

ES 360: Immigration to Hawai'i, the United States, and Oceania¹

(3 CREDITS)

WI FOCUS (WRITING INTENSIVE)

Gen Ed Designation: DH

Fulfills Group 2 requirement for Ethnic Studies Majors

INSTRUCTOR INFORMATION

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LAND ACKNOWLEDGMENT

Adelaide is located in the homelands of Kaurna people. [Tarndanya](#) refers to the city of Adelaide itself, the land south of the Torrens. In 1997, the city council signed a reconciliation statement recognizing the original inhabitants who are the stewards of the land.

ABOUT THIS COURSE

Immigration, in public discourse, is characterized as a debate. We often say it's a "hot" topic. In this course, we will learn that migrants' lives are *not* up for debate, and their experiences constitute so much more than a "hot topic." The course invites you to ask why and how people move across space and the relations they establish with place and space.

We will explore different approaches to human mobility, starting with our own place in the Pacific. We will think about the ocean and land. What happens when we carve out borders to slice land and water and regulate them to obstruct or facilitate people's movements across water and land? We will look closely at the multi-ethnic immigrant communities and immigration policies in the US (Hawai'i is governed by US federal policies) and Australia. We will pay special attention to the effects of immigration on Native Hawaiian, Aboriginal, and Torres Island communities.

¹ The title of the course in the catalog is Immigration to Hawai'i and the US.

The course will provoke you to ask why, despite a mountain of empirical evidence to show that migrants and migration are not the problem, restrictive migration policy and xenophobia are gaining ground. We will investigate the structural roots of migration by looking at the Pacific, including Hawai'i and Australia, and the United States.

We will open up to how migrants themselves talk about and theorize their experiences. Most importantly, throughout the course, we will learn from migrant activists, who enact migration justice.

WRITING INTENSIVE FOCUS

This is a Writing Intensive course. Students will be responsible for a minimum of 20-22 pages of writing throughout the course of the semester. Students will learn how to write clearly for an identified purpose and audience through in-class writing workshops, peer review, and feedback on drafts from the professor. We will also use informal writing, such as freewrites, to develop our analysis and reflection.

REQUIRED READINGS AND VIDEOS

Textbooks to be accessed through the UHM library.

1. Camilla Fojas, Rudy Guevarra, and Nitasha Sharma. *Beyond Ethnicity, New Politics of Race in Hawai'i*. University of Hawai'i Press. 2018 [**Beyond Ethnicity in Course Outline**]
2. Rachel Buff. *A is for Asylum Seeker: Words for People on the Move*. Fordham University Press. 2020. [**Buff in Course Outline**]

VIDEOS

We will watch a documentary, *Food Chain*, and a feature film, *A Better Life*, which will need to be rented from a streaming service.

ARTICLES & BOOK CHAPTERS

In addition, articles and book chapters will be linked from the Weekly Lesson Page on the Laulima. These are made available to you for free.

STUDY ABROAD LEARNING OBJECTIVES

SLO 1. Develop knowledge of and sensitivity toward host culture and society by being self-reflexive

SLO 2: Analyze course materials and field trips through a comparative lens sensitive to difference

SLO 3: Engage in critical interdisciplinary thinking, with particular attention to the concepts of globalization and intersectionality

SLO 4: Acquire skills to engage with social issues as a culturally competent global citizen in the 21st century

COURSE LEARNING OUTCOMES

This course will enable you to:

CLO 1: Link historical events and issues to contemporary concerns

CLO 2: Develop a structural and comparative analysis to understand migration and immigration policy

CLO 3: Develop an intersectional analysis that treats race, ethnicity, gender, sexuality class, nationality, immigration status as crosscutting relations of power

CLO 4: Develop an interdisciplinary sensibility in order to combine social science with the arts and humanities

CLO 5: Develop your critical thinking skills

CLO 6: Develop writing skills to move beyond description to analysis

ACCOMMODATION AND ACADEMIC SUPPORT

Students with disabilities must self-identify to the KOKUA Program and complete the intake process before receiving disability access services (commonly referred to as accommodations, academic adjustments and auxiliary aides). I am happy to work with you and with the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course.

RESOURCES FOR STUDENTS

A list of student services appears in Lamakū, Student Success Resources. Please utilize them as you see fit.

