

Chaminade University

Fall 01

AN 340: PEOPLES OF HAWAII

Inst.: Richard Bordner

Off. hrs: Upper (mauka) Portables #114, M & F 11-2, TR 11-12 or by app't.

Phone: 739-4644(off.), 943-3563(hm.). E-mails: work: rbordner@chaminade.edu; home: bordner001@hawaii.rr.comRequired Texts: Merry, Sally E. 2000. Colonizing Hawaii: The Cultural Power of Law. Princeton: Princeton Univ. Press.Dudley, Michael K. 1990. Man, Gods, and Nature: A Hawaiian Nation. Honolulu: Na Kane O Ka Malo Press.Hormann, Bernhard and Andrew Lind (eds). 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 Hawaii'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 Hawaii;
 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/Service **Learning** Project: You will be required to do either 1) 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 clear it with me first or take the consequences. The paper must be a minimum of 12 pages (text, double-spaced), with 3 major references other than class materials (3 internet sources= 1 source); or 2) work on an approved (by the instructor) Service Learning Project. At present these include: (a) State Archives database project [either photos, land information or **immigration** data]; (b) State Historic Sites database project, or (c) Project Shine elderly **immigrant** tutoring. With the Service Learning option you must complete a **daily** journal of your experiences and a **final** summation of the **experience**, how it reflects what you've learned in this class and its **impact** on you. The Research **Paper/Service** Learning 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%	A= 90-100	D= 60-69
Res. Paper/Serv.Learning30%	B= 80-89	F= -60
Reaction paper 10%	C= 70-79	
Part/Attend..... 10%		

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

21: **Adaptation** and change

Ass: Read Hormann pg. 98-133

22-23: Thanks. Recess-HOLIDAY

26: The Other Polynesians-Samoans and Tongans

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

30: SE Asians and other recent groups

3: The "Hawaiian **Tourist** Paradise"

5: Cultural diversity, multiculturalism and the dynamics of stereotyping

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

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