

# Contemporary People of Hawai'i

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## AN340

# CONTEMPORARY PEOPLE OF HAWAI'I

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## COURSE DESCRIPTION

In this course, we will be examining the lifestyles, values and historical experiences of the various ethnic groups that make up the contemporary peoples of Hawai'i. The focus will be on processes of cultural assimilation and socialization – the ways in which these diverse ethnic groups have adapted to one another. Hawai'i has been described as the 'melting pot of the Pacific' – the prime example of how people can learn to live with others of different cultures in harmony. Yet it has also been portrayed as a 'cultural volcano' - a place with deeply submerged tensions and hostilities. How do these seemingly contradictory perceptions of the same place hold together? What does it mean to be 'local'? How are native Hawaiians challenging the legacies of European colonialism by revitalizing

topic: How are native Hawaiians challenging the legacies of European colonialism by revitalizing traditional practices? How do haoles fit in? Examining the ethnic diversity of Hawai'i's population, we will focus on patterns of continuity *and* change in Hawai'i's cultural landscape.

## REQUIRED TEXTS

McDermott, John & Naleen Andrade (eds.) 2011. *People and Cultures of Hawai'i: The Evolution of Culture and Ethnicity*. Honolulu: University of Hawai'i Press.

Rohrer, Judy. 2010. *Haoles in Hawai'i*. Honolulu: University of Hawai'i Press.

Tengan, Ty. 2008. *Native Men Remade: Gender and Nation in Contemporary Hawai'i*. Durham: Duke University Press.

\*Select articles, videos and other materials will be posted on Canvas

## BEHAVIORAL SCIENCE DIVISION LEARNING OUTCOMES

This course meets the following **Behavioral Science Program goals** that we have for you (the student):

- Ability to apply the scientific method to the study of human behavior in various environmental contexts
- An understanding of human behavior relative to various environmental contexts
- An understanding of human behavior relative to adapting to various changing environmental contexts
- growth in your understanding of the reciprocal relationships between the individual and the group (ethnic or society);
- A growth in your understanding of anthropological concepts and the appropriate use of the terminology.

This course has the following **General Course Objectives**:

- To gain an appreciation for the cultural diversity of contemporary Hawai'i;
- Increased knowledge of the historical and contemporary inter-group dynamics that allow for multiethnic co-existence;
- An appreciation of the mixing process that melds different ethnic groups into a new and distinctive local culture;
- A closer examination of the stereotyping process and its operational impact on interpersonal relations;
- To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;
- To directly address the Marianist goals of building collaborative learning communities and integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

## COURSE ASSESSMENT

- 1. Reading Responses:** This course will require your active engagement on a weekly basis. This requires self-motivation, self-discipline and time management on your part. There will be ten reading responses in total, beginning in week two. Questions designed to guide your reading will be posted in the Modules section of the course site on a Monday and your response will be due by the following Sunday. Reflective, well-written and edited responses that engage directly with the questions and use anthropological concepts will be rewarded full credit. Where relevant, you are encouraged to weave personal experiences and observations into your responses. One to two paragraphs per question is expected, though longer responses are welcome. This component will be worth 10% of your course grade, or 1% per response.
- 2. Exams:** There are 3 exams, each worth 25% of your course grade. These occur every 5 weeks during the semester, accessed from the Modules section. They are designed to promote your memory retention of the material and show you the effectiveness of your learning habits and strategies. The format will be a mix of multiple-choice, true/false and short answer questions. The exams are not cumulative and cover only the assigned readings for the respective five-week period.
- 3. Ethnography:** You will conduct a mini-ethnography based on your choice of three topics. You can either research a) a particular ethnic group living in Hawai'i, b) a specific site on O'ahu, or c) the topic of 'being local'. Based on your empirical research, you will prepare an ethnographic paper of 4-5 pages (approximately 1,500 words). Further instructions and guidelines will be provided.

**Late Work Policy:** Late assignments will not be accepted and there are no make-up assignments. The only exception is if you have a documented reason for missing an assignment and you have contacted me well in advance of the due date.