MY ROLE AS RESIDENT DIRECTOR: MAKING THINGS WORK

As Resident Director it is my job to monitor your attendance, participation, and academic progress. I will attend to any academic issue that arises in your study. I will be available to answer questions, clarify assignments, and give feedback on your work. I'm also available for counseling and assistance in your adjustment to life in a new and different cultural environment. (I am grateful to Kathy Ferguson for this language).

COMMUNICATION WITH ME

Keeping communications open with me is key to a successful study abroad experience. You will have my email address, my physical address, and my telephone number: please feel free to contact me when you need or want to do so. This holds for academic

issues as well as those that may be arising in your dorms, your other classes, or your personal lives. Do not suffer in silence.

I encourage you to utilize my office hours. Each lesson will have a link to a Google sheet at the bottom of the lesson page

* Please do not discuss personal problems, health issues, or disability accommodation when we are in a classroom setting within range of other classmates. I respect your privacy. Call, email, or meet with me to discuss such matters.

COURSE EXPECTATIONS AND POLICIES

Experiential Activities:

Plan ahead: There will be several field trips for you to experience Adelaide and surrounding areas. You will be connecting your observations, experiences, and social interactions to what we are learning in the course.

You will share photos, videos, and a brief personal reflection as part of our Land/Water Creative Engagement assignment on Padlet (an online tool).

The following field trips will be required for place-based learning that is essential to this course:

[Tandanya National Aboriginal Cultural Institute](#) (slated to reopen 2025): Visit during Unit 1 (Week 1-3), which focuses on Indigenous concepts of mobility and their land, river (Torrens River flows through Adelaide), and ocean (Southern Ocean)

[Migration Museum](#): Visit during Week 4-5. The visit will take 1-2 hours. Factor in time to explore the surrounding area.

[Adelaide City Park Lands](#): Visit 3 places on the map and note the Kaurna place names and significance during Unit of Race, Place, and Culture (Week 5-9).

*Additional activities will be planned in consultation with UHM faculty who have taken students to Adelaide and Flinders University faculty.

Learning Environment

Our collective goal is to create an interactive learning environment with a *good faith* interest in the theories and frameworks we use in Ethnic Studies and Women's Studies. We strive for an environment in which we practice mutual care because the course delves into issues that generate discomfort in our society.

We will exercise the utmost collective care to not perpetuate words, images, ideas and opinions – spoken, printed, digitized or written – that harm, especially through the targeting of minoritized groups.

Proscribed Behaviors and Academic Honesty

Disruptive and disrespectful behavior by students in the classroom and during group experiential activities that interfere with the learning environment will lead to disciplinary action under the terms provided by the university's [Student Code of Conduct](#) (See Proscribed Conduct, Section IV B.2-5).

Students, who breach classroom protocol and take away from our learning environment, risk penalties. This includes a failing grade in the course.

Any infraction of codes of academic honesty will lead to sanctions from the instructor. Submitting AI-generated or other people's work, or do not properly attribute ideas that are not original to you. Please read [section IV B.1 of Proscribed Conduct of the Student Conduct Code](#). See also the [Academic Grievance Procedure](#) to familiarize yourself with the process.

Readings

You must come to class having done the assigned readings and watched/listened to all the materials. Not going over the assigned materials will hurt your grade.

Attendance & Participation (20 percent of your grade)

Attendance is mandatory. Please note that a part of your grade accounts for attendance.

When you miss coming to class whether it is a penalized or unpenalized absence, please drop me an email as a matter of courtesy.

Attendance and participation are interlinked. What does participation mean? In the classroom setting, it means addressing course content by speaking, inviting comments from others, asking me and your classmates questions, and active listening.

You fully participate in the experiential activities with curiosity.

If you attend class and the activities regularly but do not participate, your grade for this assessment will drop to a B.

Assignments: Types and Expectations

Written Work (This is a WI course)

1) Short assignments

- Reflections, Comments, Discussion posts, Worksheets, and Video Guides (total=500 words or 2 pages)

- Experiential Creative Project on Padlet: Five 50-word posts (1 page)
- 2) **Midterm** (4 pages, not including the list of references)
- 3) **Symbology Essay** (3 pages, not including image and the list of references)
- 4) **Research Paper** relating to migration across the Pacific (including Hawai‘i and Australia) and the United States (12 pages, not including the list of references)

Citations and Referencing: You will follow either of the two [Chicago systems](#) (notes or parenthetical) or [the MLA Style Sheet](#).

