

Winter 2016  
HIUS 103  
Location: CSB 005  
T/Th 8:00-9:20am

Professor Man  
Office: HSS 4051  
Office Hours: T 9:30-11:30a  
Email: siman@ucsd.edu

## UNITED STATES AND THE PACIFIC WORLD

### DESCRIPTION

This lecture course focuses on United States history from the vantage point of the Pacific World, a complex and dynamic region that includes Asia, the Americas, and the Pacific Islands. The course proceeds thematically and encompasses the pre-modern era to the present. Major themes include mercantile trade, migrant labor, diaspora, settler colonialism, tourism, militarism, and indigenous resistance and movements for sovereignty.

### COURSE OBJECTIVES

Students will develop analytical reading skills and learn to ask informed questions that build on and push conventional interpretations of U.S. history. You will hone your skills in critical reading, and learn to mobilize evidence to critique and to substantiate arguments. You will also learn the craft of writing short argumentative essays.

### REQUIRED READINGS

David A. Chang, *The World and All the Things Upon It: Native Hawaiian Geographies of Exploration* (2016)

Vernadette V. Gonzalez, *Securing Paradise: Tourism and Militarism in Hawai'i and the Philippines* (2014)

Books are available for free as ebooks through the library. You may also purchase hardcopies from Groundwork Books Collective on campus. All other assigned readings will be posted as PDFs in our course page on TritonEd.

### GRADE

Class Attendance and Participation: 25%

Writing Assignment #1: 25%

Writing Assignment #2: 25%

Final Exam: 25%

### REQUIREMENTS

#### Attendance and Participation (25%)

You are expected to attend all class sessions, to complete the assigned readings as scheduled, and to participate substantively in discussions. Please bring your readings to every class.

#### **\*\*Laptop Policy\*\***

You may use your laptop or tablet in class to take and to refer to your notes and readings only. This is a privilege and may be revoked at anytime if it is abused. If you are caught social networking, watching videos, listening to music, or anything else that may be a distraction to your classmates or to the professor you will be asked to leave the class and forfeit your participation grade for the day.

### **Clickers**

Clickers will be used to facilitate participation. Answers will not be graded, and it will not factor in your participation grade. Instead if you click 80% or more throughout the entire quarter, you will receive **one point extra credit** toward your final grade.

### **Short Writing Assignment #1 (25%) – Due May 2**

The first short writing assignment will be an argumentative essay. You will be provided with a prompt, from which you will have to formulate your own argument. The prompt will be announced in class on April 25, and the response will be due in class May 2. The response should be between 600-800 words.

### **Short Writing Assignment #2 (25%) – Due June 8**

The second short writing assignment will take the form of a letter. Your letter will be addressed to American tourists in Hawai'i, explaining to them the broader implications of their participation in the tourism industry in Hawai'i. You will be expected to engage with the assigned readings and lectures in crafting your letter. It should be 600-800 words, and will be due June 8.

### **Final Exam (25%)**

Your final exam will be comprehensive, and will take the form of identifying key terms covered in the lectures and readings, and two short essays. It will be held on **June 15, 8-11am**.

## **SCHEDULE**

### **Week One**

April 4: Introduction

March 6: Ocean Worlds and the World System

Readings: Chang, *The World and All the Things Upon It*, introduction and chapter 1

### **Week Two**

April 11: Mercantile Trade and Maritime Power

Readings: Kariann Akemi Yokota, "Transatlantic and Transpacific Connections in Early American History," in *Pacific Historical Review* 83:2 (2014): 204-219.

Chang, *The World and All the Things Upon It*, chapter 2

April 13: Library Day (meet in Special Collections)

### **Week Three**

April 18: Nation-Building and the "Indian Problem"

Readings: Chang, *The World and All the Things Upon It*, chapters 3-4

April 20: Global Gold Rush

Readings: Chang, *The World and All the Things Upon It*, chapters 5

## **Militarism and Migration Conference, April 21-23, City Heights, San Diego**

### **Week Four**

April 25: Hawai'i Sugar Plantations

Readings: Gary Okihiro, "Hawai'i," in *American History Unbound*, 117-149.