## GRADE BREAKDOWN

Exams (3)	75%
Ethnography of Hawai'i	15%
Reading Responses (10)	10%

A=90-100, B=80-89, C=70-79, D=60-69, F= -60

## AN 340 COURSE SCHEDULE, FALL 2021

WEEK	DATES	TOPICS	READING/ASSIGNMENT
1	Aug 22-28	<p><b>Course introduction: Hawai'i as cosmopolitan crossroads</b></p> <p><u>Key concepts:</u> Identity, diversity, post-coloniality,</p>	Hall article

## commodification of Hawaiian 'Paradise'

\*Self-introduction

- 2 Aug 29-Sept 4 **Early Hawaiian society & change I**  
Key concepts: Western bias, Hawaiians as Noble-Savages, Polynesian-Hawaiian social system  
 Tengan Intro  
 Andrade Intro-Ch. 1  
 \*Reading response 1
- 3 Sept 5-11 **Early Hawaiian society & change II**  
Key concepts: Hawaiian society at European contact, religious system overlay, persistent cultural values  
 Tengan Ch. 1  
 Walker article  
 Andrade Ch. 2  
 \*Reading response 2
- 4 Sept 12-18 **The Monarchy & other players**  
Key concepts: Elites (Ari'i Anglos), Maka'ainana, land as commodity, changing relationship between Hawaiian-Anglo—late Monarchy, Mahele intent vs. reality, marginalization of Hawaiians  
 Tengan Ch. 2  
 \*Reading response 3
- 5 Sept 19-25 **The Plantation-Republic, Territory-State period & Kama'aina elites**  
Key concepts: Hawaiian vs. Anglo-Calvinist values, revitalization movements, haole groups  
 Tengan Ch. 3  
 Rohrer Intro-Ch. 1  
 \*Exam 1

**Diverse realities: Haole stereotyping, Hawaiian ethnic identity. Chinese immigration**

Tengan Ch. 4

6	Sept 26-Oct 2	<p><u>Key concepts</u>: Post 1970s mainland socialization- globalization, role of Federal State, ethnocentrism, migration push-pull factors, Chinese as local</p>	<p>Rohrer Ch. 2 Andrade Ch. 3 *Reading response 4</p>
<p><b>When haoles aren't – Portuguese &amp; Japanese arrival</b></p>			
7	Oct 3-9	<p><u>Key concepts</u>: Local as identity-inclusion and exclusion, Portuguese as liminal group, assimilation, family-neighbors Japanese segregation, transnational families</p>	<p>Andrade Ch. 4-5 Igarashi article *Reading response 5</p>
<p><b>Contemporary Hawaiian identity; politics of haoles</b></p>			
8	Oct 10-16	<p><u>Key concepts</u>: Indigenous revitalization movements, gender, globalization</p>	<p>Tengan Ch. 5-Conclusion Rohrer Ch. 3 *Reading response 6</p>
<p><b>Okinawan resilience and success; Hispanics in Hawai'i</b></p>			
9	Oct 17-23	<p><u>Key concepts</u>: Okinawan and Hispanic migration, persistence of cultural identity, Okinawan and Hispanic social values</p>	<p>Andrade Ch. 6-7 Rohrer 4 *Reading response 7</p>
<p><b>Korean migrations</b></p>			
10	Oct 24-Oct 30	<p><u>Key concepts</u>: Korean gendered migration, picture brides, Korean social values, 2<sup>nd</sup> migration and contemporary Korean experience</p>	<p>Andrade Ch. 8 Rohrer Conclusion *Exam 2</p>
<p><b>Filipinos &amp; Blacks in Hawai'i</b></p>			
11	Oct 31- Nov 6	<p><u>Key concepts</u>: Filipino arrivals, circular &amp; chain migrations, post-plantation migrations, Ilocan-Tagalog social values, remittance economies-labor</p>	<p>Andrade 9-10 *Reading response 8</p>

migration as national policy. Black migrations, military and post-military communities

### Pacific Island Migrations

12	Nov 7-13	<p><u>Key concepts</u>: Changing levels of tolerance-acceptance in Hawai'i – who can become local? Samoans-Tongans in Hawai'i, remittance pressures-Fa'a Samoa. Micronesians, military &amp; Hawai'i, social values, assimilation and stereotyping.</p>	<p>Andrade 11, 15</p> <p>*Reading response 9</p>
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### South-East Asian migrations

13	Nov 14-20	<p><u>Key concepts</u>: SE Asian groups &amp; social visibility, refugees vs. migrants, SE Asian social values, social and economic tensions in modern Hawai'i</p>	<p>Andrade 12-14</p> <p>*Reading response 10</p> <p><b>*Hawai'i ethnography di</b></p>
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### Tourism in Hawai'i