Last-minute work in the course is not acceptable.

Extra Credit (4 points maximum)

You can earn *up to 4 extra credits to improve your grade* by attending recommended events at either Flinders University or the University of Adelaide. I will notify you of these events.

Final Grade and Grade Distribution

Your final grade will be calculated as 100%. **As a matter of policy, students will not receive incompletes.**

ASSIGNMENT	WEIGHT
Attendance and Participation	20
Short Assignments (Including Creative Engagement)	35
Midterm	15
Symbology Essay	10
Research-based Final Project	20
Extra-Credit event write-up	4 points max

COURSE OUTLINE

For your week-to-week work, you need to look at the weekly lesson tool in Lamakū.
Each week, there will be an in-class activity that will require full participation.

UNIT I: Water/Land

Unit I: Experiential Activity

[Tandanya National Aboriginal Cultural Institute](#) (slated to reopen 2025): Visit **by Week 3**.

Week 1

Introductions

Siagatonu. 2015. [“Atlas”](#) (Video and transcript of the poem)

Week 2

Kava. 2020 "Pulse in the Atlas." *Amerasia Journal* 46(1): 79-81.

Hau'ofa. 1994. "[Our Sea of Islands.](#)" *The Contemporary Pacific* 6(1): 148-161.

Week 3

* You will start to read Buff's *A is for Asylum* this week. All entries are short (2-3 pages)

Buff. "Introduction," "Translator's Note," "Migration"

Lilomaiva-Doktor. 2009. "Beyond Migration: Samoan Population Movement (Malaga) and Geography of Social Space (Vā)." *The Contemporary Pacific* 21(1): 1-32.

Higginbotham. 2017. Blackbirding: [Australia's history of luring, tricking and kidnapping Pacific Islanders.](#)

Neumanna and Taylor. 2024. "Anxieties about a Porous Border: Australian Government Responses to Melanesian 'Boat People.'" *Australian Historical Studies*, 1–18.

UNIT II: Race, Place, and Culture

Unit II: Experiential Activity

[Migration Museum](#): Visit during **Week 4-5**. The visit will take 1-2 hours. Factor in time to explore the surrounding area.

[Adelaide City Park Lands](#): Visit 3 places on the map and note the Kaurna place names and significance during Unit of Race, Place, and Culture (**Week 5-9**).

Week 4

Buff. "Visa"

Kibria, Bowman, and O'Leary. 2013. "Immigration Policy and Racial Formation" from *Race and Immigration*.

Boucher and Davidson. 2019. [Evolution of the Australian System of Selecting Economic Migrants.](#) Transatlantic Council on Migration.

Week 5

Buff. "Immigrant," and "People on the Move"

McGavin. 2014. "Being Nesian: Pacific Islander Identity in Australia." *Contemporary Pacific* 26(1): 126-154.

Enari and Taula. 2022. "Pacific Pride: How We Navigate Australia." *Contemporary Pacific* 34(1): 120-133.

Week 6

Beyond Ethnicity: Ch 4, **Rosa**

Beyond Ethnicity: Ch 3, **Labrador**

Week 7

Beyond Ethnicity, Ch 6, **Sharma**

Siagatonu. 2015 "[Meauli](#)" (Video)

Enomoto, 2017. "[Where will you be? Why Black Lives Matter in the Hawaiian Kingdom](#)"

Week 8

Peter, Lyons, Tengan. "COFA Complex: A Conversation with Joakim Jojo Peter." *American Quarterly* 67(3): 545-574.

Jetnil-Kijiner, "[History Project](#)" and "[Lessons from Hawai'i](#)" (Videos)

Kanahele. [Women's Voices of Oceania](#). Read the section on Oceania. Choose two Micronesian islands (from the top bar of the story map).

Week 9

Buff. "Asylum Seeker," and "Refugee."

Eva Orner (Dir.) 2016. *Chasing Asylum* (Documentary: streaming service)

Nguyen. 2021. Making Sense of the Past: Vietnamese Diaspora in Australia and Transgeneration Histories. *Routledge Handbook on Asian Diaspora and Development*.

