”, Jim Crow Army, “Good War”, 1940 Selective Service Act, Race Riots, 369th Coast Artillery (AA) Regiment: “The Harlem Hellfighters”

[October 23-29, 2017]

Week #:10: World War II: Race War

(T-Oct. 24) Topic #19: Double V: African Americans during World War II

Readings: Beth Bailey and David Farber, “The ‘Double-V’ Campaign in World War II Hawaii: African Americans, Racial Ideology, and Federal Power.” *Journal of Social History* 26:4 (Summer 1993): 817-844; Excerpts from: *Japanese Eyes, American Heart*

(R-Oct. 26) Topic #20: Military Personnel, Prostitution, and Hawai‘i

Readings: Selections from Beth Bailey and David Farber, *The First Strange Place: Race and Sex in World War II Hawaii* Chapter 3, 4

Writing Assignment #9/Discussion Topic: *How did the arrival of newcomers (African Americans/White military personnel) transform race relations? What was their experience in Hawai‘i during World War II? How was their experience shaped by preexisting racial attitudes?*

Terms to know for the final: Mail Order Brides, Hotel Street, Jean O’Hara

Monday, October 30, 2017: Last day to withdraw from full-semester classes, to change to credit/no credit grade option, and to request audit grade option. Complete withdrawals and grade option changes must be done in-person. Not all classes are eligible for the credit/no credit option. Last day for instructors to submit incomplete make-up grades for Spring 2017.

[October 30-November 5, 2017]

Week #11: World War II Hawai‘i

(T-Oct. 31) Topic #21: Mail Order Brides and Human Trafficking

Readings: Venny Villapando, “The Business of Selling Mail-Order Brides” from *Making Waves: an Anthology of Writings by and About Asian American Women*

(R-Nov. 2) Topic #22: Seeking Asian Female (Documentary)

Terms to know for the final: Seeking Asian Female (Documentary)

PART IV: CONTEMPORARY ISSUES IN HAWAI‘I

[Nov. 6-12, 2017]

Week #12: Women’s Issues in the Present

(T-Nov. 7) Topic #23: Seeking Asian Female (Documentary)/Discussion

(R-Nov. 9) Topic #24: In Football We Trust (Documentary)

[November 13-19, 2017]

Week #13: Polynesian Masculinities and Performance

(T-Nov. 14) Topic #25: Polynesian Masculinities and Masculinity in Performance

Ty Kāwika Tengan, “(En)gendering Colonialism: Masculinities in Hawai‘i and Aotearoa”; Ty Kāwika Tengan, Jesse Makani Markham, “Performing Polynesian Masculinities in American Football: From ‘Rainbows to Warriors’”

Discussion Topic: *Please bring in one item/image that you think represents Hawaiian or Pacific Islander men. What stereotypes exist and are they empowering images or negative ones?*

(R-Nov. 16) Topic #26: Dog the Bounty Hunter (clips), Hawaii Five-O (clips), Fifty First Dates (clips)

Terms to know for the final: “Rainbows”/“Warriors” [UH Football], “Protest Masculinity/Compensatory Masculinity”, Engendering Men in the Pacific/Colonizing Masculinities, *In Football We Trust* (movie), American Empire and Football, Military, Sports, and Masculinities

[November 20-26, 2017]

Week #14: Images of Women and Men in the Pacific (Con’d)

(T-Nov. 21) Topic #27: Sonoda, Healani, “A Nation Incarcerated,” from *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawai‘i*; OHA Fact Sheet, “The Disparate Treatment of Native Hawaiians in the Criminal Justice System”

Writing Assignment #10/Discussion Topic: *How are Native Hawaiians still portrayed today in the national media? How are Asians and other ethnic groups in Hawai‘i (including Pacific Islanders)? What are the implications of such portrayals? Are they accurate and what is the reality?*

(R-Nov. 23) Topic #28: Holiday: Thanksgiving

Terms to know for the final: A Nation Incarcerated

[November 27-December 3, 2017]

Week #15: Contemporary Issues of Race, Class, and Gender in Hawai‘i

(T-Nov. 28) Topic #29: Class Presentations: *Student will present a class project that address issues of race, class, and gender in Hawai‘i that incorporates native voices (Native Hawaiians, Asians, Pacific Islanders) and perspectives and at least one of these prompts. *3-5 Page Paper Due on Presentation Topic on day of presentation*

- Identify the issue you focused on and explain how it relates to diversity, equity, health or sustainability. Describe the activities you engaged in that addressed this issue. Discuss the impact your activities had on the issue.
- Describe 3-5 central course concepts or theories that engaged you and deepened your understanding of the issue you focused on. [Instructor should specify possible concepts/theories and specific course competencies/objectives/goals/learning outcomes that they address.] Describe how you applied them in your activities. Explain how your activities deepened your understanding of these course concepts or theories.
- Explain how your coursework and activities have shaped your personal, academic and/or career goals. Explain how you have come to see yourself as an agent of change as a result of your coursework and activities.
- As an informed individual and citizen, discuss the issue you focused on as a problem. What elements of unfairness or injustice does the problem have? Do you believe more people should care about the problem? Why or why not? As an informed individual and citizen, discuss possible solutions to the problem.
- From the list below, select three actions and discuss in detail the actions you will take to reduce the impact of the problem.
 1. Support people in my family and my friends who are affected by the problem.
 2. Take another course to gain a new perspective on the problem.
 3. Join, start, or lead a campus student group working on the problem.
 4. Serve at a community-based organization working on the problem.
 5. Convene a dialog with policy-makers working on the problem.
 6. Advocate with public officials and legislators who work on the problem.
 7. Fund-raise to support non-profit organizations working on the problem
 8. Complete a degree that will provide me with the knowledge, skills, and attitudes to work on the problem in my career.
 9. Other (specify)

(R-Nov. 30)Topic #30: Class Presentations

***3-5 Page Paper Due on Presentation Topic on day of presentation**

[December 4-10, 2017]

Week #16:

(T-Dec. 5) Topic #31: Class Presentations

***3-5 Page Paper Due on Presentation Topic on day of presentation**

(R-Dec. 7) Topic #32: Final Examination Review/Last Day of Instruction