14	Nov 21-Dec 4	<p><u>Key concepts</u>: Social &amp; economic functions of tourism, ethnic stereotyping &amp; commodification of Aloha, the future of tourism?</p> <p><b>Contemporary issues</b></p> <p><u>Key concepts</u>: Hawaiian ethnic identity, neocolonialism, contested 'paradise' and sacred space, pressures to conform to American norms</p>	<p>Hawaii's tourism future (Dater &amp; Yeoman)</p> <p>Mauna Kea protests (Nay</p> <p><b>*Exam 3</b></p>
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### Scientific method definitions

The METHODS OF SCIENCE are tools that we use to obtain knowledge about phenomena.

The SCIENTIFIC METHOD is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection

of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT PHENOMENA. Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing. The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

A THEORY is a large body of interconnected propositions about how some portion of the world operates; a HYPOTHESIS is a smaller body of propositions. HYPOTHESES are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The PHILOSOPHY OF SCIENCE decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

THEORIES are not themselves directly proved or disproved by research. Even HYPOTHESES cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.


SCIENTIFIC RESEARCH has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.















In order to verify the reliability and validity of scientific research, it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

### Declaration of respect and dignity

Chaminade University recognizes *the inherent dignity of all individuals and promotes respect for all people*. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact Dr. June Yasuhara at the Chaminade Counseling Center.

## Course Summary:

Date	Details	Due
Sun Sep 4, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244230">Reading Response 1</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244230">https://chaminade.instructure.com/courses/20545/assignments/244230</a>	due by 11:59pm

Date	Details	Due
Sun Sep 11, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244232">Reading Response 2</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244232">           (https://chaminade.instructure.com/courses/20545/assignments/244232)         </a>	due by 11:59pm
Sun Sep 18, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244229">Reading Response 3</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244229">           (https://chaminade.instructure.com/courses/20545/assignments/244229)         </a>	due by 11:59pm
Sun Sep 25, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244226">Exam 1</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244226">           (https://chaminade.instructure.com/courses/20545/assignments/244226)         </a>	due by 11:59pm
Sun Oct 2, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244233">Reading Response 4</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244233">           (https://chaminade.instructure.com/courses/20545/assignments/244233)         </a>	due by 11:59pm
Sun Oct 9, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244234">Reading Response 5</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244234">           (https://chaminade.instructure.com/courses/20545/assignments/244234)         </a>	due by 11:59pm
Sun Oct 16, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244235">Reading Response 6</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244235">           (https://chaminade.instructure.com/courses/20545/assignments/244235)         </a>	due by 11:59pm
Sun Oct 23, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244236">Reading Response 7</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244236">           (https://chaminade.instructure.com/courses/20545/assignments/244236)         </a>	due by 11:59pm
Sun Oct 30, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244225">Exam 2</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244225">           (https://chaminade.instructure.com/courses/20545/assignments/244225)         </a>	due by 11:59pm
Sun Nov 6, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244237">Reading Response 8</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244237">           (https://chaminade.instructure.com/courses/20545/assignments/244237)         </a>	due by 11:59pm
Sun Nov 13, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244238">Reading response 9</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244238">           (https://chaminade.instructure.com/courses/20545/assignments/244238)         </a>	due by 11:59pm
Sun Nov 20, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244228">Ethnography of Hawai'i</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244228">           (https://chaminade.instructure.com/courses/20545/assignments/244228)         </a>	due by 11:59pm
Sun Nov 20, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244231">Reading Response 10</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244231">           (https://chaminade.instructure.com/courses/20545/assignments/244231)         </a>	due by 11:59pm
Fri Nov 25, 2022	 <a href="https://chaminade.instructure.com/calendar?event_id=25460&amp;include_contexts=course_20545">Student Course Evaluation</a> <a href="https://chaminade.instructure.com/calendar?event_id=25460&amp;include_contexts=course_20545">           (https://chaminade.instructure.com/calendar?event_id=25460&amp;include_contexts=course_20545)         </a>	12am
Sun Dec 4, 2022	 <a href="https://chaminade.instructure.com/courses/20545/assignments/244227">Exam 3</a> <a href="https://chaminade.instructure.com/courses/20545/assignments/244227">           (https://chaminade.instructure.com/courses/20545/assignments/244227)         </a>	due by 11:59pm