Nunn. 2017. "Negotiating National (Non)Belongings: Vietnamese Australians in Ethno/Multicultural Australia." *Identities* 24(2): 216–35.

UNIT III: LABOR AND LIFE

UNIT III Experiential Activity

Visit a farm in the greater Adelaide area

Week 10

Buff, "Guest Worker" and "Know Your Rights"

Chomsky. 2014 "How Immigration Became Illegal." In *Undocumented: How Immigration Became Illegal*.

Sanjay Rawal (Dir.) 2014. *Food Chain* (Documentary: Streaming Service)

- Research who works in the farms and the meat and livestock industry in Australia. Adelaide is known for its surrounding wine country and farms.

Week 11

Stead. 2019. "Money Trees, Development Dreams and Colonial Legacies in Contemporary Pasifika Horticultural Labour." In *Labor Lines and Colonial Power: Indigenous and Pacific Islander Labour Mobility in Australia*. (Open Access available through UHM library)

Mabalon. 2021. "Up to my Elbows in Rice": Women Building Communities and Sustaining Families in Pre-1963 Filipino/a American. In *Our Voice, Our Histories: Asian American and Pacific Islander Women*. (E-book central)

Week 12

Buff. "Caravan," "Illegal Alien," "Zero Tolerance"

Golash-Boza. 2018. "Forced Out and Fenced In." In *Forced Out and Fenced In*.

Aizeki. 2019. "[Mass Deportation under the Homeland Security State](#)"

Briskman. 2020. The People's Inquiry into Detention: Social work activism for asylum seeker rights. *Journal of Sociology*, 56(1), 100-114.

Vargas. Actions are Illegal Never People (Ted Talks) [Actions are illegal, never people | Jose Antonio Vargas | TEDxMidAtlantic](#)

Week 13

Das Gupta. 2014. "Don't Deport Our Daddies." *Gender & Society* 28(1): 83-109

Buff. "Unaccompanied Minor."

MOVIE NIGHT: Watch *A Better Life* (Feature Film)

Week 14

Buff. "Dreamers."

[Salgado](#) on We Want the Airwaves; [Chavez](#) on Imagine Otherwise

Zamorano, Perez et al. 2010. "DREAM Activists: Rejecting the Passivity of the Nonprofit, Industrial Complex"

[Conversation with editors and contributors of We Are Not Dreamers.](#) (Video)

Tiatano. 2019. [Queer Check-ins](#)

Week 15

Santos Perez. 2020. "[The Ocean is in Us": Navigating the Blue Humanities and Diasporic Chamoru Poetry.](#)" *Humanities* 9(3).

* Research Paper Presentations

Week 16

Wrap up

Research Paper Presentations

FINAL PAPER DUE XXXX (No Extensions)

Alianza Nacional de Campesinas, [Latina Farmworkers Letter of Solidarity](#). Time Magazine.

Taub, "[#MeToo Paradox: Movement Topples the Powerful, Not the Ordinary](#)" (New York Times)

van Rijswijk, "Re-Defining Gendered Harm and Institutions under Colonialism: #MeToo in Australia." *Australian Feminist Studies*, 35 (105). 2020.

Week 12: Service Work

Saru Jayaraman, President of One Fair Wage and Director of the Food Labor Research Center at University of California, Berkeley, [video on tipped workers](#)
[Einhorn and Abrams](#), "[The Tipping Equation](#)" (New York Times)

UNIT 3: LEISURE/LABOR

Week 13: Colonial Circuits

Kaomea, "A curriculum of Aloha? Colonialism and Tourism in Hawai'i's elementary textbooks,"

Sasaki, "Thread of Empire: Militourism and the Aloha Wear Industry in Hawai'i"

Week 14: Tourism, Labor Organizing, and Radical Care

Rath and Das Gupta, "Dying to Work: O'ahu Hotel Workers' Efforts at Well-being in the Face of Autoimmune Capitalism." *Anthropology of Work*, 43(2), 2022.

Nadasen, Chapter 7.

Week 15: Wrap-up and Research Presentations

Research Day/ Presentations

Week 16: Wrap-up and Research Presentations

Research Day/ Presentations

FINAL PAPER DUE XXXX (NO EXTENSION)