April 27: Imperial Expansion in the Pacific

Readings: Chang, *The World and All the Things Upon It*, chapter 7, epilogue

President McKinley's Benevolent Assimilation Proclamation, December 21, 1898

### **Week Five**

May 2: Film: *The Insular Empire: America in the Marianas* (dir. Vanessa Warheit, 2010)

## **WRITING ASSIGNMENT #1 DUE IN CLASS**

May 4: Asia-Pacific Wars

Readings: Jon Kamakawiwo'ole Osorio, "Memorializing Pu'uloa and Remembering Pearl Harbor," in *Militarized Currents*, 3-14.

Vicente Diaz, "Deliberating Liberation Day: Memory, Culture, and History in Guam," in *Perilous Memories*, 155-180.

### **Week Six**

May 9: Colonial Built Environment

Readings: Vernadette Gonzalez, *Securing Paradise*, introduction, chapter 2

May 11: Empire of Bases

Readings: Gonzalez, *Securing Paradise*, chapter 3

### **Week Seven**

May 16: Sexual Politics

Readings: Adria L. Imada, "The Troupes Meet the Troops," in *Aloha America* (2012), 213-254.

## **Dr. Vernadette Gonzalez's public lecture at the Cross Cultural Center, time TBA**

May 18: Nuclear Testing in the Pacific

Readings: Barbara Rose Johnston and Holly M. Barker, *The Rongelap Report: Consequential Damages of Nuclear War*, 43-55, 89-108.

Primary Source: The People's Charter for a Nuclear Free and Independent Pacific (1983)

### **Week Eight**

May 23: The Anti-Vietnam War Movement in the Pacific

Readings: Simeon Man, "Radicalizing Currents: The GI Movement in the Third World," in *Rising Tide of Color* (ed. Moon-Ho Jung), 266-295.

May 25: Legacies of the Vietnam War

Readings: Gonzalez, *Securing Paradise*, chapters 5-6

### **Week Nine**

May 30: Asian Settler Colonialism and the Hawai'i Sovereignty Movement

Readings: Mililani B. Trask, "Hawai'i and the United Nations," in Fujikane and Okamura, eds., *Asian Settler Colonialism*, 67-70.

Anne Keala Kelly, "Marie Beltran and Annie Pau: Resistance to Empire, Erasure and Selling Out," (36-47); Jacqueline Lasky, "Waiahole-Waikane," (48-65), in Goodyear-Ka'opua, Hussey, and Wright eds., *A Nation Rising*.

Laura E. Lyons, "From the Indigenous to the Indigent: Homelessness and Settler Colonialism in Hawai'i (January 2011), 140-152.

June 1: Film – *Noho Hewa: The Wrongful Occupation of Hawai'i* (dir. Anne Keala Kelly, 2009)

### **Week Ten**

June 6: Decolonizing Futures

Readings: Walden Bello, "From American Lake to a People's Pacific in the Twenty-First Century," in *Militarized Currents*, 309-321.

Gonzalez, *Securing Paradise*, conclusion

June 8: Review

## **SHORT WRITING ASSIGNMENT #2 DUE IN CLASS**

**June 15: Final Exam Thursday 8-11am**

### **UCSD's Statement on Academic Integrity**

All suspicions of integrity violation will be reported to the Academic Integrity Office according to university policy. Integrity violation is not just blatant cheating (e.g., copying off another student during an exam), but what you might have thought of as "minor cheating" in high school, for example: copying other students' papers or homework; copying or using old papers/report; working with others on individual assignments; forgetting to cite material you took from an outside resource; turning in work completed in total or part by another.

The Policy on Integrity of Scholarship ([academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu)) and this syllabus list some of the standards by which you are expected to complete your academic work, but your good ethical judgment (or asking me for advice) is also expected as we cannot list every behavior that is unethical or not in the spirit of academic integrity.

Those students found to have committed academic misconduct will face administrative sanctions imposed by their college Dean of Student Affairs and academic sanctions imposed by me. The standard administrative sanctions include: the creation of a disciplinary record (which will be checked by graduate and professional schools); disciplinary probation; and attendance at an Academic Integrity Seminar (at a cost of \$75). Students can also face suspension and dismissal from the University; those sanctions are not at my discretion. Academic sanctions can range from an F on the assignment to an F in the class. The appropriate sanctions are determined by the egregiousness of the Policy violation. Students who assist in or are complicit with cheating could also be in violation of the Policy. Thus, students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to me for investigation.

### **Disability Accommodations**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information:

858.534.4382 (phone)

[osd@ucsd.edu](mailto:osd@ucsd.edu)(email)

<http://disabilities.ucsd.edu>(website)