Course Proposal

Ethnic Studies 101

1. Relationship to Program's Curriculum Plan

Ethnic Studies 101 is designed to be taken by those students who feel they need an introductory course as general preparation for taking more specialised courses in the Ethnic Studies Program or by those students who are impelled, more by curiosity or simply course selection convenience than anything else, to find out about ethnic studies before deciding whether they want to take courses offered in the Program.

Basically, then, the ES Curriculum Plan conceives of this course as a survey of the field of ethnic studies to meet the anticipated needs of the two categories of students mentioned above.

For those students who express an initial interest in taking other ES courses or opting for ES as a major, ES 101 will be highly recommended. Experience so far has shown that no useful educational purpose is to be served if ES 101 were designated as a "required" course.

The thinking advanced by those who favor the retention of this course is that it ought to be one through which the Program puts its best foot forward. It ought to be able to further excite the intellectual curiosity of those students who register for the course because they have an interest in taking related courses in the Program

and also draw into the Program a number of the others who take ES 101 merely to sniff out what ethnic studies is about.

2. Subject matter of the Course

This course would be an introduction to basic concepts and theories for analysing the dynamics of ethnic group experiences. This course would survey the experiences of ethnic groups in relation to colonization, immigration, problems of identity, racism and problems of social and economic mobility in a capitalist society in such far flung areas of the world as Guyana, Malaysia, Fiji, Ceylon, Mauritius, Britain, Australia and south Africa. It will examine the various race theories such as assimilation, melting pots, pluralism with attention to people of mixed ethnic backgrounds. It will focus on and draw from the particular experiences of Hawaii's ethnic groups as a basis for understanding the national and international experiences of different races.

The course will be divided into two major parts, not intended to be taught consecutively. One part of the course will consist of lectures given by the instructor and aimed at exploring the substantive and theoretical and descriptive scholarly material.

The other part will draw on the experience of local resource personnel who can address themselves to significant problem areas in which they are involved and which

are at least broadly relevant to the goals of this Program. For example, former Professor of Sociology, Andrew Lind, might be invited to speak to the subject: "Robert Ezra Park Revisited: do the race relations theories conceived in the 1930's still have relevance for Hawaii and other multi-ethnic societies of the 70's and beyond?" A resident of Kalihi might be asked to speak of his experiences living in public housing and talk of how these experiences have shaped his attitudes to members of other ethnic groups. Sam Lono might be asked to deliver a couple of lectures on what he thinks ethnic studies ought to be about and why it is important for Hawaiians. A labor leader and a representative of the Employers' Council could debate the proposition that the Hawaii experience in union organization shows that ethnicity is more important than social class in determining working class solidarity.

It is hoped that up to 40% of the lectures in the course will be given by lecturers drawn from the community on a series of carefully selected and related topics.

The instructor's lectures and the community speakers will be integrated in such a way that the relevant theoretical material will be related to the community topics.

3. Student Development

By drawing on a diversity of points of view it is hoped that this course will enable students to see the

many faces of ethnic studies and to realise that this is a complex but potentially exciting field of intellectual inquiry. The aim of the course, too, is to encourage students to think critically about, and draw from, their own life experiences in coming to terms with personal dilemmas about ethnicity in addition to those which might stem from a more general sense of intellectual curiosity.

As the course will draw heavily on ethnic situations outside of Hawaii and the United States mainland it is hoped that students will be able to see personal and related dilemmas in a larger context. This, it is hoped, will sharpen their sense of awareness, broaden their interest in the world beyond their immediate lives and afford an opportunity to think critically and analytically about ethnic studies as opposed to petty orthodoxies which some may try to pass off as the study of ethnic groups.

4. Types of examinations

Each student will be required to (a) write a book review (20% of final grade); take a final examination (30% of final grade) and write a term paper on a topic to be assigned (50% of final grade). If lab sessions are introduced the book review will be dropped and 20% of the final grade will be allocated for performance in class.

5. Expected enrollment

In the Fall of 1970, 65 students registered for this course; in the Spring of 1971, 47 and in the Fall of 1971, 100; a similar number took the course in the Spring of this year. If present trends continue, it can reasonably be anticipated that between 120 and 140 will register for the course in the next academic year.

6. Credits and Course Level

As this is an introductory survey course it falls within the ES Program course offerings at the 100 level. As plans now stand, and as the course is being currently taught, it meets three times a week for 50 minutes at a time. This frequency of meeting qualifies it for 3 credits.

7. Parallel Courses

To the best of our knowledge there is no course of the kind described here offered on the Manoa campus.

8. Budget Implications

This course is currently being taught by a Graduate Assistant only because other staffing arrangements failed to materialise. It is proposed that the course be taught by an instructor with a Ph.D. and with teaching and related experience. The equivalent of approximately a half-time appointment at the Assistant Professor level is called for.

Readings - ES 101

Benedict, Burton.	Indians in a Plural Society, 1961.
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Farley, Rawle.	"The Unification of British Guiana," Social and Economic Studies, Vol. 4, June 1955, p. 168-183.
Fricde, Morton, H.	"The Chinese in British Guiana," Social and Economic Studies, Vol. 5, 1956.
Gillion, K.L.	Fiji's Indian Migrants, 1962.
Glass, Ruth.	"Ashes as Discontent: The Past As Present in Jamaica," Monthly Review, May 1962.
Hazareesingh, k.	A History of Indians in Mauritius, 1950.
Klass, M.	East Indians in Trinidad, 1961.
Newman, Peter.	"Racial Tension in British Guiana," Race, Vol. 3, May 1962.
Norris, Katrin.	Jamaica: The Search for Identity, 1962.
Rahman, Tunku Abdul.	The May 13 Riots, 1969.
Segal, Ronald.	The Race War, 1965.