

AN 340: PEOPLES OF HAWAII

Inst.: Richard Bordner

Off. hrs: Eiben Hall 122, M, W and F 9-1 or by app's

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Texts: Buck, Elizabeth. 1993. Paradise Remade. Philadelphia: Temple Univ. Press.

Dudley, Michael K 1990. Maui Gods, and Nature: A Hawaiian Nation I. Honolulu: Na Kane O Ka Malo Press.

Hormann, Bernhard and Andrew Lind (ads). 1996. Ethnic Sources in Hawaii: Social Process in Hawaii Vol. 29. NY: McGraw-Hill.

Course Description: In this course we will be examining the life styles, values and historical **experiences** of the **various** ethnic groups that make up the **contemporary** peoples of Hawaii. The focus of the course will be on the process of assimilation/socialization - the ways in which these diverse ethnic groups have adapted to one another. Hawaii 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. Can all of these apparently contradictory perceptions of the same place be true, or is the reality something entirely different? We **will examine** both the ethnic **diversity** of **Hawai'i's** population and the patterns of continuity within social life in Hawaii.

Course Objectives: 1) To gain an appreciation for the cultural diversity of contemporary **Hawai'i**;

2) An increased knowledge of the historical and contemporary inter-group dynamics that allow for multiethnic co-existence;

3) An appreciation of the mixing process that melds different ethnic groups into a new and **distinctive** local culture;

4) A closer examination of the stereotyping process and its **operational** impact on interpersonal relations.

Grading: 1) Exams: There will be 2 exams in this class, both of **which** will be essay in **format**. They will be based on both the readings and lectures. The exams will count for 50% of your grade. **The exams** will be take-home.

2) Research Paper. You will be required to do an in-depth **examination** of a particular aspect of one of the ethnic groups in Hawaii. This can be either library research or fieldwork, BUT YOU MUST deal it with me first or take the consequences. The paper must be **from** 8-12 pages (**text**, double-spaced), with 3 major **references** other than **class materials** (3 **internet** sources= 1 source). The paper will count for 30% of your course grade.

3) You are required to conduct two short tours for the purposes of **understanding** some of the visible aspects of Hawaii. A short reaction paper of 3-5 pages is due for each tour. **This** will be worth 10% of your grade. **NOTE THAT THIS PROJECT IS DUE IN THE MIDDLE OF THE SEMESTER**, not the end.

3) Class Participation/Attendance: The Feds require that you **attend** class if you receive any money from the US taxpayer. CUH has it as policy. Finally, to get the most out of this class you must be in class and **participate**. Most of the **material presented** in the **lectures** is not in the **readings**, so attendance is mandatory if you want to survive the **class**. Attendance and **participation** is worth 10% of your grade.

Exams(2)..... 50%

Research Paper 30%

Reaction paper 10%

Part/Attend..... 10%

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= -60

- Aug. 28: Introduction
Ass: Read Dudley ch. 1-2
- 31: Geography / Environment
- Sept 1: **Environment** and microenvironments
Ass: Read Dudley ch. 3-6
- 4: Holiday
- 6: Initial Polynesian settlement
Ass: Read Dudley ch. 7-12
- 8: Changes in **Hawaiian** culture, regional **variations**
- 11: **Changes** in Hawaiian religious systems
Ass: Read Buck ch. 1-2
- 13: Hawaiian **society** at the time of Cook's arrival
Ass: Read Hormann, **Intro.**, pg. 3-45
- 15: The Monarchy, the Mahele, the **ari'i**, the **maka'ainana** and cash **cropping**
- 18: The late Monarchy and **Overthrow**
- 20: **Dialog** between haole and Hawaiian values
Ass: Read Buck ch. 3-4
- 22: The Plantation **period**, **Hawaiian** stereotyping and the resurgence of Hawaiian **identity**
Ass: Read Buck 5-7
- 25: Contemporary Hawaiian issues
- 27: The initial Chinese **arrivals**
- 29: Chinese social patterns in Hawaii
Ass: Read Hormann pg. 55-61, 67-72
- Oct. 2: The Chinese in the mainland U.S. versus Hawaii
- 4: **Contemporary Chinese societies** in Hawaii
- 6: The **varied** Haoles in Hawaii
- 9: Holiday / **TOURS DUE**
- 11: The **complexity** of Haoles vs. stereotypes „
- 13: When haoles aren't the Portuguese
- 16: The Portuguese **experience**
- 18: The Local concept, inclusion and exclusion
- 20: The other Non-haole Haoles-Puerto **Ricans** / **Mid-Term Exam** Handed Out
- 23: The **arrival** of the Japanese
Ass: Read Hormann pg. 46-54
- 25: Japanese **integration** and exclusion
- 27: Sensational murder cases, **racism**, justice (?) and social change / **MID-TERM EXAM DUE**
- 30: The Yellow Peril Movement and **WWII**
- Nov. 1: **Contemporary Japanese experience**
Ass: Read Hormann pg. 73-78
- 3: The Okinawans
- 6: The Koreans
- 8: The contemporary Korean **experience** and recent stereotyping
Ass: Read Hormann pg. 79-87, 139-65
- 10: **HOLIDAY**
- 13: The Filipino **arrival**
- 15: The Filipino migration and **return** cycle
- 17: Filipino cultural **complexity** and **norms**
- 20: The contemporary Filipino experience-oldtimers vs. new migrants and stereotyping
- 22: Adaptation and change

Ass: Read Hormann pg. 98-133

23-24: Thanks. **Recess-HOLIDAY**

27: The Other **Polynesians—Samoans** and Tongans

29: Stereotyping and acceptance / LAST DAY for **EARLY** Res. Paper **Submittal**

Dec. 1: SE Asians and other recent groups

4: The "Hawaiian Tourist Paradise"

6: **Cultural** diversity, **multiculturalism** and the dynamics of **stereotyping**

8: Review and **summary** / Final **Exam** handed out / RESEARCH PAPER DUE

11: FINAL EXAM DUE 12:45-2:45